



Northern
Territory
Government

DEPARTMENT OF EDUCATION

Improving Literacy and Numeracy National Partnership

Northern Territory

Final Report

14 February 2014

INTRODUCTION

The Final Report for the Improving Literacy and Numeracy National Partnership (ILNNP) covers activity during the 2013 school year.

The Australian Government provided \$243.9 million for the ILNNP to help states and territories improve the performance of students who are falling behind in literacy and/or numeracy, with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.

The ILNNP was intended to bridge the gap between the cessation of the Literacy and Numeracy National Partnership (LNNP) at the end of December 2012 and the implementation of school funding reforms from January 2014.

STRUCTURE OF THE REPORT

This final report is a stand-alone document for publication in order to disseminate information about the partnership. This report has five sections:

Section 1: Executive Summary

Section 2: Approaches

Section 3: Analysis of Performance Data

Section 4: Showcases

Section 5: Sustainability

Sections 1 and 2 provide a narrative description of the Northern Territory's participating schools and students, focus areas for improvement, approaches used, cohorts targeted, outcomes to date and learnings arising from the partnership.

Section 3:

describes the assessment and data collection measures and how these have been used by schools and education systems to effectively inform best practice literacy and numeracy teaching;

presents information to demonstrate improvement against the local measures for literacy and/or numeracy results for targeted student groups;

provides NAPLAN data for each of the specified national measures;

describes approaches used to improve teacher capability and the effectiveness of literacy and/or numeracy teaching; and

provides feedback from staff relating to improved capacity resulting from participation in professional learning.

Section 4 provides five showcases of best practice in participating schools, additional to those already reported in the July 2013 Progress Report.

Section 5 provides information about the sustainability of approaches within schools and any synergies with other state initiatives.

Contents

INTRODUCTION	2
SECTION 1: EXECUTIVE SUMMARY.....	4
SECTION 2: APPROACHES.....	7
SECTION 3: ANALYSIS OF PERFORMANCE DATA.....	10
DEMONSTRATION OF IMPROVEMENT	10
GOVERNMENT SCHOOLS.....	10
Linking school targets to classroom practices — NT Government sector Central Australia regions.....	10
Linking school targets to classroom practices — NT Government sector Arafura regions.....	11
FIELD — NT Government sector, Darwin and Katherine regions.....	14
INDEPENDENT SECTOR.....	17
School level data collection measures in the independent schooling sector	17
Improving teacher capability and effectiveness in the independent schooling sector	17
Case management approach — Association of Independent Schools NT	17
CATHOLIC SECTOR.....	18
School level data collection measures in the Catholic schooling sector	18
Improving teacher capability and effectiveness in the Catholic schooling sector	18
Case management — Catholic Education NT.....	19
Accelerated Literacy — Catholic Education NT	20
Coaching and whole-school commitment — Catholic Education NT.....	21
SECTION 4: SHOWCASES.....	23
SECTION 5: SUSTAINABILITY	24
ATTACHMENT A.....	25
ATTACHMENT B.....	31
ATTACHMENT C.....	34
ATTACHMENT D.....	38
ATTACHMENT E.....	39
ATTACHMENT F	53
Showcase — Linking School Targets to Classroom Practice — Central Australia	53
Showcase — Linking School Targets to Classroom Practice — Arafura regions	56
Showcase — FIELD Approach	61
Showcase — Catholic Sector	63
Showcase — Linking School Targets to Classroom Practice — Central Australia	66

SECTION 1: EXECUTIVE SUMMARY

The proportion of Northern Territory students achieving National Minimum Standard (NMS) for literacy and numeracy performance in the National Assessment Program Literacy and Numeracy (NAPLAN) is consistently lower than other states and territories, and the Australian average. This difference in performance is greater for Aboriginal and Torres Strait Islander (ATSI) students than non-ATSI students and overall, ATSI students in the Northern Territory have the lowest performance in Australia as a cohort.

National and international studies consistently demonstrate that Indigenous status, geolocation and socioeconomic status have a strong impact on student performance. The Northern Territory has an ATSI student cohort that is approximately 41 per cent of the total school population, which is over six times greater than the next largest proportion from any other state or territory. Nearly half of Northern Territory students live in remote and very remote areas and a high proportion of these students are speakers of Indigenous languages with limited exposure to English language communication in their home environment.

The Northern Territory's literacy and numeracy improvement priorities are focussed on helping students improve their reading, writing, oral language and numeracy skills to better prepare them for their futures. Priorities include:

- development of whole-of-school literacy and numeracy improvement plans which include data informed targets;
- student monitoring and assessment of Standard Australian English (SAE) literacy and numeracy achievement of students;
- a strong focus on the early years and school readiness;
- quality teaching and development of teacher capacity to deliver learning programs that maximize the opportunity for all students to develop SAE literacy and numeracy skills; and
- strong school leadership for improvement, with a focus on whole school literacy and numeracy improvement through explicitly instructional practice, engagement of parents and the community, and professional learning opportunities to assist educators better utilise student demographic and achievement data to improve literacy and numeracy outcomes.

The approaches implemented under this national partnership are aligned and linked with existing Northern Territory literacy and numeracy improvement priorities. A total of seven approaches were implemented (three in the government sector, one in the independent sector and three in the Catholic sector), all of which were identified from the *Teach Learn Share* evidence base and adapted for the Northern Territory context.

Eighty six Northern Territory schools that participated in the ILNNP (70 government and 16 non-government), were selected due to their proportion of students achieving in the bottom two NAPLAN bands for reading and numeracy. School level priorities for 2013 and participation in the previous Literacy and Numeracy National Partnership Agreement under the Smarter Schools National Partnerships were also factors taken into consideration in the school selection process.

The list of schools that participated in the ILNNP is at Attachment A. These schools provide education services to approximately 40 per cent of all Northern Territory students who achieved at or below NMS in 2011 and approximately 52 per cent of all Northern Territory Indigenous students who achieved at or below NMS in 2011. Of the 86 participating schools:

11 per cent are classified as Provincial, 16 per cent as Remote and 73 per cent as Very Remote using the MCEETYA classification code; and

approximately 94 per cent of schools had a literacy focus; five per cent had a literacy and numeracy focus; and less than one per cent (one school) had a numeracy focus.

A breakdown of total and ATSI student participation by sector is outlined in the table below.

Table 1: ATSI student participation in the ILNNP by sector/region and total

Sector	Total number of participating students	Total number of participating ATSI students
Government Sector — Central Australia	1087	811
Government Sector — Arafura	81	81
Government Sector — Darwin and Katherine	250	118
Independent Sector	441	441
Catholic Sector	223	201
TOTAL	2082	1652

In interpreting student outcomes, it should be noted that many of the students who participated in the approaches under this national partnership come from English as an additional language or dialect (EALD) backgrounds. Students in the beginning and emerging phase of English language learning may be capable of understanding the content of the curriculum for their year level. However, as they are new to learning in and about English, they often find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency, both written and spoken, to convey content knowledge and understandings.

Government Sector

Overall, participating Northern Territory government schools saw improvements at the aggregate level across student outcomes and staff attitudes to, and perceptions of, the teaching of literacy and numeracy for all of the approaches. There has been a strong focus across the approaches on building staff capacity, which will see the benefits of the approaches achieved through improved teaching practices beyond the term of the national partnership.

The requirement for local measures resulted in an increased focus on student progress and program efficacy using assessment tools that can capture gains over the shorter term. School level capacity to capture and analyse student data and use this to plan for differentiated teaching strategies was enhanced as a result of this national partnership.

However, a range of challenges were faced in the implementation of activity. In particular, the limited negotiation timeframes and short term nature of the agreement had early implications for planning and implementation at the school level, including recruitment of specialist staff across the schools and regions. Other challenges included:

- resource intensive data collection due to the diverse range of local measures and limited capacity to use systems to support this process;
- high student mobility, teacher turnover and low student attendance; and
- resourcing and program fidelity given the large geographic distances between schools and the unique and diverse student needs and community contexts.

Independent Sector

Overall progress was observed across all schools, year levels and measures by the seven schools that participated in the ILNNP under the Association of Independent Schools Northern Territory (AISNT) case management approach. Analysis of data and the development and implementation of effective school level processes supported the participating schools to identify and target specific areas of need to improve student outcomes.

All of the participating schools have now implemented student achievement data collection systems and processes to use data to inform teaching and learning programs as well as identify

staff professional development needs. A major challenge to project implementation for the independent sector was low student attendance and high turnover.

Catholic Sector

Steady progress has been made by all Catholic Education Northern Territory (CENT) participating schools with significant growth apparent in reading levels and numeracy skills across some schools. Eight of the nine CENT schools focussed on literacy and the ninth school focussed on numeracy.

A significant highlight of this project has been an improvement in assessment procedures, data collection and analysis by participating schools. The emphasis on assessment, data and student outcomes has ensured schools remain diligent and rigorous in assessment practice. This in turn has informed teaching practice with schools tailoring learning experiences specifically to target student needs.

Over the course of the project, the level of teacher engagement in student assessment data and using the data to plan for student learning needs has become more evident in teacher planning and programming. The major challenges to project implementation have been in staff retention, and in some cases ineffective teaching practice; absenteeism and high student turnover have also impacted the effectiveness of this project.

SECTION 2: APPROACHES

This section outlines the seven approaches implemented in schools participating in the ILNNP, as follows:

- Government sector approaches:
 - Linking school targets to classroom practice (Central Australia)
 - Linking school targets to classroom practice (Arafura)
 - Focused improvement in early literacy development (Darwin and Katherine)
- Independent sector approaches:
 - Case management
- Catholic sector approaches:
 - Case management
 - Accelerated Literacy
 - Coaching and whole-school commitment

The ***linking school targets to classroom practices approach***, implemented by the government schooling sector in the Central Australia Directorate (Barkly and Alice Springs Regions), was focused on implementing a regional Visible Learning program. Participating schools worked with consultants to develop a culture of improvement and success for all students. The approach had an emphasis on literacy, and targeted students across all year levels in 42 government schools, with a particular focus on ATSI students.

Visible Learning was chosen as the approach to drive improvement across the directorate because it promotes pedagogical approaches that have the greatest impact on student learning rather than being a specific literacy or numeracy program. A Visible Learning professional program was designed specifically for the directorate to have an impact firstly on school staff, including school leaders and teachers. This approach was underpinned by embedding impact coaches within schools to support the collection and analysis of data and the development and evaluation of teaching strategies. The approach was supported through professional development and mentoring for staff based around the five strands and key principles of Visible Learning, derived directly from John Hattie's extensive research¹.

Impact coaches worked across schools with classroom teachers and leadership teams to support the implementation of school action plans that focused on building teacher capacity to analyse data and use teaching strategies that have the greatest impact. Professional learning communities developed in and across schools supported teachers to move from isolated practice towards a culture of greater collaboration with a focus on learning from one another and with one another.

The ***linking school targets to classroom practices approach*** implemented by the government schooling sector in the Arafura Directorate (Arnhem and Palmerston and Rural regions) was a whole school approach to improving early years students' understanding and skills to communicate mathematically or scientifically. The approach targeted ATSI students in Years 1 and 2, across eight very remote government schools (with one additional school providing mentoring to other sites) and had a particular emphasis on EALD students. The approach was underpinned by the development of expert teaching teams (classroom teachers and assistant teachers). Pre-assessment of student learning in the target year levels highlighted a range of learning needs for teaching teams including:

difficulty in gathering, analysing and using accurate student evidence of learning;

lack of routine structures, processes and practices for teachers and assistant teachers to work together to plan, teach, assess, reflect and learn collaboratively; and

lack of shared understandings of the big ideas in number and the lack of shared understandings about EALD students use of questioning in Science.

The approach was tailored to the specific needs and focus (mathematics or science) of each site and involved:

¹ See Hattie, J. (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge, Abingdon, Oxon.

Mapping from school priorities to classroom practices and student learning: regional and school leaders negotiated local action learning plans, pre and post assessment methods, and determined resource allocation so that it was directly focused on the classroom teaching team and students.

Assessment design: regional and school leaders guided teaching teams to use negotiated assessment methods, analyse and discuss initial student assessment information, determine student learning needs, and to choose a starting point for planning and teaching within a working in teams approach.

Using assessment information to differentiate classroom learning: regional and school leaders and classroom teaching teams engaged in collaborative problem solving, workshops and seminars to further develop capacity to assess students during learning and more frequently monitor progress and adjust teaching practices as required.

Building the capacity of teaching teams to plan, teach, assess and learn together: a focus of the resource allocation for this project was on enabling collective and lateral capacity building strategies and using an inquiry approach to identify, target and evaluate the learning needs of both student and teaching teams.

The ***focused improvement in early literacy development (FIELD)*** approach, implemented in the government schooling sector in the Darwin and Katherine regions, was centred on implementing a regional approach to identifying and addressing students' phonological awareness and understandings as foundational skills for reading and writing. The FIELD approach was selected to address the dual needs of developing students' early literacy skills and knowledge, and building the capacity of teachers to explicitly and systematically teach emergent literacy. The approach targeted Year 1 students across 20 government schools, with a particular focus on ATSI students. The FIELD process was adapted for the Northern Territory context, with participating schools engaging with the approach at one of two levels of support:

tier 1 – participating schools were supported with grants and resources for teacher professional learning; or

tier 2 – participating schools were supported with grants and resources in addition to support from a Literacy Consultant, Educational Speech Pathologist, Literacy Coach or English Advisor.

Professional learning as part of this approach included a focus on building teacher capacity to analyse student achievement data to better inform teaching and learning. Early years teaching teams analysed student achievement and staff feedback data to identify areas of student need at the whole class and individual level, and identify staff professional learning needs.

The ***case management*** approach, implemented by the independent schooling sector targeted the literacy and numeracy needs of ATSI students in Years 3 to 12 across seven schools. The approach aimed to address students' learning needs, raise expectations of student performance, and implement a whole school approach to school improvement that ensured that the literacy and numeracy needs of all students were identified, monitored and achieved.

Staff from AISNT worked with teams at Tiwi College, Nyangantjatjara College, Yipirinya School and Yirara College to collect and analyse student achievement data and support whole school professional learning strategies and systems. Teachers were supported to develop differentiated learning programs and to undertake professional learning opportunities aligned to student learning needs. The Northern Territory Christian Schools employed an ICT consultant to assist in the development of an iPad program to support student literacy and numeracy learning and to provide technical and pedagogical professional development to principals and teachers. The schools particularly focussed on EALD students and employed teaching strategies including whole class modelling and scaffolding of learning through the use of technology. The iPad program was integrated with a rich literacy and numeracy program.

The ***case management*** approach, implemented by the Catholic schooling sector targeted the literacy needs of ATSI students in Years 2 to 9 across three schools — Our Lady of the Sacred Heart (OLSH) Thamarrurr Catholic School, St John's Catholic College and Ltyente Apurte Catholic

School. Students identified as falling behind in literacy were case managed by their teacher and other support staff who designed and implemented literacy interventions targeted to their needs. The approach was selected to cater for ATSI students with low English literacy skills from a range of language and cultural backgrounds.

The **Accelerated Literacy** approach, implemented by the Catholic schooling sector, targeted the literacy needs of ATSI students in Years 4 to 10 across two schools — Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College. The approach has a strong practical and theoretical framework for literacy teaching in remote Indigenous contexts and it is for this reason that Xavier Catholic College initially selected the approach in 2007. There was, however, a need to reinvigorate the methodology within the school, in terms of up-skilling teachers and renewal of resources to support continued implementation. Murrupurtiyanuwu Catholic Primary School has not had a consistent approach to teaching literacy in the past. As the majority of the primary school students from Murrupurtiyanuwu Catholic Primary School will transition into Year 7 at Xavier Catholic College the implementation of Accelerated Literacy as a whole school literacy approach across the two campuses was seen to have significant benefits. Through project funding, an Accelerated Literacy coordinator was employed to provide onsite professional learning and to work alongside teachers in their classrooms to ensure that they acquired the skills necessary to implement the approach in their classrooms.

The **coaching and whole-school-commitment** approach, implemented in the Catholic schooling sector, provided literacy and numeracy coaches to work with school leadership teams and teachers to improve student performance. The approach focused on literacy outcomes in three schools — St Joseph's Catholic College, St Francis of Assisi Primary School and St Francis Xavier Catholic School, and numeracy outcomes in Holy Family Catholic Primary School. The approach targeted students in year levels ranging from 2 to 10. These schools have many graduate and/or inexperienced literacy/numeracy teachers and the coaching approach was selected as it is recognised that student outcomes are directly related to the level of teacher expertise. The opportunity for teachers to work with an experienced coach provided the base for positive change in classroom practice. Coaches provided onsite whole school professional development, worked alongside teachers in classrooms modelling best practice, observed and provided constructive feedback on teacher practice and supported teachers with planning and programming.

SECTION 3: ANALYSIS OF PERFORMANCE DATA

All schools participating in the ILNNP conducted baseline and end of year data collections to measure progress against the following performance indicators:

- improvement in literacy and/or numeracy results for targeted student groups, including ATSI students; and
- staff in participating schools engaged in professional learning in literacy and numeracy.

The following section describes improvement that has been achieved over the 2013 school year in relation to each of the seven approaches implemented in the Northern Territory. This section should be read with reference to the following attachments:

Attachment B (Tables 3 to 8). Local Measure (i) Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group. Note that where all target students are identified as ATSI, data for the approach is only included in Attachment C.

Attachment C (Tables 9 to 16). Local Measure (ii) Local school level data demonstrating change in literacy and/or numeracy performance for targeted ATSI students.

Attachment D (Table 17). National Measures (iii), (iv) and (v) NAPLAN data for continuing Literacy and Numeracy National Partnership schools, 2008-2013.

Attachment E (Tables 18 to 25). Local Measure (viii) Feedback from staff demonstrating improved capability and effectiveness of literacy and/or numeracy teaching.

DEMONSTRATION OF IMPROVEMENT

Improvement was seen across all of the approaches implemented under the ILNNP in 2013, including across the 13 schools that were supported under the previous Literacy and Numeracy National Partnership (LLNP). It should be noted that facilitation funding under this initiative ceased in June 2011 and the literacy and numeracy programs have not been maintained in the same form across the period from 2009 to 2013 under the LLNP and the ILNNP.

GOVERNMENT SCHOOLS

Linking school targets to classroom practices — NT Government sector Central Australia regions

Local data to measure the effectiveness of this approach was collected through:

- assessment of student reading levels using a variety of tools (e.g. PM Benchmark, Sutherland, PAT-R, TORCH and BURT word recognition) (refer Tables 3 and 9 in Attachments B and C); and
- teacher and school leader feedback surveys which collected data regarding perceptions of their focus and practice, the effectiveness of the Visible Learning program and the variables that influence student achievement (refer Tables 18 and 19 in Attachment E).

Reading level data was collected from all schools across the directorate to monitor the progress of students during the year, including baseline (Term 1) and end of year (Term 3) data collections. Data was analysed at a regional and individual school level. Collective impact cycles were introduced across the directorate, providing a clear process for schools to identify target areas, implement a range of strategies and focus on using relevant data effectively to inform practice. Collective impact cycles assisted to build the capacity of teachers by ensuring classroom practices had a strong evidence base.

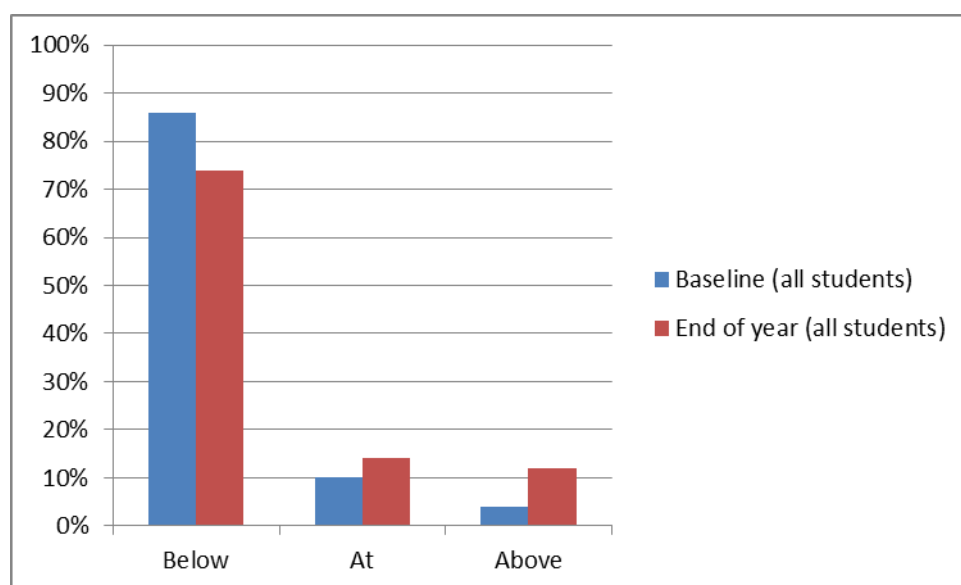
The program activities focused on building individual and institutional capability by changing and developing knowledge and attitudes (short-term outcomes). As a result of these initial developments, practices are expected to change through the cyclical process of focusing on impact and adapting practices accordingly (medium-term outcomes). These outcomes are expected to lead in the longer term to improvements in student achievement.

The merit and worth of the Visible Learning program for school leaders, teachers and impact coaches was evidenced through multiple sources of both quantitative and qualitative data. Individuals are developing desired attitudes and levels of understanding (short-term outcomes) as

well as improving practices (medium-term outcomes) whereby teaching practices are adapted based on student data.

Improvement is also evident at the local level, with an increased number of schools developing practices consistent with the Visible Learning research (i.e. research that identifies practices that make a difference). Although premature at this stage, there is also emerging evidence of student progress with positive shifts in student reading level achievement. When the baseline is compared with end of year data it shows increases in the percentage of students achieving at or above the expected reading level for their age/grade.

Figure 1: Percentage of target students achieving below, at or above expected achievement levels for their age/grade. Baseline compared with end of year assessment



Linking school targets to classroom practices — NT Government sector Arafura regions

Local data to measure the effectiveness of this approach was collected through:

- assessment of students' counting strategies and early arithmetic skills using the Schedule of Early Number Assessment (SENA) and assessments contained in the Envision Maths program (for mathematics focus sites) or assessment of students' science inquiry skills using published assessments in Primary Connections (for science focus sites). The elements of these assessments were aligned to Australian Curriculum content and achievement standards (refer Table 10 in Attachment C);
- level of use interviews with teaching teams, from the Concerns Based Adoption Model suite of tools, to measure behaviours and identify the extent to which the approach is being implemented by educators (refer Table 20 in Attachment E); and
- assessment of schools levels of development against a range of school improvement indicators to measure improvements in implementation of a whole school approach (refer Table 21 in Attachment E).

Following baseline student assessments in Term 1, 2013, teaching teams and leaders recognised that the SENA and topical local data measures could not be used as the only assessment techniques to determine student learning in the early years. It was recognised that the effectiveness of using these tools to collect evidence of mathematics learning was limited by students' English competency. Teaching teams selected additional assessment methods to gather information about student learning such as learning progress maps from the Talking Namba program and Count Me In Too (CMIT) Learning Framework, Multiple Year Level curriculum materials, and observations and work samples. Assessments were aligned to the Australian Curriculum for Foundation to Year 2. While these additional assessments were used to monitor student progress, end of year assessment (Term 4, 2013) was undertaken using the SENA and topical local data measures to allow for comparison to the baseline.

Baseline and end of year data was also collected regarding teaching team capability and effectiveness using level of use interviews. Regional leaders analysed responses against eight levels of use and fed this back to the staff interviewed for verification. The level of use framework was also used informally throughout the initiative to analyse the professional learning and development needs of staff. Capability and effectiveness development activities focussed on enabling staff to demonstrate a 'refinement' level of use, where they use their knowledge, practices and engagement with colleagues to adjust and refine planning, teaching and assessment techniques to ensure more targeted teaching, monitoring of student progress and identification of individual students' needs.

Across school activities were designed in response to the challenges in gathering and analysing initial assessment of students, and to further build capacity of teams to work cross-culturally to plan, teach and assess Indigenous students. Opportunities were provided for teaching teams, school and regional leaders to engage in shared learning experiences through seminars and direct observation and reflection on classroom practices. Some schools arranged for external 'expert' consultants to facilitate activities, and at the regional level, advisors were provided with executive coaching and opportunities to participate in coaching training. Comparison of baseline and end of year data from level of use interviews shows an increase in the number of teachers operating at 'refinement' level and above. Of particular note is the 50 percentage point increase in the number of teachers operating at 'refinement' level and above in implementing diagnostic assessments to identify starting points for teaching content and language, adjust unit plans and lessons and give students feedback.

A total of fifty Year 1 and eighteen Year 2 students participated in both baseline and end of year assessment in relation to Mathematics or Science Achievement Standards. In relation to progress against Mathematics Achievement Standards, 26 per cent of Year 1 students progressed two levels (i.e. from below Foundation to a Year 1 level) in their early arithmetic skills of solving simple addition and subtraction problems using counting strategies. For Year 2 students, 82 per cent progressed from demonstrating below Foundation level to Foundation or Year 1 level in their early arithmetic skills of solving simple addition and subtraction problems using counting strategies.

Figure 2: Year 1 target students' achievement against the Mathematics Achievement Standards. Baseline compared with end of year assessment

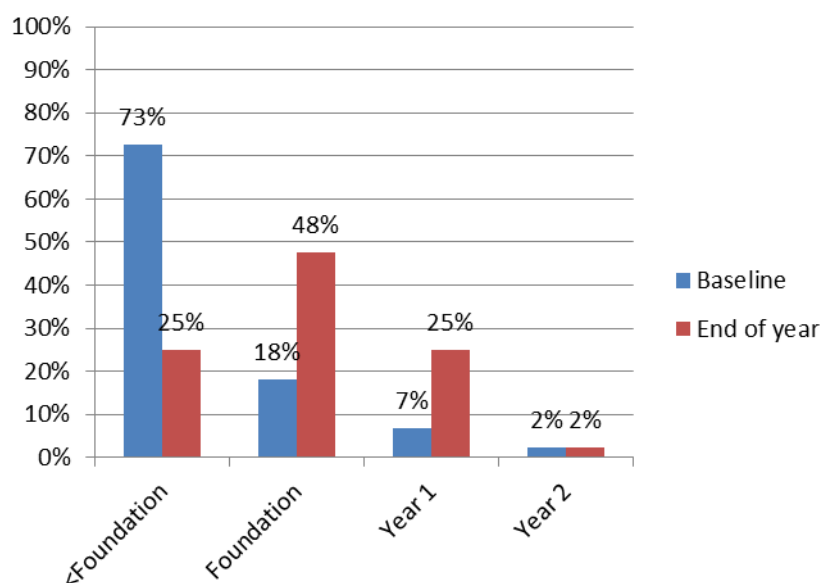
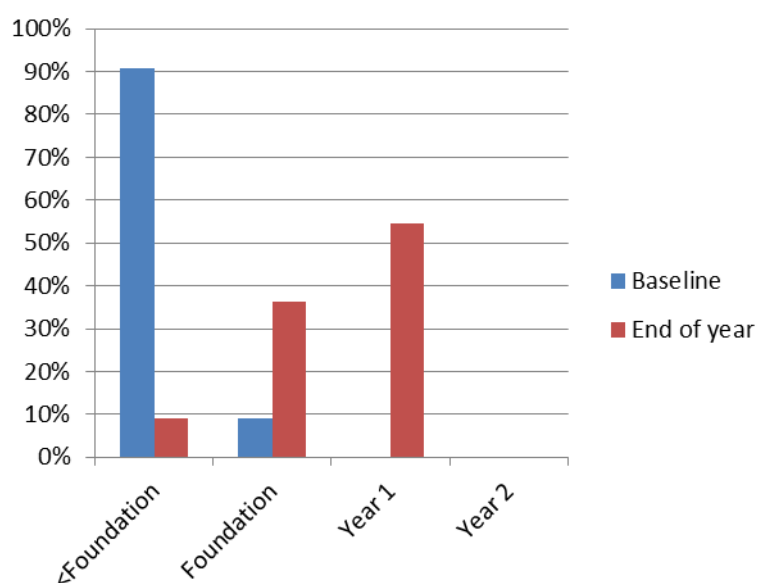


Figure 3: Year 2 target student' achievement against the Mathematics Achievement Standards. Baseline compared with end of year assessment



For schools with a science focus, 16.6 per cent of Year 1 students made progress from Foundation to achieving within the Year 1 achievement standard for science inquiry skill — questioning, which means they can respond to questions about scientific concepts posed by the teacher. Of this same cohort of Year 1 students, 16.6 per cent made progress from Foundation to achieving within the Year 1 achievement standard for science inquiry skill — describing, which means they can discuss their learning. For year 2 students, 100 per cent progressed from working below Year 1 level to achieving within the Year 1 or 2 achievement standard which means they can respond to questions about scientific concepts posed by the teacher, and, at a Year 2 level ask questions. Of this same cohort of Year 2 students, 85.7 per cent progressed from working within or below Year 1 to achieving within the Year 1 or 2 achievement standard which means they can discuss their learning and compare their observations.

It is relevant to note that EALD students who do not meet age-related benchmarks when assessed against learning area achievement standards are not necessarily 'underperforming', but rather they are achieving at levels commensurate with their phase of English language learning.

FIELD — NT Government sector, Darwin and Katherine regions

Local data to measure the effectiveness of this approach was collected through:

- assessment of student phonological awareness, using a variety of tools (PAST, SPAT-R or Mt Isa Assessment) which reported student attainment of eight phonological skills, of which five are key to improving literacy (refer Tables 4 and 11 of Attachments B and C); and
- a Literacy Practices Self-Assessment (teacher self-report survey) which collected data from teachers regarding perceptions of their capability and effectiveness in literacy teaching (refer Table 22 in Attachment E).

Participating schools chose an appropriate assessment tool and conducted baseline (Term 1) and end of year (Term 3) assessments to demonstrate student progress over the year and the effectiveness of the interventions put in place. Teachers also used these assessments and other assessment methods (e.g. reading levels and sight words) to monitor student progress throughout the year and inform teaching and intervention support for students at the whole class, small group and one-on-one level. If students did not appear to improve in reading benchmark levels, the phonological awareness data could demonstrate the progress that had been made. The use of these assessment tools ensured that teachers collected reliable data on pre-reading skills, and contributed to a common understanding about the skills that need to be targeted in the early years.

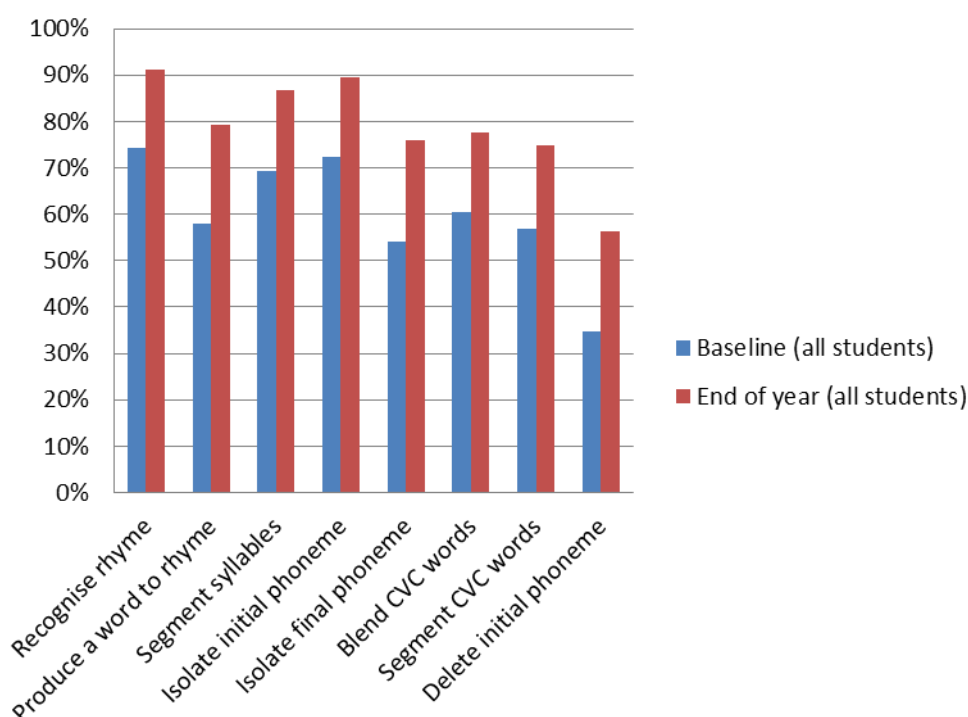
The Literacy Practices Self-Assessment was also conducted in Term 1 and again in Term 3 to collect feedback from staff to assess change in their capability and the effectiveness of their literacy teaching. Teachers and/or teaching teams worked with a consultant or coach to analyse student data and identify students' strengths and weaknesses regarding phonological skills. They then considered the programs and strategies operating in the school to identify practices to build on, and professional learning needs. Consultants and coaches provided professional development and guidance, assisting teachers to plan and implement intervention support. As part of the implementation of the approach, an online professional learning package was developed to assist all teachers to implement an effective, evidence-based reading program that meets the needs of all learners.

Baseline data from the Literacy Practices Self-Assessment revealed that while 91 per cent of teachers 'usually' explicitly taught letter-sound relationships, only 59 per cent explicitly taught phonological awareness skills. In addition, only 50 per cent of teachers reported they 'usually' used visual tools to represent phonemes, a strategy that features in almost all early literacy intervention programs. This was reflected in the baseline student achievement data which showed only

60 per cent of students (and only 36 per cent of ATSI students) could orally blend consonant-vowel-consonant (CVC) words at the start of Year 1. The end of year data showed that teachers' perceptions of their capability and effectiveness in literacy teaching improved with more teachers reporting that they 'usually do' teaching practices associated with the implementation of targeted phonological awareness strategies.

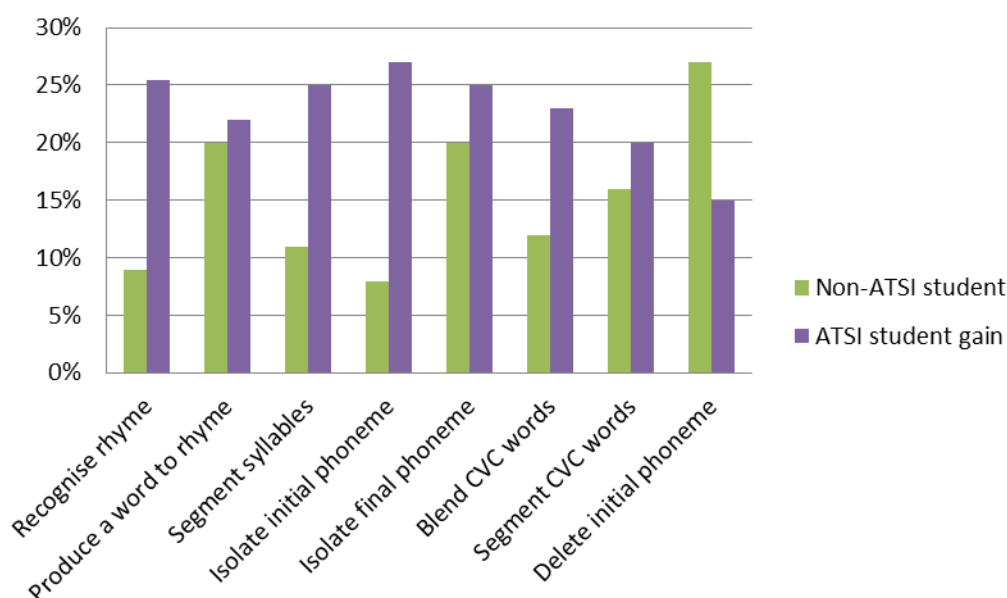
Improvement was also reflected in the end of year student data (Figure 4 on page 15) which shows that student phonological awareness improved across all skills when compared with the baseline.

Figure 4: Percentage of all target students achieving phonological awareness skills Baseline compared with end of year phonological awareness assessment



The gains across a majority of the phonological skills were consistently greater for ATSI students compared to non-ATSI students. This may in part reflect the higher baseline of the non-ATSI students, but is also evidence that ATSI students in particular benefit from explicit, systematic teaching of key phonological skills and that students cannot be assumed to have acquired these skills prior to starting Year 1.

Figure 5: Percentage student gain between baseline and end of year phonological awareness assessment ATSI target students compared with non-ATSI target students



The data provides evidence that focussing teaching on phonological awareness skills results in significant and rapid student improvement and these skills can be acquired even if students have not yet mastered other phonological components. Prior to the project many schools only used a benchmark reading assessment, which does not give information about phonological skills or allow the monitoring of progress before students achieve a given reading benchmark. From the

phonological student data, teachers were able to identify the pre-reading skills students were lacking and implement targeted intervention to teach those skills. As a result all schools have now included a phonological awareness assessment in their assessment schedule. Feedback received from staff in participating schools also supports the value of the professional learning delivered as part of the approach. For example:

‘Previously I had no data on students’ achievements in terms of phonological awareness and phonic understandings. I am now ensuring that this data is used and maintained across the Early Years to improve practice. Previously I had struggled with teaching students blending and segmenting sounds in a way that supported a range of abilities. I have now implemented a phonological awareness and phonics program and used additional information that [the Literacy Consultant] provided and am seeing fantastic results, making me very confident in this area.’ **Teacher, very remote school**

‘From professional learning with consultant] I am now able to target students’ needs exactly and provide relevant learning opportunities. Student knowledge has improved markedly. [I gained] excellent information from [the Literacy Consultant] regarding the importance of segmenting and blending words needed prior to reading. All students are now successfully segmenting and blending and using this skill in varying degrees in their reading.’ **Teacher, remote school**

‘The professional development presented by [the Literacy Consultant] was great. The Year 1 student results are fantastic. Most children have made tremendous gains. We’re certainly going to put things in place for next year and continue the good work that has been started. I’ve thoroughly enjoyed seeing the shift in children’s reading levels and being part of this worthwhile project.’ **Principal, remote school**

In addition, comparison between tier 1 and tier 2 schools showed that student improvement was far greater when teachers were supported by a consultant or coach compared to resources and grants alone. While students in both tier 1 and tier 2 schools showed improvement in the five phonological skills that are key to early reading, students in tier 2 schools showed much greater improvement than those in tier 1 schools. While this may in part reflect the slightly higher baseline for tier 1 schools, it is an indicator that improvement may be greater when teachers are supported by a regional consultant or coach compared to school-based resources and supports alone. The percentage of students achieving the skill of blending CVC words increased by 21 per cent for tier 2 schools compared to an increase of 12 per cent for tier 1 schools. For segmenting CVC words this increase was 24 per cent for tier 2 schools compared to 11 per cent for tier 1. For isolating final phonemes this increase was 24 per cent for tier 2 schools compared to 18 per cent for tier 1.

INDEPENDENT SECTOR

School level data collection measures in the independent schooling sector

Data collected from participating schools to measure the effectiveness of this approach included:

- assessment of student literacy levels using a variety of assessment tools including PM Benchmark, Waddington Reading, Waddington Spelling, Single Word Spelling Test, First Steps Spelling, NTCS ESL Levels and Fountas and Pinnell Benchmarks.
- Assessment of student numeracy levels using a variety of assessment tools including PAT Maths, Numeracy Progress Test and SENA.
- Teacher surveys collected information on teachers knowledge, skills and understandings in teaching, programming and assessment of literacy and numeracy for EALD students (refer table 23 in Attachment E).

Students were assessed in Term 1 to ascertain baseline literacy and numeracy levels. Data was collected in Term 4 for monitoring and comparative purposes.

Individual schools used assessment tools deemed suitable for their student cohort. Schools used assessment data to identify student needs and develop school wide professional learning plans and learning programs that targeted specific learning needs.

Individual schools developed and implemented assessment strategies and systems that monitored student learning throughout the year. Some schools developed and implemented online databases to collect, collate and analyse student performance data. Using a case management approach, teachers used this data to plan and implement learning programs that targeted identified learning needs.

Improving teacher capability and effectiveness in the independent schooling sector

Underpinning the implementation of the case management approach was the delivery of professional development to improve the capability and effectiveness of literacy and numeracy teaching.

Teachers from the participating schools took part in a survey that collected information on teachers knowledge, skills and understandings in teaching, programming and assessment of literacy and numeracy for EALD students. Individual schools developed and implemented school-wide professional learning strategies and systems for teachers and Indigenous teacher assistants that provided targeted and relevant professional learning opportunities. In two schools an online professional learning system was used to assist teachers develop individual professional learning plans. Data collected on student performance and information collected from the teacher surveys was used to inform the focus of the professional learning plans.

Analysis of information collected at the end of the year through the teacher surveys indicated an increase in teacher:

- knowledge and understanding of how EALD students (specifically ATSI students) learn;
- skills in assessing literacy and numeracy acquisition of EALD students (specifically ATSI students);
- skills in programming for literacy and numeracy skills for EALD students (specifically ATSI students);
- evaluating literacy and numeracy achievement of students from an EALD background (specifically ATSI students); and
- confidence in implementing strategies to improve outcomes for students from an EALD background (specifically ATSI students).

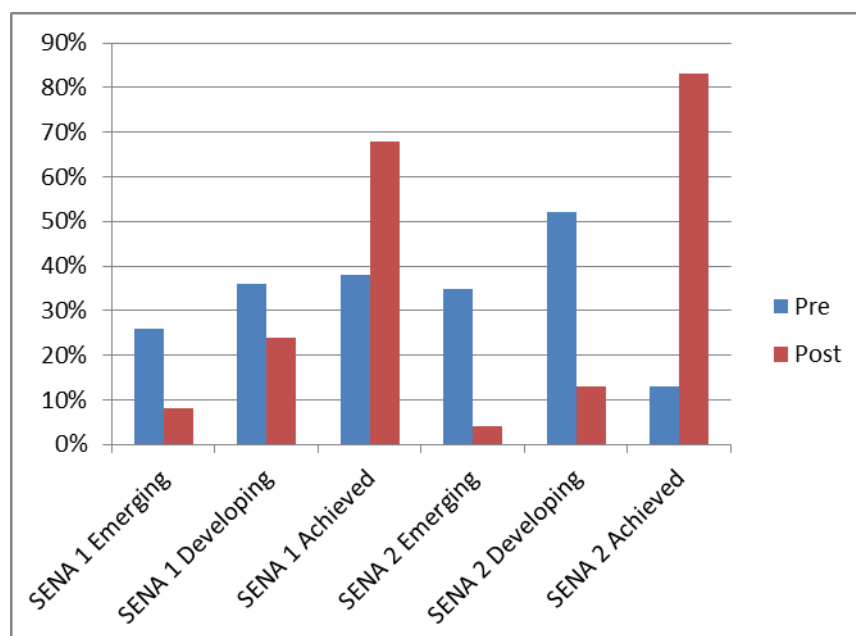
Case management approach — Association of Independent Schools NT

Analysis of student performance data collected and collated from participating schools demonstrates improvement in overall student literacy and numeracy skills. This is attributed to individual schools adopting a whole school case management approach, using student performance data to identify individual student needs and developing and implementing programs that target specific cohorts of students. Teachers and teacher assistants participated in targeted

professional learning with a specific focus on teaching and learning strategies relevant to the needs of specific student cohorts.

Significant improvement in student numeracy skills was noted at Nyangatjatjara College and Yipirinya School, as demonstrated in Figure 6. Both schools adopted and implemented learning and teaching strategies from the CMIT program, targeting individual student cohorts supported by individual and group tutoring.

Figure 6: Student gain at Nyangatjatjara College and Yipirinya School between baseline (pre) and end of year (post) assessments using SENA



CATHOLIC SECTOR

School level data collection measures in the Catholic schooling sector

At the onset of this national partnership all participating Catholic schools assessed students in order to determine students' present skill level in certain areas of literacy or numeracy.

All literacy focus schools, with the exception of OLSH Thamarrurr and St John's Catholic College, used the PM Benchmarking tool to determine student decoding and comprehension levels. OLSH Thamarrurr used the Marie Clay Letter and Word ID to identify student knowledge of letters of the English alphabet and words in isolation. St John's Catholic College used PROBE to assess student decoding and comprehension levels. Holy Family Catholic Primary School (numeracy focus) used SENA. As a result of whole school baseline testing, schools were able to identify the target cohorts for the approach being implemented and plan accordingly for intervention based on tests results.

Assessment practices were ongoing throughout the year to continue to monitor student learning.

Data walls in staff rooms became common place in some of the participating schools. Through the use of data walls all school staff are able to 'see' where students are currently at and where they need to be. Teachers then planned accordingly for the individual students within the targeted cohorts. Data walls also gave opportunity for staff as a whole to engage in professional dialogue around student learning.

Improving teacher capability and effectiveness in the Catholic schooling sector

Throughout the implementation of approaches under this national partnership, all teachers in participating schools were provided with opportunities for professional development in order to increase their knowledge and skills and deepen their understanding of best practice literacy and/or numeracy teaching.

For schools implementing Accelerated Literacy and coaching and whole school commitment approaches to literacy, professional development was ongoing throughout the year and

implemented at the classroom level with the coach/coordinator working one-on-one with individual teachers as well as providing whole school professional development workshops on a regular basis. With the assistance of Catholic Education NT literacy consultants, schools implemented regular after-school language and literacy workshops for staff.

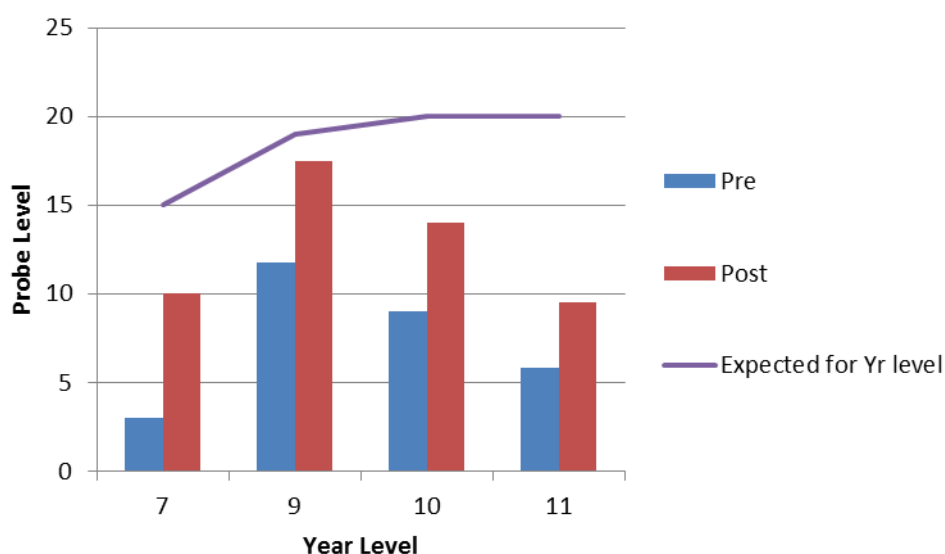
Teachers from across all participating schools were surveyed regarding their knowledge, understanding and experience in teaching, assessment and programming for student literacy or numeracy learning in Term 1. A follow-up survey was conducted in Term 4, 2013 to measure change in teachers' perception of their skills and confidence. The end of year survey results (refer Tables 24 and 25 of Attachment E) indicate apparent increases in teacher:

- knowledge of how students become literate/numerate;
- experience in teaching students with low numeracy skills;
- skills in assessing the literacy/numeracy skills of students;
- skills in programming for literacy;
- skills in the use of achievement data to inform teaching practice; and
- confidence in implementing strategies to improve literacy/numeracy outcomes for all students.

Case management — Catholic Education NT

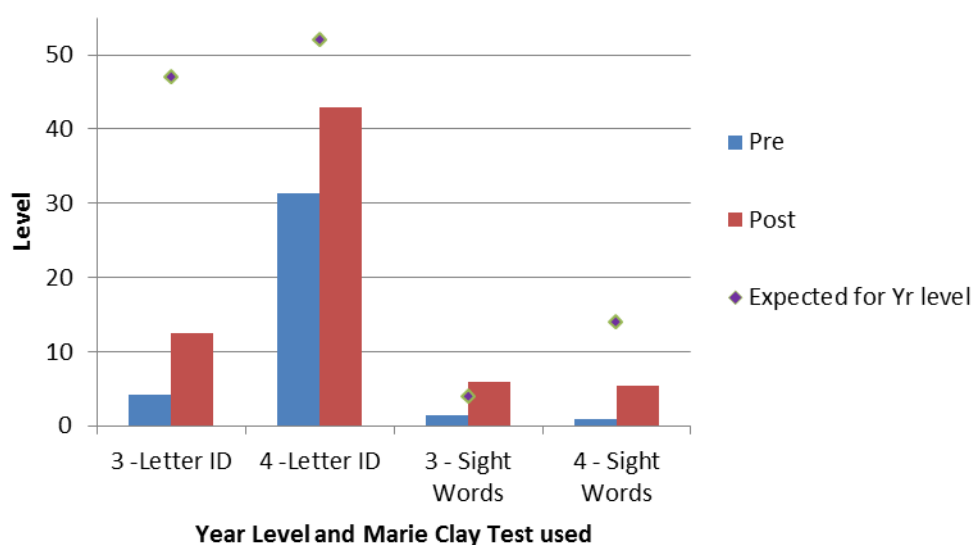
The data collated on student achievement using this approach has shown improvement in student learning in early literacy skills and reading across most year levels. There was significant growth in the comprehension levels of the targeted cohort at St John's Catholic College and although students have not yet reached the expected achievement level for their age there is a strong possibility they will with further intervention in 2014. The higher cognitive skills (due to age) of this cohort mean they may be able to progress through multiple reading ages and levels in a short period of time with the appropriate instructional strategies.

Figure 7: Student gain between baseline (pre) and end of year (post) PROBE levels — case management



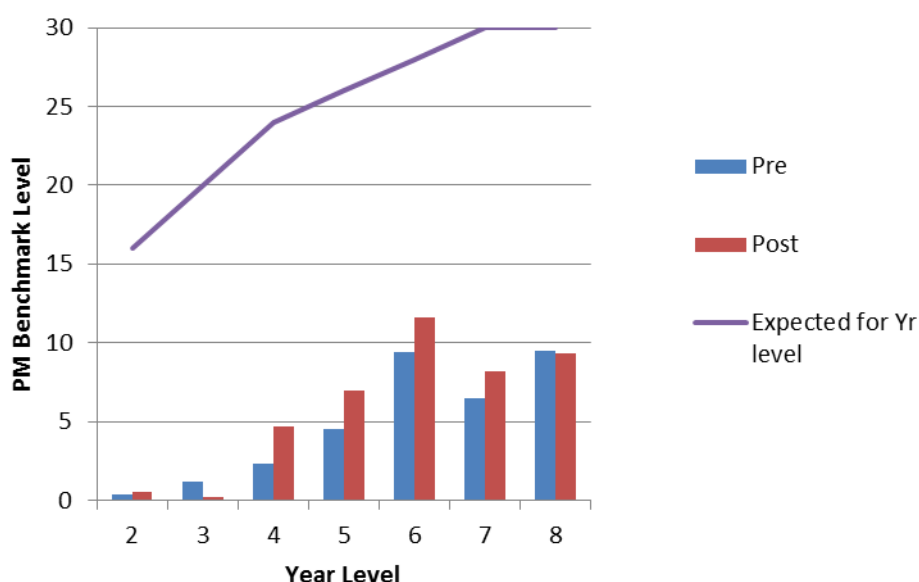
Good progress is shown in the early English literacy skills of the Year 3 and 4 cohort at OLSH Thamarrurr, and although they remain below expected level for their age, the apparent gain is positive. Significant growth was made by the Year 4 cohort in letter identification (Letter ID) with the apparent change of 11.5 levels. It should to be noted that this cohort has been educated mainly in and through Murrinpatha — the traditional language of the region, with limited exposure to the English language in their homes and community.

Figure 8: Student gain between baseline (pre) and end of year (post) Marie Clay — case management



Growth in the development of reading skills was steady for the very remote student cohort at Ltyentye Apurte Catholic School. The majority of the students in this setting learn English as a second language. There was significant progress made by Year 5 students with apparent gains of 4.71 in reading. There are however some targeted cohorts that did not demonstrate improvement. These cohorts were small (less than eight students). Staff mobility and the infrequent attendance of students may have impacted on the post-intervention assessment. Learning difficulties or disabilities and social-emotional factors may also have impacted on learning.

Figure 9: Student gain between baseline (pre) and end of year (post) PM Benchmark levels — case management

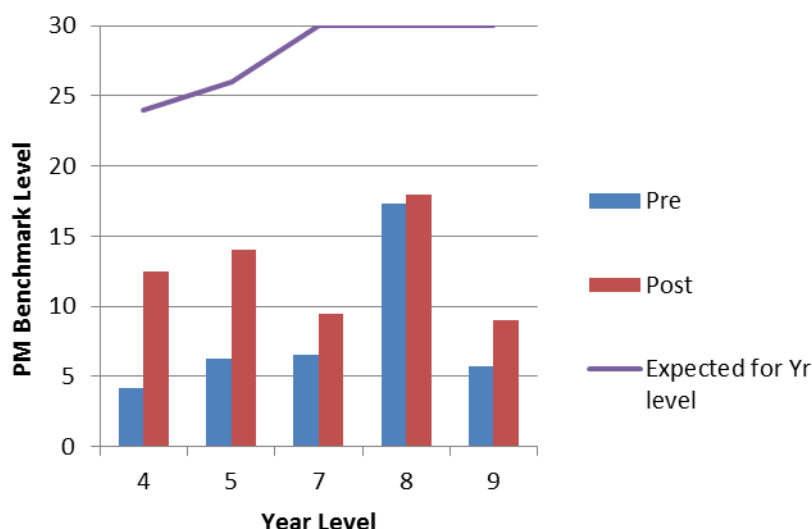


Accelerated Literacy — Catholic Education NT

Sound progress in reading levels was achieved by the targeted cohort across all year levels under the Accelerated Literacy approach. Significant growth was achieved in reading levels by the Year 4 and 5 cohort with the apparent gain by Year 4 being 8.3 levels and Year 5, 7.7 levels. Although students remain below the expected level for their age, it is likely that with continued intervention, the cohort will reach the expected level (or higher) during 2014. The apparent change in reading levels across the secondary school cohort was not as strong as the primary cohort. This may be

due to the fact that students at secondary school study subject areas as opposed to a focus on literacy skill development across the curriculum.

Figure 10: Student gain between baseline (pre) and end of year (post) PM Benchmark levels — Accelerated Literacy



Coaching and whole-school commitment — Catholic Education NT

All targeted student cohorts have made gains in reading and numeracy skills under the coaching and whole school commitment approach. The numeracy cohort made sound growth in the development of higher level mathematical problem solving skills, with the majority of students attaining higher levels in every SENA category. Significant growth was made in reading levels by the Year 3 cohort with the apparent change of 6.33 levels and the expected Year 3 level of 17+ being reached. The transition cohort reached the expected reading level.

Figure 11: Student gain between baseline (pre) and end of year (post) SENA — coaching and whole-school commitment

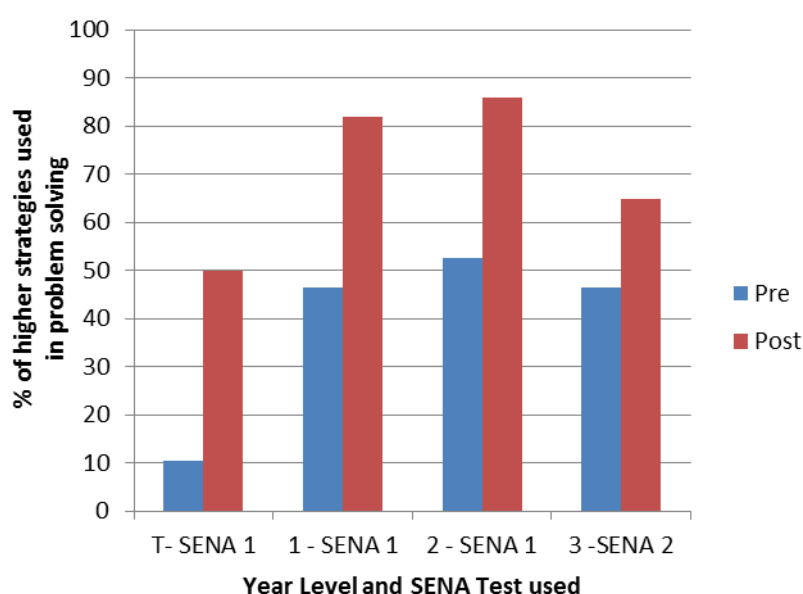
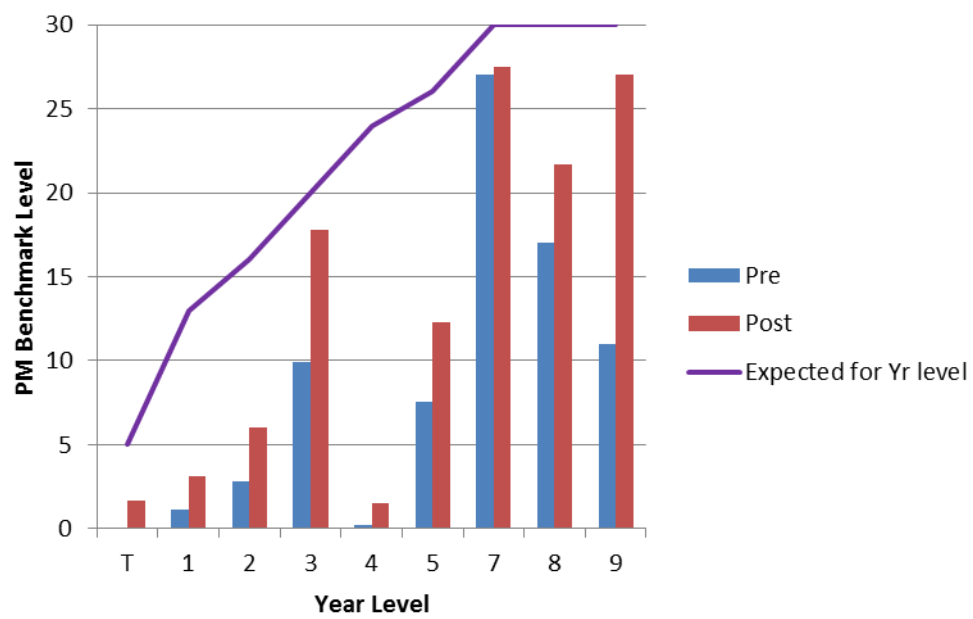


Figure 12: Student gain between baseline (pre) and end of year (post) PM Benchmark levels — coaching and whole-school commitment



SECTION 4: SHOWCASES

Attachment F provides five showcases of best practice in participating schools as follows:

- Linking school targets to classroom practice (Central Australia) — Larapinta Primary School
- Linking school targets to classroom practice (Arafura regions) — Gunbalanya School
- FIELD approach — MacFarlane School
- Accelerated Literacy (Catholic sector) — Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College
- Linking school targets to classroom practice (Central Australia) — Alekarenge School

SECTION 5: SUSTAINABILITY

This section outlines the degree of sustainability of the approaches, the barriers to sustaining improvement, and how the approaches complement other initiatives across the Territory. While longitudinal data on the success of the approaches is unavailable given the limited period for implementation of activity under this national partnership, the data collected in the pre and post testing indicates that the approaches have led to improvements in student outcomes in literacy and numeracy.

Overall, each of the approaches has a strong focus on professional development, particularly in supporting teaching staff in the analysis of student data and developing differentiated learning programs to meet student needs. Continuing to use student achievement data to identify learning needs and assess student learning will be an ongoing focus across the regions, sectors and schools in 2014.

Many of the schools reported that the teaching strategies developed to support implementation of the approaches have become embedded in classroom practice. The delivery of professional development in regional and remote areas remains a challenge, and some schools have highlighted that high staff turnover is a barrier to sustaining these improvements in the longer term, without funding for ongoing professional development specific to these approaches.

All schools have indicated that, at a minimum, elements of the approaches implemented under the ILNPP will be continued into 2014. Also, the Central Australia Visible Learning approach will be continued across the region throughout 2014, as will the Accelerated Literacy approach implemented at Xavier Catholic College and Murrupurtiyanwu Catholic Primary School.

The implementation of regional and sectoral approaches allowed for the development of resources to support teachers across schools, including online learning modules developed for the Central Australian Visible Learning approaches and the Early Reading Essentials materials developed for the Darwin and Katherine approach. These resources will continue to be available to all government schools to access online, with the Darwin and Katherine region schools investigating opportunities for schools to pool resources and explore in-house coaching models to continue to provide face to face support for implementation in 2014. Further, the use of these resources can be expanded to schools that did not participate in this national partnership.

ATTACHMENT A

Table 2: List of Participating Schools

DEEWR ID	School Name	Sector	MCEETYA classification code	Year level/s targeted	Domain/s targeted	Address	Eligibility category	Year levels with 2011 NAPLAN	Percentage of Students in B2B in 2011	Number of Students in B2B in 2011	Percentage of A&TSI students in B2B in 2011	Number of A&TSI students in B2B in 2011	Percentage of A&TSI students who did not participate in NAPLAN in 2011	Number of A&TSI students who did not participate in NAPLAN in 2011
16525	Alcoota School	G	Very Remote	All	Literacy	Engawala (Alcoota Stn) NT 0872	b	3,5,7	100%	10	100%	10	9.1%	2
7898	Alekareng School	G	Very Remote	All	Literacy	Ali Curung (Warrabri) NT 0872	b	3,5,7	82.6%	19	84.4%	19	40.8%	31
16527	Alpurrurulam School	G	Very Remote	All	Literacy	Alpurrurulam (Lake Nash) NT 4825	b	3,5,7	97.7%	22	97.7%	22	26.7%	16
7922	Amanbidji School	G	Very Remote	Year 1	Literacy	Amanbidji (Kildirk) NT 0872	b	3,5	100%	5	100%	5	0	0
7880	Amoonguna School	G	Remote	All	Literacy	Amoonguna NT 0872	b	3,5	83.3%	3	83.3%	3	25%	2
7903	Ampilatwatja School	G	Very Remote	All	Literacy	Ampilatwatja (Ammaroo) NT 0872	b	3,5,7	91.5%	22	91.5%	22	6%	3
7949	Angurugu School	G	Very Remote	1-2	Listening and speaking	Angurugu NT 0822	b	3,5,7	95.8%	46	95.8%	46	38.5%	60
7981	Anula Primary School	G	Provincial	Year 1	Literacy	73 Yanyula Drive, Anula NT 0812	a	3,5	51.2%	44	66.7%	9	3.6%	1
28613	Arlparra School	G	Very Remote	All	Literacy	Ankerrapw (Utopia Homestead) NT 0872	b	3,5,7	93.8%	23	93.8%	23	17.2%	10
6731	Barunga School	G	Remote	Year 1	Literacy	Barunga (Bamyili) NT 0852	b	3,5,7	93.3%	14	93.3%	14	16.7%	6
26018	Bonya School	G	Very Remote	All	Literacy	Community ID 26, Orrtipa-Thurra (Bonya) NT 0872	b	3,5,7	87.5%	4	87.5%	4	33.3%	4
7921	Borrooloola School	G	Very Remote	All	Literacy	321 Robinson Rd, Borrooloola NT 0852	b	3,5,7	94.8%	37	95.9%	35	36%	41
7883	Bradshaw Primary School	G	Remote	All	Literacy	23 Adamson Ave, Gillen NT 0870	a	3,5	35.9%	26	56.1%	19	17.5%	14
7884	Braitling Primary School	G	Remote	All	Literacy	80 Head St, Braitling NT 0870	a	3,5	52.2%	41	68.6%	30	6.5%	6
16531	Bulla Camp School	G	Very Remote	Year 1	Literacy	Bulla NT 0872	b	3,5,7	81.8%	9	81.8%	9	0	0

7925	Bulman School	G	Very Remote	Year 1	Literacy	Bulman NT 0852	b	3,5,7	100%	16	100%	16	23.8%	10
16532	Canteen Creek School	G	Very Remote	All	Literacy	Canteen Creek NT 0872	b	3,5,7	96.7%	15	96.7%	15	34.8%	16
7885	Docker River School	G	Very Remote	All	Literacy	Kaltukatjara (Docker River) NT 0872	a	3,5	64.7%	6	64.7%	6	29.2%	7
6826	Elliott School	G	Very Remote	All	Literacy	91 Bray Street, Elliott NT 0862	b	3,5,7	96.7%	15	96.7%	15	0	0
16549	Epenarra School	G	Very Remote	All	Literacy	Wutunugurra (Epenarra) NT 0872	b	3,5,7	85.7%	6	85.7%	6	30%	6
18020	Gawa Christian School	I	Very Remote	3 and up	Literacy and Numeracy	Community ID 508, Gawa	b	3,5,7	100%	6	100%	6	50%	12
7886	Gillen Primary School	G	Remote	All	Literacy	55 Milner Rd, Gillen NT 0870	b	3,5	61.9%	48	70.1%	41	2.5%	3
7960	Gunbalanya School	G	Very Remote	1-2	Listening and speaking	Gunbalanya NT 0822	a	3,5,7	96.3%	65	96.3%	65	28.9%	55
7887	Haasts Bluff School	G	Very Remote	All	Literacy	Haasts Bluff (Ikuntji) NT 0872	b	3,5	100%	6	100%	6	21.4%	3
16551	Harts Range School	G	Very Remote	All	Literacy	Atitjere (Hart Range) NT 0872	b	3,5,7	100%	20	100%	20	9.1%	4
3001	Holy Family Catholic Primary School	C	Provincial	Transition to Year 3	Numeracy	Calytrix Rd, Karama NT 08112	c	3,5	34%	18	64.3%	5	0	0
16553	Imanpa School	G	Very Remote	All	Literacy	Imanpa NT 0872	b	3,5,7	87.5%	4	87.5%	4	42.9%	6
16555	Jilkminggan School	G	Very Remote	Year 1	Literacy	Jilkminggan (Duck Creek) NT 0852	b	3,5,7	94.8%	28	94.8%	28	14.7%	10
7972	Jingili Primary School	G	Provincial	Year 1	Literacy	17 Rindberg St, Jingli NT 0810	a	3,5	25.5%	14	45.8%	6	0%	0
5023	Kalkaringi School	G	Very Remote	Year 1	Literacy	Whitlam St, Kalkaringi (Wave hill) NT 0852	b	3,5,7	85.9%	28	87.1%	27	38%	38
16558	Kiana School	G	Very Remote	All	Literacy	Kiana	b	5	87.5%	4	87.5%	4	0%	0
4761	Lajamanu School	G	Very Remote	All	Literacy	Lajamanu (Hooker Ck) NT 0852	b	3,5	92.1%	29	98.3%	29	45.4%	49
16560	Laramba School	G	Very Remote	All	Literacy	Laramba (Napperby) NT 0872	b	3,5,7	90.9%	10	90.9%	10	0%	2
15090	Larapinta Primary School	G	Remote	All	Literacy	22 Albrecht Dr, Alice Springs NT 0870	a	3,5	39.5%	25	57.1%	16	3.4%	2

13311	Ltyentye Apurte Catholic School	C	Remote	2-9	Literacy	Santa Teresa (Ltyentye Apurte) NT 0872	b	3,5,7	95%	19	97%	16	45%	27
7945	Ludmilla Primary School	G	Provincial	Year 1	Literacy	41 Bagot Rd, Ludmilla NT 0820	a	3,5	53.2%	13	90%	5	28.6%	4
16563	MacFarlane Primary School	G	Remote	Year 1	Literacy	Grevillea Rd Katherine East NT 0850	b	3,5	87.8%	33	93.8%	30	15.8%	12
7984	Malak Primary School	G	Provincial	Year 1	Literacy	45 Malak Cres, Malak NT 0812	a	3,5	45.7%	27	57.5%	12	13%	6
7955	Mamaruni School	G	Very Remote	1-2	Listening and speaking	Minjilang (Croker Is) NT 0822	b	3,5,7	97.2%	35	97.1%	33	0%	0
7985	Manunda Terrace Primary School	G	Provincial	Year 1	Literacy	31 Manunda Tce, Karama 0812	a	3,5	52%	32	57.6%	19	5.7%	4
28912	Mapuru Christian School	I	Very Remote	3 and up	Literacy	Community ID 524, Mapuru	b	3,5,7	100%	6	100%	5	10%	1
16562	Mbungbara School	G	Very Remote	All	Literacy	Mbungbara NT 0872	b	5,7	100%	3	100%	3	0	0
6732	Milingimbi School	G	Very Remote	1-2	Listening and speaking	Milingimbi NT 0822	b	3,5,7	98.4%	61	98.4%	61	31.1%	56
16565	Minyerri School	G	Very Remote	Year 1	Literacy	Minyerri (Hodgson Downs) NT 0852	b	3,5,7	91.9%	34	91.9%	34	0	0
29816	Mulga Bore School	G	Very Remote	All	Literacy	Mulga Bore Community, Mulga Bore	c		N/A	N/A	N/A	N/A	N/A	N/A
16568	Murray Downs School	G	Very Remote	All	Literacy	Outstation, Murray Downs (Imangara), NT 0872	b	3,5,7	92.9%	7	92.9%	7	22.2%	4
13313	Murrupurtiyanuwu Catholic Primary School	C	Very Remote	4-5	Literacy	Kerinauia Hwy, Nguuiu	b	3,5	90.8%	30	90.2%	28	25.6%	21
16569	Mutitjulu School	G	Very Remote	All	Literacy	Ayers Rock, NT 0872	b	3,5	92.9%	7	92.9%	7	22.2%	4
7907	Neutral Junction School	G	Very Remote	All	Literacy	Stuart Hwy, Neutral Junction, NT 0872	b	3,5	100%	4	100%	4	12.5%	1
7916	Newcastle Waters School	G	Very Remote	All	Literacy	11 Drovers Dr, Newcastle Waters NT 0862	b	5	100%	1	100%	1	0%	0
16571	Ngamarriyanga School	G	Very Remote	1-2	Listening and speaking	Palumpa NT 0822	b	3,5,7	94%	24	94%	24	19.4%	12

29230	Nganambala School	G	Very Remote	1-2	Listening and speaking	Emu Point Community, Emu Point NT 0822	c		N/A	N/A	N/A	N/A	N/A	N/A
16572	Ntaria School	G	Very Remote	All	Literacy	Hemannsburg (Ntaria) NT 0872	b	3,5,7	86.1%	34	88%	33	27.9%	29
7931	Numbulwar School	G	Very Remote	1-2	Listening and speaking	Numbulwar NT 0822	b	3,5,7	97.5%	39	100%	39	23.5%	24
14570	Nyangatjatjara College	I	Very Remote	3 and up	Literacy and Numeracy	Alice Springs	b	7	100%	6	N/A	N/A	N/A	N/A
16573	Nyirripi School	G	Very Remote	All	Literacy	Nyirripi NT	b	3,5,7	90%	5	90%	5	58.3%	14
13310	Our Lady of the Sacred Heart Thamarurr Catholic College	C	Very Remote	3-4	Literacy	Wadeye (Port Keats)	b	3,5,7	97.9%	69	98.2%	55	55.9%	142
7892	Papunya School	G	Very Remote	All	Literacy	Papunya NT 0872	b	3,5,7	92.9%	20	92%	20	27.6%	16
7988	Peppimenarti School	G	Very Remote	1-2	Listening and speaking	Peppimenarti NT 0822	b	3,5,7	100%	26	100%	26	7.1%	4
7961	Pigeon Hole School	G	Very Remote	Year 1	Literacy	Pigeon Hole NT 0852	b	3,5	87.5%	7	87.5%	7	0%	0
7936	Pine Creek School	G	Remote	Year 1	Literacy	Pine Creek NT 0847	b	3,5,7	87.5%	7	83.3%	5	29.4%	5
16541	Robinson River School	G	Very Remote	All	Literacy	Robinson River NT 0852	b	3,5	83.3%	10	81.8%	9	21.4%	6
16542	Rockhampton Downs School	G	Very Remote	All	Literacy	Wogyala NT 0852	c	3	N/A	N/A	N/A	N/A	100%	2
7894	Sadadeen Primary School	G	Remote	All	Literacy	80 Spearwood Rd, Alice Springs NT 0870	c	3,5	57.1%	22	83.7%	18	25.9%	15
15426	St Francis of Assisi Catholic Primary School	C	Provincial	Transition to Year 3	Literacy	56 Challoner Cct, Humpty Doo	a	3,5	31.3%	24	25%	1	0%	0
13312	St Francis Xavier Catholic School	C	Very Remote	2-5	Literacy	Naiyu Community, Daly River NT	b	3,5,7	84.6%	6	100%	5	16.7%	2
13633	St John's Catholic College	C	Provincial	7-11	Literacy	54 Salonika St, The Gardens	c	7	37.1%	22	63.6%	7	0%	0
6882	St Joseph's Catholic College	C	Remote	7-10	Literacy	Maluka Rd, Katherine East	a	3,5,7	41.3%	41	70.1%	24	9.5%	7

7908	Stirling School	G	Very Remote	All	Literacy	Wilora (Stirling Station) NT 0872	b	3,5,7	100%	4	100%	4	0	0
7918	Tennant Creek High School	G	Very Remote	All	Literacy	38 Stuart St, Tennant Creek NT 0860	b	7	84.8%	34	91.5%	33	17.4%	15
7932	Ti Tree School	G	Very Remote	All	Literacy	26 Palmer St, Ti-Tree NT 0872	b	3,5,7	82.6%	19	84.1%	19	15.4%	8
7895	Timber Creek School	G	Very Remote	Year 1	Literacy	62 Wilson St, Timber Creek NT 0852	b	3,5,7	81.8%	18	83.3%	18	4.5%	2
16575	Titjikala School	G	Very Remote	All	Literacy	Titjikala (Maryvale) NT 0872	b	3,5,7	83.3%	5	83.3%	5	33.3%	6
27652	Tiwi College	I	Very Remote	3 and up	Literacy	Pickertaramoor Melville Island	b	3,5,7	80%	12	81.3%	7	11.1%	2
7933	Urapunga School	G	Very Remote	Year 1	Literacy	Blyth St, Rittarangu (Urapunga) NT 0852	b	3,5,7	95%	10	95%	10	0%	0
7979	Wagaman Primary School	G	Provincial	Year 1	Literacy	35 Wagaman Tce, Wagaman NT 0810	a	3,5	34.1%	24	54.2%	7	7.7%	2
16577	Walungurru School	G	Very Remote	All	Literacy	Walungurru (Kintore) NT 0872	b	3,5	95.7%	11	95.7%	11	42.5%	17
7906	Watiyawanu School	G	Very Remote	All	Literacy	Mt Liebig NT 0872	b	3,5,7	100%	6	100%	6	0	0
7899	Willowra School	G	Very Remote	All	Literacy	Willowra NT 0872	b	3,5,7	100%	8	100%	8	46.4%	13
17740	Woolaning Homeland Christian College	I	Remote	3 and up	Literacy and Numeracy	adjacent to Litchfield National Park	b	7	100%	8	100%	7	30%	6
16580	Wugularr School	G	Very Remote	Year 1	Literacy	Balanda St, Beswick, NT 0852	b	3,5,7	98.3%	29	98.3%	29	20.3%	15
13314	Xavier Catholic College	C	Very Remote	7-9	Literacy	Kerinauia Hwy, Nguuu	b	7	89.7%	18	100%	10	0	0
7935	Yarralin School	G	Very Remote	Year 1	Literacy	Yarralin ,NT 0851	b	3,5,7	100%	16	100%	16	13.9%	5
4218	Yipirinya School	I	Remote	3 and up	Literacy and Numeracy	Lovegrove Dr, Alice Springs	b	3,5,7	100%	15	100%	13	71.6%	63
14276	Yirara College	I	Remote	3 and up	Literacy	432 Stuart Hwy, Alice Springs	b	7	100%	36	100%	18	20.5%	9
6730	Yuendumu School	G	Very Remote	All	Literacy	Connistion Rd, Yuendumu NT 0872	b	3,5,7	100%	14	100%	14	67.4%	58

Eligibility categories:

- a. 'LNNP' – previously participated in the Literacy and Numeracy National Partnership Agreement 2009-2012; or

- b. 'SP' – significant proportion of students in the bottom two NAPLAN bands; or
- c. 'DN' – does not meet previous criteria but has a demonstrated need
- d. 2009 Low SES NP School

ATTACHMENT B

Table 3: Change in literacy performance for the targeted student group — linking school targets to classroom practice — Central Australia

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool	Baseline achievement % of students below expected achievement level	End of year achievement % of students below expected achievement level	Percentage point change
Gvt	Target students	209	Literacy	Year 1	See note	63.38	44.50	-18.88
Gvt	Target students	213	Literacy	Year 2	See note	87.79	74.18	-13.61
Gvt	Target students	164	Literacy	Year 3	See note	90.85	81.71	-9.14
Gvt	Target students	147	Literacy	Year 4	See note	89.12	76.87	-12.25
Gvt	Target students	140	Literacy	Year 5	See note	84.29	80.00	-4.29
Gvt	Target students	112	Literacy	Year 6	See note	97.32	85.71	-11.61
Gvt	Target students	55	Literacy	Year 7	See note	96.36	94.55	-1.81
Gvt	Target students	27	Literacy	Year 8	See note	88.89	77.78	-11.11

Notes:

1. Participating schools used a range of tools to measure student achievement including PM Benchmark, phonological awareness, Sutherland, PAT-R, TORCH, BURT Word Recognition.
2. Data is for matched students only. Baseline from Term 1, 2013 has been revised to only include students present for both pre and post assessment data collection.
3. Target students includes all students at participating schools.
4. Data for students in years 9 to 12 is not available for publishing due to small cohort size.

Table 4: Change in Literacy performance for the targeted student group — FIELD approach — Darwin and Katherine regions

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool	Baseline achievement % of students achieving this skill	End of year achievement % of students achieving this skill	Percentage point change
Gvt	Tier 1 students	115	Rhyme — Recognise rhyme in spoken words	Yr1	PAA	77	90	12
Gvt	Tier 2 students	135	Rhyme — Recognise rhyme in spoken words	Yr1	PAA	72	93	21
Gvt	Tier 1 students	115	Rhyme — Orally produce a word to rhyme with given word	Yr1	PAA	65	81	16
Gvt	Tier 2 students	135	Rhyme — Orally produce a word to rhyme with given word	Yr1	PAA	52	78	26
Gvt	Tier 1 students	115	Syllables — Segment syllables	Yr1	PAA	72	84	12
Gvt	Tier 2 students	135	Syllables — Segment syllables	Yr1	PAA	67	89	22
Gvt	Tier 1 students	115	Phonemes — Isolate initial phoneme	Yr1	PAA	70	88	18
Gvt	Tier 2 students	135	Phonemes — Isolate initial phoneme	Yr1	PAA	75	91	16
Gvt	Tier 1 students	115	Phonemes — Isolate final phoneme	Yr1	PAA	58	73	15
Gvt	Tier 2 students	135	Phonemes — Isolate final phoneme	Yr1	PAA	50	79	28
Gvt	Tier 1 students	115	Phonemes — Blend CVC words	Yr1	PAA	62	74	12
Gvt	Tier 2 students	135	Phonemes — Blend CVC words	Yr1	PAA	59	81	21
Gvt	Tier 1 students	115	Phonemes — Segment CVC words	Yr1	PAA	61	72	11
Gvt	Tier 2 students	135	Phonemes — Segment CVC words	Yr1	PAA	53	77	24
Gvt	Tier 1 students	115	Phonemes — Delete initial phoneme	Yr1	PAA	40	58	18
Gvt	Tier 2 students	135	Phonemes — Delete initial phoneme	Yr1	PAA	30	55	24

Notes:

1. PAA= Phonological Awareness Assessment. Participating schools used one of the following measurement tools: PAST, SPAT-R or Mt Isa Assessment.
2. Tier 1 students are students from ILNNP participating schools implementing the FIELD approach that received grants and resources to facilitate teacher professional development.
3. Tier 2 students are students from ILNNP participating schools implementing the FIELD approach that received grants and resources and teachers also worked closely with consultants and coaches.
4. Data is for matched students only. Baseline from term 1, 2013 has been revised to only include students present for both pre and post assessment data collection.
5. Figures are shown to 0 decimal places but have been calculated on the exact figure.

The following tables are not suitable for publishing due to small student cohort size:

Table 5: Change in Literacy performance for the targeted student group — case management approach (Catholic Education NT)

Table 6 :Change in Literacy performance for the targeted student group — Accelerated Literacy approach (Catholic Education NT)

Table 7:Change in Literacy performance for the targeted student group — coaching and whole-school commitment approach literacy (Catholic Education NT)

Table 8: Change in Numeracy performance for the targeted student group — coaching and whole-school commitment approach numeracy (Catholic Education NT)

Table 9 : Change in literacy performance for targeted Aboriginal and Torres Strait Islander students — linking school targets to classroom practice — Central Australia

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool	Baseline achievement % of students below expected achievement level	End of year achievement % of students below expected achievement level	Percentage point change
Gvt	ATSI target students	121	Literacy	Year 1	See note	90.08	71.90	-18.18
Gvt	ATSI target students	136	Literacy	Year 2	See note	96.32	87.50	-8.82
Gvt	ATSI target students	121	Literacy	Year 3	See note	97.52	90.08	-7.44
Gvt	ATSI target students	115	Literacy	Year 4	See note	98.26	91.30	-6.96
Gvt	ATSI target students	114	Literacy	Year 5	See note	90.35	88.60	-1.75
Gvt	ATSI target students	102	Literacy	Year 6	See note	97.06	89.22	-7.84
Gvt	ATSI target students	55	Literacy	Year 7	See note	96.36	94.55	-1.81
Gvt	ATSI target students	27	Literacy	Year 8	See note	88.89	77.78	-11.11

Notes:

1. Participating schools used a range of tools to measure student achievement including PM Benchmark, phonological awareness, Sutherland, PAT-R, TORCH, BURT Word Recognition.
2. Data is for matched students only. Baseline from Term 1, 2013 has been revised to only include students present for both pre and post assessment data collection.
3. Target students includes all students at participating schools.
4. Data for students in years 9 to 12 is not available for publishing due to small cohort size.

Table 10: Change performance for targeted Aboriginal and Torres Strait Islander students — linking school targets to classroom practice — Arafura regions

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool	Baseline achievement Australian Curriculum levels (%)	End of year achievement Australian Curriculum levels (%)	Percentage point change
Gvt	Target students	44	Early arithmetic strategies	Year 1	SENA 1 and Envision Maths	>Foundation = 73 Foundation = 18 Year 1 = 7 Year 2 = 2	>Foundation = 25 Foundation = 48 Year 1 = 25 Year 2 = 2	>Foundation = -48 Foundation = 30 Year 1 = 18 Year 2 = 0
Gvt	Target students	11	Early arithmetic strategies	Year 2	SENA 1 and Envision Maths	>Foundation = 91 Foundation = 9 Year 1 = 0 Year 2 = 0	>Foundation = 9 Foundation = 36 Year 1 = 55 Year 2 = 0	>Foundation = -82 Foundation = 27 Year 1 = 55 Year 2 = 0

Notes:

1. Data is for matched students only.
2. Target students includes all students at participating schools. All target students are ATSI.
3. Student data relating to science inquiry is not available for publishing due to small cohort size.

Table 11: Change in literacy performance for targeted Aboriginal and Torres Strait Islander students — FIELD approach

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool	Baseline achievement % of students achieving this skill	End of year achievement % of students achieving this skill	Percentage point change
Gvt	Tier 1 ATSI students	54	Rhyme — Recognise rhyme in spoken words	Year 1	PAA	69	83	15
Gvt	Tier 2 ATSI students	64	Rhyme — Recognise rhyme in spoken words	Year 1	PAA	55	89	34
Gvt	Tier 1 ATSI students	54	Rhyme — Orally produce a word to rhyme with given word	Year 1	PAA	43	69	26
Gvt	Tier 2 ATSI students	64	Rhyme — Orally produce a word to rhyme with given word	Year 1	PAA	48	67	19
Gvt	Tier 1 ATSI students	54	Syllables — Segment syllables	Year 1	PAA	61	81	20
Gvt	Tier 2 ATSI students	64	Syllables — Segment syllables	Year 1	PAA	52	81	30
Gvt	Tier 1 ATSI students	54	Phonemes — Isolate initial phoneme	Year 1	PAA	44	76	31
Gvt	Tier 2 ATSI students	64	Phonemes — Isolate initial phoneme	Year 1	PAA	59	83	23
Gvt	Tier 1 ATSI students	54	Phonemes — Isolate final phoneme	Year 1	PAA	31	48	17
Gvt	Tier 2 ATSI students	64	Phonemes — Isolate final phoneme	Year 1	PAA	30	61	31
Gvt	Tier 1 ATSI students	54	Phonemes — Blend CVC words	Year 1	PAA	35	50	15
Gvt	Tier 2 ATSI students	64	Phonemes — Blend CVC words	Year 1	PAA	36	66	30
Gvt	Tier 1 ATSI students	54	Phonemes — Segment CVC words	Year 1	PAA	31	44	13
Gvt	Tier 2 ATSI students	64	Phonemes — Segment CVC words	Year 1	PAA	31	58	27
Gvt	Tier 1 ATSI students	54	Phonemes — Delete initial phoneme	Year 1	PAA	17	31	15
Gvt	Tier 2 ATSI students	64	Phonemes — Delete initial phoneme	Year 1	PAA	16	31	16

Notes:

1. PAA= Phonological Awareness Assessment. Participating schools used one of the following measurement tools: PAST, SPAT-R or Mt Isa Assessment.
2. Tier 1 ATSI students are students from ILNNP participating schools implementing the FIELD approach that received grants and resources to facilitate teacher professional development.
3. Tier 2 ATSI students are students from ILNNP participating schools implementing the FIELD approach that received grants and resources and teachers also worked closely with consultants and coaches.
4. Data is for matched students only. Baseline from term 1, 2013 has been revised to only include students present for both baseline and end of year data collections.
5. Figures are shown to 0 decimal places but have been calculated on the exact figure.

The following tables are not suitable for publishing due to small student cohort size:

- Table 12: Change in Literacy/Numeracy performance for targeted Aboriginal and Torres Strait Islander students — Case Management Approach – Association of Independent Schools Northern Territory
- Table 13: Change in Literacy performance for targeted Aboriginal and Torres Strait Islander students — case management approach (Catholic Education NT)
- Table 14: Change in Literacy performance for targeted Aboriginal and Torres Strait Islander students — Accelerated Literacy approach (Catholic Education NT)
- Table 15: Change in Literacy performance for targeted Aboriginal and Torres Strait Islander students — coaching and whole-school commitment approach literacy (Catholic Education NT)
- Table 16 : Change in Literacy performance for targeted Aboriginal and Torres Strait Islander students — coaching and whole-school commitment approach numeracy (Catholic Education NT)

Table 17: NAPLAN DATA FOR CONTINUING LNNP SCHOOLS

Table 17 relates to 2008-2013 NAPLAN data for 14 ILNNP schools that also participated in the LNNP. This table is not available for publishing due to the small size of the student cohorts.

ATTACHMENT E

Table 18: Feedback from teachers demonstrating improved capability and effectiveness of literacy teaching —linking school targets to classroom practice — Central Australia

Sector	No.	Question	Period	Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree
Gvt	matched teachers (n=12)	I can impact positively on student progress	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	58.3% (n = 7)	41.7% (n = 5)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	50% (n = 6)	41.7% (n = 5)
Gvt	matched teachers (n=11)	I believe student assessment is irrelevant to my teaching	Baseline	72.7% (n = 8)	18.2% (n = 2)	0% (n = 0)	0% (n = 0)	9.1% (n = 1)	0% (n = 0)
			End of Year	72.7% (n = 8)	9.1% (n = 1)	0% (n = 0)	9.1% (n = 1)	9.1% (n = 1)	0% (n = 0)
Gvt	matched teachers (n=11)	My teaching is directed by student data	Baseline	0% (n = 0)	0% (n = 0)	18.2% (n = 2)	18.2% (n = 2)	27.3% (n = 3)	36.4% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	18.2% (n = 2)	18.2% (n = 2)	18.2% (n = 2)	45.5% (n = 5)
Gvt	matched teachers (n=12)	I understand how well my students are performing	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	41.7% (n = 5)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	41.7% (n = 5)	33.3% (n = 4)
Gvt	matched teachers (n=12)	I believe all of my students are capable of academic success	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	16.7% (n = 2)	66.7% (n = 8)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	25% (n = 3)	58.3% (n = 7)
Gvt	matched teachers (n=12)	When I look at my class, I know whether it would be viewed as a Visible Learning classroom.	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	25% (n = 3)	58.3% (n = 7)	8.3% (n = 1)
			End of Year	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	25% (n = 3)	41.7% (n = 5)	25% (n = 3)
Gvt	matched teachers (n=12)	I believe student assessment is evidence of the impact of my teaching	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	16.7% (n = 2)	33.3% (n = 4)	41.7% (n = 5)
			End of Year	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	16.7% (n = 2)	41.7% (n = 5)	33.3% (n = 4)
Gvt	matched teachers (n=12)	I review the effectiveness of my teaching practices based on student progress	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	58.3% (n = 7)	25% (n = 3)
			11End of Ye12ar	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	58.3% (n = 7)	25% (n = 3)
Gvt	matched teachers (n=11)	I know the students that are/are not achieving	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	9.1% (n = 1)	54.5% (n = 6)	36.4% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	9.1% (n = 1)	27.3% (n = 3)	63.6% (n = 7)
Gvt	matched teachers (n=12)	I gather student voice to tell me about my teaching	Baseline	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	33.3% (n = 4)	33.3% (n = 4)	16.7% (n = 2)
			End of Year	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	33.3% (n = 4)	41.7% (n = 5)	16.7% (n = 2)
Gvt	matched	I provide feedback to students about	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	16.7% (n = 2)	66.7% (n = 8)	8.3% (n = 1)

	teachers (n=12)	their progress	End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	66.7% (n = 8)	16.7% (n = 2)
Gvt	matched teachers (n=12)	I believe student assessment is not reflective of my teaching practices	Baseline	33.3% (n = 4)	33.3% (n = 4)	16.7% (n = 2)	8.3% (n = 1)	8.3% (n = 1)	0% (n = 0)
			End of Year	33.3% (n = 4)	33.3% (n = 4)	16.7% (n = 2)	8.3% (n = 1)	8.3% (n = 1)	0% (n = 0)
Gvt	matched teachers (n=12)	I can affect student progress	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	75% (n = 9)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	75% (n = 9)
Gvt	matched teachers (n=12)	My fundamental task is to evaluate the effect of my teaching on students' learning and achievement	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	50% (n = 6)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	58.3% (n = 7)	25% (n = 3)
Gvt	matched teachers (n=12)	I understand the progress my students are making	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	58.3% (n = 7)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	41.7% (n = 5)	41.7% (n = 5)
Gvt	matched teachers (n=12)	I use student feedback to drive my professional development	Baseline	8.3% (n = 1)	0% (n = 0)	8.3% (n = 1)	33.3% (n = 4)	33.3% (n = 4)	16.7% (n = 2)
			End of Year	8.3% (n = 1)	8.3% (n = 1)	8.3% (n = 1)	25% (n = 3)	33.3% (n = 4)	16.7% (n = 2)
Gvt	matched teachers (n=12)	I use data to drive my professional development	Baseline	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	41.7% (n = 5)	16.7% (n = 2)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	41.7% (n = 5)	25% (n = 3)	25% (n = 3)
Gvt	matched teachers (n=12)	I understand the extent to which my learners are assessment capable	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	58.3% (n = 7)	33.3% (n = 4)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	50% (n = 6)	50% (n = 6)	0% (n = 0)
Gvt	matched teachers (n=12)	I provide feedback to students about their achievement	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	58.3% (n = 7)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	50% (n = 6)	33.3% (n = 4)
Gvt	matched teachers (n=12)	I pursue student feedback so that I can learn how to be a more effective teacher.	Baseline	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	16.7% (n = 2)	50% (n = 6)	16.7% (n = 2)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	41.7% (n = 5)	25% (n = 3)
Gvt	matched teachers (n=12)	I alter my learning programs in response to student feedback	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	25% (n = 3)	41.7% (n = 5)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	41.7% (n = 5)	33.3% (n = 4)
Gvt	matched teachers (n=11)	I am a change agent	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	9.1% (n = 1)	63.6% (n = 7)	27.3% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	54.5% (n = 6)	45.5% (n = 5)
Gvt	matched teachers (n=12)	I seek student input into the teaching and learning program	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	50% (n = 6)	33.3% (n = 4)	16.7% (n = 2)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	50% (n = 6)	16.7% (n = 2)
Gvt	matched	I alter my learning programs in	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	75% (n = 9)	25% (n = 3)

	teachers (n=12)	response to student data	End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	58.3% (n = 7)	41.7% (n = 5)
Gvt	matched teachers (n=12)	I identify how successful I have been as a teacher using student data	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	33.3% (n = 4)	33.3% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	41.7% (n = 5)	33.3% (n = 4)
Gvt	matched teachers (n=12)	I examine the strengths and gaps in my teaching practice as reflected through student achievement	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	66.7% (n = 8)	8.3% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	50% (n = 6)	25% (n = 3)
Gvt	matched teachers (n=12)	I believe all of my students can be assessment capable learners	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	25% (n = 3)	58.3% (n = 7)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	66.7% (n = 8)
Gvt	matched teachers (n=12)	My teaching is directed by student feedback	Baseline	0% (n = 0)	8.3% (n = 1)	16.7% (n = 2)	16.7% (n = 2)	41.7% (n = 5)	16.7% (n = 2)
			End of Year	0% (n = 0)	0% (n = 0)	25% (n = 3)	8.3% (n = 1)	50% (n = 6)	16.7% (n = 2)
Gvt	matched teachers (n=12)	I am supportive of using a consistent educational language, such as that used in the Visible Learning Plus workshops.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	16.7% (n = 2)	58.3% (n = 7)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	16.7% (n = 2)	66.7% (n = 8)
Gvt	matched teachers (n=12)	I believe all of my students can be competent learners	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	8.3% (n = 1)	75% (n = 9)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	83.3% (n = 10)
Gvt	matched teachers (n=12)	I use education language which is consistent with those used in the Visible Learning Plus workshops.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	41.7% (n = 5)	25% (n = 3)	33.3% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	25% (n = 3)	41.7% (n = 5)	33.3% (n = 4)
Gvt	matched teachers (n=12)	I know whether my classroom is a Visible Learning classroom	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	41.7% (n = 5)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	50% (n = 6)	33.3% (n = 4)
Gvt	matched teachers (n=12)	I believe all of my students can learn	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	91.7% (n = 11)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 12)
Gvt	matched teachers (n=12)	I believe student assessment is valuable data to inform my class planning	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	25% (n = 3)	66.7% (n = 8)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	16.7% (n = 2)	75% (n = 9)
Gvt	matched teachers (n=12)	I use student data to discuss learning steps with my students	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	50% (n = 6)	25% (n = 3)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	41.7% (n = 5)	33.3% (n = 4)	25% (n = 3)
Gvt	matched teachers (n=12)	I understand the extent to which my classroom would be considered a Visible Learning classroom	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	41.7% (n = 5)	33.3% (n = 4)	25% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	33.3% (n = 4)	33.3% (n = 4)	33.3% (n = 4)

Gvt	matched teachers (n=12)	The facilitators who provided the VL+ workshops effectively conveyed the information	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	50% (n = 6)	41.7% (n = 5)
			End of Year	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	41.7% (n = 5)	50% (n = 6)
Gvt	matched teachers (n=12)	The information provided at the VL+ training sessions was useful.	Baseline	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	25% (n = 3)	58.3% (n = 7)
			End of Year	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	41.7% (n = 5)	41.7% (n = 5)
Gvt	matched teachers (n=12)	The materials provided at the training session were appropriate for my needs.	Baseline	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	8.3% (n = 1)	41.7% (n = 5)	41.7% (n = 5)
			End of Year	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	8.3% (n = 1)	41.7% (n = 5)	41.7% (n = 5)
Gvt	matched teachers (n=12)	I am satisfied with the training received so far in the VL+ workshops.	Baseline	0% (n = 0)	8.3% (n = 1)	8.3% (n = 1)	0% (n = 0)	41.7% (n = 5)	41.7% (n = 5)
			End of Year	8.3% (n = 1)	0% (n = 0)	8.3% (n = 1)	0% (n = 0)	41.7% (n = 5)	41.7% (n = 5)
Gvt	matched teachers (n=12)	I regularly engage in a self-review process	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	16.7% (n = 2)	33.3% (n = 4)	50% (n = 6)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	8.3% (n = 1)	33.3% (n = 4)	58.3% (n = 7)

Table 19: Feedback from staff demonstrating improved capability and effectiveness of teaching — linking school targets to classroom practice — Central Australia

Sector	No.	Question	Period	Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree
Gvt	matched school leaders (n = 5)	My school identifies how successful teacher practices are using student data	Baseline	0% (n = 0)	20% (n = 1)	0% (n = 0)	80% (n = 4)	0% (n = 0)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 5)	0% (n = 0)	0% (n = 0)
Gvt	matched school leaders (n = 5)	I believe all of my students can be assessment capable learners	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
Gvt	matched school leaders (n = 5)	I know the students that are/are not achieving	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
Gvt	matched school leaders (n = 5)	My school adapts schools systems (e.g. budgets, resourcing, etc) to reflect analysis of student performance needs	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	40% (n = 2)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I use education language which is consistent with those used in the Visible Learning Plus workshops.	Baseline	0% (n = 0)	20% (n = 1)	0% (n = 0)	20% (n = 1)	60% (n = 3)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	40% (n = 2)
Gvt	matched school leaders (n = 5)	My school reviews the effectiveness of my teaching practices based on student progress	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	40% (n = 2)	40% (n = 2)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	40% (n = 2)	40% (n = 2)
Gvt	matched school leaders (n = 5)	I understand the extent to which my learners are assessment capable	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	40% (n = 2)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	40% (n = 2)	40% (n = 2)
Gvt	matched school leaders (n = 5)	My school sets teacher-specific targets/plans that are reflective of student performance	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	60% (n = 3)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I believe student assessment is not reflective of my school's effectiveness	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	60% (n = 3)	0% (n = 0)
Gvt	matched school leaders (n = 5)	I believe student assessment is irrelevant to school practices	Baseline	20% (n = 1)	60% (n = 3)	20% (n = 1)	0% (n = 0)	0% (n = 0)	0% (n = 0)
			End of Year	40% (n = 2)	20% (n = 1)	0% (n = 0)	20% (n = 1)	20% (n = 1)	0% (n = 0)
Gvt	matched school leaders (n = 5)	My school examines the strengths and gaps in my teaching practice as reflected through student achievement	Baseline	0% (n = 0)	20% (n = 1)	20% (n = 1)	60% (n = 3)	0% (n = 0)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	40% (n = 2)	40% (n = 2)	0% (n = 0)
Gvt	matched school	My school directs systems-level	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	40% (n = 2)	20% (n = 1)

	leaders (n = 5)	support according to where student performance evidence has indicated a need.	End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I understand the progress their students are making	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	40% (n = 2)
Gvt	matched school leaders (n = 5)	I understand how well the students are performing	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I believe all of my students can learn	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 5)
Gvt	matched school leaders (n = 5)	I use similar words and phrases as discussed in Visible Learning Plus workshop when discussing education in my school(s).	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	40% (n = 2)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I believe believes all of my students can be competent learners	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	40% (n = 2)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
Gvt	matched school leaders (n = 5)	I believe student assessment is evidence of my school's impact	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	20% (n = 1)	40% (n = 2)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	40% (n = 2)	40% (n = 2)
Gvt	matched school leaders (n = 5)	I believe student assessment is valuable data to inform school planning	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
Gvt	matched school leaders (n = 5)	My school examines the strengths and gaps in my school systems as reflected through student achievement	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	40% (n = 2)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	My school identifies how well my whole school systems is performing using student data	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	40% (n = 2)	20% (n = 1)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	40% (n = 2)	20% (n = 1)	20% (n = 1)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I believe student assessment is a poor measure of my school's success	Baseline	0% (n = 0)	0% (n = 0)	60% (n = 3)	20% (n = 1)	0% (n = 0)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	20% (n = 1)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I am supportive of using a consistent educational language, such as that used in the Visible Learning Plus workshops.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
Gvt	matched school leaders (n = 5)	My school sets school targets based on student data	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	40% (n = 2)	40% (n = 2)

Gvt	matched school leaders (n = 5)	My school directs teacher-level support according to student performance evidence.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	My school uses student data to inform planning with teachers	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 5)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I believe student assessment is feedback about my school.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
Gvt	matched school leaders (n = 5)	My school reviews the effectiveness of my school's systems based on student progress	Baseline	0% (n = 0)	0% (n = 0)	40% (n = 2)	40% (n = 2)	20% (n = 1)	0% (n = 0)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	60% (n = 3)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I believe all of my students are capable of academic success	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	80% (n = 4)
Gvt	matched school leaders (n = 5)	The facilitators who provided the VL+ workshops effectively conveyed the information	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	60% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	80% (n = 4)
Gvt	matched school leaders (n = 5)	The information provided at the VL+ training sessions was useful.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	40% (n = 2)	60% (n = 3)
Gvt	matched school leaders (n = 5)	The materials provided at the training session were appropriate for my needs.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	80% (n = 4)	20% (n = 1)
Gvt	matched school leaders (n = 5)	I am satisfied with the training received so far in the VL+ workshops.	Baseline	0% (n = 0)	0% (n = 0)	0% (n = 0)	20% (n = 1)	60% (n = 3)	20% (n = 1)
			End of Year	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	60% (n = 3)	40% (n = 2)
Gvt	matched school leaders (n = 5)	My school regularly engages in a self-review process	Baseline	0% (n = 0)	0% (n = 0)	20% (n = 1)	20% (n = 1)	20% (n = 1)	40% (n = 2)
			End of Year	0% (n = 0)	0% (n = 0)	20% (n = 1)	0% (n = 0)	80% (n = 4)	0% (n = 0)

Table 20: Feedback from staff demonstrating improved capability and effectiveness — linking school targets to classroom practice — Arafura regions

1. Teaching teams level of use in implementing diagnostic assessments to identify starting points for teaching content and language, adjust unit plans and lessons, give students feedback				
Response	Baseline	EOY	Change	Comments
Level 0 Non use	0	0	-	Increased level of use in implementing diagnostic assessments.
Level 1 Orientation	4	0	-4	
Level 2 Preparation	1	1	-	
Level 3 Mechanical	2	0	-2	
Level 4a Routine	0	2	+2	
Level 4b Refinement	2	1	-1	
Level 5 Integration	0	5	+5	
Level 6 Renewal	0	1	+1	
Total participants	9	10	+1	
2.Extent to which school leaders have lead the implementation of diagnostic assessment systems				
Response	Baseline	EOY	Change	Comments
Level 0 Non use	0	0	-	Increased school leadership in the implementation of diagnostic assessment systems.
Level 1 Orientation	0	0	-	
Level 2 Preparation	0	0	-	
Level 3 Mechanical	2	0	-2	
Level 4a Routine	2	0	-2	
Level 4b Refinement	1	2	+1	
Level 5 Integration	0	2	+2	
Level 6 Renewal	0	0	-	
Total participants	5	4	-1	
3.Extent to which regional leaders have lead the implementation of diagnostic assessment systems using evidence based professional learning model				
Response	Baseline	EOY	Change	Comments
Level 0 Non use	0	0	-	Increased regional leadership in the implementation of diagnostic assessment systems using evidence based professional learning model.
Level 1 Orientation	0	0	-	
Level 2 Preparation	0	0	-	
Level 3 Mechanical	1	0	-1	
Level 4a Routine	2	0	-2	
Level 4b Refinement	1	3	+2	
Level 5 Integration	0	0	-	
Level 6 Renewal	0	0	-	
Total participants	4	3	-1	

Notes:

1. EOY = end of year
2. Change is apparent number change. Respondents have not been matched

Table 21: School evidence of whole school approach to using diagnostic assessment systems — linking school targets to classroom practice — Arafura regions

1.School Improvement Indicator: Analysis and Discussion of Data				
Response	Baseline	EOY	Change	Comments
Low level of development of this school improvement element	5	0	-5	Increased level of analysis and discussion of data.
Medium level of development of this school improvement element	3	4	+1	
High level of development of this school improvement element	0	4	+4	
Outstanding level of development of this school improvement element	0	0	-	
Total schools that participated	8	8	-	
2.School Improvement Indicator: Differentiated Classroom Teaching				
Response	Baseline	EOY	Change	Comments
Low level of development of this school improvement element	4	0	-4	Increased level of differentiated classroom learning.
Medium level of development of this school improvement element	2	3	+1	
High level of development of this school improvement element	0	3	+3	
Outstanding level of development of this school improvement element	0	0	-	
Total schools that participated	6	6	-	
3.School Improvement Indicator: Expert Teaching Team				
Response	Baseline	EOY	Change	Comments
Low level of development of this school improvement element	0	0	-	No change in level of expert teaching teams.
Medium level of development of this school improvement element	1	1	-	
High level of development of this school improvement element	0	0	-	
Outstanding level of development of this school improvement element	0	0	-	
Total schools that participated	1	1	-	
4.School Improvement Indicator: School /Community Partnerships				
Response	Baseline	EOY	Change	Comments
Low level of development of this school improvement element	0	0	-	Increased level of school/community partnerships.
Medium level of development of this school improvement element	1	0	-1	
High level of development of this school improvement element	0	1	+1	
Outstanding level of development of this school improvement element	0	0	-	
Total schools that participated	1	1	-	
5.School Improvement Indicator: Systematic Curriculum Delivery				
Response	Baseline	EOY	Change	Comments
Low level of development of this school improvement element	3	0	-3	Increased level of systematic curriculum delivery.
Medium level of development of this school improvement element	0	1	+1	
High level of development of this school improvement element	0	2	+2	
Outstanding level of development of this school improvement element	0	0	-	
Total schools that participated	3	3	-	

Notes:

1. EOY = end of year
2. Change is apparent number change. Respondents have not been matched

Table 22: Feedback from staff demonstrating improved capability and effectiveness of literacy teaching — FIELD approach — Darwin and Katherine regions

Sector	Cohort	Participants	Domain	Baseline Number of teachers who 'usually' do this	End of year Number of teachers who 'usually' do this	Change
Gvt	Teachers	26	Modelled, shared, independent reading	10	13	+3
Gvt	Teachers	26	Explicitly teach concepts of print	14	15	+1
Gvt	Teachers	26	PAS modelled & practiced in context	14	15	+1
Gvt	Teachers	26	PAS modelled & practiced across curriculum	13	15	+2
Gvt	Teachers	26	Explore PAS through community experiences	8	11	+3
Gvt	Teachers	26	Explicitly teach PAS 10-20 mins per day	12	15	+3
Gvt	Teachers	26	Use visual tools to represent phonemes	8	9	+1
Gvt	Teachers	26	Aid discrimination & production of SAE phonemes in SAE	10	12	+2
Gvt	Teachers	26	Model & practice constructing words using onset/rime	7	10	+3
Gvt	Teachers	26	Explicitly teach letter-sound relationship	14	15	+1
Gvt	Teachers	26	Explicitly teach correct letter formation	10	13	+3
Gvt	Teachers	26	Reinforce letter-sound relationships in context	13	14	+1
Gvt	Teachers	26	Explicitly teach sight words	12	14	+2

Notes:

1. Data was collected using the Literacy Practices Self-Assessment (teacher self-report survey) which collected data from teachers regarding perceptions of their capability and effectiveness in literacy teaching.
2. Data is for matched teachers only. Baseline from Term 1, 2013 has been revised to only include teachers present for both baseline and end of year data collections.

Table 23: Feedback from teachers demonstrating improved capability and effectiveness of literacy and numeracy teaching to EALD students — AISNT

How would you rate your knowledge and understanding of how EALD students learn?	Baseline	End of year	Change
Little or no knowledge/ understanding	7.69%	3.85%	-3.84%
Some knowledge/ understanding	34.62%	19.23%	-15.39%
Good knowledge/ understanding	38.46%	34.62%	-3.84%
Excellent knowledge/ understanding	19.23%	34.62%	15.39%
How would you rate your level of experience in teaching students from an EALD background, namely aboriginal students?	Baseline	End of year	Change
Little or no experience	11.54%	7.96%	-3.58%
Some urban experience	19.23%	26.92%	7.69%
Some remote experience	50%	42.31%	-7.69%
Wide experience	19.23%	23.08%	3.85%
How would you rate your skills in assessing the literacy acquisition of EALD students?	Baseline	End of year	Change
Little or no skills	7.69%	7.69%	0.00%
Some skills	50%	15.38%	-34.62%
Good skills	34.62%	42.31%	7.69%
Excellent skills	7.69%	34.62%	26.93%
How would you rate your skills in assessing the numeracy skills of EALD students?	Baseline	End of year	Change
Little or no skills	11.54%	7.69%	-3.85%
Some skills	50%	26.92%	-23.08%
Good skills	34.62%	38.46%	3.84%
Excellent skills	3.85%	26.92%	23.07%
With regard to teaching EALD students, how would you rate your skills in programming for literacy?	Baseline	End of year	Change
Little or no skills	3.85%	0.00%	-3.85%
Some skills	46.15%	26.92%	19.23%
Good skills	38.46%	46.15%	7.69%
Excellent skills	11.54%	26.92%	15.38%
With regard to teaching EALD students, how would you rate your skills in programming for numeracy?	Baseline	End of year	Change
Little or no skills	11.54%	0.00%	-11.54%
Some skills	50%	26.92%	-29.08%
Good skills	34.62%	42.31%	7.69%
Excellent skills	3.85%	30.77%	26.92%
How would you rate your skills in evaluating the literacy achievement of students from an EALD background?	Baseline	End of year	Change
Little or no skills	4%	3.85%	-0.15%
Some skills	56%	26.92%	-29.08%
Good skills	32%	46.15%	14.15%
Excellent skills	8%	23.08%	15.08%
How would you rate your skills in evaluating the numeracy achievement of students from an EALD background?	Baseline	End of year	Change
Little or no skills	12%	3.85%	-8.15%
Some skills	52%	26.95%	-25.05%
Good skills	36%	46.15%	10.15%
Excellent skills	0%	23.08%	23.08%
Overall, how would you rate your confidence in meeting the needs of the students with an EALD background in your class/es?	Baseline	End of year	Change
Low level/ no confidence	3.85%	0.00%	-3.85%
Some limited confidence	26.92%	19.23%	-7.69%
Good level of confidence	65.38%	53.85%	-11.53%
Very high level/ very confident	3.85%	23.08%	19.23%

TOTAL participants	26	23	
---------------------------	-----------	-----------	--

Table 24: Feedback from teachers demonstrating improved capability and effectiveness of literacy teaching — Catholic Education NT

Q:How would you rate your knowledge and understanding of how students learn to read?	Baseline	EOY	Change	Comments
Little or no knowledge/understanding	0.00%	3.85%	+3.85%	Increased knowledge and understanding of how students learn to read.
Some knowledge/understanding	24.40%	19.23%	-5.17%	
Good knowledge/understanding	58.50%	53.85%	-4.65%	
Excellent knowledge/understanding	17.10%	23.08%	+5.98	
Q:How would you rate your level of experience in teaching students with low literacy skills?	Baseline	EOY	Change	Comments
Little or no experience	4.90%	7.69%	+2.79	Little change over the 3 terms. This would be expected.
Some urban experience	19.50%	17.31%	-2.19%	
Some remote experience	31.70%	32.69%	+0.99%	
Wide experience	43.90%	42.31%	-1.59%	
Q:How would you rate your skills in assessing the literacy acquisition of students?	Baseline	EOY	Change	Comments
Little or no skills	2.40%	1.92%	-0.48%	Increase in skills in assessing literacy acquisition of students.
Some skills	48.80%	38.46%	-10.34%	
Good skills	31.70%	42.31%	+10.61%	
Excellent skills	17.10%	17.31%	+0.21%	
Q:How would you rate your skills in programming for literacy?	Baseline	EOY	Change	Comments
Little or no skills	7.30%	1.92%	-5.38%	Increase in skills in programming for literacy.
Some skills	39.00%	38.46%	-0.54	
Good skills	41.50%	59.62%	+18.12%	
Excellent skills	12.20%	17.31%	+5.11%	
Q:How would you rate your skills in using literacy achievement data to inform your teaching practice?	Baseline	EOY	Change	Comments
Little or no skills	2.40%	5.77%	+3.37	Increase in skills in using literacy achievement data to inform teaching practice.
Some skills	39.00%	34.62%	-4.38%	
Good skills	41.50%	59.62%	+18.12	
Excellent skills	17.10%	23.08%	+5.98%	
Q: Overall, how would you rate your confidence in implementing strategies to improve literacy outcomes for all students in your class/es?	Baseline	EOY	Change	Comments
Low level/no confidence	0.00%	1.92%	+1.92%	Increase in confidence in implementing strategies to improve literacy outcomes for all students.
Some limited confidence	24.40%	21.15%	-3.25%	
Good level of confidence	63.40%	57.69%	-5.71%	
Very high level/ very confident	12.20%	19.23%	+7.03	

Notes:

1. EOY = end of year
2. Baseline survey was completed by 41 teachers. end of year survey was completed by 52 teachers.
3. Change is apparent percentage point change. Respondents have not been matched.

Table 25: Feedback from teachers demonstrating improved capability and effectiveness of numeracy teaching — Catholic Education NT

Q:How would you rate your knowledge and understanding of how students become numerate?	Baseline	EOY	Change	Comments
Little or no knowledge/understanding	0.00%	0.00%	0.00%	Increase in knowledge of how students become numerate.
Some knowledge/understanding	12.50%	40.00%	-27.5%	
Good knowledge/understanding	87.50%	40.00%	-47.50%	
Excellent knowledge/understanding	0.00%	20.00%	+20.00%	
Q:How would you rate your level of experience in teaching students with low numeracy skills?	Baseline	EOY	Change	Comments
Little or no experience	12.50%	0.00%	-12.50%	Increase of experience in teaching students with low numeracy skills.
Some urban experience	50.00%	40.00%	-10.00%	
Some remote experience	12.50%	0.00%	-12.50%	
Wide experience	25.00%	60.00%	+ 35.00%	
Q:How would you rate your skills in assessing the numeracy skills of students?	Baseline	EOY	Change	Comments
Little or no skills	0.00%	0.00%	0.00%	Increased skills in assessing the numeracy skills of students.
Some skills	62.50%	20.00%	-42.50%	
Good skills	37.50%	60.00%	-22.50%	
Excellent skills	0.00%	20.00%	+20.00%	
Q:How would you rate your skills in programming for numeracy?	Baseline	EOY	Change	Comments
Little or no skills	0.00%	0.00%	0.00%	No change in teacher skills in programming for numeracy.
Some skills	25.00%	25.00%	0.00%	
Good skills	75.00%	75.00%	0.00%	
Excellent skills	0.00%	0.00%	0.00%	
Q:How would you rate your skills in using numeracy achievement data to inform your teaching practice?	Baseline	EOY	Change	Comments
Little or no skills0	0.00%	0.00%	0.00%	Increased skills in using numeracy achievement data to inform teaching practice.
Some skills	62.50%	20.00%	-2.50%	
Good skills	37.50%	80.00%	-42.50	
Excellent skills	0.00%	20.00%	+42.50	
Q:Overall, how would you rate your confidence in implementing strategies to improve numeracy outcomes for all students in your class/es?	Baseline	EOY	Change	Comments
Low level/no confidence	0.00%	0.00%	0.00%	Improved confidence in implementing strategies to improve numeracy outcomes for all students.
Some limited confidence	37.50%	20.00%	-17.50%	
Good level of confidence	62.50%	80.00%	+17.50	
Very high level/ very confident	0.00%	0.00%	0.00%	

Notes:

1. EOY = end of year
2. Baseline survey was completed by 8 teachers. End of year survey was completed by 5 teachers.
3. Change is apparent percentage point change. Respondents have not been matched

Showcase — Linking School Targets to Classroom Practice — Central Australia

School name	<i>Larapinta Primary School</i>
DEEWR school ID	15090
Suburb	Alice Springs
State/Territory	Northern Territory
Sector	Government
School type	Primary
ARIA categories	Remote
2013 enrolments	288
Number of Aboriginal and Torres Strait Islander students	123
Number of students with a language background other than English	42
2013 student attendance rate	88.2%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

Source: *Enrolments – AgeGrade universe*
Attendance Rate – Enrolment & Attendance universe
LBOTE – Schools Data

School Background

Larapinta Primary School is located on the western outer area of Alice Springs at the foothills of Mount Gillen, West MacDonnell Ranges. In 2013 there were nine classes from Transition to Year 6. There were 20 teachers and approximately 20 support staff. The school runs Music, PE, and Library resource programs. A number of wellbeing programs support students' social and emotional growth and development. The school caters for approximately 300 students drawn mainly from the local Larapinta area. Approximately half of the students are Indigenous. Nine students are supported by Inclusion Support workers and require significant adjustment to their learning programs.

School attendance is strong at approximately 90 per cent; however a small cohort of students has major attendance issues. The student turnover rate across the school is high at over 50 per cent each year. There is a noticeable disparity in the range of student achievement between Indigenous and non-Indigenous students. The 2012 NAPLAN Reading results showed that of the 60 per cent of students who scored above the national benchmark, 31 per cent were Indigenous. Of the students who scored at or below national benchmark, 80 per cent were Indigenous.

ILNNP Approach

The linking school targets to classroom practices approach at Larapinta Primary School was underpinned by the Central Australia Visible Learning logic model that is aligned with the work of leaders in sustainable educational reform including Professor John Hattie, Michael Fullan and Russell Bishop. The logic model affirms that improved outcomes will be a result of challenging beliefs, building knowledge, changing classroom practice and shifting student learning. The approach used at Larapinta Primary School is aligned with and supported by a Central Australia

directorate wide focus on improving student outcomes in literacy and numeracy. The approach has also been designed for multi-levels of engagement and provides opportunities for building the capacity of teachers, support staff, the school's leadership team and the impact coach.

The key focus of the approach at Larapinta Primary School was to develop a culture of teacher collaboration that:

- increases teacher knowledge of effective classroom practices that have the greatest effect on student achievement;
- builds teacher capacity to collect and analyse relevant student data;
- uses data to drive decisions and inform practice at classroom level and whole school level;
- embeds a common language across the school to enable discussions about student growth; and
- raises student literacy and numeracy progress and achievement.

Implementation

The initial stage of the approach focussed on challenging beliefs and building teacher knowledge and understanding about what the research is saying about classroom practices that impact positively on student achievement. All teaching staff attended a full day professional learning presentation delivered by Cognition Education Visible Learning Plus team at the start of the school year. Throughout the year the school leadership team and all teachers have accessed further professional learning opportunities, including sessions on cultural considerations for optimum learning, effective feedback practices and using Structure of Observed Learning Outcomes (SOLO) taxonomy to create rich assessments.

An important element of the approach was the gathering of relevant data to inform decision making. Participation in the Visible Learning Plus 'Evidence into Action' seminars supported the school leadership team to identify a focus for evidence gathering. Focus groups, student interviews, classroom walkthroughs and student assessments were conducted and data analysed.

This informed the development of a school Action Plan which included the selection and implementation of effective pedagogical strategies; including the use of learning intentions, success criteria, effective feedback, developing assessment capable learners; and the articulation of an explicit data collection schedule across the school for the gathering of student progress data.

In implementing the approach time was a critical factor, with an already crowded curriculum and school agenda. An organised and focused school leadership team firmly placed the emphasis on student learning and prioritised time for professional learning to occur in number of formal and informal ways. Resistance to change was also an ongoing challenge. Early adopters were a valuable resource in sharing and celebrating early success. As was the regular exploration of mind frames and mindsets through formal and informal professional dialogues such as during professional learning sessions, as coaching conversations, teacher performance development meetings and after classroom observations.

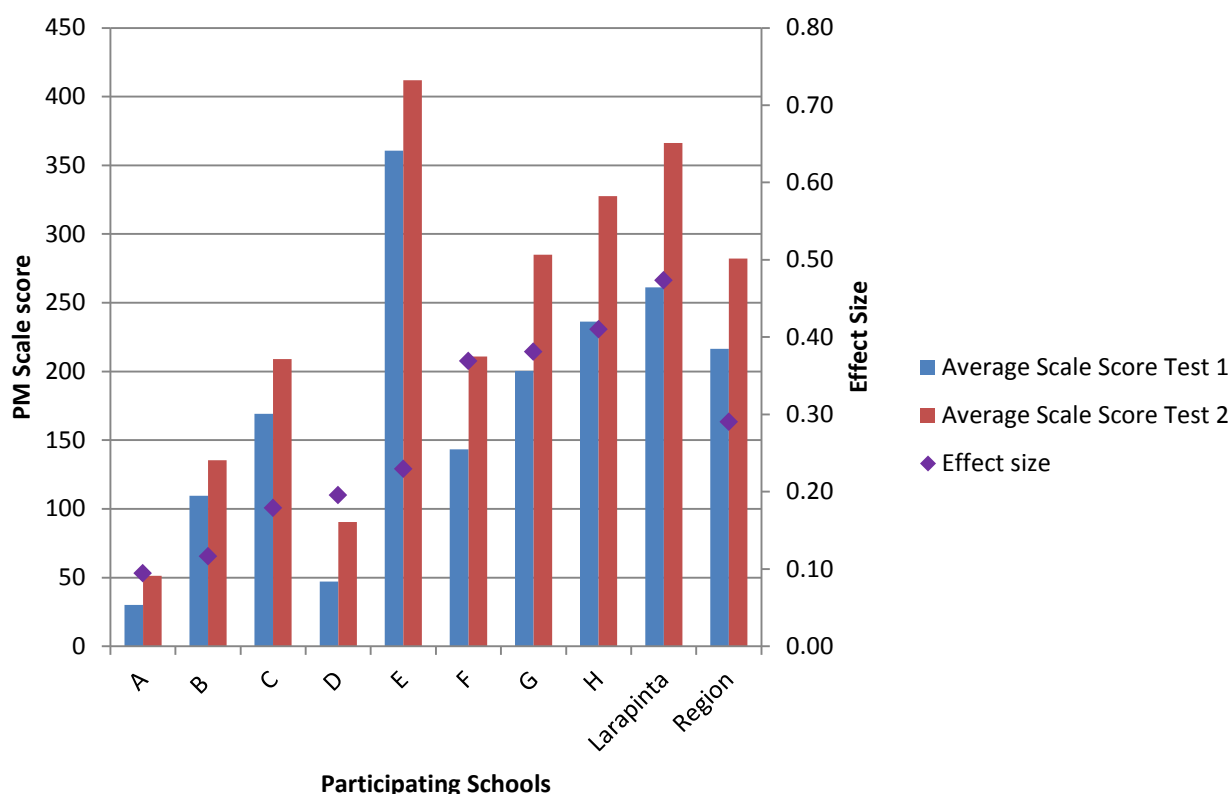
Progress/Outcomes

The 2013 school Annual Operational Plan for Larapinta Primary School was modified to specifically reflect the goal of becoming a Visible Learning School and clearly articulated an explicit improvement agenda focused around reading, data and differentiation. As a direct result of focussed classroom observations, a restructure of the timetable and resourcing led to an uninterrupted literacy time between 8:30-10:30 and an uninterrupted maths block from 11-12 noon. This ensured a strong focus on English and mathematics and also allowed release teachers to be added support within the literacy block for shared/ modelled/ guided reading groups, targeted phonological awareness and small writing groups.

An Impact Coach was identified and worked across the school with classroom teachers and the school leadership team to build capacity and drive the change impact cycle based on school data. The coach facilitated professional learning conversations with teachers that included analysing and interpreting diagnostic assessments, goal setting for reading targets with students and differentiation strategies to cater for children's needs.

Student progress data was collected from all schools across Central Australia. The regional PM reading data showed a statistically significant shift in student achievement in a 6 month period with a 12 per cent decrease in the number of students falling below expected level and an 8 per cent increase in students working above expected level. Individual school data was also analysed and showed that Larapinta Primary School experienced the greatest improvement in student reading achievement, achieving an effect size of 0.47 during 6 months and demonstrating the highest progress in reading achievement across the region.

Figure 13: Regional PM Benchmark reading data and effect size



In 2014, the Impact Coach will lead the school in implementing its second impact cycle for improvement. The development of a school data team will further develop the skills of staff in the collection and analysis of relevant student progress data. The culture of collaboration will be strengthened next year with the formalising of regular co-constructed learning conversations in and across teaching teams. The school will have further opportunities to actively participate in professional learning provided at a regional level because the school approach is closely aligned with the directorate-wide focus. It is expected that further professional learning opportunities will enable the school to deepen understandings and build upon the momentum and progress that has been achieved this year.

Showcase — Linking School Targets to Classroom Practice — Arafura regions

School name	Gunbalanya School
DEEWR school ID	7960
Suburb	Oenpelli
State/Territory	Northern Territory
Sector	Government
School type	Combined
ARIA categories	Very Remote
2013 enrolments	285
Number of Aboriginal and Torres Strait Islander students	282
Number of students with a language background other than English	258
2013 student attendance rate	50.6%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	Yes

Source: Enrolments – AgeGrade universe
Attendance Rate – Enrolment & Attendance universe
LBOTE – Schools Data

School Background

Gunbalanya School is located in the Kunbarllanjja community, approximately 320km east of Darwin on the eastern border of Kakadu National Park. The community is inaccessible by road for much of the wet season (November – April). The main language of the 1500 residents is Kunwinjku with a number of other Indigenous languages spoken by the community. The traditional owners of the land where the community is located are the Mandjurlngunj clan; there are 25 clan groups in total.

Gunbalanya School provides education from preschool to senior years and education services to three Homeland Learning Centres, which are varying distances from the school with varied accessibility (often seasonal). Enrolment and attendance at Gunbalanya School are variable, with highest attendance during the wet season which has resulted in the community and staff changing the school calendar with school commencing early in January and the main school holidays occurring in the middle of the year when families move to homelands, other communities and into Darwin. Students speak one or more Indigenous languages as their first language and Standard Australian English as a foreign (additional) language, with the majority of students in the Beginning or Emerging phases of learning English. This meant that when the end of semester and year reports were assessed, most students were identified as not achieving at a year level equivalent standard in any of the learning areas.

The school has been led by a co-principalship, consisting of a local community principal and a non-Indigenous principal, for the past five years. Many classrooms are staffed by a teacher and local community assistant teacher with at least a Certificate III qualification in Education Support.

Gunbalanya has a signed Remote Learning Partnership Agreement in place and has also been identified as a site under the National Partnership Agreement on Remote Service Delivery.

ILNNP Approach

Gunbalanya School implemented a classroom level and whole school level approach through this national partnership in 2013. The early years classroom teaching team aimed to improve students' mathematics understandings and skills, and further develop students' English language proficiency through a bilingual instruction approach. The initiative built on existing school, region and system level policies and resources, including implementing the Australian Curriculum, piloting a new EALD policy which promoted a bilingual instruction approach, focusing the role of the additional EALD for Indigenous Language Speaking Students (ILSS) teacher, and developing personalised learning plans for ATSI students.

Classroom level approach

The early years classroom teaching team expected that Year 1 students who regularly participated in school would be achieving or making progress towards year level standards in mathematics and be demonstrating English language proficiency in the modes of listening and speaking at the Australian Curriculum EALD emerging phase. To achieve these goals the teaching team wanted to improve their capability and effectiveness in:

- collecting, analysing, discussing and using assessment information to differentiate learning; and
- planning for the use of both home language and cultural contexts as well as Standard Australian English mathematical language by teachers and students.

This involved the classroom teacher, English as a Second Language (ESL) teacher and assistant teacher building shared understandings of western mathematics concepts. It also involved extensive discussions to determine what students might already be familiar with through home language and cultural experiences and what contexts and first language the new concept could initially be taught in. For example, in a unit on data, students were expected to learn about representing information using simple data displays (bar graphs). With no equivalent mathematical concept in home language, translation of terms and concepts was not possible so the team explored the purpose of visual representations in mathematics leading to the connection to story-telling through pictures. The assistant teacher identified hunting contexts where families would tell stories that involved quantity and comparisons of number. This context and the associated language was used to introduce students to the concept of graphing as a means of story-telling. The second element of the classroom level approach was the use of small group instruction within mathematics lessons whereby the assistant teacher and ESL teacher would work intensively every lesson with four to six students, identified by the teacher for targeted support, to develop understandings, skills and language based on the approach outlined above.

School level approach

Implementation of the approach at Gunbalanya Schools supported the achievement of two milestones from the school's 2013 Annual Operational Plan:

1. Analysis and discussion of data to differentiated classroom learning

There was an expectation that all teachers in the primary years would use the SENA diagnostic interview, from the CMIT program, to assess each student at the beginning of the year. Through the initiative the early years classroom teacher led staff 'learning together' to analyse and use this information to identify starting points for the teaching of counting strategies, early arithmetic skills and place value. In addition to building teachers' use of mathematics assessment information, the school purchased external consultants to support teachers in the collection, analysis and use of English language proficiency assessment data.

School leaders recognised that number concepts were the most frequently taught and assessed areas of the mathematics curriculum. They therefore used this initiative to examine published mathematics programs, resources and approaches used by other schools to teach the whole mathematics curriculum and explored how teaching teams need to plan, teach, assess and learn together to ensure a language focused approach to teaching was used. Towards the end of the year the early years teaching team and principals identified the key elements required of a whole of school approach to the teaching of mathematics. Using a framework that was familiar to both Indigenous and non-Indigenous staff, the turtle planner (refer Diagram 1), the team recorded and shared the approach with other staff.

The diagram is a hand-drawn illustration of a turtle, where the shell represents the curriculum structure. The central part of the shell is labeled "THE LANGUAGE OF MATHS (AND STRATEGIES)" and "KUMBALONYA WHEN MY LEARNER PROTECT". Surrounding this central part are seven segments, each representing a different curriculum area: "STATISTICS AND PROBABILITY", "PROFICIENCY STANDARDS", "PROFICIENCY STANDARDS", "MEASUREMENT AND GEOMETRY", "PROFICIENCY STANDARDS", "NUMBER AND ALGEBRA", and "DEVELOPING STUDIES IN ALGEBRA". Each segment contains additional text, such as "Data Driven", "Kumbalonya explicit instruction", "First steps and count me in too", and "Kumbalonya explicit instruction". The turtle's head is labeled "Vision", its front legs are labeled "Partners", and its back legs are labeled "DoE Plan". The turtle is surrounded by text: "W.A.C. GUMBALANYA WHOLE SCHOOL APPROACH & SCOPE OF CURRICULUM" at the top, "A.O.P." at the top right, "NT C.F. E.A.L/D" at the bottom, and "A.C.M. E.A.L/D" at the bottom right. The turtle is also labeled "KUMBALONYA" on its side.

The initiative impacted at three levels: student progress in number, capability and effectiveness of teaching teams, and school level improvement.

There was a total of twenty-four Year 1 and 2 students in the early years classroom throughout the year. Two students left the class during the year. Five students were not assessed due to low and irregular attendance during the year. There were thirteen students with pre and post assessment data. The students' pre and post SENA raw scores for all areas assessed were totalled and used to calculate the effect size for this initiative at the school. The effect size is a measure of the extent the initiative has had on the students' progress. Hattie's (2003) meta-analysis research describes 0.4 as an average effect size, whereby an initiative has improved student learning. The calculated effect size for Gunbalanya School is 0.83, which indicates this initiative has had significant impact on student learning, although, the effect of the small cohort size on this calculation must be considered.

58 | Page

Figure 14: Year 1 student progress in early arithmetic skills in relation to the Australian Curriculum achievement standard at Gunbalanya School

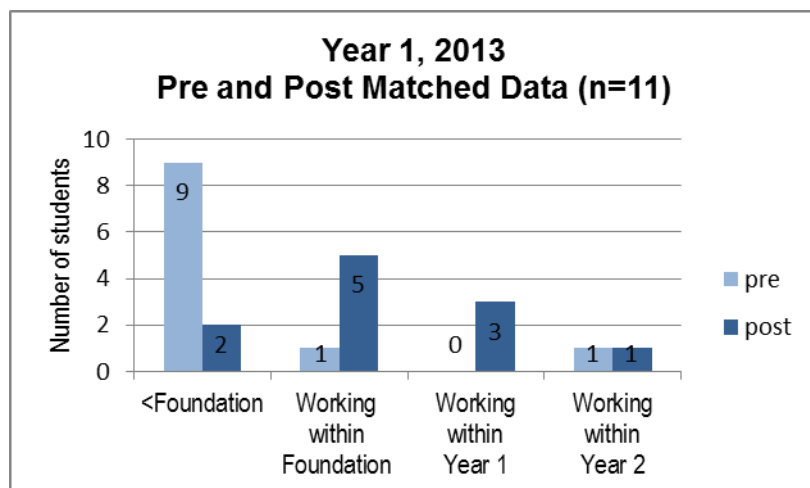
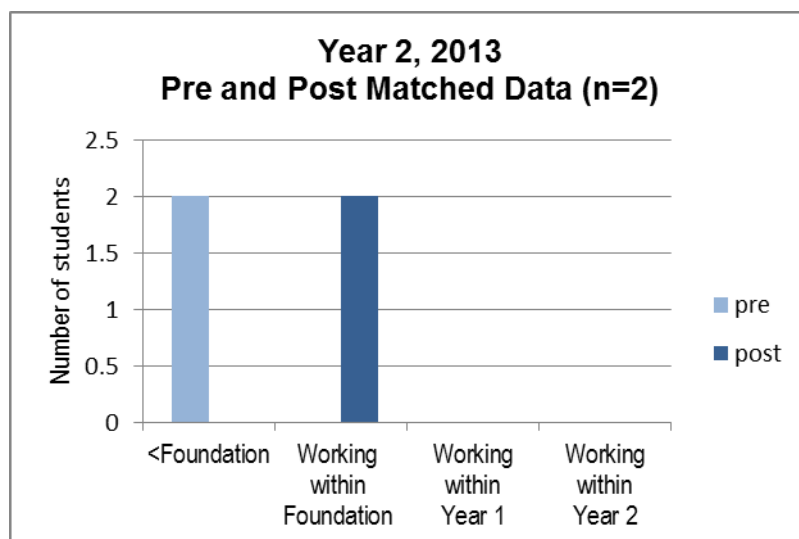


Figure 15: Year 2 student progress in early arithmetic skills at Gunbalanya School



The post assessment shows there are three more Year 1 students who were able to use counting strategies to solve simple addition and subtraction problems at a Year 1 equivalent level. The

Year 1 student who started the year at a Year 2 equivalent level did not progress any further in relation to Australian Curriculum standards but did improve their skills in counting backwards from any number up to 1000.

The school also used the CMIT learning framework to map student progress throughout the year. Of the thirteen matched students, all made progress in the use of counting strategies, with counting forwards showing most frequent improvement. Counting forward from any number to 100 was the most frequently improved strategy amongst all students. One student who did not make any gain had very low school participation, less than 50 per cent until Term 4, 2013, when attendance started improving.

End of year reporting EALD Phases data was retrieved from the departmental reporting system for the 13 matched target students at Gunbalanya School. This end of year data showed that

85.7 per cent of students achieved or exceeded the targeted phase of emerging language proficiency.

Improvements in teacher capability and effectiveness

The early years teaching team was asked to share a story of a significant episode during the year that impacted on their professional knowledge, practice and engagement. These stories were shared during a meeting of principals and colleagues engaged in the initiative.

The impact of this initiative will be maintained in 2014 through:

- storing of student learning data in a department wide assessment system and supporting the school to update and use data throughout the year;
- incorporating the lessons learnt by the early years team into the development of a whole of school approach to teaching mathematics, in particular teams planning for the use of familiar cultural contexts and language, and English;
- leadership of the ESL teacher and assistant teacher in supporting teaching teams across the school to plan, teach, assess and learn together; and
- development of an assessment framework for assistant teachers to assess 'on-the-job' and 'off-the-job' learning against Certificate III, IV and Diploma qualifications in Education Support.

Showcase — FIELD Approach

School name	MacFarlane Primary School
DEEWR school ID	16563
Suburb	Katherine East
State/Territory	Northern Territory
Sector	Government
School type	Primary
ARIA categories	Remote
2013 enrolments	216
Number of Aboriginal and Torres Strait Islander students	194
Number of students with a language background other than English	80
2013 student attendance rate	77.9%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	Yes

Source: Enrolments – AgeGrade universe
Attendance Rate – Enrolment & Attendance universe
LBOTE – Schools Data

School Background

MacFarlane Primary School is located in the town of Katherine, approximately 315km south of Darwin. There are around 250 enrolments ranging from Pre-school to Year 6. A large percentage of students have high support needs including English as second language (ESL) and special education needs. Indigenous students make up 87 per cent of the student population which results in a highly mobile student population as students move in and out of Katherine to outlying communities. In partnership with the Smith Family a breakfast with a mentor program is offered at the school. There are currently 3 ATSI and 15 non-ATSI teachers, with 3 ATSI and 8 non-ATSI support staff.

ILNNP Approach

MacFarlane Primary School already had a strong focus on oral language in the early years including vocabulary and English language development. Through implementing the FIELD approach the school supplemented existing practices with a focus on phonological awareness and explicit phonics teaching, through teacher professional development with a Literacy Consultant. The aim was to improve student reading levels by identifying gaps in students' key phonological and phonics skills and target teaching accordingly.

Implementation

MacFarlane Primary School participated in the ILNNP as a tier 2 school, implementing the FIELD approach with the support of grants and resources for teacher professional learning as well as access to a regional Literacy Consultant.

Implementation commenced with the collection of baseline phonological awareness data from the Year 1 student cohort and the completion of baseline teacher self-assessments regarding the teaching of these skills. Teachers analysed this baseline student data to identify student needs. To

meet student needs, teachers considered the programs and resources already implemented at the school and identified that there was a need for professional learning.

The school engaged with a Literacy Consultant to work with teachers to plan for and implement targeted teaching to address the student needs identified through baseline data. A challenge was to provide the intensive support some students needed within the existing classroom support allocations. As a result, most intervention occurred in small groups rather than one-on-one.

At the end of the year, phonological awareness data was again collected from the Year 1 student cohort. This data was compared with the baseline to show student progress and evaluate the effectiveness of the initiative. Follow up teacher self-assessments were also undertaken.

MacFarlane Primary School is planning to sustain the FIELD approach for 2014 and further embed it throughout the school. A challenge will be ongoing access to the Literacy Consultant given financial and geographical constraints.

Progress/Outcomes

Implementation of the approach at Macfarlane Primary school was successful with strong evidence of improved student outcomes. The percentage of students who could blend CVC words increased from 62 per cent to 86 per cent — a 24 per cent increase compared to the 17 per cent increase achieved by the region overall. When comparing ATSI students only, students who successfully demonstrate the skill of:

- blend CVC words, increased from 67 per cent to 100 per cent.
- segmenting CVC words, increased from 53 per cent to 80 per cent.
- deletion of onset, increased by 27 per cent compared to 15 per cent for the region's ATSI students overall.

The school also utilised PM Benchmark as an additional tool to monitor progress throughout the year and inform teaching. Forty per cent of ATSI students moved up 6 or more PM Benchmark levels. The average gain across the target ATSI cohort of 15 students was 4.5 reading levels. This evidence suggests that explicit intervention focussing on phonological awareness and phonics, combined with guided and shared reading procedures to put these skills in context, dramatically improves reading outcomes for Indigenous students.

The approach will continue to be a key focus for the school's future improvement agenda and will inform teacher professional learning. The benefits of the approach will be maintained through sharing of practice between the Early Years teachers and other teachers in the school and continued support from the Literacy Consultant. Explicit teaching and testing of phonological awareness skills will be included in the whole school curriculum and assessment planning for 2014.

Showcase — Catholic Sector

School name	Murrupurtiyanuwu Catholic Primary School (MCPS) Xavier Catholic College (XCC)
DEEWR school ID	MCPS: 13313 XCC: 13314
Suburb	MCPS: Nguuiu XCC: Nguuiu
State/Territory	Northern Territory
Sector	Catholic
School type	MCPS: Primary (Preschool to Year 6) XCC: Secondary (Years 7 to 12)
ARIA categories	MCPS: Remote XCC: Remote
2013 enrolments	MCPS: 236 XCC: 110
Number of Aboriginal and Torres Strait Islander students	MCPS: 236 XCC: 107
Number of students with a language background other than English	MCPS: 234 XCC: 107
2013 student attendance rate	MCPS: 62.6% XCC: 56.8%
Literacy and Numeracy National Partnership (LNNP) school	MCPS: No XCC: No
Low Socio-Economic Status School Communities National Partnership school	MCPS: Yes XCC: Yes

Source: Enrolments – AgeGrade universe
Attendance Rate – Enrolment & Attendance universe
LBOTE – Schools Data

School Background

Murrupurtiyanuwu Catholic Primary School (MCPS) and Xavier Catholic College (XCC) are located in the community of Wurrumiyanga on Bathurst Island. The community is accessible by air or by ferry. The two schools are situated next to each other. The student population at the two schools is almost entirely Indigenous and most students speak English as an additional language. The home language of most students is Tiwi, although there are a significant number of students who move between the Tiwi communities and other Indigenous communities in the Top End. This means that they are generally proficient or have knowledge of a number of Indigenous languages as well as English and Kriol.

Currently the teacher population is relatively stable, with an average stay of two years. In recent years the turnover from one year to the next has been minimal (in 2014, for example, each school is likely to have only one new classroom teacher), although this has not always been the case in the past. The teachers represent a variety of ages and levels of experience. At MCPS there are 9 full time classroom teachers. The school's Leadership Team is comprised of the Principal, the Assistant Principal and Curriculum Coordinator. AT XCC the teaching staff comprises of 18 non Indigenous staff and 14 Indigenous staff. The school's leadership team is comprised of the Principal, Assistant Principal and Curriculum Coordinator. A special needs teacher works across the two schools.

In the past the two schools have not had a consistent cross-campus approach to teaching literacy. MCPS previously ran a bilingual literacy program from the late 1970s until 2010. In 2011 MCPS adopted the 'Reading to Learn' program as the basis for its literacy instruction, with a stronger focus on literacy instruction in English. Xavier Catholic College has been using the Accelerated Literacy pedagogy as the basis for its literacy instruction since 2007, but teacher knowledge of the approach has at times been patchy.

ILNNP Approach

The reasons for reinvigorating the Accelerated Literacy approach at XCC and adopting the Accelerated Literacy pedagogy at MCPS are:

- Accelerated Literacy offers a strong practical and theoretical framework for teaching literacy in remote Indigenous contexts;
- implementing the approach provides consistency and a common pedagogical framework across the two schools; and
- better access to existing support (such as professional learning and mentoring expertise) from the Top End region.

The intended outcomes of the approach were:

- to accelerate improvement in students' reading levels across the two schools, from upper primary to secondary; and
- to up-skill teachers in techniques of literacy teaching, and underpinning theoretical understandings, as a basis for sustaining the literacy program beyond 2013.

Although Accelerated Literacy was in use at XCC, in 2013 the approach was consolidated, and implemented for the first time in the upper primary classes (Years 4-6).

Implementation

To obtain baseline data on reading levels, individual reading assessments were conducted in early Term 1, 2013 using the PM Benchmark kit. The assessments were repeated in late Term 4, 2013 in order to obtain comparative data.

Teaching staff who were not yet familiar with the Accelerated Literacy approach attended a 3-day professional learning seminar in Darwin in late February 2013 as an induction to the Accelerated Literacy approach. Teachers began to implement the approach on return from the professional learning seminar.

A literacy coordinator with expertise in Accelerated Literacy was recruited and began visiting the schools for two days a week from May 2013. The coordinator had a range of responsibilities including:

- in-class support with teachers, particularly the teachers who were using the Accelerated Literacy approach for the first time (observation and feedback, planning, demonstrating and team teaching of lessons);
- working with teachers to select appropriate resources for use in class;
- conducting professional development sessions after school. Topics included spelling, individualised assessments, text analysis and grammar, using running records as assessment, identifying the literacy components of activities in subject areas other than English;
- documenting current literacy resources and purchasing new resources as necessary;
- working with teachers to identify students who were achieving below their expected level in literacy, and devising strategies for working with and monitoring the progress of those students;
- conducting reading assessments in collaboration with teachers; and
- working with assistant teachers to practise effective techniques for one-on-one support with students.

Despite this level of assistance, it should be noted that the approach was demanding on teachers in a number of ways. Stories and other texts are studied intensively in class, and this means that

teachers must prepare carefully if they are to both maintain the children's interest over time and develop a depth of understanding of them. Some of the strategies were new to teachers and took time to learn and assimilate into practice with coherence and understanding. During Term 1 and the first part of Term 2 the teachers implemented the approach without the support of the coordinator, and so had little feedback about their practice during this time.

Progress/Outcomes

Any effect from the approach in 2013 has been cumulative, as teachers have consolidated their practice across the year. Data collected by the school shows many students made significant, accelerated progress in their reading (Figure 10 refers). Teachers have commented on noticeable improvements in students' reading behaviours, particularly in the primary classes, noting that students were demonstrating more effective reading strategies, self-correcting, reading for meaning, and showing a greater interest in books and reading overall.

'A lot of kids have developed this love for reading that I haven't seen before, and one child said to me, "I really love reading, it's my favourite thing".' Classroom teacher

'I've had a few of them, when they're reading, have a little giggle, so they're actually comprehending what they're reading, so it's not a hard slog.' **Classroom teacher commenting on students' developing reading comprehension levels**

Both MCPS and XCC have used the additional funds from this national partnership to invest in reading materials and make sure that they are fully equipped to continue the approach into 2014, with the purchase of class sets of novels and picture books and other equipment. The schools are now in a position to continue a consistent literacy approach across the two campuses in 2014.

It is planned that all staff will undertake professional learning in the Accelerated Literacy approach during the January 2014 orientation week (the seminar will incorporate time for planning their program for the first term). Curriculum leaders at the two schools are now able to provide basic pedagogical support for teachers beginning the approach, and the Catholic Education Office in Darwin has the potential to provide further in-servicing for teachers. There has not been a shared language and set of understandings about literacy in the two schools for many years. The schools are now in an excellent position to consolidate the literacy approach from a platform of shared understanding and deepened knowledge of a consistent approach to literacy teaching.

Showcase — Linking School Targets to Classroom Practice — Central Australia

School name	Alekarenge School
DEEWR school ID	7898
Suburb	Ali Curung
State/Territory	Northern Territory
Sector	Government
School type	Combined
ARIA categories	Very Remote
2013 enrolments	140
Number of Aboriginal and Torres Strait Islander students	140
Number of students with a language background other than English	64
2013 student attendance rate	51.6%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	Yes

Source: Enrolments – AgeGrade universe
Attendance Rate – Enrolment & Attendance universe

School Background

Alekarnenge School is located 400kms North of Alice Springs in the community of Ali Curung, within the Warrabri Aboriginal Land Trust. The school offers education services to students from preschool to the middle years and 100 per cent of students are Indigenous. There are nine teachers and a principal based at the school.

ILNNP Approach

The linking school targets to classroom practices approach at Alekarenge School was underpinned by the Central Australia Visible Learning logic model that is aligned with the work of leaders in sustainable educational reform including Professor John Hattie, Michael Fullan and Russell Bishop. The logic model affirms that improved outcomes will be a result of challenging beliefs, building knowledge, changing classroom practice and shifting student learning. The approach used at Alekarenge School is aligned with and supported by a Central Australia directorate wide focus on improving student outcomes in literacy and numeracy. The approach has also been designed for multi-levels of engagement and provides opportunities for building the capacity of teachers, support staff, the school's leadership team and the impact coach.

Implementation

A key part of implementation at Alekarenge School was the appointment of an Impact Coach to lead the Visible Learning program in the school to:

- establish learning intentions and success criteria with a view to developing a shared language across the school;
- facilitating Visible Learning staff meetings throughout the term to maintain implementation momentum;
- supporting teaching strategies that challenge student to take control of their learning;

- collecting data across the school each semester so that growth in students' learning is recorded and accessible for all teachers (including new teachers to ensure the approach is sustainable);
- listening to the ideas and concerns of staff as well as identifying opportunities for learning and improvement;
- working with the school leadership team to develop an action plan to monitor progress;
- providing advice on Visible Learning for all staff, including working one-on-one with teachers when needed; and
- conducting interviews with students for each year level about what makes a good learner.

In addition to school based coaching and mentoring via the Impact Coach, additional structured professional learning was available to staff at Alekarenge School through the regional Visible Learning program. Visible Learning Foundation Days introduced school staff and leaders to the approach and covered:

- the key philosophy of Visible Learning;
- the links between Visible Learning and what happens back in their school;
- the core concept of the five Visible Learning strands;
- effect sizes as a useful way to measure progress;
- the key characteristics of assessment capable learners;
- the mind frames leaders need to impact on student achievement;
- the role of feedback;
- the importance of learning intentions and success criteria;
- a range of practical activities; and
- the success criteria of ongoing Visible Learning work back at their school.

Foundation days were followed by a series of Evidence into Action sessions for school leaders and Impact Coaches which provided participants with the opportunity to:

- consolidate their knowledge of John Hattie's research and develop a greater understanding of the five strands of Visible Learning and what it looks like for students, teachers, leaders and schools;
- explore the type of evidence that can be used to prioritise school actions and the tools available to support this;
- use a series of tools to identify whether the five Visible Learning strands are evident in their school; and
- develop a detailed evidence based Visible Learning plan.

Classroom teachers also accessed Head Start seminars which build upon key ideas of prior professional learning and further develop the Visible Learning strands with a particular focus on supporting work in the classroom.

Progress/Outcomes

Alekarnenge School now has accessible and sustainable data for each student who attends the school. This data is important for teachers going into new classes and for new staff commencing at the school. Students are beginning to become assessment capable learners who can take control of their learning by setting goals and achieving to their full potential.

A common language is beginning to develop across the school in terms of Visible Learning, including talking about learning intentions and what makes good learning. All teachers are expected to have Visible Learning embedded into their teaching practice and programs and Visible Learning displays are common in most classroom. Displays include: reading progress charts, learning pits and learning intentions and success criteria for lessons displayed on whiteboards.

Next steps for the school include a review of the school action plan to reflect on what was successful and what will be the whole school focus for 2014. The Impact Coach will continue to support the principal to ensure Visible Learning is embedded in the school, and classroom teachers will be supported to develop a Classroom Action plan for 2014.