Improving Literacy and Numeracy National Partnership
South Australia
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 bridged 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

The 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 overall context for the state/territory, information about 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 used 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 or more 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.

SECTION 1: EXECUTIVE SUMMARY

Cross sector collaboration is a unique feature of the SA sectors' joint ILNNP implementation plan and approach to the identification and tracking of student abilities in reading and mathematics.

The ILNNP commenced mid Term one 2013 and funds structured activity for the 2013 school year only. Progressive Achievement Testing (PAT) occurred in all participating schools by end of term one 2013 and again in November 2013.

To date all 2012-2013 ILNNP performance milestones have been met by South Australia ILNNP.

All sectors provide a literacy and /or numeracy teacher coaching program within the ILNNP.

The opportunities arising from ILNNP included:

Providing targeted professional learning and capacity building for teachers, leaders and support personnel in schools

Improving learner achievement in targeted cohorts of students through implementation of improved teaching practice in participating ILNNP schools

Providing access to resources and assessment programs that support improved teaching and learning through differentiation

Extending the collaborative approaches to improving teaching and learning across the three sectors.

In August, teacher coaches and sector leaders presented a forum at the South Australian Numeracy and Literacy Expo to share and discuss the learning from literacy and/or numeracy coaching and the model of coaching established in each sector.

The Department of Education and Child Development (DECD)

DECD school selection was based on schools that participated in the initial Literacy and Numeracy National Partnership (LNNP); schools with a high proportion of their students in the bottom two NAPLAN bands; and other schools sufficiently demonstrating need in terms of literacy and numeracy achievement. School selection was not confined to primary schools.

In February, 161 schools were invited to participate in this National Partnership, 143 committed to participate in all or some of the three DECD ILNNP strands offered.

There are approximately 35,500 students enrolled in the participating schools. The focus of the program is on students in Years 4-10 and in particular targets students identified in the bottom two bands (B2B) of NAPLAN in 2011 and 2012 in those schools. Almost 4,300 Aboriginal and Torres Strait Islander students are enrolled in the participating ILNNP schools, that is, approximately 12% of the student population across the 143 schools.

Of the 143 DECD schools participating in ILNNP this year, 75 are located in the Major Cities of Australia; 18 are located in the Inner Regional Australia; 40 Outer Regional Australia; 5 schools are located in Remote Australia; and 5 are located in the Very Remote Australia (ARIA) region.

Of the DECD schools participating in this NP, 117 schools undertook QuickSmart Numeracy training. There were 129 DECD schools with teacher coaches, of which 59 focused on numeracy, 70 focused on literacy and 30 focused on both literacy and numeracy teacher coaching. 65 schools committed to a literacy focus in teacher coaching while undertaking QuickSmart Numeracy.

Each of the DECD ILNNP participating schools identified the students achieving in the bottom two bands of NAPLAN according to the 2011 and 2012 results. The priority areas for improvement were determined on the literacy and numeracy needs of those children and considered along with the programs, strategies and support processes already in place at the school. Across the DECD ILNNP program, the proportion of schools with a focus on numeracy was only marginally less than that focusing on literacy. All teacher coaching professional learning and the Certificate IV modules provided a focus on both numeracy and literacy teaching and learning.

The provision of a range of professional learning programs (teacher coaching, QuickSmart and Certificate IV in Education Support) for both teachers and schools services offices enabled the building of teacher and support staff capability and effectiveness to generate improvement in learner achievement. Feedback from participants of each of the programs indicates the importance of the provision of structured and targeted professional learning strategies. Together, these contributed to the implementation of whole school approaches and supported the schools' improvement priorities of literacy and/or numeracy. Participants reported that increasing the knowledge and skills of individuals working in the classrooms; the analysis of achievement data with a colleague; and collaboratively reflecting on practice and pedagogy enabled teachers to personalise and differentiate their practice and support improved learner achievement.

Feedback from teacher and principal surveys identified the following achievements in participating DECD schools:

- Deepened teacher understanding and knowledge of numeracy and literacy
- Increased teacher professional dialogue
- Increased teacher analysis and use of student achievement data to inform planning
- Increased teacher confidence to teach literacy and numeracy
- Deepened understanding and implementation of effective pedagogies
- Establishment of Professional Learning Communities
- Development and implementation of learning sequences and pedagogies that engage and interest students
- Development or further implementation of whole school agreements in many sites

The most significant challenge across the ILNNP strategies was overcoming the late start in South Australian schools. This not only limited schools' capacity to appoint or select appropriate staff to participate in the three strands of the DECD NP, but limited the implementation time for each strand. Each of the professional learning strategies needed time to prepare, establish, implement and develop. Schools have strongly indicated that more time to embed the strategies and consolidate the learning is necessary. DECD will offer the opportunity for the 2013 ILNNP schools to continue with the teacher coaching and QuickSmart professional learning in 2014.

Highlights, benefits and lessons learned

An important lesson learned is that the role of the principal in supporting the implementation of the strategies to generate learner improvement is paramount. Previous LNNP programs identified that the most critical in-school factor contributing to the success of coaching is the support of a principal who is committed to driving pedagogical change. The principal of schools where the ILNNP strategies were most effective ensured that the chosen strategies were adequately resourced and implemented as a core component of the school's professional learning program and site improvement plan, and that staff understood the rationale and expected long term outcomes of the coaching, SSO training and QuickSmart strategies. These principals, for example, set the tone and expectations that coaching is an opportunity for learning for all teachers, not as a remedial measure for poor performance. Principal understanding of and support for the implementation of

QuickSmart program enables the effective establishment of timetable, appropriate venue and whole staff commitment to the intervention strategy. Equally, principal support for and encouragement of SSO professional learning through the Certificate IV modules provided greater incentive for participants to persevere with the training program and complete the assessment tasks.

Gaining a consistent and agreed understanding of the role of teachers as instructional coaches provided a challenge for ILNNP managers and site leaders, especially where there had been little or no previous experience of the strategy. The core component of the coach's role is working side-by-side with teachers reviewing and improving pedagogy to directly impact on all students' learning. The coach and teacher work through a coaching cycle of pre-lesson conference planning meetings, working in the classroom (the coach may observe, model, co-teach, collect data) and post-lesson conference meetings (a collaborative review of the lesson(s) with the coach questioning and prompting the teacher to reflect on the impact of their practice on student learning). In addition to one to one coaching work, the role of a numeracy or literacy coach may include working with a team to: collect and analyse data, plan professional learning, lead teacher reflection and inquiry, purchase resources, develop whole school plans. Through the LNNP and ILNNP programs, it was agreed that the coaching role should not include:

- Withdrawing students from class for 'catch-up' or remedial programs (though coaches may withdraw students for diagnostic assessments)
- Taking sole responsibility for literacy or numeracy improvement in the school
- Evaluating teachers' abilities or provide reports to the principal about teacher performance.

Mobility and transience of students and staff in DECD schools provided further challenge for managers to effectively support and track the progress of participants. In some cases, this issue prevented ongoing participation in some schools.

Catholic Education South Australia (CESA)

CESA school selection was based on the proportion of the students (relative to the state and sector) in the bottom two NAPLAN bands but had not had an opportunity to participate in the Literacy and Numeracy National Partnership and continuation of schools that participated in the initial Literacy and Numeracy National Partnership (LNNP).

On this basis 45 CESA schools, 71% metropolitan and 29% provincial schools formed the CESA ILNNP with approximately 11,300 students in Years 3-9 involved. This included 173 Aboriginal and Torres Strait Islander students.

Highlights, benefits and lessons learned

The CESA ILNNP approach has involved the development of an innovative model of working to improve student outcomes as a sector. This approach has been successful in fostering whole school change, developing the capabilities of teachers in teaching literacy and numeracy and consequently improving the literacy and numeracy outcomes for many students. The CESA ILNNP approach highlighted several factors which contributed to its success including: the Principal leading whole school strategic change, a high degree of support from consultants in each school, schools using data to inform practice, school based instructional coaching and professional learning for coaches and Principals through the Literacy Numeracy Network.

Feedback from the Principals, coaches and teachers indicate many benefits and lessons learned in CESA. The ILNNP has contributed to:

- The significance of the Principal as an active, visible leader of learning in the school.

- The use of a common language in naming the elements of successful change for improved learning outcomes.
- Wider understanding of the importance of pedagogy and pedagogical practice as key elements of school improvement.
- Common acceptance of the importance of data and evidence to inform learning and professional practice.
- Recognition of the importance of deprivatisation of practice.
- The value of embedding professional learning in teachers' work.
- The importance of networking, internal and external.
- The centrality of adopting 'whole school' approaches to improving learning outcomes.
- The benefit of strong, long term relationships with external consultants.
- The benefit of developing teacher leaders with deep pedagogical knowledge on staff.
- The benefit of instructional coaching as an approach to improve teaching practice.

Independent Schools

A consultative process was used to facilitate Independent schools participation in this initiative. The SA Index of Disadvantage (IOD) was used as the initial entry point for the original Literacy and Numeracy National Partnership (LNNP). The IOD is derived from the ABS Census Collection Districts and is comprised of the following dimensions Occupation, Education, Income and Family income and in addition Family Type/Structure, Accommodation Type/Dwelling, Tenancy/Home Ownership, Language, and Aboriginality. Schools with greater characteristics of complexity were invited to scrutinise their NAPLAN and other school diagnostic data to determine levels of student need in literacy or numeracy, as well as a cohort of students who would benefit from targeted assistance. The decision to be involved rested with each individual school's Principal and their governance bodies.

The Independent sector had 25 schools with a total number of 8,880 students in Reception to Year 12 or Reception to Year 7 schools, with schools targeting students in Primary and/or Junior Primary, and one with a Secondary focus. The estimated number of participating Aboriginal and Torres Strait Islander students was 167 students.

The Independent sector schools included 11 metropolitan schools and 14 regional schools. Of these schools 15 were Literacy focused and 10 were Numeracy focused.

Each of the Independent ILNNP participating schools identified the students achieving in the bottom two bands of NAPLAN according to the 2011 and 2012 results and according to the previous LNNP data.

Highlights, benefits and lessons learned

The provision of a differentiated professional learning pathway, together with school based coaching as a mechanism for improving instruction (McKinsey et al, 2007), underpinned the success of the initiative in the Independent sector.

A differentiated professional learning pathway supported schools to align the aims of this National Partnership with strategic directions, meeting specific needs identified through data analysis and coaching goals.

Targeted training in instructional coaching deepened understandings about the role of the coach as a catalyst for leading learning and improving teacher quality. In many instances, schools developed a learning culture that saw leadership teams embrace the coaching professional training. Instructional coaching raised the

professional expectations of teachers, while specific feedback motivated and supported them with professional goal setting. Coaching has been directly transferable to the teacher/student relationship.

Benefits for teachers included the de-privatisation of classroom practice and the increase in collaborative practices, including deeper data analysis, planning, action research, and personal learning. The development of communities of practice and professional learning teams within schools provided a forum for professional dialogue and the sharing of skills, strategies and resources. This created opportunities for teachers to learn from each other in a positive, solutions-focussed environment. As one coach reflected *'the major impact has been that the teachers' priority is now to constantly reflect on, review and build upon learning and teaching with the aim to engage and motivate students to learn'.*

Differentiating of the curriculum, building on and modifying pedagogical practices in response to individual need impacted positively on student learning. Targeted professional learning supported teachers with content knowledge, an understanding of concept development and effective pedagogical practices.

Cross sector

Challenges for all three sectors included:

The delayed commencement of the ILNNP created organisational difficulties for schools in implementing the ILNNP. The reduced period of time in which to measure the impact of the ILNNP on student performance created pressure on staff and students.

The limited time for the ILNNP 2013 does not sufficiently reflect the foundation built by the LNNP 2010-2012. Most schools in the ILNNP were in their 4th or 2nd year, and it should be noted that it takes time to implement real change in any organisation, schools included. Cultural change that is real, and sustained over time, cannot be rushed or assessed too early.

Therefore the lessons learnt from the challenges would be to allow for enough time for significant improvement in teacher practice to impact student learning and be built on from year to year.

Outcomes for all three sectors included:

Staff in all participating SA ILNNP schools were engaged in extensive professional learning focussing on improving literacy and or numeracy teaching, assessment for learning and using data to inform practice. The local measure used to evidence this was an online perception survey. The survey findings evidence that the professional learning from the ILNNP has been significant in building teacher capacity and capability in teaching literacy and /or numeracy and meeting the needs of a range of students, in particular students in the bottom two NAPLAN bands.

The local measure testing tool used to indicate student achievement for all sectors were the ACER PAT M and PAT Rc tests. The results showed that for years 4-9 most targeted groups in each year level cohorts achieved a higher mean growth score than the expected mean growth score. The percentage of students exceeding expected mean growth in each of the cohorts was 46% or more. The data trend indicated more than 60% of students achieved positive growth across the testing period.

For full list of participating South Australian schools, see Attachment A. (Table 1)

SECTION 2: APPROACHES

State level rationale

International and national research identifies key ideas and strategic actions which contribute to improvements in literacy and numeracy achievement. These are reinforced strongly by our local experience over the last four years in the SS LN and Low SES National Partnerships, and form the fundamental premises of a sustainable and inclusive state strategy which builds on positive outcomes evident from the past four years work in the SS National Partnerships.

These are:

The quality of the teacher is paramount; and that one of the most effective ways to bring about change in teacher practice and to improve their capacity for successful literacy or numeracy instruction is for coaches to work alongside them to model effective practice, provide feedback on performance, and be an ongoing source of inspiration; (Hattie, 2003, 2009 and Leithwood 2006)

The role of the leader in providing clear and unequivocal instructional leadership is second only to teaching; and that school leaders need to develop and lead a whole school approach to improvement based on high expectations for all students, and use data to monitor and inform improvement (Robinson 2007; OECD 2008; MacBeath & Dempster 2009; Masters 2009).

An instructional coaching model contributes to cultural change and is central to the state strategy, based on research which evidences the transformative pedagogical work of the coach in schools. (Ontario 2007; Joyce and Showers 1996). Publications on the Teach Learn Share evidence base support the coaching model (Moana PS, Allendale East Area School, Darlington PS, Two Wells PS, AISSA and CESA).

DECD rationale

The ILNNP in DECD schools provided opportunity to implement three professional learning strategies that focused on improving the effectiveness of teachers and School Services Officers (SSOs) who provide intervention support for targeted students. By investing in staff professional development and training in a large number of schools with high proportions of students below National Minimum Standard (NMS), this strategy supported a planned long term positive impact for DECD schools. The teacher coaching strategy focussed on side-by-side job-embedded professional development which leads to long term change in practice and hence improvement for students well beyond the life of this NP. The professional learning through the Certificate IV modules and QuickSmart intervention program builds new skills and capabilities for SSOs and teachers.

The ILNNP approach is strongly aligned with the DECD Numeracy and Literacy Strategy through improved teacher practice and informed intervention support for the targeted students.

Evaluations of several DECD initiatives that have employed literacy and/or numeracy coaches, and international research, report that coaching has resulted in teachers using a broader range of teaching and learning approaches, and having increased capacity to use learner achievement data to inform and differentiate their teaching. Vanderburg and Stephens (2009) note that working with a coach didn't simply give teachers a new and bigger range of practices, it built their capacity to make their own decisions about practices that improve learning outcomes. Working with a coach supports teachers to share effective practice,

engage in observations and feedback activities, and build capacity to inquire into their practice and participate in professional discussions about student learning.

The principles of instructional coaching are grounded in research about effective professional development and professional learning communities. Coaching is emerging as one of the most effective professional learning strategies because it directly influences what teachers do in classrooms. In contrast, much of what is currently provided as professional learning for teachers, at best 'leads to an awareness that change is needed or an awareness of the kinds of changes that are needed' but for most teachers this raised awareness does not lead to changes in practice.

The advantages of numeracy and literacy coaching are that it:

- Can be tailored to meet the needs of individual teachers
- Is job-embedded, ongoing and student focussed
- Promotes reflective practices that lead to teachers engaging with inquiry and self-directed learning
- Builds teachers' pedagogical content knowledge and leadership capacity at both the individual and organisational level
- Enhances the implementation of whole school approaches to numeracy and literacy improvement.

DECD identified this opportunity to invest in the capacity building of teachers and SSOs though specific training and professional learning in intervention and education support programs including QuickSmart Numeracy and three modules of Certificate IV in Education Support. The opportunity to increase the effectiveness of the whole school approach to numeracy and / or literacy improvement were enhanced where two or more of these strategies were undertaken in a school.

CESA rationale

The CESA ILNNP is deliberate in identifying a 'whole school approach' to improvement in literacy and numeracy outcomes. This approach recognises the principle of subsidiarily: a relationship that recognises school communities are best able to identify community needs and to develop targeted strategic actions to meet these needs. Hayes et al (2006) identifies school based activities which develop 'local solutions' to 'local concerns' as 'harnessing local agency'.

A significant body of evidence is used to support whole school approaches to school improvement (Sergiovanni 2006; Hattie 2009; Ontario 2007). It is well documented (Fullan 2011; DuFour & DuFour 2008; Hargreaves 2000; McKinsey 2007) that the initiation of a 'whole school approach' to school reform requires more than changed school structures and processes; it is about 'transforming culture'. Deep cultural change is at the heart of successful and sustainable school transformation (Harris et al 2008).

Capacity building in whole school reform requires attending to competencies, resources, and motivation. The CESA ILNNP recognizes the importance of Learning Networks in contributing to high capacity building across and within schools as they continue to develop these three components in concert (Fullan 2011). Fullan characterises schools who have achieved significant and sustained school reforms as possessing shared vision with sincerity about change circumstances, the collective power of the full staff to improve student achievement, a depth of understanding and a commitment to continuous learning, transparency with ongoing data and access to seeing effective practices.

Building on positive outcomes evident from the past three years work in the CESA SS National Partnerships was critical to continuity and a logical way forward. Expanding the literacy and numeracy learning network to 45 schools contributed to developing capacity and creating sustainable school improvement across the sector.

Independent schools rationale

The Independent School sector school-based coaching initiative was strongly influenced by the Association of Independent Schools, South Australia (AISSA) position paper, *AISSA: Providing a Coherent Approach to the Delivery of Services*. This paper describes organisational commitment to providing services that offer opportunities for member schools to achieve *their* aspirations, particularly for improving the quality and standards of education and care provided within the vision and underpinning ethos of each school.

This school-based coaching model was based on a strong research evidence base that describes coaching as being a *highly sophisticated form of school-based professional reflective practice* (Boyd, 2000) for improving teacher capability and student outcomes. This was further supported by statistical research evidence which describes 95% of educators who work with a coach, as reaching *executive implementation* (Joyce and Showers, 2002) for the transference of skills and knowledge into sustained classroom practice.

Based on this research and building on from the initial Literacy and Numeracy National Partnership, the Independent School sector ILNNP school-based coaching approach was developed to empower schools with a sustainable model for continuous improvement of staff with the purpose of improving student achievement.

SUMMARY OF APPROACHES USED

Summary of approach used by DECD

The targeted *teacher coaching* program in numeracy and literacy focussed on improving pedagogy and differentiated teaching and learning to directly support students at or below national minimum standard (NMS). This initiative builds on the coaching strategy introduced through the Literacy and Numeracy National Partnership in DECD. The teacher coaches supported planning and implementation of interventions in literacy and numeracy learning (including QuickSmart) for individual students, including students of diverse backgrounds and those in the targeted groups. Some participating schools partnered across clusters to share a full time coach.

QuickSmart numeracy program in DECD schools focussed on developing fast and accurate basic numeracy skills through 30-minute lessons, three times a week, for the duration of the program. The program operated with 11 clusters each of up to 15 schools across the state. This program particularly focused on developing automaticity skills in numeracy for students and includes Aboriginal and Torres Strait Islander students. The aim of QuickSmart is to improve students' information-retrieval times to levels that free working-memory capacity from an excessive focus on routine tasks. This allows students to undertake higher-order mental processing and develop their numeracy skills. Underpinning QuickSmart is the establishment of a motivational learning environment that places an emphasis on fluency, timed practice, use of strategies and automatic recall of basic skills. Implementation of the QuickSmart program by trained SSOs and teachers supported targeted numeracy learning for identified students. The use of Progressive Achievement Tests in Mathematics (PAT Maths Plus) tests provided further evidence of learner improvement across the seven months of the program. This data along with the Cognitive Aptitude Assessment System (OZCAAS) data informed teachers and support staff (tutors) of individual student recall, accuracy and speed progress in addition, subtraction, multiplication and division. Feedback from teachers, SSOs and principals indicated that participation in the QuickSmart program not only achieved improved accuracy and recall speed for most participating students, but also built learner confidence and engagement with numeracy.

Three modules of *Certificate IV in Education Support* for School Services Officer (SSO) provided opportunity to build understanding, knowledge and capacity to enable the provision of effective intervention support strategies in literacy and numeracy. The training modules were mostly delivered online through Centra and

Moodle, enabling officers from across the state to access the program. Face to face orientation sessions were presented in most regions of the state. Two face to face tutorial-style workshops provided additional learning opportunities through an interactive process. Due to the late start to this program, it is anticipated that 93 SSOs from 96 schools will complete the modules in Supporting Students' Literacy, Numeracy and Facilitation of Students' Learning by the end of Term Four 2013. Feedback from participants indicates that they now have a better understanding of learner expectations, processes and language and are more confident to effectively support learner achievement.

Summary of approach used by CESA

The Catholic Education South Australia initiative focussed on implementing strategies to improve outcomes for all students, focussing on those students in the lowest 2 NAPLAN bands. This approach involved the use of a coaching model, engaging selected schools in whole school reform and extensive literacy or numeracy learning.

Strategic approaches were tailored to the contexts of the individual schools and degrees of need, as evidenced by the number of students in the lowest 2 NAPLAN bands, using interdependent and collaborative dimensions of support involving the school based coaches, Principal, expert literacy and numeracy consultants and a Learning Network.

Progress towards strategic goals was ensured through: coaching to build capacity of teachers in literacy and numeracy teaching; using data to inform evidence based practice; a whole school approach to improving student outcomes in literacy and numeracy.

The strategy was used in 45 schools, most of which had participated in the Smarter Schools National Partnerships on Literacy and Numeracy or Low SES School Communities. There was a total of 45 Principals and 1800 teachers across year levels 3 to 9 in these schools. There was a specific focus in the work with teachers on the 1800 students in the lower two bands for NAPLAN in 2011 and 2012, for Years 3, 5 and 7.

The ILNNP primary focus was improving the outcomes for students in the bottom two NAPLAN bands and coaches in CESA schools worked closely with teachers to establish the interventions and additional support required for the students most at risk. This included a regular monitoring system to continually evaluate progress and adjust teaching strategies. Improvements in both NAPLAN and PAT Maths Plus and PAT-R Comprehension have been noted by many schools. Consequently there was an increased incidence of differentiation in lesson processes and a broader range of reading and mathematics scaffolding strategies, which both enabled success for the targeted students.

Teachers' work in the National Partnership has been characterized by increased openness about assessment, planning and teaching practice amongst practitioners in schools and across the Learning Network. This has fostered sharing of best teaching practice and a take up of new strategies to enable the needs of all students to be met. The shifts in teaching practice have had a direct impact on student outcomes, particularly for those students identified as being 'at risk'. These outcomes include increased skills and a positive change in attitudes towards learning, increased engagement, confidence, independence and metacognitive awareness.

Summary of approach used by the Independent schools

Differentiated professional learning pathways supported schools to align the aims of this National Partnership with their strategic, and/or school improvement, plans and met their specific needs identified through data analysis and coaching goals.

The program structure offered three strands of professional learning:

- A coaching strand which equipped Literacy and Numeracy Coaches with the knowledge, understanding and skills to confidently use coaching to develop reflective, targeted and shared teaching practice with their colleagues. It acknowledged the contextual nature of effective professional learning and recognised that the best place for authentic learning is usually the school.
- A second strand focused on Planning for Learning - differentiation, classroom environments and effective lesson/unit planning with a literacy and/or numeracy lens.
- The third strand supported schools to take a closer look at Designing Quality Assessment - feedback, assessment task design, and formative/summative tasks also with a literacy and/or numeracy lens.

SECTION 3: ANALYSIS OF PERFORMANCE DATA

DEMONSTRATION OF IMPROVEMENT

Local Measure (i)

Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group - See Attachment B (Table 2 and 3)

Local Measure (ii)

Local school level data demonstrating change in literacy and/or numeracy performance for targeted Aboriginal and Torres Strait Islander students - See Attachment C (Table 3).

Following local measure testing of all ILNNP students, the three sectors requested a detailed analysis of the data from ACER with accompanying commentary. These data sets reflect demonstrated change in literacy and/or numeracy performance for the targeted student group compared with other students at the same grade in reading and/or numeracy for the 2013 school year, as specified in Table 1 of the National Partnership Agreement (NPA) for Performance Indicator 1.

Two performance data tables have been included as Attachment B

- Table 2 PAT Maths Plus including ILN, ATSI and other student group data
- Table 3 PAT-R Comprehension including ILN, ATSI and other student group data

In all year levels, with the exception of Year 5, Year 6, Year 9 and 10 ILN PAT Maths students the mean growth of students in both ATSI and ILN target groups was greater than the expected mean growth for the overall cohort, based on projections provided by ACER.

The following analysis and commentary of the PAT Maths Plus and PAT-R Comprehension data has been provided by ACER on 12 December 2013.

Matched students

Only performance of matched students between the term 2 and term 4 test sittings was included in the report. This resulted in 77% matched student data in the comprehension cohort and 81% matched student data in the maths cohort.

Matched students needed to meet the following criteria:

- Having sat tests in two specific test periods – February--April and October-November
- Having a unique identifier which could be matched between the two test periods

- Attending a school designated as part of the ILN project for both test periods.
- Tagged with ILN (to be included in the ILN cohort)
- No duplicate records for the first and second test sittings
- Students who did not meet these criteria were not included in the results.

ATSI students

Performance figures for ATSI students need to be treated with caution because of the large measurement error related to small sample sizes.

Analysis of performance data PAT-R comprehension

In all year levels, there was an increase in mean scale scores over the six months. In each student group, more than 60% got a higher score in the second sitting than in their first sitting.

The highest improvement was in the year 3 ATSI group (9.6 score points, 84.6% of students with positive growth). Next highest growth was in the year 4 group (9.0 score points; 82.8% students with a positive improvement). Other significant improvements were in year 3 (6.9 score points; 74.4% students with a positive improvement), and in year 9 (4.8 score points; 73.7% students with a positive improvement), however there were only 536 year 9 students in this study.

The mean scores of the ILN and ATSI groups at the first sitting were lower than that of all students in the corresponding year level. In general the level of improvement of ILN and ATSI students was similar to that of ALL students. However these groups showed a slightly higher improvement than ALL students in years 5, 7, and 8.

Growth was measured over approximately six months. When compared to the corresponding norm reference score, the proportion of students achieving the norm reference group mean score increased significantly. The groups with an increase of 10% or more students (at second sitting) achieving the reference norm included:

- Year 3 – all students, ILN, ATSI
- Year 4 – all students, ILN
- Year 5 – all students, ATSI
- Year 6 – all students
- Year 9 – all students, ATSI
- Year 10 – all students

The percentage of students achieving expected mean growth (by year level) ranged between 43.5% (Year 3 - ALL students) and 70.3% (Year 9 - ATSI students).   The percentage of students achieving expected score growth from starting point ranged between 34.4% (Year 3 -ILN students) and 70.9 % (Year 9 - ALL students).

Analysis of performance data – PAT Maths Plus

In most year levels, there was an increase in mean scale scores over the six months, except year 9 ILN and ATSI groups and the year 10 ILN group, where the number of students was small. Excluding these groups, the percentage of students who achieved a higher score in the second sitting than in their first sitting ranged from 54.7% (year 10- ALL students) to 92.3% (year 3 ILN students)

The highest growth was in the following groups:

- Year 3 ILN (14.5 score points; 92.3% of students with positive growth)

- Year 4 ILN (7.7 score points; 80.95 of students with positive growth)
- Year 4 all students (6.6 score points; 76.9% of students with positive growth)
- Year 4 ATSI students (6.2 score points; 76.2% of students with positive growth)
- Year 3 ATSI students (5.7 score points; 77.1% of students with positive growth)
- Year 5 ATSI students (5.4 score points; 76.3% of students with positive growth)
- Year 7 all students (4.5 score points; 75.5% of students with positive growth)
- Year 8 all students (4.3 score points; 74.4% of students with positive growth).

In each year level, the mean score of ILN and ATSI groups at the first sitting were lower than that of all students in the year level. The growth of the ILN group was higher improvement than ATSI and ALL students in years 3, 4, 5, 6, 7, and 8.

Growth was measured over about six months. When compared to the corresponding norm reference score, in general the mean score in the second sitting was still much lower than the reference norm score. The groups with an increase of 10% or more students (at second sitting) achieving the reference norm were:

- Year 7 – all students
- Year 8 – all students

The percentage of students achieving expected mean growth (by year level) ranged between 30.0% (Year 9 - ATSI students) and 92.3% (Year 3 - ILN students). The percentage of students achieving expected score growth ranged between 23.3% (Year 9 - ATSI students) and 76.9% (Year 3 - ILN students).

Additional explanation for some variables used in the attached spreadsheets

Baseline scale score: scale score at the first sitting (Feb-Apr)

End of year scale score: scale score at the second sitting (Oct-Nov)

Score growth: difference between the end of year and baseline scale scores

"% of student with positive growth": means percentage of students who achieved a scale score at the second sitting (Oct-Nov) higher than that in the first sitting (Feb-Apr)

Expected scores (in the second test) for individual students were computed based on their scores at the first sitting (to predict their scores at the end of the year). The regression formulas were drawn from 2012 PAT cohort, including students who did PAT tests twice (early and end of 2012). The detailed analysis and formulas have been made available.

Score expected growth for each student was computed as the difference of their expected scores and their scores at the first sitting.

"% of students achieving expected mean growth (by year level)": Percentage of students who achieved a score growth greater than or equal to the mean of expected growth of their year level.

"% of students achieving expected growth from starting point": Percentage of students who achieved a score in the second sitting greater than or equal to their expected score.

It is noted that the regression can be used with caution (to provide a rough prediction) "…The proportion of post-test variance accounted for by the pre-test rose from 71.2% to 75.7% in Mathematics, and from 68.9% to 71.2% in Reading." The accuracy of expected scores would be lower when the pre-test scores significantly vary from the middle range (that is, are very low or very high). Additionally, student cohorts in 2013 may be

somewhat different from those in 2012. Finally, the number of months between the pre-test and post-test in the 2013 data may be different from that in the 2012 study.

National Measures (iii), (iv) and (v) - See Attachment D (Table 4).

NAPLAN data for continuing LNNP schools, 2008-2013

This data relates only to those schools that commenced participation in the LNNP from 2009 onwards. The following summarises the analysis of the NAPLAN data for continuing LNNP schools 2008-2013:

Reading

Year 3

The number of students at National Minimum Standard Year 3 Reading has been on a slight, but steady rise since 2010.

The number of students below National Minimum Standard in 2013 Year 3 is Reading 27% less than in 2012.

Year 5

The number of students at or below National Minimum Standard in Year 5 Reading has been on a steady decline since 2010.

In 2013, Year 5 Reading the number of students below National Minimum Standard has dropped significantly by 67% from 2012 and also by 67% since 2008.

Year 7

The number of students at or below National Minimum Standard for Year 7 Reading has fluctuated each year since 2010, without any particular trend.

The number of students below National Minimum Standard in 2013 Year 7 Reading has increased slightly by 7% since 2012.

Indigenous (Please note: due to low numbers of students treat results with caution)

For Indigenous students <u>at</u> the National Minimum Standard there has been a trend of improvement over time (2008->2013) in Year 5 and 7 Reading.

For Indigenous students <u>below</u> the National Minimum Standard there has been a trend of improvement over time (2008->2013) in Year 3 and Year 5 Reading

Numeracy

Year 3

The number of students at or below National Minimum Standard for Year 3 Numeracy has declined by 13% since 2012 to be the lowest since the first NAPLAN tests in 2008.

The number of students below National Minimum Standard in 2013 Year 3 Numeracy 2013 has dropped slightly by 2% since 2008.

Year 5

The number of students at National Minimum Standard for 2013 Year 5 Numeracy has increased by 27% since 2010.

In Year 5 Numeracy the number of students below National Minimum Standard has remained fairly steady since 2009, with a slight decrease of 11% from 2012 to 2013.

Year 7

The number of students at National Minimum Standard for Year 7 Numeracy has increased since 2010.

The number of students below National Minimum Standard in 2013 Year 7 Numeracy was similar to that in 2008 and 2010. Compared with 2011 and 2012, in 2013, the number of students below the National Minimum Standard fell by over 20%.

Indigenous (Please note: due to low numbers of students, these results should be treated with caution)

For Indigenous students <u>at</u> the National Minimum Standard there have been has been a trend of improvement over time (2008->2013) in Year 5 and 7 Numeracy.

For Indigenous students <u>below</u> the National Minimum Standard the numbers have remained fairly steady over time (2008->2013) in Year 3, 5 and 7 Numeracy

Local Measure (vi)

Local school level data collection measures

Testing instrument used is ACER Progressive Achievement Test Reading Comprehension (PAT-Rc) and PAT Maths Plus online assessment. The testing and marking were both conducted via the ACER OARS online platform.

The ACER Progressive Achievement Tests in Reading Comprehension (PAT-R Comprehension) and Maths (PAT Maths Plus) are Australian normed tests for measuring and tracking student achievement in reading comprehension and in mathematics. For the purposes of this National Partnership, these tests were completed online in all three sectors.

In most schools, first round PAT testing occurred in April 2013 and second round testing was conducted in November 2013, giving a 6 -7 month period over which student growth was measured. The use of PAT R/M tests provided consistency of data collection across the three sectors in order to analyse and monitor cohort and individual student strengths and identify where support was needed.

On advice from ACER, most students were assigned the test level below their current year level in the first round, and the test that corresponded with their current year level in the second round. This test allocation was varied on an individual student basis, where it was more appropriate for a student to undertake a lower level test. Those students, who achieved stanine 8 or 9, may also have undertaken a higher level test to gather useful diagnostic data to inform teacher practice. Matched data sets only were used to measure learner achievement growth across the seven months of the program.

The online ACER tests provided:

- Teachers with objective information for setting realistic learning goals and planning effective programs and differentiated practice
- Students with information to inform their learning and goal setting

- Schools with data to measure improvement during 2013
- Instant scoring and electronic reporting of results to support analysis by teacher and coach
- Interactive reports that provided diagnostic information to inform teaching on an item by item basis
- Reports that could be customised for identified groups and across the ILNNP program

A variety of approaches and strategies have been used to support participating ILNNP schools with the analysis of PAT R/M data. Networking days, in-school support and professional learning opportunities have been provided to support coaches, teachers and leadership within schools to analyse and use data to track patterns and plan intervention strategies.

Attendance from some ILNNP school coaches and leadership teams at '*Using PAT results to inform teaching and learning'* workshops facilitated by ACER has provided a better understanding of the Progressive Achievement Tests (PAT) results.

Local Measure (vii)

Approaches used to improve teacher capability and the effectiveness of literacy and/or numeracy teaching

DECD approach

The coaching model aimed to improve the quality of teacher practice and approaches to teaching literacy and numeracy specifically for students at or below national minimum standard, focussing on improving outcomes in literacy and numeracy for all students using differentiated teaching approaches that meet the need of individual students. Effective identification of areas where support is needed and where improvement has occurred was achieved through monitoring and analysis of literacy and numeracy performance.

The teacher coach used strategies that supported planning of interventions in literacy and numeracy learning for individual students.

In addition, coaches raised expectations and achievement in learning for students and teachers. They supported teachers in differentiating classroom programs and planning interventions in literacy and numeracy learning for the targeted groups.

A strategically planned program of professional learning targeting teacher practice, literacy or numeracy content and effective pedagogy, data analysis and implementation and coaching skills development was enhanced by localised cluster events to personalise and contextualise the learning and support coaches. Coaches facilitated the sharing of good practice both within the schools and across networks and clusters. When ILNNP coaches reflected on the factors that had contributed to their capacity to be an effective coach, two consistent factors emerged:

- The professional learning program, particularly the localised sessions on building their understandings about effective pedagogy in numeracy or literacy and data analysis
- The opportunities for networking and sharing approaches and resources with coaches from diverse settings across the state.

The QuickSmart professional learning program is designed for classroom teachers, special needs support teachers, and paraprofessionals to learn how to work with, and significantly improve, the learning outcomes in basic mathematics and literacy skills of under-achieving students in the middle years of schooling. The program features professional learning and support for work in a small group instructional setting with two

students, using a specially constructed teaching program supported by extensive material and computer-based resources.

CESA approach

The CESA approach engaged schools in whole school reform and extensive literacy or numeracy learning. This enabled each school to implement strategies which would improve outcomes for all students, particularly those students in the lowest 2 NAPLAN bands. Strategic approaches were tailored to the contexts of the individual schools and included The Four Dimensional Coaching Support for Teachers of Literacy and Numeracy. The interdependent and collaborative dimensions of support involved the school based coaches, Principal, expert literacy and numeracy consultants and a Learning Network. The dimensions of support involved:-

1. A whole of school approach to literacy and numeracy improvement ensured effective and evidence based teaching approaches as:

- the Principal was the visible leader of learning with a clear purpose to improve outcomes for all students,
- data was used for strategic planning in literacy/ numeracy improvement,
- there was a cohesive whole school approach to teaching and assessing,
- professional learning in literacy and numeracy was mostly embedded in daily teaching practice,
- implementation and monitoring of intervention strategies was consistent.

2. High level consultancy support to every ILN school facilitated:

- strategic planning based on data and objectives set at whole school, team and individual level,
- professional learning in numeracy or literacy pedagogical content knowledge,
- mentoring coaches in classroom contexts,
- case management of individual targeted students.

3. Instructional coaches developed the quality and capacity of teaching within each school by:

- modelling effective practice,
- providing feedback on performance,
- providing access to resources,
- planning with teams and individual teachers for literacy and numeracy improvement,
- using and analysing data to inform learning and teaching,
- facilitating sharing and professional learning across regions, cluster and/or within school,
- and coordinate case management of targeted students.

4. Literacy and Numeracy Network provides professional learning and support involving:

- sharing effective practices,
- developing resource materials,
- a focus on improvement using data, including NAPLAN and PAT Maths Plus and PAT-R Comprehension analysis at all levels,
- the development of local measure assessment and data use,
- deprivatisation of classroom and school practice,
- links to other key complementary programs/services, particularly Indigenous Education programs, EAL, Strengthening Parent and Community Engagement.

Independent schools approach

The main objective for the Independent Sector's school-based coaching approach has been to improve student outcomes in literacy and/or numeracy by building a culture of coaching and de-privatised practice that aligns with each participating school's strategic plans for school improvement. Active support from school leaders

and the use of data to inform intervention practices and focussed professional learning have been key features of the approach.

The initiative has involved building the capacity of teachers as instructional coaches, mentors and peer coaches from within the staffs of participating schools. The coaches have worked with teacher colleagues to:

- Support targeted students, including those at or below the national minimum standard
- Differentiate the literacy / numeracy curriculum to cater for diverse needs of students
- Build assessment capability and practices to accelerate and support student progress
- Develop student capacity as self-regulated learners
- Lead pedagogical change
- Develop evidence based literacy and/or numeracy practice across each school

The school based coaching approach has also provided a differentiated professional learning structure which has enabled participating schools to choose pathways according to each school's context, patterns identified through data analysis and strategic direction. The coaches have played a significant role in the design and implementation of professional learning pathways in their schools, adapting the learning for teachers in response to specific needs of students.

Networking through centrally based professional learning sessions have supported collaborative practices and have provided valuable opportunities for sharing strategies and building connections between schools. In addition to professional learning, ongoing AISSA Advisory support for the participating schools has been differentiated according to each school's context and strategic direction. Extra support is provided for rural and remote schools through in-school projects and the one participating ILNNP secondary school. Alignment with other Australian Government funded programs and projects such as CMAD NP and Targeted Programs has been used to maximise the support provided to schools.

The differentiated Independent sector school based coaching approach, respecting the individuality and autonomy of each school, underpinned the data design for the ILNNP. Consultations between schools and AISSA Advisers involved research into suitable assessment tools that specifically identified purposeful data for each school's particular context.

Conversations were held concerning and defining 'purposeful data' in terms of data that would effectively inform teaching and learning programs and specific interventions for students at risk.

Professional Learning sessions focussed on formative assessment and the range of data collection methods and tools. Coaches within schools consulted with leadership and peer group teams and have developed assessment portfolios that meet the desired and individual strategic directions of each school.

These assessment portfolios were modified over the implementation period and included standardised tests, such as PAT Maths Plus and PAT-R Comprehension, and other local assessment tools such as The Early Numeracy Interview, the ESL scope and scales, performance tasks using rubrics and checklists, and student and parent feedback surveys and questionnaires.

Local Measure (viii)

Feedback from staff

ONLINE SURVEY

As outlined in each of the sector approaches, throughout 2013, staff in all participating SA ILNNP schools were engaged in extensive professional learning focussing on improving literacy and/or numeracy teaching, assessment for learning and using data to inform practice. The local measure used to evidence this was an online perception survey. A cross sector survey was established to gather evidence of the extent of improvement in literacy/ numeracy teaching and learning. Feedback from teachers, Principals and coaches regarding their perceptions of the approaches and demonstrated improvement in capability and effectiveness of literacy and/or numeracy teaching was collected and collated.

Participation in the Survey

The 213 SA ILNNP schools consisted of 67% DECD, 21% CESA and 12% Independent.

For the teacher survey, there were 688 responses from the three sectors; 35% Government, 7% Independent, and 58% Catholic. The number of responses for Numeracy and Literacy was split 50%/50%. The majority of respondents come from Primary Metro schools (57%) followed by Primary non-metropolitan schools at 22%. For some schools teachers who were directly involved in the professional learning were invited to complete the survey. In some schools this included the majority of teachers, in other school a smaller proportion of staff responded.

For the Principal survey, there were 141 responses from the three sectors; 53% Government, 14% Independent, and 33% Catholic. The number of responses for Numeracy and Literacy were split 48%/52% respectively. The majority of respondents come from Primary Metro schools (48%) followed by Primary non-metropolitan schools at 28%.

For the coaches survey, there were 173 responses in total from all school sectors; 54% Government, 13% Independent and 33% Catholic. The focus with all school sectors was split evenly 50% Literacy and 50% Numeracy. The majority of respondents indicated they were from Primary Metropolitan schools (43%) followed by Primary Non-Metropolitan schools (31%), Combined Primary and Secondary Non-Metropolitan schools (12%). The majority of responses from all school sectors indicated they had a National Partnership funded coach from 2013 (58%) followed by 2010 (16%) and 2011 at 8%.

Major findings

The graph below reflects teacher responses regarding the ways in which participation in the ILNNP has contributed to aspects of improvement in capability and effectiveness of literacy and/or numeracy teaching.
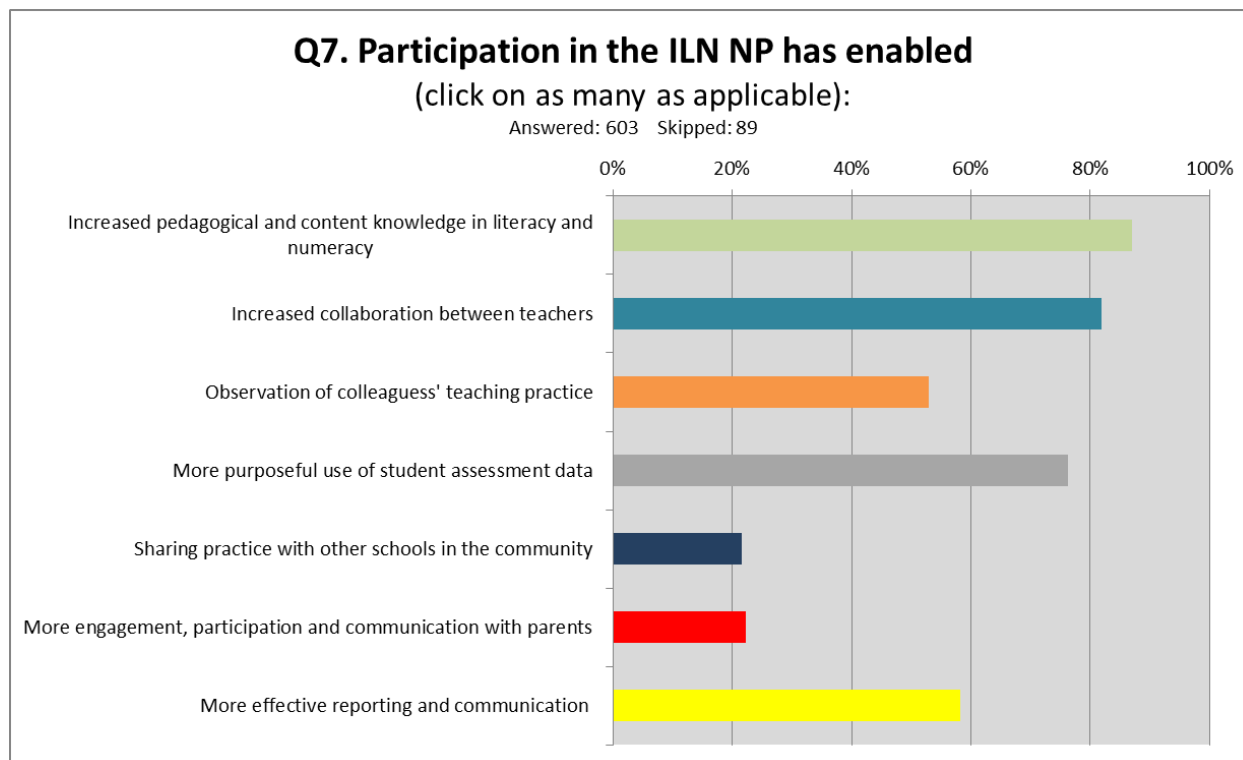
Teacher Evaluation survey observations

Of the 688 teachers' responses 87% indicated 'Increased pedagogical and content knowledge in literacy and numeracy' as a result of participation in the ILNNP program, followed by 82% indicating 'Increased collaboration between teachers'

Relating to the questions falling under the heading "Capability and Effectiveness of Literacy/Numeracy Teaching", the extent (fair extent + great extent) to which the statements were most consistent with experience were: *'I have used a wider range of strategies to meet the needs of my students in their learning' (67%), 'The Coach has increased opportunities to engage in professional discussions about students' learning' (67%), 'The Coach has enabled me to reflect on and develop my effectiveness as a teacher' (65%).*

Principal Evaluation survey observations

Of the 125 Principals' responses 94% indicated 'Increased pedagogical and content knowledge in literacy and numeracy' as a result of participation in the ILN NP program, followed by 90% indicating 'Increased collaboration between teachers'.

Relating to the questions falling under the heading "School Leadership and Whole School Engagement", the extent (fair extent + great extent) to which the statements were most consistent with experience regarding 'increased capacity' were: *'Set goals and actions that lead to improved learning outcomes in literacy/numeracy' (84%), 'Involve the Coach in decision making about learning in the school' (83%) and 'collect, analyse and use data to inform decisions about learning' (81%).*

Relating to the questions falling under the heading "Capability and Effectiveness of Literacy/Numeracy Teaching", the extent (fair extent + great extent) to which the statements were most consistent with experience were: *'The Coach has enabled teachers to reflect on and develop their effectiveness as a teacher' (84%), and 'Teachers have had more professional conversations with colleagues aimed at addressing the needs of targeted students' (81%).*

Relating to the questions falling under the heading "Monitoring Student and School Performance", the extent (fair extent + great extent) to which the statements were most consistent with experience were: *'teachers are better able to track the progress of particular cohorts of students' (72%), and 'Teachers have used a wider repertoire of strategies to assess literacy or numeracy' (71%).*

Coach Evaluation survey observations

Of the 158 responses 97% indicated 'Increased pedagogical and content knowledge in literacy and numeracy' as a result of participation in the ILN NP program, followed by 'More purposeful use of student assessment data' (94%) and 'Increased collaboration between teachers' (87%). Only 35% indicated 'More engagement, participation and communication with parents'.

Relating to questions falling under the heading "School Leadership and Whole School Engagement", the extent (fair extent + great extent) to which the statements were most consistent with implementation of the ILN National Partnership during 2013 were: 'Collect, analyse and use data to inform decisions about learning' (89%), 'set goals and actions that lead to improved learning outcomes in literacy outcomes in literacy/numeracy' (79%), 'Actively and visibly lead learning in our school' (75%).

Relating to questions falling under the heading "Capability and Effectiveness of Literacy/Numeracy Teaching", the extent (fair extent + great extent) to which the statements were most consistent with experience in the ILN National Partnership during 2013 were: 'Teachers can now access more resources to support them in consistent high quality teaching' (81%), 'Teachers have had more professional conversations with colleagues aimed at addressing the needs of targeted students' (79%), and 'I believe that teachers at my school have a

better understanding of ways to use performance data to inform the design of learning programs' (72%). The least being 'I have enabled teachers to reflect on and develop their effectiveness as a teacher' (66%).

Relating to questions falling under the heading "Monitoring Student and School Performance", the extent (fair extent + great extent) to which the statements were most consistent with experience in the ILN National Partnership during 2013 were: 'Teachers are better able to track the progress of particular cohorts of students' (72%), 'Teachers have used a wider repertoire of strategies to assess literacy or numeracy' (70%), 'Teachers have used ongoing assessment of literacy or numeracy to provide feedback that informs students' learning' (68%).

Conclusion

The survey findings provide evidence that the professional learning from the ILNNP has been significant in building teacher capacity and capability in teaching literacy and /or numeracy and meeting the needs of a range of students, in particular students in the bottom two NAPLAN bands.

SECTION 4: SHOWCASES

ILNNP SHOWCASE

School name	Minlaton District School
DEEWR school ID	7452
Suburb	Minlaton
State/Territory	South Australia
Sector	Government
School type	Combined
ARIA categories	Outer Regional
2013 enrolments	269.0 FTE
Number of Aboriginal and Torres Strait Islander students	5.0 FTE
Number of students with a language background other than English	0.0 FTE
2012 student attendance rate	92.8%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Minlaton District School is situated in Minlaton, 200 kilometres from Adelaide on the southern part of the Yorke Peninsula. The original school opened in 1878 and became Reception to year 12 in 1991 for students of the surrounding communities of Minlaton, Brentwood and Hardwicke Bay, and feeder schools at Stansbury, Curramulka and Port Vincent. In recent years, student and staff numbers have remained relatively stable in number; however, the Category of Disadvantage changed in 2012 from 5 to 4, reflecting a socio-economic change in the district. Currently the school has 26.7 FTE staff members. Strong links with the Minlaton Early Learning Centre allow for an effective transition program for students into reception.

The school's current improvement priorities focus on improving student literacy achievement, 21st century learning and promoting a culture where people feel safe, secure and valued at all times. Every teacher, in planning and programming, provides both challenge to extend students who are achieving at a high standard and additional support for students who are experiencing difficulty with particular concepts, skills and understandings. Meeting the individual learning needs of every student underpins all teaching and learning programs. The school is committed to strengthening literacy data analysis to allow teachers to set effective personal targets for learners, monitor progress and inform improvement processes. Professional learning to improve effective literacy teaching and implementing targeted intervention for students with particular learning needs is also a focus. The *MultiLit* program is used effectively to develop reading fluency for targeted primary students. Minlaton District School works in partnership with parents, young people and the wider community to maximise learning outcomes.

ILNNP Approach

Minlaton District School committed to all three ILNNP strategies offered to Department for Education and Child Development (DECD) schools – teacher coaching (Literacy focus), QuickSmart Numeracy and School Support Officer (SSO) training in Certificate IV in Education Support. The ILNNP teacher coach (0.5 FTE) worked collaboratively with the leadership team to support staff to implement whole school literacy approaches that strengthened teachers' data analysis and interpretation processes and developed differentiated literacy teaching practices in reading comprehension by working with teachers through observing, modelling and team

teaching of lessons, individual and group planning sessions and providing strategies and resources, ultimately leading to improved learner achievement. The coaching program was strategically designed to complement existing literacy strategies and interventions already in place at Minlaton District School.

The QuickSmart Numeracy program focused on improving student performance in numerical automaticity and number recall. Two SSOs were identified to participate in the six days of QuickSmart professional learning with the aim of all SSOs being trained back at school to provide them an understanding of the program and ways to support the identified students in the classroom. The intended outcomes of the QuickSmart program were for the identified students from years 5-8 to build their confidence in working mathematically, increase their automaticity and accuracy in the four operations and transfer and connect this to general classroom learning.

Two further SSOs elected to participate in the Certificate IV in Education Support to improve their skills and understanding of supporting students with a range of literacy and numeracy learning needs from diverse backgrounds.

Implementation

Each of the three strategies offered to DECD ILNNP schools were implemented at Minlaton District School. The literacy coach was appointed at the beginning of term 2. Initial work of the coach included identification of the bottom two band (B2B) students from NAPLAN, classroom observations of B2B students, collection of attitudinal survey data and analysis and interpretation of NAPLAN and Progressive Achievement Test – Reading Comprehension (PAT-R) data. All year 4-10 students undertook the PAT-R test in April and again in November to monitor progress in comprehension. The April test was allocated based on the year prior to students current year level, as it was administered early in the year, while the end of year test corresponded with their current year level. This information was shared with classroom teachers for discussion and used to identify strategies to plan for and support learner improvement. The literacy coach attended all four days of the teacher coach professional learning program, which provided detailed information to support the implementation of teacher coaching, processes on using data analysis to inform programming and explicit pedagogical strategies and differentiated approaches to improve students' reading comprehension skills. The coach worked alongside six teachers using elements of the coaching cycle of pre-lesson planning, working in the classroom and post-lesson reflection. Whole school staff meetings and student free days provided further opportunities to build teachers' knowledge skills and understanding of teaching reading comprehension. Students were retested in PAT-R in November and data analysed to measure improvement across identified year levels and targeted student cohorts.

Ten students were identified to participate in the QuickSmart Numeracy program. The Australian Cognitive Aptitude Assessment System (OZCAAS) was administered initially to identify the starting level for each student. The intervention program provided a 30 minute session, three times per week for each student.

Progress/Outcomes

The Principal and leaders report that the ILNNP teacher coach at Minlaton District School has had a significant impact on improving the practice of the teachers the coach has worked with intensively. As a result, teachers are reportedly now more explicit in the language and strategies used in teaching reading comprehension, more aware of the issues struggling students face in literacy progress, have improved planning with inclusivity of differentiation and are aware of PAT-R data analysis and its use for identifying teaching points and next steps for learning.

PAT-R data has indicated 70% of students in years 4-10 have shown positive growth between the first and second assessment, with 41% showing more than 12 months improvement.

All Year 4 - Year 10 Minlaton District School students, 2013

	Number of students that increased PAT-R score from April to November	Number of students above expected 12 month growth
Year 4	10/11	7/11
Year 5	9/15	4/15
Year 6	12/13	10/13
Year 7	9/15	7/15
Year 8	20 /31 1 student kept same score as previous test	10/31
Year 9	15/21	12/21
Year 10	24/40	10/40

Of the 53 identified target students, 60% have shown positive growth, with 42% of students achieving more than 12 months improvement.

ILNNP Year 4 - Year 10 Minlaton District Targeted students, 2013

(Students in the lowest two bands of NAPLAN in 2011 and 2012)

	Number of students that increased PAT-R score from April to November	Number of students above expected 12 month growth
Year 4	1/2 1 student left school	1/2
Year 5	2/3	1/3
Year 6	3/4 2 students left school	3/4
Year 7	1/3	0/3
Year 8	7/11 I student left school 1 student absent 1 student kept same score as previous test	4/11
Year 9	5/6 2 students left school	4/6
Year 10	11/16 1 student left school	5/16

Results from the QuickSmart Numeracy OZCAAS Assessment have shown an improvement in the schools identified students' average results for addition, subtraction and division for speed and all four operations for accuracy. The QuickSmart students performed better than the comparison students in all four aspects of accuracy and addition and subtraction for speed. The *QuickSmart* students gain in multiplication was less that the gain of the comparison students and no improvement was recorded for either group in division.

Teachers and SSOs have reported an increase in QuickSmart students' general confidence, motivation and skills being transferred into other areas of mathematics in the classroom.

In 2014, Minlaton District School will continue to focus on improving teacher capacity to deliver excellence in literacy teaching and improve the learning outcomes for all students. Although the school will not have a dedicated literacy coach or leader, the Principal, leadership team and staff will work collaboratively to build on the work of the coach in 2013, with specific reading comprehension targets and strategies to be identified on the 2014 site improvement plan.

Every teacher at Minlaton District School is a teacher of literacy and sees the importance of continuing to focus on literacy. All teachers are committed to developing and extending their knowledge, skills and

understanding through quality professional learning. Data elicited from PAT-R and NAPLAN tests will be used to further develop strategies to support program development in specific year levels, but also target differentiated learning to support individual students within classes. The ongoing use of quality literacy resources and the sharing and reflection of classroom practice will be sustained. SSO time has been also allocated to deliver the *MultiLit* program to struggling readers.

The Numeracy Facilitator will continue to implement the QuickSmart Numeracy intervention program in 2014, with resourcing allocated to fund SSO support. Current QuickSmart students will continue to participate in the program next year, ensuring 30 weeks of the intervention program is completed. NAPLAN and PAT-M data has already been used to identify current year 4 students to commence the program in term 1, 2014. These identified students are observing current QuickSmart students participating in the program to familiarise themselves with the process. Minlaton District School aims to embark on developing a whole school numeracy plan in 2014, to dovetail the work already underway in literacy.

Attachment E

ILNNP SHOWCASE

School name	Roxby Downs Area School
DEEWR school ID	1817
Suburb	Roxby Downs
State/Territory	South Australia
Sector	Government
School type	Combined
ARIA categories	Remote
2013 enrolments	605
Number of Aboriginal and Torres Strait Islander students	36
Number of students with a language background other than English	17
2012 student attendance rate	88.7%
Literacy and Numeracy National Partnership (LNNP) school	Yes – Literacy (since 2012)
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Roxby Downs Area School was established in 1987 to support the newly created Olympic Dam mine and continues to adapt to its dynamic growth. It is located in the heart of the Roxby Downs Township and caters for Years R-12. Roxby Downs Area School is identified as a Category 7 school on the DECD Index of Disadvantage and has an Index of Community Socio-Educational Advantage (ICSEA) value of 965. The school shares facilities with the local TAFE, as well as the Leisure Centre, ovals and tennis courts. A school hall is also operational and caters for community needs outside school hours. The school population has grown from 100 in 1987 to over 600 in 2013. Years 7-12 students from Andamooka travel 31km by bus to school. Of the current school population, approximately 340 students are primary and 260 are secondary. In 2013, Roxby Downs Area School has 72 members of staff, including 51 teachers. Roxby Downs' core priority for 2013 is "excellence in teaching and learning" with major foci in: Literacy Improvement; Planning for Numeracy Improvement in 2014; Development of a Middle School ethos; and Development of Higher Expectations for Senior School SACE. The Literacy focus for Years 3-10 is reading fluency and comprehension.

ILNNP Approach

Roxby Downs Area School committed to all three ILNNP strategies offered to DECD schools – Teacher coaching (Literacy), QuickSmart Numeracy and School Support Officer (SSO) training in three modules of Certificate IV in Education Support.

The ILNNP teacher coach (1.0FTE) position was divided between two staff members, one (0.4) and the other (0.6). The school also has an LNNP Literacy Cluster Coach who is shared between 3 schools within the Far North region (Roxby Downs Area School, Andamooka Primary School and Woomera Area School). At the commencement of the program, the school planned an intense focus on improving student literacy achievement with reading comprehension as the priority. The ILNNP coaches and LNNP coach worked collaboratively, supporting staff in the implementation of whole school approaches including analysis of data to inform planning and practice. They worked with individual teachers utilising the teacher coaching cycle of plan, implement and reflect, examining their current pedagogies to improve differentiated teaching of reading. The coaches aimed to increase the percentage of students achieving stanines of 4 or above in the PAT-R testing by the end of the year.

The QuickSmart Numeracy intervention program was established in Roxby Downs in 2011. As part of the ILNNP, they planned to increase their staff capacity in delivering the program to a greater number of students.

Two SSOs undertook training in three modules of the Certificate IV in Education Support to increase their skills when working with students in class and through intervention programs.

Implementation

Roxby Downs Area School implemented all three ILNNP approaches offered to DECD schools. After gaining an understanding of their role through the first 2 DECD ILNNP professional learning days in May, the ILNNP teacher coaches met with the continuing LNNP coach to plan a whole school approach to literacy coaching in their school. The three coaches divided their work across the schooling levels. As the LNNP coach was already working closely with some teachers in Years 3, 4, 5, 6 and 9, one ILNNP coach worked in other primary classes (Years 4,5,6) and the other worked in secondary classes (Years 8 and 9).

The ILNNP coaches and the teachers with whom they worked quickly began the coaching cycle of plan, implement and reflect. The first stage of their coaching was based around analysing the collected student data with their teachers. Professional learning to support using the PAT-R was provided to all teaching staff by the coaches and this was followed by a series of sessions for Years 3-10 teachers on each of the four comprehension strategies identified within the PAT test. As the whole schools' data showed low achievement in 'Interpreting by making inferences', in 2013, this became the focus for coaching in classrooms.

Coaches provided appropriate resources and modelled differentiated lessons as advocated through the ILNNP coaches' professional learning program. Teachers were also supported by the coaches to identify individual needs of their students from analysis of the PAT-R data. From this analysis, they planned for and implemented teaching of the other three strategies where needed. Reading fluency was also made a priority with a focus both in the classroom and through an intervention program designed by the LNNP coach and supported by trained SSOs.

Two additional SSOs participated in QuickSmart Numeracy intervention program training through the ILNNP and a total of four SSOs implemented the program. The intervention was provided to 32 students from Years 5 and 6 for thirty minute sessions three times per week since May 2013.

Progress/Outcomes

The three ILNNP strategies introduced in 2013 have contributed to improvements in student literacy outcomes as evidenced by very positive results in the PAT-R second round of testing. Although the ILNNP coaching has only been underway since May 2013, the results show that 52% of students tested in years 3-9 showed 12 months growth or more in the 8 months between testing. The strategy targeted by coaches in classrooms (Interpreting by making inferences) has been well received, with teachers reporting that students now *"understand the concept, use the language and more confidently make inferences from texts they read". Teachers also report greater confidence in using data to inform their planning and having seen the benefits of differentiating their teaching to cater to students' specific needs are "now more willing to change their pedagogies and try new approaches".*

The SSOs involved in the training for three modules of Certificate IV report greater confidence in dealing with students both in the classroom and the reading fluency intervention programs they support.

The students who undertook the QuickSmart program have shown improved achievement in the Cognitive Aptitude Assessment System (OZCAAS) results. All 32 students showed improvement in speed and accuracy in addition, 31 students showed improvement in speed with subtraction, 30 students showed improvement in

speed and accuracy in multiplication and 24 showed improvement in speed and accuracy in division. Teachers also report that the *QuickSmart* students now show a much greater interest in class, with a positive attitude and greater willingness to be involved in class activities.

In 2014 Roxby Downs Area School will continue to fund a literacy coach through the LNNP. They have prioritised literacy and numeracy on their Site Improvement Plan and have attracted funding from BHP to support these. This funding will be used to create two new leadership roles within the school; an R-12 Literacy Project Teacher and an R-12 Numeracy Project Teacher. These teachers will work with released staff on developing skills in Learning Design and programming for difference, coordinate PLCs and continue to drive and provide support with data analysis. The school also plans to create whole school literacy agreements in 2014 and continue to support teachers through targeted literacy professional learning.   Their new Site Improvement Plan sets literacy targets measured by PAT-R and NAPLAN data. They will continue to implement QuickSmart Numeracy to support student improvement in mathematics.

Attachment E

ILNNP SHOWCASE

School name	Victor Harbor R-7 School
DEEWR school ID	0453 (Disability Unit – 7786)
Suburb	Victor Harbor
State/Territory	South Australia
Sector	Government
School type	Primary
ARIA categories	Inner Regional
2013 enrolments	575
Number of Aboriginal and Torres Strait Islander students	40
Number of students with a language background other than English	6
2012 student attendance rate	90%
Literacy and Numeracy National Partnership (LNNP) school	Not in 2013 Previous involvement in 2012
Low Socio-Economic Status School Communities National Partnership school	No

School Background

In 2013 Victor Harbor Primary and Victor Harbor Junior Primary amalgamated to form Victor Harbor R-7 School. It is identified as a Category 4 school on the DECD Index of Disadvantage and has an Index of Community Socio-Educational Advantage (ICSEA) value of 982. Victor Harbor R-7 School is located in the coastal town of Victor Harbor, about 80kms from Adelaide, in the DECD Fleurieu and Kangaroo Island region. The student population has increased steadily to about 600 students with stable numbers of permanent staffing. Victor Harbor R-7 School has had a 33 year cultural link with Fregon in the Pitjantjatjara Lands and every year both schools have exchange visits. In 2013, Victor Harbor's priorities have been: Teaching and Learning/Australian Curriculum; Continued Improvement in Literacy (reading focus) and Numeracy (problem solving focus); and Sustainability.

ILNNP Approach

Victor Harbor R-7 School committed to all three ILNNP strategies offered to DECD schools – Teacher coaching (both literacy and numeracy), *QuickSmart* Numeracy and School Support Officer (SSO) training in three modules of Certificate IV in Education Support.

The ILNNP teacher coach role (0.8FTE) was divided amongst three staff members, one (0.4) with a numeracy focus and the other two (0.2 each) with a literacy focus. The three coaches worked collaboratively to provide workshops and presentations in staff meetings to support whole school approaches to be enacted. They each coached many individual teachers in their classrooms utilising the teacher coaching cycle of plan, implement and reflect. All planning was based around student Progressive Achievement Test (PAT) data analysis. The focus of the teacher coaching supported individual student learning needs through helping teachers reflect upon their pedagogies and ensuring they planned for and implemented differentiated teaching. The coaches were supported by the DECD ILNNP professional learning program.

For the QuickSmart Numeracy strategy at Victor Harbor R-7 School, the numeracy coach and an SSO attended training and implemented the program. This intervention program targeted Year 5-7 students from the lowest three stanines in the PAT-Maths test.

Two SSOs undertook the three modules of Certificate IV in Education Support training to improve their understanding of student learning needs and apply this knowledge in the *Maths for Learning Inclusion* (M4LI) intervention with students.

Implementation

Each of the three strategies commenced at Victor Harbor R-7 School at the beginning of term 2 2013. The three coaches began by each meeting with Year 4/5 and 6/7 teachers and analysing the PAT data to identify students' specific needs. After participating in the ILNNP professional learning program that focused on teaching of specific reading comprehension strategies and ways to differentiate teaching practice, the literacy coaches worked with 5 individual teachers each to plan a ten week teaching cycle. They modelled specific reading comprehension strategy lessons that targeted the learning needs of identified students and supported the class teachers in implementing their planned lessons. In order to complete the coaching cycle, coaches provided release for each other's teachers to reflect upon their changes in pedagogy and plan future learning.

The numeracy coach worked alongside 3 teachers in their classrooms and was also responsible for setting up and overseeing the running of the QuickSmart program. The ILNNP professional learning sessions provided the coach with pedagogical support in targeting differing student needs and working from a problem solving basis. The coach then modelled these strategies and supported the teachers to plan and implement these in accordance with the students' identified needs. The numeracy coach and SSO attended all QuickSmart training sessions, established a dedicated QuickSmart area, and worked with teachers to identify suitable students for the program. From Years 5-7, 14 students were targeted and undertook the program over three sessions per week across 22 weeks this year.

Progress/Outcomes

The ILNNP strategies have contributed to improvements in student literacy and numeracy outcomes. The PAT test results show growth has occurred with the number of students achieving low stanines halved in the second round of testing. The immediacy of the online PAT test results allowed the coaches to encourage the use of this data as a diagnostic tool and Victor Harbor R-7 School teachers now report a greater understanding of the benefits of using data sets to inform their planning. Teachers also report greater confidence in offering differentiated teaching that specifically targets student needs.

Teachers who worked with the literacy coaches reportedly now feel more in control of their reading programs and have a better understanding of how to teach comprehension strategies. Those who worked with the numeracy coach are reporting greater confidence with offering open ended tasks and programming for difference.

Teachers report that the students targeted through QuickSmart Numeracy have shown greater confidence in their mathematical abilities, thinking skills and willingness to try new things back in the classroom. Victor Harbor's results from their pre-test and post-test measures on the Cognitive Aptitude Assessment System (OZCAAS) show improvement in the students' speed and accuracy in all four operations (addition, subtraction, multiplication and division).

The SSOs who undertook the Certificate IV training indicate that they now *"have a greater insight into what teachers do and why".* They recognise benefits of this training in the work they do both in the classroom and in intervention strategies, noting *"a more consistent use of language from both teachers and the SSOs"* as helpful.

Victor Harbor R-7 School has a continued commitment to literacy and numeracy improvement for 2014 and beyond as identified in the school's priorities. The school will establish literacy and numeracy mentor positions within the leadership team that will support and lead improvement. PAT data collections and analysis will continue to drive the programming and planning for reading and mathematics in Year 3-7 classrooms and ongoing professional learning will be provided to support staff in offering differentiated teaching that addresses the needs of their students. The main literacy focus for 2014 will be writing improvement and they will continue to run the *Maths for Learning Inclusion* and *QuickSmart* Numeracy intervention programs to support numeracy improvement.

Attachment E

ILNNP SHOWCASE

School name	St Martin's Catholic Primary School
DEEWR school ID	364
Suburb	GREENACRES
State/Territory	South Australia
Sector	Catholic
School type	Primary
ARIA categories	Major City
2013 enrolments	374
Number of Aboriginal and Torres Strait Islander students	6
Number of students with a language background other than English	93
2013 student attendance rate	99.65
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

School Background

St Martin's Catholic Primary School is a systemic parish primary school situated in the North Eastern suburb of Greenacres. It was opened in 1964 by the Sisters of the Daughters of Our Lady of the Sacred Heart, welcoming families from the local community and those who had recently migrated to Australia.

Today, the 374 students come from a wide range of socioeconomic and cultural backgrounds where, for many, English is an additional language. The diverse student population has 35 different nationalities represented and a broad range of student needs. The cohort of students in 2013 includes 13 funded special needs students, 6 Indigenous students, 23 with specific learning difficulties and 93 English as an Additional Language students, including one refugee student who is funded.

There are 15 classes comprised of single and composite year levels. There are 33 staff members and the teachers work collaboratively together in teams to plan and support one another in providing a quality education. The staff and school community work together to build a respectful, vibrant and caring community whose aim is to provide the best possible opportunities and environments to encourage successful lifelong learning. Value is placed on continuous and collaborative learning where children, teachers and families interact to build a lively, faith filled learning community.

The staff and school community are committed to the notion of continuous improvement. Teachers strive to provide feedback to students, involve students in their own learning and adjust teaching practices to take account of student needs. Assessment for learning guides the educators to make informed decisions about teaching and improve student learning. The staff is committed to professional learning and in recent years the focus has been to develop Spelling, Writing and Reading Comprehension, with an emphasis on inference, interpretation and making connections between written ideas.

In 2011 the school joined the Literacy and Numeracy Smarter School National Partnership. Focussing on improving student learning outcomes in reading is the primary objective of participating in this project.

The school has undergone a major redevelopment including building new learning areas and refurbishing existing buildings which has supported the use of innovative pedagogy and the integration of technology. Flexible learning areas are equipped with supportive multimedia tools and varied spaces which encourage a

variety of learning experiences. A full size gymnasium providing students with many opportunities to participate in sporting activities, throughout the school year and develop Sport and Physical Education. Students also receive specialist instruction in Music, Art and Italian.

ILNNP Approach

Improving literacy outcomes at St Martin's was characterised by a "whole of school" approach with all staff involved in setting and working towards achieving school goals. The Principal, coach and teachers with the support of the consultant, work collaboratively in the improvement of literacy outcomes for students.

At St Martin's, the Principal was the visible leader of learning with clear intent and a strategic plan to improve literacy outcomes for all students. A school based coach had 0.8 FTE time to support the Principal in implementing the learning culture by using data and feedback to inform practice, plan and effectively enact for continuous improvement. The coach's continuous growth and improvement as a leader of change was supported through the Learning Network of coaches and Principals, consultancy support and the Principal.

Improving reading outcomes for students by building the capacity of the teaching staff in the area of reading was a key strategic goal. This focussed on the pedagogical practice and content knowledge which would improve the reading outcomes of all R-7 students, particularly for those at risk.

The targeted groups at St Martin's were identified using NAPLAN data and local level assessment data. This cohort for 2013 included 42 students – 14 in year 6/7, 13 in year 4/5 and 15 in year 3 identified as being 'at risk' in their reading.

Data gained from student assessments, including both school based and NAPLAN were analysed, and information gained was used to assist students in their learning and to inform teachers in relation to curriculum development and their own professional learning. The data has made apparent the range of students' learning needs.

The professional learning in literacy was primarily embedded in daily teaching practice, supported by whole staff professional learning with the coach and literacy consultant. Through in class modelling and feedback, meeting individually and in teams, the coach supported teachers in refining teaching practices. An evidence based learning culture was developed which enabled teachers to expand their repertoire of teaching strategies in literacy and to differentiate to meet the needs of targeted students in order to improve outcomes for all students.

Implementation

Whole school strategic planning

Strategic planning occurred with all staff to foster shared ownership and was based on student data and whole school objectives. Focuses for learning and transforming the school practices in literacy were recorded as clearly stated goals, actions, structures and resources to support the initiative.

Identifying students requiring support in the area of reading

Evidence from past NAPLAN data at individual, class and cohort level was used to identify groups and individual cohorts requiring support. The PAT and NAPLAN tests were undertaken in March, May and November 2013 students who were in the bottom two bands of NAPLAN were targeted (B2B students).

Other local data such as running record data was gathered by the class teacher and Literacy Coach and teacher concerns and feedback about students were discussed with the Reading Coach and Principal. In these

instances and in staff learning sessions, there was a building of the capacity of each class teacher to identify student needs and provide feedback based on student data.

For the targeted students, the class teacher and coach developed a learning plan based on the PAT Rc test, NAPLAN, student profile and other data obtained since the start of the year. The class teacher shared the plan with the student and developed common goals. A plan was also developed for teachers to give regular constructive feedback to the B2B students on their learning.

Implementing the instructional coaching model

At St Martin's the coaching model has been used successfully since 2011 and followed the coaching cycle used by CESA literacy and numeracy coaches: pre-lesson conference, post-lesson conference and working in the classroom. The coach worked with each staff member planning, sharing learning intentions and discussing pedagogy. The coaching model builds capacity of the teaching staff, with the aim of continually improving teaching practice to enable quality student learning. This model provides professional learning opportunities for staff that was sequentially developed and unique to the learning needs of the cohort of students in a particular class.

Differentiation and in class "modelling" as a coaching strategy

St Martin's school teachers are committed to professional learning. Students are at the centre of all their planning, reflecting and assessing. The teachers displayed a willingness to adjust or change their teaching pedagogies to improve learning outcomes for their students. This created a positive and open environment in which the coach was able to model reading strategies that deepen students' and teachers' learning. Modelling is a way of demonstrating excellent teaching practice and provides opportunities to demonstrate different pedagogical practices. It gave the class teacher an opportunity to observe both new practices and the students' response to the learning during the session. Teachers commented that through observing "modelling" sessions, implementing new learning into their everyday teaching practice has been successful.

"By watching the coach model different strategies, I was able to feel more confident to then continue to teach this way on my own". Teacher - Helen Teacher Year 3

"It gave class teachers a chance to observe as well as work with small groups" – Sue Teacher Year 3

"It has been beneficial to my development by being able to hear and watch another teacher present information to a class – I don't often get the opportunity to see others teach" Rose Teacher Year 5/6

During each "Modelling" session, the coach gave teachers an explicit lesson plan so that they could follow the lesson. The lesson plan included: The learning intention for the day, questions to ask the students during the session, opportunities for feedback from the students and from the teacher, the pedagogy used for the lesson, how to sum up the lesson and links to the Australian Curriculum. There was an expectation that the teacher critically observed during the "modelling" session and at the end of the session the teacher and coach reflected on the lesson and clarified any questions. After the lesson the coach talked with the teacher and they planned the next step for the students' learning. How the students are going to practice their new reading strategies and how the teacher would monitor and assess students' understanding of the new strategy was discussed and documented. In these contexts with the years 3-7 students and teachers at St Martin's School, a variety of collaborative pedagogical strategies and reading strategies have been used.

Observation and Feedback

Observation of teachers and students in reading contexts occurred regularly so that feedback could be given by the coach. This included observations of whole class sessions or group work by a class teacher in a nominated area. Filming interactions with students, observing lessons and giving feedback to teachers on their specified area were very successful in improving teacher practice. The feedback provided by the coach and peers affirmed good practice and questioned ways the teaching and learning dynamic could be improved. This built the teacher's self-reflective capacities and potential for continuous teaching improvement.

Consistency of Pedagogical practices across the school

St Martin's used the ILN NP and the coaching model to develop consistency of expectations and pedagogical practices in reading teaching across the year levels. This has had a positive impact on student outcomes and developed understandings of reading comprehension techniques for teachers and students. Teachers introduced more flexible grouping approaches which allowed differentiated teaching strategies such as Guided Reading and Literature Circles. The groups and their teaching focus was based on the PAT Rc data and gave students opportunities to deeply explore the reading strategies used in the modelling and co-teaching sessions. These practices have increased the teachers' capacity to explicitly teach reading strategy lessons which focus deeply on areas such as inferring, finding the main idea, purpose of texts, and connecting strategies.

Intervention

For some of the targeted students, specific reading intervention programs and strategies were necessary to support the learning provided within the classroom context. A pre-lesson time was used to scaffold targeted students in building their content, vocabulary and reading strategies to further support them in the whole class sessions. Other intervention programs also provided students with explicit and extra time to develop their reading strategies. These included Reading Recovery – Year 1, Discovering Reading – Year 1, Rocket Reading – Year 2, Rainbow Reading - Years 3-7. The success of these programs was dependent upon the integration of learning between the classroom strategies being taught and those of the program. In most instances, a student having the time to practice and refine their reading strategies, being given explicit feedback and being continuously monitored, has had significant positive impact on their reading growth.

Progress/Outcomes

Involvement in the LNNP has enabled rich, extensive and meaningful professional learning for teachers with the explicit intention of improving reading outcomes for students. This ongoing school based professional learning has improved teacher pedagogical content knowledge, fostered reflective approaches and differentiated practices.

More specifically involvement in the ILN NP has resulted in:

- Increased teacher knowledge and skills in explicit teaching of reading through a variety of strategies and instructional contexts.
- Improved use of data to inform teaching and learning.
- Heightened professional dialogue amongst teachers.
- Improved support structures and programmes for students at risk.
- Increased engagement and enthusiasm of students in learning about language and literacy.
- Improved reading outcomes and greater valuing and understanding of reading in the community.

Steady growth and improvement in NAPLAN results in reading. These are evidenced in the table below.

Year 3 Mean Score Reading	2011	2013
St Martin's Greenacres	412	410
State	402	410
National	416	419
Difference (St Martin's Greenacres - National)	-4	-9
	(4 less)	
Year 5 Mean Score Reading	2011	2013
St Martin's Greenacres	460	508
State	478	492
National	488	502
Difference (St Martin's Greenacres - National)	-28	6
	(28 less)	(6 more)
Year 7 Mean Score Reading		
St Martin's Greenacres	537	531
State	Top of Form 534 Bottom of Form	536
National	Top of Form 540 Bottom of Form	540
Difference (St Martin's Greenacres - National)	-3	-9
		(9 less)

Year 3 Mean Score Reading   2011   2013

St Martin's Cahtolic School Progress Chart
Reading Yrs 3-5 (2011-2013)

Chart: % of students (y-axis, 0%–60%) vs Progress (x-axis: Lower, Middle, Upper)

- Lower: State 25%, St Martin's 17%
- Middle: State 50%, St Martin's 48%
- Upper: State 25%, St Martin's 35%

Legend: ■ State ■ St Martin's
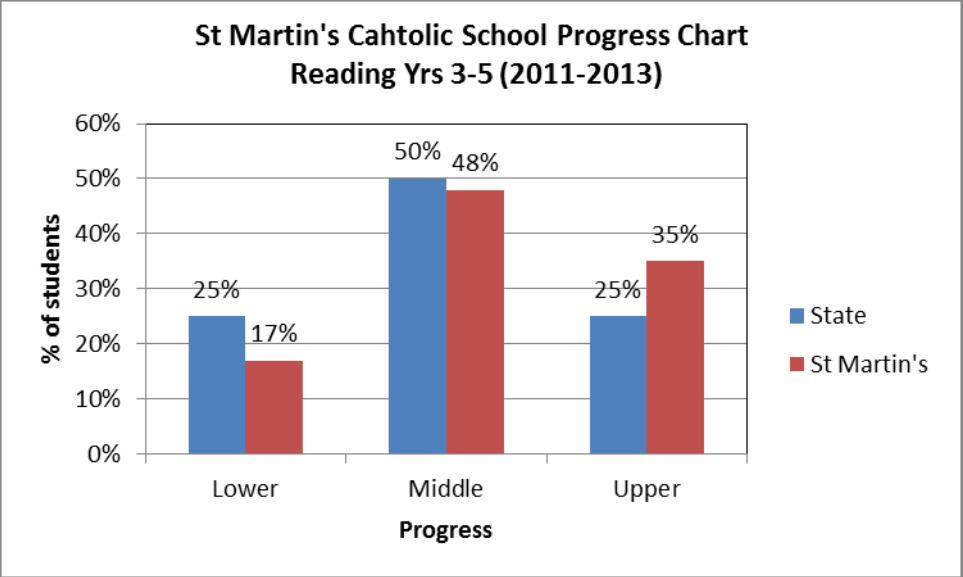
Literacy growth was strong for Years 3-5 between 2011-2013. Compared with expected state proportions, there was a lower proportion of students in lower progress category (by 8%), a lower percentage of students in the middle growth category (by 2%) and a higher proportion of students in the upper gain category (by 10%).

St Martin's Catholic School Progress Chart - Reading Yrs 5-7 (2011-2013)

Chart: % of students (y-axis, 0%–80%) vs Progress (x-axis: Lower, Middle, Upper)

- Lower: State 25%, St Martin's 8%
- Middle: State 50%, St Martin's 68%
- Upper: State 25%, St Martin's 24%

Legend: ■ State ■ St Martin's
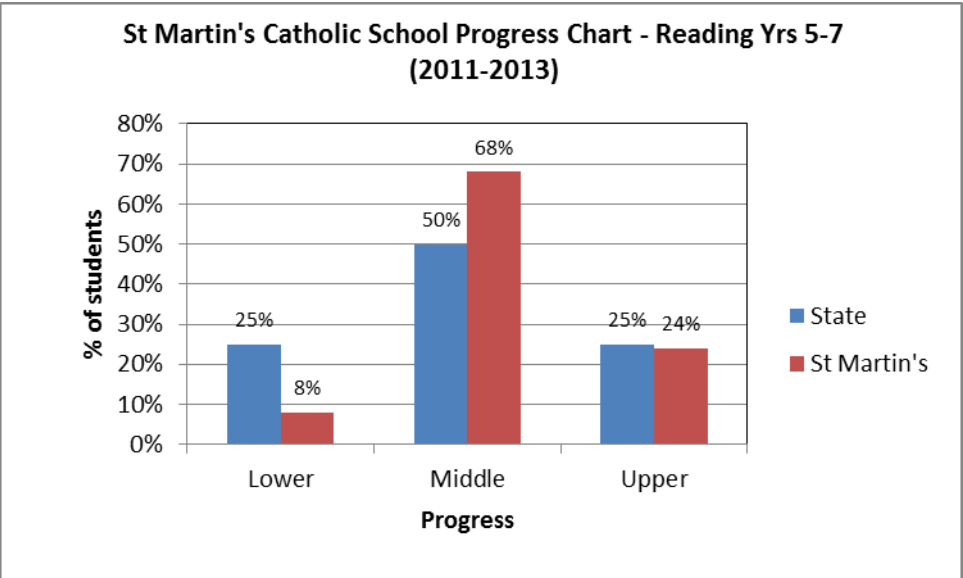
Literacy growth was positive for Years 5-7 between 2011-2013. Compared with expected state proportions, there was a lower proportion of students in lower progress category (by 17%), a higher percentage of students in the middle growth category (by 18%) and a comparable proportion of students in the upper gain category (by 1%).

The effectiveness of the whole school approach is reflected in the substantial gains in NAPLAN test results between 2011 and 2013. There is also some further evidence with respect to the specific target group of students identified in 2013 as being at risk of progressing successfully in their schooling, because of their literacy skills. For example, for Year 5 and 7 students 100% achieved the national minimum standard in the following areas Reading, Writing, Grammar and Punctuation and Numeracy.

St Martin's School involvement in the ILNNP has brought about significant gains, particularly for students who are most in need. It will be challenging to sustain all developments within budget constraints, however the school is choosing to continue the staffing of the coach. Due to funding restrictions this will be to a much

lesser degree. This role will include ½ day Coaching in classes based on needs, ½ day planning, resourcing and researching, planning with teachers at the start of the year outlining expectations, identifying students who need support and focus areas based on data from 2013, development of a curriculum handbook – with expectations of what a "Reading Classroom" looks like and what students are expected to achieve at each year level.

The work of the literacy coach and the learning for teachers has been valued at St. Martin's School. There has been a cultural shift towards evidence based practice, a deprivatisation of teaching and use of data to inform teaching. The teaching practices have become more refined, explicit and consistent, providing engaging, differentiated and enriching literacy learning opportunities for students.

Attachment E

ILNNP SHOWCASE

School name	Craigmore Christian School
DEEWR school ID	2622
Suburb	Craigmore
State/Territory	South Australia
Sector	Independent
School type	Primary/Secondary/Combined
ARIA categories	Major City
2013 enrolments	474
Number of Aboriginal and Torres Strait Islander students	7
Number of students with a language background other than English	79
2013 student attendance rate	92
Literacy and Numeracy National Partnership (LNNP) school	Literacy
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Craigmore Christian School is a co-educational school, providing a caring and comprehensive education for 474 students from Reception to Year 12. The school is located in the Northern Suburbs of Adelaide. It draws the majority of its students from the suburbs immediately surrounding the school. 43% of families come from the Craigmore area and 16% come from the Elizabeth area. These are a low socio economic areas. There are 10 different nationalities represented at the school, predominantly African and Romanian. Over 68 students are at risk of not reaching their full potential in literacy or numeracy, including 23 students with diagnosed disorders. There are 44 teaching staff and 7 support officers fully supporting the educational program of students. There are three chaplains who help with the spiritual and emotional needs of students. The Junior School is also involved with the Kids Matter Australian Primary Schools Mental Health Initiative which seeks to address the social and emotional wellbeing of students. It is the belief of the school that good mental health in childhood is vital for learning and life. Craigmore Christian School has a strong involvement with the local community. The school has volleyball, basketball, and netball teams entered into local sporting competitions. There are also close ties with the local church providing a wealth of opportunities for the school community, including supporting an overseas mission trip. Craigmore Christian School has implemented the Australian Curriculum across a number of key learning areas and is focused on providing programs that cater for differentiation, learning intentions and student feedback and assessment. The school community has been involved in the IDEAS project. This is a comprehensive approach to enhance achievements and to bring about revitalization of the school, and to examine the notion of whole school pedagogy. There will be ongoing professional training with this program in 2014.

ILNNP Approach

The area of focus for Craigmore Christian School was to improve the Literacy standards of students, from Reception to Year 7 in reading skills. This decision was reached through a thorough analysis of collated school data and the NAPLAN results. By providing professional development to teaching and support staff, and the opportunity to set goals through the coaching sessions, teachers have been encouraged to collaboratively plan lessons; including ideas for differentiation, analyse data and experiment with evidence based teaching

approaches. This has given teachers a wider range of strategies to meet the needs of their students in their learning.

Implementation

Provide professional development to equip all staff in Junior School, including support staff with strategies to deepen their understanding of how to teach reading.

Training Junior School leaders in coaching culture

Provide coaching time so that staff can be involved in setting literacy goals

Release time for staff to reflect and plan programs

Planned staff meetings with a professional focus

Opportunities to meet with and discuss questions with a consultant

Planning peer coaching and watching others work

Programs have been adjusted to reflect effective evidence based teaching approaches (teaching of reading strategies and setting up reading workshop in the classroom)

Information for the particular cohort of students and teachers targeted.

R -2 Teachers:

Individual coaching and goal setting

Collaborative planning and sharing of ideas

Development of shared beliefs about learning

Development of NEP's

Year 3 – 7 Teachers:

Individual coaching and discussions with a consultant

Collaborative planning and programming

Differentiation

Reflective practice

Development of NEP's

Progress/Outcomes

The improvements observed as a result of implementation were:
- The use of data to inform teaching
- Ideas and strategies used to differentiate the curriculum – setting up of NEPs
- The use of evidence-based teaching approaches
- Goal setting through the peer coaching sessions to improve learning outcomes in literacy
- Collaborative planning and discussion
- Increased teacher confidence and enthusiasm
- Students engaged in the reading process

Reading Plot Trend for All in Year 3

Year	State	School
2009	401.0	402.6
2010	403.6	435.2
2011	405.5	422.6
2012	410.4	390.0
2013	411.2	429.3

Score / Year

State
School
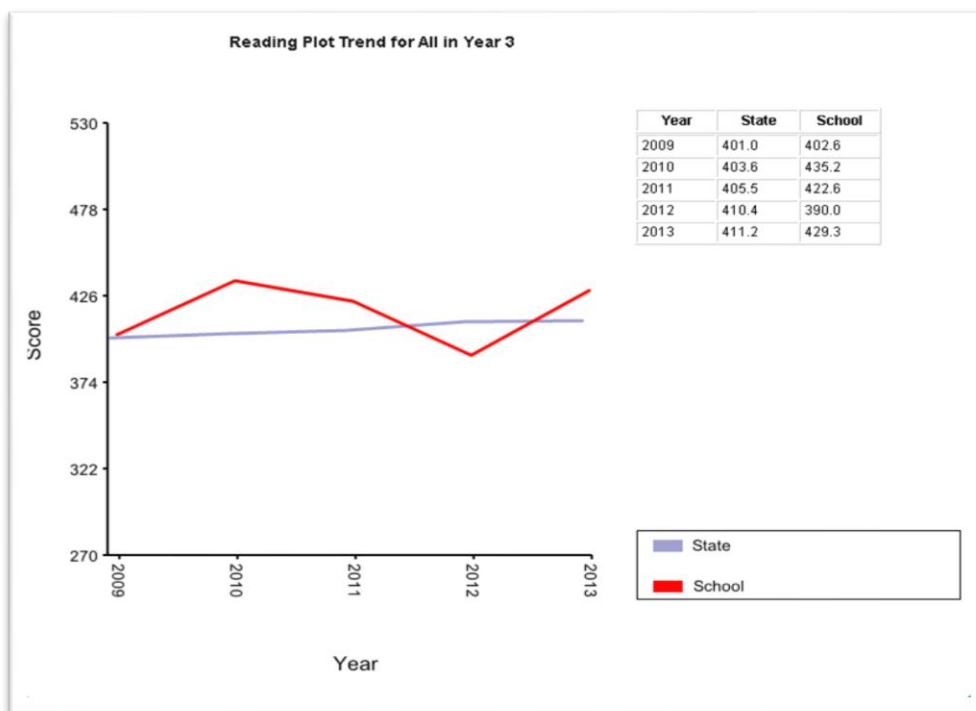
NAPLAN Reading Trend data reflects the impact of the implementation of the ILNNP approach. (A growth of 39.3 is reflected in Year 3 Trend data between 2012 and 2013.) The more effective analysis and use of data to track patterns in student learning and the increased understanding and implementation of effective teaching strategies to meet specific needs has created a shift in teaching practice and improved student outcomes.

The implementation of ILNNP program has opened up the opportunity for teachers to consider their teaching

Growth in NAPLAN scores for matched students
Year 5 : All Students

Scaled Scores

Number of students displayed = 21   Total number of Year 5 students = 34 (62% matched)
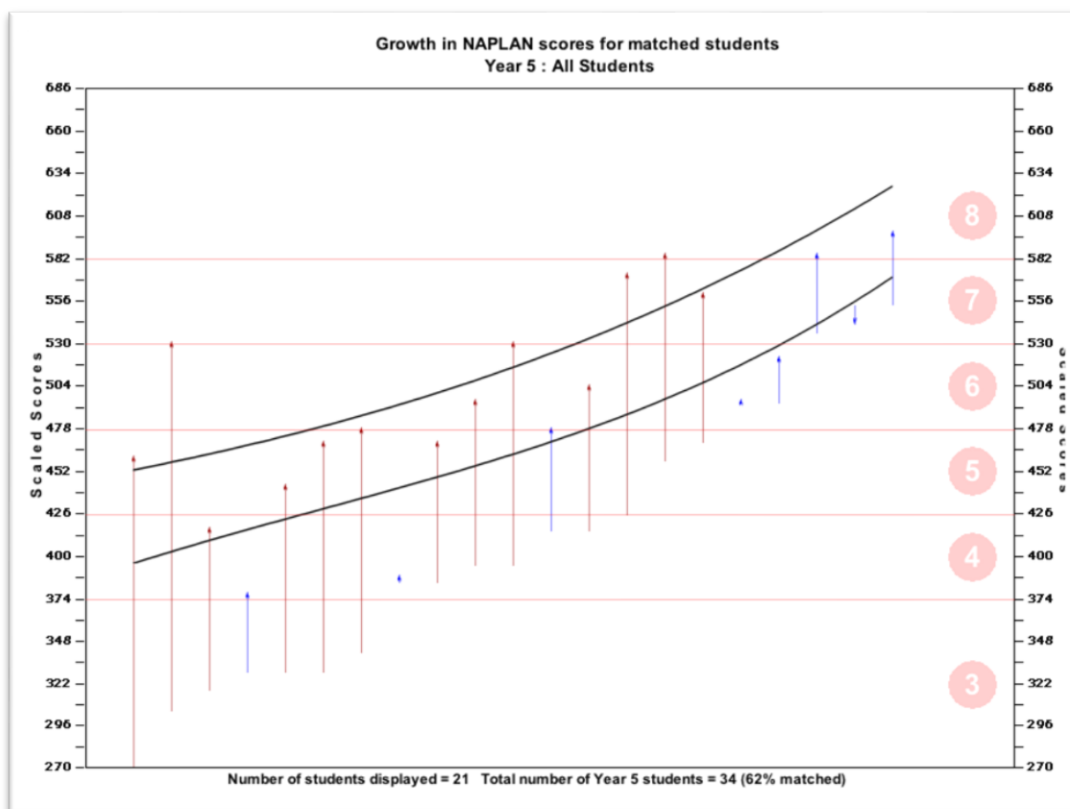
practices.   The introduction of the coaching culture has enabled staff to set goals and to engage in professional conversation

and collaborative planning. The focus has been on creating a sense of consistency, quality and confidence which has resulted in teachers deepening their understanding of the reading curriculum, and expectations for their students learning. Each teacher has established class libraries. Students have been immersed in the reading process, and activities have been planned to encourage deep thinking and analysis of the text. A systematic approach has been adopted to teach various strategies which enhance the development of phonemic knowledge and reading skills. Teachers will continue to be encouraged to engage in professional development to understand theories that underpin professional standards. They will be given opportunity to improve skills and practices through the coaching role, using the power of observation, team teaching and modelling to gain feedback about their own teaching behaviours and an understanding of their student's strengths and weaknesses, so as to improve learning outcomes in literacy. This process will be continued next year under the guidance of Literacy leaders who have been trained in the coaching methodologies.

Significant growth can be observed in Year 5 NAPLAN Reading data for individual students. 61.9% of matched students have shown significant growth (≥80) while 42.9% of students are in the 25-75th percentile range and 38.1% have performed in the 75th and above percentile range. Average growth for all Year 5 students at Craigmore is 92.3, with boys showing the most marked improvement (101.3). SECTION 5: SUSTAINABILITY

DECD

The implementation of QuickSmart Numeracy across 117 DECD schools provided a professional learning program for at least two staff in each site, a significant set of resources that remain available to the schools and the OZCAAS software licence for three years. These features enable the program to be sustained in each site and built into the strategic plans for continuing the intervention to support numeracy learner achievement for targeted students in years 4-8 in participating sites. Many principals have indicated their intention to continue to implement the QuickSmart program for targeted students in 2014. DECD will support schools choosing to undertake QuickSmart Year 2 training. DECD has recognised the value of the intervention program to enable students struggling with number fact recall and plans to support more schools to undertake the QuickSmart Year 1 professional learning program in 2014.

The DECD ILNNP teacher coaching program built on the learnings from the LNNP program and enabled schools to share the capacity building to improve effectiveness in each site. Teacher coaching has resulted in:

- teachers using a broader range of teaching and learning approaches, and having increased capacity to use learner achievement data to inform and differentiate their teaching
- improved student learning outcomes in numeracy and literacy

Feedback from teachers and leaders highlights the value of the job embedded professional learning opportunity provided through this program and its influence on teacher practice and the implementation of whole school approaches. The ILNNP coaching program has confirmed evidence from interstate and overseas that the most critical in-school factor contributing to the success of coaching is the support of a principal who is committed to driving pedagogical change and creating a school culture in which coaching can thrive. Many ILNNP schools have planned to build teacher coaching into an ongoing professional learning strategy and staffing arrangements with data analysis, shared planning, peer observations, reflections on practice and collaborative practices are key elements of strategic plans emerging from the learnings from ILNNP.

An opportunity exists for School Services Officers who completed the three modules of the Certificate IV in Education Support through ILNNP, to complete the Certificate supported through a scholarship offered by the Registered Training Organisation.

CESA

The Catholic Education SA experience of the past four years in the ILNNP and LNNP shows strong emerging patterns which provide significant insights about leading partnerships for sustainable change in schools.

Whole School Strategic Change

It is our observation that, the role of the Principal as a Leader of Learning, involved and focused on the strategic moral imperative of improving learning outcomes for all students is a critical factor in continuing success. Developing a learning culture based on a clearly defined moral purpose, using data for strategic planning and direction setting and cohesive whole school teaching and assessing are key features prevalent in schools which have improved literacy and numeracy outcomes for students.

From the viewpoint of participating Principals, this seems to be contributing to a re-envisaging of what constitutes professional learning and strategic approaches to develop a learning culture within a school community.

The enactment of strategic plans has raised the profile of literacy or numeracy learning in the school community and provided clear, common and urgent purpose linked to learning achievement and improvement in literacy or numeracy outcomes in each school. These will be embedded in CESA's new Continuous School Improvement plan.

Using Data to Track Targeted Students

The use of NAPLAN data and PAT Maths Plus and PAT-R Comprehension to analyse and monitor school, cohort and individual student strengths and challenges has been used to plan for literacy and numeracy improvement. Consistency of data collection within schools in addition to development of a broad range of assessment strategies is apparent. These three factors have contributed to improved case management and appropriate intervention programs for targeted students. Many CESA schools have chosen to continue using the ACER tests for additional longitudinal school and system monitoring of students literacy and numeracy outcomes.

Instructional Coaching as Professional Practice

Site based coaches' have played a central role in fostering positive change, building learning culture, capacity and improving student literacy and numeracy outcomes. This has been affirmed by many schools choosing to continue to use the expertise developed and seeking to continue the position beyond the life of this National Partnership. Many schools have indicated they will continue to fund a literacy or numeracy coach for at least 0.2 FTE from their own resources.

The strong professional relationships established between the consultants and the coaches have been a key contributor to success. The consultant's support of the coach includes regular mentoring, modelling in classrooms, team planning and providing professional learning for the staff. With the conclusion of the National Partnership and subsequent funds to the system, it will *be a challenge for CESA* to provide the same degree of consultancy support to the coaches and Principals in schools.

The Literacy Numeracy Network

The Literacy and Numeracy National Partnership Learning Networks developed for the 45 schools foster sector and regional professional learning with Principals, coaches and teachers collaborating to improve practices and outcomes at each school site. The Network is a powerful motivator and support for schools in their improvement and professional learning activities. The Network will continue in 2014 and be centrally

coordinated for schools who have appointed coaches. The coaches and Principals will have ongoing support through professional learning network days held once per term throughout the 2014 school year.

Conclusion

In the context of a sector-wide review of services in 2014-2015, these developments in the National Partnerships have the potential to substantially influence future models of support and professional learning across SA Catholic schools.

Independent schools

The success of the Independent schools approach across all participating ILNNP schools is characterised by an increased understanding of the positive impact of a whole school approach to pedagogical change and the strength of coaching as an effective strategy for building teacher capacity and improving student outcomes.

The sustainability of the school based coaching approach varies from school to school within the Independent sector. This range varies from the inclusion of a coaching role for an existing staff member within a school to the establishment of internal structures that will enable a part / full time coaching position to be funded in 2014 and beyond. A number of schools have acknowledged the positive impact of coaching and have focussed on the training of a number of key personnel within their schools as coaches. These latter schools have committed to building a coaching culture within their schools and are extending coaching strategies to classroom practice and behaviour management practices.

 It is the aim of these schools that all teachers will have a coach (and/or a mentor depending on stage of career and need) and that the strategies involving effective feedback and goal setting will be extended to students as part of classroom pedagogy.

The extent of alignment to school improvement plans has also been significant in schools planning for sustainability beyond 2013. Schools that indicated a strong alignment between ILNNP outcomes and school strategic plans are currently making specific plans for continuing the coaching strategy into 2014. These schools are working on processes and structures to build on professional learning pathways identified during the ILNNP.

Common elements of the ILNNP school-based approach recognised by participating schools as important to sustain (in varying degrees depending on school context and capacity) are:

- continued active and engaged leadership in support of improved literacy and numeracy outcomes
- coaching and/or mentoring strategies and philosophies including; instructional, peer, cognitive, and data coaching, and de-privatising practice
- collaboration including: lesson, unit, curriculum, design and planning; sharing effective practice; and
- becoming a more reflective and responsive teacher
- the use of effective assessment strategies including formative and summative
- the effective use of data to inform practice
- maintaining an attitude of continual improvement, innovation and high expectation.

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Table 1-LIST OF PARTICIPATING SCHOOLS

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
6905	Alberton Primary School	G	1.1	Yr 4-7	L and N	14 Broad Street, Queenstown SA 5014	SP	38%	42%	50%	85%	20%	20%
7131	Aldinga Beach R-7 School	G	1.1	Yr 4-7	L and N	Quinliven Road, Aldinga SA 5173	LNNP	34%	32%	78%	44%	17%	17%
7315	Allendale East Area School	G	2.2.2	Yr 4-10	L and N	Bay Road, Allendale East SA 5291	LNNP	25%	17%	0%	0%	0%	50%
7158	Angle Vale Primary School	G	1.1	Yr 4-7	L and N	Heaslip Road, Angle Vale SA 5117	SP	30%	27%	#N/A	#N/A	#N/A	#N/A
6960	Ascot Park Primary School	G	1.1	Yr 4-7	L and N	1-37 Pildappa Avenue, Park Holme SA 5043	SP	33%	36%	50%	50%	0%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7502	Augusta Park Primary School	G	2.2.2	Yr 4-7	L and N	59 Power Crescent, Port Augusta SA 5700	SP	68%	58%	82%	73%	8%	3%
7135	Balaklava Primary School	G	2.2.1	Yr 4-7	L and N	Wallace Street, Balaklava SA 5461	SP	34%	32%	100%	50%	0%	0%
7343	Berri Primary School	G	2.2.2	Yr 4-7	L and N	11 Sultana Street, Berri SA 5343	SP	40%	37%	25%	60%	56%	44%
7040	Blair Athol North School B-7	G	1.1	Yr 4-7	L and N	Marmion Avenue, Blair Athol SA 5084	SP	48%	54%	40%	55%	15%	8%
14843	Blakeview Primary School	G	1.1	Yr 4-7	L and N	Omega Drive, Blakeview SA 5114	LNNP	39%	39%	40%	20%	0%	0%
7366	Blanchetown Primary School	G	2.2.2	Yr 4-7	L and N	Godley Street, Blanchetown SA 5357	SP	11%	22%	#N/A	#N/A	#N/A	#N/A

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7384	Booborowie Primary School	G	2.2.2	Yr 4-7	L and N	South Terrace, Booborowie SA 5417	SP	25%	50%	#N/A	#N/A	#N/A	#N/A
6054	Bowden Brompton Community School	G	1.1	Yr 4-10	L and N	85A Torrens Road, Brompton SA 5007	SP	100%	100%	100%	100%	40%	60%
22783	Braeview School R-7	G	1.1	Yr 4-7	L and N	1A Montana Drive, Happy Valley SA 5159	SP	24%	25%	50%	100%	0%	0%
7105	Brahma Lodge Primary School	G	1.1	Yr 4-7	L and N	20 Mortess Street, Brahma Lodge SA 5109	SP	36%	25%	50%	17%	11%	33%
14706	Burton Primary School	G	1.1	Yr 4-7	L and N	49A Kensington Way, Burton SA 5110	SP	51%	47%	100%	33%	40%	40%
7503	Carlton School	G	2.2.2	Yr 4-9	L and N	Rupert Street, Port Augusta SA 5700	SP	94%	100%	100%	100%	36%	28%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
6087	Ceduna Area School	G	3.2	Yr 4-10	L and N	6 May Crescent, Ceduna SA 5690	SP	37%	44%	85%	81%	16%	16%
7214	Christie Downs Primary School	G	1.1	Yr 4-7	L and N	Elizabeth Road, Christie Downs SA 5164	SP	57%	49%	33%	36%	15%	0%
7218	Christies Beach Primary School	G	1.1	Yr 4-7	L and N	46 Maturin Avenue, Christies Beach SA 5165	SP	36%	30%	46%	43%	13%	7%
6104	Coober Pedy Area School	G	3.2	Yr 4-10	L and N	Paxton Road, Coober Pedy SA 5723	SP	39%	35%	80%	70%	33%	33%
7197	Coorara Primary School	G	1.1	Yr 4-7	L and N	Taylors Avenue, Morphett Vale SA 5162	SP	38%	37%	50%	60%	20%	0%
6069	Craigmore High School	G	1.1	Yr 8-10	L and N	2 Jamieson Road, Blakeview SA 5114	SP	56%	53%	75%	45%	43%	21%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
16507	Craigmore South Primary School	G	1.1	Yr 4-7	L and N	Turner Drive, Craigmore SA 5114	SP	59%	55%	80%	75%	17%	33%
6972	Darlington Primary School	G	1.1	Yr 4-7	L and N	9-11 White Crescent, Seacombe Gardens SA 5047	LNNP	29%	22%	60%	33%	8%	17%
7031	Dernancourt School R-7	G	1.1	Yr 4-7	L and N	29 Parsons Road, Dernancourt SA 5075	LNNP	26%	22%	0%	0%	50%	50%
7122	Elizabeth Downs Primary School	G	1.1	Yr 4-7	L and N	Heard Street, Elizabeth Downs SA 5113	SP	63%	65%	100%	67%	25%	25%
7113	Elizabeth East Primary School	G	1.1	Yr 4-7	L and N	15 Dolphin Street, Elizabeth East SA 5112	SP	61%	55%	89%	88%	9%	18%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7115	Elizabeth Grove Primary School	G	1.1	Yr 4-7	L and N	20 Haynes Street, Elizabeth Grove SA 5112	SP	52%	49%	44%	60%	25%	17%
7146	Elizabeth Park Primary School	G	1.1	Yr 4-7	L and N	15 Turner Road, Elizabeth Park SA 5113	SP	50%	47%	63%	63%	38%	38%
7117	Elizabeth South Primary School	G	1.1	Yr 4-7	L and N	Chivell Street, Elizabeth South SA 5112	SP	56%	48%	78%	78%	10%	10%
7042	Enfield Primary School	G	1.1	Yr 4-7	L and N	Clarice Avenue, Enfield SA 5085	SP	43%	53%	50%	83%	0%	0%
7156	Evanston Gardens Primary School	G	1.1	Yr 4-7	L and N	71 Angle Vale Road, Evanston Gardens SA 5116	SP	44%	32%	#N/A	100%	100%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7119	Flaxmill Primary School	G	1.1	Yr 4-7	L and N	80 Flaxmill Road, Morphett Vale SA 5162	SP	33%	37%	40%	50%	0	0
7504	Flinders View Primary School	G	2.2.2	Yr 4-7	L and N	Chinnery Street, Port Augusta West SA 5700	SP	74%	59%	78%	59%	25%	20%
7136	Fraser Park Primary School	G	2.2.1	Yr 4-7	L and N	25-27 Burdekin Avenue, Murray Bridge SA 5253	SP	80%	81%	80%	100%	62%	62%
7157	Gawler and District College B-12	G	1.1	Yr 4-10	L and N	Gawler and District College B-12	SP	new school	#N/A	#N/A	#N/A	#N/A	
7161	Gawler Primary School	G	1.1	Yr 4-7	L and N	School Road, Gawler SA 5118	SP	43%	26%	50%	38%	0%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7412	Gladstone Primary School	G	2.2.2	Yr 4-7	L and N	2 West Terrace, Gladstone SA 5473	SP	44%	31%	#N/A	#N/A	#N/A	#N/A
7237	Goolwa Primary School	G	2.2.1	Yr 4-7	L and N	Gardiner Street, Goolwa SA 5214	SP	28%	31%	100%	57%	14%	0%
7209	Hackham East Primary School	G	1.1	Yr 4-7	L and N	Collins Parade, Hackham SA 5163	SP	40%	33%	75%	25%	0%	0%
7211	Hackham West R-7 School	G	1.1	Yr 4-7	L and N	50 Glynville Drive, Hackham West SA 5163	SP	41%	52%	40%	80%	17%	17%
7376	Hamley Bridge Primary School	G	2.2.1	Yr 4-7	L and N	13 Florence Street, Hamley Bridge SA 5401	LNNP	53%	53%	100%	50%	0%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7046	Hampstead Primary School	G	1.1	Yr 4-7	L and N	38-56 Muller Road, Greenacres SA 5086	SP	50%	46%	83%	50%	33%	33%
7479	Hincks Avenue Primary School	G	2.2.2	Yr 4-7	L and N	Schulz Avenue, Whyalla Norrie SA 5608	SP	38%	41%	75%	38%	0%	0%
7210	Huntfield Heights Primary School	G	1.1	Yr 4-7	L and N	78 Melsetter Road, Huntfield Heights SA 5163	SP	43%	36%	100%	100%	67%	67%
7087	Ingle Farm East Primary School	G	1.1	Yr 4-7	L and N	18 Halidon Street, Ingle Farm SA 5098	SP	32%	29%	38%	50%	0%	0%
7088	Ingle Farm Primary School	G	1.1	Yr 4-7	L and N	2 Belalie Road, Ingle Farm SA 5098	SP	51%	46%	67%	60%	10%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
28847	John Hartley School (B-7)	G	1.1	Yr 4-7	L and N	199 Peachey Road, Smithfield Plains SA 5114	SP	63%	53%	63%	67%	17%	9%
7297	Kalangadoo Primary School	G	2.2.2	Yr 4-7	L and N	48 Kangaroo Flat Road, Kalangadoo SA 5278	SP	57%	57%	#N/A	#N/A	#N/A	#N/A
7372	Kapunda Primary School	G	2.2.1	Yr 4-7	L and N	Mildred Street, Kapunda SA 5373	SP	32%	35%	100%	100%	0%	0%
7093	Karrendi Primary School	G	1.1	Yr 4-7	L and N	15 Bradman Road, Parafield Gardens SA 5107	SP	39%	42%	#N/A	100%	100%	0%
6154	Kaurna Plains School	G	1.1	Yr 4-7	L and N	Ridley Road, Elizabeth SA 5112	SP	93%	86%	92%	86%	21%	15%
7106	Keller Road Primary School	G	1.1	Yr 4-7	L and N	Keller Road, Salisbury East SA 5109	SP	36%	36%	67%	0%	40%	40%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7290	Kingston Community School	G	2.2.2	Yr 4-7	L and N	46 East Terrace, Kingston SE SA 5275	LNNP	23%	20%	#N/A	#N/A	#N/A	#N/A
7470	Kirton Point Primary School	G	3.1	Yr 4-7	L and N	Matthew Place, Port Lincoln SA 5606	SP	46%	42%	62%	71%	35%	30%
7050	Klemzig Primary School	G	1.1	Yr 4-7	L and N	2 Hay Street, Klemzig SA 5087	SP	47%	35%	50%	33%	0%	0%
22784	Lake Windemere CPC-7 School	G	1.1	Yr 4-7	L and N	17 Uraidla Avenue, Salisbury North SA 5108	SP	40%	44%	47%	67%	6%	6%
6911	Largs Bay School	G	1.1	Yr 4-7	L and N	215 Fletcher Road, Largs Bay SA 5016	SP	22%	25%	23%	46%	7%	7%
6089	Leigh Creek Area School	G	3.1	Yr 4-10	L and N	Blackoak Drive, Leigh Creek SA 5731	SP	45%	38%	88%	100%	0%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
16478	Lincoln Gardens Primary School	G	3.1	Yr 4-7	L and N	Barley Road, Port Lincoln SA 5606	SP	83%	68%	89%	74%	21%	21%
7480	Long Street Primary School	G	2.2.2	Yr 4-7	L and N	Eyre Avenue, Whyalla Norrie SA 5608	SP	46%	36%	25%	60%	20%	0%
7216	Lonsdale Heights Primary School	G	1.1	Yr 4-7	L and N	25 Sunningdale Drive, Christie Downs SA 5164	SP	34%	28%	33%	100%	0%	67%
7108	Madison Park School	G	1.1	Yr 4-7	L and N	19 Lincoln Avenue, Salisbury East SA 5109	SP	40%	36%	33%	33%	0%	0%
7449	Maitland Area School	G	2.2.2	Yr 4-10	L and N	Junction Road, Maitland SA 5573	SP	36%	42%	73%	75%	12%	6%
7426	Mallala Primary School	G	2.2.1	Yr 4-7	L and N	28 Owen Road, Mallala SA 5502	SP	29%	29%	29%	14%	0%	0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
28848	Mark Oliphant College (B-12)	G	1.1	Yr 4-10	L and N	Newton Boulevard, Munno Para West SA 5115	SP	59%	52%	67%	67%	30%	30%
7307	McDonald Park School	G	2.2.1	Yr 4-7	L and N	57 North Terrace, Mount Gambier SA 5290	LNNP	31%	31%	27%	45%	8%	8%
17842	Melaleuca Park Primary School	G	2.2.1	Yr 4-7	L and N	Boandik Terrace, Mount Gambier SA 5290	SP	33%	34%	30%	44%	9%	18%
7462	Memorial Oval Primary School	G	2.2.2	Yr 4-7	L and N	Bradford Street, Whyalla SA 5600	SP	41%	50%	17%	33%	0%	0%
7276	Meningie Area School	G	2.2.2	Yr 4-10	L and N	1 North Terrace, Meningie SA 5264	SP	39%	37%	67%	47%	25%	25%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7302	Millicent North Primary School	G	2.2.2	Yr 4-7	L and N	Second Street, Millicent SA 5280	LNNP	22%	29%	50%	75%	0%	0%
7452	Minlaton District School	G	2.2.2	Yr 4-7	L and N	2 North Terrace, Minlaton SA 5575	LNNP	20%	18%	100%	0%	0%	0%
14908	Moana Primary School	G	1.1	Yr 4-7	L and N	Schooner Road, Seaford SA 5169	LNNP	24%	28%	50%	60%	0%	17%
7064	Modbury School Preschool to Year 7	G	1.1	Yr 4-7	L and N	2-18 Golden Grove Road, Modbury North SA 5092	LNNP	15%	15%	33%	33%	20%	20%
7058	Modbury South Primary School	G	1.1	Yr 4-7	L and N	Dampier Avenue, Hope Valley SA 5090	SP	33%	32%	#N/A	#N/A	#N/A	#N/A

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
7201	Morphett Vale East School R-7	G	1.1	Yr 4-7	L and N	Monarch Street, Morphett Vale SA 5162	LNNP	38%	34%	40%	0%	0%	0%
7204	Morphett Vale Primary School	G	1.1	Yr 4-7	L and N	Lawrence Street, Morphett Vale SA 5162	LNNP	33%	33%	33%	33%	0%	0%
7141	Mount Gambier North Primary School	G	2.2.1	Yr 4-7	L and N	Heath Street, Mount Gambier SA 5290	LNNP	35%	34%	25%	25%	0%	0%
7155	Munno Para Primary School	G	1.1	Yr 4-7	L and N	Maltarra Road, Munno Para SA 5115	SP	40%	42%	100%	100%	25%	0%
15310	Murray Bridge North School R-7	G	2.2.1	Yr 4-7	L and N	1 North Terrace, Murray Bridge SA 5253	SP	45%	43%	57%	64%	0	0

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7263	Murray Bridge South Primary School	G	2.2.1	Yr 4-7	L and N	54 Joyce Street, Murray Bridge SA 5253	SP	40%	40%	67%	56%	25%	25%
7293	Nangwarry Primary School	G	2.2.2	Yr 4-7	L and N	Whitford Crescent, Nangwarry SA 5277	SP	39%	39%	50%	25%	0%	0%
7287	Naracoorte South Primary School	G	2.2.2	Yr 4-7	L and N	Cedar Avenue, Naracoorte SA 5271	LNNP	29%	28%	0%	0%	0%	0%
17841	Newbery Park Primary School	G	2.2.2	Yr 4-7	L and N	Bridges Street, Millicent SA 5280	SP	24%	27%	0%	0%	0%	0%
7483	Nicolson Avenue Primary School	G	2.2.2	Yr 4-7	L and N	Nicolson Avenue, Whyalla Norrie SA 5608	SP	32%	33%	30%	50%	0%	0%

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15078	Noarlunga Downs Primary School	G	1.1	Yr 4-7	L and N	Canterbury Crescent, Noarlunga Downs SA 5168	SP	51%	42%	50%	33%	14%	14%
6914	North Haven School	G	1.1	Yr 4-7	L and N	Tapping Crescent, North Haven SA 5018	SP	29%	23%	67%	33%	0%	0%
7222	Old Noarlunga Primary School	G	1.1	Yr 4-7	L and N	Malpas Street, Old Noarlunga SA 5168	SP	52%	48%	#N/A	#N/A	#N/A	#N/A
7151	One Tree Hill Primary School	G	1.1	Yr 4-7	L and N	McGilp Road, One Tree Hill SA 5114	LNNP	33%	33%	100%	0%	0%	0%
6116	Oodnadatta Aboriginal School	G	3.2	Yr 4-7	L and N	Kutaya Tce, Oodnadatta SA 5734	SP	70%	74%	65%	69%	0%	6%

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7220	O'Sullivan Beach Primary School	G	1.1	Yr 4-7	L and N	51 Galloway Road, O'Sullivan Beach SA 5166	SP	39%	41%	25%	50%	0%	0%
7402	Owen Primary School	G	2.2.1	Yr 4-7	L and N	Fourth Street, Owen SA 5460	LNNP	19%	38%	#N/A	#N/A	#N/A	#N/A
7079	Para Hills West Primary School	G	1.1	Yr 4-7	L and N	21 Balkara Road, Para Hills West SA 5096	LNNP	35%	35%	67%	50%	40%	20%
7071	Para Vista Primary School	G	1.1	Yr 4-7	L and N	351 Montague Road, Para Vista SA 5093	SP	29%	24%	75%	38%	0%	0%
7096	Parafield Gardens R-7 School	G	1.1	Yr 4-7	L and N	23 Shepherdson Road, Parafield Gardens SA 5107	SP	43%	40%	45%	36%	0%	0%
6083	Paralowie School	G	1.1	Yr 4-7	L and N	Whites Road, Paralowie SA 5108	SP	48%	51%	47%	61%	24%	28%

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6903	Pennington Primary School	G	1.1	Yr 4-7	L and N	Butler Avenue, Pennington SA 5013	SP	42%	42%	50%	33%	29%	29%
7295	Penola Primary School	G	2.2.2	Yr 4-7	L and N	Riddoch Street, Penola SA 5277	LNNP	12%	27%	0%	100%	0%	0%
7391	Peterborough Primary School	G	2.2.2	Yr 4-7	L and N	75 Bridges Street, Peterborough SA 5422	SP	53%	55%	100%	50%	0%	0%
6084	Playford Primary School	G	1.1	Yr 4-7	L and N	216-220 Adams Road, Craigmore SA 5114	SP	27%	31%	43%	43%	13%	13%
6090	Port Augusta Secondary School	G	2.2.2	Yr 4-7	L and N	3 Stirling Road, Port Augusta SA 5700	SP	62%	54%	81%	80%	51%	53%

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7424	Port Germein Primary School	G	2.2.2	Yr 4-7	L and N	Fifth Street, Port Germein SA 5495	SP	29%	50%	#N/A	#N/A	#N/A	#N/A
7474	Port Lincoln Primary School	G	3.1	Yr 4-7	L and N	Lincoln Place, Port Lincoln SA 5606	SP	29%	36%	54%	71%	8%	8%
7433	Port Pirie West Primary School	G	2.2.2	Yr 4-7	L and N	214 The Terrace, Port Pirie SA 5540	SP	43%	48%	83%	67%	0%	0%
7437	Port Wakefield Primary School	G	2.2.2	Yr 4-7	L and N	22 Mine Street, Port Wakefield SA 5550	SP	57%	52%	#N/A	#N/A	#N/A	#N/A
6092	Quorn Area School	G	2.2.2	Yr 4-10	L and N	Stokes Road, Quorn SA 5433	SP	30%	30%	60%	44%	9%	18%

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7330	Ramco Primary School	G	2.2.2	Yr 4-7	L and N	Ramco SA 5322	SP	28%	33%	50%	50%	0%	0%
6111	Raukkan Aboriginal School	G	2.2.2	Yr 4-7	L and N	Taplin Street, Raukkan SA 5259	SP	100%	67%	100%	67%	0%	0%
7340	Renmark Primary School	G	2.2.2	Yr 4-7	L and N	58 Murtho Street, Renmark SA 5341	SP	48%	49%	79%	54%	0%	7%
7341	Renmark West Primary School	G	2.2.2	Yr 4-7	L and N	Tarcoola Street, Renmark SA 5341	SP	41%	36%	#N/A	#N/A	#N/A	#N/A
7196	Reynella South Primary School	G	1.1	Yr 4-7	L and N	119-135 Sherriffs Road, Reynella SA 5161	LNNP	23%	30%	50%	100%	0%	0%

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7379	Riverton Primary School	G	2.2.1	Yr 4-7	L and N	21 Swinden Street, Riverton SA 5412	LNNP	12%	33%	0	0	0	0
16494	Roxby Downs Area School	G	3.1	Yr 4-10	L and N	7 Richardson Place, Roxby Downs SA 5725	SP	43%	44%	67%	67%	14%	14%
5385	Salisbury Downs Primary School	G	1.1	Yr 4-7	L and N	39 Paramount Road, Salisbury Downs SA 5108	SP	47%	52%	25%	25%	17%	17%
7109	Salisbury East High School	G	1.1	Yr 8-10	L and N	50 Smith Road, Salisbury East SA 5109	SP	37%	42%	44%	60%	10%	0%
7103	Salisbury North R-7 School	G	1.1	Yr 4-7	L and N	38 Bagster Road, Salisbury North SA 5108	SP	55%	50%	73%	64%	27%	27%
7104	Salisbury Primary School	G	1.1	Yr 4-7	L and N	10 Compuda Street, Salisbury SA 5108	SP	47%	43%	50%	63%	0%	0%

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14716	Seaford 6-12 School	G	1.1	Yr 6-10	L and N	Lynton Terrace, Seaford SA 5169	SP	43%	40%	82%	58%	21%	14%
14710	Seaford K-7 Birth-Y7 Campus	G	1.1	Yr 4-7	L and N	39 Jane Street, Port Noarlunga South SA 5167	LNNP	30%	36%	25%	50%	0%	0%
6933	Seaton Park Primary School	G	1.1	Yr 4-7	L and N	80 Balcombe Avenue, Seaton SA 5023	SP	35%	34%	50%	50%	0%	0%
14907	Settlers Farm Campus R-7	G	1.1	Yr 4-7	L and N	23 Barassi Street, Paralowie SA 5108	LNNP	34%	34%	55%	36%	0%	0%
7185	Sheidow Park Primary School	G	1.1	Yr 4-7	L and N	21-43 Adams Road, Sheidow Park SA 5158	LNNP	13%	17%	50%	0%	33%	33%
7428	Snowtown Area School	G	2.2.2	Yr 4-10	L and N	31 Glen Davidson Drive, Snowtown SA 5520	SP	52%	48%	0	0	0	0

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7436	Solomontown Primary School	G	2.2.2	Yr 4-7	L and N	79 Three Chain Road, Port Pirie SA 5540	SP	49%	44%	54%	46%	7%	7%
7149	South Downs Primary School	G	1.1	Yr 4-7	L and N	Mavros Road, Elizabeth Downs SA 5113	SP	46%	44%	38%	43%	11%	22%
7084	St Agnes Primary School	G	1.1	Yr 4-7	L and N	250 Smart Road, St Agnes SA 5097	LNNP	17%	22%	0%	0%	0%	0%
6093	Stuart High School	G	2.2.2	Yr 8-10	L and N	Bastyan Crescent, Whyalla Stuart SA 5608	SP	76%	60%	88%	100%	53%	47%
15531	Swallowcliffe School P-7	G	1.1	Yr 4-7	L and N	cnr Oldford St & Swallowcliffe Rd, Davoren Park SA 5113	SP	62%	57%	71%	57%	21%	21%
7138	Tailem Bend Primary School	G	2.2.1	Yr 4-7	L and N	1 Murray Street, Tailem Bend SA 5260	SP	22%	27%	100%	100%	0%	0%

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14863	The Pines Primary School	G	1.1	Yr 4-7	L and N	42 Andrew Smith Drive, Parafield Gardens SA 5107	SP	53%	48%	75%	43%	0%	0%
7425	Two Wells Primary School	G	2.2.1	Yr 4-7	L and N	Gawler Road, Two Wells SA 5501	LNNP	8%	13%	11%	11%	0%	0%
7487	Ungarra Primary School	G	3.1	Yr 4-7	L and N	Ashman Terrace, Ungarra SA 5607	SP	50%	67%	#N/A	#N/A	#N/A	#N/A
7070	Valley View Secondary School	G	1.1	Yr 4-7	L and N	240 Wright Road, Para Vista SA 5093	SP	43%	41%	20%	17%	38%	25%
7235	Victor Harbor R-7 School	G	2.2.1	Yr 4-7	L and N	The Parkway, Victor Harbor SA 5211	SP	34%	30%	22%	56%	0	0
7442	Wallaroo Mines Primary School	G	2.2.2	Yr 4-7	L and N	Lipson Avenue, Kadina SA 5554	LNNP	33%	56%	50%	50%	0%	0%

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7444	Wallaroo Primary School	G	2.2.2	Yr 4-7	L and N	Hughes Street, Wallaroo SA 5556	SP	37%	43%	67%	75%	40%	20%
7375	Wasleys Primary School	G	2.2.1	Yr 4-7	L and N	Annie Terrace, Wasleys SA 5400	SP	27%	63%	#N/A	#N/A	100%	100%
7463	Whyalla High School	G	2.2.2	Yr 8-10	L and N	Broadbent Terrace, Whyalla SA 5600	SP	56%	46%	75%	75%	20%	20%
7486	Whyalla Stuart Campus R-7	G	2.2.2	Yr 4-7	L and N	Bastyan Crescent, Whyalla Stuart SA 5608	SP	52%	48%	89%	100%	8%	15%
7507	Willsden Primary School	G	2.2.2	Yr 4-7	L and N	Elizabeth Terrace, Port Augusta SA 5700	SP	64%	50%	75%	59%	16%	8%
7420	Wilmington Primary School	G	2.2.2	Yr 4-7	L and N	14 Fifth Street, Wilmington SA 5485	SP	35%	23%	33%	33%	0%	0%

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7511	Woomera Area School	G	3.1	Yr 4-10	L and N	Dewrang Avenue, Woomera SA 5720	SP	36%	82%	#N/A	#N/A	#N/A	#N/A
14109	Emmaus Catholic School	C	Metro	3-7	L	237 Military Road Woodcroft 5162	SP		21.3%		100.0%		0.0%
316	St Francis of Assisi School	C	Metro	3-7	L	57 Newton Road Newton 5074	SP		20.7%		0.0%		0.0%
2602	Antonio Catholic School	C	Metro	3-7	L	8 Bains Road Morphett Vale 5162	LNNP		30.2%		0.0%		0.0%
15689	Blackfriars Priory School	C	Metro	3-9	L	17 Prospect Road Prospect 5082	LNNP		18.8%		0.0%		0.0%
23695	Galilee Catholic School	C	Metro	3-7	L	2 Todd Street Aldinga 5173	LNNP		17.5%		100.0%		0.0%

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348	Mary MacKillop Memorial School	C	Prov	3-7	L	5 Portland Street Penola 5277	LNNP		22.6%		0.0%		0.0%
28124	Samaritan College	C	Prov	3-7	L	70 Gowrie Avenue Whyalla 5600	LNNP		23.8%		28.6%		0.0%
309	St Anthony's Catholic Primary School	C	Prov	3-7	L	37 Mount Gambier Road Millicent 5280	LNNP		9.7%		0.0%		0.0%
311	St Bernadette's School	C	Metro	3-5	L	54 Ragless Street St Marys 5042	LNNP		15.2%		0.0%		0.0%
313	St Brigid's Evanston	C	Metro	3-7	L	Para Road Evanston 5116	SP		21.5%		50%		25%

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314	St Columba's Memorial School	C	Prov	3-7	L	55 Warooka Rd Yorketown 5575	LNNP		10.5%		0.0%		0.0%
324	St John Bosco School	C	Metro	3-7	L	19 Lipsett Terrace Brooklyn Park 5032	LNNP		17.1%		0.0%		0.0%
364	St Martin's Catholic Primary School	C	Metro	3-7	L	Princes Road Greenacres 5086	LNNP		20.0%		0.0%		0.0%
15691	St Michael's College	C	Metro	3-9	L	15 Mitton Avenue Henley Beach 5022	LNNP		16.2%		0.0%		0.0%
375	St Paul's College	C	Metro	3-9	L	792 Grand Junction Road Gilles Plains 5086	LNNP		42.4%		0.0%		0.0%

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354	Tenison Woods Catholic Primary School	C	Metro	3-7	L	68 Brooker Terrace Richmond 5033	LNNP		16.3%		0.0%		50.0%
17290	Tenison Woods College, Mt Gambier	C	Prov	3-9	L	Shepherdson Road Mount Gambier 5290	LNNP		9.1%		50.0%		33.3%
403	Whitefriars School	C	Metro	3-7	L	45 Beaufort Street Woodville Park 5011	LNNP		13.7%		0.0%		0.0%
15344	Our Lady of the Sacred Heart College	C	Metro	8-9**	L	496 Regency Road Enfield 5085	SP		32.8%**		0.0%		0.0%
338	St Joseph's Parish School, Gladstone	C	Prov	3-7	L	1 West Terrace Gladstone 5473	DN (2011-12 Low SES)		13.0%		0.0%		0.0%

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362	St Mark's College	C	Prov	3-9	L	The Terrace Extension Port Pirie 5540	SP		19.0%		0.0%		0.0%
2612	Thomas More College	C	Metro	8-9**	L	23 Amsterdam Crescent Salisbury 5108	SP		40.2%**		0.0%		0.0%
14129	All Saints Catholic Primary School	C	Metro	3-7	N	Lot 1080 Grand Boulevard Seaford 5169	LNNP	27.2%		20.0%		0.0%	
351	Caritas College	C	Prov	3-9	N	14 Captain Cook Avenue Port Augusta West 5700	LNNP	25.5%		80.0%		28.6%	
14613	Catherine McAuley School	C	Metro	3-7	N	Woodforde Street Craigmore 5114	LNNP	24.0%		33.3%		40.0%	
15342	Christian Brothers College	C	Metro	3-9	N	126 Dunrobin Road Adelaide 5000	LNNP	12.5%		40.0%		0.0%	

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395	Dominican School	C	Metro	3-7	N	214 Wakefield Street Semaphore 5019	LNNP	15.7%		0.0%		0.0%	
26772	Nazareth Catholic College	C	Metro	3-9	N	176 Crittenden Road Findon 5023	LNNP	18.9%		0.0%		0.0%	
14130	Our Lady of Hope School	C	Metro	3-7	N	Cnr Golden Grove Way & Golden Grove Rd Greenwith 5125	SP	12.7%		0.0%		0.0%	
294	Our Lady of the River School	C	Prov	3-7	N	Verran Terrace Berri 5343	LNNP	22.9%		0.0%		0.0%	
296	Our Lady of the Visitation School	C	Metro	3-7	N	433 Victoria Road Taperoo 5017	LNNP	22.1%		0.0%		0.0%	
305	St Albert's Catholic School	C	Prov	3-7	N	Geraldton Street Loxton 5333	LNNP	11.8%		0.0%		0.0%	

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323	St James School	C	Prov	3-7	N	1 King Edward Terrace Jamestown 5491	LNNP	8.3%		0.0%		0.0%	
330	St John the Baptist Catholic School	C	Metro	3-7	N	342 Anzac Highway Plympton 5038	LNNP	9.8%		0.0%		0.0%	
339	St Joseph's School, Hectorville	C	Metro	3-7	N	30 Montacute Road Hectorville 5073	LNNP	17.2%		N/A		N/A	
340	St Joseph's School, Hindmarsh	C	Metro	3-7	N	56 Albemarle Street West Hindmarsh 5007	LNNP	21.4%		0.0%		0.0%	
352	St Joseph's School, Port Lincoln	C	Prov	3-9	N	Mortlock Terrace Port Lincoln 5606	LNNP	13.8%		0.0%		0.0%	
379	St Pius X School	C	Metro	3-7	N	8 Windsor Grove Windsor Gardens 5087	LNNP	11.8%		0.0%		0.0%	

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
2621	Holy Family Catholic School	C	Metro	3-7	N	71 Shepherdson Road Parafield Gardens 5107	SP	27.4%		100.0%		0.0%	
261	Immaculate Heart of Mary School	C	Metro	3-7	N	95 East Street Brompton 5007	SP	19.0%		0.0%		0.0%	
297	Our Lady Queen of Peace	C	Metro	3-7	N	106 Botting Street Albert Park 5014	SP	29.5%		0.0%		0.0%	
310	St Augustine's Parish School	C	Metro	3-7	N	25 Commercial Road Salisbury 5108	SP	32.7%		25.0%		20.0%	
319	St Gabriel's School	C	Metro	3-7	N	17 Whittington Street Enfield 5085	SP	31.6%		0.0%		0.0%	
335	St Joseph's School, Barmera	C	Prov	3-7	N	8 Joyce Street Barmera 5345	SP	23.3%		25.0%		0.0%	

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
353	St Joseph's School, Renmark	C	Prov	3-7	N	36 Twelfth Street Renmark 5341	SP	10.8%		0.0%		0.0%	
2624	Bethany Christian School	I	1	R-5	N	37 Countess Street Paralowie SA 5108	i. SP	24.6%		0.0%		0.0%	
4059	Calvary Lutheran School	I	1	R-7	N	5 Windsong Crt Morphett Vale SA 5162	ii. LNNP	10.0%		0.0%		0.0%	
16724	Murray lands Christian College, Murray Bridge	I	2	R-7	N	136 Adelaide Road Muray Bridge SA 5253	i. SP ii. LNNP iv. Low SES	25.7%		0.0%		0.0%	
13508	Murray lands Christian College, Strathalbyn	I	2	R-7	N	28 East Terrace Strathalbyn SA 5255	i. SP ii. LNNP	28.4%		0.0%		0.0%	

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
28557	Navigator College	I	3	R-7	N	Stamford Terrace Port Lincoln SA 5606	iii. DN	17.7%		0.0%		0.0%	
2601	Portside Christian College	I	1	R-7	N	1 Causeway Rd New Port SA 5015	ii. LNNP iv. Low SES	8.9%		0.0%		0.0%	
391	Prescott College	I	1	8-10	N	2 Koonga Ave Prospect SA 5082	i. SP ii. LNNP	27.6%		50.0%		0.0%	
2619	Southern Vales Christian College	I	1	R-7	N	140 States Road Morphett Vale SA 5162	ii. LNNP	19.8%		0.0%		0.0%	
2605	Unity College	I	2	R-7	N	45 Owl Drive Murray Bridge SA 5253	i. SP ii. LNNP iv. Low SES	20.3%		16.7%		0.0%	

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
17267	Vineyard Lutheran School	I	2	R-7	N	59 Main North Road Clare SA 5453	iii. DN	14.3%		0.0%		0.0%	
22817	Burc College	I	1	R-7	L	52-56 Wandana Avenue Gilles Plains SA 5086	i. SP ii. LNNP		25.8%		0.0%		0.0%
14586	Cedar College	I	1	R-7	L	215-233 Fosters Road Northgate SA 5085	iii. DN		9.6%		0.0%		0.0%
2622	Craigmore Christian School	I	1	R-7	L	213 Yorktown Road Craigmore SA 5114	ii. LNNP		20.5%		0.0%		0.0%
16728	Harvest Christian School	I	2	R-7	L	George Street Kadina SA 5554	i. SP ii. LNNP		33.3%		0.0%		0.0%
14133	Horizon Christian School	I	2	R-7	L	Gwy Terrace Balaklava SA 5461	ii. LNNP		19.8%		0.0%		0.0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
15696	Islamic College of SA	I	1	R-7	L	22a Cedar Avenue West Croydon SA 5008	i. SP ii. LNNP iv. Low SES		27.5%		0.0%		0.0%
268	Loxton Lutheran School	I	2	R-7	L	6 Luther Road Loxton SA 5333	ii. LNNP		8.6%		0.0%		0.0%
269	Maitland Lutheran School	I	2	R-7	L	23 Clinton Road Maitland SA 5573	iii. DN		10.9%		0.0%		0.0%
5529	Riverland Christian School	I	2	R-7	L	Distillery Road Glossop SA 5344	ii. LNNP		35.0%		0.0%		0.0%
328	St John's Lutheran School, Eudunda	I	2	R-7	L	8 Ward Street Eudunda SA 5374	ii. LNNP		9.5%		0.0%		0.0%

DEEWR ID	School name	sector	MCEETYA Geo location code	Year level targeted	Domains targeted	Address	Category	% of students in Numeracy B2B in 2011	% of students in Reading B2B in 2011	% of A&TSI students in Numeracy B2B in 2011	% of A&TSI students in Reading B2B in 2011	% of A&TSI students that did not participate	% of A&TSI students that did not participate
2629	St Martin's Lutheran College	I	2	R-7	L	2 St Martins Drive Mt Gambier SA 5290	iii. DN		19.0%		0.0%		0.0%
13279	Southern Montessori School	I	1	R-7	L	53 Galloway Road O'Sullivan Beach SA 5166	iii. DN		13.2%		0.0%		0.0%
13280	Sunrise Christian School, Whyalla	I	2	R-7	L	Cnr Lincoln Highway & Heurich Terrace Whyalla Norrie SA 5608	i. SP iv. Low SES		40.0%		0.0%		0.0%
4046	Tyndale Christian School	I	1	R-10	L	50 Fern Grove Boulevard Salisbury East SA 5109	ii. LNNP		20.1%		0.0%		0.0%
2613	Waikerie Lutheran School	I	2	R-7	L	McCutcheon Street Waikerie SA 5330	i. SP ii. LNNP		31.8%		0.0%		0.0%

Table 2 Attachment B PAT maths testing Improvement

YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-M scale score Mean	Baseline SD	End of Year PAT-M scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
3	ILN												
3	ATSI	48	24.8	16.7	30.5	14.4	5.7	77.1		10.4	8.3		43.8
3	OTHER	1,443	33.7	14.9	36.8	14.0	3.0	63.1		25.4	20.0		33.1
3	ALL	1,501	33.3	15.2	36.6	14.1	3.2	63.8	48.2	24.9	19.7	7.49	33.9
4	ILN	345	29.0	11.6	36.7	11.8	7.7	80.9		3.2	7.5		54.5
4	ATSI	84	26.6	10.4	32.8	11.2	6.2	76.2		0.0	2.4		41.7
4	OTHER	1,903	39.6	13.0	45.9	12.5	6.3	76.0		14.8	25.5		49.2
4	ALL	2,304	37.7	13.3	44.3	12.8	6.6	76.9	54.2	12.7	22.3	6.54	50.0
5	ILN	369	38.0	10.6	42.7	9.9	4.7	73.4		3.3	4.6		50.1
5	ATSI	76	38.1	13.5	43.5	10.4	5.4	76.3		5.3	3.9		56.6
YEAR LEVEL	COHORT	No. of matched	Baseline PAT-M	Baseline SD	End of Year PAT-	End of	Mean (score)	% of student	Norm reference	% of student achieving	% of student achieving	Expected mean	% of students

YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-M scale score Mean	Baseline SD	End of Year PAT-M scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
5	OTHER	1,864	46.8	12.9	50.6	11.8	3.8	68.7		14.8	17.0		45.3
5	ALL	2,288	45.2	13.0	49.2	11.9	4.0	69.5	60.4	12.7	14.7	4.94	46.2
6	ILN	474	42.6	9.7	45.8	9.1	3.2	69.2		3.6	4.6		43.9
6	ATSI	88	41.7	9.8	45.1	9.2	3.4	71.6		2.3	1.1		46.6
6	OTHER	2,035	51.2	11.6	54.1	11.0	2.9	66.5		14.8	18.5		43.0
6	ALL	2,561	49.5	11.8	52.4	11.1	3.0	67.1	63.6	12.5	15.5	4.01	43.4
7	ILN	301	44.9	7.8	49.7	8.3	4.8	79.7		1.0	4.7		56.5
7	ATSI	79	45.6	8.3	50.3	9.5	4.7	73.4		1.3	7.6		55.7
7	OTHER	2,064	54.0	11.3	58.4	10.8	4.4	75.1		16.6	28.0		56.2
7	ALL	2,421	52.7	11.3	57.2	10.9	4.5	75.5	64.4	14.3	24.7	3.31	56.2

YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-M scale score Mean	Baseline SD	End of Year PAT-M scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
8	ILN	24	48.2	10.1	52.8	8.5	4.6	79.2		8.3	8.3		70.8
8	ATSI	45	49.3	7.4	53.6	6.3	4.3	82.2		2.2	2.2		57.8
8	OTHER	802	59.0	10.7	63.2	10.9	4.3	73.7		22.4	34.2		62.6
8	ALL	866	58.3	10.8	62.5	10.9	4.3	74.4	66.6	21.1	32.0	2.11	62.7
9	ILN	31	55.4	8.8	54.8	9.8	-0.6	48.4		9.7	9.7		41.9
9	ATSI	30	57.7	8.0	56.3	9.0	-1.3	33.3		10.0	16.7		30.0
9	OTHER	390	63.2	10.9	65.9	11.2	2.7	64.4		30.5	37.4		57.7
9	ALL	443	62.5	10.8	64.7	11.4	2.3	61.6	67.4	28.2	34.8	1.20	55.1
10	ILN	21	53.9	6.6	52.1	9.7	-1.8	42.9		0.0	0.0		38.1
10	ATSI	21	51.8	9.7	54.4	7.9	2.5	57.1		4.8	4.8		52.4
10	OTHER	283	65.5	11.4	66.5	11.1	1.0	55.1		23.0	25.8		48.8
YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-M scale score Mean	Baseline SD	End of Year PAT-M scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
10	ALL	320	64.1	11.8	65.1	11.6	0.9	54.7	72.8	20.6	23.1	0.85	48.4

Table 2 PAT Reading improvement

Attachment B Table 3 PAT-Rc									Compare with year level Norm score			Compare with expected score	
YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-R scale score Mean	Baseline SD	End of Year PAT-R scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
3	ILN												43.8
3	ATSI	52	93.2	14.9	102.8	16.1	9.6	84.6		11.5	23.1		55.8
3	OTHER	1,681	102.8	15.8	109.7	14.4	6.8	74.2		31.6	47.4		43.0
3	ALL	1,760	102.5	15.9	109.4	14.5	6.9	74.4	112.1	30.8	46.5	8.70	43.5
4	ILN	385	101.2	13.0	109.9	12.3	8.7	82.3		6.5	20.5		55.6
4	ATSI	64	99.3	12.9	108.2	12.6	8.9	84.4		9.4	17.2		59.4
4	OTHER	1,704	111.6	13.1	120.7	13.1	9.1	82.7		24.0	53.8		59.2
4	ALL	2,131	109.6	13.8	118.6	13.7	9.0	82.8	120.5	20.6	47.2	6.73	58.7

										Compare with year level Norm score		Compare with expected score	
Attachment B Table 3 PAT-Rc													
YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-R scale score Mean	Baseline SD	End of Year PAT-R scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
5	ILN	292	109.2	10.7	114.7	9.1	5.6	77.4		4.8	11.0		59.9
5	ATSI	62	110.8	12.1	116.7	9.4	5.9	82.3		6.5	19.4		59.7
5	OTHER	1,721	121.1	13.7	124.5	12.0	3.4	63.6		34.6	48.2		48.0
5	ALL	2,060	119.2	14.0	123.0	12.1	3.8	66.0	125.9	29.8	42.3	4.05	50.0
6	ILN	364	114.8	8.8	118.1	9.5	3.3	68.1		5.2	13.5		54.7
6	ATSI	58	116.0	9.6	120.1	11.4	4.1	75.9		13.8	20.7		60.3
6	OTHER	1,714	125.5	12.0	129.1	11.2	3.6	67.9		40.5	54.4		55.0
6	ALL	2,118	123.5	12.2	127.1	11.7	3.6	68.3	128.7	34.0	46.8	2.85	55.2
7	ILN	316	118.9	9.6	121.1	8.2	2.2	62.3		8.2	10.4		46.2

Attachment B Table 3 PAT-Rc									Compare with year level Norm score			Compare with expected score	
YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-R scale score Mean	Baseline SD	End of Year PAT-R scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
7	ATSI	55	118.0	11.7	121.9	8.9	3.9	70.9		12.7	14.5		58.2
7	OTHER	1,764	128.5	11.6	130.6	11.8	2.1	61.5		41.2	45.4		48.9
7	ALL	2,121	126.9	11.9	129.0	11.8	2.2	61.8	131.4	35.7	39.7	1.91	48.8
8	ILN	67	120.0	7.5	123.2	7.0	3.2	67.2		3.0	4.5		61.2
8	ATSI	50	120.5	7.7	123.2	8.0	2.7	62.0		6.0	4.0		56.0
8	OTHER	586	130.4	11.2	132.6	10.6	2.2	62.6		32.1	43.2		54.8
8	ALL	696	128.8	11.3	131.2	10.7	2.3	62.9	134.8	27.7	37.1	1.36	55.3
9	ILN	45	123.0	8.2	126.5	8.5	3.5	66.7		4.4	8.9		64.4
9	ATSI	37	125.1	8.3	131.0	6.9	5.9	75.7		8.1	18.9		70.3

Attachment B Table 3 PAT-Rc									Compare with year level Norm score			Compare with expected score	
YEAR LEVEL	COHORT	No. of matched students	Baseline PAT-R scale score Mean	Baseline SD	End of Year PAT-R scale score Mean	End of Year score SD	Mean (score) growth of Cohort	% of student with positive growth	Norm reference sample scale score Mean	% of student achieving Norm Score Mean at the First sitting	% of student achieving Norm Score Mean at the Second sitting	Expected mean growth	% of students achieving expected mean growth (by year level)
9	OTHER	461	131.3	10.5	136.3	11.0	4.9	74.2		24.7	39.7		69.2
9	ALL	536	130.4	10.4	135.2	10.9	4.8	73.7	137.7	22.2	36.2	0.94	68.8
10	ILN	20	125.5	3.8	126.7	9.2	1.2	65.0		0.0	0.0		65.0
10	ATSI	16	126.6	5.1	130.9	4.6	4.3	68.8		0.0	0.0		68.8
10	OTHER	185	135.1	9.6	138.3	11.4	3.2	68.6		14.6	29.2		68.6
10	ALL	218	133.7	9.6	136.8	11.5	3.1	68.8	144.3	12.4	24.8	0.01	68.8

Table 4 shows 2008-2013 NAPLAN data for continuing LNNP schools, ie those that commenced participation in 2009.

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean scale score	389.6	390.6	397.8	397.3	395.0	391.5
	Standard deviation	83.3	81.7	81.1	86.4	88.0	79.5
	Number of students at NMS	163	141	135	147	144	147
	Number of Indigenous students at NMS	13	7	7	4	4	8
	Number of students below NMS [1]	75	51	47	49	73	53
	Number of Indigenous students below NMS [1]	6	10	4	2	4	6
	Number of students with scores	995	932	962	931	972	980
	Number of Indigenous students with scores	47	31	32	28	19	33
	Number of students absent	21	33	48	33	28	44
	Number of Indigenous students absent	0	3	3	6	1	3
	Number of students withdrawn	6	10	33	20	38	29
	Number of Indigenous students withdrawn	0	0	2	2	3	2
	Number of students exempted	11	7	17	17	19	20
	Number of Indigenous students exempted	1	0	1	4	2	2

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
Year 5 Reading	Mean scale score	470.3	474.3	471.1	466.5	468.0	482.4
	Standard deviation	76.2	73.9	77.8	77.5	76.3	64.4
	Number of students at NMS	152	171	214	163	144	134
	Number of Indigenous students at NMS	8	6	12	6	6	14
	Number of students below NMS [1]	126	80	106	122	126	42
	Number of Indigenous students below NMS [1]	13	10	5	9	7	3
	Number of students with scores	1016	983	1010	987	993	1047
	Number of Indigenous students with scores	40	30	36	26	27	36
	Number of students absent	22	32	40	23	37	35
	Number of Indigenous students absent	0	2	5	2	2	3
	Number of students withdrawn	5	6	17	12	18	32
	Number of Indigenous students withdrawn	0	0	0	1	0	1
	Number of students exempted	16	9	13	10	25	9
	Number of Indigenous students exempted	2	0	0	2	0	1
Year 7 Reading	Mean scale score	526.6	530.8	539.2	525.4	529.6	525.9
	Standard deviation	68.4	67.4	65.5	66.2	65.4	67.6

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students at NMS	185	176	144	202	172	190
	Number of Indigenous students at NMS	7	9	13	11	8	9
	Number of students below NMS [1]	67	56	42	57	73	78
	Number of Indigenous students below NMS [1]	8	4	2	3	5	9
	Number of students with scores	1063	1053	1014	1080	1137	1092
	Number of Indigenous students with scores	28	25	32	26	41	32
	Number of students absent	26	38	24	18	32	36
	Number of Indigenous students absent	1	3	1	4	2	2
	Number of students withdrawn	2	8	22	11	14	29
	Number of Indigenous students withdrawn	0	0	0	0	1	2
	Number of students exempted	5	6	7	7	16	12
	Number of Indigenous students exempted	1	0	0	0	0	2
Year 3 Numeracy	Mean scale score	378.7	366.4	382.6	374.8	375.8	372.0
	Standard deviation	64.5	70.2	70.2	63.5	65.1	62.5
	Number of students at NMS	158	259	203	241	179	155
	Number of Indigenous students at NMS	8	11	4	9	6	3

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students below NMS [1]	62	114	45	48	58	61
	Number of Indigenous students below NMS [1]	6	5	1	2	4	7
	Number of students with scores	1371	1267	1228	1193	1296	1188
	Number of Indigenous students with scores	38	32	26	38	27	29
	Number of students absent	36	48	69	62	39	39
	Number of Indigenous students absent	1	3	6	1	3	1
	Number of students withdrawn	15	12	37	40	40	49
	Number of Indigenous students withdrawn	0	0	2	3	3	3
	Number of students exempted	31	11	19	16	13	13
	Number of Indigenous students exempted	0	1	0	1	1	0
Year 5 Numeracy	Mean scale score	447.2	454.3	469.1	461.6	467.4	459.5
	Standard deviation	57.8	58.6	62.0	59.3	63.4	60.7
	Number of students at NMS	357	408	230	239	242	292
	Number of Indigenous students at NMS	11	17	8	12	11	16
	Number of students below NMS [1]	127	77	71	85	94	84
	Number of Indigenous students below NMS [1]	8	4	4	6	6	6

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students with scores	1339	1390	1336	1268	1269	1246
	Number of Indigenous students with scores	39	44	33	39	29	41
	Number of students absent	51	48	59	49	51	42
	Number of Indigenous students absent	2	2	4	3	0	1
	Number of students withdrawn	7	22	20	16	37	29
	Number of Indigenous students withdrawn	0	1	1	0	6	2
	Number of students exempted	18	18	24	11	23	10
	Number of Indigenous students exempted	0	2	0	2	1	0
Year 7 Numeracy	Mean scale score	524.8	517.8	527.0	523.4	519.9	520.8
	Standard deviation	63.0	60.2	60.6	62.1	63.5	62.1
	Number of students at NMS	316	290	226	256	292	286
	Number of Indigenous students at NMS	14	8	7	15	13	18
	Number of students below NMS [1]	39	72	40	52	57	41
	Number of Indigenous students below NMS [1]	1	6	1	6	2	2
	Number of students with scores	1307	1371	1262	1256	1307	1220
	Number of Indigenous students with scores	34	34	34	50	31	39

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students absent	58	39	35	66	56	39
	Number of Indigenous students absent	2	0	1	1	4	3
	Number of students withdrawn	6	9	16	25	28	21
	Number of Indigenous students withdrawn	0	0	2	0	1	2
	Number of students exempted	27	14	14	19	17	10
	Number of Indigenous students exempted	0	0	0	1	0	0

1. Includes exempt students