

Improving Literacy and Numeracy National Partnership

Tasmania

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

State and Territory Context

Thirty-one government schools that previously participated in the Literacy and Numeracy NP were selected to participate in the Improving Literacy and Numeracy National Partnership (ILNNP) along with twenty government schools that had a significant proportion of students in the bottom two NAPLAN bands. In total, fifty-one government schools, thirteen Catholic and fourteen independent schools participated in the ILNNP in 2013.

Improved literacy and numeracy outcomes were observed for some year levels. NAPLAN data for continuing LNNP schools, 2008-2013, tended to be higher, for mean scale score, than in previous years for Years 5 Reading, Year 7 Reading, and Year 7 Numeracy. PAT testing near the end of 2013 in government schools found improved maths outcomes in Years 7, 8 and 9, and in Catholic schools, similar patterns were observed. The participating Independent schools observed improved PIPS results in Year 1 students.

The participating schools implemented one (in some cases, two) of four approaches.

- Raising the Bar (RTB) is a statewide Department of Education program, centrally coordinated, evidence-based and well researched. The program funds extra staff to support the literacy and numeracy programs in schools and provides professional learning funding for all teachers in participating schools.
- ACTION-Maths (Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy) was a partnership between the Department of Education, Employment and Workplace Relations (DEEWR) the Tasmanian Catholic Office (TCEO) and Catholic primary schools. The ACTION project aimed to raise mathematics outcomes for all students in Catholic primary schools in the Tasmanian Archdiocese of Hobart through sustainable principal and teacher development.
- Letters and Sounds is a structured approach to teach phonics in the early years. This approach was designed to be fully compatible with the wider, language-rich curriculum in schools. The aim is to secure optimum progress in student's acquisition of phonics knowledge and skills.
- The Principals as Literacy Leaders (PALL) project was funded by the Australian Government under the Literacy and Numeracy pilots in Low SES Communities program. The project identified specific capabilities needed for principals to be effective leaders in the teaching of literacy learning in their schools.

Participating Tasmanian schools aspire to improve the performance of students who are falling behind in literacy and/or numeracy including targeted groups with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torre Strait Islander students. The focus is on building the capacity of school leaders in the teaching of literacy and numeracy to enhance teacher quality and improve student learning outcomes.

Government Sector

All government schools that participated in the ILNNP implemented Raising the Bar (RTB) and their principals participated in Principal as Literacy Leaders professional learning in 2013.

All government schools received allocations equal to:

- 0.5FTE Assistant Principal level

- 1.0FTE Teacher (for literacy and/or numeracy support)
- 2.5 days per teaching staff professional learning brokered through the department's Professional Learning Institute

Principal participation in either the Principals as Literacy Leaders program (PALL) for primary principals or the Secondary Principals as Literacy Leaders program (SPALL).

Across the state there are eleven networks of schools. In line with the Department of Education's Literacy and Numeracy Framework, each network had a Lead School and a Network Lead Teacher literacy and numeracy. The role of the Network Lead Teacher was to work across the network facilitating professional learning and 'at the shoulder' support to all schools but primarily those implementing RTB. Some schools employed Literacy and/or Numeracy coaches to further support the teachers in the classroom.

Teachers of literacy and numeracy focussed on effective evidence-based practice. This is at the core of the work of the Network Lead Teacher and is vital in building capacity of leaders and teachers in improving student outcomes. Supporting teachers in understanding and using effective evidence-based practice is the key to building and retaining excellence in the teacher workforce.

Collaborative planning is a feature of RTB schools. Together teachers:

- reflect on their teaching practice
- use assessment data to know where a student is in their learning
- understand how the curriculum framework informs their teaching and provides for rich learning opportunities
- utilise evidence-based effective teaching practices and strategies.

Catholic Sector

Participating schools in the Catholic system implemented ACTION Maths. This system-wide Numeracy Strategy includes:

- Numeracy Leadership Course for Principals and School Leaders
- Early Interview Training
- Modelled Lessons
- Professional Learning Workshops
- Co-coaching for Literacy and Numeracy
- Early Career Mentoring for Improved Literacy and Numeracy
- Data Literacy for teachers and school leaders

The model used by schools to implement their approaches to improving their identified literacy or numeracy 'problem' was based on the Helen Timperley 'Teacher Inquiry and Knowledge Cycle'.

Using the system initiated and supported project titled the 'Datawise' project as a foundational starting point, schools implemented various approaches, in response to the analysis of their literacy/Numeracy data, predominately NAPLAN, but including PAT testing and ongoing formative assessment data. The key elements of the project were principal leadership and school culture, whole-school approach, linking data with school improvement processes and system support.

Whilst all schools used the Inquiry Cycle, specific literacy and numeracy approaches were implemented, including the ACTION Maths approaches – Early Numeracy Interviews, modelled lessons, collaborative

teams, intensive and targeted professional learning and ongoing support of teachers in classrooms. In literacy, approaches included co-coaching, PL on the development of literacy blocks, running records, guided reading. Schools implemented 'Linking school targets to classroom practice' and Letters and Sounds.

Progress has been noted by principals and leaders in terms of commitment and enthusiasm for school and individual goals, and the identification of strategies to achieve goals. Teachers are more focused on specific literacy or numeracy 'problems' identified through the professional learning and follow-up support from Education Officers and the Project Officer.

Independent Sector

National and international research identified synthetic phonics as the most successful approach to the teaching of reading and spelling in the early years. It is widely recognised that diligent, concentrated and systematic teaching of phonics is central to the success of schools that achieve high standards in reading. Early Childhood, Literacy and Special Education project officers were appointed to work with participating schools implementing Letters and Sounds.

Basis for school selection

A total of 78 participating schools included 51 Government schools, 13 Catholic schools and 14 Independent schools; some schools had more than one campus. Schools were selected based upon high proportions of students in the bottom two bands on NAPLAN for reading and numeracy in Years 3, 5 and 7. A summary is provided below; see Attachment A for further details. Most participating schools has in excess of 30% of students assessed in the bottom two bands on NAPLAN, where nationally this figure is between 10%-20% depending on year level.

Location	Catholic	Government	Independent	Total
Metropolitan	6	23	4	33
Provincial	5	27	10	42
Remote	2	1		3
Total	13	51	14	78

A total of 5231 students were in Years 3, 5 and 7 in 2013 participating schools (590 Indigenous students), representing approximately 1700 per year level, hence where programs were implemented across Years 3-10, over 13,000 students were in participating schools.

Significant Highlights/Achievements

Significant achievements were noted across participating schools in a number of areas:

Teaching and learning

Many schools reported that there was a greater commitment to a whole school approach to the teaching of literacy and numeracy and the development of a common language was supporting explicit teaching.

Professional learning

Many schools reported that the professional learning opportunities provided to their staff had a positive impact on the learning outcomes of their students. Collaborative planning, sharing of resources and observing each other teaching were all successful strategies.

Data

The increased knowledge and understanding of the use of evidence-based data to inform planning has been overwhelmingly embraced in schools.

Student engagement

Many schools reported that student engagement and enjoyment of lessons had increased.

Resources

Improved resourcing in terms of appropriateness, availability and quality was reported.

Intervention

Interventions that are informed by data are more focussed on student needs.

Feedback:

- whole school focus to literacy and numeracy
- whole staff commitment to improving the literacy and numeracy results of the whole school
- common language across the whole school
- consistent best practice across the school
- dedicated literacy and numeracy teaching blocks
- explicit teaching of spelling and grammar
- increased teacher use of evidence-based data to support student's learning
- further focus on collaborative planning and teaching
- coaching, mentoring and shared demonstrations of explicit teaching in literacy and numeracy
- focus on attendance and engagement as the foundation for improved literacy and numeracy
- implementation of inquiry cycles to build classroom practice
- building teachers' professional knowledge in literacy and numeracy and data literacy thorough
- professional learning for teachers around literacy and numeracy teaching and using evidence-based data
- professional learning for principals through the Principals as Literacy Leaders (PALL) program and Secondary Principals as Secondary Leaders (SPALL) program
- building teachers assistants' knowledge of literacy and numeracy and enabling them to support the students with whom they work
- targeted reading and oral language programs

Benefits and outcomes of programs as a whole

The benefits and outcomes of the programs across the schools were noted in the following areas:

Cultural change

There was an overwhelming sense that there were attitudinal changes in both staff and students. The project brought staff together and conversations changed from behaviour related to learning related. Students were more engaged in their lessons.

Teaching and learning

The development of a whole school approach to the teaching of literacy and numeracy created greater consistency in approaches, including planning and assessment and common language. Schools reported improved teacher understanding of pedagogies and differentiated teaching methodologies.

Student outcomes

Schools reported that student outcomes were enhanced by teachers' better understanding of individual student need. Improved student self-esteem resulting from improved literacy understanding contributed to improved learning outcomes.

Data

The Inquiry Cycle approach enhanced staff participation and ownership and created a more teamed approach to meeting the needs of students using data informed approaches. Schools noted that programs facilitated a whole school focus on formative assessment, the benefits of which spread widely beyond literacy and numeracy.

Professional Learning

A crucial benefit of professional learning opportunities was the networking of teachers and schools that occurred.

Staffing

Schools reported that they were able to better utilise the services of teacher assistants and develop their understanding of literacy and numeracy support for students.

School leadership

Enabling the school leadership to be supported to focus their attention on instructional leadership was a positive in many schools.

School improvement planning

Whole school involvement in decision making enhanced staff participation and ownership of the school improvement agenda.

Feedback:

- development of a whole school approach to Spelling
- emphasis on using data to plan for individual learning
- collaboration between staff and sharing best practice
- networking between schools around Professional Learning
- developing the capacity of Teacher Assistants
- opportunities to build upon teacher's knowledge of the Australian Curriculum and teaching strategies
- accessing professional learning throughout the year as a whole staff to focus on areas of need as highlighted by school data

- improvement in the overall confidence of at risk students
- increased student engagement
- greater staff understanding of effective pedagogies
- ability to have smaller teaching groups for 2 hours a day
- expert leadership in the school
- staff to more fully participate in decision making and allow staff to drive the actions and outcomes
- additional resourcing has enabled:
 - whole school approaches
 - development of quality resources
 - teams taking responsibility for the learning of others
 - coaching and mentoring
 - team teaching
 - modelling of best practice
- establishing and sustaining school wide literacy and numeracy approaches
- greater understanding of the need to be knowledgeable about individual students' needs and target support
- conversations changed from behaviour related to learning related
- more data driven dialogue
- refined inquiry processes so that they were more effective
- increased focus on literacy across all curriculum areas
- increased leadership density enabled the principal to undertake a more effective instructional leadership role
- development of effective collaborative teams following the Timperley Inquiry Cycle
- teachers across year levels working collaboratively and sharing best practice.

Lessons learned including challenges

Lessons learned across schools were noted in the following areas:

Data

Important to have regular conversations about student data to inform planning and teaching and that better management of data enabled targeted support.

Leadership

Schools noted the importance of the principal being an instructional leader.

Staffing

Schools reported that a supportive climate and stronger relationships between staff were enhanced by opportunities to provide regular feedback and reflection.

Teaching and learning

The importance of collaboration, explicit teaching and a consistent approach to literacy and numeracy cannot be underestimated.

School improvement

Schools reported how important it is to have high expectations and maintain high standards.

Flexibility

Many schools reported that it was important to allocate specific time, space and staffing to enhance the teaching of literacy and numeracy.

Feedback:

- setting smart goals
- utilising the professional learning opportunities that are available
- utilising support staff flexibly across multiple classes by identifying highest need and opportunity for progress regardless of which class a student is in
- establishing collaborative teams and team teaching opportunities
- sharing data in collaborative teams
- ensuring explicit teaching of literacy and numeracy skills
- ensuring the reflection phase of the inquiry cycle approach incorporates reflection tools for staff and students
- providing for consistent leadership across all sectors of the school
- having high expectations
- monitor, monitor and monitor, especially the non-negotiables
- need to embed 'at the shoulder' support to enable teachers to learn from teachers
- need to intentionally plan, monitor and articulate for ongoing sustainability of gains
- need to shift the pedagogy to make the teaching more directed and targeted to individual needs
- interpretation of data is central to improving student outcomes
- empowering staff by involving them in the process of analysis
- presenting data in a manageable way so that staff are not overwhelmed
- improving whole school literacy is a slow and methodical process and there are no quick fixes if it is to be done with the long term in mind and whole school embedded practice
- having resource teachers focused on specific interventions in small groups is imperative to student learning and outcomes
- capacity building needs constant review to ensure change or improvement in practice

Challenges across the schools were noted in the following areas:

Data

Some schools noted the importance of presenting data in a timely and manageable way to teachers can be a challenge.

Staffing

Timetable changes and changes in staffing can be challenging as can the need to individualise staff training and development due to the different levels of understanding.

School improvement

Some schools noted that maintaining standards when the focus shifts can be a challenge.

Feedback:

- continuing with the extra in-class support
- changes in teaching staff or in the leadership of the school
- ensuring that all staff commit to the whole school approach and a common language
- providing the time for staff to attend professional learning
- continuing to build what has been going well while providing enough focus and resource on other areas that need addressing
- assuming that information presented is interpreted similarly by all staff
- finding time to plan as a team
- finding quality time for quality conversation
- committing to regular literacy blocks in early part of the day
- introducing too much in the first year without keeping goals small and tight
- embedding cooperative planning
- keeping the inquiry moving and focused given other demands

SECTION 2: APPROACHES

Summary of approaches used

The national partnership involved four approaches during 2013.

Approach 1 – Raising the Bar:

The Raising the Bar (RTB) strategy was employed by 51 government schools, with whole school approaches that target literacy or numeracy outcomes in Years 3-10. It is a state wide program, centrally coordinated, evidence based and well researched. It links to the department's *Learners First Strategy* and aligns with the department's Literacy and Numeracy Framework. The establishment of the eleven Network Lead Schools/Network Lead Teachers across the eleven networks of schools is positive and provides mentoring, coaching and support for literacy and numeracy.

The provision of a wide range of professional learning opportunities as well as well-designed literacy and numeracy resources assisted schools to successfully implement the strategy.

Approach 2 – Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy (ACTION)

ACTION is a partnership between the Department of Education, Employment and Workplace Relations (DEEWR), the Tasmanian Catholic Education Office (TCEO) and Catholic primary schools. It is well established that the teacher is the most significant factor in improving student outcomes. For this reason, investing in ongoing and sustainable staff development is important if pedagogy and learning is to be enhanced. The ACTION project aimed to raise mathematics outcomes for all students in Catholic primary schools in the Tasmanian Diocese through sustainable teacher development.

Approach 3 – Letters and Sounds

Clusters of schools, teachers, principals and parents within independent schools in Tasmania identified a structured approach to use when teaching phonics. This approach was designed to be fully compatible with the wider, language-rich early years curriculum experiences in these schools. The schools commenced a system-wide, consistent K–2 approach to ‘secure optimum progress in children’s acquisition of phonics knowledge and skills’. The participating schools identified the commitment to one approach to teaching phonics, by all schools, teachers and administrators, as the key to their success in improving results amongst the student cohort.

Approach 4 – The Principals as Literacy Leaders (PALL)

The PALL project was funded by the Australian Government under the Literacy and Numeracy pilots in Low SES Communities program. The project identifies specific capabilities needed for principals to be effective leaders in the teaching of reading in their schools. All participating government principals attended PALL training, involving a six workshop spaced-learning program addressing leadership, aspects of literacy pedagogy, data literacy, planning interventions, and evaluation.

Contribution of approaches towards the outcomes of:

(a) Improved government student performance in target groups in participating schools

Participating schools reported improved awareness in monitoring student performance in target groups, and some evidence improved outcomes. Schools highlighted that the use of data to inform practice was one of the most effective strategies that has improved the capability of teachers to teach literacy and numeracy, by focusing on what students know, and what is next for their learning. The explicit focus on aspects of literacy and numeracy in the approaches, such as the PALL naming the Big 6 aspects of literacy including oral language and phonological awareness, as well as attention to other aspects of student performance, such as engagement, was evident in feedback from schools in subsequent sections.

(b) Effective identification of areas needing support in participating schools and subsequent improvement, through monitoring and analysis of literacy and numeracy performance

Participating government schools reported that the use of data assisted identification of areas needing support, and that improved data accessibility and data literacy was promoted through the four approaches. Important to these approaches were leaderships and staffing, with the approaches offering staffing such as Principal Network Leaders and Network Lead Teachers who brought approaches to school with a focus on accountability and use of data to inform next steps planning.

(c) Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools

Participating schools reported improved capability and effectiveness of literacy and numeracy strategies through a focus on:

Use of data

Schools highlighted that the use of data to inform practice was one of the most effective strategies that has improved the capability of teachers to teach literacy and numeracy.

Instructional leadership

Developing the leadership density within a school was another strategy that has led to improved capability and effectiveness of literacy and numeracy teaching. The provision of extra support to enable school leaders to concentrate on instructional leadership has been very effective.

Collaboration

The greatest driver in improving teacher capacity is the ability for the teachers to work in a collaborative team and have a shared moral purpose around their work and their ongoing commitment to improve student outcomes.' Sharing good practice, having professional conversations, coaching and mentoring and observing other teachers in their classroom were all effective strategies noted by schools.

Professional learning

Overwhelmingly, schools reported that teacher and principal participation in quality professional learning improves the capability and effectiveness of literacy and numeracy teaching and instructional leadership.

Staffing

The provision of extra staff—lead teachers, mentors, coaches, project officers, teacher assistants etc. add to the effectiveness of literacy and numeracy teaching and to improved student outcomes.

Teaching and learning

Whole school approaches to literacy and numeracy, common language, blocks of time specifically for literacy and numeracy teaching, at the shoulder support, modelling and scaffolding, teaching explicit skills, providing flexible student groupings and targeting individual need all support and improve the capability and effectiveness of literacy and numeracy teaching and leads to improved student outcomes.

SECTION 3: ANALYSIS OF PERFORMANCE DATA

DEMONSTRATION OF IMPROVEMENT

Improved literacy and numeracy outcomes were observed for some year levels, however overall results were generally similar in 2013 to those in recent years. NAPLAN data for continuing LNNP schools, 2008-2013, tended to be higher, for mean scale score, than in previous years for Years 5 Reading, Year 7 Reading, and Year 7 Numeracy, with results similar to those observed in previous years at Year 3 and for Year 5 Numeracy. PAT testing near the end of 2013 in government schools found improved maths outcomes in Years 7, 8 and 9, and in Catholic schools, similar patterns were observed. The participating Independent schools observed improved PIPS results in Year 1 students.

Feedback from schools was overwhelmingly positive. Survey data indicated clear support that the approaches assisted in coordinating whole-school sustainability for building literacy and numeracy capacity, with collaborative approaches and specific conversation about curriculum, pedagogy, and the data to identify what students know. Increased volume of data collections was a reflection that some schools were now collecting and reviewing data where they had not previously, and others had expanded their collections to include additional year levels or include additional areas such as reading, mathematics, phonics and spelling.

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).

Local Measure for Approaches 1, 2 and 4 – PAT data:

Participating government schools (Approaches 1 and 4) and Catholic schools (Approach 2) administered PAT tests for Reading and/or Mathematics. In both cases, performance reporting had an agreed measure of the proportion of students with results in Stanine 4 or above.

A summary of data is tabulated in Attachment B.

A range of government schools provided additional baseline data Term 1 2013 (or end of 2012). Previously the baseline data included 5011 Mathematics and 7043 Reading assessments, and was revised to 6161 Mathematics and 7790 Reading assessments. The overall proportions of assessments at Stanine 4 or above remained at 46% of Mathematics assessments and 62% of Reading assessments. At the end of 2013, the overall proportions of assessments at Stanine 4 or above remained similar, at 45% of Mathematics assessments and 60% of Reading assessments. Slightly improved proportions were observed:

- for Mathematics secondary years, with Year 7 (42%↑48%), Year 8 (41%↑47%) and Year 9 (46%↑52%), and
- for selected year levels for Reading, with Year 6 (60%↑66%) and Year 9 (56%↑59%).
- Data from participating Catholic schools tended to show similar results.

It is important to note that these results indicate year level normal growth from the end of 2012 to the end of 2013, with the stanine expected increasing by a year level accordingly: for example, a student in Year 7 in 2014 was compared to the Year 6 norm for the end of 2012 and the Year 7 norm for the end of 2013. In particular, had the bulk of data been collected for Year 7 students at the start of 2014 and normed against Year 7 students, the baseline data would have been markedly lower.

Some declines occurred at Year 10 for both Mathematics (51%↓46%) and Reading (66%↓55%); it is suspected that motivation of these students at the end of high school may have affected these results. For Year 3 Mathematics (63%↓43%), results are likely due to overestimates of the baseline result, where students were tested in late 2012 on PAT Maths Test A and normed against Year 2 students; had these students been offered PAT Maths Test 1, it is likely baseline performance would have been markedly lower, due to the accessibility of these tests being very sensitive to short-term curriculum exposure and small age differences when comparing to defined norms.

Local Measure for Approach 3 – Letters and Sounds:

Independent participating schools monitored the proportion of students making improvement in the local measure (PIPS data) for students from October 2012 assessment to October 2013 assessment as per approval by DEEWR. PIPS Australia reports show results for each Prep student tested, as detailed in <http://www.education.uwa.edu.au/pips/current/feedback/final>. Individual student names were used to track students through to October 2013.

Data for participating Independent schools are presented in Attachment B. Baseline data submitted included 166 Year 1 students, however, by end of Year 1, only 154 were still enrolled in participating

schools and assessed, creating a revised baseline dataset with 93.5% meeting a minimal expected standard, and 76.6% meeting a higher standard.

Of these 154 students, in the second assessment, all achieved a higher raw score, with 98.7% now meeting the minimal standard and 94.8% meeting the higher standard. A similar proportion, 94.2%, was considered to have made adequate progress: there was 1 student (0.7%) who improved from 116 to 118, achieving the higher standard, however not making adequate progress.

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).

A summary of data is tabulated in Attachment C. Government school cohorts of about 100 Aboriginal and Torres Strait Islander students were assessed at each year level, and data from Catholic schools were aggregated across year levels due to smaller numbers. Caution should be exercised not to over-interpret results based on smaller numbers of students.

At the end of 2013, the overall proportions of assessments at Stanine 4 or above was 33% of Mathematics assessments and 47% of Reading assessments, very similar to the baseline data. As for the entire student population, slightly improved proportions were observed:

- for Mathematics secondary years, with Year 7 (25%↑34%), Year 8 (32%↑36%) and Year 9 (29%↑31%), and
- for selected year levels for Reading, with Year 6 (47%↑51%) and Year 7 (52%↑57%).

It is important to note that these results indicate year level normal growth from the end of 2012 to the end of 2013, with the stanine expected increasing by a year level accordingly.

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

NAPLAN data for continuing LNNP schools, 2008-2013

NAPLAN data for participating ILNNP schools are presented in Attachment D. Data relates only to those schools that commenced participation in the LNNP from 2009 onwards. Outcomes tended to be higher, for mean scale score, than in previous years for Years 5 Reading, Year 7 Reading, and Year 7 Numeracy, with results similar to those observed in previous years at Year 3 and for Year 5 Numeracy.

Participation rates remained high at Years 3 and 5, with absenteeism between 2-4% and exemption at about 2%, and at Year 7, there was a slight reduction in absenteeism for Reading from 2011 and 2012.

The proportion of students at or below NMS remained relatively constant, with proportions in Years 3 and 7 in 2013 always between the values of 2011 and 2012; in Year 5, proportions in 2013 were slightly higher than in 2012, but similar to the overall range for 2008-2012.

There were small numbers of Indigenous students, and the proportion of students at or below NMS remained relatively constant, with Year 3 showing some evidence of reduced numbers at or below NMS for both reading and numeracy.

Local Measure (vi)

Local school level data collection measures

Many participating schools already had developed practices for school level data collection to monitor literacy and numeracy using assessment tools such as PAT testing, however some schools were new to such collection of data, and others expanded their existing collections.

Of the 51 participating government schools, 43 had collected PAT data previously in 2012 and eight were new to this type of data collection to monitor literacy and numeracy in 2013.

PAT is mandated for all Catholic schools in Tasmania.

Several independent schools were new to PIPS in 2013.

Importantly, government schools had the option to monitor either reading or numeracy data, yet some schools expanded their data collection for PAT Reading only in 2012 to include PAT Mathematics in 2013, and some expanded testing to include more year levels than previously. This is reflected in the revised additional baseline data tabled in Attachment B.

The effectiveness of these data collection is a strong theme of school feedback in later sections, where conversations across staff were fostered through discussion of student assessment data. This is also evident in some of the commentary provided by schools in Section 4 Showcases.

Local Measure (vii)

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

All four approaches involved staff professional learning around dimensions of literacy and numeracy planning, pedagogy, assessment practices and interpreting student outcomes data. Feedback from staff, documented in the following sections, exemplifies this.

Government Sector

Principals and teachers implementing Raising the Bar participated in a number of professional learning programs facilitated by the department's Professional Learning Institute.

Peter Sullivan Numeracy Initiative—a six day spaced learning and in-context inquiry delivered by Professor Peter Sullivan commenced March 2013 – 20 participating schools

Literacy for Learning Program—designed to equip participants with the skills to lead other teachers in building the capacity for explicit and systematic teaching of literacy in all learning areas – 2013: PALL, Principals 44 + PNLs 11; SPALL, Principals 36 + PNLs 11;

Network Inquiries—involves a submission process for networks to undertake Literacy and Numeracy Inquiry – 17 submissions approved and funded.

Working with Data—a two-staged program; using the NAPLAN Toolkit to support school leaders in maximising their use of the data; and using data to inform school improvement planning through a collaborative inquiry approach for classroom teachers and leaders. – 1st Session 203; 2nd Session 197

Supporting Literacy and Numeracy Success—forty-nine ILLNP schools participated in unpacking this resource over the course of the year. At each session there were between 30–60 participants.

Each Network Lead Teacher facilitated professional learning sessions within their networks. Examples include:

- Collaborative Inquiry: Scaffolding the key ideas and strategies in number—68 teacher participants from five schools.
- Early Years Collaboration—unpacking the Early Years Learning Framework and outcomes in relation to literacy and numeracy—seven teacher participants from 3 schools.
- Spelling Strategies—a whole school approach—in-depth professional learning and development of strategies at Huonville High School—all staff.
- Formative Assessment—Snug Primary School—all staff.
- Development and implementation of a whole school literacy plan—Yolla District High School—all staff.
- Oral Language within literacy programs—Primary and secondary teachers, speech and language pathologists and teacher assistants.
- Focus Group Years 5–8 interrogating NAPLAN—Parklands High School Cluster Schools.

Schools also implemented approaches within their own schools around developing a whole school approach to literacy and numeracy teaching and learning, collaboration, using data effectively, explicit teaching of literacy and numeracy and coaching and mentoring.

Feedback from principals and teachers included:

“Monitoring Meetings were used to look at individual student's progress and what could be done to support them. Practice Analysis was used to build teacher capacity in areas of focus. Observing other teachers carry out best practice was also great to improve teacher capability and the effectiveness of literacy teaching.”

“Using colleague expertise has been one of the major factors to building the capability and effectiveness of literacy teaching. Using our Assistant Principal's expertise in literacy has helped us to develop programs in literacy areas.”

“Having individualised spelling programs throughout the school has helped students reach better potential with spelling and has shown teachers how important it is for spelling to be done daily.”

“The use of our Reading to Learn program has shown teachers how to combine and integrate literacy, i.e. comprehension with vocabulary development.”

“The Principal and AP worked with staff to collect and analyse data in a formative way. We then introduced all staff to the concept of regular assessments and data collection. We then looked at whole school data collection and making it consistent, easy to access, do and interpret.”

“Staff have worked in collaborative teams based in Middle and Senior School. Leadership across the teams has been shared. Resources such as the NAPLAN Toolkit, PAT testing and internal rubrics have been used to gain data sources for teaching. The NAPLAN toolkit and the department's Literacy and Numeracy Framework have been used to inform explicit planning.”

“Staff professional learning has been delivered on literacy and numeracy priorities relating to Whole School Approach in Genre. Additional professional learning has connected to building staff expertise in delivering the Inquiry Cycles.”

“The greatest driver in improving teacher capacity is the ability for the teachers to work in a collaborative team and have a shared moral purpose around their work and their ongoing commitment to improve student outcomes.”

“Collaborative planning teams (once a week), the use of a literacy coach linked to Professional Development Plans, the principal sharing PALL resources, (using data to inform practice, increased accountability (e.g. Running Records taken every term), coaching and modelling by the lead teacher, inter/intra class visits, (teachers rate these highly effective), literacy focus in team meetings and adherence to the assessment and monitoring schedule which in turn is linked to the literacy support program all contributed to the improving the capability and effectiveness of literacy teaching.”

“The Literacy lead teacher supported best practice and development of classroom pedagogy.”

“Sharing in whole school staff meetings and input into inquiry cycles was highly effective.”

“We improved the capability and effectiveness of our teaching by providing Professional Learning throughout the year based on student/teacher needs. There was also mentoring and coaching of early career teachers with literacy support teachers providing at the shoulder support and modelling of strategies. Identified teachers attended a reading and writing workshop run by Literacy Solutions. The principal attended the PALL professional learning and shared strategies with staff.”

“Effective approaches have included embedded planning time during the day, structured collaborative teams, dedicated curriculum leader, dedicated inquiry leader, dedicated literacy support teacher, embedded focus group time at least three times a week, school wide focus on teaching and learning, dedicated staff meeting time to model and discuss explicit teaching practices.”

“Triads – an in-school coaching model where staff worked in groups of three, observing and providing feedback to each other on a regular basis. This allowed everyone to be observed and also allowed everyone to practice reflective conversations and planning conversations.”

“The How Language Works inquiry was initially used for English teachers to build their understanding of functional grammar and its relationship to improved student writing outcomes. It is now being used systematically as part of the reading program too. Plans are in place for in 2014 to deliver professional learning to all staff around aspects of this inquiry in order to improve sentence structure, punctuation and cohesion in student writing across the school.”

Catholic Sector

The approach used in the Catholic sector to improve the capability and effectiveness of Literacy/Numeracy teaching included intensive professional learning at the system level. Workshops were held on a regular basis for leaders and teachers involved in the project. The focus of the workshops was to develop leaders' and teachers' understanding of the Inquiry Cycle' (Helen Timperley) as a means of improving learning outcomes. Leaders and teachers were upskilled in the analysis of data, through the lens of the Inquiry Cycle.

Professional learning was targeted specifically to address the 'learning problem' identified by leaders and teachers together. Professional learning included Early Numeracy Interview training, data literacy, data conversations, Letters and Sounds, modelled lessons, developing literacy blocks, guided reading, running records etc., depending on school identified need.

Feedback as to the effectiveness of the initiatives undertaken through this NP was sought through consultation with all participating teachers and principals.

Feedback from principals and teachers included:

"As a result of this project, what was general has now become specific. It is the drilling down that is the biggest difference from this experience."

"In regards to the goal our school set [it was in] spelling, we identified the need through some of our PAT and NAPLAN data."

"I think the way we plan as a whole school is much more goal focused and certainly more data focused."

"We are just writing our annual goals as everyone is and instead of oh we've got this feeling that it should be this, now we saying...where is the data to back that up? We've got evidence to present to staff...instead of it just being a feeling of consensus that this is what it should be."

Independent Sector

Schools implementing the Letters and Sounds program reported increased capability and effectiveness of literacy teaching in the early years.

"It has improved the level of reading and comprehension with focussed practices and targeted students."

"All the students improved in their reading and spelling skills. It provided the teachers with a wider range of resources and engaging activities."

"A total of twelve students have participated in the program this year. Four of those have completed the program and a further three are expected to before the end of the school year. One student left the program early and one has continued on to MULTILit Extended. All students who began in the pilot program last year have completed the program successfully and teachers report that they are using the skills gained in reading and spelling in everyday class work."

"The implementation of Letters & Sounds Phase 1 in Kinder has provided a solid grounding in Phonemic Awareness."

"The students within each program have greatly improved in understanding phonetics, word attack skills, reading, writing, spelling and recount."

"Teachers who are using letters and Sounds love the program and find it so easy to follow. One parent volunteers every fortnight to come in and make resources for Letters and Sounds."

"We are enthusiastic to continue the program and to build up our resources as we can see the benefits for our teachers and more importantly, our students."

Local Measure (viii)

Feedback from staff

Feedback from staff for Approaches 1 and 4:

Government schools participating in the ILNNP in 2013 were surveyed to reflect on their participation. Of the 45 responses obtained, there was high agreement to most statements in relation to improving teacher capacity, particularly in relation to collaborative practice (f), planning (d) and evidence-based literacy and numeracy teaching strategies (e).

During 2013, as a consequence of your school's involvement in the program, to what extent has your staff improved	1 To a great extent	2 To a moderate extent	3 To a slight extent	4 Not at all
a. overall capability and effectiveness of literacy and/or numeracy teaching	37.8%	57.8%	4.4%	0.0%
b. ability to use data effectively to diagnose student needs in literacy and numeracy, at individual, class and whole-school levels	42.2%	53.3%	4.4%	0.0%
c. ability to use data to effectively monitor and evaluate student progress	40.0%	53.3%	6.7%	0.0%
d. planning for literacy and numeracy	53.3%	44.4%	2.2%	0.0%
e. evidence-based literacy and numeracy teaching strategies	51.1%	42.2%	6.7%	0.0%
f. collaborative practice	60.0%	35.6%	4.4%	0.0%
g. use of student-centred approaches and interventions	42.2%	42.2%	15.6%	0.0%
h. conditions for learning literacy and numeracy, such as ensuring the classroom environment promotes literacy and numeracy learning	48.9%	46.7%	4.4%	0.0%

A range of responses identified achievements and benefits including collaborative approaches to teaching, and increased confidence in using data.

The Inquiry cycle approach has enhanced staff participation and ownership, created a more teamed approach to meeting the needs of students using data informed approaches.

the success of the collaborative team approach to taking PL and translating it into classroom practice. This included the development of the capacity to plan together, teach together, demonstrate and observe with colleagues.

The cognitive caching work has a prominent place in the school. There is an atmosphere of continuous improvement, a sharing of strategies and a heightened awareness of the need to explicitly address literacy and numeracy gaps in student knowledge through formative assessment'

As teachers become more able to effectively use data the teaching programs have become more targeted and relevant to student outcomes

Feedback from staff for Approach 2 – ACTION Maths

Feedback indicated that in many instances the whole school focus has led to the development of whole school SMART goals and whole school targets around approaches to improving literacy and numeracy.

The feedback identified that during 2013 examination of the data often occurred with the whole staff which has led to a collective sense of responsibility. In the past, data analysis was undertaken by the leadership team. Through the process of engaging all staff, a greater ownership and commitment to the whole school focus has been achieved.

“We found that the data at our school was a really good way of getting everyone on board and taking ownership, so building that collective understanding that we need to do something about this, it is actually really serious.”

“It is about interrogating the data for themselves rather than giving them the overview they don’t see as theirs.”

“And I think while I understood the importance of data, it was the way I went about supporting schools and teachers to understand and unpack the data that has changed. So rather than telling them, it is about inviting them to analyse it.”

In the feedback from teachers and leaders, there were frequent references to changes in teachers’ mindsets about student learning. In many instances teachers have accepted their accountability for student learning and recognised that their teaching is impacting student learning. Professional dialogue increased as a result of the project. The increase in professional dialogue has built trust among teachers and a willingness to take a risk by being open with each other

“It’s given us a real opportunity to change the headspace of being accountable to the principal, to build up accountability [to the kids]. We all own this.”

“There has been a big mind shift change in our school that teaching [has an] impact on student learning which sounds really funny. When we had our first meeting I got the feeling that some of the teachers thought it didn’t really matter who was in their class, we would get the same results. It was really down to the students. It didn’t really matter because Johnny is not very good at this or that group has always been ordinary. I wouldn’t say we were at the stage where teachers are really thinking it is about my impact but I’d say we are certainly headed that way.”

“The teachers are keen and motivated and there is conversation starting to happen around numeracy and having other people come into their classrooms and asking questions of each other. It has really opened up the dialogue about how we can improve.”

“Teachers are becoming less threatened in admitting things aren’t going right, sometimes they need someone’s help...they are asking for help, doing more of that. Not trying to be perfect all the time.”

“It has empowered teachers to say we are not doing that very well and that is okay and this is what we need to do next to achieve it. So teachers are now more confident to say ‘I don’t know how to teach that.’ I think that is really very empowering for teachers.”

The work done in this project highlighted the need to align structures and organisational support to improve student learning. Principals acknowledged the need to provide staff with the resources, training, mentoring and support to help them accomplish what they have been asked to do.

As a consequence, a wide range of supports were provided at the school level including: professional learning support, support around data analysis, in class observations and feedback to name just a few. On occasions these supports were provided from the Education Officers.

Building pedagogical content knowledge is crucial to improvement in student outcomes. Schools reported providing a broader range of supports for professional learning than in the past. The range of supports included: modelled lessons and observing other teachers' practice. These practices were introduced alongside the traditional workshop model. Some of this support was provided by the Education Officers.

Feedback from staff for Approach 3 – Letters and Sounds:

Independent schools participating in the ILNNP in 2013 were surveyed to reflect on their participation. Of the 13 responses obtained, there was high agreement to most statements in relation to improving capacity for teaching literacy and numeracy.

During 2013, as a consequence of your school's involvement in the program, to what extent has your staff improved	1 To a great extent	2 To a moderate extent	3 To a slight extent	4 Not at all
a. overall capability and effectiveness of literacy and/or numeracy teaching	54%	38%	8%	0%
b. ability to use data effectively to diagnose student needs in literacy and numeracy, at individual, class and whole-school levels	54%	38%	8%	0%
c. ability to use data to effectively monitor and evaluate student progress	54%	38%	8%	0%
d. planning for literacy and numeracy	54%	38%	8%	0%
e. evidence-based literacy and numeracy teaching strategies	38%	46%	15%	0%
f. collaborative practice	46%	38%	8%	8%
g. use of student-centred approaches and interventions	54%	23%	23%	0%

A range of responses identified achievements and benefits including collaborative approaches to teaching, and increased confidence in using data.

“The Letters & Sounds program is worthwhile promoting and sustaining. It is very comprehensive and a quality program to develop students' literacy skills. The scope and sequence has been carefully developed commencing at Phase one, with the foundation of phonemic awareness skill development. It provides a unified approach K-2. There is so much available to support the program - resources both commercial and free on-line to support Teachers implementing the program.”

“Teachers who are using letters and Sounds love the program and find it so easy to follow. One parent volunteers every fortnight to come in and make resources for Letters and Sounds.”

“There were more shared conversations between staff around the shared understanding of students learning in Letters and Sounds. There was a sharing of resources and ideas. There was opportunity for some peer tutoring between staff members. I have a better understanding of where the students are at and what support they may require to assist their learning.”

[Benefit:] “It would be the teachers in the upper Grades noticing a clear development (change) in student ability and engagement in their learning. Students, who in the past have struggled, are getting excited about their learning and taking risks with their writing. It was a whole school approach that ensured consistency for the students regardless of the class that they were working in. Teachers and teacher assistants were able to have conversations with a shared understanding of the students’ learning and progress. Parents were able to pick up on their child’s needs and work with them.”

“Student reading has improved both in degrees of difficulty, understanding the content and fluency. In maths the students have begun to understand concepts more easily by using concrete objects to help with certain mathematical questions. Record keeping is efficient and it is easy to ensure the students’ needs are met as the areas of difficulty can be clearly seen.”

SECTION 4: SHOWCASES

SHOWCASE 1

School name	Reece High School
DEEWR school ID	6601
Suburb	Devonport
State/Territory	Tasmania
Sector	Government
School type	Secondary
ARIA categories	Inner Regional
2013 enrolments	551
Number of Aboriginal and Torres Strait Islander students	8
Number of students with a language background other than English	2
2012 student attendance rate	89%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	Yes

School Background

Reece High School Tasmania was built in 1955, but destroyed by fire in 2000, reopening as a school for the 21st century in 2003. The new school was built around a vision developed through extensive consultation, creating a community school focused on building strong partnerships with families. The school delivers a rich curriculum through inter-disciplinary contexts supported by intensive focused learning in English and Maths, academic and vocational pathways.

Reece High School is situated in Devonport, on the North West Coast of Tasmania. Enrolment in 2012 was 551 students, 8% of whom identify as Aboriginal. The school has an ICSEA of 918 with 85% of parent income below the 50 percentile. The attendance rate for 2012 was 89%, a drop from the year before.

In 2013 Reece High had 48 teaching staff, 12 Teacher Assistants and 20 non-teaching staff. The school philosophy is based on 3 R's; Relationships, Relevance and Rigour. Classes have been structured so that all children have one Principal teacher who is responsible for their pastoral care as well as their academic program.

ILNNP Approach

The school believes that the improvement in literacy (and numeracy) results depends not on providing extra teachers or programs but on developing the capacity of all teachers to do the best teaching possible. A whole school approach was adopted based on research and professional learning. It was felt that teachers needed to make learning explicit, check that students have understood the learning, collect and analyse evidence and receive feedback on their teaching.

The implementation of a professional learning plan based on collegial practices and action research has been in operation throughout the 2013 school year.

Implementation

The plan involved the creation of Collaborative Learning Communities (CLC) based around teams of 6-8 to which all staff (48) members belong. Core teachers have a 100 minute timetabled session per week whilst other staff meet fortnightly for 60 minutes. The focus has been on developing understanding around formative assessment, feedback, differentiation and task design. The context for this learning has been the teaching of Literacy. These Collaborative Learning Communities are led by the 0.5 Assistant Principal, 1.0 Literacy Teacher and other team leaders including the Principal. This team meets regularly to review goals and assess progress.

This focus on teacher effectiveness is inclusive in nature and is improving our teacher's capacity to plan and teach all students in the class.

Throughout the year it was made clear to staff that this time was quarantined for teacher learning and all staff would attend. Throughout the CLCs best practice planning and teaching was modelled by the facilitators. The sessions operated on a three week cycle;

Professional Learning – new information delivered and a plan of action developed

Teaching strategies were trialled in classrooms and reported back at the next session

Teaching strategies were embedded in unit and teacher planning

Key Learning Intentions, formative assessment, differentiation and task design

Literacy demands of tasks (SPALL)

Feedback; teacher to student, teacher to teacher

Data analysis

Over the course of the year there were 4 main foci

- Reflections from staff were wholeheartedly positive about the CLCs with 95% staff talking positively about the experience and the take-up of ideas and use teaching strategies evident in classrooms.
- The main challenges that arose through the year were:
- The different levels of understanding that teachers brought to the CLCs
- The levels of teacher literacy impacted, at times, on the effectiveness of the strategies used

Planning time was incorporated into the CLCs after feedback from staff at the end of Term 1 indicated that this was needed to embed the learning undertaken.

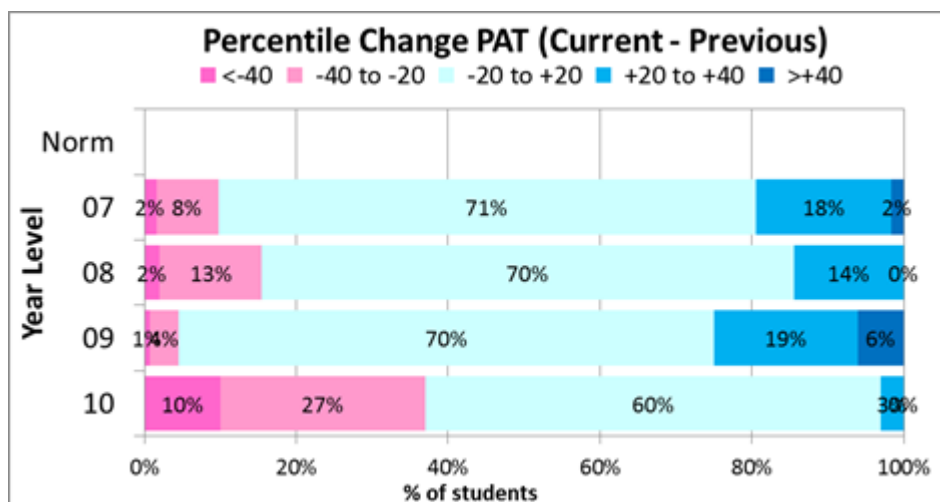
Health and Physical Education (HPE) and Options staff needed to spend significant time in documenting their curriculum before opportunities for literacy teacher could be identified.

Progress/Outcomes

Early indications are that the work done by teachers is impacting on student outcomes.

In the recent student satisfaction survey 96% students agreed that teachers expected them to do their best with 77% agreeing that teachers provided them with useful feedback.

Grade 7-9 PAT testing results suggest higher results by end of 2013 than in previous PAT testing, as shown below. For Year 10, there is a bit of drop off – this will be reviewed, but we suspect for those students about to leave school, there may be been lowered motivation and engagement on a testing.



Australian Curriculum

Quantitative data is based upon end of 2103 reporting. From looking at the spread of results in English Reece High is out performing 'Like Schools' within Tasmania most notably the proportion of students achieving 'B' or 'A' at 32%, is higher than 18 % across like schools.

Sector	Subject	NA	E	D	C	B	A
Reece High	English	4%	7%	17%	40%	25%	7%
Like School	English	6%	6%	27%	43%	16%	2%

SHOWCASE 2

School name	Ravenswood Heights Primary School
DEEWR school ID	6596
Suburb	Ravenswood, Launceston
State/Territory	Tasmania
Sector	Government
School type	Primary
ARIA categories	Regional
2013 enrolments	286
Number of Aboriginal and Torres Strait Islander students	14
Number of students with a language background other than English	0
2012 student attendance rate	93%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	Yes

School Background

Our Students:

Kindergarten 47

Prep – 6 239

Ravenswood Heights is four kilometres east of Launceston's CBD and is primarily a residential suburb, with a significant percentage of Housing Services residents. Ravenswood community has an ICSEA rating of 891, with a significant percentage of housing service residents. There are a high percentage of single parent families with low income and low employment rate.

The school has a significant number of students who acknowledge their Aboriginality. The school has students with significant disabilities and additional needs who receive support through the Student with Disabilities Register and High and Additional Needs Funding. There are also a high number of students who receive STAS (Student Assistance Scheme) funding.

Ravenswood caters for children from birth to Year 6. In collaboration with the adjacent Child and Family Centre, children from birth to 4 years are engaged in early learning programs. Ravenswood Heights Primary School is the only primary school in the local community with children attending secondary school outside the local community.

ILNNP Approach

Focus on Numeracy Outcomes

During 2013, Ravenswood Primary School with support from the literacy Network Lead Teacher has engaged in a year-long inquiry aimed at developing a whole school approach to the teaching of Number directly focused on improving student numeracy outcomes. The elements that have enabled this professional learning support to be effective are:

- The use of data and evidence to identify specific priorities and needs as outlined in the Mathematics Strategic Plan
- The commitment of the Principal through every stage of the process closely working alongside the Network Lead Teacher
- The establishment and utilisation of a collaborative planning model
- The inquiry was based on the Four Key Actions as outlined in the 'Supporting Literacy and Numeracy Success' document
- The empowerment of local capacity

The most powerful planning is achieved when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs and work together to evaluate the impact of their planning on student outcomes.

Implementation

Change came about through the collaborative nature of the inquiry and the ongoing support enabled by the commitment of the leadership team. The process has been based on constant evaluation at all stages of the process – planning, acting, observing and reflecting. The process has been school based and directly relevant to the daily work of teachers. The inquiry will influence the processes for improvement in other curriculum areas.

Progress/Outcomes

We have seen growth in a number of key areas.

- NAPLAN data
- anecdotal evidence collected from students demonstrates a higher ability to verbalise their learning
- developed whole school approaches to the teaching of Number using First Steps resource to support the Australian Curriculum
- created a sequential and cohesive whole school plan for the implementation of Number that has been developed and owned by staff
- focused on number as the Mathematics priority for supported numeracy blocks with an emphasis on explicitly teaching strategies for problem solving, mental computation and basic number facts
- built a whole school approach to the teaching of mental computation strategies through a collaborative planning model
- used student achievement data in collaborative planning sessions to inform whole school, class, small group and individual planning

It is anticipated that this collaborative planning cycle is embedded and is sustainable.

SHOWCASE 3

School name	Northern Christian School (NCS)
DEEWR school ID	77392
Suburb	Bridgewater
State/Territory	Tasmania
Sector	Independent
School type	Primary
ARIA categories	Outer Regional
2013 enrolments	106
Number of Aboriginal and Torres Strait Islander students	11
Number of students with a language background other than English	0
2012 student attendance rate	94.3%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	Yes

School Background

Northern Christian School (NCS) is located at Bridgewater, in the Northern Suburbs of Hobart. This is a Low SES area with a disproportionate percent of unemployed and dysfunctional families who require a high level of support from many services, including schools. Currently there are 106 Kindergarten to Year 6 students at the school who are drawn from Bridgewater, Gagebrook, Brighton and New Norfolk. Additionally, there are some students from the Glenorchy Municipality. Thirteen students receive funding for special needs. Issues being addressed at NCS include student attendance, student literacy and numeracy levels (by building teacher capacity) and student behavior and student engagement in learning.

LNNP Approach

Approaches being implemented to improve capability and effectiveness of literacy teaching include at NCS - professional learning opportunities and in-school support, the modeling of best practice, professional conversation, and collegial sharing of practical strategies and resources to support literacy learning. Programs supported by LNNP, LNNP, and Low SES PN at NCS include PIPS, MULTILIT, PALL, PPD, Letters and Sounds – see details below.

Performance Indicators in Primary Schools (PIPS)

This early years assessment targets skills in early reading, phonics and numeracy skills of students in their first year of school. At NCS the PIPS data is used to identify, as early as possible, students who may need extra support or enrichment. The PIPS data helps teachers plan appropriate learning experiences for every child in the class and the PIPS report informs parents of student progress. The data also assists in identifying specific professional learning needs and highlights requirements related to the provision of physical and financial resources.

Making Up for Lost Time in Literacy (MULTILIT)

MULTILIT is used as an intervention for those students whose reading ages are not commensurate with their chronological ages. Developed by Macquarie University's Research Unit, MULTILIT caters for students who have not acquired the basic skills required to become functional readers. Replicated research confirms that children who have failed to learn to read in the first few years of schooling need intensive, systematic reading instruction if they are not to fall further behind, or even become 'non-readers'.

Principal as Leaders of Literacy

(PALL) professional learning focuses directly on enhancing and developing capacity of principals to lead and support literacy development in schools. Enhanced by the capacity of the facilitators, and with the level collegial support now established across the group, PALL has proved to be a successful literacy, professional learning opportunity. Participants in PALL represent a diverse cross section of independent schools. The principal of NCS values the opportunity for learning provided by participation in PALL.

Literacy Networks Meetings for early years teachers.

Established in the north and south of the state, the Literacy Networks Meetings have been offered once each term. Feedback from teachers demonstrates growing confidence and competence as well as genuine enthusiasm reflected in skills gained from participation in these PL opportunities, supported through ILNNP. Staff from NCS have reliably participated and contributed to the network meetings.

Letters and Sounds (L &S)

The diligent, concentrated and systematic teaching of phonics is central to the success of schools that achieve high standards in reading. Both national and international research has identified synthetic phonics as the most successful approach to the teaching of reading and spelling. The *Letters and Sounds* resource provides a structured program that teaches high quality phonics. It is fully compatible with the wider, language-rich Early Years Learning Framework (EYLF).

Implementation

Early Childhood, Literacy and Special Education project officers were appointed to work with NCS and all schools assisted through ILNNP. Support was provided at individual school level as well as to all schools collectively and regionally.

1. Initial training in **Letters and Sounds** was provided to the staff of NCS in 2011. This PL was followed up with in-school support at NCS and regional network meetings were established to provide access to professional dialogue, information and networking opportunities.

Professional learning and in-school support with the implementation of the *Early Years Learning Framework* (EYLF) was added to the agenda for support at NCS. This early childhood resource aligns with Letter & Sounds and supports the Kindergarten to Year 2 approach for ILNNP, that is, to secure optimum progress in children's acquisition of literacy skills.

2. With support from Tasmania's Department of Education – Education Performance Service (EPS), the necessary adjustments were made to ensure data was able to be collected using **Performance Indicators in Primary Schools (PIPS)** as the measure for this early childhood target cohort. At NCS all Prep and Grade One students participated in the PIPS testing administered in March and October 2012 -2013. Prep

students attending NCS have been tested using PIPS since 2010. Following the first round of **PIPS** testing, early childhood teachers have been supported to better utilize objective data to complement other forms of assessment when planning for improving learning outcomes for young children. Pleasing results measuring development in literacy have been noted in the PIPS data collected in 3013.

3. NCS staff is trained to deliver the **MULTILIT Reading Tutor System** to those students whose reading ages are not commensurate with their chronological ages. Realizing the importance of early intervention, priority is given to students in the lower grades. The MULITLIT target population is any student from Term three of Year One and upwards, whose reading levels indicate that he or she is falling behind expected outcomes in reading. Students are identified as requiring support by routine classroom and standardized testing such as the PM Assess and PAT Reading. Students 'at risk' are further assessed using the Neale Analysis to determine their level of need for the MULTILIT program. At NCS the MULTILIT reports are issued with school reports. Documentation of pre and post testing is recorded diligently and used for future planning and measurement of progress in learning.

4. The two key design components of **Principals as Literacy Leaders (PALL)** are mentoring support for principals, and a program of **Principals Professional Development (PPD/ ITQ NP)**. The Principal of NCS has been supported to participate in both PALL and PPD.

a). **PALL** professional learning has a direct focus on enhancing and developing the principal's capacity to lead literacy in their school. Learning through the PALL program links to the National Professional Standards for Principals. For NCS, PALL has encouraged professional dialogue, enabled principal networking and provided a sound understanding of the developmental nature of literacy teaching and learning.

b). **PPD** provided the principal of NCS with opportunity to access a world-class professional development opportunity aimed to inform and empower educational leaders with essential skills to manage and encourage innovation and continuous improvement. NCS's principal was one of six experienced leaders from independent schools in Tasmania to be funded to participate in *The Breakthrough Coach – Malachi Pancoast* training opportunity. By developing managerial skills, the participant's ability to provide focused and effective instructional leadership has been enhanced. Following the initial training sessions, the principal was coached/mentored by a qualified coach and councilor for 20 months. On a regular basis the coach met 1:1 with the NCS principal for specific support. Once each year all six principals met together with the coach for networking, to work collaboratively and to share. This project has resulted in an enhanced capacity and confidence to take on the critical challenge of the principal, as educational leader impacting student achievement. To ensure sustainability, the participating principals have set dates for 2014 to continuing learning together after the funded period.

Promotional activities at NCS during the reporting period have included in-school parent sessions, school based events, science nights, grandparent days, dad's breakfast, newsletter items. During this period NCS has been supported with implementation of the Australian Curriculum, phase 1 and 2 and staff have participated in a range of OLT opportunities, including the On-Line Training for Special Learning Needs (UK) and the Canberra University's On-Line Training-DDA and DSE for School Leaders.

In 2013, information and communication to the school and parent community detailed activities and improvements in literacy outcomes resulting from ILNNP funded projects. It is expected that these activities will continue post the funding period.

Progress/Outcomes

Initiatives at NCS resulting from the considered and supported use of data generated during the implementation period includes:

The Birth to Four Program. NCS now provides take-home books for parents to share with their young children. This initiative is a response to reflecting on the data generated by the Kindergarten Development Check List (KDCL) and PIPS data.

Teachers use evidence derived from data to make adjustments and accommodations when planning for student learning

Student behaviour is monitored and documented to inform planning strategies for behaviour support. A whole school approach is applied.

Enrolment Growth from 2010 to 2014

Total enrolment in 2010 - 69

Total enrolment in 2011 - 63

Total enrolment in 2012 - 77

Total enrolment in 2013 - 94

Retention Rate

Over the four years, January 2010 to December 2013, twenty families moved interstate, 44 students left having completed Year Six at NCS and 25 students left for a range of other reasons.

Sustainability

NCS staff provided the words to describe the rationale underpinning plans for sustainability.

“There is a collective purpose of improving student learning outcomes. This is exemplified in the School Strategic Plan that is shaped by all the teachers. The School Strategic Plan is revisited annually and is informed by quantitative and qualitative data. The Plan includes goals, strategies and measures of success. Celebrations of success are built into the Plan. Resourcing (human, physical and financial) is directly related to the School Strategic Plan.”

“Teachers are supported to build their capacity by reflection, coaching, and in-school supported initiated by the ILLNP. The Principal utilises the National Professional Standards for Teachers as a supportive tool to assist in developing, monitoring and achieving personal professional goals. Additionally, NCS staff participates in targeted professional learning and networking meetings with their IST counterparts, as well as with catholic and government colleagues. There is acknowledgement of teachers’ capabilities and expertise by delegation of responsibilities in particular areas such as ICT, Letters and Sounds. Teacher assistants participate in all relevant professional learning at NCS.”

“Technology is used to greater extent for communication within the school, with parents and with the wider school community, as well for teaching and learning.”

“Decisions regarding new initiatives are made in light of current practice and capacity and are paced to avoid overload.”

The parent community at NCS is welcomed, respected, involved and recognised as valued partners in the learning process. “Literacy is much more than an educational priority – it is the ultimate investment in the future and the first step towards all the new forms of literacy required in the twenty-first century. We wish to see a century where every child is able to read and to use this skill to gain autonomy.” Irina Bokova, UNESCO Director General

SHOWCASE 4

School name	St James Catholic College
DEEWR school ID	13
Suburb	Cygnet
State/Territory	Tasmania
Sector	Catholic
School type	Combined
ARIA categories	Outer Regional
2013 enrolments	271
Number of Aboriginal and Torres Strait Islander students	81
Number of students with a language background other than English	1
2013 student attendance rate	93%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	Yes

School Background

St James Catholic College is a small regional Catholic K-10 College in the town of Cygnet in the Huon Valley of Tasmania. The College draws students from across the valley with some travelling an hour to school. The area has a low SES profile and the College has a little more than a third of the total school population who identify as Tasmanian Aborigines. Total school population in 2014 is 180 and 99 Aboriginal children. There are very few LBOTE students enrolled.

The school is located in the centre of the town and has strong links with the surrounding community. The Primary sector runs a very successful Stephanie Alexander Kitchen Garden and the College is part of a National Trade Training Centre centred on the Catholic Senior Secondary College in Hobart, Guilford Young College. Approximately 50 secondary students access one or more of the four trades offered – (Construction, engineering, Hospitality, Agrifoods)

The school has traditionally had a typical academic profile for many Tasmanian schools. In 2013 we targeted numeracy levels. The leverage we have tried to utilise for this is improved teacher skills and adaptive pedagogy and at the same time to increase the engagement of students in the learning programs.

ILNNP Approach

Funds were assigned to support a numeracy coordinator in the College. This coordinator was already undertaking a Masters in Mathematics at Monash University and she was supported to continue this as she had been invited to participate in an Australian Research Council Discovery project which involved Leaders in best practice of Mathematics Teaching from both Monash University and Australian Catholic University. The project was called Encouraging Persistence Maintaining Challenge (EPMC).

Implementation

As part of this research project St James College hosted Doug Clarke, Anne Roche and our own Numeracy Co-ordinator, to run a day of workshops for teachers from other Catholic schools and the neighbouring government primary school. The model used was demonstration lessons to stimulate conversations around strategies for encouraging persistence with Mathematics challenges. Twelve teachers observed three different experts model lessons. Prior to this the teachers had been surveyed about the strategies they used in the classroom and following the lessons teachers provided both written responses and shared thinking about what they had seen and how they could use new strategies in their classrooms. Overwhelmingly the teachers appreciated the Professional Learning (PL) model used for this day – one commenting that it was the best PL she had ever done.

A paper detailing this project is in publication for the peer-reviewed journal of the Australian Mathematics association.

Whilst this one off PL was highly beneficial for our teachers, most of whom were involved, the greatest benefits of this investment for students was seen through the follow-up work done by the Numeracy Co-ordinator, firstly in supporting teachers to apply the learning in their classrooms and secondly in a school based program of the GRIN project. GRIN (Great Improvements in Numeracy) took the form of small groups of year 7 and 8 students being given some pre-teaching sessions prior to the introduction of new concepts in Mathematics classes. The focus of these small groups was to allow the students who we knew struggled to “get” Mathematical concepts. The teacher [numeracy coordinator] withdrew a small group for a 30 minute session and would introduce the concept which the children’s teacher was going to teach in the next week. The group would learn the associated language and ideas that they were going to study. This meant that later in the week when the topic was begun with the rest of the class these students were already more knowledgeable, they were then able to work effectively in peer groups and hold their own, thus they had the prerequisites to persist a little more with engaging in the class and learning rather than being turned off by an initial struggle that left them feeling unmotivated and likely to become disruptive.

The best measure of the success of these groups is the student response to them. To begin with several students were reluctant to participate in “extra Maths class” but within a couple of weeks they actually felt the benefit and their confidence developed and we actually had students running across the courtyard to get to the room first and had them pestering the teacher during lunch break about when they could have the next session!

Progress/Outcomes

The investment of NP funding in time for this teacher to lead the school on its way forward in numeracy has been most beneficial. Current data is more qualitative than quantitative. The school has made improvements in the numeracy attainments of students in the primary school cohorts on NAPLAN data from 2011 to 2013 – much of this is due to the use of a similar model of teacher demonstration lessons in the primary classes. The students involved in this GRIN program will hopefully show similar improvements in the NAPLAN data of 2014. We can certainly see in our school improvements already in terms of engagement in learning and the development of teacher quality. It should however be noted that whilst the Numeracy co-ordinator has remained stable there have been several changes in the teaching staff of the Secondary Maths classes – and in a small school of only two streams in the Secondary sector the whole Maths faculty is only two or three teachers!

SHOWCASE 5

School name	Sacred Heart College
DEEWR school ID	14569
Suburb	New Town
State/Territory	Tasmania
Sector	Catholic
School type	Combined
ARIA categories	Inner Regional
2013 enrolments	927
Number of Aboriginal and Torres Strait Islander students	19
Number of students with a language background other than English	72
2013 student attendance rate	
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	Yes

School Background

Sacred Heart College is located in New Town, Tasmania. It is a Catholic co-educational College catering for students from Kindergarten to Year 10. Our students come from a relatively (in the Tasmanian context) wide range of social, cultural and ethnic backgrounds and our SES is 101. A significant number of our students come from non-English speaking backgrounds and a significant number of those are refugees or humanitarian entrants and are recently arrived in Australia. We have close partnerships with many Catholic social welfare organisations and work closely with both government and NGO refugee support agencies.

ILNNP Approach

Teacher Professional Development: The College is providing information and professional development to key teaching and learning staff (Heads of Teaching and Learning for both Primary and Secondary as well as Maths Co-ordinator) on data interpretation and use, targeted curriculum modification and the use of SMART goals.

Early Numeracy Interviews: Staff have been trained in conducting Early Numeracy Interviews and have completed interviews for Grades 1 & 6.

Data Use and SMART Goals: Whole school professional development in the interpretation and use of numeracy data (NAPLAN and PAT) leading to the formulation of SMART goals and the consequent refining and redirecting of planning identifying numeracy teaching across the curriculum and targeting specific numeracy skills.

Whilst time has been an issue for the College during 2013, this will be addressed during 2014 with appropriate timetabling of planning meetings, collaborative teaching episodes and extra Maths time in Secondary.

Implementation

The professional learning referenced above has been delivered to the targeted staff - key teaching and learning staff (Heads of Teaching and Learning for both Primary and Secondary as well as Maths Co-ordinator) Teacher Cohort – All teachers and key teaching and learning leadership group.

Early Numeracy Interviews: Staff have been trained in conducting Early Numeracy Interviews and have completed interviews for Grades 1 & 6.

Targeted teaching strategies: Staff have begun the implementation of targeted teaching strategies in Grades 1 & 6 based on the Early Numeracy Interviews. Secondary Maths staff have redesigned Term Overviews to reflect the changes to content and pedagogy which will be implemented in Term 3 & 4.

In 2014:

- Whole Primary and Secondary Maths Staff Participation in Dylan Williams professional Learning – Feb 2014 – Assessment for Learning
- Implementation of Four Part Scaffolded process– undertaken throughout the year.
- Timetabled Numeracy blocks – with Teacher Aide support and specific focus of Space and Measurement
- AITSL Teacher Performance Interviews and Observation episodes
- Implementation of in-house PD as directed by Leadership in Numeracy Participants
- Continued ENI assessments
- Continued Implementation phase of the Knowledge and Inquiry cycle.

Progress/Outcomes

The formulation of SMART goals to improve numeracy results has been a key focus of both Teaching and Learning meetings and Whole Staff meetings. Review of progress and measuring and comparing students' results will be ongoing for the remainder of 2013. This approach will be used in future in the investigation of data in both numeracy and literacy.

Early Numeracy Interviews: Individual and class interventions based on the Early Numeracy Interviews are now underway. New primary staff will be trained in and conduct Early Numeracy Interviews each year. Early Numeracy Interviews will now be conducted each year for Grades 1 & 6. The data from the Early Numeracy Interviews will be used for both whole class planning and individual intervention.

Targeted teaching strategies: Teaching strategies in all Primary Grades on the Early Numeracy Interviews have been integrated into teacher planning and form a critical part of the cross grade and school planning.

The redesigned Term Overviews for secondary Mathematics are being used to plan lessons targeting the SMART goals. Teachers in all other learning areas are identifying in their planning the opportunities to target the skills identified in the Numeracy SMART goals. This approach to revising content and pedagogy to target specific goals will be adopted across the curriculum.

- Professional Learning Teams in both Secondary and Primary
- Use of data when planning within these teams
- Collaborative teaching more common
- Definitive links between Primary and Secondary teachers of Numeracy to assist transition throughout the school

- Teacher directed Professional Learning for whole college based on Peter Sullivan (8 strategies) and Dylan Williams (Formative Assessment) in Numeracy.

SECTION 5: SUSTAINABILITY

Government Sector

The Raising the Bar model in Tasmanian Government schools is continuing in 2014. Improving the literacy and numeracy outcomes for all students and building the capacity of the principals and teachers to teach literacy and numeracy effectively continue to be priorities for the Department of Education.

Systemically, schools are supported to develop literacy and numeracy plans and improve pedagogy through the department's Literacy and Numeracy Framework, the Network Lead Teacher model, the Literacy and Numeracy Resource *Supporting Literacy and Numeracy Success—A teacher's resource for Early Years to Year 12*, the department's NAPLAN Toolkit and professional learning provided by the Professional Learning Institute.

The Literacy and Numeracy Resource Supporting Literacy and Numeracy Success – A teacher's resource for Early Years to Year 12, complements the department's literacy and numeracy initiatives, informs school improvement planning and provides a common resource for all teachers and schools to use as they implement the Literacy and Numeracy Framework. It provides a wealth of ideas and includes contributions from practicing principals and teachers.

The NAPLAN Toolkit is a resource for school leaders and classroom teachers, developed by the Department of Education. The Toolkit enables leaders to develop whole school approaches to data literacy. It enables teachers to view, sort and analyse students' NAPLAN data and to access links to relevant teaching strategies to support improved student performance.

The Toolkit is an integral component of the department's Literacy and Numeracy Framework which emphasises the importance of evidence-based teaching and learning programs to address individual student needs; recognises the need for support for educators to ensure they are equipped with skills and resources for effective literacy and numeracy teaching; and, aims to increase the proportion of students achieving expected literacy and numeracy outcomes in national testing.

The NAPLAN Toolkit is an easy to navigate and readily accessible secure web-based resource available in all Tasmanian government schools. It is designed to assist in the identification of individual, group and class needs. The Toolkit supports teachers to strengthen the link between student data analysis and curriculum strategies that will lead to improved student performance.

Teachers in schools use the Toolkit to support student learning in a variety of ways to:

- foster evidence-based teaching
- develop strategies to improve student understandings of concepts where test performance was poor
- inform new staff of students' individual strengths and needs through analysis of current and historical data
- identify trends within classes, across year levels and across the school
- develop a whole school approach to identifying individual, small group and class learning needs and improving literacy and numeracy across all learning areas

- determine which children will benefit from participation in targeted remedial and extended literacy and numeracy programs.

In 2014 the Professional Learning Institute is offering a range of programs for principals and teachers that support their capacity building to further enhance the educational outcomes of their students. Programs include but are not limited to:

- *Adaptive School Foundation Seminar*—developing and Facilitating collaborative Groups—This program co-developed by Robert Garmston and Bruce Wellman is about building strong collaborative and caring cultures in which teams work together for continuous improvement.
- *Leading Teaching and Learning*—this program focuses on leadership that supports and improves teaching and learning. The work of Hattie, Fullan and others forms the research base of this program.
- *Principals as Literacy Leaders (PALL)*—this program consider the positive impact that principals can have on children’s literacy learning and achievement when specific literacy and leadership capabilities are developed and practised in an aligned and integrated manner.
- *Teaching Mathematics in Secondary Schools*—this program is designed and presented in collaboration with the University of Tasmania. It aims to support participants in their understanding of effective mathematics teaching and support teachers in using effective evidence-based approaches in their teaching and learning programs.
- *Differentiated Classroom Learning*—this program supports classroom teachers’ understanding of the principles of differentiated learning and the practices that enable them to identify and address the learning needs of individual students.
- *Leading Reading Assessment for Reading Instruction*— this brokered program is present by Anne Bayetto from Flinders University. This workshop provides literacy leaders, coordinators and teachers with the tools to develop effective reading instruction informed by comprehensive reading assessment.
- *Literacy and Numeracy Inquiries through Network Lead Teachers*—these inquiries support the implementation of the Literacy and Numeracy Framework, particularly the development of whole school approaches and evidence-based teaching practices.
- *Secondary Schools Literacy Focus Writing*— this program is for secondary school literacy leaders. It has a focus on building the capacity and skills of participants to lead other teachers in evidence-based practices for teaching writing across the curriculum.
- *Working with Data*—this program is designed to support teachers and school leaders in working with data. The central propose of is using data to make a difference to school improvement and student learning outcomes.

Catholic Sector

The approach taken by the Catholic sector was to ensure ongoing improvement in teaching practice and therefore improvement in literacy and numeracy outcomes. The professional learning undertaken by teachers and principals through the ‘Datawise’ project has resulted in a change in attitude towards the use of data to inform teaching practice. Principals and teachers are now familiar with the Inquiry Cycle (Timperley) and how it is used for school improvement. They have a clear understanding of the importance of whole school approaches to improvement on literacy and numeracy, and are data literate.

As a system, this project has highlighted the need for a ‘Data Analyst’ to assist schools with access and interrogation of data at the teacher level. A person has now been appointed in this role. The Catholic sector

also identified the need for a more efficient and accessible data management system, which is currently being researched for implementation in the near future. This will enable teachers to more efficiently access data to inform their teaching practice.

The Catholic sector is focusing on formative assessment in 2014, and all teachers and principals have participated in professional learning. This focus will complement the skills and understandings of the teachers and principals who participated in the project in 2013.

One barrier to sustaining improvement is the difficulty of accessing NAPLAN data at the classroom teacher level, but this is currently being addressed at the system level.

The activities undertaken under this NP are complementary to system initiatives to improve literacy and numeracy outcomes through focused professional learning and system Education Officer support in schools. Formative assessment practices, the focus of PL in 2014 at the system level, complement the Inquiry Cycle approach to school improvement.

Independent Sector

Participating Tasmanian independent schools will continue to utilise the Letters and Sounds program beyond 2013. With the positive feedback that the program has had, more independent schools are likely to include Letters and Sounds in their early years literacy and numeracy programs from 2014.

Attachment A

*Categories

‘LNNP’ – previously participated in the Literacy and Numeracy National Partnership Agreement 2009-2012; or

‘SP’ – significant proportion of students in the bottom two NAPLAN bands; or

‘DN’ – does not meet previous criteria but has a demonstrated need

‘SES’ - 2009 Low SES Schools

Table 1- LIST OF PARTICIPATING SCHOOLS

DEEWR_ID	School Name	Sector	MCEETYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSL students in bottom 2 bands, 2011	Percentage of A&TSL students in B2B, 2011	students that did not participate in NAPLAN in 2011
77225	Dominic College	C	1	3-10	204 Tolosa Street, GLENORCHY TAS 7010	LNNP	43	18.5%	4	40.0%	0.0%
7	Holy Rosary Catholic School	C	1	3-10	29 Wyndham Road, CLAREMONT TAS 7011	LNNP, SP	54	27.3%	2	33.3%	0.0%
9	Immaculate Heart of Mary Catholic School	C	1	3-10	10 McCann Cres, LENA VALLEY TAS 7008	LNNP, SP	36	33.6%	5	83.3%	0.0%
2816	John Paul II Catholic School	C	1	3-10	161 Mockridge Rd, CLARENDON VALE TAS 7019	SP, SES	21	28.4%	4	33.3%	0.0%
19	Our Lady Of Mercy Catholic School	C	2	3-10	22 West Goderich St, DELORAIN TAS 7304	SP	11	19.0%	-	N/A	N/A
14569	Sacred Heart College	C	1	3-10	2 Cross St, NEW TOWN TAS	LNNP	93	20.3%	3	50.0%	0.0%

DEEVR_ID	School Name	Sector	MCEECTYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSI students in bottom 2 bands, 2011	Percentage of A&TSI students in B2B, 2011	students that did not participate in NAPLAN in 2011
					7008						
77554	St Aloysius Catholic College	C	1	3-10	Nautilus Grove, HUNTINGFIELD TAS 7055	DN	30	10.6%	3	30.0%	0.0%
30	St Brigid's Catholic School (Wynyard)	C	2	3-10	Jackson St, WYNYARD TAS 7325	SP	18	36.0%	-	N/A	100.0%
13	St James Catholic College	C	2	3-10	25 Mary Street, CYGNET TAS 7112	SP, SES	35	27.3%	17	41.5%	2.4%
39	St Joseph's Catholic School (Queenstown)	C	3	3-10	1 Pontifex Street, QUEENSTOWN TAS 7467	SP	12	21.1%	-	N/A	N/A
38	St Joseph's Catholic School (Rosebery)	C	3	3-10	9 Propsting St, ROSEBERY TAS 7470	SP	10	34.5%	-	N/A	N/A
27	St Peter Chanel Catholic School	C	2	3-10	Sampson Ave, SMITHTON TAS 7330	DN	2	3.4%	-	0.0%	0.0%
56	Star Of The Sea Catholic College	C	2	3-10	Cnr Friends and William Street, GEORGE TOWN TAS 7253	SES	21	17.9%	1	16.7%	40.0%
29035	Austins Ferry Primary School	G	1.2	3-10	13 Brodie Street, CLAREMONT TAS 7011	LNNP, SP	76	36.5%	6	33.3%	0.0%
8351	Bagdad Primary School	G	2.2.2	3-10	School Road, BAGDAD TAS 7030	LNNP, SP	14	23.3%	3	75.0%	0.0%
6614	Bothwell District High School	G	2.2.2	3-10	Patrick Street, BOTHWELL TAS 7030	SP	29	64.4%	6	100.0%	0.0%
8072	Bowen Road Primary School	G	1.2	3-10	35 Bowen Road, MOONAH TAS 7009	SP, SES	76	46.3%	7	58.3%	0.0%
8350	Brighton Primary School	G	1.2	3-10	27 Downie Street, BRIGHTON TAS 7030	LNNP, SP	113	32.7%	9	26.5%	5.6%

DEEVR_ID	School Name	Sector	MCEETYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSL students in bottom 2 bands, 2011	Percentage of A&TSL students in B2B, 2011	students that did not participate in NAPLAN in 2011
6592	Brooks High School	G	2.1.1	3-10	215 George Town Rd, ROCHERLEA TAS 7248	LNNP, SP, SES	119	43.1%	10	41.7%	14.3%
8187	Campania District High School	G	2.2.2	3-10	2 Union Street, CAMPANIA TAS 7026	SP	16	35.6%	-	0.0%	0.0%
8181	Clarendon Vale Primary School	G	1.2	3-10	Mockridge Road, CLARENDON VALE TAS 7019	LNNP, SP, SES	19	59.4%	11	68.8%	11.1%
6604	Cosgrove High School	G	1.2	3-10	286 - 294 Main Road, GLENORCHY TAS 7010	LNNP, SP, SES	65	79.3%	11	78.6%	30.0%
6779	Cressy District High School	G	2.2.2	3-10	Main Street, CRESSY TAS 7302	SP	84	48.6%	5	41.7%	0.0%
8306	East Devonport Primary School	G	2.1.1	3-10	19 Thomas Street, EAST DEVONPORT TAS 7310	SP, SES	70	42.9%	8	40.0%	0.0%
8353	Fairview Primary School	G	1.2	3-10	211 Back River Road, NEW NORFOLK TAS 7140	LNNP, SP, SES	66	48.5%	11	61.1%	10.0%
6609	Geeveston District High School	G	2.2.2	3-10	Arve Road, GEEVESTON TAS 7116	SP, SES	21	48.8%	11	84.6%	7.1%
8169	Geilston Bay High School	G	1.2	3-10	271 East Derwent Highway, GEILSTON BAY TAS 7015	LNNP, SP, SES	29	36.3%	4	50.0%	33.3%
6616	Glenora District High School	G	2.2.2	3-10	620 Gordan River Road, BUSHY PARK TAS 7140	SP, SES	43	52.4%	6	42.9%	0.0%
28852	Glenorchy Primary School	G	1.2	3-10	Kensington Street, GLENORCHY TAS 7010	LNNP, SP, SES	98	42.4%	8	42.1%	13.6%
8073	Goodwood Primary School	G	1.2	3-10	Elmsleigh Road, MOONAH TAS 7009	LNNP, SP, SES	15	39.5%	5	45.5%	8.3%
8328	Havenview Primary School	G	2.1.1	3-10	Marriott Street, BURNIE TAS	LNNP, SP	22	37.3%	3	50.0%	0.0%

DEEVR_ID	School Name	Sector	MCEETYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSL students in bottom 2 bands, 2011	Percentage of A&TSL students in B2B, 2011	students that did not participate in NAPLAN in 2011
					7320						
8308	Hillcrest Primary School	G	2.1.1	3-10	5 Lawrence Drive, DEVONPORT TAS 7310	SP, SES	49	34.8%	8	57.1%	0.0%
6610	Huonville High School	G	2.2.2	3-10	82 Wilmot Road, HUONVILLE TAS 7109	SP	67	30.9%	15	35.7%	4.5%
8189	Huonville Primary School	G	2.2.2	3-10	74 Wilmot Road, HUONVILLE TAS 7109	SP	75	33.2%	20	51.3%	2.5%
29040	Jordan River Learning Federation	G	1.2	3-10	15 Bowden Drive, BRIDGEWATER TAS 7030	LNNP, SP, SES	103	50.5%	19	50.0%	0.0%
29041	Jordan River Learning Federation	G	1.2	3-10	4 Tottenham Road, GAGEBROOK TAS 7030	LNNP, SP, SES	57	71.3%	15	75.0%	0.0%
29042	Jordan River Learning Federation	G	1.2	3-10	2 Lamprill Circle, GAGEBROOK TAS 7030	LNNP, SP, SES	46	47.4%	6	30.0%	9.1%
29038	Jordan River Learning Federation	G	1.2	3-10	55 Eddington Street, BRIDGEWATER TAS 7030	LNNP, SP, SES	95	73.6%	20	80.0%	21.9%
6785	Kings Meadows High School	G	2.1.1	3-10	Guy Street, KINGS MEADOWS TAS 7249	SP	49	25.8%	4	33.3%	0.0%
6838	Mayfield Primary School	G	2.1.1	3-10	17 Mitchell Street, MAYFIELD TAS 7248	LNNP, SP, SES	40	32.8%	7	41.2%	5.6%
28842	Montrose Bay High School	G	1.2	3-10	865 Brooker Avenue, ROSETTA TAS 7010	LNNP, SP, SES	152	45.0%	27	49.1%	16.7%
8074	Moonah Primary School	G	1.2	3-10	42 Derwent Park Road, MOONAH TAS 7009	LNNP, SP, SES	47	37.9%	4	30.8%	7.1%
17212	Mountain Heights School	G	3.1	3-10	81 Conlan Street,	SP, SES	35	36.5%	6	31.6%	13.6%

DEEVR_ID	School Name	Sector	MCECTYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSL students in bottom 2 bands, 2011	Percentage of A&TSL students in B2B, 2011	students that did not participate in NAPLAN in 2011
					QUEENSTOWN TAS 7467						
6618	New Norfolk High School	G	1.2	3-10	101 Blair Street, NEW NORFOLK TAS 7140	LNNP, SP, SES	77	53.8%	10	71.4%	22.2%
8355	New Norfolk Primary School	G	1.2	3-10	8 Pioneer Avenue, NEW NORFOLK TAS 7140	LNNP, SP, SES	78	46.2%	11	55.0%	9.1%
8276	Port Dalrymple School	G	2.1.1	3-10	Agnes Street, GEORGE TOWN TAS 7253	SP, SES	104	44.4%	11	42.3%	0.0%
6788	Prospect High School	G	2.1.1	3-10	Ralph Street, PROSPECT TAS 7250	SP	85	37.1%	5	55.6%	25.0%
8299	Railton Primary School	G	2.2.2	3-10	94 Foster Street, RAILTON TAS 7305	SP, SES	25	39.1%	4	100.0%	0.0%
6596	Ravenswood Heights Primary School	G	2.1.1	3-10	Prossers Forest Road, RAVENSWOOD TAS 7250	LNNP, SP, SES	44	37.3%	7	87.5%	20.0%
6601	Reece High School	G	2.1.1	3-10	Middle Road, DEVONPORT TAS 7310	SP, SES	96	31.4%	9	45.0%	9.1%
8172	Risdon Vale Primary School	G	1.2	3-10	Heather Road, RISDON VALE TAS 7016	LNNP, SP, SES	34	53.1%	1	50.0%	0.0%
6611	Rokeby High School	G	1.2	3-10	170 Mockridge Road, ROKEBY TAS 7019	LNNP, SP, SES	59	61.5%	12	63.2%	20.8%
8182	Rokeby Primary School	G	1.2	3-10	Burtonia Street, ROKEBY TAS 7019	LNNP, SP, SES	38	34.5%	9	40.9%	8.3%
29037	Romaine Park Primary School	G	2.1.1	3-10	Cnr Mount Street & Roslyn Avenue, BURNIE TAS 7320	LNNP, SP, SES	81	33.6%	19	50.0%	5.0%
6621	Rosebery District High School	G	2.2.2	3-10	Morrisby Street, ROSEBERY TAS	LNNP, SP,	31	49.2%	10	83.3%	0.0%

DEEVR_ID	School Name	Sector	MCEETYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSL students in bottom 2 bands, 2011	Percentage of A&TSL students in B2B, 2011	students that did not participate in NAPLAN in 2011
					7470	SES					
8283	Scottsdale Primary School	G	2.2.2	3-10	41 Mary Street, SCOTTSDALE TAS 7260	SP	76	36.4%	7	70.0%	16.7%
6792	Smithton High School	G	2.2.2	3-10	Mill Road, SMITHTON TAS 7330	SP	41	33.6%	18	46.2%	7.1%
6793	Sorell School	G	1.2	3-10	Gordon Street, SORELL TAS 7172	SP	115	29.9%	21	46.7%	6.3%
8128	Springfield Gardens Primary School	G	1.2	3-10	62 Ashbourne Grove, WEST MOONAH TAS 7009	LNNP, SP, SES	60	41.7%	18	60.0%	0.0%
6624	Triabunna District High School	G	2.2.2	3-10	15 Melbourne Street, TRIABUNNA TAS 7190	SP, SES	19	25.7%	7	43.8%	0.0%
8272	Waverley Primary School	G	2.1.1	3-10	Naroo Street, WAVERLEY TAS 7250	LNNP, SP, SES	31	41.3%	4	50.0%	20.0%
8317	West Ulverstone Primary School	G	2.1.1	3-10	34 Maud Street, WEST ULVERSTONE TAS 7315	SP, SES	58	50.0%	9	40.9%	0.0%
29036	Windermere Primary School	G	1.2	3-10	2 Cadbury Road, CLAREMONT TAS 7011	LNNP, SP, SES	66	29.2%	14	46.7%	0.0%
6798	Yolla District High School	G	2.2.2	3-10	School Lane, YOLLA TAS 7325	SP	56	35.7%	8	50.0%	0.0%
5272	Circular Head Christian School	I	2	1	48 Nelson St, SMITHTON TAS 7330	LNNP	38	24.7%	7	23.3%	0.0%
77524	Community Christian Academy	I	2	1	7 Killafaddy Road, NEWSTEAD TAS 7250	SP	4	22.2%	-	N/A	N/A
15873	Community Christian Academy	I	2	1	31-37 Tudor Avenue, NEWSTEAD TAS 7250	SP	15	32.6%	-	N/A	N/A
2819	Eastside Lutheran College	I	1	1	Flagstaff Gully Road, WARRANE	LNNP, SP	17	53.1%	-	N/A	N/A

DEEVR_ID	School Name	Sector	MCEETYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSI students in bottom 2 bands, 2011	Percentage of A&TSI students in B2B, 2011	students that did not participate in NAPLAN in 2011
					TAS 7018						
77391	Emmanuel Christian School	I	1	1	1 Chipmans Road, ROKEBY TAS 7019	LNNP	24	22.0%	2	50.0%	0.0%
5	Geneva Christian College	I	2	1	197 Moriarty Rd, LATROBE TAS 7307	LNNP	25	41.7%	2	100.0%	0.0%
14375	Giant Steps Tasmania	I	2	1	35 West Church St, DELORAINE TAS 7304	SP	10	100.0%	-	N/A	N/A
55	Hilliard Christian School	I	1	1	Cheviot Rd, WEST MOONAH TAS 7009	SP	24	57.1%	-	N/A	N/A
2801	Launceston Christian School	I	2	1	452A West Tamar Rd, LAUNCESTON TAS 7250	DN	36	13.5%	2	100.0%	0.0%
77047	Launceston Church Grammar School	I	2	1	10 Lyttleton St, LAUNCESTON TAS 7250	DN	12	11.3%	-	0.0%	0.0%
77209	Leighland Christian School Burnie Campus	I	2	1	Stowport Rd, WIVENHOE TAS 7320	LNNP	9	12.7%	-	0.0%	0.0%
2802	Leighland Christian School Ulverstone Campus	I	2	1	45a Leighlands Avenue, ULVERSTONE TAS 7315	LNNP	46	18.0%	6	37.5%	0.0%
2803	North West Christian School	I	2	1	18 Ling St, PENGUIN TAS 7316	DN	6	17.6%	-	N/A	N/A
77392	Northern Christian School	I	1	1	7 Cobbs Hill Road, BRIDGEWATER TAS 7030	SP, SES	13	36.1%	-	0.0%	0.0%
77350	Seabrook Christian School	I	2	1	103-105 Georgetown Road, NEWNHAM TAS 7250	DN	9	23.7%	1	25.0%	0.0%
77399	Seabrook Christian School	I	1	1	7 Golf Links Road, GEILSTON BAY TAS 7015	DN	2	22.2%	-	0.0%	50.0%

DEVR_ID	School Name	Sector	MCECTYA Classification code	Year level(s) targeted	Address	Category* (indicate all that apply)	Number of students in bottom 2 bands (B2B), 2011	Percentage of Students in B2B, 2011	Number of A&TSL students in bottom 2 bands, 2011	Percentage of A&TSL students in B2B, 2011	students that did not participate in NAPLAN in 2011
13308	Seabrook Christian School	I	2	1	30 Seabrook Road, SOMERSET TAS 7322	DN	0	0.0%	-	N/A	N/A

Attachment B

Local measure (i)

Local Measure for Approaches 1 and 4 – PAT data Participating Government schools

Domain	YearLevel 2013	Baseline		Baseline (revised)		End of 2013	
		Assessments	Stanine 4 or above	Assessments	Stanine 4 or above	Assessments	Stanine 4 or above
Mathematics	03	369	67%	482	63%	708	43%
Mathematics	04	596	47%	702	46%	771	44%
Mathematics	05	626	44%	751	42%	737	37%
Mathematics	06	582	47%	685	44%	745	41%
Mathematics	07	663	42%	911	42%	925	48%
Mathematics	08	780	40%	977	41%	875	47%
Mathematics	09	714	43%	836	46%	844	52%
Mathematics	10	681	48%	817	51%	660	46%
Reading	03	376	63%	499	58%	832	62%
Reading	04	787	64%	850	63%	910	61%
Reading	05	890	62%	940	61%	919	62%
Reading	06	792	61%	841	60%	877	66%
Reading	07	1144	69%	1208	68%	1068	65%
Reading	08	1141	60%	1224	60%	1042	55%
Reading	09	1079	55%	1161	56%	1019	59%
Reading	10	834	64%	1067	66%	904	55%
Mathematics	All	5011	46%	6161	46%	6265	45%
Reading	All	7043	62%	7790	62%	7571	60%

Note Revised baseline data relates to the provision of additional data from schools – for example a school had returns reading data by the provision of baseline data earlier in 2013, but had not yet submitted PAT Mathematics data.

Local Measure for Approach 2 – PAT data Participating Catholic schools

Domain	YearLevel 2013	Baseline		End of 2013	
		Assessments	Stanine 4 or above	Assessments	Stanine 4 or above
Mathematics	03	29	62%	29	39%
Mathematics	04	89	48%	88	67%
Mathematics	05	122	44%	103	31%
Mathematics	06	188	44%	169	50%
Mathematics	07	10	20%	29	27%
Mathematics	08	150	55%	153	61%
Mathematics	09	0	NA	0	NA
Mathematics	10	137	65%	0	NA
Reading	03	94	70%	88	72%
Reading	04	100	81%	88	88%
Reading	05	94	71%	77	69%
Reading	06	113	71%	85	83%
Reading	07	0	NA	14	71%
Reading	08	141	74%	142	68%
Reading	09	0	NA	0	NA
Reading	10	0	NA	0	NA
Mathematics	All	725	51%	717	46%
Reading	All	542	73%	494	76%

Local Measure for Approach 3 – PIPS data Participating Independent schools

Dataset	"Expected standard" (see notes)	Number of Students	Proportion at or above expected standard*	Proportion below expected standard*
Baseline (previously submitted)	Score 71/198	166	91.0%	9.0%
Baseline (minimal standard)	Score 71/198	154	93.5%	6.5%
Baseline (higher standard)	Score 112/198	154	76.6%	23.4%
Final (minimal standard)	Score 71/198	154	98.7%	1.3%
Final (higher standard)	Score 112/198	154	94.8%	5.2%
Final (progress)	Appropriate Progress	154	94.2%	5.8%

Notes* –

- Minimum expected standard:** The minimum standard expected for End of Prep/Start of Year 1, is a reading raw score of 71 out of 198. Scores in this range will typically demonstrate general vocabulary, ideas about reading (such as first letter), and recognition of most letters, show some evidence of reading words such as "cat", but demonstrate little evidence of reading progress within simple sentences.
- Higher standard:** There is limited normative data available about growth across Year 1. This higher standard, a reading raw score of 112 out of 198, is determined based median score for start of Year 1, providing a reference point for a higher minimal standard expected for End of Year 1.
- Adequate Progress:** Progress is determined relative to start score. For example a student improvement from 196 to 198 (+2) is considered adequate progress, as the final result is a perfect score on the reading assessment, whereas a student improvement from 116 to 118 (+2) is not considered adequate progress, as the end result could have been much higher.

Attachment C

Local measure (ii)

Table 3 Change in Literacy/Numeracy performance for targeted Aboriginal and Torres Strait Islander students and comparison group

Local Measure for Approaches 1 and 4 – PAT data Participating Government schools

Aboriginal and Torres Strait Islander students

Domain	YearLevel 2013	Baseline		Baseline (revised)		End of 2013	
		Assessments	Stanine 4 or above	Assessments	Stanine 4 or above	Assessments	Stanine 4 or above
Mathematics	03	37	51%	56	54%	101	36%
Mathematics	04	64	28%	82	30%	100	34%
Mathematics	05	83	37%	106	37%	106	29%
Mathematics	06	70	34%	84	29%	100	30%
Mathematics	07	84	31%	122	25%	108	34%
Mathematics	08	104	32%	129	32%	109	36%
Mathematics	09	95	27%	106	29%	99	31%
Mathematics	10	79	37%	91	40%	81	36%
Reading	03	44	59%	56	63%	109	52%
Reading	04	89	51%	89	53%	112	35%
Reading	05	113	55%	105	56%	122	51%
Reading	06	95	45%	88	47%	110	51%
Reading	07	144	50%	128	52%	130	57%
Reading	08	136	45%	136	46%	126	39%
Reading	09	118	42%	124	44%	104	45%
Reading	10	99	55%	114	56%	97	44%
Mathematics	All	616	33%	776	33%	804	33%
Reading	All	838	49%	840	51%	910	47%

Note – Minor revision to baseline relate to both additional data supplied by school and in some cases, additional cleaning of data

Local Measure for Approach 2 – PAT data Participating Catholic schools

Domain	YearLevel 2013	Baseline		End of 2013	
		Assessments	Stanine 4 or above	Assessments	Stanine 4 or above
Mathematics	ATSI	61	41%	28	39%
Reading	ATSI	52	62%	64	61%

Note Data for ATSI students are aggregated due to small numbers.

Attachment D

Table 4 NAPLAN DATA FOR CONTINUING LNNP SCHOOLS

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

Year Level	Domain	Data_Item	2008	2009	2010	2011	2012	2013
3	Numeracy	Mean scale score	372.4	357.1	359.2	360.8	359.7	359.0
3	Numeracy	Standard deviation	67.8	77.5	74.6	68.3	73.5	67.9
3	Numeracy	Number of students at NMS	107	179	150	215	157	170
3	Numeracy	Number of Aboriginal students at NMS	14	29	18	31	23	21
3	Numeracy	Number of students below NMS	59	116	91	96	112	81
3	Numeracy	Number of Aboriginal students below NMS	15	17	16	16	19	15
3	Numeracy	Number of students with scores	731	784	740	908	872	827
3	Numeracy	Number of Aboriginal students with scores	66	93	76	100	93	92
3	Numeracy	Number of students absent	27	29	34	32	21	37
3	Numeracy	Number of Aboriginal students absent	2	6	3	6	2	9
3	Numeracy	Number of students withdrawn	1	5	3	3	2	9
3	Numeracy	Number of Aboriginal students withdrawn	0	0	1	1	0	1
3	Numeracy	Number of students exempted	12	11	14	15	22	18
3	Numeracy	Number of Aboriginal students exempted	1	5	0	3	2	1
3	Reading	Mean scale score	370.5	366.5	373.5	368.8	376.5	373.5
3	Reading	Standard deviation	85.0	89.1	93.6	95.2	96.2	93.5
3	Reading	Number of students at NMS	169	155	144	209	169	174
3	Reading	Number of Aboriginal students at NMS	21	21	21	33	31	22
3	Reading	Number of students below NMS	85	95	100	129	120	111
3	Reading	Number of Aboriginal students below NMS	13	20	15	19	19	15
3	Reading	Number of students with scores	728	784	745	910	867	834
3	Reading	Number of Aboriginal students with scores	66	91	76	102	91	94
3	Reading	Number of students absent	30	29	27	29	24	29
3	Reading	Number of Aboriginal students absent	2	8	2	4	3	7
3	Reading	Number of students withdrawn	1	5	5	3	2	9
3	Reading	Number of Aboriginal students withdrawn	0	0	1	1	0	1
3	Reading	Number of students exempted	12	11	13	15	23	18
3	Reading	Number of Aboriginal students exempted	1	5	0	3	3	1

Year Level	Domain	Data_Item	2008	2009	2010	2011	2012	2013
5	Numeracy	Mean scale score	435.9	442.8	442.3	449.6	445.2	440.5
5	Numeracy	Standard deviation	59.1	60.8	69.4	62.2	70.5	62.4
5	Numeracy	Number of students at NMS	217	248	185	214	222	263
5	Numeracy	Number of Aboriginal students at NMS	27	33	18	31	28	45
5	Numeracy	Number of students below NMS	119	90	127	129	168	142
5	Numeracy	Number of Aboriginal students below NMS	19	13	21	23	26	23
5	Numeracy	Number of students with scores	718	793	779	982	908	882
5	Numeracy	Number of Aboriginal students with scores	83	84	77	112	105	102
5	Numeracy	Number of students absent	41	38	32	33	26	32
5	Numeracy	Number of Aboriginal students absent	8	9	3	5	3	9
5	Numeracy	Number of students withdrawn	1	6	4	2	2	7
5	Numeracy	Number of Aboriginal students withdrawn	0	2	1	1	1	0
5	Numeracy	Number of students exempted	9	12	10	10	20	14
5	Numeracy	Number of Aboriginal students exempted	1	2	0	6	2	5
5	Reading	Mean scale score	442.3	450.4	444.2	451.5	449.7	463.2
5	Reading	Standard deviation	76.6	79.8	79.3	80.2	88.6	68.7
5	Reading	Number of students at NMS	136	168	186	196	136	214
5	Reading	Number of Aboriginal students at NMS	20	29	17	26	16	31
5	Reading	Number of students below NMS	169	156	156	186	222	73
5	Reading	Number of Aboriginal students below NMS	26	20	27	31	40	18
5	Reading	Number of students with scores	727	802	777	986	911	898
5	Reading	Number of Aboriginal students with scores	88	87	77	112	105	108
5	Reading	Number of students absent	32	29	32	28	23	17
5	Reading	Number of Aboriginal students absent	3	6	3	5	3	3
5	Reading	Number of students withdrawn	1	6	4	2	2	7
5	Reading	Number of Aboriginal students withdrawn	0	2	1	1	1	0
5	Reading	Number of students exempted	10	12	10	11	20	14
5	Reading	Number of Aboriginal students exempted	1	2	0	6	2	5

Year Level	Domain	Data_Item	2008	2009	2010	2011	2012	2013
7	Numeracy	Mean scale score	505.8	502.1	499.3	499.2	494.5	503.1
7	Numeracy	Standard deviation	66.0	63.8	59.9	67.2	63.5	60.6
7	Numeracy	Number of students at NMS	253	202	267	269	280	269
7	Numeracy	Number of Aboriginal students at NMS	31	21	42	34	50	41
7	Numeracy	Number of students below NMS	67	95	105	140	127	85
7	Numeracy	Number of Aboriginal students below NMS	5	20	15	26	17	14
7	Numeracy	Number of students with scores	811	750	913	966	904	874
7	Numeracy	Number of Aboriginal students with scores	74	72	91	104	104	97
7	Numeracy	Number of students absent	59	88	59	65	57	67
7	Numeracy	Number of Aboriginal students absent	6	27	12	17	11	14
7	Numeracy	Number of students withdrawn	2	2	2	1	3	2
7	Numeracy	Number of Aboriginal students withdrawn	0	0	0	1	1	0
7	Numeracy	Number of students exempted	7	12	15	16	16	22
7	Numeracy	Number of Aboriginal students exempted	0	0	1	1	0	5
7	Reading	Mean scale score	505.8	506.6	509.9	503.3	511.8	513.5
7	Reading	Standard deviation	72.8	74.2	67.2	69.5	69.2	71.9
7	Reading	Number of students at NMS	202	146	194	277	194	223
7	Reading	Number of Aboriginal students at NMS	27	16	27	41	32	33
7	Reading	Number of students below NMS	104	123	132	113	118	112
7	Reading	Number of Aboriginal students below NMS	12	22	23	14	20	20
7	Reading	Number of students with scores	811	757	918	968	901	886
7	Reading	Number of Aboriginal students with scores	72	73	92	99	107	100
7	Reading	Number of students absent	59	81	54	62	60	55
7	Reading	Number of Aboriginal students absent	8	26	11	22	8	11
7	Reading	Number of students withdrawn	2	2	2	1	3	2
7	Reading	Number of Aboriginal students withdrawn	0	0	0	1	1	0
7	Reading	Number of students exempted	8	12	15	17	16	22
7	Reading	Number of Aboriginal students exempted	0	0	1	1	0	5