Improving Literacy and Numeracy National Partnership

Victoria

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.

Glossary of abbreviations

Full text
ATSI:
Aboriginal and Torres Strait Islander
Bastow:
Bastow Institute of Educational Leadership
CECV:
Catholic Education Commission of Victoria
DEECD:
Department of Education and Early Childhood Development
EAL:
English as an Additional Language
EBO:
Evidence-Based Classroom Observation and Coaching
EMU:
Extending Mathematics Understanding
GRIN:
Getting Ready in Numeracy
ILNNP:
Improving Literacy and Numeracy National Partnership
ISV:
Independent Schools Victoria
Low SES:
Low socio-economic status
OLSEL:
Oral Language Supporting Early Literacy
PALL:
Principals as Literacy Leaders
SPA:
Student Performance Analyser
VPA:
Victorian Principals Association

SECTION 1: EXECUTIVE SUMMARY

Victorian context

In Victoria, the government, Catholic and independent sectors adopted a collaborative approach to implementing the Improving Literacy and Numeracy National Partnership (ILNNP). The sectors worked together to develop Victoria's approach, select approaches to be included on the Teach, Learn, Share evidence base of effective strategies for literacy and numeracy teaching and learning in Australia, and develop a plan for the implementation of ILNNP.

Victoria's approach to ILNNP has drawn on the lessons learned from a number of state based large-scale pilots and initiatives implemented through the *Smarter Schools* National Partnerships funding period and their independent evaluation. These lessons informed both the approaches selected for inclusion on Teach, Learn, Share and the identification of three key themes integral to literacy and numeracy improvement: quality learning and teaching, leadership and whole school curriculum planning.

Victoria's approach was influenced by the Victorian Government's policy directions as outlined in their policy papers, *Towards Victoria as a Learning Community* and *New Directions for School Leadership and the Teaching Profession*, which has since been succeeded by *From New Directions to Action: World class teaching and school leadership*. These papers outline the Victorian Government's commitment to lifting the performance of Victoria's students into the global top tier through a focus on professional trust and autonomy, balanced with accountability and support, and improving the quality of its teachers. There is an acknowledgement that reaching the top tier will involve improving all schools to achieve system-wide excellence, part of which involves addressing underperformance, reflecting the aim of ILNNP.

The Victorian government sector's reform history puts it in a unique position to reach this goal. In the 1990s, structural reform achieved world-leading levels of school autonomy, which is now embedded in its education culture. Throughout the 2000s there was a focus on capacity-building for teaching and learning, which generated a shared commitment and common language for improvement.

The next wave of reform in the government sector is being driven by local responsibility for system improvement. Accordingly, Victoria's approach to ILNNP provided the opportunity for schools to determine the initiatives that would best complement their implementation strategy within a consistent statewide evidence-based framework.

Basis for school selection

A total of 305 government, Catholic and independent schools participated in ILNNP, including primary and secondary schools and combined primary/secondary schools (e.g. P-12, P-10).

To allocate the National Partnership funding in a manner that maximised the coverage of students in the bottom two bands of NAPLAN in Reading and Numeracy, while also ensuring each school had sufficient funding to support them to implement, embed or extend their chosen approach, each sector developed a process to guide their school selection.

Government sector

Victorian government schools were selected where they met either of the following criteria:

- the school had at least 30 per cent of their students in the bottom two bands of NAPLAN for Reading and Numeracy across 2010–12. Schools with fewer than six students in this category were not included.
- the school has at least 50 students in the bottom two bands of NAPLAN for Reading and Numeracy across 2010–12.

Catholic sector

Victorian Catholic schools were selected according to the criteria in the National Partnership Agreement. In the first instance, schools already engaged in the *Smarter Schools* Literacy and Numeracy National Partnership were included to ensure continuity of improvement and sustainability of practice. Additionally,

other schools within the bottom two NAPLAN bands for Reading and Numeracy were identified and invited to participate. Each of the identified schools took up the opportunity to engage in ILNNP. School leaders identified either a literacy and/or numeracy focus based on school priorities in consultation with local diocesan personnel.

Independent sector

Each of the former *Smarter Schools* Literacy/Numeracy National Partnerships schools was included, with the exception of a school that closed in December 2012 (15 schools).

Fifteen schools from the existing *Smarter Schools* Low SES National partnership were identified by DEEWR as having significant percentages of students in the bottom two bands for Reading and Numeracy in NAPLAN and were invited to participate. One school declined the invitation, but remains a *Smarter Schools* Low SES National Partnership school (14 schools).

An additional 14 schools were identified by DEEWR as having significant percentages of students in the bottom two bands in Reading and Numeracy in NAPLAN and were invited to participate. Three schools declined the invitation (11 schools).

Each of these 40 schools identified where improvement was needed with the assistance of an advisor, and selected the approach/es that suited its improvement agenda.

Most of the new ILNNP schools in the independent sector have relatively small enrolments (10 schools with 100 students or less) and often very small numbers of students in each year level (fewer than 10 students). Consequently, this has a significant statistical impact on the percentage NAPLAN results of participating schools.

The number of participating schools and students in each sector

Government sector

Approximately 90,610 students have been supported through ILNNP. This equates to 124 schools, comprising 28 primary schools, 16 primary/secondary schools, 79 secondary schools and one special school.

Catholic sector

Approximately 42,342 students from 141 Catholic schools in Victoria have been supported by ILNNP programs in 2013.

Independent sector

Approximately 17,285 students from 40 schools have been supported by ILNNP.

Estimated numbers of participating Aboriginal and Torres Strait Islander students

Government sector

Approximately 2,385 Aboriginal and Torres Strait Islander students have been supported by ILNNP in the government sector.

Catholic sector

The number of Aboriginal and Torres Strait Islander students from the 141 Catholic Schools participating in the Improving Literacy and Numeracy National Partnership in 2013 was 434.

Independent sector

There were 80 Aboriginal and Torres Strait Islander students in 10 of the participating ILNNP schools in the 2011 Census. Sixty-two of these students were at Worawa Aboriginal College.

There were 97 Aboriginal and Torres Strait Islander students in 14 of the participating schools in the 2013 Census. Sixty-two of these students were at Worawa Aboriginal College.

Summary of the proportion of participating schools by geo-location, ie metropolitan, regional, remote, etc.

Government sector

Of the 124 ILNNP schools, 76 were metropolitan schools (61%) and 48 were regional schools (39%).

Catholic sector

Of the 141 ILNNP schools, 73 (or 52%) were metropolitan schools and 68 (or 48%) were regional schools.

Independent sector

Of the 40 ILNNP schools, 20 (50%) were metropolitan and 20 (50%) were regional. Ten of the 11 new ILNNP schools were regional schools and relatively isolated.

Summary of the proportion of schools with a particular focus on Reading, Numeracy or both domains

Across the 305 Victorian ILNNP schools:
- 89 have a focus on literacy
- 67 have a focus on numeracy
- 149 have a focus on both literacy and numeracy.

Government sector

The majority of schools (89% or 109 schools) focused on both literacy and numeracy domains, 9% (12 schools) focused on literacy only, and 2% (3 schools) on numeracy only.

Catholic sector

Catholic School leaders identified either a Literacy and/or Numeracy focus based on school priorities in consultation with local Diocesan personnel. The majority of schools (53% or 75 schools) focused on literacy only, 45% (64 schools) focused on numeracy only and 2% (2 schools) focused on literacy and numeracy.

Independent sector

The majority of schools (95% or 38 schools) focused on both literacy and numeracy, and 5% (two schools) focused on literacy only.

Brief summary of student achievement levels at the outset and priority focus areas for improvement

Victoria's approach to ILNNP recognised that each school began from a different starting point. Schools used their baseline data at the outset of ILLNP to inform their understanding of their students' achievement levels, determine their local priorities and monitor improvement. Many schools used NAPLAN results over several years to define their understanding of where their students were at and what their priority focus areas should be. These priority focus areas differed across schools with some choosing to focus on literacy and numeracy, while others focused on literacy or numeracy only. Within this, some schools focused their improvement activity around particular year levels or particular components of literacy and numeracy, such as reading, writing or spelling.

Significant highlights/achievements over the course of the year

Schools participating in ILNNP report a number of achievements from their chosen ILNNP approaches.

Some schools with approaches that involved implementation of programs with a direct student interface are already reporting improvements in the literacy and numeracy outcomes of targeted students. Of particular interest are programs where there has been above average or above expected growth in student

performance as a result of their participation in a targeted program (e.g. online maths programs, coaching for reading and comprehension, literacy interventions).

Early evidence of impact from a variety of testing methods includes:

- previously low-performing students achieving double the average AusVELS growth rates from a pre-tutoring maths program during Semester 2
- higher than benchmark proportions of students reaching reading standards in Prep to Year 2
- significantly improved spelling, comprehension and writing scores
- increasing numbers of students successfully achieving all of the learning goals on their Individual Learning Plans.

More often, the ILNNP approaches adopted in 2013 were targeted at building teacher capability. Through a mix of professional learning, collaboration, programmatic, leadership and whole school approaches the ILNNP schools have, over the last three terms, been working to improve the quality and consistency of literacy and numeracy teaching practices. Evaluation feedback indicates a positive outlook that while there have already been benefits for students in 2013, the real impact of continued improvement in teaching practices will be realised in 2014 and beyond. More than 90% of schools staff believe that their 2013 ILNNP projects will have a high or medium impact on school outcomes beyond 2013.

Across the three sectors, there were also a number of highlights of work undertaken at the system-level.

<u>Government sector</u>

The majority of the ILNNP funding was allocated directly to participating schools, with a small proportion retained for regional and system support. This portion funded a range of initiatives related to the three themes identified as integral to literacy and numeracy improvement: quality learning and teaching, leadership and whole school curriculum planning. Highlights of system-level support have included:

Primary Mathematics Specialists

ILNNP funds enabled Primary Mathematics Specialist schools to attend two rounds of professional learning in 2013 - the first in May and the second in November. The second round built on the first to allow teachers to explore further pedagogical and content knowledge of mathematics. Topics covered included: AusVELS mathematics curriculum, assessment, collaborative practice, enriching the learning of high achieving students and sustainability of the initiative in schools.

Principals as Literacy Leaders (PALL)

The Victorian Principals Association (VPA) ran three PALL programs in conjunction with the Department of Education and Early Childhood Development (DEECD) and supported by ILNNP funding. The 87 participants included principals, assistant principals and leading teachers, and represented all regions of Victoria, with one program held in a regional location. The PALL programs enabled school leaders to work with two renowned tertiary presenters: Professor Neil Dempster from Griffith University, with expertise in school leadership and school improvement, and Anne Bayetto from Flinders University, an expert in literacy intervention and learning.

Evaluations from each of the programs confirmed the relevance and value of PALL for school leaders. By providing them with a deeper understanding of the essential building blocks of literacy and an extensive collection of resources, participants felt empowered to have important conversations with their staff and to undertake action in their schools to improve student outcomes. By the end of the five program modules and the 10 hours of individual coaching, each participant had developed a literacy intervention plan for 2014, aligned with their school strategic plan and annual implementation plan.

Schools Support for Student Learning Project

The Schools Support for Student Learning Project provided a program of seminars and workshops targeted at ILNNP schools. As part of the project, school leadership teams guided each other, and the system, in ensuring the right supports for literacy and numeracy improvement were in place. On 12 June 2013, a seminar on improving student learning was held with over 230 principals and other school leaders from

approximately 70 ILNNP schools in attendance. The seminar included a presentation by Professor John Hattie and a number of sessions led by school leaders. In each session, participants were encouraged to reflect on key questions, concepts and ideas, and consider how these might be addressed within their own school and cluster contexts. Evaluations of the seminar by participants indicated it was extremely effective in enabling them to learn about the system-wide resources available and exchange ideas with colleagues on strategies and challenges associated with improving literacy and numeracy outcomes.

A second seminar was held on 21 November 2013, with more than 240 school principals and school leaders from approximately 80 ILNNP schools. The seminar included a presentation by Dr Jane Pollock, who examined teaching frameworks that support improved student learning outcomes. In addition, the seminar addressed issues raised in feedback regarding the first seminar held in June 2013. A range of speakers and schools presented regarding models for teaching secondary level literacy and numeracy, personalised learning and resources for literacy and numeracy, particularly numeracy. Participant feedback was overwhelmingly positive, with school leaders valuing the opportunity to learn first-hand from colleagues who had implemented practices outlined by the presenters.

Leading Numeracy

In 2013, there were four intakes of the Leading Numeracy course at the Bastow Institute of Educational Leadership (Bastow). Participants included graduates, principals and aspiring leaders and were drawn from a range of school sizes and locations. Throughout the course, the lead facilitator observed improvement in participants' mathematical content knowledge as they completed numerous mathematical tasks and shared their solution strategies. Evaluations completed by participants indicated that overall they viewed the course and its structure positively, as evidenced by the following comments:

> *The course has been structured to allow us to implement change gradually and has enabled us to link the requirements of the course to a research based process of school policy development and improvement.*
> *Being able to openly discuss content of the course during the sessions, with the large variety of other members who have a vast variety of experience. The activities suggested ... during the sessions have been very useful and have been implemented into my classes.*
> *Discussion with other schools about their issues, challenges and successes. These discussions are helping me to shape my understandings and knowledge to build our school's numeracy curriculum.*

Leading Literacy

Bastow's *Leading Literacy* course provided opportunities for participants to explore the latest research into the nature of literacy and pedagogies that maximise outcomes for students. Participants completed five core workshops, one elective workshop and two elective webinars. The key indicator of understanding for participants was the planning and implementation of a school-based literacy initiative. Typically these initiatives demonstrated significant new knowledge about literacy and leading change in schools. There were many examples of trialling of new approaches to teaching, formative assessment of students, development of instructional consistency across schools, implementation of effective strategies across domain areas and effective systems of school based accountability in which teachers are striving to develop collective expectations of themselves and their students. All of these initiatives have been ongoing in nature, and the efficacy of *Leading Literacy* is evidenced by the way participants have continued to implement change after their completion of the course and the progressive improvement of student data in many of the schools involved.

Literacy and Language of Science professional learning program

The Literacy and Language of Science professional learning program was a Victorian government schools National Partnership approach endorsed by academic experts for the national *Teach, Learn, Share* website in 2012. It was a product of international literacy and language academic John Polias and consultant Brian Dare, in conjunction with three pilot schools and 12 teachers in DEECD's former Northern Metropolitan Region. The project aimed to build the explicit literacy and language teaching capacity of science teachers in schools with large numbers of EAL and students with disrupted education.

In 2013, through ILNNP funding, South-Western Victoria Region ran a revised version of the program that included mathematics with eight schools and 44 teachers. In late 2013, the first of two teacher feedback days were run with Mathematics teachers providing presentations on the work they had undertaken and how they had implemented this work in classroom planning, teaching and assessment.

Due to successful interim feedback on the program, including improved teacher confidence in explicit language and literacy teaching in science and mathematics, there is interest from new schools, including secondary schools from the Catholic sector, to trial the program in 2014. Current schools have also indicated they wish to implement the program as a whole school, adding a humanities strand to the professional learning program for 2014. DEECD is currently evaluating the program to identify possibilities for expansion.

Sunshine College Literacy Project

Sunshine College is producing two short videos and a 'SunLit Manual' to explain the 'SunLit' program undertaken within the school which sees a whole school curriculum approach to improving literacy outcomes in a secondary school.

The first video of seven minutes provides an explanation of the program and puts it in a historical context. The video has been filmed across the college's four sites and includes interviews with the principal, staff, students and a parent. There is footage of literacy classes in operation and interviews with the coordinator and lesson developers interspersed throughout.

The second video is of 11 minutes duration and provides a detailed explanation of how the program works using a voiceover, text and visuals.

The two videos will be completed in January 2014, in time for the new school year.

The school has also produced a 10-page 'SunLit Manual' which answers questions about the program and provides timetables and example lessons. The manual is currently being professionally edited and designed to ensure accessibility for a wide audience.

Catholic sector

A key strength of the Catholic sector approach to supporting schools was that attention was concurrently paid to building both leadership and pedagogical capacity. In doing so, teachers and school leaders have engaged in complementary programs that enable sustainable improvement over time.

The following table highlights the range of programs that schools participated in:

Table A – School participation in Catholic sector programs

Leadership Focus	Numeracy Pedagogy Focus	Literacy Pedagogy Focus
1. Coaching- introductory program	1. Numeracy Pedagogy	1. Literacy Pedagogy Program
2. Principal leadership program	2. Mathematics Assessment Interview	2. Oral Language
3. Instructional Procedures	3. Mathematics Assessment Interview Analysis	3. Reading Recovery In-service Course
4. Sandhurst Coaching Network	4. Extending Mathematical Understanding In-service Course	4. Reading and Writing
5. Primary Learning Leaders Network	5. First Steps in Mathematics Course	5. Observation Survey Administration and Analysis

Leadership Focus	Numeracy Pedagogy Focus	Literacy Pedagogy Focus
6. Leaders as Coaches	6. Strategic Support Maths	6. First Steps Reading Course
7. Mathematics Leaders Course	7. Purposeful Learning of Mathematics	7. P-8 Learning Literacies
8. Purposeful Learning of Mathematics Leaders Program		8. School Improvement Literacy Project (Primary)
9. P-8 Learning Literacies Leaders Program		9. Secondary Literacy Improvement Project
10. Leading Literacy Pedagogy Program		

Leading Literacy Pedagogy Program

Independent sector

Schools involved in ILNNP have valued being funded to attend professional development programs for Evidence Based Observation (EBO), PALL and Cognitive Coaching. The smaller schools in regional areas would have been unable to finance attendance at these programs without ILNNP support.

Schools have also appreciated the expertise of the advisors who have visited their schools regularly to support teachers and leaders. Their ongoing mentoring, advice and encouragement has led to increased knowledge, skills and confidence. The Primary Mathematics Specialists have added knowledge and skills in the teaching of mathematics in participating schools.

Schools have valued the funding for casual relief teachers, which has enabled the release of teachers to attend professional learning workshops and to implement approaches and collaborate as professional learning teams.

Evidence Based Observation (EBO)

A four-day day training program was conducted through The Development Centre, Independent Schools Victoria (ISV), for 13 teachers from schools new to this approach. An ISV advisor visited each of the schools regularly during the year to support the trainers and volunteer teachers involved. By the end of Term 4, hundreds of lessons had been observed in the 21 schools using this approach, with follow-up professional discussions and ongoing coaching

Advisors visited those ILNNP schools that had participated in the former *Smarter Schools* National Partnerships regularly, to support their EBO progress. More than 150 teachers from 37 of these National Partnership schools have been trained in the EBO approach in the past four years, 29 of them in 2013.

Advisors also conducted observations and follow-up coaching sessions in ILNNP schools.

Coaching

Twenty-five teachers from 12 schools were funded to attend an eight-day coaching workshop conducted by Gavin Grift of Hawker Brownlow Education, and casual relief teacher replacement funding was provided to participating schools. The advisor visited the new ILNNP schools that had chosen this approach regularly during the year, to conduct model coaching sessions, and monitor the progress of coaches in the schools. Former *Smarter Schools* National Partnerships schools involved in the ILNNP were also supported by advisors who visited regularly to support their coaching program.

Principals as Literacy Leaders (PALL)

Four principals participated in the five-day PALL workshops conducted at The Development Centre in May, July, August and October.

The advisors visited the schools regularly during the year to support the principals implement this approach. Following an analysis of 2011–2012 NAPLAN data, comprehension and spelling were the main focuses of the two new ILNNP schools.

Primary Mathematics Specialists

The four schools that selected this approach were funded to engage specialist numeracy coaches. Casual relief teacher replacement funding was also provided to enable professional discussions to occur in schools. The numeracy coaches adopted a variety of strategies, including modelling lessons, developing collaborative curriculum plans and coaching mathematics teachers.

The regular visits of the advisor to each of the 11 new ILNNP schools and the continued visits by advisors to the former *Smarter Schools* National Partnerships schools were a valued strategy to support schools to maximise the benefits of their chosen approaches.

Benefits and outcomes of program as a whole

Schools and staff report a number of benefits from ILNNP. Although schools adopted different ILNNP approaches there was common agreement that 2013 had seen real improvements within schools in terms of:

- building the capability of teachers and leaders through targeted support to develop their knowledge, skills and practice in literacy and/or numeracy teaching
- improvements in teacher capacity to develop and implement strategies to assess, modify and improve their practice
- improved capacity of staff to plan collaboratively
- more consistent approaches to teaching literacy and numeracy across schools
- increased leadership capacity to work with teachers to improve students' learning outcomes
- improved capacity of staff to use data to assess student performance and to analyse, reflect on and adapt teaching practice.
  "Teachers show a great understanding of differentiation for students. Writing is occurring across the curriculum in all learning areas. Teacher collaboration and peer observations are embedded in our practice, not isolated to coaching. Teachers are using many tools to plan, implement and assess student learning and are owning the responsibility for student outcomes. Professional development is focused on quality pedagogy."

The opportunity to use the ILNNP funding to implement approaches with whole-school implications was seen as of particular benefit to a number of schools. They commented on the value of being able to trial and adopt improved and collaborative approaches to curriculum planning, moderation of assessment and teaching observation and coaching. These have contributed to more consistent approaches to literacy and numeracy teaching being adopted in schools.

Lessons learned, including challenges

The implementation of ILNNP has highlighted or reinforced understanding of several practical issues for schools.

The first is the need to carefully select an approach to meet the specific literacy and numeracy needs of students and to be able to match that approach with teachers' current or developing capabilities. Success in this endeavour requires a solid level of analysis of current student data to be able to identify priorities for improvement, as well as a comprehensive and honest assessment of the school's leadership and teaching capacities. The ILNNP schools chose to implement approaches appropriate to their student cohort and local circumstances.

A second observation has been greater understanding and more effective use of data to monitor changes in students' performance. Schools now typically use multiple sources of data to assess performance, target intervention and extension programs and to modify teaching practice. However, the different data and assessment tools are of different value at different points of time. In 2013, the ILNNP schools found that teacher reflection was best supplemented by On Demand testing and equivalent approaches that could track student progress in line with the implementation of their chosen approaches. Standardised testing like NAPLAN will provide valuable insights on longitudinal improvements over coming years.

With schools commencing their ILNNP projects by Term 2 2013 there has been limited time to consider the sustainability of these approaches and embed them into school practice. Schools have found this to be relatively more successful where the approaches adopted have focused on capability building and revisions to in-school structures (e.g. professional learning teams, collaborative planning). Where the approaches involved use of external coaching, tutoring or support or a significant internal diversion of teaching staff to coaching and observation there are concerns that continuation of the changes made are unsustainable without additional financial support. Feedback from schools indicates that ILNNP approaches that were reliant on external funding are less likely to be sustainable beyond 2013, regardless of their impact on student performance.

Finally, schools were generally critical of the short timeframes for planning and implementation of ILNNP. While they were very appreciative of the funding provided, many had to alter school improvement plans for 2013 that had been thoughtfully developed and agreed prior to the commencement of the school year. Wherever possible, decisions related to provision of programmatic support should be aligned with schools' own planning timetables. So too, expected timeframes for assessing program impact should take into account the likely implementation timetables.

A full list of participating schools is included at the end of the report in Table 1 at Attachment A

SECTION 2: APPROACHES

Reasoning behind the approaches selected at the state and sector level

Victoria's approach to ILNNP drew on the lessons learned from a number of state based large-scale pilots and initiatives implemented through the *Smarter Schools* National Partnerships funding period and their independent evaluation. These evaluations were extensive and focused on the integral themes identified as key to literacy and numeracy improvement: quality learning and teaching, leadership and whole school curriculum planning. This learning informed the approaches Victoria contributed to Teach, Learn, Share and ensured they are evidence-based and have been used successfully in the past within Victoria or similar jurisdictions. Participating schools were also provided the opportunity to participate in identified approaches that have been tried and tested in other states or territories.

From the evidence base established through the evaluation of *Smarter Schools* National Partnership initiatives, and from research and evidence about effective teaching and learning in different contexts, the approaches Victoria identified were:

- Evidence-Based Classroom Observation and Coaching
- Oral Language Supporting Early Literacy (OLSEL)
- Primary Mathematics Specialists
- Coaching Framework
- Bastow Leading Literacy professional learning course
- Bastow Leading Numeracy professional learning course
- English as an Additional Language (EAL) Science Language Literacy Pilot Project
- Literacy and Numeracy Pilot in Low Socio-Economic Status (SES) School Communities 2009–10
- The Victorian Principals Association's Principals As Literacy Leaders (PALL) program.

These approaches were ratified by an expert panel before being documented on the Teach, Learn, Share website.

The Victorian Government places a high premium on school autonomy with global evidence demonstrating that, when coupled with a culture of accountability, increased autonomy is associated with improved student performance. In line with this evidence, the Victorian approach to the National Partnership recognised that schools were best placed to determine their specific focus for literacy and numeracy improvement and the specific activity they would undertake to achieve this.

Schools were asked to use the range of resources and information already at their disposal, and to draw from the list of Teach, Learn, Share approaches, to determine which strategies and actions were best suited to achieving their focus for literacy and numeracy improvement. Schools determined their focus and goals through existing school accountability, improvement and planning processes, which enabled them to tailor activity to meet their goals and the needs of their students and local communities.

This approach took into account individual school contexts and points of need, with schools working from their unique starting point to determine the initiatives that best complemented their improvement strategy within a consistent statewide evidence-based framework.

As participating schools implemented, embedded or extended the Teach, Learn Share approaches, they ensured activity was focused around one or more of the three themes identified as integral to whole-school literacy and numeracy improvement: leadership, whole-school curriculum planning and quality teaching and learning.

The magnitude of the approaches adopted varied considerably, with some schools having less than five teachers engaged in targeted programs involving a small number of students in several classes. Whole school approaches in larger secondary and P-12 schools typically involved more than 100 staff and impacted than a thousand students.

Further detail about the reasoning behind the selection of each approach is included in Table B below.

Summary of each approach used

Table B - Summary of and rationale behind approaches

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?
Evidence-Based Classroom Observation and Coaching	An extended professional learning approach where structured discussions about improving student learning outcomes and teacher practice are held between a coach and a teacher utilising information gathered from focused classroom observations. A school-based, trained coach gathers data about specific behaviours of the teacher and selected students. The coach provides structured feedback to the teacher who can utilise it for the purposes of self-evaluation, goal-setting and to monitor improvement in their teaching practice and in student learning. This approach involves training teachers in the techniques of observing colleagues while they teach. A coaching conversation takes place following the lesson, at which the teacher is asked to reflect on what he/she noticed and what went well. The observer's data is shared with the teacher and a professional discussion follows, during which goals are set for the following lesson. Data is kept over time to identify trends and issues arising from the observations. It is important to note that this approach is not an appraisal tool, but a technique to build teacher capacity and improve student learning outcomes.	Those schools that have adopted the approach over several years have developed a significant number of teachers who are actively involved in observations and sharing best practice. There is evidence that participation in the EBO has changed teachers' practice in participating schools. Teachers are now thinking more about student engagement, discursive practice and deep learning. In time, this will lead to improved student learning outcomes and literacy and numeracy achievement levels. Evaluation of coaching initiatives has identified successful elements of implementation that lead to quality teaching and improved student learning. These include: • alignment with the school's performance and development activity • leading discussions on implementation and analysis of assessment data to inform curriculum planning and differentiated teaching • collaborative practice involving a sharing of knowledge among educators and a focus on teachers communities of practice • sustained, ongoing and intensive modelling and the collective solving of problems of practice • engaging teachers in concrete tasks of assessment, observation and reflection that illuminate the process of learning and development. For further information, see: http://www.teachlearnshare.gov.au/Strategy/812c5a1a-a89d-4efa-b6cf-a205008af706	P – 12	Literacy and Numeracy	No
Coaching	Coaching Initiatives included Literacy, Koorie Literacy, and	This approach was selected because the provision of	P-10	Literacy and	No

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?
Initiatives Literacy and Numeracy in Victorian Government schools	Teaching and Learning, focus on mathematics and science. Coaches are provided with professional learning to build their discipline and pedagogical knowledge, expertise in coaching approaches, and familiarity with DEECD resources. Coaches work with teachers in identified schools through one-on-one, in-class coaching, to build their capacity to improve student outcomes.	school-based professional learning for teachers conducted by selected coaches led not only to improved student outcomes, but also to sustainable school-based reform. Coaching Initiatives was implemented over four years in a range of primary and secondary government school settings across all regions in Victoria. It included literacy, Koorie literacy, and teaching and learning focused on mathematics and science. The high number and variety of coaches, schools, teachers and students involved in this project indicates that the initiative could be successfully replicated in a variety of settings. For further information, see: http://www.teachlearnshare.gov.au/Strategy/9c2caafb-1548-4559-a4d0-a1f900de970f		Numeracy	
Bastow Leading Literacy Course	The Leading Literacy professional learning course aims to provide participants with a deep understanding of recent research around the processes of reading, writing, speaking and listening and best practices for literacy instruction. The course provides opportunities for participants to collaborate with colleagues to explore knowledge of leadership and the capabilities required to lead significant change in literacy teaching and learning for improved outcomes for students. The formal course elements are eight workshops and five peer learning group meetings.	This approach was selected because instructional leaders build and develop a collaborative learning environment where learning is the motivation of all school staff and the school community. Principals and school leaders who participate in the Leading Literacy: Professional Learning course aim to develop this culture as they lead by example. In this course, developed by the Bastow Institute of Educational Leadership for DEECD, principals and school leaders develop deep understandings about literacy as they explore contemporary theories and research. Their understanding of pedagogical practices that support differentiated curriculum design and implementation is furthered and they improve their evidence-based leadership capabilities to support teachers developing literacy practices and pedagogy. For further information, see: http://www.teachlearnshare.gov.au/Strategy/a0e9c1c8-1480-4ee6-b766-a1f700f3a508	P – 12	Literacy	No
Bastow Leading	The Leading Numeracy professional learning course aims to develop school leaders' strategic knowledge and	This approach was selected because it aims to build the strategic capacity of school leaders to work with teachers	P - 12	Numeracy	No

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?
Numeracy Course	capacity to achieve and sustain high levels of student learning and engagement in numeracy through an evidence-based culture that supports improvement in instructional practice. The course consists of a blended learning model delivered in ten face-to-face days and an online learning community. The course addresses the topics of: • reviewing current numeracy achievement and teaching practice • building teacher capacity to link assessment with instruction • enhancing teacher knowledge in numeracy instruction • building teacher capacity in teaching numeracy • building teacher capacity to provide for individual differences in numeracy.	in their school community to develop sustainable improvement in student numeracy outcomes. Fundamentally, this initiative is a leadership development project. It is built on the premise that a strategic investment in curriculum leadership development will lead to better numeracy pedagogy in the classroom, and in turn improved student learning outcomes. Overall, the participants' survey-response feedback statements as well as individual participant's documented performances of understanding and peer presentations demonstrated advanced understandings of numeracy pedagogical content knowledge and instruction as a result of their participation in the course. For further information, see: http://www.teachlearnshare.gov.au/Strategy/f26c9d0e-6e8b-4732-a1e7-a1f700ec544f			
Principals as Literacy Leaders (PALL)	The PALL course aims to improve the literacy achievement of students through developing the capabilities of primary school principals as effective literacy leaders. It focuses on the need to develop capabilities in both leadership and in literacy, with a focus on reading. The PALL program was researched and developed by the Australian Primary Principals Association in 2009 and has since been implemented with success in South Australia, Western Australia and Queensland. The pilot project involved 60 Low SES government, Catholic and independent schools from the Northern Territory, South Australia, Western Australia and Queensland. Funded by the Australian Government through the Literacy and Numeracy Pilot initiative 2009-2010, the project set out to identify specific capabilities needed for principals to be effective leaders in the teaching of reading in their schools.	This approach was selected because it targeted improvement in the reading abilities of students in low-SES and Aboriginal and Torres Strait Islander communities with the aim of reducing the number of students performing below the national benchmark. It was an action-research project designed to build the capabilities of principals to: • lead the design and implementation of literacy improvement in their schools • build a professional learning community in their schools • contribute to literacy development from a system perspective • assess student learning achievement in ways that inform the realisation of these objectives. For further information, see:	P - 12	Literacy	No

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?
		http://www.teachlearnshare.gov.au/Strategy/669ec9de-3539-421a-bde1-a1f700ee1c76			
Oral Language Supporting Early Literacy (OLSEL)	The Oral Language Supporting Early Literacy (OLSEL) initiative was proposed by the Catholic Education Commission of Victoria (CECV) in response to converging evidence identifying oral language competence as a significant variable in early literacy outcomes. Focused classroom teaching achieved statistically and educationally significant gains in the students' oral language and led to both statistically and educationally significant reading comprehension gains for students in their early years of schooling. The provision of targeted training focuses on enhancing teachers' professional understanding of oral language, its relationship to early reading achievement and the language demands of teaching and learning interactions.	The Oral Language Supporting Early Literacy (OLSEL) initiative was proposed by CECV in response to converging evidence identifying oral language competence as a significant variable in early literacy outcomes. The OLSEL research project 2009–2010 identified a link between poorly developed oral language skills and literacy difficulties and found that focussed classroom teaching achieved statistically and educationally significant gains in the students' oral language and literacy. For further information, see: http://www.teachlearnshare.gov.au/Strategy/c4f39b11-3367-4341-a5fa-a1f900e025f1	P -3	Literacy	No
English as an Additional Language (EAL) Science Language Literacy Pilot Project.	The EAL Science Language Literacy Pilot Project aims to provide secondary science teachers of EAL students, particularly those from disrupted schooling backgrounds, with an understanding of how to teach the aspects of English through which scientific knowledge is transmitted. It uses a functional systemic approach to showing teachers how the language of science works. This includes a Genre Teaching and Learning Cycle model to drive the application of this language theory to assist teachers to explicitly plan teaching activities that progress students' learning along a 'mode continuum' so that they are able to independently engage with, and produce, science texts.	This approach was selected as it was designed to help support secondary science teachers of EAL students, and to improve students' ability to learn in a mainstream science classroom while still in the process of learning English. For further information, see: http://www.teachlearnshare.gov.au/Strategy/8c6ed740-b275-4435-a8c5-a1eb00fbfa5b	7-11	Literacy	No

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?
Primary Mathematics Specialists initiative	This initiative provided intensive support to participating schools by building their internal capacity to improve student learning outcomes in mathematics. 81 teachers worked 0.5 FTE as a specialist within their base school and across the network, with three specialists per school, three schools per cluster, and one cluster in each of the nine Victorian Regions. Specialists built their own disciplinary and pedagogical content knowledge, and supported the learning of colleagues. The initiative acknowledges the importance of teachers having the support of leadership, ongoing professional learning, an understanding of what constitutes effective mathematics learning and the capacity to improve student learning using a data driven, whole of school approach.	This approach was selected because it was shown to improve student learning in numeracy to a major extent. It was implemented by the Department of Education and Early Childhood Development in 2010–11. Schools were selected because their students were performing below the state average on the 2011 NAPLAN (Numeracy) test. The PMS initiative aimed to: • increase workforce capacity to improve outcomes in mathematics – achieved initially by specialists building their own disciplinary and pedagogical content knowledge in the base school, and then by specialists supporting colleagues' learning in a cluster network • deliver improved primary student results in mathematics – achieved by teachers offering engaging, well-structured and targeted lessons that focused on developing students' mathematical concepts and skills • build sustained, continued improvement in teacher capacity and student outcomes within schools – achieved by specialists continuing to extend their mathematics content and pedagogical knowledge and building the capacity of their colleagues in their school and cluster network. For further information, see: http://www.teachlearnshare.gov.au/Strategy/efdfad81-023e-447e-8636-a1f900dc268c	P-6	Numeracy	No
The Literacy and Numeracy	A multi-faceted approach, identified from local reform experience, was used to improve students' literacy and numeracy achievements in this initiative. The focus was on	This approach was selected because the pilot adopted a strategic, multifaceted approach to sustainable improvement in literacy and numeracy outcomes for all	P – 10	Literacy and Numeracy	Yes

Title of approach	Summary	Reasoning for selection	Year level(s) targeted	Domain(s) targeted	Does the approach specifically target ATSI students?
Pilot in Low Socio-Economic Status (SES) School Communities 2009-10	students from low SES school communities, and included low SES, Koorie (Victorian indigenous community), English as an additional language (EAL), new arrivals and refugee student cohorts. The initiative used a school cluster approach to school improvement and focused on five areas of reform: • leadership and whole school approaches • investments in lifting teacher capacity • effective use of student data • student-centred approaches and interventions • use of broader community and parental engagement strategies.	students in primary and secondary schools. The aim was to create new and improved practices in schools by implementing a range of approaches, based on local analysis of need. Planning and sharing occurred at both the school and cluster levels, using accountability and improvement frameworks. It focused on five areas of reform: leadership capacity to adopt whole-school approaches and to work effectively across school clusters; teacher capacity to improve practice in teaching literacy and numeracy; data-driven approaches to targeted learning; student centred approaches; and community engagement. The cluster approach to improvement in literacy and numeracy provided structure and support for building leadership capacity, and aided the implementation of central and regional curriculum programs and initiatives. The pilot provided valuable lessons around. For further information, see: http://www.teachlearnshare.gov.au/Strategy/da58cd9e-76c5-449a-a4e1-a1f900e309b1			

Contribution of approaches towards the outcomes of:

Schools selected different ILNNP approaches (with some guidance from DEECD, CEO and ISV) in response to students' needs and school priorities and capabilities. Evaluation feedback suggests that each approach provided a different range of benefits in terms of short and long term impact on student performance and teaching practices.

a) improved student performance in target groups in participating schools

Government and independent schools that trained and appointed Primary Mathematics Specialists were relatively more positive about the impact of the approach on student performance in 2013. Supported by a combination of professional learning within, and external to, the school the Specialists had an explicit role to work with maths teachers, individually and collaboratively, to build their capacity to reflect on their teaching practice, use data to analyse student and self performance, and enhance teaching practices. With improvements made to teaching practice, there was seen to be a fairly direct flow through to improved student performance, which in some cases was already identifiable in 2013 through On Demand or similar testing.

More than some other ILNNP approaches, the Primary Mathematics Specialists were focused right at the point of teaching. It was this characteristic, shared with the Evidence-based Observation and Coaching approach, which meant these two approaches were more likely to have been assessed as having a positive impact on student performance within 2013.

ILNNP approaches like the PALL program which were, in the first instance, further removed from the student-teacher interface were generally rated as having a lesser impact on student performance, although they are seen as delivering a ranger of longer term benefits for schools, teachers and students.

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

ILNNP schools and teachers report that the Evidence-based Observation and Coaching approach, and to a lesser degree the Primary Mathematics Specialists and the English as an Additional Language pilot project, were the approaches most likely to be valuable in effective identification of areas needing support and subsequent improvement. In part this was because, as noted above, these approaches were closest to the point of teaching. This meant that participants were expected to reflect on their practice and to collect and analyse student data as a means of assessing student performance, and areas of need, and critically analysing teaching practice.

Evaluation data indicates that these approaches were also more likely than other approaches to be using a variety of data sources (e.g. teacher reflection, On Demand, PAT/DART testing) to provide instant and ongoing feedback for students and teachers.

Again, the PALL program had a relatively less immediate impact on implementation of analytical practices in schools.

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

Overall, schools and staff were positive about the impact of their chosen ILNNP approaches on teaching capability and effectiveness. All of the evaluation feedback suggests that the approaches adopted provided real value to schools in terms of delivering a range of benefits including:

- building the capability of teachers and leaders through targeted support to develop their knowledge, skills and practice in literacy and/or numeracy teaching

- improvements in teacher capacity to develop and implement strategies to assess, modify and improve their practice
- improved capacity of staff to plan collaboratively
- more consistent approaches to teaching literacy and numeracy across schools
- increased leadership capacity to work with teachers to improve students' learning outcomes
- improved capacity of staff to use data to assess student performance and to analyse, reflect on and adapt teaching practice.

Schools and staff indicate that the ILNNP approaches with the greatest short-term impact on the improved capability and effectiveness of literacy and/or numeracy teaching in participating schools were:

- Primary Mathematics Specialists
- Bastow Literacy Leaders course
- Bastow Numeracy Leaders course
- Low SES Literacy and Numeracy pilot.

The Evidence-based Observation and Coaching approach and the Coaching Initiative were also relatively well-regarded.

However, when asked about the longer-term potential of the approaches to support literacy and numeracy outcomes for schools, and the sustainability of the impact beyond 2013, the approaches which schools were most positive about were:

- Principals as Literacy Leaders
- Bastow Literacy Leaders course
- Bastow Numeracy Leaders course.

The common factor in these approaches is leadership – educational and instructional leadership. This coincides with the assessment of ILNNP schools and staff through the evaluation that the most important factor in ensuring the sustained benefit of the approaches adopted in 2013 was leadership endorsement and support.

SECTION 3: ANALYSIS OF PERFORMANCE DATA

DEMONSTRATION OF IMPROVEMENT

Local Measure (i)

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

Local measure (i)

<u>Agreed local measure</u>: Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with other children at the same grade in reading and numeracy for the 2013 school year.

At the state's discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.

<u>State specific measure:</u> The literacy and numeracy growth of Years 3, 5 and 7 students starting in the bottom two bands in 2010 literacy and numeracy funded schools will be greater than for equivalent students in non-NP funded schools over the period 2011 to 2013.

Analysis:

2013 NAPLAN data has been analysed to enable comparisons to be drawn between the achievement growth experienced by students in ILNNP schools and their academic and socioeconomic peers in non-ILNNP funded schools from 2011 to 2013.

The data was prepared using the following process. Students were firstly grouped according to their school's achievement decile in 2011. The average growth in student learning outcomes, as measured by NAPLAN, was then calculated within each decile as the 2013 score minus their 2011 score. The growth exhibited by students in ILNNP funded schools was then compared to that observed for students in non-ILNNP schools in the same decile. The analysis is therefore comparing achievement growth in treated schools to that in schools that had similar results prior to the ILNNP but which were not part of the program.

This analysis shows that a significant proportion of students at ILNNP schools are likely to have been positively affected by the program.

Results

In 2013, 47.4% of all Year 5 students in ILNNP funded schools showed achievement growth in Reading from Year 3 that was greater than the average growth displayed by students in similar non-ILNNP schools.

For the same cohort in Numeracy, 46.4% of students in ILNNP funded schools showed growth from Year 3 that was greater than the average growth of their peers in non-ILNNP schools

Between Years 7 and 9 over the 2011 to 2013 period, for Reading, 50.0% of students in ILNNP funded schools demonstrated greater achievement growth than their peers in non-ILNNP funded schools.

For Numeracy between Years 7 and 9, 47.6% of the 2013 Year 9 student cohort in ILNNP funded schools showed greater achievement growth than students in similar non-ILNNP schools.

The most positive results for ILNNP students were demonstrated in achievement growth in numeracy from Year 7 to Year 9. Students in half of the achievement deciles (deciles 6-10) demonstrated growth greater than students in non-ILNNP schools.

Two further general points should be noted. Firstly, the data presented draws a comparison between all ILNNP schools and non-ILNNP schools, rather than only between those ILNNP schools that originally participated in the Literacy and Numeracy National Partnership and all schools.

Secondly, the full impact of ILNNP activities and approaches may not be represented in the data collected to date. Many of the activities and approaches implemented by schools are long-term in nature and their impact on student outcomes may not be evidenced until 2014 and beyond.

d) Local Measure (ii)

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

<u>Agreed local measure</u>: Local school level data demonstrating change in literacy and/or numeracy performance for Aboriginal and Torres Strait Islander students falling behind compared with other children at the same grade in reading and numeracy for the 2013 school year.

At the state's discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.

State specific measure: The literacy and numeracy growth of Years 3, 5 and 7 indigenous students starting in the bottom two bands in 2010 literacy and numeracy funded schools will be greater than for equivalent students in non-NP funded schools over the period 2011 to 2013.

Analysis:

2013 NAPLAN data has been analysed to enable comparisons to be drawn between the achievement growth experienced by indigenous students in ILNNP schools and their academic and socioeconomic peers in non-ILNNP funded schools from 2011 to 2013.

The data was prepared using a similar process as that used for local measure (i). Indigenous students were firstly grouped according to their school's achievement decile in 2011. The average growth in student learning outcomes, as measured by NAPLAN, was then calculated within each decile as the 2013 score minus their 2011 score. The growth exhibited by indigenous students in ILNNP funded schools was then compared to that observed for students in non-ILNNP schools in the same decile. The analysis is therefore comparing achievement growth in treated schools to that in schools that had similar results prior to the ILNNP but which were not part of the program.

This analysis shows that a significant proportion of indigenous students at ILNNP schools are likely to have been positively affected by the program. This was particularly the case in lower deciles, where indigenous students in ILNNP schools had significantly high rates of above-average growth.

In 2013, 51.0% of all Year 5 indigenous students in ILNNP funded schools showed achievement growth in Reading from Year 3 that was greater than the average growth displayed by students in similar non-ILNNP schools.

For the same cohort in Numeracy, 45.6% of indigenous students in ILNNP funded schools showed growth from Year 3 that was greater than the average growth of their peers in non-ILNNP schools

Between Years 7 and 9 over the 2011 to 2013 period, for Reading, 62.7% of indigenous students in ILNNP funded schools demonstrated greater achievement growth than their peers in non-ILNNP funded schools.

For Numeracy between Years 7 and 9, 49.2% of the 2013 Year 9 indigenous student cohort in ILNNP funded schools showed greater achievement growth than students in similar non-ILNNP schools.

As in local measure (i), two further general points should be noted. Firstly, the data presented draws a comparison between all ILNNP schools and non-ILNNP schools, rather than only between those ILNNP schools that originally participated in the Literacy and Numeracy National Partnership and all schools.

Secondly, the full impact of ILNNP activities and approaches may not be represented in the data collected to date. Many of the activities and approaches implemented by schools are long-term in nature and their impact on student outcomes may not be evidenced until 2014 and beyond.

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

NAPLAN data for continuing LNNP schools, 2008-2013

Data relates only to those schools that commenced participation in the LNNP from 2009 onwards. Local Measure (vi)

Local school level data collection measures

Describe local school level data collection measures and how these measures have been used over the school year by schools and education systems to effectively conduct assessment and inform best practice literacy and numeracy teaching (Table 1 of the NPA, Performance Indicator 3 refers).

Please present information so that it enables you to demonstrate the effectiveness of these measures in your state in the clearest way possible. (No template is provided).

<u>Agreed local measure</u>: Narrative description covering the range of formative and summative assessments used by NP funded schools. This narrative will include a description of how the assessments are used to inform classroom planning, along with evidence of how the use of the assessment has increased as a result of NP funded activity.

Data sources and tools used by schools

Most schools are using a variety of different data sources and tools in combination to enable them to understand students' absolute and relative performance levels. These assessment approaches, combining summative and balanced judgment are also used as diagnostic tools to identify areas for teaching improvement and the need for intervention and/or extension activities for individual students.

Use and effectiveness of different data sources and analysing changes in literacy and/or numeracy performance
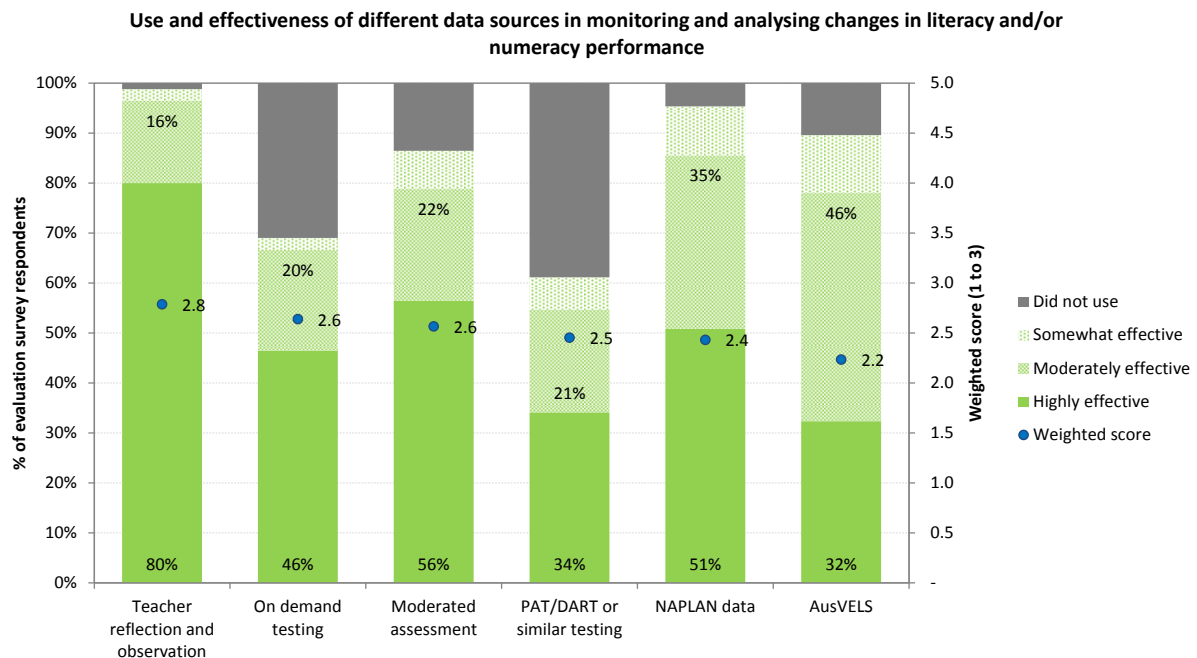
Use and effectiveness of different data sources in monitoring and analysing changes in literacy and/or numeracy performance

* The weighted score is calculated by scoring responses for those schools that used each data source as follows: Highly effective = 3 … Moderately effective = 2 … Somewhat effective = 1.

Evaluation of the 2013 ILNNP schools found that nearly all use teacher reflection and observation as their primary source of data on student assessment. Eighty per cent of schools rate the reflection by their teaching staff as highly effective in helping them to monitor and analyse changes or improvements in literacy and/or numeracy performance.

NAPLAN data was the next most commonly used source of data, used by 95% of schools, compared with AusVELS (90% of schools), teacher moderated assessment (86%), On Demand testing (69%) and PAT/DART or similar testing (61%). Other approaches used include the University of Melbourne's ARCOTS (Assessment Research Centre's Online Testing System), assessment tools linked to particular teaching and learning programs (e.g. OZCAAS software as part of the QuickSmart program), the Mathematics Online Interview, Student Performance Analyser (SPA) and self-developed tests of aptitude and ability, among others.

While all schools relied on teacher reflection and observation, and most used NAPLAN, moderated assessment and AusVELS, primary schools were much more likely to use PAT/DART testing (72% vs 47% in

secondary schools), while secondary schools were more likely to use On Demand testing (90% vs 50% for primary schools).

Use of data and assessment tools

Teacher testing, reflection and observation was rated as the most effective means of assessment, with a weighted score of 2.8 (on a scale where Highly effective = 3, Moderately effective = 2 and Somewhat effective = 1). On Demand testing and teacher moderated assessment were considered the next most useful data sources, with weighted scores of 2.6.

Anecdotally, as a commercial product for gathering and storing data, the SPA tool was noted as being particularly useful because of its capacity to triangulate data (using multiple data sources to facilitate deeper understanding) and giving specific guidance on what parts of questions students struggle with.

Schools reported using multiple sources of data as a means of confirming and challenging teachers' assessments, reflections and observations. It also provides information about students' abilities and needs which are used to inform teaching and school curriculum planning and implementation. The use of multiple sources of data also informs a school on whether its literacy and numeracy plans and strategies are having an impact on student outcomes.

> *"NAPLAN, On Demand testing and teacher assessment were all used to determine the skill level of individual students. The testing enabled us to gain a snapshot of the individual students. NAPLAN enabled us to view development over time with the Year 9 students, while the On Demand testing provided data at the beginning and middle of the year. The moderation ensured that teachers were assessing to the same level and criteria."*

> *"Having multiple sources of data is essential. NAPLAN shows areas of improvement or not over an extended period of time. On Demand indicates reading comprehension development over three terms in the one year, while PATR indicates reading comprehension development each year. Both help to identify students who need intervention and extension. Teacher reflection and observation provides detailed understanding of student reading comprehension and writing development throughout the year."*

> *"Triangulation using On Demand testing, cross cohort moderation and comparison to standardised measures created a rich and comprehensive set of data for teachers to build in-depth understandings of student and cohort learning issues and successes. The validation of method that is created using that data in reflections assists in creating a sense of efficacy amongst teachers."*

The value of different tools and approaches was seen as being influenced by a number of factors related to the tool or approach. For example:

- Frequency of data collection – With standardised NAPLAN test results only available once a year, and for each cohort once every two years, some schools use On Demand testing and/or moderated assessment tasks two to three times per year to provide immediate and ongoing feedback on student performance and progress toward learning goals.
- Credibility – Schools report that teachers are increasingly demanding that any external data collection approaches used have a high degree of credibility, particularly for use in formative or diagnostic assessment. Accuracy and reliability are seen as very important.
- Granularity of data – Data sources and tools that were most useful provided enough items at different progression levels to enabled teachers to more accurately determine students' starting points (e.g. their zone of proximal development) and progress in reading or numeracy.
- Administration – Ease of access and administration (e.g. On Demand testing) is a factor in the use of different tools, as is the cost to access and use commercial tools.

Proficiency in analysing and using data was also a factor in the use of different data sources, tools and approaches. ILNNP schools report that teachers are becoming more competent and confident at using data

effectively to drive their teaching. Some schools have developed data teams to support analysis and use of literacy and numeracy data. Some schools make use of partnerships with external providers to enable them to drill down into the data to identify students' progression stages.

Using data for student assessment

The ILNNP schools have used local school level data collection measures to effectively assess students' literacy and numeracy knowledge, skills and performance. This has typically involved systematic collection and analysis of data over time using multiple tools to assist with:

- assessing individual and student cohort performance
- assessing students' individual learning needs through diagnostic means
- identifying students 'at risk' as an aid in targeting intervention activities
- identifying high achieving students as an aid in targeting extension activities
- understanding longitudinal trends in student performance.

Different schools had different preferences for the use of tools to assist with diagnostic assessment in literacy and numeracy units (e.g. PROBE reading assessment for giving in-depth insights into performance, On Demand testing for providing instant feedback, PAT Maths).

> *"The development of diagnostic assessments for numeracy units allowed us to gain an understanding of the learning of all students from Prep to Six."*

> *"PAT Reading and PAT Maths have been the most useful tools. Teachers are able to compare data easily from one year to the next. They have been able to monitor changes in more detail by re-administering throughout the year."*

In addition to teacher reflection and observation PAT maths tests, On Demand testing, NAPLAN data, AusVELS and teacher moderation were noted as useful in identifying 'at risk' and high achieving students.

> *"These data sources allowed us to gauge which students would be best suited for the program (Improved Outcomes in Numeracy). The program in its trial phase would not have been suitable for students who were well below the expected level, but it seems to highly effective when students are selected at an appropriate level. Baseline data from On Demand will give us a reference point for monitoring students across the next few years, and has been used in conjunction with teacher judgements to sort students into levels for the intervention program groupings."*

> *"The most useful data sources and tools were those that gave clear indications of what students could or could not do (e.g. levels of comprehension in TORCH testing). This enabled teachers to plan for differentiation or targeted teaching."*

> *For longitudinal analysis of student performance NAPLAN and PAT testing were seen as useful tools.*

Using data to improve teaching practice

Data is being used in ILNNP schools to inform and improve teaching practices through three main uses:

- diagnostic identification of curriculum areas where students' understanding and performance is not at the level intended
- moderation of student work and performance to reflect on teaching practices in literacy and numeracy and establish consistency in judgment
- development of whole school understanding of effective approaches to teaching literacy and numeracy
- setting goals for improved student performance.

"Quantitative evidence of individual and group learning outcomes was an important starting point for discussion of teaching practices."

"The data enabled tracking of student performance over a substantial period of time. It enabled teachers to reflect on the success of their programs and redesign programs and tasks accordingly."

"The moderation of student work was invaluable in getting teachers to talk about what the students either did or did not know. This resulted in more effective teacher practice."
"A whole school approach with PAT used by all English and Maths teaching staff provides a consistent approach to assessment."

"Moderation during English curriculum design team meetings enabled all participating teachers to gain a common understanding as to what constitutes high quality student writing."

e) *Local Measure (vii)*

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

Agreed local measure: Narrative description covering the range of approaches staff from NP funded schools have employed to improve capability and effectiveness of literacy and/or numeracy teaching. The narrative will include a description of the impact of the approaches on teacher practice, along with evidence of an increase in the use of approaches as a result of NP funded activity.

Within their chosen ILNNP approach(es) schools used a combination of different individual and collaborative activities to improve teacher capability and the effectiveness of literacy and/or numeracy teaching.

Activities used within the ILNNP approaches:

Activities used within the ILNNP approaches
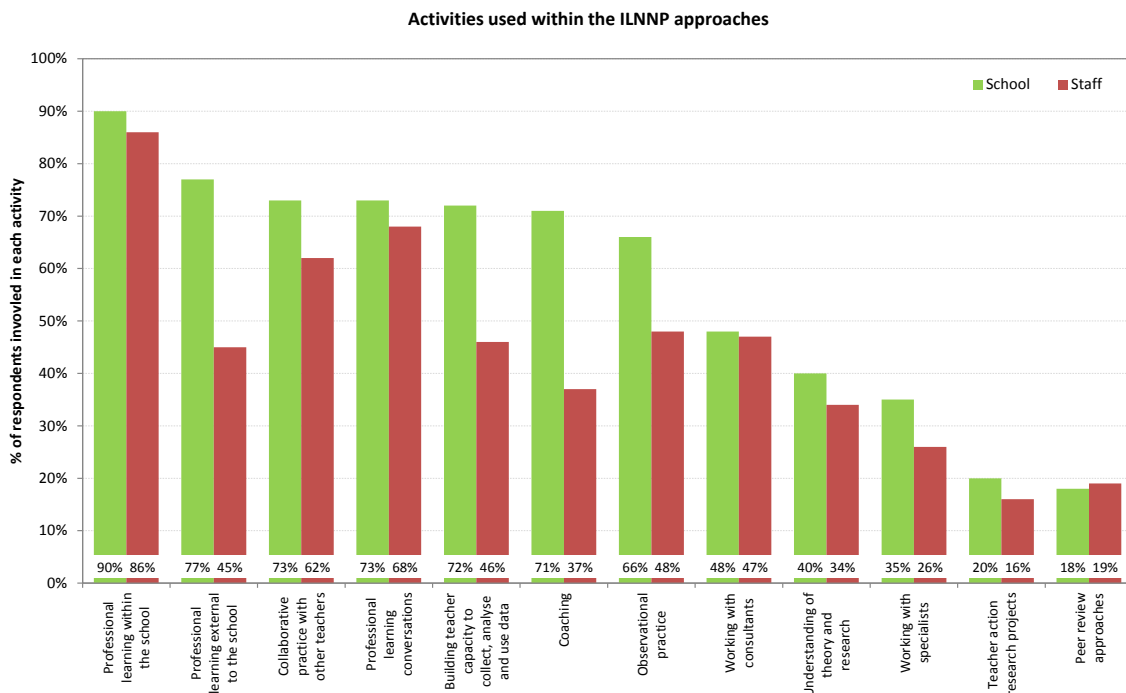
The most common activity was professional learning conducted within the school, a feature in 90% of ILNNP schools and an activity in which 86% of staff were involved. Professional learning external to the school was the next most used activity, occurring in 77% of schools and with 45% of staff. Across almost all activities identified in the evaluation the school response on the level of school engagement in an activity presented as higher than the staff response. Most schools were engaged in more than one ILNNP approach

using different types of activities, whereas teachers and other staff might have been involved in only some of these activities.

Seventy three percent of school leaders indicated that collaborative practice with other teachers and professional learning conversations were approaches used to build teacher capacity, with 72% indicating that their school had worked to build teacher capacity to collect, analyse and use data effectively, and 71% using coaching approaches.

The professional support strategies relatively least used by schools and staff were peer review approaches (18% of schools, 19% of staff) and teacher action research projects (20% of schools, 16% of staff).

Improvement programs

Victorian schools implemented a number of different intervention programs to support improved student learning. These programs typically involved training selected teachers within the school to implement the program, and in some cases engagement of specialist staff to implement the program into the school (e.g. coaches). A number of the programs used by several schools are listed below.

- GRIN – Getting Ready in Numeracy is a Monash University program that aims to prepare lower performing students for new concepts in mathematics by providing them with a 20 minute one-on-one tutoring session with an assigned tutor on a weekly basis. The tutoring session focuses on preparing the student for upcoming mathematical lessons. The tutor liaises with the students' maths teacher prior to the tutoring session to enable them to better target the students' individual learning needs.
- EMU – Extending Mathematical Understanding is a research based program developed by Ann Gervasoni of the Australian Catholic University. The intervention program is targeted at lower primary years students who have been identified as having risks to their numeracy learning. Students work in groups of three with their EMU teacher once a day for 30 minutes for a period of between 10 and 20 weeks. The aim of the program is to improve the students' understanding of and confidence in mathematics.
- Reading Recovery – The aim of Reading Recovery is to reduce the number of Year 1 students performing below standard in reading and writing. Students participate in a 30 minute daily session with their Reading Recovery teacher for a period of 12 to 20 weeks.
- QuickSmart – QuickSmart is a mathematical intervention program aimed at middle years students (Years 5 to 8) that involves a series of activities designed to improve their ability to use different strategies to solve mathematical problems and to improve their automatic recall of basic number facts across all four operations. Students work in pairs for three 30 minute lessons each week for thirty weeks.
- MultiLit – MultiLit is a research-based initiative of Macquarie University that consists of a series of different instructional programs targeted at students of different age and learning need. Schools can select the program best suited to their students' learning needs.
- Reading to Learn – Reading to Learn is a literacy intervention program designed to support students at all levels of education to learn to read and write successfully.

Schools also implemented a number of programs aimed at building the capacity of teachers within their school (some described on the Teach, Learn, and Share website at www.teachlearnshare.gov.au).

- Bastow Institute of Educational Leadership

  - *Bastow Leading Literacy* – In this professional learning course principals and school leaders developed deep understandings of literacy teaching as they explored contemporary theories and research. Participants furthered their understanding of pedagogical practices that support differentiated curriculum design and implementation, and improved their evidence-based leadership capabilities to support teachers developing literacy practices and pedagogy. During the course, participants completed and implemented a research project specific to their context, with the support of course facilitators and experts in the field.

- *Bastow Leading Numeracy* – This course was built on the premise that a strategic investment in curriculum leadership development would lead to better numeracy pedagogy and, in turn, improved student learning outcomes. The course content was designed to deepen leaders' knowledge and understanding of numeracy content knowledge and evidence-based approaches to numeracy pedagogy; the use of assessment tools to analyse students' numeracy behaviours and plan for targeted and differentiated numeracy pedagogy at the individual, class and whole-school level; and the leadership capabilities required to support teachers to become effective numeracy teachers so that all students are learning and engaged.

- Evidence-based Observation and Coaching
- Good teachers engage in self-reflection and seek student feedback. Great teachers look to peers for mentoring, advice and feedback to critically reflect on and extend their teaching practice to become student-centred, flexible, informed and innovative teachers. Independent Schools Victoria implemented the use of Evidence Based Observations (EBO) as the basis for coaching in an extended professional learning approach to improve and sustain students' literacy and numeracy outcomes. School-based coaches gather data about the specific behaviours of teacher and student engagement, and set goals collaboratively with the teacher to navigate pathways to developing more culturally inclusive, learner-centred classrooms.
- Coaching
  Schools employed both use of internal coaching approaches (using staff already employed at the school and allowing them to observe and coach their colleagues) and external coaches (experts brought into the school to observe and coach the staff).
- Use of experts to provide professional learning at the school
  Among the experts engaged by ILNNP schools in 2013 were Professor John Hattie (on High Reliability Literacy Teaching Procedures) and Professor Pete Sullivan (on numeracy support).
- Primary Mathematics Specialists
  This approach involved training leaders in mathematics to support a school's whole staff to implement effective mathematics strategies into the classroom. The initiative aimed to increase workforce capacity to improve outcomes in mathematics; deliver improved primary student results in mathematics; and build sustained, continued improvement in teacher capacity and student outcomes within schools.
- Literacy Leaders
  This approach trained leaders in literacy to support staff within a school to implement effective strategies into literacy teaching, including the literacy teaching in all curriculum areas.

A third area of focus for school improvement, beyond student-centered interventions and teacher capacity building, was in implementing changes to their internal structures to support development of teacher capability and the effectiveness of literacy and/or numeracy teaching. These approaches included, for example:

- Development of professional learning teams that are timetabled together to allow for collaborative planning, peer support and professional reading and/or training.
  "We have Professional Learning Teams within Learning Communities with a focus on improving teacher practice through powerful learning and action research, building teacher capacity to collect, analyses and use data effectively, and linking this to the performance and development processes."
- Team teaching, where teachers are able to teach together, allowing them to share best practice, expertise and allow for greater differentiation within the classroom.
- Moderated teacher discussions around differentiation, curriculum differentiation and development of Individual Learning Plans.
  "There was terrific professional dialogue around the teacher reflection and observation, which clarified content for many people. The moderation of student work was invaluable in getting teachers to talk about what the students either did or did not know. This resulted in more effective teacher practice."

- Targeted collection, analysis and use of school data.

> *"Triangulation using the on demand, cross cohort moderation and comparison to standardised measures created a rich and comprehensive set of data for teachers to build in depth understandings of student and cohort learning issues and successes. The validation of method created using that data in reflections assists in creating a sense of efficacy amongst teachers."*

While some schools adopted one of these activities, most adopted multiple activities targeted at specific teachers and/or students.

f) Local Measure (viii)

Feedback from staff

Agreed local measure: The measure will feature documented feedback from teachers in NP funded schools, describing the impact of professional learning conducted as part of their schools' participation in the NP. The documented evidence will be drawn from interviews and may include video footage.

Schools and staff participating in ILNNP report that the approaches used have had a significant impact on teacher capability and practice and that the benefits of this improved teaching and collaborative capacity will extend beyond 2013.

Impact on teacher capability and teaching effectiveness

Evaluation data shows that 77% of school leaders thought that their ILNNP project(s) had influenced teachers' skills in teaching literacy and/or numeracy to a great or large extent, with 76% reporting a similar impact on classroom practice. Staff in these schools had a lower, but still positive, assessment of the impact of the projects with 60% rating the impact on literacy and/or numeracy teaching skills as great or large, and 61% rating the impact on classroom practice at this level. Across all evaluation response options staff had a lower assessment of the impact on capability and practice.

Around 70% of schools and 60% of staff rated the impact of their ILNNP projects on knowledge of evidence-based literacy and/or numeracy approaches, confidence in teaching literacy and/or numeracy, and the take up of whole school approaches to improving literacy and/or numeracy teaching as being great or large.

The one area related to teaching capability and effectiveness where the impact of the Partnership was assessed as being lower than elsewhere was with regard to its impact on knowledge of literacy strategies to assist students with Koorie, EAL or low-SES backgrounds. To some degree this is because the schools did not have an explicit focus on these student cohorts, instead targeting whole class, whole year level or whole school improvement, or targeting students who had particular literacy and/or numeracy learning needs (which in most cases would have included such students, but not because of their background).

When these ratings were transferred to weighted scores (ranging from Great = 5 to No impact = 0), most of the identified impacts were assessed by school leaders as being around 3.8 to 4.0 out 5, and by teachers and other staff as being around 3.5 to 3.6 out of 5.

Table: Extent of Impact of ILNNP projects on teachers' knowledge, capacity and practice

Extent of impact of ILNNP projects on teachers' knowledge, capacity and practice
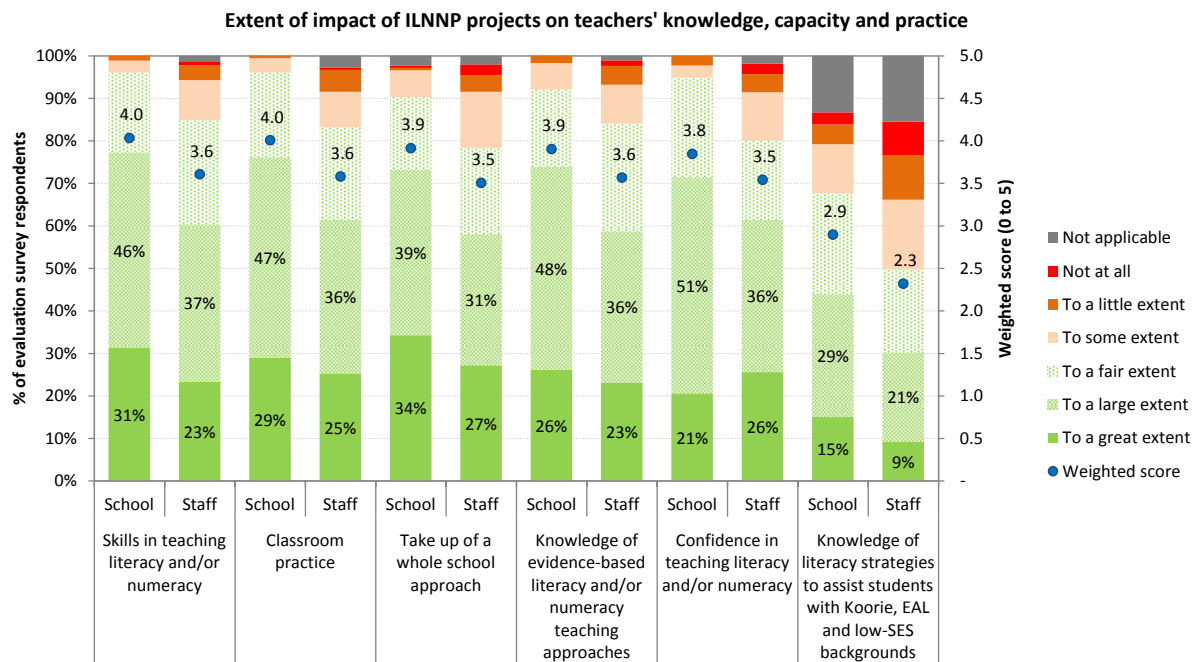
* The weighted score is calculated by scoring responses as follows: To a great extent = 5 … To a large extent = 4 … To a fair extent = 3 … To some extent = 2 … To a little extent = 1 … Not at all = 0.

Anecdotally, schools leaders and staff were encouraged by the changes that had occurred in terms of improved capability and effectiveness in teaching literacy and/or numeracy as a result of:

- implementation of student intervention programs
- participation in professional learning
- adjustments to school structures and supports.

The benefits were described by school leaders and staff in terms of significant changes in school culture, teaching practice, and collaborative practices. These are illustrated through the following comments from the evaluation in relation to improved capability in schools.

School culture

> "(We have been) Changing pedagogical beliefs and beginning to encourage personalised learning as a focus in the school culture. Literacy is not limited to a block of time during the day, but is a focus throughout the curriculum. English is not limited to an hour block in the morning. It is integrated throughout the curriculum, throughout the day. It is made relevant to students' needs and interests."

> "As a school the project has developed a collaborative culture between staff and the staff are open to observational practice and sharing their knowledge and providing feedback to one another. I would say the biggest shift has been in culture."

Teaching practice

> "The GRIN program has led me to reflect upon, and improve my teaching of numeracy. It has made me focus on the blockers for students within a classroom. A really important realisation has been how important it is that the students have an understanding of the language that is going to be used in the classroom. It has also made me realise how the students all have different core skills and understandings that they bring to a session and to class, and you can

use these so they can become more involved in their own exploration of ideas and their learning."

"I understand the importance of stating the Learning Intention at the beginning of a session/lesson and making the Success Criteria known to the students. I use the Vocabulary Wall Grid frequently in my teaching and we often discuss synonyms and antonyms when looking at unfamiliar words in texts. My talk/listen ratio is much improved - I talk less and listen more to the students and encourage them to talk through ideas before expecting them to write."

"I have appreciated having the benefit of a coach and the access to professional learning and modelling. I have been able to transfer some of this new learning by modelling to other class teachers who were not involved in the project. It has been inspiring working with the team and seeing the improved student engagement and the quality of teacher and student talk. It is also having an impact on the whole school as it links in to personalised learning. It is having a positive impact on teachers' planning where learning intentions are now clearly stated."

"The last 12 months have transformed teacher practice and confidence throughout our staff."

Collaboration

"Teams of teachers at Years 7 and 8 have been established where teachers engage in purposeful and professional conversations. Assessment practices have become more consistent and embedded into planning. Curriculum has become more reliable and aligned with standards."

"We are now much more focused on using data to inform planning and instruction. Teachers are now very willing to be observed and to share good practice."

Longevity of impact

School leaders, teachers and other staff involved in the 2013 ILNNP projects are generally confident that the changes made within their schools will continue to have an impact beyond 2013. According to schools the most significant impacts have been the improved capacity of staff to plan collaboratively and the introduction of more consistent approaches to teaching of literacy and/or numeracy across the school. The longer term impact in these areas was rated as high by 77% and 76% of schools respectively. Only two or three percent of schools thought that the impact beyond 2013 would be low.

At least two thirds of schools also saw future impact from their 2013 approaches in terms of

- improved teacher capacity to develop strategies to assess, modify and improve their teaching practice (73%)
- improved capability and effectiveness of literacy and/or numeracy teaching (70%)
- improved capacity of staff to use data to assess student performance (68%).

There were also seen to be valuable increases in leadership capacity to work with teachers to improve students' literacy and/or numeracy outcomes (70% of schools rated the likely impact beyond 2013 as high). Overall, this was a very positive response, with schools' responses assessing the longer term impacts of the Partnership as around 2.5 to 2.7 out of 3 (on a scale from High = 3 to None = 0).

The responses from staff were also positive, with around 50% to 60% rating the impact beyond 2013 on the schools' and staff's capability for improved teaching of literacy and numeracy as high. At least 90% of staff rated the impact as high or medium, with average scores around 2.3 to 2.6 out of 3.

Interestingly, staff rated the longer-term impact of the introduction of more consistent approaches to teaching of literacy and/or numeracy across the school (62% high) and improved teacher capacity to

develop strategies to assess, modify and improve their teaching practice (60% high) more highly than other impacts.

Table: Impact of ILNNP projects on schools beyond 2013
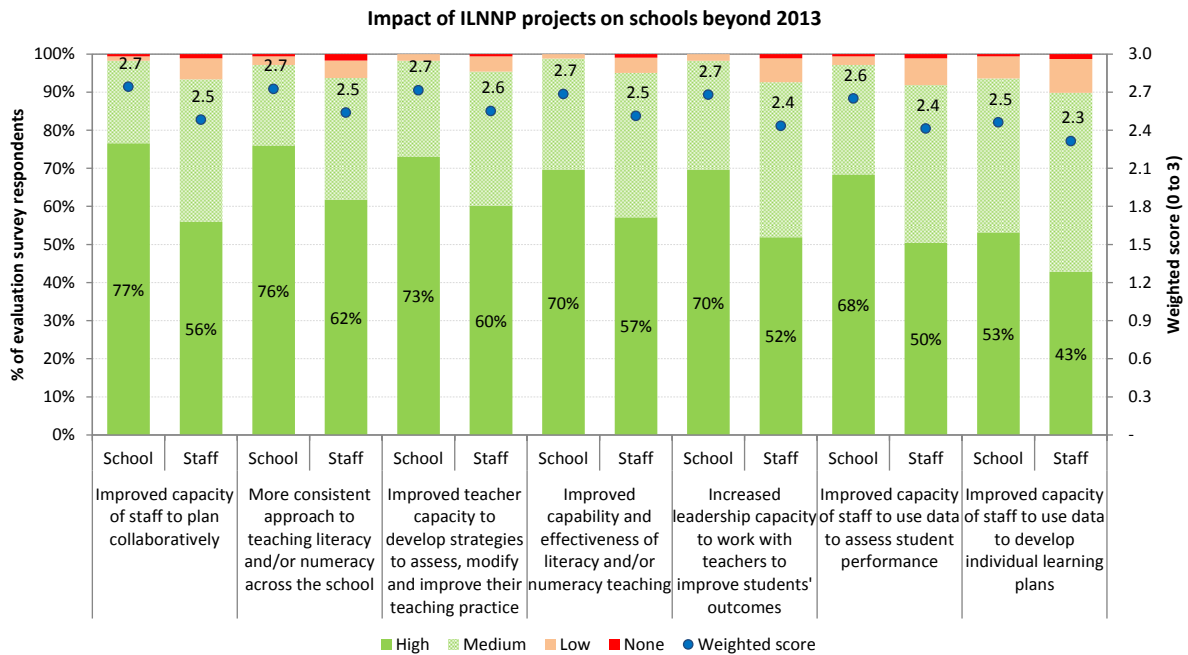
Impact of ILNNP projects on schools beyond 2013

* The weighted score is calculated by scoring responses for those schools that used each data source as follows: High = 3 … Medium = 2 … Low = 1 … None = 0.

Schools have taken or are proposing action to lock in the gains that have been made in their capacity for literacy and numeracy teaching. These include:

- development of evidence-based action plans (more strategic than ever before)
- instituting whole school policy/models toward literacy and numeracy where, for example, literacy becomes every teacher's responsibility (in a positive and non-threatening way to unite uptake)
- embedding teacher professional learning teams and communities within school structures and timetables to ensure continuation of collaborative planning, reflection and professional support
- normalising expectations of continuing professional development.

"There is a wealth of information about both literacy practices and leadership approaches that I have found enlightening and pragmatic. Our school leadership is now far better informed to move the teaching staff towards meeting structures that use data and collaborative planning to address the range of student learning needs within each classroom."

"Our priority has been to develop a whole school approach and to have staff work collaboratively in the planning of their curriculum documentation. This will continue to build a stronger staff work force which will deliver more explicit teaching and therefore will have a greater impact upon student performance."

SECTION 4: SHOWCASES

Showcases for the following schools are included in **Attachment E**:
Chairo Christian School
Forest Street Primary School
Gilson College
Mildura Primary School
Narre Warren South P-12 School
Pakenham Secondary College
Pascoe Vale Girls College
St Mary's College Seymour
Stella Maris Point Cook
Yuille Park P-8 Community College.

SECTION 5: SUSTAINABILITY

Sustainability of approaches at the sector/school level

The ILNNP projects provide the potential for sustainable approaches in schools by drawing on evidence-based practices that recommend systemic changes to school practices to sustain and expand innovation. These include:

- strengthening leadership practices and capacity
- skills development for new teaching approaches
- whole-school engagement with literacy and numeracy, including whole-school curriculum planning
- monitoring of student performance data and school literacy and numeracy data to identify where support is most needed.

The quality-assured literacy and numeracy approaches available for Victorian schools to implement are supported by an evidence base of leading research and evaluation lessons from a number of state-based large-scale implementations through the Smarter Schools National Partnership. This information includes evidence and guides on how to support the sustainability of these approaches. It is recognised that these initiatives will continue to evolve as further evidence is evaluated and documented.

Evaluation feedback indicates that sustainability – in terms of retention of tangible legacy items (e.g. resources, professional learning communities) and embedding of innovative approaches to teaching and leadership into the school ethos – can be observed to varying extents in the 2013 ILNNP schools. However, given the short timeframe with which schools have had to work on their ILNNP projects it is not surprising to find that at this stage there are relatively more legacy items than systemic changes.

The school evaluation survey recognises the strengths of the ILNNP approach for enhancing the longer-term capability of schools.

> *"This approach is not a 'bolt on'. It is an evidence-based and school wide reform linking professional learning with the design and assessment of student learning. Absolutely sustainable."*

> *"Teacher collaboration and sharing across the school should embed many of the practices and approaches that will, with high expectation, be a whole school approach to literacy in the future."*

The sustainability of the ILNNP approaches in schools was also seen to be influenced by the nature of the approach itself. Professional learning programs or courses, onsite or offsite (e.g. Bastow Literacy Leaders and Numeracy Leaders, PALL), provided an ongoing level of awareness and skill development that

continues with participants beyond the immediate timeframe. Similarly upskilling staff to be coaches or Primary Mathematics Specialists represented an investment in sustainable capacity within the school. Other approaches that relied on an ongoing investment of time and resources (e.g. Evidence-based Observation and Coaching, external coaching) were seen to be more difficult to sustain, however valuable they might be.

Anecdotally, schools also noted where they have made progress this has been assisted by having all stakeholders in the school committed to continued improvement in literacy and numeracy education, by making positive staffing choices, and by building a high expectations culture. With these supports any barriers that arise can be overcome.

The evaluation asked school leaders to rate a series of factors as either enablers or barriers to sustaining the impact of the ILNNP approach(es) used in their school. Leadership endorsement and support was seen as clearly the most influential factor with 78% of schools identifying this as a major enabler of sustainability. Overall, 98% of schools rated leadership support as an enabler, with only 2% saying it was neither an enabler nor a barrier. None saw it as a barrier. It is also notable that the schools that implemented the Victorian Principals Association's PALL program were relatively more optimistic about the range of enablers available to support sustainability than was the case for most other ILNNP approaches.

Other factors seen as major enablers of sustainability were having a teams-based approach to teaching and learning (59%), the collection and use of student performance data (56%) and teachers having time to implement new literacy and numeracy teaching approaches. Each of these factors was addressed to varying degrees by the ILNNP approaches, which explains the broad level of optimism about the longevity of impact of the ILNNP projects adopted by schools.

Table: Enablers and barriers to sustaining the impact of the ILLNP approaches

Enablers and barriers to sustaining the impact of the ILNNP approaches
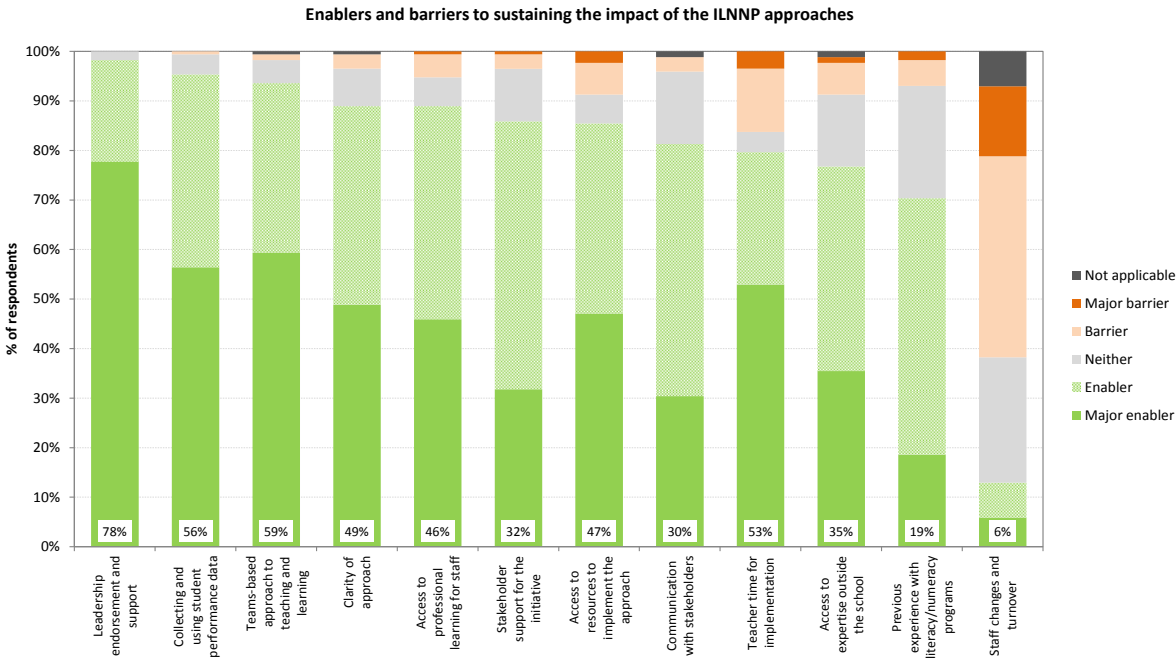
Barriers or challenges to sustaining improvements

The evaluation survey only listed one factor that was seen as been a barrier – staff changes and turnover. Staff turnover is seen as blocking progress as it can slow down improvement processes where new staff

have to be brought up to speed on whole school approaches, or more importantly where the staff lost are central to the successful implementation of an approach (e.g. literacy and/or numeracy leaders).

The major barrier to sustaining the improvements made in 2013 through trialling and implementing new practices and the gains made in student learning outcomes is therefore, by implication, the absence of the factors seen as major enablers. Where leadership support, access to professional learning, and teacher time for collaboration and innovation do not exist, the capacity of schools to sustain improvements will be inhibited.

For some of these factors, sustainability is therefore linked to culture, outlook and structures. Consequently, some schools have made more progress in embedding than others. Some approaches are more sustainable than others. Some schools have, within the available timeframe, invested more time and effort in building school capacity and capability.

Overall, 67% of school respondents said there were barriers to realizing the ILNNP's long-term impact on students' literacy and/or numeracy learning outcomes. Notably government schools were much more likely to say there were barriers (76%) compared with Catholic schools (57%) and independent schools (45%). Given the known profile of the ILNNP schools (76% were either government secondary, Catholic primary or primary/secondary independent schools) it is also the case that secondary schools were much more likely to say there were barriers (77%) compared with primary schools (59%) and combined primary/secondary schools (59%). A smaller proportion of staff than schools said there were barriers to the long-term impact on students (46% vs 67%), but the staff responses followed a similar pattern to the school responses.

Where schools said there were no barriers to future success their responses demonstrated confidence in having:

- continued leadership endorsement and support for the improvement strategies adopted
- a positive high expectations culture
- motivated team focused staff.
  "Our approach has been to skill teachers for the long-term impact. The only barrier to this working would be if all trained staff left the school. As we're taking a whole school approach I don't expect this to happen."

  "The staff at the school are committed to teaching and learning and to planning to meet the needs of the students. We continue to plan and work together, to discuss the students' progress, to assess pre, during and post and to see what we need to do to support the learning."

  "As a school, we are committed to ensuring our students' literacy outcomes continue to improve."

For others, as expressed strongly to the evaluation, sustainability is highly dependent on access to funding. This is of particular concern where the approach adopted is conditional on access to financial resources (i.e. the school's core business model is dependent on external support), or the school's implementation model has not taken sufficient account of the need to embed a sustainable approach.

  "The Numeracy Program is very much based around teachers being employed to support students involved in the GRIN program. This means that money becomes a major enabler for the program to proceed."

  "Our current model is not sustainable without the continuation of funding."

"The model we have created is successful and all staff are committed to implementation. BUT if funding/resourcing is not provided our model will be very much compromised."

"Concerned that major inroads have been made over the last few years with National Partnership funding, and this may no longer be supported with targeted funding. We have undertaken too much work to go backwards."

"(Concern at) The lack of information in regard to ILNNP type of support continuing that would sustain and continue the work already started. So much has been achieved with this funding, but without financial support to provide human and professional development resources to the same or similar degree, there has not been enough time for the knowledge, skills and understandings to be embedded at every level of the school."

"Without funding to support time release for learning and making an impact on change we will be able to sustain changes that we have achieved but the capacity to continue to improve will be greatly diminished."

"We are making extensive use of consultants and coaches and their work is highly valued. Unfortunately limited financial resources without ILNNP funding will restrict our progress."

"External funding has been great, however if this was to continue for another year it would allow us to consolidate the program and evaluate its impact and success."

A small number of schools have restructured school resourcing and funding to enable pilot approaches to be continued over the longer term. However, most schools expressed a hope for additional funding to be made available on the basis of the promising results observed to date – and as an opportunity for embedding change. Without this they expressed concern that the achievements made would be put at risk.

It was also emphasised that the short-term funding and timeframes of the 2013 ILNNP had limited the capacity of schools to embed these changes. In particular, it was noted that it is unrealistic to expect a 12 month project to turn around a school that is low-SES and low-performing. Some improvements might be made, but sustainable change in this environment is much more demanding.

"This is a sustainable approach – but it takes time and resources to embed. Three terms are not enough."

"Of course there are barriers, such as the time it takes to change the thinking behind the actions, the understandings behind the planning, the expertise behind the use of data. Consistently revisiting and building capacity must continue, and not be perceived to be a job done."

Other factors that were seen as barriers to sustainability included:

- staff turnover (especially the loss of experienced staff)
- resistance to change – including teacher 'apathy' and 'inertia', lack of teacher accountability, and lack of parental support to develop a learning culture within the whole school environment
- maintaining a school focus and momentum for change (in the face of competing local and system-wide priorities)
- the profile of the school population – transient; low-SES with generational poverty and low expectations; low levels of early years readiness for learning; wide disparity in literacy levels of Year 7 students; students from refugee backgrounds who require extensive trauma support; increasing numbers of students with speech problems or intellectual disabilities.

VIC ILNNP LIST OF PARTICIPATING SCHOOLS

Table 1

Attachment A Table 1 VIC LIST OF PARTICIPATING SCHOOLS

DEEWR ID	School Name	Sector	MCEECTYA classification code	Year levels with 2011 NAPLAN data, Reading and Numeracy	Year level(s) targeted	Domain(s) targeted	Planned commencement date	Address	Category	Number of students in B2B 2011*	Percentage of Students in B2B in 2011*	Number of ATSI students in bottom 2 bands, 2011*	Percentage of A&TSI students in B2B in 2011*	Percentage of A&TSI students that did not participate in NAPLAN in 2011*	Number of students in B2B 2013*	Percentage of Students in B2B in 2013*	Number of ATSI students in bottom 2 bands, 2013*	Percentage of A&TSI students in B2B in 2013*	Percentage of A&TSI students that did not participate in NAPLAN in 2013*
9446	Aldercourt Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Silver Avenue Frankston North VIC 3200	SP 2009 Low SES School	7	13.2	0			6	12.0	0	0.0	20.0
10588	Ararat Secondary College	G	2.2.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	4-30 Barkly Street Ararat VIC 3377	SP	43	36.1	2	50.0	28.0	43	43.9	2	50.0	0.0
10083	Bacchus Marsh College	G	2.2.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	Grant Street Bacchus Marsh VIC 3340	SP LNNP	93	34.4	2	25.0	2.5	75	29.8	1	33.3	34.3
14866	Baden Powell P-9 College	G	1.1	3, 5, 7, 9	1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	Sycamore Street Hoppers Crossing VIC 3029	LNNP	127	23.3	4	100.0	0.0	137	23.2	6	66.7	2.2
11811	Badger Creek Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy	15-Apr-13	Badger Creek Rd Healesville VIC 3777	SP	19	33.3	0	0.0	0.0	10	21.7	2	50.0	0.0
15916	Baimbridge College	G	2.2.2	3, 5, 7, 9	5,6,7,8,9	Literacy and Numeracy	15-Apr-13	85 Stephen Street Hamilton VIC 3300	SP LNNP	73	34.1	1	33.3	57.1	39	25.5	1	50.0	0.0
12086	Bairnsdale Secondary College	G	2.2.2	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	90 Mckean Street Bairnsdale VIC 3875	SP LNNP	95	30.3	17	73.9	19.3	90	30.8	7	46.7	45.8
25736	Ballarat Secondary College	G	2.1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	Barkly Street Ballarat East VIC 3350	SP LNNP 2009 Low SES School	94	37.3	5	41.7	42.9	83	40.3	3	37.5	49.4
16370	Bayside P-12 College	G	1.1	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	29-69 Kororoit Creek Road Williamstown VIC 3016	SP 2009 Low SES School	101	31.3	3	60.0	0.0	78	27.5	0	0.0	15.0

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8992	Bayswater Secondary College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	14 Orchard Road Bayswater VIC 3153	SP 2009 Low SES School	17	28.3	0	0.0	10.0	26	39.4	0	0.0	40.0
8245	Belle Vue Park Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Numeracy	15-Apr-13	Morell Street Glenroy VIC 3046	SP 2009 Low SES School	17	47.2	0			16	40.0	0		
11510	Broadford Secondary College	G	2.2.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	2-12 Pinniger Street Broadford VIC 3658	SP LNNP	63	34.6	3	75.0	0.0	64	32.7	2	50.0	0.0
8017	Broadmeadows Valley Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	12-28 Johnstone Street Broadmeadows VIC 3047	SP 2009 Low SES School	9	21.4	0			10	14.7	3	100.0	0.0
16058	Bundoora Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	53 Balmoral Avenue Bundoora VIC 3083	SP	54	35.8	5	41.7	7.7	31	28.4	2	40.0	20.0
16376	Canadian Lead Primary School	G	2.1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	301 Otway Street South Ballarat East VIC 3350	SP 2009 Low SES School	7	17.5	0	0.0	33.3	6	21.4	1	25.0	36.0
25632	Carranballac P-9 College	G	1.1	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	Cnr Foxwood Dve & Dunnings Rd Point Cook VIC 3030	SP	107	21.0	5	45.5	3.3	108	21.9	5	55.6	9.1
17818	Carrum Downs Secondary College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	263 McCormicks Road Carrum Downs VIC 3201	SP LNNP	87	29.0	1	33.3	25.0	94	34.2	1	33.3	28.0
9984	Casterton Secondary College	G	2.2.2	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	27 Mt Gambier Road Casterton VIC 3311	SP	22	34.4	1	50.0	0.0	16	31.4	0	0.0	0.0

VIC ILNNP LIST OF PARTICIPATING SCHOOLS

Table 1

DEEWR ID	School Name	Sector	MCEECTYA classification code	Year levels with 2011 NAPLAN data, Reading and Numeracy	Year level(s) targeted	Domain(s) targeted	Planned commencement date	Address	Category	Number of students in B2B 2011*	Percentage of Students in B2B in 2011*	Number of ATSI students in bottom 2 bands, 2011*	Percentage of A&TSI students in B2B in 2011*	Percentage of A&TSI students that did not participate in NAPLAN in 2011*	Number of students in B2B 2013*	Percentage of Students in B2B in 2013*	Number of ATSI students in bottom 2 bands, 2013*	Percentage of A&TSI students in B2B in 2013*	Percentage of A&TSI students that did not participate in NAPLAN in 2013*
16359	Chaffey Secondary College	G	2.1.2	7, 9	7,8	Literacy	15-Apr-13	261-289 Deakin Avenue Mildura VIC 3500	SP 2009 Low SES School	116	42.6	18	60.0	18.5	82	31.8	13	43.3	31.8
28800	Charles La Trobe P-12 College	G	1.1	3, 5, 7, 9	2,3,4,5,6,7,8	Literacy and Numeracy	15-Apr-13	235 Kingsbury Drive Macleod West VIC 3085	SP LNNP 2009 Low SES School	45	38.8	7	70.0	50.0	38	29.5	4	33.3	29.5
12002	Churchill Primary School	G	2.1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Coleman Parade Churchill VIC 3842	SP	14	35.9	2	100.0	0.0	6	16.2	0		
15443	Cobden Technical School	G	9	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	Mckenzie Street Cobden VIC 3266	SP	46	38.7	0	0.0	0.0	29	29.0	0	0.0	0.0
14855	Colac Secondary College	G	2.2.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	173 Queen StreetColacVIC 3250	SPLNNP	83	35.8	1	50.0	33.3	53	29.4	1	50.0	0.0
17744	Copperfield College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	Goldsmith Avenue Delahey VIC 3037		146	29.5	4	80.0	13.3	152	26.3	1	50.0	25.7
6174	Craigieburn Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	102 Hothlyn Drive Craigieburn VIC 3064	SP LNNP	121	41.0	2	66.7	0.0	88	37.9	0	0.0	10.0
28549	Cranbourne Carlisle Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	15 Silky Oak Drive Cranbourne VIC 3977	LNNP	9	19.1	1	50.0	0.0	12	15.2	0		
12226	Cranbourne Park Primary School	G	1.1	3, 5	Prep,1,2,3,4	Literacy and Numeracy	15-Apr-13	1 Tucker Street Cranbourne VIC 3977	SP 2009 Low SES School	21	36.2	1	33.3	0.0	7	14.3	0	0.0	12.0

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12225	Cranbourne Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	Stawell Street Cranbourne VIC 3977	SP LNNP	144	38.0	7	63.6	9.3	142	33.7	5	41.7	7.7
14245	Crusoe 7-10 Secondary College	G	2.1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	57 - 75 Olympic Parade Kangaroo Flat VIC 3555	SP LNNP	102	25.1	4	57.1	24.0	90	25.1	2	28.6	33.8
6230	Dandenong High School	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	92-106 Princes Highway Dandenong VIC 3175	SP 2009 Low SES School	230	39.5	5	55.6	21.5	213	38.1	1	50.0	60.0
10701	Dimboola Memorial Secondary College	G	2.2.2	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	66 Ellerman Street Dimboola VIC 3414	SP	22	37.9	0	0.0	66.7	14	29.2	1	33.3	0.0
7547	Dinjerra Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	44 South Road Braybrook VIC 3019	SP 2009 Low SES School	8	29.6	0	0.0	50.0	7	22.6	0		0.0
29563	Doveton College[1]	G	1.1	N/A - school opened in 2012	Prep,1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	62 Tristania Street Doveton VIC 3177	SP	N/A - school opened in 2012	N/A - school opened in 2012	N/A - school opened in 2012	N/A - school opened in 2012	N/A - school opened in 2012	91	39.1	7	36.8	15.0
6170	Eaglehawk Secondary College	G	2.1.1	7, 9	7,8	Literacy and Numeracy	15-Apr-13	1-3 Reserve Street Eaglehawk VIC 3556	SP LNNP	81	32.4	14	70.0	35.3	79	33.8	16	69.6	22.2
12125	Elisabeth Murdoch College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	80 Warrandyte Road Langwarrin VIC 3910	SP LNNP	119	24.7	4	80.0	6.7	107	25.7	4	50.0	42.9

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6254	Epping Secondary College	G	1.1	7, 9	8,9,10,11	Literacy and Numeracy	15-Apr-13	Mcdonalds Road Epping VIC 3076	SP	100	40.0	3	60.0	12.0	105	35.4	4	50.0	24.4
11527	Euroa Secondary College	G	2.2.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	26 Campbell Street Euroa VIC 3666	SP	37	25.2	3	100.0	6.7	45	31.7	2	50.0	24.0
10162	Forest Street Primary School	G	2.1.1	3, 5	Prep,1,2,3,4,5,6	Numeracy	15-Apr-13	Cnr Forest & Hancock Streets Wendouree VIC 3355	SP LNNP 2009 Low SES School	30	29.1	2	33.3	14.3	19	24.1	2	100.0	0.0
15302	Fountain Gate Secondary College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	45 Josephine Avenue Narre Warren VIC 3803	SP LNNP	117	30.2	0	0.0	20.0	119	31.6	0	0.0	33.3
6209	Gilmore College For Girls	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	298 Barkly Street Footscray VIC 3011	SP 2009 Low SES School	28	36.8	1	50.0	10.0	9	17.6	0	0.0	50.0
8003	Gladstone Park Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	14 - 36 Taylor Drive Gladstone Park VIC 3043	SP 2009 Low SES School	140	25.6	1	25.0	0.0	101	19.7	2	28.6	5.0
28781	Glenroy Secondary College	G	1.1	7, 9	7,8	Literacy and Numeracy	15-Apr-13	120 Glenroy Road Glenroy VIC 3046	SP 2009 Low SES School	77	54.6	0	0.0	0.0	74	44.3	0	0.0	33.3
14790	Gowrie Street Primary School Shepparton	G	2.1.2	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	1-19 Gowrie Street Shepparton VIC 3630	SP 2009 Low SES School	28	44.4	7	58.3	20.0	19	40.4	4	50.0	23.6
14905	Hampton Park Secondary College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	58 - 96 Fordholm RoadHampton ParkVIC 3976	SP2009 Low SES School	166	42.9	0			134	35.6	2	50.0	13.3

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12133	Hastings Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy	15-Apr-13	10 - 20 Hodgins Road Hastings VIC 3915	SP 2009 Low SES School	17	33.3	0	0.0	0.0	8	14.3	0	0.0	5.0
15922	Hastings Westpark Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Stalwart Avenue Hastings VIC 3915	SP 2009 Low SES School	7	28.0	3	100.0	0.0	3	17.6	0	0.0	0.0
6226	Hawthorn Secondary College	G	1.1	7, 9	7,8,9	Literacy	15-Apr-13	Burgess Street Hawthorn East VIC 3123	SP	25	33.8	0			15	31.9	0	0.0	50.0
6282	Healesville High School	G	1.1	7, 9	7,8	Literacy and Numeracy	15-Apr-13	10 Camerons Road Healesville VIC 3777	SP	34	26.6	2	25.0	38.5	37	27.8	7	53.8	12.9
9964	Heywood District Secondary College	G	2.2.2	7, 9	7,8,9	Literacy	15-Apr-13	Gorrie Street Heywood VIC 3304	SP	16	26.2	1	25.0	36.0	25	52.1	6	66.7	0.0
14779	Hoppers Crossing Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	2 Fraser Street Hoppers Crossing VIC 3029	SP LNNP 2009 Low SES School	152	40.3	5	71.4	25.7	164	35.7	3	42.9	0.0
16073	Hume Central Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	60-78 Tanderrum Way Broadmeadows VIC 3047	SP 2009 Low SES School	176	54.2	4	80.0	37.5	154	50.5	3	42.9	41.8
28782	John Fawkner Secondary College	G	1.1	7, 9	7,8,9	Literacy	15-Apr-13	Jukes Road Fawkner VIC 3060	SP 2009 Low SES School	60	55.6	1	100.0	0.0	60	54.5	0		
9223	Keysborough Secondary College	G	1.1	7, 9	7,8,10,	Literacy and Numeracy	15-Apr-13	8-20 Janine Road Springvale South VIC 3172	SP 2009 Low SES School	145	36.2	1	50.0	0.0	125	29.1	0	0.0	6.7

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5158	Koo Wee Rup Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	Rossiter Road Koo Wee Rup VIC 3981	SP LNNP	113	28.8	0			93	28.1	1	20.0	10.0
25834	Kurnai College	G	2.1.1	7, 9	7,8,9,10	Literacy	15-Apr-13	Northways Road Churchill VIC 3842	SP	127	33.9	8	50.0	14.4	109	34.3	8	53.3	29.1
16397	Kurunjang Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	Kurunjang Drive Melton VIC 3337	SP LNNP	81	33.5	3	42.9	15.0	81	34.6	1	25.0	26.7
12123	Lakes Entrance Primary School	G	2.2.2	3, 5	Prep, 1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	49 Myer Street Lakes Entrance VIC 3909	SP LNNP	25	40.3	8	66.7	10.8	13	28.9	6	60.0	10.0
6216	Lakes Entrance Secondary College	G	2.2.2	7, 9	7,8,9,10,11,12	Literacy	15-Apr-13	1-11 North Street Lakes Entrance VIC 3909	SP LNNP	30	35.7	3	42.9	52.6	30	35.3	7	53.8	34.4
8099	Lalor North Secondary College	G	1.1	7, 9	7,8,9,10,	Literacy and Numeracy	15-Apr-13	114 Childs Road Epping VIC 3076	SP 2009 Low SES School	56	36.8	2	40.0	0.0	61	41.5	1	33.3	0.0
6279	Lalor Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	118 David Street Lalor VIC 3075	SP 2009 Low SES School	146	35.6	2	40.0	0.0	104	31.2	2	66.7	0.0
7643	Laverton P-12 College	G	1.1	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	91 Bladin Street Laverton VIC 3028	SP 2009 Low SES School	96	57.5	2	50.0	0.0	77	46.1	1	33.3	20.0
29140	Lightning Reef Primary School	G	2.1.1	3, 5	Prep,1,2,4	Literacy	15-Apr-13	74 Holmes Road Bendigo VIC 3550	SP 2009 Low SES School	21	33.9	3	60.0	11.4	17	38.6	1	100.0	0.0

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8504	Lilydale High School	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	25 Melba Avenue Lilydale VIC 3140	SP	128	19.0	2	28.6	12.5	160	21.7	4	44.4	10.0
14787	Lowanna College	G	2.2.2	7, 9	7,8,9,10,11,12	Literacy	15-Apr-13	72-96 Newark Avenue Newborough VIC 3825	SP LNNP	111	32.9	6	75.0	4.4	103	32.9	6	60.0	23.1
9249	Lyndale Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	170-174 Gladstone Road Dandenong North VIC 3175	SP 2009 Low SES School	115	30.7	3	60.0	6.7	114	35.4	3	42.9	8.6
15450	Lyndhurst Secondary College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	950 South Gippsland HighwayCranbourneVIC 3977	SPLNNP	120	39.9	0	0.0	40.0	62	32.8	2	66.7	36.7
12061	Maffra Secondary College	G	2.2.1	7, 9	7,8	Literacy and Numeracy	15-Apr-13	Bill Cane Court Maffra VIC 3860	SP	88	36.1	3	50.0	0.0	67	31.9	1	50.0	10.0
27632	Manor Lakes P-12 College	G	1.1	3, 5, 7, 9	1,3,5,9,10,11	Literacy and Numeracy	15-Apr-13	2-50 Minindee Road Wyndham Vale VIC 3030	SP	126	30.8	2	25.0	20.0	135	27.3	5	33.3	22.1
14791	McGuire College	G	2.1.2	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	92-100 Wilmot Road Shepparton VIC 3630	SP 2009 Low SES School	99	57.2	11	84.6	34.5	65	46.8	8	72.7	32.5
14867	Meadow Heights Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Paringa Boulevard Meadow Heights VIC 3048	SP 2009 Low SES School	53	34.2	1	100.0	0.0	50	31.3	0		
29637	Melba Secondary College[2]	G	1.1	N/A - school opened in 2012	7,8,9	Literacy and Numeracy	15-Apr-13	20 Brentnall Road Croydon VIC 3136	SP	N/A - school opened in	N/A - school opened in	N/A - school opened in	N/A - school opened in	N/A - school opened in 2012	80	33.3	0	0.0	25.0

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										2012	2012	2012	2012						
10064	Melton Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	Coburns Road Melton VIC 3337	SP LNNP	80	34.6	5	55.6	18.2	74	31.6	5	55.6	10.0
10080	Melton South Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	34 - 46 Exford Road Melton South VIC 3338	SP 2009 Low SES School	27	32.5	1	100.0	0.0	21	21.4	2	50.0	10.0
10916	Mildura Primary School	G	2.1.2	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	175-189 San Mateo Avenue Mildura VIC 3500	SP 2009 Low SES School	20	30.3	5	50.0	23.3	14	17.3	5	21.7	12.1
14772	Mill Park Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	9 - 25 Moorhead Drive Mill Park VIC 3082	SP LNNP	126	25.5	1	33.3	0.0	109	24.1	0	0.0	36.7
17865	Moe Primary School	G	2.2.2	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Cnr Elizabeth & King Streets Moe VIC 3825	SP 2009 Low SES School	11	42.3	3	60.0	16.7	10	34.5	3	50.0	27.5
6290	Monterey Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	Silvertop Street Frankston North VIC 3200	SP LNNP 2009 Low SES School	36	34.6	6	100.0	15.6	38	36.9	4	80.0	37.1
14891	Mooroopna Secondary College	G	2.2.1	7, 9	7,8,9,10,11	Literacy and Numeracy	15-Apr-13	141-179 Echuca Road Mooroopna VIC 3629	SP LNNP	78	42.6	18	58.1	15.3	56	38.6	12	50.0	8.9
17544	Mornington Park Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Robertson Drive Mornington VIC 3931	SP 2009 Low SES School	9	34.6	0	0.0	0.0	1	5.9	1	50.0	0.0

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6262	Mount Alexander 7-12 College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	167-175 Mt Alexander Road Flemington VIC 3031	SP 2009 Low SES School	19	40.4	1	100.0	50.0	24	34.3	0	0.0	5.0
6158	Mount Clear College	G	9	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	59 Olympic Avenue Mount Clear VIC 3353	SP	123	33.2	7	77.8	30.8	92	27.5	3	33.3	21.7
27630	Mount Ridley P-12 College	G	1.1	3, 5, 7,	Prep,1,2,3,4,5,6,7,8,9,10	Literacy and Numeracy	15-Apr-13	2-30 Hampton Street Craigieburn VIC 3064	SP	102	28.1	2	20.0	7.3	175	31.0	4	28.6	6.7
17174	Narre Warren South P-12 College	G	1.1	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	Amberly Park Drive Narre Warren Sth VIC 3805	SP LNNP	186	34.3	5	55.6	0.0	146	27.5	2	33.3	22.9
11912	Newborough Primary School	G	2.2.2	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Murray Road Newborough VIC 3825	SP	6	22.2	0			7	17.1	0	0.0	0.0
9572	Newcomb Secondary College	G	1.2	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	81 - 85 Bellarine Highway Newcomb VIC 3219	SP 2009 Low SES School	72	36.4	4	80.0	16.7	65	36.7	4	80.0	28.6
6231	Noble Park Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	3 Callaghan Street Noble Park VIC 3174	SP 2009 Low SES School	76	43.9	0			50	40.7	0	0.0	0.0
6198	North Geelong Secondary College	G	1.2	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	86-132 Separation Street North Geelong VIC 3215	SP 2009 Low SES School	65	41.9	2	50.0	43.3	47	33.3	2	33.3	0.0
29152	Northern Bay P-12 College	G	1.2	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	3-25 Goldsworthy RoadCorioVIC 3214	SP2009 Low SES School	187	32.4	7	23.3	12.1	188	32.8	8	22.2	8.8

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11854	Pakenham Secondary College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	1020 Princes Highway Pakenham VIC 3810	SP LNNP	99	34.7	2	33.3	7.5	114	38.3	0	0.0	40.0
6288	Pascoe Vale Girls Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	Lake Avenue Pascoe Vale VIC 3044	SP 2009 Low SES School	123	27.9	0	0.0	0.0	91	24.5	0	0.0	0.0
29150	Phoenix P-12 Community College[3]	G	2.1.1	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9,10	Literacy	15-Apr-13	Hertford Street Sebastopol VIC 3356	SP 2009 Low SES School	115	33.0	2	28.6	12.5	89	30.6	3	27.3	13.3
6167	Preston Girls Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	Cooma Street Preston VIC 3072	SP 2009 Low SES School	42	48.8	1	50.0	13.3	31	46.3	0		
6168	Reservoir High School	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	855 Plenty Road Reservoir VIC 3073	SP 2009 Low SES School	70	42.2	14	48.3	21.8	61	36.3	10	55.6	10.0
16418	River Gum Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	63 Fordholm Road Hampton Park VIC 3976	SP	60	39.7	2	50.0	0.0	36	28.3	2	100.0	10.0
28790	Robinvale P-12 College	G	2.2.2	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	186 Latje Road Robinvale VIC 3549	SP 2009 Low SES School	59	44.4	18	62.1	12.6	39	31.5	13	50.0	12.4
6207	Rosebud Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	245 Eastbourne Road Rosebud VIC 3939	SP	109	24.3	8	53.3	15.3	93	21.9	5	33.3	10.0
14775	Rowville Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	17 Paratea Drive Rowville VIC 3178	SP	123	22.2	1	33.3	0.0	132	24.2	0		

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17510	Roxburgh College	G	1.1	7, 9	7,8,9,10,11	Literacy and Numeracy	15-Apr-13	60-70 Donald Cameron Drive Roxburgh Park VIC 3064	SP 2009 Low SES School	185	52.1	2	50.0	20.0	154	41.8	1	25.0	4.0
18162	Sale College	G	2.2.2	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	73-81 Macalister Street Sale VIC 3850	SP LNNP	64	33.0	3	50.0	30.0	94	39.5	4	50.0	49.3
10563	Sebastopol Primary School	G	2.1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	9 Warreen Street Sebastopol VIC 3356	SP 2009 Low SES School	11	34.4	1	50.0	0.0	8	29.6	2	66.7	0.0
11467	Shepparton High School	G	2.1.2	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	31-71 Hawdon Street Shepparton VIC 3630	SP	100	35.0	15	53.6	16.0	93	35.9	12	57.1	30.3

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11471	St Georges Road Primary School Shepparton	G	2.1.2	3, 5	Prep,1,2,3	Literacy and Numeracy	15-Apr-13	120 St Georges Road Shepparton VIC 3630	SP LNNP 2009 Low SES School	29	35.4	9	56.3	12.2	28	32.9	4	25.0	0.0
16432	Staughton College	G	1.1	7, 9	8,9	Literacy and Numeracy	15-Apr-13	Wilson Road Melton South VIC 3338	SP 2009 Low SES School	113	34.8	3	60.0	25.0	101	32.4	2	50.0	23.3
15519	Sunshine College	G	1.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	Graham Street Sunshine VIC 3020	SP 2009 Low SES School	97	42.0	2	40.0	0.0	94	38.4	2	50.0	0.0
7555	Sunshine North Primary School	G	1.1	3, 5	Prep,1,2	Literacy and Numeracy	15-Apr-13	65 - 71 Suffolk Road Sunshine North VIC 3020	SP 2009 Low SES School	25	34.2				15	19.0			
16057	The Grange P-12 College	G	1.1	3, 5, 7, 9	Prep,1,2,3,4,5,6,7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	30 Deloraine Drive Hoppers Crossing VIC 3029	SP	188	35.3	6	35.3	0.0	160	31.6	6	33.3	19.1
6280	Thomastown Secondary College	G	1.1	7, 9	7,8,9,10,11	Literacy and Numeracy	15-Apr-13	80-96 Main Street Thomastown VIC 3074	SP 2009 Low SES School	69	38.5	2	66.7	26.7	79	44.1	0		
12005	Traralgon College	G	2.2.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	154-184 Grey Street Traralgon VIC 3844	SP LNNP	121	36.9	3	75.0	33.3	98	29.0	1	16.7	3.3
6331	Upper Yarra Secondary College	G	2.2.1	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	81-89 Little Yarra RoadYarra JunctionVIC 3797	SPLNNP2009 Low SES School	54	37.0	0	0.0	60.0	48	30.2	1	50.0	6.7
28798	Victoria University Secondary	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	5A Jamieson Street St Albans VIC 3021	SP 2009 Low SES School	170	44.5	1	33.3	43.3	111	37.2	2	66.7	10.0

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	College																		
7528	Victorian College For The Deaf	G	1.1	3, 5, 7, 9	2,3,4,5,6,7,8,9,10	Literacy and Numeracy	15-Apr-13	597 St Kilda Road Melbourne VIC 3004	SP 2009 Low SES School	17	89.5	1	100.0	0.0	8	80.0	0		
6274	Wanganui Park Secondary College	G	2.1.2	7, 9	7,8,9,10	Literacy and Numeracy	15-Apr-13	1 - 19 Parkside Drive Shepparton VIC 3632	SP	112	28.6	8	40.0	9.5	110	28.1	6	33.3	22.2
9882	Warrnambool West Primary School	G	2.1.2	3, 5	Prep,1,2,3,4,5,6	Numeracy	15-Apr-13	35 Hoddle Street Warrnambool VIC 3280	SP 2009 Low SES School	16	29.1	2	50.0	0.0	7	15.9	2	33.3	23.3
6250	Werribee Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	45 Duncans Road Werribee VIC 3030	SP	108	23.2	4	57.1	20.0	108	24.1	4	36.4	3.6
6234	Westall Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	88-128 Rosebank Avenue Clayton South VIC 3169	SP 2009 Low SES School	33	36.7	0		40.0	54	51.9	4	100.0	44.0
14248	Western Port Secondary College	G	1.1	7, 9	7,8,9	Literacy	15-Apr-13	215 High Street Hastings VIC 3915	SP LNNP	44	29.5	3	75.0	36.0	48	31.2	2	66.7	45.0
16071	Whittlesea Secondary College	G	2.2.1	7, 9	7,8	Literacy and Numeracy	15-Apr-13	Laurel Street Whittlesea VIC 3757	SP LNNP	85	30.1	3	42.9	22.2	100	33.4	1	11.1	4.0
28833	William Ruthven Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	60 Merrilands Road Reservoir VIC 3073	SP 2009 Low SES School	45	32.8	1	33.3	25.0	49	38.3	0		

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11468	Wilmot Road Primary School Shepparton	G	2.1.2	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	84-90 Wilmot Road Shepparton VIC 3630	SP 2009 Low SES School	34	48.6	4	40.0	0.0	8	17.8	1	16.7	17.1
14801	Wodonga Middle Years College	G	2.1.1	3, 5, 7, 9	3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	22-24 Mitchell Street Wodonga VIC 3690	SP LNNP	153	28.7	7	36.8	45.8	176	35.1	12	44.4	37.2
14785	Wyndham Central Secondary College	G	1.1	7, 9	7,8,9,10,11,12	Literacy and Numeracy	15-Apr-13	Shaws Road Werribee VIC 3030	SP	111	45.1	2	50.0	44.4	97	52.2	7	87.5	30.8
29139	Wyndham Park Primary School	G	1.1	3, 5	Prep,1,2,3,4,5,6	Literacy and Numeracy	15-Apr-13	Kookaburra Avenue Werribee VIC 3030	SP 2009 Low SES School	37	50.7	1	50.0	0.0	23	30.7	0	0.0	0.0
28194	Yarra Hills Secondary College	G	1.1	7, 9	7,8,9	Literacy and Numeracy	15-Apr-13	16 Reay Road Mooroolbark VIC 3138	SP	57	29.2	0	0.0	50.0	50	27.9	2	33.3	0.0
14858	Yuille Park P-8 Community College	G	2.1.1	3, 5, 7	Prep,1,2,3,4,5,6,7,8,9	Literacy and Numeracy	15-Apr-13	Violet Grove Wendouree VIC 3355	SP 2009 Low SES School	17	45.9	0	0.0	0.0	20	52.6	3	50.0	42.0
740	Adass Israel	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	10-12 King Street Elsternwick VIC 3185	LNNP	24	18.0				18	14			
28556	Al Siraat College	I		3,5,7,9	P -10	Literacy and Numeracy	15-Apr-13	45 Harvest Home Road Epping North VIC 3076	SP	5	11.0				16	25			
5556	Al-Taqwa College	I		3,5	P-6	Literacy and Numeracy	15-Apr-13	201 Sayers Road Truganina	SP	85	22.0				88	19			

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								VIC 3029											
26580	Ballarat Christian College	I		3,5,7,9	P-9	Literacy and Numeracy	15-Apr-13	16-26 Vickers Street Sebastopol VIC 3356	SP	20	18.0				9	8	0	0	0
4075	Belgrave Heights Christian School	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	Wattle Valley Road Belgrave Heights VIC 3160	LNNP	16	11.0				16	8			
17939	Cathedral College	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	344 Wangaratta-Whitfield Road WANGARATTA VIC 3677	SP	14	18.0	1	100	0	15	14	1	100	0
4211	Chairo Christian School	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	435 Lardners TrackDrouin EastVIC 3818	LNNP	32	10.0	0	0	0	39	12	0	0	0
2458	Covenant College	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	Creamery Road Bell Post Hill VIC 3221	LNNP	21	15.0	0	0	0	23	15	1	100	0
3420	Creek Street Christian College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	91 Creek Street Bendigo VIC 3550	LNNP	7	7.0				4	4			
16149	East Preston Islamic College	I		3,5,7,9	F-12	Literacy and Numeracy	15-Apr-13	55-57 Tyler Street East Preston VIC 3072	SP	37	23.0				48	33			
17040	Freshwater Creek Steiner School	I		3,5	Years 2 - 6	Literacy and Numeracy	15-Apr-13	52 McIntyres Road Freshwater Creek VIC 3216	SP	1	13.0				0	0			

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17709	Geelong Baptist College	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	590 Anakie Road Lovely Banks 3221	SP	14	22.0				14	20	0	0	0
2422	Gilson College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	450 Taylors Road Taylors Hill VIC 3037	LNNP	27	11.0				28	11			
15363	Good News Lutheran School	I		3,5,7,9	P-9	Literacy and Numeracy	15-Apr-13	580 Tarneit Road Tarneit VIC 3029	LNNP	12	13.0				18	11			
15324	Good Shepherd College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	297 Mount Napier Road Hamilton VIC 3300	LNNP	2	6.0	0	0	0	4	10	0	0	50
861	Henderson College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	Cowra Avenue Irymple VIC 3498	SP	6	13.0	0	0	50	6	11	0	0	50
16582	Heritage College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	333 Centre Road Narre Warren South VIC 3805	LNNP	24	21.0				25	21	0	0	0
28136	Hume Anglican Grammar	I		3,5,7	P-8	Literacy	15-Apr-13	100 Mount Ridley Road Mickleham VIC 3064	SP	30	21.0				21	9	0	0	0
14734	Ilim College of Australia	I		3,5	P-6	Literacy and Numeracy	15-Apr-13	30 Inverloch Crescent Dallas VIC 3047	SP	86	25.0				58	18			

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77478	Sirius College – Shepparton Campus (formerly Isik College - Shepparton Campus)	I		3,5,7,9	F-9	Literacy and Numeracy	15-Apr-13	685 New Dookie Road SHEPPARTON VIC 3630	SP	17	35.0				14	22			
77351	Sirius College – Dandenong Campus (formerly Isik College - Dandenong Campus)	I		7,9	7-10	Literacy and Numeracy	15-Apr-13	139 Chapel Road Keysborough VIC 3173	SP	36	27.0				27	20			
77586	Sirius College – Meadow Fair Campus (formerly Isik College - Meadow Fair Campus)	I		7,9	7-10	Literacy and Numeracy	15-Apr-13	Lilliput Street Broadmeadows VIC 3047	SP	46	28.0				18	13			
15816	Sirius College – Eastmeadows (formerly Isik College)	I		7,9	7-10	Literacy and Numeracy	15-Apr-13	Goulburn Street Eastmeadows VIC 3047	SP	46	17.0				35	13			
28081	Lighthouse Christian College Keysborough	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	927 Springvale Road Keysborough VIC 3173	LNNP	18	13.0				6	4			
16402	Melton Christian College	I		3,5,7,9	P-12	Numeracy and Literacy	15-Apr-13	152-156 Brooklyn Road Melton South	LNNP	24	17.0	1	50	0	27	15		0	0

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								VIC 3338											
17742	Mildura Christian College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	1291 Karadoc Ave Irymple VIC 3498	SP	5	25.0				3	16	0	0	75
13550	Minaret College	I		3,5	P-6	Literacy and Numeracy	15-Apr-13	1 Birch Street Springvale VIC 3171	SP	94	25.0	1	50	0	61	15			
17756	Mount Carmel Christian School	I		3,5,7,9	F-10	Literacy and Numeracy	15-Apr-13	20 Kinchington Road Leneva VIC 3691	SP	8	21.0	1	0	0	5	12	2	67	0
17042	Mt Hira College	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	185 Perry Road Keysborough VIC 3173	SP	31	39.0				27	23			
15319	Nhill Lutheran School	I		3,5	Year 2 - 6	Literacy and Numeracy	15-Apr-13	2 Mackay Street Nhill VIC 3418	SP	5	24.0				7	39			
2466	Northside Christian College	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	31-61 McLeans Road Bundoora VIC 3083	LNNP	19	21.0				14	17			
4207	Oakleigh Grammar	I		3,5,7,9	P-12	Literacy and Numeracy	15-Apr-13	77 Willesden Road Oakleigh VIC 3166	LNNP	16	12.0				15	22	0	0	0
2461	Olivet Christian College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	89 Main Road CAMPBELLS CREEK VIC 3451	SP	6	18.0				5	14	0	0	50
15888	River City Christian College	I		3,5,7,9	Year 1-9	Literacy and Numeracy	15-Apr-13	29 Rose Street Echuca VIC 3564	SP	6	43.0				4	27			

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2456	St John's Greek Orthodox College	I		3,5,7,9	P-10	Literacy and Numeracy	15-Apr-13	21 Railway Place West Preston VIC 3072	LNNP	17	20.0				10	16			
13549	St Mary's Coptic Orthodox College	I		3,5,7,9	P-9	Literacy	15-Apr-13	19 - 35 Thorpdale Avenue Coolaroo VIC 3048	SP	43	20.0				41	19			
15314	St Peter's Lutheran School	I		3,5	P-6	Literacy and Numeracy	15-Apr-13	6 - 26 Horsham Road Dimboola VIC 3414	SP	2	25.0				1	13			
4017	Sunshine Christian School	I		3,5	P- 6	Literacy and Numeracy	15-Apr-13	81-83 Westmoreland Road Sunshine North VIC 3020	SP	3	13.0				2	10			
15347	Victory Christian College	I		3,5	P- 6	Literacy and Numeracy	15-Apr-13	6 Kairn Road Strathdale VIC 3550	LNNP	13	15.0				17	13	1	50	0
3402	Worawa Aboriginal College	I		7,9	7-9	Literacy and Numeracy	15-Apr-13	60-80 Barak Lane Healesville VIC 3777	SP	15	79.0	14	78	40	22	92	22	92	23
1278	Annunciation School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 431 Altona North VIC 3025	LNNP	2	11.1				2	11.3			
3415	Catholic Regional College North Keilor	C		Yr 7, 9	7-10	Literacy	29-Jan-13	PO Box 113 Keilor VIC 3036	SP	45	15.8				53	17.7			

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769	Christ Our Holy Redeemer School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	43 Ferntree Gully Road Oakleigh East VIC 3166	LNNP	10	13.6				6	7.8			
772	Christ the King School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	79 Wilsons Road Newcomb VIC 3219	LNNP	10	18.1				7	12.9			
16598	Christ the Priest Catholic Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 3482 Caroline Springs VIC 3023	SP	19	11.4				16	11.0			
16679	Columba Catholic School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	28-36 Hope Street Bunyip VIC 3815	SP	5	13.8				4	10.8	0	0.0	
5248	Corpus Christi School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	29 Russell Street Werribee VIC 3030	SP	13	13.9				13	11.0	0	0.0	
14006	Damascus College	C		Yr 7, 9	7-10	Literacy	29-Jan-13	1412 Geelong RoadMount ClearVIC 3350	SP	93	25.2	1	20.0	16.7	88	25.0	0	0.0	50.0
18027	Frayne College	C		Yr 3, 5, 7	P-9	Numeracy	15-Apr-13	PO Box 1223 Wodonga VIC 3689	SP LNNP	12	15.6				13	18.7			
14344	Good Samaritan Catholic Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 27 Somerton VIC 3062	LNNP	42	22.1				65	32.4	0	0.0	
813	Holy Rosary School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	556 Napier Street White Hills VIC 3550	SP	9	16.9				12	19.5			

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2432	Holy Saviour Parish School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	765 Highbury Road Vermont South VIC 3133	SP	6	9.7				6	8.8			
820	Immaculate Heart of Mary School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 281 Newborough VIC 3825	SP	10	20.4				2	4.7	0	0.0	
27935	Kolbe Catholic College	C		Yr 7, 9	7-10	Numeracy	29-Jan-13	PO Box 480 Craigieburn VIC 3064	SP	81	27.1	0.0	0.0	0.0	98	30.9			
5562	Lumen Christi School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	111 Whitelaw Avenue Delacombe VIC 3356	LNNP	8	13.2				9	14.0			
2441	Lumen Christi School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 78 Churchill VIC 3842	SP	7	17.4				5	12.8			
851	MacKillop Catholic Regional College	C		Yr 7, 9	7-10	Literacy	29-Jan-13	PO Box 522 Werribee VIC 3030	SP	99	15.8	0	0.0	0.0	114	21.1	2	40.0	
844	Marian College	C		Yr 7, 9	P-6	Numeracy	15-Apr-13	PO Box 215 Myrtleford VIC 3737	SP	29	32.8	0	0.0	0.0	26	29.4			
14320	Mary MacKillop School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 130 Narre Warren North VIC 3804	SP	23	15.9				15	9.8			

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865	Mother of God School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	66 Wilfred Road Ivanhoe East VIC 3079	LNNP	1	3.4				4	10.2			
4767	Notre Dame College	C		Yr 7, 9	7-10	Literacy	15-Apr-13	139 Knight Street Shepparton VIC 3630	SP LNNP	117	22.3	10	43.5	14.8	134	25.2	5	41.7	40.0
878	Our Lady Help of Christians School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	26 Miller Street Brunswick East VIC 3057	SP	8	11.2	0	0.0	0.0	6	6.9	0	0.0	
880	Our Lady Help of Christians School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 92MurtoaVIC 3390	LNNP	2	33.3				1	14.0			
885	Our Lady of Lourdes School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	23 Orange Grove Bayswater VIC 3153	LNNP	8	17.6				8	17.8			
890	Our Lady of Mount Carmel School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 631 Sunbury VIC 3429	LNNP	7	9.3				6	10.0			
892	Our Lady of Perpetual Help School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	2 Wilana Street Ringwood VIC 3134	SP	6	9.0				6	8.0			
1161	Our Lady of the Rosary	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 748 Kyneton VIC 3444	SP	8	10.9				7	8.6			
900	Our Lady of the Sacred Heart Primary	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	32 Jeffrey Street Elmore VIC 3558	SP	3	17.8				3	23.6			

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2131	Our Lady's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	PO Box 486 Wangaratta VIC 3676	SP LNNP	7	25.4	1	100	0.0	5	18.7			
14377	Penola Catholic College	C		Yr 7, 9	7-10	Literacy	29-Jan-13	PO Box 637 Glenroy VIC 3046	SP	144	25.4	1	50.0	0.0	153	28.1			
915	Presentation College	C		Yr 7, 9	7-10	Numeracy	29-Jan-13	187 Dandenong Road Windsor VIC 3181	SP	21	15.7				21	12.1			
2438	Resurrection School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	51 Gum Road Kings Park VIC 3021	SP	27	19.3				24	16.2			
939	Sacred Heart School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	4 Newcastle Street Newport VIC 3015	SP	11	15.6				7	12.5			
940	Sacred Heart School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	1 Clifton Grove Preston VIC 3072	LNNP	6	15.7				4	10.9	0	0.0	
945	Sacred Heart School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 100 Yea VIC 3717	LNNP	3	17.0				2	11.1			
929	Sacred Heart School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	39 Robertson Street Casterton VIC 3311	LNNP	1	14.0				1	12.5			
937	Sacred Heart School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 5056 Mildura VIC 3502	SP	9	11.3	0	0.0	0.0	2	2.6	0	0.0	

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938	Sacred Heart School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 842 Morwell VIC 3841	SP	8	24.8	0	0.0	0.0	9	26.0	0	0.0	
931	Sacred Heart School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	PO Box 199 Yarrawonga VIC 3730	SP	20	17.8				23	20.6			
933	Sacred Heart School	C		Yr 3, 5, 7	P-6	Literacy	15-Apr-13	Hansen Street CorryongVIC 3707	SP	8	22.9			100	9	27.6			
2408	St Agatha's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 35 Cranbourne VIC 3977	SP	20	17.7	0	0.0	0.0	12	10.8	0	0.0	
950	St Alipius' Parish School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	106-108 Victoria Street Ballarat East VIC 3350	LNNP	13	16.4	0	0.0	0.0	10	13.5	2	50.0	20.0
953	St Aloysius' School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	Cromwell Street Caulfield VIC 3161	LNNP	5	20.0				0	0.0			
952	St Aloysius' School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 48R Redan VIC 3350	LNNP	3	8.8	0	0.0	0.0	12	21.5	0	0.0	
956	St Andrew's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	110 Greaves Street North Werribee VIC 3030	SP	16	17.5			0.0	13	15.2			
959	St Anne's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 2059 Seaford VIC 3198	SP	6	18.5				2	9.6			

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2471	St Anthony's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 2312 Melton South VIC 3338	LNNP	7	11.3	0	0.0	0.0	6	8.1			100.0
16139	St Augustine's College	C		Yr 3, 5, 7, 9	P-10	Literacy	15-Apr-13	PO Box 447 Kyabram VIC 3620	SP LNNP	37	23.8				44	23.1			100.0
966	St Augustine's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	65 Somerville Road Yarraville VIC 3013	SP	7	11.8				4	7.3			
2494	St Augustine's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 63 Baxter VIC 3911	SP	2	5.9	0	0.0	0.0	2	6.4	0	0.0	
968	St Augustine's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	Napier Street Creswick VIC 3363	LNNP	4	18.0	1	100	0.0	2	7.2	0	0.0	
979	St Bernard's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 174 Bacchus Marsh VIC 3340	LNNP	13	20.3				14	22.0	0	0.0	
14345	St Brendan's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 345 Somerville VIC 3912	LNNP	10	18.8	1	100	0.0	11	21.5			
984	St Brendan's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	727 Corangamite Lake Road Coragulac VIC 3249	LNNP	2	18.3				3	29.1			
986	St Brendan's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 914 Lakes Entrance VIC 3909	SP LNNP	10	17.9	1	50.0	33.3	20	31.9	4	66.7	14.3

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983	St Brendan's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	Knight Street Shepparton VIC 3630	SP LNNP	32	23.3				23	20.4	1	25.0	
988	St Brigid's College	C		Yr 7, 9	7-10	Literacy	29-Jan-13	PO Box 542HorshamVIC 3402	SP	38	26.0	0	0.0	0.0	44	24.8	0	0.0	
5561	St Carlo Borromeo School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	5-9 Drummond Street Greenvale VIC 3059	SP	18	11.7				14	9.3			
3427	St Catherine's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	2 Lascelles Drive Lalor West VIC 3075	LNNP	2	8.9				4	10.5			
4023	St Catherine's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 208 Melton West VIC 3337	SP	20	18.2	2	33.3	0.0	23	20.2	1	25.0	
1006	St Columba's School	C		Yr 3, 5	P-6	Literacy and Numeracy	29-Jan-13	Howard Street Ballarat North VIC 3350	LNNP	4	5.4	0	0.0	0.0	11	12.6	0	0.0	
2409	St Dominic's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 298 Melton VIC 3337	LNNP	16	24.1				15	22.4			
1013	St Fidelis' School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	52 Saunders Street Moreland VIC 3058	SP	4	5.0				7	9.8			
3417	St Francis' School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	PO Box 66 Nathalia VIC 3638	SP LNNP	6	15.4				7	18.6			

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1020	St Francis Xavier School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 5159 Frankston South VIC 3199	SP	5	11.3	0		0.0	2	5.2			
1023	St Gabriel's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	237 Spring Street Reservoir VIC 3073	SP	5	11.6	0		0.0	4	10.5			
562	St George Preca Catholic Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	22-48 Lancefield Drive Caroline Springs VIC 3023	SP	6	11.4				5	6.8			
1025	St Gerard's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	71 Gladstone Road Dandenong North VIC 3175	SP	9	15.7				7	11.1			
1030	St James' School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	260 Albert Street Sebastopol VIC 3356	LNNP	6	11.7				9	23.7	0	0.0	
3413	St James the Apostle School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	Derrimut Road Hoppers Crossing North VIC 3029	SP	31	14.9				36	19.3	1	100.0	
7005	St Joachim's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	25 Broderick Road Carrum Downs VIC 3201	LNNP	9	9.9				8	9.7			
1047	St John the Baptist's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 39 Koo Wee Rup VIC 3981	SP	10	20.2				11	18.0			
1041	St John's Regional College	C		Yr 7, 9	7-10	Numeracy	29-Jan-13	5-11 Caroline Street Dandenong VIC 3175 Private Bag 5040 MDC	SP	87	23.0				92	26.0	0	0.0	

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2183	St John's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	Regal AvenueThomastown EastVIC 3074	SP	9	14.4				4	6.2	0	0.0	
1043	St John's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	263 Russell Street Dennington VIC 3280	LNNP	1	3.2	0	0.0	0.0	5	8.3	0	0.0	
584	St John the Baptist School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	17 Forest Road Ferntree Gully VIC 3156	SP	15	15.5	0	0.0	0.0	6	8.0	0	0.0	
2436	St Joseph the Worker School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	79 Wilson Boulevard Reservoir North VIC 3073	SP	13	12.5				8	8.6			
1055	St Joseph's College	C		Yr 7, 9	7-10	Numeracy	15-Apr-13	21 Dickson Street Echuca VIC 3564	SP	67	25.7	9	47.4	5.0	88	27.8	7	36.8	
1084	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	49 Stanhope Street Malvern VIC 3144	LNNP	2	3.7				1	2.0			
1072	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	362 Station Street Chelsea VIC 3196	SP	8	8.9				8	8.2			
1099	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 42A Yarra Junction VIC 3797	SP	9	17.0				7	12.1			
27809	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 221 Mernda VIC 3754	SP	5	17.4				12	20.2			

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1053	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 116 Charlton VIC 3525	LNNP	1	20.0				2	14.5			
1089	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 44 Penshurst VIC 3289	SP	2	25.0				1	8.3			
1075	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 17 Coleraine VIC 3315	LNNP	2	25.7	1	100	0.0	1	33.3			
1093	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	17 Fitzroy Avenue Red Cliffs VIC 3496	LNNP	1	2.5				2	14.6			
1080	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 186 Hopetoun VIC 3396	LNNP	1	23.3				1	11.6			
1083	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	1-3 Bridge Street Korumburra VIC 3950	SP LNNP	1	8.2				2	8.0			
1087	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 317 Orbost VIC 3888	SP	1	17.5	1	100	0.0	1	4.3			
1098	St Joseph's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	Private Bag 3 Trafalgar VIC 3824	SP	3	15.1				2	10.0			
1073	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	PO Box 102 Chiltern VIC 3683	SP	6	27.6				2	11.2			
1094	St Joseph's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	PO Box 230 Rochester	SP LNNP	7	22.4				6	18.5			

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								VIC 3561											
1062	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	PO Box 209 Beechworth VIC 3747	SP	4	26.7				4	20.0			
1082	St Joseph's School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	PO Box 461 Kerang VIC 3579	SP	4	15.9				2	10.9			
2425	St Joseph's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	367 High Street Nagambie VIC 3608	SP	1	8.7				1	8.0			
1111	St Kilian's School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	Havelock Street Bendigo VIC 3550	SP LNNP	12	19.3	0	0.0	0.0	14	18.4	0	0.0	
28211	St Lawrence School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	93A Capesthorne Drive Derrimut VIC 3030	SP	4	13.5				3	5.9			
1116	St Leo the Great School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 145 Altona North VIC 3025	LNNP	2	2.7				3	5.2			
1117	St Liborius' School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	379 Eaglehawk Road Eaglehawk VIC 3556	SP	11	20.1				15	25.6	1	100.0	
1119	St Luke's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	1A David Street Lalor VIC 3075	SP	11	13.2				11	11.9			

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1121	St Macartan's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 1126 Mornington VIC 3931	LNNP	10	6.7				6	4.4			
1124	St Margaret Mary's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	47-49 Mitchell Street Brunswick North VIC 3056	SP	6	17.7				3	6.8			
1125	St Margaret Mary's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	181 Hudsons Road Spotswood VIC 3015	LNNP	4	8.3				3	8.9			
1127	St Margaret's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	83 St Albans Road Geelong East VIC 3219	SP	4	8.6	0	0.0	0.0	8	16.9	0	0.0	
4072	St Mary MacKillop Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	152 Odessa Avenue Keilor Downs VIC 3038	SP	18	11.3				16	10.4			
1135	St Mary Magdalen's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	20 Bolwarra Street Chadstone VIC 3148	LNNP	5	11.6	0	0.0	0.0	8	16.8			
8878	St Mary's College	C		Yr 3, 5, 7, 9	P-10	Literacy	29-Jan-13	PO Box 269, Seymour VIC 3660	LNNP	19	14.4	0	0	50.0	19	15.2	0	0.0	
1164	St Mary's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 140 Mansfield VIC 3724	LNNP	5	8.0				5	9.0			
1162	St Mary's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	2 Raglan Street Lancefield VIC 3435	SP	6	14.8				7	18.8			
1149	St Mary's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 595 Castlemaine	SP	6	16.9				4	11.6			

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								VIC 3450											
1159	St Mary's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 421 Hastings VIC 3915	LNNP	3	11.3				5	15.0			
2177	St Mary's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 151 Alexandra VIC 3714	LNNP	3	10.9				6	15.5			
2486	St Mary's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 317 Mount Evelyn VIC 3796	SP	13	14.9				13	13.1			
4020	St Mary's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	Fir Street Whittlesea VIC 3757	LNNP	5	6.9				7	9.0			
1175	St Mary's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 283 Warracknabeal VIC 3393	LNNP	4	26.4				5	38.3			
1157	St Mary's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 788 Hamilton VIC 3300	LNNP	8	12.9				4	9.1	0	0.0	
1167	St Mary's School	C		Yr 3, 5, 7	P-6	Literacy	29-Jan-13	PO Box 379 Robinvale VIC 3549	SP	13	23.7				17	22.9	0	0.0	
1166	St Mary's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	PO Box 320 Myrtleford VIC 3737	SP	22	29.2				13	23.2			
1168	St Mary's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	Southam Street Rushworth	SP LNNP	6	38.6	0	0.0	0.0	5	45.8			

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								VIC 3612											
1182	St Mel's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	35 Hamilton Street Shepparton VIC 3630	SP LNNP	16	18.0				10	13.5			100.0
1194	St Michael & St John's School	C		Yr 3, 5	P-6	Literacy and Numeracy	29-Jan-13	PO Box 791 Horsham VIC 3402	LNNP	11	15.6				9	12.8			
1188	St Michael's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 93 Heyfield VIC 3858	SP	2	13.8	0	0.0	0.0	2	16.3	0	0.0	
1191	St Michael's School	C		Yr 3, 5	P-6	Numeracy	15-Apr-13	PO Box 13 Tallangatta VIC 3700	SP LNNP	5	47.1	1	100	0.0	2	28.1	1	100.0	
1199	St Monica's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	91 High Street Kangaroo Flat VIC 3555	SP LNNP	11	14.2	2	66.7	0.0	13	18.2	2	66.7	
1204	St Patrick's Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	1 Conway StreetKilmoreVIC 3764	SP	21	14.3	0	0.0	0.0	21	13.2	0	0.0	
1209	St Patrick's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	Queen Street Koroit VIC 3282	SP	4	13.3				1	2.5	0	0.0	
1217	St Patrick's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 856 Stawell VIC 3380	SP	2	11.0				3	9.0			
1213	St Patrick's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 113 Nhill	LNNP	0	13.3				0	10.0			

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								VIC 3418											
1214	St Patrick's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 607 Pakenham VIC 3810	SP	17	14.1				21	13.2			
1219	St Patrick's School	C		Yr 3, 5	P-6	Literacy	15-Apr-13	Mangan Street Tongala VIC 3621	SP	4	22.1				1	8.3			
3401	St Paul Apostle South School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	9 William Hovell Drive Endeavour Hills VIC 3802	SP	5	7.3				9	11.2			
2424	St Paul's Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 4004 Mildura VIC 3502	LNNP	15	18.3	2	50.0	20.0	14	20.3	1	20.0	
2195	St Peter Chanel School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	848 Ballarat Road Deer Park VIC 3023	SP	28	16.9				20	13.0			
2137	St Peter the Apostle	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	16-38 Guinane Ave Hoppers Crossing VIC 3029	LNNP	15	9.0				11	7.3	0	0.0	
5249	St Richard's Primary School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	Private Bag 6 Post Office Kilsyth VIC 3137	SP	7	15.7				5	12.1			
10778	St Therese's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 520 Cranbourne North VIC 3977	SP LNNP	13	18.8				15	20.5	0	0.0	

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1253	St Thomas More's School	C		Yr 3, 5	P-6	Literacy	29-Jan-13	PO Box 21 Belgrave VIC 3160	SP	10	16.9				7	12.1	0	0.0	
1254	St Thomas More's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	30 Angus Street Hadfield VIC 3046	SP	10	12.4				3	4.2			
1259	St Vincent de Paul's School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 1129 Morwell VIC 3840	SP	14	19.5	1	100	0.0	16	22.5			
22819	Stella Maris	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 6405 Point Cook West VIC 3030	SP	5	5.3	0	0.0	0.0	8	6.2	0	0.0	
16326	Trinity Catholic Primary School	C		Yr 3, 5	P-6	Numeracy	29-Jan-13	PO Box 171 Narre Warren South VIC 3805	SP	19	11.6				23	14.7			

[1] School opened in 2012 – selection based on 2012 NAPLAN results

[2] School opened in 2012 – selection based on 2012 NAPLAN results

[3] School opened in 2011 – selection was based on 2012 NAPLAN results

Attachment B
Local measure (i)

State specific measure: The literacy and numeracy growth of Years 3, 5 and 7 students starting in the bottom two bands in 2010 literacy and numeracy funded schools will be greater than for equivalent students in non-NP funded schools over the period 2011 to 2013.

Table 2   **Change in Literacy/Numeracy performance for the targeted student group and comparison group**

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% growth - proportion of students that achieved growth greater than the average growth of students in similar non-ILNNP schools
All	Year 5 (Year 3 in 2011)	6,049	Reading	Year 5	NAPLAN	N/A	N/A	47.4%
All	Year 5 (Year 3 in 2011)	6,010	Numeracy	Year 5	NAPLAN	N/A	N/A	46.4%
All	Year 9 (Year 7 in 2011)	12,448	Reading	Year 9	NAPLAN	N/A	N/A	50.0%
All	Year 9 (Year 7 in 2011)	12,344	Numeracy	Year 9	NAPLAN	N/A	N/A	47.6%

1.   It is recognised that not all states/sectors/schools will be able to provide achievement for a comparable group.

Attachment C
Local measure (ii)

State specific measure: Local school level data demonstrating change in literacy and/or numeracy performance for Aboriginal and Torres Strait Islander students falling behind compared with other children at the same grade in reading and numeracy for the 2013 school year.

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

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% growth - proportion of students that achieved growth greater than the average growth of students in similar non-ILNNP schools
All	Year 5 ATSI students (Year 3 in 2011)	100	Reading	Year 5	NAPLAN	N/A	N/A	51.0%
All	Year 5 ATSI students (Year 3 in 2011)	90	Numeracy	Year 5	NAPLAN	N/A	N/A	45.6%
All	Year 9 ATSI students (Year 7 in 2011)	255	Reading	Year 9	NAPLAN	N/A	N/A	62.7%
All	Year 9 ATSI students (Year 7 in 2011)	252	Numeracy	Year 9	NAPLAN	N/A	N/A	49.2%

It is recognised that not all states/sectors/schools will be able to provide achievement for a comparable group.

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.

Note: Below NMS includes students who were EXEMPTED.

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean scale score	406.643	419.798	420.357	424.194	421.565	418.499
	Standard deviation	79.473	87.787	82.071	89.348	82.963	81.682
	Number of students at NMS	259	192	198	227	218	220
	Number of Indigenous students at NMS	7	9	8	11	11	8
	Number of students below NMS	168	126	131	120	109	123
	Number of Indigenous students below NMS	10	6	5	3	8	7
	Number of students with scores	2,188	2,218	2,100	2,186	2,255	2,211
	Number of Indigenous students with scores	36	36	35	30	32	40
	Number of students absent	115	96	79	84	84	69
	Number of Indigenous students absent	1	4	7	4	3	3
	Number of students withdrawn	11	39	60	75	66	64
	Number of Indigenous students withdrawn	0	2	1	1	4	0
	Number of students exempted	71	63	71	48	57	57
	Number of Indigenous students exempted	1	0	2	0	2	2
Year 5 Reading	Mean scale score	485.837	497.452	490.887	493.589	493.760	498.63
	Standard deviation	74.818	74.793	76.495	75.340	76.737	63.251
	Number of students at NMS	288	298	331	248	245	219
	Number of Indigenous students at NMS	10	11	14	11	4	9
	Number of students below NMS	199	160	199	156	201	77
	Number of Indigenous students below NMS	9	3	9	10	11	3

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students with scores	2,255	2,274	2,207	2,244	2,204	2,267
	Number of Indigenous students with scores	32	34	40	40	41	37
	Number of students absent	117	101	88	102	67	83
	Number of Indigenous students absent	3	4	2	3	3	4
	Number of students withdrawn	5	36	58	52	74	61
	Number of Indigenous students withdrawn	1	1	1	0	1	1
	Number of students exempted	44	61	70	35	56	45
	Number of Indigenous students exempted	2	1	1	0	0	0
Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Mean scale score	519.001	520.777	526.659	520.924	523.467	521.426
	Standard deviation	64.500	65.818	64.056	63.041	65.396	64.284
	Number of students at NMS	1180	1110	1044	1190	1004	1,106
	Number of Indigenous students at NMS	36	40	37	75	33	34
	Number of students below NMS	383	428	341	281	383	384
	Number of Indigenous students below NMS	21	30	16	12	24	22
Year 7 Reading	Number of students with scores	6,010	5,799	5,493	5,447	5,476	5,388
	Number of Indigenous students with scores	129	142	130	166	129	130
	Number of students absent	398	407	393	432	432	382
	Number of Indigenous students absent	33	36	16	22	40	29
	Number of students withdrawn	7	41	56	58	85	80
	Number of Indigenous students withdrawn	0	0	0	2	4	3
	Number of students exempted	47	47	50	52	51	74
	Number of Indigenous students exempted	0	2	2	0	2	2
Year 3 Numeracy	Mean scale score	403.314	396.64	400.010	402.806	392.967	394.039
	Standard deviation	70.622	76.686	76.822	72.347	68.608	68.228

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students at NMS	164	274	244	245	220	194
	Number of Indigenous students at NMS	7	10	12	6	9	9
	Number of students below NMS	136	177	132	101	124	121
	Number of Indigenous students below NMS	5	6	5	4	6	5
	Number of students with scores	2,167	2,209	2,098	2,183	2,251	2,200
	Number of Indigenous students with scores	34	35	35	31	32	38
	Number of students absent	141	106	87	94	97	81
	Number of Indigenous students absent	3	5	7	3	6	4
	Number of students withdrawn	9	39	55	69	59	64
	Number of Indigenous students withdrawn	0	2	1	1	3	1
	Number of students exempted	68	62	70	47	55	56
	Number of Indigenous students exempted	1	0	2	0	0	2
Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Mean scale score	474.424	485.181	486.584	486.731	484.075	477.406
	Standard deviation	65.475	64.213	65.522	65.565	69.266	65.651
	Number of students at NMS	375	388	290	262	315	400
	Number of Indigenous students at NMS	8	12	9	9	10	11
	Number of students below NMS	163	99	139	113	179	148
	Number of Indigenous students below NMS	9	2	6	6	9	3
Year 5 Numeracy	Number of students with scores	2,245	2,257	2,227	2,245	2,216	2,267
	Number of Indigenous students with scores	29	33	38	37	40	33
	Number of students absent	128	120	73	110	85	87
	Number of Indigenous students absent	6	5	3	6	4	8
	Number of students withdrawn	5	35	56	44	42	58
	Number of Indigenous students withdrawn	1	1	2	0	1	1

Target Group / Measure	Data item	2008	2009	2010	2011	2012	2013
	Number of students exempted	43	60	67	34	58	44
	Number of Indigenous students exempted	2	1	1	0	0	0
Year 7 Numeracy	Mean scale score	525.369	523.088	522.989	523.848	516.758	517.093
	Standard deviation	62.987	62.680	63.340	65.240	63.476	60.424
	Number of students at NMS	1,308	1,168	1,097	1,158	1,298	1,328
	Number of Indigenous students at NMS	58	46	36	55	42	51
	Number of students below NMS	221	301	292	275	326	238
	Number of Indigenous students below NMS	13	23	17	11	16	11
	Number of students with scores	6,034	5,768	5,468	5,449	5,484	5,369
	Number of Indigenous students with scores	131	149	127	162	128	128
	Number of students absent	374	440	416	434	442	406
	Number of Indigenous students absent	31	29	19	26	41	31
	Number of students withdrawn	8	41	59	54	69	80
	Number of Indigenous students withdrawn	0	0	0	2	4	3
	Number of students exempted	46	45	49	52	49	69
	Number of Indigenous students exempted	0	2	2	0	2	2

Attachment E

ILNNP SHOWCASE

Case Study No. 1: Chairo Christian School

School name	Chairo Christian School
DEEWR school ID	4211
Suburb	Drouin East
State/Territory	Victoria
Sector	Independent
School type	Combined
ARIA category	Inner Regional
2013 enrolments	1047
Number of Aboriginal and Torres Strait Islander students	4 in 2011 7 in 2013
Number of students with a language background other than English	7%
2012 student attendance rate	94%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

Chairo Christian School's mission is 'to provide excellence in Christ-centred education in partnership with families within a caring Christian community'. Across three campuses Chairo provides educational programs to meet the diverse needs of young people, catering for students from Pre-Kindergarten through to Year 12 – Drouin Campus (Middle and Senior School), Drouin East Campus (Pre-Kindergarten to Year 4) and Pakenham Campus (Pre-Kindergarten through to Year 11 with Senior School expansion).

Many school families live in small rural townships and are involved in rural occupations such as dairying and horticulture. However, being located in the Pakenham growth corridor south east of Melbourne many Chairo students come from urban backgrounds.

Chairo is known for its warm friendly community atmosphere where all students are made to feel valued and of genuine worth, and are able learn in a safe and stimulating environment. There are modern buildings, landscaped surrounds and excellent information technology facilities, coupled with committed Christian staff – all of whom are dedicated to enriching the gifts of each student. High academic standards have been firmly established across a broad range of curriculum offerings extending through to VCE. Chairo acknowledges the value of NAPLAN testing as a component of a broad education, and NAPLAN results are used to support the learning of individuals and guide teaching practice.

ILNNP Approach

In 2012 Chairo Christian School began providing professional learning for teaching staff through an Evidence Based Observation training approach. This training was provided to approximately

one third of teaching staff and explored the notion of traditional versus discursive teaching. Teachers were trained to observe a classroom and focus on five specific students and a fellow teacher. Their aim was to examine the levels of engagement in the lesson between the students and the teacher.

In 2013, with the assistance of three consultants from Independent Schools Victoria, the school continued to implement a range of targeted professional learning projects across the Drouin, Drouin East and Pakenham campuses. Each of the consultants worked with an area within the school. At the junior school the consultant assisted teachers to audit their learning programs, review the materials and resources available, and examine student data to assist in more targeted planning of learning activities. At the middle school the focus was on re-engagement as school data indicated that students are relatively more disengaged in Years 5 to 8 and this is impacting on their learning. At the senior level the consultants assisted teachers to differentiate the curriculum to cater for individual learning differences in the upper levels of secondary school.

All students and all staff across the school were involved in the ILNNP project in 2013.

Implementation

Each of Chairo's three campuses has a Deputy Principal and a Head of School for each Sub-School. Overall there are two Heads of Junior School, two Heads of Middle School and two Heads of Senior School. The consultants initially brought these leaders together to establish a common story for the changes being adopted across the school. Programs and policies were shared and cross-campus planning commenced to enable more explicit teaching.

The school worked with the consultants over the remainder of 2013 to build the capacity of staff to plan collaboratively, analyse data, deliver engaging lessons and differentiate lessons to cater for students' individual learning needs. The engagement of external consultants to work across the three campuses meant that the school had greater consistency across the whole school.

Progress/Outcomes

Planning meetings involving all staff at the junior school took place throughout 2013. An audit of the school's spelling programs was conducted and data was used to initiate changes to existing practices in the teaching of spelling. The teachers also received training in the computer based assessment program used at the school to allow them to maintain their own progressive assessment records. This has allowed them to better monitor and analyse student learning data, make assessment more collaborative and attach individual learning plans to the program for more comprehensive student assessment. Staff were also able to have their lessons filmed and then, with the assistance of the consultant, review the lesson to see how they might modify their teaching to cater for all students. Staff at the junior level report that they have observed changes to teaching practice, with less time spent on 'teacher talk', more effective use of data and better questioning techniques – such as longer wait time and telling a student in advance that they will be asked for input to a discussion so that they have time to prepare.

Middle school staff have participated in MOSART training (Motivate – Organise – Summarise – Associate – Review – Transfer) and have visited other schools to observe different ways of delivering engaging lessons. Teachers used the training to look at the way they teach and question if and how they could deliver their lessons differently to increase student engagement. Students have been supported to use MOSART techniques to create notes, summary sheets and graphic organisers. Students have demonstrated improved skills at taking information in, sorting through the material and capturing what is relevant.

Senior school staff have begun looking at new ways to test student learning prior to the commencement of each unit, and how they can use this information to assist them in differentiating learning material to suit all styles of learner and all levels of knowledge. The senior school staff, with the support of the external consultants, have trialled a range of tools and strategies to gauge students confidence in what they have learned during class. Some of these strategies around creating feedback that moves learners forward and creates thinking included: exit cards, where students could write any thoughts about the lesson or areas of concern; and Tick/Cross/Question Mark cards, which the students were asked to hold up to indicate how they were feeling about the lesson to assist teachers to gauge student uptake and understanding.

School leaders have found that staff, across all levels and across all campuses, are having more in-depth discussions around effective teaching and learning strategies and have been willing to try different strategies with their classes to support student learning. Teachers were excited to try new ideas and with the support of the consultants were able to expand their repertoire of skills to support a broader range of learning styles.

In the future, the school would like to provide more training in Evidence Based Observation to raise staff awareness of how this approach could be used to improve their own teaching practices. It is anticipated that staff will continue to plan together at the junior level and that they may be able to extend this practice into the middle school – strengthening collegiality between the campuses and developing a shared language around professional practice.

At the junior school learning will continue to be differentiated and specific programs for lower performing students will be developed to help lift the learning outcomes for those students. Staff are now better equipped to identify 'at risk' students and to provide appropriate support to assist their learning. Students in Years 5 to 8 will continue to be supported by the MOSART program so that they are more engaged in their own learning. It is hoped that students' attitudes will change to acknowledge that it is okay to be a learner and okay to be smart, and that student learning outcomes will lift as a result. At the senior level, students will be taught at point of need with all students in a class being catered for based on their individual needs.

Case Study No. 2: Forest Street Primary School

School name	Forest Street Primary School
DEEWR school ID	10162
Suburb	Wendouree
State/Territory	Victoria
Sector	Government
School type	Primary
ARIA category	Major city
2013 enrolments	337
Number of Aboriginal and Torres Strait Islander students	2012 … 9%
Number of students with a language background other than English	2012 … 1%
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

Forest Street Primary School is located in the suburb of Wendouree, within a low socio-economic area in the Victorian regional city of Ballarat. The school has 3.6 Principal Class staff, 22 teachers and 16 Education Support staff.

The school community prides itself on working together to ensure that it provides a happy and safe learning environment that supports students in realising their potential and achieving their best, both academically and socially. The school offers a variety of programs and opportunities to equip students with the skills and understandings required to actively engage in the 21st century. The school is very proud of its new building and values the opportunities and possibilities that it creates in approaches to teaching and learning. The school's programs are supported by interactive whiteboards in all classrooms, data projectors, cameras and a range of desktop, notebook and iPad computers.

The Ballarat Deaf Facility, which is located at the school, supports deaf and hearing impaired students in all areas of the curriculum supported by specialist teachers of the deaf.

ILNNP Approach

Forest Street Primary School has implemented the *Primary Mathematics Specialists* initiative through the Improving Literacy and Numeracy National Partnership (ILNNP). These specialists have received training as part of the DEECD initiative and were provided with one and a half days per week time release from the classroom to allow them to work collaboratively with other teachers to strengthen existing strategies for teaching numeracy and to explore new teaching strategies.

The school's NAPLAN and online testing data shows that, historically, the school's performance in numeracy has been low. A relatively high proportion of students are performing at or below standard in both literacy and numeracy. In the last few years, with a literacy coach working at the school there has been some shift in students' performance in writing. In 2012 the school

leadership redirected their focus to numeracy, and in particular to the perception of mathematics, the articulation of mathematical concepts and the development of a common language for mathematics across the school.

Four Primary Mathematics Specialists have been appointed within the school. Each Specialist works with a professional learning team across an AusVELS level. The school changed the way that professional learning teams work and has allocated a dedicated 60 minutes each week for teachers across a level to meet to plan and discuss approaches to numeracy teaching. Teams have also been allocated a half day planning day during the term and a full day at the end of each term.

Implementation to December 2013

Primary Mathematics Specialists have worked with classroom teachers to team teach a one-hour numeracy session each week. The Specialists supported the classroom teacher to by assisting them to develop strategies to improve their teaching of numeracy, and to increase students' understanding of mathematical concepts. The Specialists also worked closely with classroom teachers to explore how they structure a numeracy lesson, and to support development of rich learning tasks based on clear learning intentions and success criteria.

The Specialists met each week to plan a thirty-minute professional learning activity for the staff which was presented at the staff meeting. As a result the Primary Mathematics Specialists delivered an extensive range of professional learning activities to staff with the aim of modelling strategies that teachers can use (e.g. introduction of planning concepts such as enabling extending prompts, reflection and revision of the characteristics of an effective mathematics teacher). The specialists also supported access to professional reading, conducted audits of mathematics resources and developed resource lists for curriculum materials.

Support for early years' students with very low numeracy learning outcomes was also provided through one of the Primary Mathematics Specialists using the EMU program (Extending Mathematics Understanding). This 10-week intensive teaching program involves small group sessions where students (normally three at a time) work with the EMU trained teacher. The school selects students to be involved based on their level of numeracy understanding and their potential to raise their understanding of mathematical concepts.

Progress/Outcomes

The use of Primary Mathematics Specialists was aimed at improving students' numeracy learning outcomes across the school – enhancing both student understanding and engagement in numeracy and developing teaching strategies and teachers' capability. The initial stage of this project has been mainly focused on enhancing student engagement in numeracy. Teachers have begun to include self-assessment questions in activities to allow students to record how they were feeling during a numeracy lesson.

The school has begun to use the online collaborative program OneNote to allow them to share resources, discussions and planning. Teachers within a team have become more collaborative, resulting in greater consistency in what happens in each classroom across the professional learning teams. Peer observation and feedback are central to the success of capacity building in the classroom.

Assessment and data
Teachers are looking to see improvement in the school's numeracy data from NAPLAN, On Demand testing, PAT testing and early years' assessments. They are also hoping to see the

perception of mathematics change within the school and students being better able to articulate what they are doing in a maths lesson.

Managing resources
The Primary Mathematics Specialists have collected the numeracy resources into a central resource room to assist teachers in managing and using the quality resources that already existed within the school, whilst also purchasing new resources to support changing teacher practice.

Professional development
The Primary Mathematics Specialists have participated in an extensive list of professional learning activities and attended a professional development day, 'Let's Teach Mathematics in an engaging and effective way, and differentiate at the same time' in early September.

A whole-school professional learning day with Michael Ymer was conducted in the latter half of 2013 – focussing on 'Effective Strategies for the teaching and learning of Mathematics Program for 2014'.

As a result of the 2013 Improving Literacy and Numeracy National Partnership the school has observed changes in students' perceptions of mathematics. Students are demonstrating an increased ability to articulate what they needed to do to solve mathematical problems. Students have demonstrated that they are now more aware of mathematics in their everyday life. Staff have benefited from the assistance and broad knowledge of the Primary Mathematics Specialists in modelling of different strategies; showing how to open up a task for all ability areas and in one on one conversations about how they can help students to achieve success in numeracy.

School leadership has seen the confidence of staff increase and that their approach to teaching numeracy has shifted. Staff are now using more open ended tasks, more concrete materials to support students and are participating in more in-depth planning of numeracy lessons and programs. The school intends to use the Primary Mathematics Specialists to continue to support teachers with the aim of embedding practices across the whole school. The Primary Mathematics Specialists will have one day each week out of their classroom to team teach, plan with teams and support numeracy improvement across the school.

Forest Street Primary School has developed a new approach to planning in 2014 via a planning cycle which was introduced to all staff in Term 4 2013. This cycle aims to ensure greater consistency across the school and assist teachers to know the sequences of numeracy across all levels. This will enable teachers to have greater understanding of what knowledge the students come with and what they are expected to know before they move on to the next level. This new planning approach will assist teachers to teach more effectively to students' individual needs, which will be further supported by knowing and understanding the students' data.

Case Study No. 3: Gilson College

School name	Gilson College
DEEWR school ID	2422
Suburb	Taylors Hill
State/Territory	Victoria
Sector	Independent
School type	Combined
ARIA category	Major city
2013 enrolments	850
Number of Aboriginal and Torres Strait Islander students	0 in 2011 0 in 2013
Number of students with a language background other than English	59%
2012 student attendance rate	95%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

Gilson College is located on the outskirts of Melbourne in the suburb of Taylors Hill. The College was established in 1988 with approximately 50 students. With 850 students enrolled in 2013 the College continues to develop its infrastructure and educational programs. The College's purpose is, through excellence in education, to develop people of integrity and Christian character. Gilson College is a Christian co-educational day-college providing a safe, friendly environment, owned and operated by the Seventh-day Adventist Education Department. The College's purpose is achieved by having enthusiastic and dedicated Christian teachers, thorough development of core skills in essential subjects of reading, writing and mathematics, a comprehensive program covering Foundation to Year 12, and a varied and stimulating curriculum based on Australian educational standards. A willingness to listen to the needs of parents and students and an emphasis on the traditional values of courtesy, respect and diligence support the College's aims.

ILNNP Approach

Gilson College was identified by Independent Schools Victoria as having significant scope to improve in some areas of literacy and numeracy. Through its own analysis the College recognised and acknowledged this need and began a journey for its teaching and learning practices to be more reflective and evidence-based by providing increased professional learning support to the College staff.

Through the Improving Literacy and Numeracy National Partnership Gilson College has been using *Evidence Based Observation* to assist teachers to explore their current teaching practice, to identify areas of need, and to develop strategies to modify and improve their practice. Eight members of staff are trained to provide the observational practice which, whilst not mandated, is undertaken with all staff each term. The process allows the trained observer to observe the teacher in a class and then provide feedback through a conversation based on actual evidence of classroom practice. From this conversation the teacher and the observer prepare a plan of action to assist the teacher

to shift from traditional teaching approaches to a more discursive one which is more student centred, involving greater collaboration and differentiation.

Teachers at Gilson College also undertake self-selected action research projects as a component of their own professional learning. Teachers can select from a number of areas including differentiation, inquiry based learning and formative assessment. The school provides flexibility in the selection of action research projects and actively encourages staff to select projects that identify a personal learning goal and that are driven by analysis of data, whether it be student data or teacher data. They then work in learning groups to participate in professional learning conversations and to share and develop their action research.

Implementation

Gilson College has established a series of protocols around professional learning within the school. Action research projects and learning groups have been established and teachers are engaged in regular professional reading and research to support their projects. Staff that are in their first year of teaching undertake their VIT registration process as their action research topic, whilst staff that are undertaking further study such as Graduate Diplomas, Masters (eight staff) or PhDs (four staff) use their study as their focus. At the conclusion of the action research projects approximately 12 projects are selected by school leaders to be presented to the entire staff at what is known as 'Celebration Day', a whole school professional learning day. The remaining projects are presented to small groups of staff at professional learning meetings in the weeks following the Celebration Day. This approach has validated the research process and ensured that lessons learned are shared and discussed.

Evidence based observation with every teacher in the school occurs once a term with ongoing conversations and support from the schools' trained observers, actively supporting teachers to bring about effective change within their classrooms. Observation in each of the primary and secondary sub-schools has occurred, with some cross-school observation occurring more recently with secondary teachers observing primary teachers and reflecting on how the practice in a primary setting could translate into the secondary classroom.

> *"The opportunity to observe, and discuss literacy teaching/learning skills with primary teachers was a fantastic learning experience. Some of the writing projects they did I would like to try in my high school classes – with some age appropriate modification of course."*

All staff have participated in both aspects of the Improving Literacy and Numeracy National Partnership (i.e. research projects and evidence based observation) with the aim of improving learning outcomes for all students.

Progress/Outcomes

Over the last few years Gilson College has adopted a needs based professional learning model to support staff in enhancing and developing their classroom teaching practice. The school has already observed changes in teacher practice and confidence, and has noted some early indicators of changes in student outcomes.

The school is using data captured from NAPLAN and its own internal assessment processes to monitor changes in learning outcomes across the school. NAPLAN data for Years 5 and 7 have shown increases in the value add in both literacy and numeracy and teachers in the junior levels have indicated that the writing skills of the Preps and Grade 1 students is significantly higher than in previous years. Students in the junior area have produced stories that are now being used as take home readers with teachers and parents indicating that this has been a very positive and empowering activity for students.

> *"When teaching writing I was able to create more student motivation by creating an audience for the students' writing. The students wrote books for the whole class to share and also for the parent body to share. The students were able to use the richer and extended word vocabulary/sentences displayed around the classroom in their writing."*

At this stage the most significant impact of the National Partnership has been on teachers. Increased teacher confidence to share and provide professional learning support to their colleagues has been observed. Professional learning teams plan together and share their expertise to plan the learning intentions for the topics being covered in the coming week. Teachers have become more collaborative and cooperative within their teams and with other staff. The College's distributive leadership model has empowered staff to become experts in areas supported by their action research, professional reading and collaborative discussions. The language used by staff has become more unified, with greater ability to articulate the pedagogical approaches used within the school.

> *"Our project ensured a common approach to teaching writing in the junior primary school, with the development of common teaching strategies and understandings, and agreement on common language, as well as ensuring that we will continue to work to re-establish common frameworks for teaching writing across the primary school."*

As a result of the activities undertaken as part of the Improving Literacy and Numeracy National Partnership teachers at Gilson College are also beginning to explore how they use the learning spaces. Teachers are using visual tools within the classroom to assist students with focusing on the learning intentions of the lesson and in developing their thinking skills via question stems. Classrooms have become more fluid spaces in the primary school with tables being moved about for tasks, localised equipment and some teachers removing their desk from the space altogether to allow more space for student interaction. In the secondary area subject teachers are beginning to use spaces in classrooms as areas to display student work or posters to support current curriculum. Student learning across the school is becoming more student-driven and less rigid in structure. Students are given more freedom in how they present their work and how they articulate their learning.

> *"I have introduced into my teaching lessons which include choice – choice of who they work with, the task they perform, the equipment they use. This has worked particularly well in Maths – I introduce the topic through class discussion and set the task and equipment options. At the end they share their learning."*

The College has also implemented what it calls 'protected time'. Two afternoons per week – after student hours – staff participate in targeted and directed professional learning conversations to support improved teacher practice. The College has also introduced optional learning opportunities such as 'Techy Breaky' where staff can come to school and access professional learning to support their uptake and use of technology in their classrooms. These sessions are run by the school's eLearning leaders who were trained by ILNNP consultants.

The development of teacher expertise via Evidence Based Observation and the action research projects has resulted in staff at the College embedding improved practices into their classrooms. Staff are developing their leadership skills by leading professional learning discussions and meetings and sharing the expertise developed via their project. In 2014 the College will build on the work started in 2013 to strengthen the focus on improving literacy and numeracy. The school intends on continuing the action research projects and evidence based observation in 2014 and will maintain the 'protected time' and coaching time.

Case Study No. 4: Mildura Primary School

School name	Mildura Primary School
DEEWR school ID	10916
Suburb	Mildura
State/Territory	Victoria
Sector	Government
School type	Primary
ARIA category	Outer Regional Australia
2013 enrolments	362
Number of Aboriginal and Torres Strait Islander students	120 (33%)
Number of students with a language background other than English	85 (23%)
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

Mildura Primary School in Victoria's north-west has approximately 360 enrolled students from a wide mix of ethnic and cultural backgrounds, including a significant number of Koorie students. The overall socio-economic profile is low and nearly one in four students have a language background other than English. The school has a positive commitment to cultural diversity and a deep understanding of the positive benefits it brings to the school. It provides specialist sport and art programs, hosts an active after school program, and runs special projects for the students and their families.

Mildura Primary School has 42 staff – two Principal class, 28 teachers, 13 Education Support staff and one Koorie Engagement Support Officer. Student numbers experienced a period of decline up to 2008 but have been steadily growing over the past four years. It is estimated that there is turnover of close to a third of the students each year. The school has been identified as one of the most disadvantaged schools in Victoria with systemic generational poverty, many families having no income or a single income, and a large proportion living in public housing.

The school has an active commitment to learning and to the enjoyment of school life. It aims to provide high quality education tailored to the needs of each individual student to enable them to succeed. In recent years National Partnership funding has been used to build teacher capacity in literacy and numeracy.

ILNNP Approach

2009 NAPLAN data showed the school to be performing substantially below the All School average, and below the Similar School benchmarks for many of the Year 3 and Year 5 indicators. The high turnover in students had also made it difficult for the school to monitor longitudinal improvement in learning outcomes. NAPLAN data over the last three years has demonstrated improvement compared with like school averages, and the school is striving to further improve its students' literacy and numeracy levels.

Through the Improving Literacy and Numeracy National Partnership Mildura Primary School aimed to build on work in literacy and numeracy that had already occurred over recent years. The school is striving to ensure that each student's learning needs are clearly identified and that it uses data to assist teachers in developing individual learning plans targeted at student need.

The school implemented a program called Assessment Driven Instruction (ADI) which provides each child with an individual learning plan, lessons and goals based on data about their differentiated literacy and numeracy needs. Each week eighteen hours of instruction are explicitly dedicated to literacy (ten hours) and numeracy (eight hours).

Staff at the school have been encouraged and supported to develop competence in recording and analysing student data, and in using data to define the learning goals for each student.

Implementation

In 2013, Mildura Primary School adopted a coaching approach to enhance teacher capability. Coaches were employed from within the school to assist teachers by regularly observing and providing feedback on lesson delivery. Coaches also worked with each professional learning team to plan the learning intentions for the coming week and develop strategies to ensure students could achieve growth in literacy and numeracy.

The school also implemented a number of programs to support learners who are at or below standard to lift their learning. With the support of the Primary Mathematics Specialist program the school has introduced EMU Maths (Extending Mathematical Understanding) at Grades 1 and 4 to extend student knowledge and understanding in mathematics. At Grades 1 and 2 low level students are bridging the literacy gap by participating in the Supporting Early Literacy Learning (SELL) program. This program aims to provide students with low levels of reading success with increased access to small group guided reading activities so that, as well as the two sessions they would normally have with their own teacher, they have a further two sessions as part of the SELL program.

Professional conversations and professional reading about existing practices have assisted teachers to explore new strategies and strengthen their capacity to support student learning. Teachers were encouraged and supported to challenge each other about their professional practice to ensure that the school works towards ensuring that 'Every lesson counts'.

Progress/Outcomes

Through more collaborative planning, a greater focus on explicit data-driven teaching, and more frequent and deeper professional conversations, the school is now more focussed on ensuring that students have programs differentiated to their points of need.

The school has instituted a higher expectation of student achievement (an AUSVELS gain of 1.2 for each child over the year) and is assisting teachers with strategies to ensure they can work with students to achieve those goals. Individual learning plans and regular data tracking and analysis will allow teachers to track this progress throughout the year. Student attendance is also monitored to see if student absence influences a student's ability to achieve the anticipated growth in learning.

As a result of the Improving Literacy and Numeracy National Partnership, the school now has five staff trained as Primary Mathematics Specialists. Each specialist is working with one of the professional learning teams to plan and explore ways of teaching mathematics in more concrete ways. As a result, students are exposed to more engaging numeracy lessons and are more excited

and enthused by numeracy content. Whilst the base knowledge of numeracy is improving the school acknowledges that there is a need to focus more on developing the students' problem solving skills.

The Assessment Driven Instruction process has resulted in all staff being more aware of their students' data and being able to use the data to better support student learning and growth. The ADI has done away with assumptions about student knowledge and allowed staff to set realistic goals for their students.

In 2014 the school aims to consolidate the work started in 2013 by supporting Teaching and Learning coaches for literacy and numeracy to model the 'craft of teaching' rather than focus on content knowledge. The coaches will assist staff to explore how they can use the physical spaces of the school and materials to support student learning and explore ways of working effectively as teams.

Mildura Primary School has examined ways to utilise its specialist teams (e.g. Physical Education, Performance Art and Visual Art) to support shared planning time for each professional learning team. Shared planning time is valued by the staff and the school's leadership team see it as essential. As a result, timetables have been adjusted to facilitate this approach.

Case Study No. 5: Narre Warren South P-12 College

School name	Narre Warren South P-12 College
DEEWR school ID	17174
Suburb	Narre Warren South
State/Territory	Victoria
Sector	Government
School type	Combined
ARIA category	Major City
2013 enrolments	1,879
Number of Aboriginal and Torres Strait Islander students	10 (0.5%)
Number of students with a language background other than English	935 (50%)
2012 student attendance rate	86%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

Narre Warren South P-12 College opened in 2002 with 48 staff and 819 students from Prep to Year 7. In 2013 the College has grown to 180 staff and nearly 1,900 students from Prep to Year 12. The College is located in the rapidly growing south east growth corridor of Melbourne. Cultural diversity is a feature of the College community with at least 60 ethnic groups being represented and around half of the students from families where the language background is other than English.

Narre Warren South P–12 College is committed to the provision of high quality teaching programs designed to cater for the needs of all students, with programs including Step into Prep, Reading Recovery and English as an Additional Language (EAL) programs from Prep to Year 12. The College focuses on literacy, numeracy and wellbeing in a caring and innovative environment. The educational program encourages excellence, respect, teamwork and integrity in a disciplined structure. Senior students choose from VCE, VCAL, VET and School-Based Apprenticeships (SBAs) designed to maximise potential pathways. Co-curricular activities include drama, human-powered vehicle, leadership programs and mentoring.

The College employs a team approach which enables most teachers from Prep to Year 10 to have a considerable amount of their teaching load at one year level. Year 11 and 12 VCAL is delivered by a dedicated team of teachers. Teachers from the VCE Team also teach at other levels. Teams have full responsibility for the curriculum and wellbeing of all students at a particular year level, and are supported by curriculum Domain Leaders.

ILNNP Approach

Narre Warren P-12 College is a large multicultural school with a high proportion of students from non-English speaking backgrounds. The College has identified two distinct student cohorts – those that attend the College for their entire school life and those that attend the College for only a portion of their schooling. Due to the significant size of this second cohort it is estimated

that there is a 50% turnover of the student population every three years. This has implications for student learning, with school analysis indicating that those who are at the College for all of their schooling tend to perform better than those more transient students.

In 2012 Narre Warren P-12 College received a Primary Mathematics Specialist as part of a DEECD project. This specialist worked 0.5 FTE within the school to assist primary teachers with strategies and approaches to teaching mathematics. The specialist also sourced materials to support and assist teachers in both their teaching of mathematics and in expanding their own knowledge and skills in mathematics.

Inspired by the positive outcomes of this project Narre Warren P-12 College reorganised their professional learning teams. In the primary years all teachers at each level now meet once a week to explicitly plan how they will assess student knowledge, what and how they will teach the students in the coming week, and how they will assess student learning. These meetings are supported by the Assistant Principal with leadership responsibility for teaching and learning within the College.

Implementation

Building on the work of the Primary Mathematics Specialist in 2012, the 2013 ILNNP project at Narre Warren P-12 College employed coaches to support literacy and numeracy across the primary school and into Years 7 to 9 of the secondary school. Coaches were sourced from within the existing staff (as it is thought that this would avoid any lag time in getting new staff familiar with the school's approach). In the past staff have been more receptive to receiving coaching from a colleague, as opposed to someone external to the school.

Coaches worked with teachers from Prep to 9 to model strategies and techniques for teaching literacy or numeracy using a process of 'I do it, we do it and then you do it'. Coaches working in the secondary area participated in the Leading Literacy and Numeracy program offered by the Bastow Institute.

Coaches and the College's Head of Teaching also work with the professional learning teams to help build their skills in:

- identifying where students are at with their learning
- establishing a clear focus on what they are going to teach and how they are going to teach
- determining how they will assess student learning.

The College used on-demand testing and its own formative assessment tools to track student progress throughout the project.

Progress/Outcomes

The College has found that due to their experience in working with the Primary Mathematics Specialist in 2012 the primary teaching staff are much further advanced in their thinking and beliefs around shared collaborative planning than their secondary counterparts.

The Improving Literacy and Numeracy National Partnership has allowed the school to engage two Numeracy Leaders and two Literacy Leaders and provide them with sufficient time release to allow them to work with professional learning teams, work with individual teachers and provide professional learning to staff at meetings.

The project aimed to support all teachers to have a clearer idea of how they can assess student knowledge, for all teachers to plan collaboratively with their peers, and for all teachers to use explicit teaching techniques within their classroom. The introduction of professional learning teams, supported by the Numeracy Leader, with shared meeting times to plan and discuss assessment strategies based on AusVELS and skills progression, and an expectation of resource sharing has meant that staff have become more strategic in thinking about how they teach numeracy to best enable students to learning at their identified point of need. Greater consistency in the learning teams' approach to numeracy has strengthened students' learning outcomes.

Numeracy lessons up to Year 7 have been restructured so that students are now pre-tested using a combination of formal assessment strategies and teacher/student conferencing. This establishes each student's learning needs at the commencement of a topic. Students then participate in 'workshops' to extend their existing knowledge. This means that students are being taught from their identified level of knowledge and understanding and not from an assumed classwide mid-point.

Additional numeracy support for teachers has occurred via access to professional learning, both within and outside of the school, and through purchasing of resources to inform professional discussions amongst staff and in-class activities.

In addition to the numeracy programs run in 2013, the College introduced programs to build staff capacity in teaching literacy. Facilitated by the Bastow Leading Literacy course, staff participated in professional learning to explore strategies to improve reading, writing, vocabulary and grammar across the Prep to 9 curriculum, with each learning team having a focus on one specific area of literacy.

As a result of these projects the school has observed improvements in the way classes are structured and planned from Prep to Year 7. Student learning outcomes have shown significant improvement, with many students advancing beyond the expected academic growth. Staff are better able to collect, collate and analyse student data, which has contributed to more targeted support for students, aiding their success. The language used by both teachers and students to describe the lessons and the learning reflects the new approach. Staff have built stronger working relationships to support classroom practice and have greater clarity of work expectations. Joint planning is valued and staff feel better supported, both within their teams and by the College's leadership.

In 2014 the College intends to continue the work begun through this project. The Numeracy and Literacy leaders will continue to support professional learning teams with planning and assessment. The school intends to shift the focus more strongly to literacy as the numeracy programs are now well established and working well. However, school leaders recognise the need to maintain momentum and to not be complacent about what they have achieved. The school is also looking to establish links with local primary schools to support smoother school transition. Staff are also looking to change the way the school undertakes its 'start up' program at the beginning of the school year, so that students are more aware of what it looks like to be a learner – setting the tone for the rest of the year.

The need to build staff capacity across the whole school is seen as key to school improvement and is recognised by the College's leadership team. Staff have been open to trying new ways of working and have experienced success in 2013. The Improving Literacy and Numeracy National Partnership came at an opportune time for the school and they believe that they have used it to bring about significant change to numeracy and literacy outcomes within the school.

Case Study No. 6: Pakenham Secondary College

School name	Pakenham Secondary College
DEEWR school ID	11854
Suburb	Pakenham
State/Territory	Victoria
Sector	Government
School type	Secondary
ARIA category	Major city
2013 enrolments	870
Number of Aboriginal and Torres Strait Islander students	2012 … 1%
Number of students with a language background other than English	2012 … 11%
2012 student attendance rate	93%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

Pakenham Secondary College is a Year 7-12 school on Melbourne's south east fringe. Its history as the main government secondary school in a once rural township has been overshadowed by the rapid and recent growth of the city's urban area, and the College is now an outer metropolitan secondary school serving a diverse community within a designated growth corridor. The Cardinia Shire is expected to continue to see significant population growth in the next 20 years.

The College operates under the SOAR philosophy, based on the four principles of:

- Social and Personal Responsibility
- Opportunities for All
- Achieving Personal Best
- Respect and Relationships.

These ideals commit the College to providing all students with learning opportunities designed to develop socially responsible citizens and build pathways to their future. The College's ongoing development is based on enhancing learning outcomes for all students through a mix of curriculum programs and teacher development that support students' pathways beyond school.

The College's staffing profile includes a mix of experienced teachers and recent graduates.

ILNNP Approach

The College's NAPLAN and online testing data shows that students' performance in both literacy and numeracy is low. A relatively high proportion of students are performing below standard in both literacy and numeracy, and for students in Year 9 the results are substantially below the state average. The school aimed to improve and develop what happens in the classroom by improving teacher practice and student learning skills to boost students' overall performance.

Through the National Partnership Pakenham Secondary College focused on both literacy and numeracy, with separate programs supporting students and teachers to improve learning outcomes. The College selected the GRIN program (*Getting Ready in Numeracy*) at Year 7 as the intervention program to best suit the needs of the students at the College. This Monash University program aims to address the difficulties that students experience when learning mathematics.

A three-day *Literacy for Learning* program facilitated by consultant Brian Dare and targeted at teachers was conducted in the latter part of 2013. An initial group of 10 teachers and the school principal participated in the training. As the program is rolled out across the whole school in 2014 these teachers will act as trainers. In parallel with this, ongoing literacy intervention will be targeted at students with very low literacy levels.

Implementation

The GRIN program was implemented within the school over the last semester of 2013 with four teachers trained in the program. Selected Year 7 students, approximately five per home group, were individually withdrawn from classes twice a week to participate in a one-on-one 20 minute tutoring session. These sessions provide the student with pre-tutoring in the mathematical topic that was planned for the coming weeks. The aim of the session was to provide them with an understanding of the necessary mathematical concepts and language needed to succeed in the topic. Anecdotally this pre-tutoring approach has resulted in the students having greater confidence in their timetabled numeracy lessons and a feeling of success as they are able to grasp concepts more easily.

The tutoring sessions involved the tutor liaising with each student's mathematics teacher to ascertain any areas of concern or gaps in knowledge, and then provide feedback after the session. This high level of communication between the tutor and the teacher has allowed the students to build on the success they experience within the tutoring session.

Progress/Outcomes

The introduction of the GRIN program at Pakenham Secondary College has been very successful. Students, teachers and parents have been excited by the opportunity to participate in the program. In Semester 2 2013 approximately 70 students participated in the program's bi-weekly tutoring sessions. In that time the results have been impressive, with the average growth in AusVELS scores for GRIN students 0.6 higher than the average growth for non-GRIN students (as assessed through On Demand testing). Thirty six percent of students had growth of at least two levels, with one student achieving numeracy growth of 4.1 AusVEL levels (moving from a Year 3 equivalent to Year 7 level).

Mathematics teacher and GRIN tutors have observed that the students have become more engaged in their mathematics lessons and have developed greater focus during class. Teachers also report that in some cases the students have gained confidence in their understanding of the topic being taught that they have become an 'expert' within the class – supporting their peers and further boosting their own confidence with mathematical concepts. Students within the GRIN program began to seek feedback from their GRIN tutor about their growth in AusVELS, reflecting their own recognition that they were improving their learning outcomes.

The GRIN program requires no additional resources (e.g. computers, books) other than the appropriately trained GRIN tutor and time release to allow the tutors to work with the individual students. The College plans to expand the program in 2014 by using more teachers as tutors and extending the program into Year 8. It is anticipated that close to 60 students in Year 7 and a further 60 students in Year 8 will participate in the program in 2014. The College is aware that

another secondary school has recently adopted the approach as a result of seeing the results at Pakenham Secondary College. Local feeder primary schools have also shown interest in the program and have participated in some of the training with the tutors from the College.

Planning for the *Literacy for Learning* program has begun within the College's leadership team. Leaders are working with the consultant to target the program at the school's needs. The teachers selected to participate in the program's first round of training came from across all Key Learning Areas (KLAs) and included Year 12 English teachers. This cross-faculty approach was adopted to explore better ways of developing student literacy across all curriculum areas. The program is designed for all subjects to explore how they use language, the texts used within the KLA and how they can leverage learning to develop students' literacy skills. It is anticipated that by the end of 2014 close to 50 teaching staff at the College will have participated in the training, whether directly through the consultant or through a colleague trained in the course. As this program has just been introduced into the school, there is as yet no evidence of impact on students. However, staff that participated in the training have been engaging in deeper discussions around literacy, text books and approaches to literacy across the curriculum.

Case Study No. 7: Pascoe Vale Girls College

School name	Pascoe Vale Girls College
DEEWR school ID	6288
Suburb	Pascoe Vale
State/Territory	Victoria
Sector	Government
School type	Secondary
ARIA category	Major city
2013 enrolments	1,227
Number of Aboriginal and Torres Strait Islander students	3 (0.2%)
Number of students with a language background other than English	672 (55%)
2012 student attendance rate	93%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership School	Yes

School Background

Pascoe Vale Girls College in the northern suburbs of Melbourne is a large single campus college for girls from Years 7 to 12, one of only four all girls government schools in Victoria. The College has four Principal Class members, 82.4 effective full-time teachers and 30 Education Support staff. Students are drawn from a wide geographical area and diverse cultural and language backgrounds, with almost two thirds having a language background other than English.

The College offers a comprehensive curriculum, with a broad range of co-curricular activities providing all students with opportunities to pursue excellence in all aspects of school life and in the wider community. The College promotes and celebrates individual success in academic, technological, scientific, creative, sporting and civic achievement. Students are also able to access opportunities to develop leadership, self-discipline, self-esteem and respect for the rights of others.

The College's goals are to:

improve student academic achievement, particularly in literacy and numeracy
provide supportive and engaging programs that involve students, facilitate academic learning, nurture individuality and develop personal and social skills
provide pathways and programs that maximise opportunities for girls to achieve a post-school placement in further education or employment with a training component.

The College has many productive long standing partnerships with local community groups, local schools and cluster groups, local council and government representatives and international educational organisations.

ILNNP Approach

Pascoe Vale Girls College implemented a *Coaching Initiative in Literacy* through the Improving Literacy and Numeracy National Partnership (ILNNP).

Analysis of the College's NAPLAN and online testing data indicates that a relatively high proportion of students are performing at or below standards in literacy, and that this has a flow on effect to all aspects of the curriculum. The College is a multicultural school with approximately 50 different nationalities represented within the school population and a large proportion of students from non-English speaking backgrounds. The College has identified that there is not a lot of reading material within the students' homes and that many students do not embrace the concepts of reading for pleasure, for information and for knowledge. Through the ILNNP the College focussed on ensuring that all Year 7 students become readers.

The ILNNP approach saw coaches appointed to work directly with Year 7 students. The coaches worked with students on an individual basis to assist them in developing reading strategies to improve their reading outcomes. Coaches assessed each student's reading level prior to the end of Term 2 2013 using ACER NAPLAN material. Once each student's reading level had been assessed, throughout the remainder of 2013 the coaches worked on lifting reading skills and strategies by going into class and working with each student individually. Reading levels were continually assessed to determine the impact of the program.

The project also set out to ensure that teachers defined clear learning aims at the commencement of lessons, and that they assessed student learning to ensure that students are being taught at a level appropriate to their prior knowledge. The focus of the project was on developing literacy and reading across all subject domains, and was not restricted to English classes.

Implementation

Four coaches were appointed within the College, three of whom had a prior connection to the school and were therefore aware of its philosophy and beliefs. The fourth coach was the school principal. Each coach worked with two of the eight Year 7 classes, meaning that all Year 7 students were covered by this approach. Each student worked with their assigned coach once a week for approximately 10 minutes, with set tasks to be completed between coaching sessions. These tasks included dictionary use, sentence creation, text summary and regular reading of the set text aloud to an adult.

In early June teachers and parents of Year 7 students were provided with information about the ILNNP project. Parents were encouraged to listen to their daughter reading at home every night. The Year 7 students participated in an information session run by the four coaches to outline the

project and how they would be involved. Year 7 staff were briefed about the goals of the project prior to its commencement. Regular program updates were included in the school newsletter.

The four coaches met weekly to ensure consistency of the program across the eight classes. This allowed them to build and strengthen the program as it progressed. The coaches also used this time to evaluate student data and support one another's professional practice.

Progress/Outcomes

The coaches anticipated that this approach would establish reading skills and learning habits that assisted students in all aspects of their learning. Students were encouraged to develop good organisational skills and better skills in using a dictionary to support their reading and learning. Skills in spelling, grammar and punctuation were also developed throughout the project. Students were challenged to read a range of materials, such as newspaper articles, and to use the reading skills taught by the coaches in other subject areas.

Coaches used digital technology to support students from EAL backgrounds, recording the reading of the text onto students' mobile phones or media players. The coaches kept detailed records of each student's progress throughout the project.

Overall, the approach has been seen to be very successful, despite facing some barriers. These included initial resistance by some students, students not completing tasks between sessions, occasional disruptions to the scheduled program and some parents not committing to support their daughter in improving their reading skills. The coaches believe that the one to one relationship formed between each student and their coach was vital in firstly building the confidence and trust of the student and secondly in bringing about improvement for each student based on their current knowledge.

At the completion of the 2013 school year, the coaches have identified a shift in students' organisational skills, dictionary use, and understanding of grammar and its application in writing. Students have developed a wider vocabulary through having greater depth and breadth in their reading material. Students have gained confidence in reading aloud, both in a one to one environment, such as with their coach or with a parent, and with their class and wider audiences. A number of students have developed a greater love of reading for pleasure, with coaches reporting that students had begun using the school library to borrow books, joined the local public library or purchased books themselves for their own enjoyment.

The school has validated the program by celebrating its success via certificate ceremonies where certificates were awarded to recognise work excellence and the most improved students. The program will be recognised in the school magazine.

In 2014 the school would like to continue the program with the new intake of Year 7 students and continue the connection and support for the students that participated in the program in 2013. This will be dependent on the school's ability to finance the approach.

Case Study No. 8: St Mary's College Seymour

School name	St Mary's College, Seymour
DEEWR school ID	8878
Suburb/Town	Seymour
State/Territory	Victoria
Sector	Catholic
School type	Combined
ARIA category	Inner Regional
2013 enrolments	400
Number of Aboriginal and Torres Strait Islander students	2012 … 2%
Number of students with a language background other than English	2012 … 0%
2012 student attendance rate	94%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

St Mary's College is a regional co-educational Prep to Year 10 college attracting enrolments from across central Victoria. Located in the township of Seymour, the College's rural catchment area extends to Yea, Nagambie, Heathcote, Broadford, Pyalong and Tallarook. Students come from a range of socio-economic backgrounds and family structures.

The Sisters of Mercy provided Catholic education in Seymour for more than 100 years. In 1988, following the amalgamation of the original primary school and a secondary school, St Mary's College was established.

Improving literacy and numeracy outcomes for students is a high priority for the College as it works to implement a contemporary curriculum with a strong focus on personalising student learning. The curriculum features programs in the arts, ICT and physical education utilising the College's extensive creative arts workshops, sports grounds and facilities. A comprehensive selection of subjects is offered to senior students (including VET and TAFE courses), through working collaboratively with other schools, local businesses and tertiary organisations. There is a strong emphasis across the College on student leadership and service via a range of student focused initiatives. Care for the environment and sustainability are integral to the school-improvement plan and have provided opportunities for more contemporary learning facilities for all students.

ILNNP Approach

St Mary's College has been on an extensive literacy journey. In 2007 it was involved in the Catholic Education Office's (CEO) School Improvement Literacy Project (SIL), which led to the school introducing a mentor from the CEO and a school-based literacy coach. NAPLAN and online testing data had shown students' performance in literacy and numeracy to be low. Teacher expectation of student performance was also low and College leadership saw the need to raise these expectations.

Through the ILNNP St Mary's College was focused on strengthening teacher capacity and consolidating the progress they have achieved over the last five years. The school has adopted a distributed leadership model to empower teaching staff to drive the direction of literacy within the school. The College has re-structured the way it runs its professional learning teams (PLTs) with greater emphasis on communication and collaboration between staff. Teaching staff meet after school on Tuesday and Wednesday to plan, share ideas and examine data to improve literacy outcomes. The school has formalised the process by timetabling these meetings into the school program, with the expectation that all teachers will attend.

A school-based literacy coach works with the PLTs to support each team's planning and curriculum development. The coach's focus has been ensuring that the teams collaboratively develop their teaching content and document the approaches to be adopted within the classroom. The coach also works with staff individually to assist them with the teaching strategies in their own classrooms.

Implementation

The College has implemented two programs to support students' literacy outcomes. The *Enhancing Reading Intervention Knowledge* resource (ERIK) has been used to remodel the ways that early years' classroom teachers use reading time. This program is targeted at students that have low literacy and comprehension skills. The program explicitly teaches children to apply a range of skills and aims to strengthen their speed and mastery. Small groups of no more than five students participate in a weekly 25-30 minute intensive session. During the session the teacher assists students to develop skills to better comprehend their reading. These include chunking, retelling and recall. The sessions are run by the classroom teacher so that the skills taught can be built on when the student is engaged in other learning activities. The capacity of the classroom teachers is being developed to allow them to use the ERIK strategies with other students that have not participated in the program.

The second program adopted by the college is the *Learning Assessment Project* (LAP). This three year project is targeted at students in Years 3 to 6. This approach aims for teachers to know their students, how they are progressing with respect to other students, and to work with them to improve their performance. The main focus of the project is reading comprehension. The analysis of data within the school helps teachers to determine students' individual learning needs.

Progress/Outcomes

The College has implemented programs across the school to support student literacy outcomes. Strong leadership, with a focus on staff becoming being change agents within the school, has shifted teacher attitudes and strengthened their capacity to deliver effective programs and communicate and collaborate more effectively.

A focus in 2013 on developing the coaching capacity of some lead teachers has been only partly successful. This approach requires considerable resources to operate at a high level, including time and replacement costs. This year the school has managed to take on just a few coaching opportunities with limited success. Time has been spent in 2013 in developing and building the capacity of the school's new literacy leader through extensive professional learning. While this has occurred it has meant that there has been limited time for coaching to occur within the school.

The use of classroom teachers to deliver intervention support programs has meant that teachers are improving their capacity to cater for the individual learning needs of all students (not just the lower performing students) by transferring teaching strategies from the intervention programs.

Teachers report that they feel more confident in assisting all students in their classroom and are using the strategies from the ERIK program to support learning for all. The College has observed improvements in the reading comprehension of students in Years 3 to 6 as a result of the two programs implemented in the school. It plans to build on this momentum by training more teachers in these strategies.

School leaders indicate that while teachers feel they have made shifts in their classroom practice further work is needed to ensure all teachers have a common understanding of what a professional learning team looks like and how the team works together to plan and collaborate within the school.

The College has spent considerable time training teachers in the ERIK and LAP programs. Whilst this has proven effective, staff movement out of the school has meant that they have been unable to retain highly effective teachers to act as mentors to other teachers within the school. This is an ongoing issue for a small rural school, with access to quality teaching staff a constant barrier to school improvement.

In 2014 the school plans to continue the coaching work begun in 2014, and anticipates that the quality and amount of coaching that occurs will be increased. Changes to the literacy block in the primary school will allow greater flexibility for teachers to undertake structured, guided reading using ERIK strategies. Plans to introduce a program of reading enrichment to increase the love of reading in Years 5 to 7 are also being developed, with use of a buddy system seen as a likely model. School leaders are also exploring ways to harness the capacity of parents to support literacy learning within the school.

School leadership raised concerns about their ability to financially sustain the work that has already been happening within the school following five years of funded support – through National Partnership and non-National Partnership programs, quality professional learning and access to external coaching support.

Case Study No. 9: Stella Maris Point Cook

School name	Stella Maris
DEEWR school ID	22819
Suburb/Town	Point Cook
State/Territory	Victoria
Sector	Catholic
School type	Primary
ARIA category	Metro
2013 enrolments	418
Number of Aboriginal and Torres Strait Islander students	2012 … 1%
Number of students with a language background other than English	2012 … 46%
2012 student attendance rate	92%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

Stella Maris Catholic Primary School Point Cook West is located in a fast growing part of the western suburbs of Melbourne. The school has experienced strong enrolment growth, from an initial intake of 86 students in 2006 to 418 students in 2013. The school community represents 23 different nationalities working and learning together. Stella Maris has been designed around a philosophy of providing an educational environment that prepares students for a world in which work, society, community and personal relationships are of equal importance. The school nurtures passion, spirit, creativity and innovation as students engage in learning together. The school's mission is to develop positive relationships in a connected community, where the individuality of each person is valued and all strive to experience success.

Stella Maris' educational philosophy is that personalising learning is a structured and responsive approach to learning and teaching in the 21st century, one in which learners are encouraged to be active, curious, engaged and reflective participants. The school is contemporary in design and has been constructed with the aim of facilitating pedagogy of personalised learning and meeting the needs of 21st century learners. Traditional classrooms and corridors have been replaced with adaptive learning spaces to meet different needs at different times. Students are organised into four learning communities: Prep Community; Junior Community (Grades 1 and 2); Middle Community (Grades 3 and 4) and Senior Community (Grades 5 and 6). The sense of connection between the learning communities is very strong, with visual connectedness throughout the entire school.

ILNNP Approach

Through the National Partnership Stella Maris engaged a Mathematics Coach to facilitate improvement in numeracy. Data at the school showed that student performance in numeracy was low, particularly at the Year 5 level. The school also identified that teacher pedagogy in numeracy was of a low standard and that improvements in teacher practice would be needed to shift student performance.

The Mathematics Coach worked with all staff. The Coach's role was to facilitate planning and assist teachers to dig deeper into their pedagogy, to observe teacher practice, provide feedback and facilitate change in practice. A shift in teacher expectations was also identified as an area of need, and the school began to analyse its data to examine student misconceptions in numeracy and provide greater focus for improvement.

Both the Principal and the Mathematics Coach are accredited in the international GROWTH coaching framework. This framework provides a model to allow the Coach and the Principal to have the crucial conversations needed to shift the culture of the school and to celebrate successes as they occur. The school included the GROWTH approach within its Annual Action Plan for 2013.

Implementation

Stella Maris implemented a new approach to curriculum planning. Planning teams now meet after school on Tuesday and Wednesday and can book time during non face-to-face teaching time to participate in facilitated sessions with a coach to develop exemplar units or discuss improvements to their teaching practice. The coaches assisted staff to explore in greater depth their planning around Religious Education, Student Wellbeing, Literacy and Numeracy. Each week, each of the four coaches in the school worked with a professional learning team from one of the learning communities. Over the course of a month's rotations all teams met and worked with each of the four coaches. Professional learning teams also met twice a term for targeted planning across the curriculum.

The Mathematics Coach and the maths team and one representative from each learning community, have begun to implement processes to track student numeracy data and use this in planning meetings to assist teachers to expand their knowledge on how to use data – empowering staff to see data as important and valuable in facilitating student improvement. This has involved development of pre-assessments and the moderation and unpacking of the pre-assessments to assist in planning of units.

The Coach also provided some targeted strategic intervention for students, primarily focused on the number framework. Using the Maths Recovery approach, students in Grade 3 that are performing just above the bottom 10% are provided with individual numeracy support to strengthen their knowledge and application of numeracy. This intervention support occurred during the first half of 2013, and in the second half of the year shifted to students in Grade 1.

Progress/Outcomes

Stella Maris has already observed a significant cultural shift among teaching staff as a result of the changes to planning and the implementation of the coaching model. Staff are now more willing to participate in the 'crucial conversations' around their pedagogy and how they can change their practice. School leaders have observed that teachers are now more capable teachers of mathematics and are sharing best practice with colleagues in their planning meetings. Teachers have modelled numeracy lessons to parents at open mornings held to coincide with special events (e.g. Mother's Day). With each event the quality of the sessions has improved, a point noted not only by school leaders, but also by the participating parents.

The Mathematics Coach has provided staff with training on strategies from the Number Intervention program. Teachers have recognised the benefits and of their own volition begun to take on aspects of the program within their own classrooms to assist students to develop their skills. School leaders describe this as pedagogical seepage where staff are willing to take on suggested strategies and own the program for all of their students. The school has also selected

and trained a number of parents to assist in the delivery of the intervention program. This occurs with selected students prior to the commencement of the school day.

> *"We've been planning as full teams with the maths coach, who developed exemplar units with teachers across the school, building a consistent and rigorous approach to planning in mathematics."*

> *"This year mainly the prep teachers have implemented the Number Framework. In 2014, this will increase to include junior teachers. Other teachers in the school have taken it on in some way to help children at risk."*

> *"Teaching teams are all speaking the same mathematical language, using the same planning documentation, improved use and tracking of data to inform teaching."*

> *"The children who participated in maths intervention with the maths coach have evidenced significant value added in their engagement, confidence, skills and knowledge."*

In 2014 the school intends to continue to use the collaborative approach to planning that developed in 2013. The Mathematics Coach will continue to work with the teams from each learning community once a month to support consistency of teaching, expand teacher capacity to deliver to students learning needs and to develop exemplar units. It is anticipated that in future the driving force for change will shift from the coach to the teachers, strengthening their leadership skills. As the school continues to grow and staff changes occur there will be a continued need to support staff in developing and maintaining consistency across the school, however it is hoped that this could occur organically from within the teams and not just from the coach.

For 2014 the school has moved staff between the learning communities to place more teachers trained in the Number Framework to work in the Prep and Junior communities. The aim is that this will result in the students moving through these communities achieving higher learning outcomes, which will in turn cause a flow on effect into the Middle and Senior communities. The Mathematics Coach will continue to support understanding of the Number Framework across all staff.

In 2014 Stella Maris will also work with other schools in the parish to develop consistency across the cluster. Facilitated by the Mathematics Coach, the schools will be supported in coaching approaches, leadership development, facilitated planning and effective use of data to drive programs.

Case Study No. 10: Yuille Park P-8 Community College

School name	Yuille Park P-8 Community College
DEEWR school ID	14858
Suburb	Wendouree
State/Territory	Victoria
Sector	Government
School type	P-8
ARIA category	Major city
2013 enrolments	260
Number of Aboriginal and Torres Strait Islander students	2012 … 13%
Number of students with a language background other than English	2012 … 5%
Student attendance rate	90%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership School	No

School Background

Yuille Park P-8 Community College is a unique and innovative community school located in the suburb of Wendouree in the Victorian regional city of Ballarat. The local population has a very low socio-economic status and many students have low levels of literacy and numeracy. The College has a high proportion of single parent families and a large proportion of transient enrolments. Many families do not place a high value on education.

Students at the College work in multi-age learning communities known as Pods (Pod 1 – Prep to Year 2; Pod 2 – Years 3 to 5; Pod 3 – Years 6 to 8). The facility is based around developing lifelong learning skills in a safe and supportive environment.

The College and the community work together to provide opportunities for students to develop academically, socially and emotionally in engaging ways. The school provides a range of specialist and curriculum programs to support students' varied and diverse learning needs.

The students are at the centre of all programs, and student voice is evident in student directorate groups where students develop ownership and responsibility for their learning. Older students in the school access pathways to a wider workforce plan where some students have already accessed apprenticeships.

The College workforce consists of a Principal, Assistant Principal, four Leading Teachers, 18 teachers and 20 support staff. A teaching and learning coach was employed to further enhance teaching practices. Teachers and support staff work in a framework and with a structure based on professional learning teams. These are collaborative and provide staff with opportunities to develop innovative learning practices to best meet the individual and collective needs of students and to continuously support and improve student outcomes.

ILNNP Approach

Data shows that students at Yuille Park P-8 Community College are currently performing below state averages in literacy and numeracy. In response, The College has implemented a number of approaches to support a specialist literacy team and a specialist numeracy team.

Each learning Pod has a Numeracy leader who is a trained Primary Mathematics Specialist. There are six Mathematics Specialists across the school. These Specialists have attended extensive professional learning since 2010 and were involved in a further 10 days learning through the National Partnership in 2013. Each Pod also has a Literacy leader who participated in the Bastow Institute of Educational Leadership's Leading Literacy program.

The literacy and numeracy teams meet each week to coordinate activities, develop assessment plans and provide support to the professional learning teams in each Pod. Each professional learning team receives four hours of time release per teacher – one hour on their own, with the remaining three hours as part of the team approach allowing for collaborative planning around teaching and learning, peer coaching and mentoring, and strengthening relationships within the Pod. The Numeracy and Literacy Leaders have one extra hour each per week to allow them to meet as a team to plan professional learning activities and to target areas of teacher and student need.

Implementation

The trained Numeracy Leaders assist teachers by providing coaching and mentoring in numeracy approaches and strategies. They also team teach within the Pod to support teachers to develop and expand their capacity to teach numeracy, and to develop a common language around how teachers talk about numeracy – between teachers and to students. The Numeracy Leaders have explored hands-on approaches to teaching by introducing the students to Maths 300 and Mathletics.

Literacy Leaders have identified vocabulary as a focus for the College, and have delivered professional learning and sharing activities during staff meetings. They have conducted learning walks through the school to demonstrate how vocabulary can be displayed and used within the learning environment. Planning within the professional learning teams assists teachers to determine what happens in lessons, how groups are structured within the Pods and what specific learning needs each group will focus on (e.g. spelling).

Progress/Outcomes

Yuille Park P-8 Community College is focused on building programs that provide students with real life learning experiences that will assist them to develop their literacy and numeracy skills. Regular collaborative professional learning team meetings have allowed the teachers in each Pod to cater more effectively for their students' individual needs through the use of fluid groups, the development of individual learning plans, and the use of self-directed learning – which ives students ownership of their learning.

With many students from transient families the College has a high turnover of students (approximately 40% per year), however it aims to lift student learning outcomes to as close to state benchmarks as possible. For the cohort of students that stay at the school until they transition to secondary school, the College reports that they are value adding at a rate above the state average.

As a result of these approaches the College has observed an improvement in students' numeracy outcomes, with gradual improvement in both internal and external assessments. The support offered by the Numeracy and Literacy Leaders has changed teachers' practice. School leaders have observed more frequent professional conversations, more collaborative practice and shared

discussions to solve situations within the learning Pods. Staff are now more likely to see themselves as learners and have been open to change. The collaborative approach has allowed significant buy-in by staff as they have seen the support offered as being valuable and allowing them to have a say about the direction of their own learning needs.

> *"Working in PLTs has given me an opportunity to reflect on my practice in a supportive environment where peers assist each other in classroom practice and build content knowledge of contemporary practice. This has allowed staff within teams and the whole school to target teaching at the needs of students and build a whole school approach to literacy and numeracy."*

> *"I feel a more confident mathematics teacher. I have developed my knowledge and skills set."*

The school intends to continue with the professional learning teams in the Pods and to provide extra time release for staff to be able to plan together. The Primary Mathematics Specialists and Literacy Leaders will be continuing to support staff to develop new strategies within their classrooms. It is anticipated that new staff to the school will be supported to work within the learning Pods and will be mentored by the Numeracy and Literacy Leaders to ensure that all team members have a shared vision for the students.