

Improving Literacy and Numeracy National Partnership

Western Australia

Final Report

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	Pages 4 - 16
Section 2: Approaches	Pages 17 - 26
Section 3: Analysis of Performance Data	Pages 27 - 75
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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 showcases of best practice in participating schools, additional to those already reported in the July 2013 Progress Report.

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

SECTION 1: EXECUTIVE SUMMARY

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.

Context

Western Australia covers almost one-third of the Australian land mass and is approximately 92 per cent of the size of the States in the entire eastern seaboard. The sheer size of Western Australia and scattered distribution of the student population results in Western Australia having some of the most unique and challenging settings for school education delivery in the world.

Nearly 75 per cent of Western Australia's population lives in Perth. Therefore, close to 25 per cent is spread across some 2.5 million square kilometres with this latter group experiencing extensive isolation for extended periods of time.

Approximately 44 per cent of all public schools and 34 per cent of all non-government schools are located in regional areas. The average distance from a remote school to the nearest town is approximately 300 kilometres. With a population density equivalent to 0.91 people per square kilometre, Western Australia is responsible for servicing one of the most geographically diverse school sectors in the world. Of the State's primary schools, approximately 25 per cent have less than 100 students and are located in regional and remote areas.

The needs of metropolitan, rural, remote and very remote school communities differ greatly in complexity throughout the State. There are also significant groups of students for whom Standard Australian English (SAE) is a second and or additional language, including migrants and Aboriginal and Torres Strait Islander students. Within these communities, the capacity to prioritise learning for students depends on having strong multi-agency collaboration that can also provide support for their families.

With the exception of the Northern Territory, Western Australia has the highest proportion of Aboriginal and Torres Strait Islander persons in Australia at 3.8 per cent. This proportion increases even further in the school sector; 6.4 per cent of all students in Western Australia are Aboriginal and Torres Strait Islanders. This is significantly greater than the national proportion of Aboriginal and Torres Strait Islander students at 4.6 per cent students.

The achievement of equity is particularly challenging in Western Australia as a result of this geographic diversity, population mobility, cultural and linguistic diversity and remoteness.

Selection of schools

When selecting schools, the Department of Education (public school sector), the Catholic Education Office of Western Australia (CEOWA) and the Western Australia and the Association of Independent Schools of Western Australia (AISWA) considered each of the categories outlined by the Commonwealth Government in the National Partnership Agreement on Improving Literacy and Numeracy (ILNNP) in order of priority:

- a) schools that had a high proportion of their students (relative to the state and sector) in the bottom two NAPLAN bands but did not have an opportunity to participate in the Literacy and Numeracy National Partnership;
- b) schools that participated in the initial Literacy and Numeracy National Partnership;
- c) other schools sufficiently demonstrating need in terms of literacy and numeracy achievement. For example, where a school does not have a significant proportion of students performing in the bottom two bands, but does have a high proportion of students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students performing in these bands; and
- d) the 2009 cohort of Low Socio-Economic Schools.

The public school sector implemented an ambitious program for the ILNNP that included 128 primary and district high schools located across seven of the eight education regions in Western Australia. The selected public schools each had a minimum enrolment of 100 students, providing ILNNP benefits to a total number of 55 855 primary school students – or 28 per cent of the total 2013 Western Australian primary school population.

Seventy nine CEOWA schools were supported through the ILNNP. Of these schools 66 per cent were primary, 23 per cent were secondary and 11 per cent composite.

Twenty five AISWA schools participated in the ILNNP and varied in size, location, demographics and SES. Nine schools were remote Aboriginal schools in the Kimberley and Pilbara regions of Western Australia.

Approximately 1285 Aboriginal and Torres Strait Islander Students participated in the ILNNP across the three sectors.

The proportion of participating schools by geo-location were:

- metropolitan 54%
- provincial 27%
- remote 8%
- very remote 11%

Of the 232 schools across the three sectors participating in the ILNNP, 121 schools (52 per cent) of the schools had a focus on both reading and numeracy, 84 schools (36 per cent) had a particular focus on reading and 27 schools (12 per cent) had a particular focus on numeracy. Table 1 on pages 7 – 16 provides the information for all selected schools.

Outcomes

In the public school sector, across all 6 assessment modules of the On-entry Assessment Data Pre-primary to Year 2, approximately 78 per cent of the students re-assessed demonstrated growth at expected or better than expected levels and most impressively, 19 per cent of students demonstrated excellent growth, equivalent to or greater than two years of expected growth.

The data, when averaged across all 6 modules, showed that while all students were identified for re-assessment scored below the standard or in the 25 per cent of students with the lowest scores, by the end of the year approximately 30 per cent of these students had reached or exceeded the standard for the beginning of the following year level.

This data indicates that the focus of the ILNNP schools on the early years and in particular those students most at risk, has proven extremely successful with 78 per cent of students demonstrating expected or better than expected growth. At least 30 per cent of these students are no longer at risk as they have reached or exceeded the standard for the start of the next year level when re-assessed in November 2013.

Highlights of the 2013 ILNNP include:

- The development and implementation of strategies into classroom practice of the professional learning courses for principals, curriculum leaders and teachers has been extremely successful as indicated through formal feedback as well as informal comments.
- Schools have a greater understand the importance of using reliable data to drive decisions and to know their impact on student learning. In general, schools are showing improvement in the collection of data. Teachers have developed a greater confidence to be able to make judgements about student progress as well as communicating this progress to the parent community.
- Support from consultants and teams across Western Australia has shifted the focus from transitional leadership style to more of an instructional leadership and this is positively impacting on teacher quality and subsequently an improvement in outcomes for students.
- It has been possible to identify areas needing support within schools and subsequent support and professional development has been provided. Professional learning has helped principals to initiate and monitor whole-school structures to ensure effective implementation of evidence-based reading research.
- As a result of this support, teachers have an increased awareness of how to monitor and analyse data, how to use this to inform their teaching hence improving the capability and effectiveness of teaching in participating schools. Schools are making informed decisions about where intervention is needed in order to improve student outcomes. Clear goals and targets in whole-school planning documents are evident.
- Data analysis assists schools in the identification of target students for case-management and the selection of strategies for improvement. Areas identified for improvement become the focus for professional learning opportunities to build the capacity of all teachers and lead to improved effectiveness in literacy and numeracy teaching across the school.
- Through the ILNNP, schools made rapid progress in implementing whole-school evidenced-based approaches that resulted in substantial improvements to teacher effectiveness and students' literacy and numeracy learning.

Issues for future consideration

Transiency and attendance of students still need to be addressed and strategies developed and put in place.

Pedagogical change is a gradual process and some schools are still gathering evidence to show that progress has been made, although positive anecdotal evidence has been collected.

Due to the short timeframe of the project, and the inexperience of teaching staff, it has been difficult to identify progress in some target groups.

The remoteness of the Aboriginal schools and regional schools, monetary constraints, relief obligations and the ever present commitments of the principals, attendance at professional learning sessions has been limited.

Many hard-to-staff schools noted that inexperienced teachers or teachers working outside of their areas of expertise who have undertaken the professional learning, found it difficult to find the time to develop plans and apply the new learning.

Table 1 LIST OF PARTICIPATING SCHOOLS

DEEWR ID	School Name	Sector (G,C, I)	MCEE CTYA code	Year levels with 2011 NAPLAN data, Reading and Numeracy	Address	Category * (indicate all that apply)	Number of students in bottom 2 bands (B2B) 2011	Percentage of Students in B2B in 2011	Number of A&TSI 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
12651	Allendale Primary School	G	2.1.2	K-7 Reading	GERALDTON WA 6530	LNNP SP	43	43.0	8	47.1	5.6
12437	Amaroo Primary School	G	2.2.1	K-7 Reading	COLLIE WA 6225	LNNP SP	51	38.3	6	60.0	16.7
16018	Atwell Primary School	G	1.1	K-7 Reading, Numeracy	ATWELL WA 6164	SP	53	25.4	4	80.0	28.6
28901	Aubin Grove Primary School	G	1.1	K-7 Reading, Numeracy	AUBIN GROVE WA 6164	DN	21	29.6	2	66.7	0.0
5233	Baldivis Primary School	G	1.1	K-7 Reading, Numeracy	BALDIVIS WA 6171	SP	43	29.3	0	0.0	0.0
12748	Baler Primary School	G	3.1	K-7 Reading	SOUTH HEDLAND WA	LNNP SP	74	42.3	45	73.8	18.7
9880	Beckenham Primary School	G	1.1	K-7 Reading, Numeracy	BECKENHAM WA 6107	SP	56	42.4	11	73.3	0.0
9867	Belmay Primary School	G	1.1	K-7 Reading	CLOVERDALE WA 6105	SP	27	31.8	9	47.4	5.0
26835	Bertram Primary School	G	1.1	K-7 Reading, Numeracy	BERTRAM WA 6167	SP	56	45.2	0	0.0	33.3
12633	Bindoon Primary School	G	2.2.1	K-7 Reading, Numeracy	BINDOON WA 6502	SP	21	40.4	0	na	na
28137	Bletchley Park Primary School	G	1.1	K-7 Reading, Numeracy	SOUTHERN RIVER WA	SP	58	31.7	1	33.3	0.0

12522	Braeside Primary School	G	2.2.2	K-7 Reading, Numeracy	KATANNING	SP	24	32.4	2	50.0	55.6
10092	Bramfield Park Primary School	G	1.1	K-7 Reading	MADDINGTON WA	LNNP SP	30	54.5	6	60.0	0.0
12346	Brookman Primary School	G	1.1	K-7 Reading, Numeracy	LANGFORD WA 6147	SP	59	51.8	13	72.2	14.3
9835	Bullsbrook District High School	G	1.1	Numeracy	BULLSBROOK WA 6084	LNNP SP	51	24.6	2	33.3	25.0
12410	Bungaree Primary School	G	1.1	K-7 Reading, Numeracy	ROCKINGHAM WA 6168	SP	71	68.3	7	70.0	0.0
12416	Byford Primary School	G	1.1	K-7 Reading	BYFORD WA 6122	DN	32	37.6	2	28.6	0.0
17856	Campbell Primary School	G	1.1	K-7 Reading	CANNING VALE WA	LNNP	37	13.4	1	25.0	0.0
9848	Carlisle Primary School	G	1.1	K-7 Reading, Numeracy	KEWDALE WA 6105	SP	33	37.5	5	71.4	12.5
12750	Cassia Primary School	G	3.1	K-7 Reading, Numeracy	SOUTH HEDLAND WA	LNNP SP	38	46.9	10	71.4	0.0
14646	Clarkson Primary School	G	1.1	K-7 Reading, Numeracy	CLARKSON WA 6030	LNNP SP	63	38.2	5	33.3	0.0
15174	Clifton Park Primary School	G	2.1.2	K-7 Reading, Numeracy	CLIFTON PARK WA 6233	DN	19	30.6	0	na	na
5048	Cloverdale Primary School	G	1.1	K-7 Reading, Numeracy	CLOVERDALE WA 6105	SP	60	46.5	13	76.5	10.5
12411	Cooloongup Primary School	G	1.1	K-7 Reading, Numeracy	WAIKIKI WA 6168	SP	61	58.1	7	87.5	20.0
15843	Currambine Primary School	G	1.1	K-7 Reading, Numeracy	CURRAMBINE WA 6028	LNNP	50	22.4	0	0.0	0.0
12333	Curtin Primary School	G	1.1	K-7 Reading	MANNING WA 6152	DN	11	22.4	4	66.7	0.0
9187	East Beechboro Primary School	G	1.1	K-7 Reading, Numeracy	BEECHBORO WA 6063	SP	55	40.7	5	62.5	11.1
24992	East Butler Primary School	G	1.1	K-7 Reading, Numeracy	BUTLER WA 6036	SP	54	30.2	3	60.0	16.7
9885	East Kenwick Primary School	G	1.1	K-7 Reading	KENWICK WA 6107	LNNP SP	52	40.3	12	46.2	16.1

10093	East Maddington Primary School	G	1.1	K-7 Reading	MADDINGTON WA	LNNP SP	44	39.3	4	40.0	0.0
12516	East Narrogin Primary School	G	2.2.2	K-7 Reading, Numeracy	NARROGIN WA 6312	SP	33	42.9	13	72.2	0.0
9851	East Victoria Park Primary School	G	1.1	K-7 Reading	EAST VIC PARK WA	DN	30	29.1	2	50.0	0.0
14929	East Waikiki Primary School	G	1.1	K-7 Reading	COOLOONGUP WA	LNNP SP	67	41.9	6	54.5	21.4
15085	Eddystone Primary School	G	1.1	K-7 Reading, Numeracy	HEATHRIDGE WA 6027	SP	59	67.8	4	100.0	0.0
26783	Ellen Stirling Primary School	G	1.1	K-7 Reading, Numeracy	ELLENBROOK WA 6069	SP	70	49.6	2	25.0	11.1
9169	Embleton Primary School	G	1.1	K-7 Reading, Numeracy	EMBLETON WA 6062	SP	18	35.3	2	66.7	25.0
17423	Endeavour Primary School	G	1.1	K-7 Reading, Numeracy	PORT KENNEDY WA	LNNP SP	97	45.8	1	33.3	0.0
6685	Exmouth District High School	G	3.2	K-7 Reading, Numeracy	EXMOUTH WA 6707	SP	28	32.2	2	66.7	0.0
12438	Fairview Primary School	G	2.2.1	K-7 Reading, Numeracy	COLLIE WA 6225	DN	38	43.2	5	100.0	0.0
9133	Forrestfield Primary School	G	1.1	K-7 Reading	FORRESTFIELD WA	LNNP SP	25	36.2	9	60.0	6.3
12634	Gingin District High School	G	2.2.2	K-7 Reading, Numeracy	GINGIN WA 6503	SP	40	37.7	5	83.3	0.0
16693	Glen Huon Primary School	G	2.1.2	K-7 Reading, Numeracy	EATON WA 6232	SP	41	36.0	2	66.7	0.0
9815	Gooseberry Hill Primary School	G	1.1	K-7 Reading, Numeracy	GOOSEBERRY HILL WA	DN	34	26.2	1	100.0	0.0
10095	Gosnells Primary School	G	1.1	K-7 Reading, Numeracy	GOSNELLS WA 6110	LNNP SP	50	41.3	6	85.7	30.0
15095	Greenfields Primary School	G	2.1.2	K-7 Numeracy	GREENFIELDS WA 6210	LNNP SP	40	27.4	6	46.2	0.0
10101	Grovelands Primary School	G	1.1	K-7 Reading	CAMILLO WA 6111	LNNP SP	71	53.8	4	30.8	23.5

9109	Herne Hill Primary School	G	1.1	K-7Reading	HERNE HILL WA 6056	SP	12	22.2	2	40.0	16.7
12412	Hillman Primary School	G	1.1	K-7 Reading, Numeracy	ROCKINGMAN WA	SP	56	42.4	6	85.7	0.0
12394	Hilton Primary School	G	1.1	K-7 Reading	HILTON WA 6163	LNNP SP	11	39.3	6	66.7	0.0
28080	Hocking Primary School	G	1.1	K-7 Reading, Numeracy	HOCKING WA 6065	DN	49	30.4	0	na	na
10097	Huntingdale Primary School	G	1.1	K-7 Reading	HUNTINGDALE WA	LNNP SP	80	33.9	7	50.0	6.7
8473	Jolimont Primary School	G	1.1	K-7 Reading, Numeracy	JOLIMONT WA 6014	DN	14	18.2	0	na	na
12598	Kalgoorlie Primary School	G	2.1.2	K-7 Reading, Numeracy	KALGOORLIE WA 6430	LNNP	47	39.8	8	61.5	13.3
12608	Kambalda Primary School	G	2.2.2	K-7 Numeracy	KAMBALDA WA 6442	SP	18	41.9	5	55.6	0.0
12609	Kambalda West District High School	G	2.2.2	K-7 Reading, Numeracy	KAMBALDA WEST	DN	51	57.3	5	100.0	0.0
8762	Kardinya Primary School	G	1.1	K-7 Reading, Numeracy	KARDINYA WA 6163	DN	27	18.6	0	0.0	0.0
12729	Karratha Primary School	G	3.1	K-7 Reading, Numeracy	KARRATHA WA 6714	SP	47	43.5	13	72.2	10.0
12326	Kensington Primary School	G	1.1	K-7 Reading, Numeracy	KENSINGTON WA 6151	DN	21	21.0	1	100.0	0.0
9874	Kewdale Primary School	G	1.1	K-7 Reading, Numeracy	KEWDALE WA 6105	DN	54	53.5	8	100.0	0.0
28231	Kingston Primary School	G	2.1.2	K-7 Reading, Numeracy	BUNBURY WA	SP	74	42.8	2	40.0	0.0
15353	Kojonup District High School	G	2.2.2	K-7 Reading, Numeracy	KOJONUP WA 6395	SP	22	41.5	5	100.0	0.0
15223	Koorana Primary School	G	1.1	K-7 Reading	WARNBRO WA 6169	LNNP SP	53	36.6	7	70.0	23.1
6710	Lake Grace District High School	G	3.1	K-7 Reading, Numeracy	LAKE GRACE WA 6353	SP	8	21.6	0	na	na

12636	Lancelin Primary School	G	2.2.2	K-7 Reading, Numeracy	LANCELIN WA 6044	SP	21	48.8	0	na	100.0
14926	Leda Primary School	G	1.1	K-7 Reading, Numeracy	LED A WA 6170	SP	63	57.8	12	70.6	5.6
5475	Maddington Primary School	G	1.1	K-7 Reading	MADDINGTON WA	LNNP SP	14	35.9	0	0.0	50.0
12479	Manjimup Primary School	G	2.2.2	K-7 Reading	MANJIMUP WA 6258	LNNP	25	21.6	4	28.6	6.7
15235	Marangaroo Primary School	G	1.1	K-7 Reading, Numeracy	MARANGAROO WA	SP	58	47.9	4	66.7	0.0
15236	Marri Grove Primary School	G	1.1	K-7 Reading, Numeracy	BYFORD WA 6122	DN	82	45.6	3	50.0	0.0
28904	Merredin College	G	2.2.2	K-7 Reading	MERREDIN WA 6415	DN	0	na	0	na	na
14649	Merriwa Primary School	G	1.1	K-7 Reading, Numeracy	MERRIWA WA 6030	LNNP SP	79	46.5	4	50.0	11.1
12733	Millars Well Primary School	G	3.1	K-7 Reading, Numeracy	KARRATHA WA 6714	SP	55	33.1	14	60.9	14.8
6681	Morawa District High School	G	3.1	K-7 Reading, Numeracy	MORAWA WA 6623	SP	27	58.7	13	86.7	0.0
12530	Mount Barker Community College	G	2.2.2	K-7 Reading	MT BARKER WA 6324	LNNP SP	57	44.5	5	83.3	14.3
12537	Mount Lockyer Primary School	G	2.2.2	K-7 Reading	ALBANY WA 6330	LNNP SP	33	25.0	7	53.8	7.1
12656	Mount Tarcoola Primary School	G	2.1.2	K-7 Reading, Numeracy	GERALDTON WA 6530	SP	64	34.4	7	58.3	0.0
17462	Neerabup Primary School	G	1.1	K-7 Reading, Numeracy	BANKSIA GROVE WA	SP	52	44.8	12	85.7	17.6
12553	Newdegate Primary School	G	3.1	K-7 Reading, Numeracy	NEWDEGATE WA 6355	DN	4	33.3	0	na	na
12785	North Tom Price Primary School	G	3.2	K-7 Reading	TOM PRICE WA 6751	SP	12	14.6	2	40.0	16.7
12576	Northam Primary School	G	2.2.1	K-7 Reading, Numeracy	NORTHAM WA 6401	SP	52	38.8	9	69.2	0.0

15357	O'Connor Primary School	G	2.1.2	K-7 Reading, Numeracy	KALGOORLIE WA 6430	LNNP SP	111	50.5	27	77.1	2.8
16694	Ocean Road Primary School	G	2.1.2	K-7 Reading, Numeracy	DAWESVILLE WA 6211	SP	63	38.0	3	50.0	14.3
12791	Paraburdoo Primary School	G	3.2	K-7 Reading, Numeracy	PARABURDOO WA	SP	32	44.4	6	54.5	8.3
17466	Parkfield Primary School	G	2.1.2	K-7 Reading	AUSTRALIND WA 6233	LNNP	30	13.2	2	28.6	12.5
12734	Pegs Creek Primary School	G	3.1	K-7 Reading, Numeracy	KARRATHA WA 6714	SP	26	35.1	10	62.5	20.0
5171	Phoenix Primary School	G	1.1	K-7 Reading, Numeracy	HAMILTON HILL WA	SP	39	41.9	3	50.0	14.3
15356	Picton Primary School	G	2.1.2	K-7 Reading, Numeracy	GLEN IRIS WA 6230	SP	30	38.0	1	20.0	16.7
25104	Pingelly Primary School	G	2.2.2	K-7 Numeracy	PINGELLY WA 6308	LNNP SP	13	26.0	4	50.0	0.0
12423	Pinjarra Primary School	G	2.1.2	K-7 Reading, Numeracy	PINJARRA WA 6208	LNNP SP	94	47.5	14	70.0	20.0
12567	Quairading District High School	G	2.2.2	K-7 Numeracy	QUAIRADING WA 6383	LNNP SP	13	28.9	9	75.0	20.0
9888	Queens Park Primary School	G	1.1	K-7 Reading, Numeracy	QUEENS PARK WA		26	47.3	3	50.0	14.3
18050	Rawlinson Primary School	G	1.1	K-7 Numeracy	MARANGAROO WA	LNNP SP	59	26.7	3	33.3	10.0
5056	Rockingham Beach Primary School	G	1.1	K-7 Reading, Numeracy	ROCKINGHAM WA 6168	SP	66	47.1	3	100.0	0.0
17202	Rockingham Lakes Primary School	G	1.1	K-7 Reading, Numeracy	PORT KENNEDY WA	LNNP SP	64	33.2	1	20.0	28.6
29787	Roleystone Community College	G	1.1	K-7 Reading, Numeracy	ROLEYSTONE WA 6111	DN	0	na	0	na	na
12414	Safety Bay Primary School	G	1.1	K-7 Reading, Numeracy	SAFETY BAY WA 6169	LNNP SP	81	40.9	6	54.5	0.0
10098	Seaforth Primary School	G	1.1	K-7 Reading	GOSNELLS WA 6110	LNNP SP	34	42.5	10	76.9	13.3

17203	Secret Harbour Primary School	G	1.1	K-7 Reading, Numeracy	SECRET HARBOUR WA	SP	60	26.7	1	100.0	0.0
23793	Settlers Primary School	G	1.1	K-7 Reading, Numeracy	BALDIVIS WA 6171	SP	96	35.7	2	66.7	0.0
27423	Somerly Primary School	G	1.1	K-7 Reading, Numeracy	CLARKSON WA 6030	LNNP SP	73	60.8	18	94.7	0.0
12404	South Coogee Primary School	G	1.1	K-7 Reading, Numeracy	BEEILIAR WA 6164	SP	53	40.5	0	0.0	40.0
12754	South Hedland Primary School	G	3.1	K-7 Reading, Numeracy	SOUTH HEDLAND WA	LNNP SP	52	91.2	43	93.5	23.3
12601	South Kalgoorlie Primary School	G	2.1.2	K-7 Reading	KALGOORLIE WA 6430	LNNP SP	69	39.4	17	65.4	21.2
9899	South Thornlie Primary School	G	1.1	K-7 Reading, Numeracy	THORNIE WA 6108	SP	68	39.1	6	60.0	0.0
12539	Spencer Park Primary School	G	2.2.2	K-7 Reading	SPENCER PARK WA	SP	53	43.8	10	71.4	12.5
27424	Success Primary School	G	1.1	K-7 Reading, Numeracy	SUCCESS WA 6164	SP	35	32.7	2	50.0	0.0
15084	Tambrey Primary School	G	3.1	K-7 Reading, Numeracy	KARRATHA WA 6714	SP	58	34.7	20	83.3	11.1
10089	Thornlie Primary School	G	1.1	K-7 Reading, Numeracy	THORNIE WA 6108	SP	76	54.7	6	54.5	15.4
12787	Tom Price Primary School	G	3.2	K-7 Reading, Numeracy	TOM PRICE WA 6751	DN	50	45.5	18	72.0	13.8
5058	Tranby Primary School	G	1.1	K-7 Reading	RIVERVALE WA 6103	LNNP SP	23	57.5	11	73.3	11.8
18280	Two Rocks Primary School	G	1.1	K-7 Reading, Numeracy	TWO ROCKS WA 6037	SP	27	29.7	4	80.0	0.0
9120	Upper Swan Primary School	G	1.1	K-7 Reading, Numeracy	UPPER SWAN WA 6069	DN	39	35.1	2	100.0	0.0
12663	Waggarakine Primary School	G	2.1.2	K-7 Reading	WAGGRAKINE WA 6530	SP	55	35.7	17	60.7	3.4
12520	Wagin District High School	G	2.2.2	K-7 Reading	WAGIN WA 6315	SP	28	37.8	10	100.0	0.0

17858	Waikiki Primary Schools	G	1.1	K-7 Reading, Numeracy	WAIKIKI WA 6169	SP	40	34.5	1	50.0	50.0
9832	Walliston Primary School	G	1.1	K-7 Reading, Numeracy	WALLISTON WA 6076	SP	34	30.4	0	na	na
12415	Warnbro Primary School	G	1.1	K-7 Reading, Numeracy	WARNBRO WA 6169	SP	69	46.3	4	57.1	0.0
10107	Westfield Park Primary School	G	1.1	K-7 Reading	CAMILLO WA 6111	LNNP SP	36	43.9	4	80.0	16.7
14982	Willandra Primary School	G	1.1	K-7 Reading	SEVILLE GROVE WA	LNNP SP	76	36.9	8	57.1	0.0
5059	Wilson Primary School	G	1.1	K-7 Reading	WILSON WA 6107	SP	16	19.8	2	50.0	33.3
12401	Winterfold Primary School	G	1.1	K-7 Reading, Numeracy	BEACONSFIELD WA	SP	31	39.2	5	71.4	22.2
10099	Wirrabirra Primary School	G	1.1	K-7 Reading	GOSNELLS WA 6110	LNNP SP	74	46.8	11	78.6	6.7
9136	Woodlupine Primary School	G	1.1	K-7 Reading, Numeracy	FORRESTFIELD WA	SP	74	43.3	12	75.0	0.0
15289	Woodvale Primary School	G	2.2.2	K-7 Reading, Numeracy	WOODVALE WA 6026	DN	30	18.1	1	100.0	0.0
12540	Yakamia Primary School	G	1.1	K-7 Reading	ALBANY WA 6330	LNNP	38	20.7	5	33.3	6.3
10091	Yale Primary School	G	1.1	K-7 Reading, Numeracy	THORNLIE WA 6108	SP	102	47.9	18	64.3	3.4
12403	Yangebup Primary School	G	1.1	K-7 Reading, Numeracy	YANGEBUP WA 6164	SP	47	51.6	8	100.0	0.0
18119	Yuluma Primary School	G	1.1	K-7 Reading, Numeracy	INNALOO WA 6018	SP	33	45.2	8	72.7	0.0
12856	Aranmore Catholic College	C	1.1	7 Reading	LEEDERVILLE	LNNP SP	43	34.7	3	37.5	0.0
2757	Assumption Catholic Primary School	C	2.1.2	4 Reading	MANDURAH	LNNP SP	31	16.9	1	33.3	0.0
18012	Banksia Grove Catholic Primary School	C	1.1	1 Reading	BANSIA GROVE	SP	7	12.7	1	25.0	0.0
5625	Birlirr Ngawiyiwu Catholic School	C	3.2	1,2,7 Numeracy	YARUMAN	SP	14	93.3	14	93.3	21.1

15658	Catholic Agricultural College	C	2.2.2	7,8 Reading, Numeracy	BINDOON	SP	12	54.5	3	100.0	50.0
16459	Christ the King Catholic School	C	3.2	1,2,3 Numeracy	LOMBADINA	LNNP SP	12	80.0	8	80.0	23.1
77	Christ the King School	C	1.1	1 Reading	BEACONSFIELD	LNNP SP	28	29.8	2	100.0	0.0
5624	Clontarf Aboriginal College	C	1.1	7 Reading, Numeracy	WATERFORD	SP	16	100.0	16	100.0	0.0
18056	Dawesville Catholic Primary School	C	2.1.2	1 Reading	DAWESVILLE	LNNP SP	27	18.9	0	0.0	0.0
16319	Emmanuel Catholic College	C	1.1	7 Numeracy	BEEILIAR	LNNP SP	38	14.9	0	0.0	0.0
2717	Good Shepherd Catholic Primary School	C	1.1	1,2 Reading	KELMSCOTT	SP	14	28.0	0	na	Na
27905	Holy Cross College	C	1.1	7,8 Reading, Numeracy	ELLENBROOK	LNNP SP	37	38.1	1	100.0	0.0
2154	Holy Rosary School	C	3.2	5,6,7 Reading	DERBY	LNNP SP	32	59.3	21	70.0	11.8
15801	Irene McCormack Catholic College	C	1.1	7 Reading, Numeracy	BUTLER	LNNP SP	84	30.4	1	50.0	0.0
8783	John Paul College	C	2.1.2	8 Reading	KALGOORLIE	LNNP SP	19	19.8	0	na	Na
16458	John Pujajangka - Piyirn School	C	3.2	5,6,7 Numeracy	LAKE GREGORY	SP	9	100.0	7	100.0	41.7
13270	Kolbe Catholic College	C	1.1	8 Numeracy	ROCKINGHAM	LNNP SP	53	17.4	6	75.0	11.1
16461	Kururrungku Catholic Education Centre	C	3.2	PP-3 Reading Numeracy	BILLILUNA	SP	11	100.0	11	100.0	31.3
12853	La Salle College	C	1.1	7 Numeracy	VIVEASH	LNNP SP	91	22.2	6	60.0	44.4
8780	Lumen Christi College	C	1.1	7,9 Reading, Numeracy	MARTIN	SP	74	31.8	0	na	na
4239	Luurnpa Catholic School	C	3.2	K-6 Reading	BALGO HILLS	SP	18	94.7	18	94.7	26.9
100	Majella Catholic Primary School	C	1.1	P,1 Reading, Numeracy	BALGA	LNNP SP	32	80.0	0	na	na
13573	Mandurah Catholic College	C	2.1.2	1,8 Reading, Numeracy	MANDURAH	LNNP SP	82	32.7	1	20.0	0.0
13182	Mary MacKillop Catholic Community Primary School	C	1.1	2 Reading	BALLAJURA	SP	39	21.9	0	0.0	0.0

17688	Mercy College	C	1.1	7 Reading, Numeracy	KOONDOOLA	LNNP SP	168	37.7	2	50.0	0.0
14537	Nagle Catholic College	C	2.1.2	7 Reading	GERALDTON	SP	70	18.7	3	27.3	15.4
16462	Ngalangangpum School	C	3.2	5-10 Reading	WARMUN	SP	22	100.0	22	100.0	60.0
2701	Our Lady of Mercy Primary School	C	1.1	P,1 Reading, Numeracy	GIRRAWHEEN	LNNP SP	36	35.0	2	100.0	0.0
118	Our Lady of Mount Carmel School	C	3.1	3,4 Reading, Numeracy	MULLEWA	LNNP SP	7	36.8	4	100.0	20.0
13996	Our Lady of the Cape Primary School	C	2.2.2	1 Reading	DUNSBOROUGH	LNNP SP	10	12.7	0	0.0	0.0
130	Sacred Heart Catholic School	C	2.2.2	K-7 Reading	GOOMALLING	SP	6	30.0	2	50.0	0.0
137	Sacred Heart Primary School	C	1.1	2 Numeracy	THORNLIE	SP	19	16.4	0	0.0	0.0
135	Sacred Heart School	C	1.1	1,2,3 Reading	BEAGLE BAY	SP	18	94.7	18	94.7	13.6
16460	Sacred Heart School	C	3.2	4,6 Reading	MUNDARING	LNNP SP	10	17.2	0	na	na
235	Servite College	C	1.1	7 Reading	TUART HILL	LNNP SP	64	22.9	1	100.0	0.0
13634	Seton Catholic College	C	1.1	7 Reading	SAMSON	LNNP SP	57	21.7	1	14.3	0.0
14666	St Andrew's Catholic Primary School	C	1.1	PP Reading, Numeracy	CLARKSON	SP	30	30.3	1	100.0	50.0
141	St Anthony's School	C	1.1	1,2,3,4 Numeracy	GREENMOUNT	SP	17	14.4	0	na	na
15269	St Brigid's College	C	1.1	7 Numeracy	LESMURDIE	LNNP SP	55	17.7	4	66.7	14.3
153	St Brigid's Primary School	C	1.1	1 Reading	MIDDLE SWAN	SP	32	26.9	4	66.7	0.0
151	St Brigid's School	C	2.2.2	4 Reading, Numeracy	BRIDGETOWN	LNNP SP	15	48.4	0	na	na
13661	St Brigid's School	C	2.2.1	2,3,5 Reading	COLLIE	LNNP SP	13	22.0	0	na	na
154	St Cecilia's Catholic Primary School	C	3.1	2 Numeracy	PORT HEDLAND	LNNP SP	18	21.7	4	50.0	11.1
15659	St Clare's School	C	1.1	9-11 Reading, Numeracy	LATHLAIN	SP	4	100.0	2	100.0	0.0
16682	St Emilie's Catholic Primary School	C	1.1	4 Numeracy	CANNING VALE	SP	9	10.3	0	na	na
2714	St Francis Xavier Primary School	C	2.1.2	1 Reading	GERALDTON	LNNP SP	30	26.3	0	0.0	0.0

165	St Gerard's Primary School	C	1.1	P,1 Reading, Numeracy	WESTMINSTER	LNNP SP	19	35.2	0	0.0	0.0
14665	St Helena's Catholic Primary School	C	1.1	2,4 Reading, Numeracy	ELLENBROOK	SP	34	31.5	0	0.0	0.0
168	St Jerome's Primary School	C	1.1	1 Reading	MUNSTER	LNNP SP	46	27.7	0	na	na
171	St John's School	C	2.1.2	1,2 Reading, Numeracy	RANGEWAY	SP	17	32.1	5	50.0	9.1
14066	St Joseph's Primary School	C	2.1.2	1 Reading	BUNBURY	LNNP SP	27	16.6	0	na	na
182	St Joseph's School	C	2.1.2	K-6 Reading	BOULDER	LNNP SP	23	31.1	2	50.0	0.0
175	St Joseph's School	C	3.2	1-6 Reading	KUNNUNARRA	SP	13	31.7	7	53.8	50.0
187	St Joseph's School	C	2.2.2	K,P Reading, Numeracy	MOORA	LNNP SP	12	26.7	5	62.5	27.3
189	St Joseph's School	C	2.2.1	1-7 Reading, Numeracy	NORTHAM	SP	59	37.6	1	50.0	0.0
190	St Joseph's School	C	2.2.2	PP-4 Reading	PEMBERTON	LNNP SP	6	42.9	0	na	na
192	St Joseph's School	C	3.1	K-7 Reading	SOUTHERN CROSS	LNNP SP	9	45.0	0	na	na
193	St Joseph's School	C	2.2.1	2 Reading	WAROONA	LNNP SP	12	22.6	0	na	na
194	St Joseph's School	C	3.2	1,2,3 Numeracy	WYNDHAM	SP	12	66.7	10	71.4	17.6
2712	St Joseph's College	C	2.2.2	8,10 Reading Numeracy	ALBANY	LNNP SP	24	24.7	0	na	100.0
195	St Kieran Catholic Primary School	C	1.1	2 Numeracy	TUART HILL	LNNP SP	29	25.7	0	na	na
196	St Lawrence Primary School	C	1.1	1,3 Reading, Numeracy	BALCATTA	LNNP SP	13	22.8	0	na	na
197	St Lawrence's Primary School	C	2.1.2	3,4 Reading, Numeracy	BLUFF POINT	LNNP SP	38	30.9	4	80.0	0.0
6831	St Luke's College	C	3.1	8 Numeracy	KARRATHA	SP	22	28.2	1	33.3	0.0
206	St Mary Star of the Sea Catholic School	C	3.1	6,8 Reading, Numeracy	CARNARVON	SP	34	43.6	4	66.7	14.3
16457	St Mary's College	C	3.1	8 Reading	BROOME	LNNP SP	26	43.3	14	56.0	24.2
127	St Mary's School	C	2.2.2	2,3 Reading	BOYUP BROOK	LNNP SP	5	22.7	0	na	na

207	St Mary's School	C	2.2.1	1,2 Reading	DONNYBROOK	LNNP SP	9	24.3	1	100.0	0.0
212	St Matthew's School	C	2.2.2	2 Numeracy	NARROGIN	LNNP SP	10	16.7	0	0.0	0.0
213	St Michael's School	C	1.1	3 Reading	BASSENDEN	SP	12	21.4	3	75.0	0.0
216	St Munchin's Catholic School	C	1.1	4 Numeracy	GOSNELLS	SP	26	24.1	1	50.0	0.0
217	St Norbert's College	C	1.1	9 Reading, Numeracy	QUEENS PARK	SP	77	33.5	4	57.1	0.0
220	St Patrick's School	C	1.1	3 Numeracy	FREMANTLE	LNNP SP	10	18.5	0	na	na
2716	St Paul's Primary School	C	3.1	3,4,5 Numeracy	KARRATHA	LNNP SP	15	16.7	2	40.0	0.0
230	St Vincent's School	C	1.1	5 Reading	PARMELIA	LNNP SP	17	29.8	0	0.0	0.0
2163	Star of the Sea Primary School	C	1.1	2 Reading	ROCKINGHAM	LNNP SP	32	18.8	0	na	na
13780	Wanalirri Catholic School	C	3.2	1-6 Reading, Numeracy	GIBB RIVER	SP	1	33.3	0	na	na
8787	Warlawurru Catholic School	C	3.2	1,2,3 Reading	RED HILL	SP	22	88.0	17	94.4	30.8
163	Xavier Catholic School	C	1.1	2 Reading, Numeracy	BROOKDALE	SP	20	39.2	1	33.3	0.0
16671	Australian Islamic College - Kewdale	I	1.1	2,4,6 Reading	KEWDALE	LNNP	41	31.1	0	na	na
2756	CAPS Coolgardie	I	2.2.2	Primary Reading, Numeracy	COOLGARDIE	Low SES	6	85.7	6	85.7	12.5
14321	Carnarvon Christian School	I	3.1	3-7 Reading	CARNARVON	Low SES	3	15.8	1	25.0	20.0
4226	Dale Christian School	I	1.1	4,6 Numeracy	ARMADALE	LNNP	10	19.2	0	0.0	50.0
25121	Damla College	I	1.1	1-7 Numeracy	FERNDAL	LNNP	18	52.9	0	na	na
2766	Emmanuel Christian Community School	I	1.1	2-7 Numeracy	GIRRAWHEEN	LNNP Low SES	21	25.0	1	100.0	0.0
15423	Foundation Christian College	I	2.1.2	7,8 Reading	GREENFIELDS	LNNP	17	21.8	2	66.7	0.0
16673	Goldfields Baptist College	I	2.1.2	1-6 Reading	KALGOORLIE	LNNP	10	20.8	0	na	na
16533	Hope Christian College	I	2.2.1	Primary Reading	ROELANDS		6	26.1	0	na	na
5603	Karalundi Aboriginal Education Community	I	3.2	Primary Reading, Numeracy	VIA MEEKATHARRA	Low SES	7	100.0	4	100.0	55.6
16023	Kulkarriya Community School	I	3.2	K-10 Reading Numeracy	VIA FITZROY CROSSING	Low SES	26	96.3	26	96.3	12.9

18080	Kwinana Christian School	I	1.1	1-7 Reading	CALISTA	Low SES	10	43.5	0	na	na
18091	Langford Islamic School	I	1.1	Primary Reading	LANGFORD	LNNP	13	24.5	0	na	na
25987	Leaning Tree Community School	I	2.1.2	3-7 Reading	GERALDTON	LNNP	6	37.5	0	na	na
15360	Living Waters Lutheran College	I	1.1	3-6 Reading	WARNBRO	LNNP	36	26.3	0	na	na
13596	Purnululu School	I	3.2	Primary Reading, Numeracy	VIA KUNUNURRA	Low SES	9	90.0	9	90.0	0.0
4264	Rawa Community School	I	3.2	Primary Reading, Numeracy	VIA NEWMAN	Low SES	4	100.0	4	100.0	73.3
5482	Rockingham Montessori School	I	1.1	Primary Writing	ROCKINGHAM	Low SES	2	33.3	0	na	na
5398	South Coast Baptist College	I	1.1	1-3 Reading	WAIKIKI	LNNP	17	21.3	0	na	na
2723	Strathalbyn Christian College	I	2.1.2	3-6 Reading	STRATHALBYN	LNNP	15	23.4	0	na	na
2705	Strelley Community School	I	3.2	K-7 Reading, Numeracy	PORT HEDLAND	Low SES	8	50.0	8	50.0	36.0
13320	The King's College	I	1.1	1-7 Reading	WELLARD	DN	16	40.0	1	25.0	0.0
16021	Wulungarra Community School	I	3.2	Primary Reading, Numeracy	VIA FITZROY CROSSING	Low SES	2	100.0	2	100.0	71.4
14016	Yakanarra Community School	I	3.2	Primary Reading, Numeracy	FITZROY CROSSING	Low SES	9	81.8	9	81.8	8.3
2771	Yiyili Community School	I	3.2	Primary Reading, Numeracy	HALLS CREEK	Low SES	16	88.9	16	88.9	35.7

*Categories

- i. 'LNNP' – previously participated in the Literacy and Numeracy National Partnership Agreement 2009-2012; or
- ii. 'SP' – significant proportion of students in the bottom two NAPLAN bands; or
- iii. 'DN' – does not meet previous criteria but has a demonstrated need
- iv. 2009 Low SES School

SECTION 2: APPROACHES

Public School Sector

In 2013, 128 schools were supported through the ILNNP in the Public School sector. The table below illustrates the breakdown of school foci.

School Foci	% of total schools
Targeted school literacy and numeracy improvement	100
A state-wide case-management approach to improving literacy and numeracy skills	92
Early Childhood iPad Initiative	25
Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/Dialect) Students in the Early Years	25

The ILNNP builds on the learning, and utilises the resources and strategies of the Literacy and Numeracy National Partnership 2010 - 2012 (LNNP).

The ILNNP selected four improvement approaches:

1. Whole school Literacy and Numeracy Improvement;
2. A state-wide case-management approach to improving literacy and numeracy skills;
3. Early Childhood iPad initiative; and
4. Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/Dialect) Students in the Early Years.

The four approaches meet the Commonwealth Government criteria and were selected as evidence-based strategies showcased via the *Teach Learn Share* website. They are consistent with the Western Australian Department of Education's *Excellence and Equity Strategic Plan for WA Public Schools 2012 – 2015*; with the *Classroom First Strategy*; and with *Focus 2013/14 – Directions for Schools*.

These approaches were integral to the effectiveness of the LNNP and are essential in ensuring the success of the ILNNP.

Whole-school Literacy and Numeracy Improvement

This approach focused on assisting schools with the process of collaborative planning; the coordination of the provision of opportunities for professional learning for school leaders and specialist teachers; and in the setting of improvement targets. The approach was developed around the three components of the school improvement cycle:

- assessing data and other school evidence related to student achievement and school operations – On-entry (Pre-primary – Year 2), NAPLAN data and school self-assessment via milestones and the Monitoring Review Framework (MRF) (Attachment 3).;
- planning to improve the standards of student achievement through whole school plans, setting challenging yet realistic improvement targets and selecting evidence-based strategies; and
- acting to implement strategies.

On-entry and NAPLAN data analysis assists schools in the identification of target students for case-management and the selection of strategies for improvement. Areas identified for improvement become the focus for professional learning opportunities to build the capacity of all teachers and lead to improved effectiveness in literacy and numeracy teaching across the school.

Schools selected the evidence-based strategies for inclusion in their literacy and numeracy improvement plan from the following list:

- whole-school literacy and numeracy plans;
- case-management approaches;
- use of data and other evidence related to student performance; including the On-entry Assessment and the *ESL/ESD Progress Map*;
- building the leadership in staff capacity (e.g. Specialist Teachers/Lead Teachers)
- the development of collaborative processes;
- literacy blocks and /or numeracy blocks;
- *First Steps* instruction strategies including Guided Reading and Number: Calculate;
- targeted performance management; and
- parent capacity building workshops.

A state-wide case-management approach to improving literacy and numeracy skills

The case-management approach is a whole-school approach to school improvement aimed at ensuring that the literacy and numeracy learning needs of all students are identified, monitored and achieved. The process results in a differentiated curriculum, particularly for students not achieving their potential and including students achieving at or below the National Minimum Standard.

The school improvement cycle of: 'Plan, Act, Assess', provides a structure for a case-management process. The cycle is an ongoing process, and the three components are seen as dynamic and interactive.

The case-management process uses On-entry and NAPLAN data as a basis for the development of an improvement plan for targeted students. Professional learning is provided by the ILNNP team around the process and supports teachers in developing an understanding of the final goal for case-managed students. A plan to ensure students are on track to achieving set goals is mapped out and monitored each term. This information is reported in the MRF each term

Effective case-management involves a team approach to support the classroom teacher to deliver an effective program for case-managed students. The model depends on effective systems and processes combined with collaborative whole-school planning practices, rather than specific resources or strategies. The detailed planning teachers are involved in influences their selection of strategies and improves the effectiveness of their literacy and numeracy teaching through differentiation.

Early Childhood iPad Initiative

Ten of the original LNNP schools participated in an Early Childhood iPad Initiative throughout 2012. They became a resource for the ILNNP schools that selected this strategy in 2013. Further information about the Early Childhood iPad Initiative can be found at

<http://det.wa.edu.au/ipadsforeducation/detcms/portal/>

ILNNP iPad schools investigated how tablet technology enhanced student learning in literacy and numeracy, changed teachers' pedagogical practices and facilitated the development of creative approaches to using the devices. They also provided support to other Department of Education schools to investigate how iPad devices enhance student learning in literacy and numeracy. The approach aimed to:

- increase independent and self-initiated learning in students;
- increase student motivation and active engagement in learning;
- improve teachers' capacity to plan for and meet student individual student needs;
- extend student learning beyond the classroom; and
- improve parental engagement in learning and strengthen home school links.

Schools were supported by an ILNNP iPad consultant who supported schools to select assessment tools and review student results, design and deliver professional learning programs; develop resources for action learning, select iPad apps aligned to identified learner needs and to maximise the impact on literacy and numeracy achievement.

Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/Dialect) Students in the Early Years

This approach involved the delivery of a professional learning course to improve teachers' ability to provide appropriate language and literacy instruction to EAL/D Aboriginal students in the early years. These practices provide students with a strong foundation for their Standard Australian English (SAE) language and literacy development.

The approach promotes a whole-of-school approach, strong school leadership and whole-school engagement. The approach promotes Two-Way methodology where Aboriginal and non-Aboriginal educators work together to create a more inclusive learning environment for Aboriginal students.

This approach was made available to all ILNNP schools with significant Aboriginal student numbers. The professional learning targeted EAL/D Aboriginal students from Foundation to Year 3 across a variety of metropolitan and regional public primary schools to build a Two-Way culture in their schools. A total of 167 participants (teachers, Aboriginal and Islander Education Officers (AIEOs) and Educational Assistants) from 32 schools completed the professional learning program.

The initiative embedded positive messages about Two-Way and aimed to improve teaching, student engagement, performance, attendance and motivation of EAL/D Aboriginal learners.

By May 2013, 128 public schools had been inducted into the partnership and principals from each school had prepared a 2013 ILNNP plan. The planning process required all schools to undertake a review of whole-school improvement plans that had been prepared in 2011 to ensure there was alignment with the ILNNP's three focus areas, inclusion of targets for identified student groups, selection of ILNNP endorsed approaches and commitments for ILNNP and school funds.

Schools' review and planning processes were supported by an extensive series of ILNNP regional seminars and individual school visits throughout term 1 (February 2013 – April 2013) at which the ILNNP team presented data and target setting workshops to school leadership groups.

The gathering of baseline data for the local measure of On-entry Assessment required a great deal of hard work from schools. 36 745 Pre-primary, Year One and Year Two students were tested over a four week period in March 2014. Schools were well supported by the ILNNP team, who presented a series of On-Entry Assessment workshops to ensure that early childhood teachers could use the baseline data to inform teaching programs and case-management plans for targeted students. 417 early childhood teachers attended this professional learning.

Teacher effectiveness was further enhanced by a comprehensive professional learning program of more than 70 separate events delivered and/or brokered by the ILNNP team. Participants in the professional learning were, in the main, school leaders and specialist teachers who returned to their schools to share their learning with colleagues. Some events were attended by classroom teachers and para-professionals. Topics presented during the professional learning program included:

- literacy/numeracy blocks;

- case-management;
- data analysis (On-entry and NAPLAN) to inform target setting and planning;
- supporting EAL/D students;
- guided reading;
- tablet technology to enhance literacy and numeracy learning;
- iTunes U course development (for professional learning and for students);
- *First Steps* Reading and Number strategies;
- how to maximise the collaboration process;
- classroom management and instructional skills;
- cooperative learning strategies;
- the role of the specialist teacher beyond literacy and numeracy;
- *Australian Curriculum* English and Mathematics;
- mentoring and coaching;
- change management;
- workshop presentation skills;
- Leading Effective Numeracy Improvement; and
- Principals as Literacy Leaders.

Over the 2013 school year, Western Australian public schools made rapid progress in implementing whole-school evidenced-based approaches that resulted in substantial improvements to teacher effectiveness and students' literacy and numeracy learning.

Catholic Sector (CEOWA)

In 2013, 79 schools were supported through the ILNNP. Of these schools 66 per cent were Primary, 23 per cent were secondary and 11 per cent composite. The table below illustrates the breakdown of school foci.

School Foci	% of total schools
Using inquiry to improve literacy and numeracy outcomes	100
Targeted school literacy and numeracy improvement	33
Targeted school literacy improvement	44
Targeted school numeracy improvement	23
Targeted Early intervention in Kindergarten and/or Pre Primary	15
Targeted Early intervention in Year 1 and/or 2	49

Building on the work undertaken by the CEOWA through the LNNP, the CEOWA has continued to be active in assisting schools to implement a range of school level, regional and system level reforms. In 2013 the ILNNP continued to embed the well-researched and effective system wide initiative, Collaborative Professional Learning in Action. This model included in Attachments 1 and 2 (pages 103 -110), is implemented in all Catholic K - 6 schools as a system-wide strategic initiative.

The Catholic Secondary schools have also engaged in elements of the model in particular action learning and models of effective practise. In addition to as a focus on quality classroom teaching and learning, the system initiative promotes the use of a variety of programs and practices which are common to many schools in the state including the short term intervention programs of Reading Recovery and Extending Mathematical Understandings.

All schools involved in the ILNNP used an inquiry approach to improve Literacy and /or Numeracy outcomes for identified students. Schools collected and analysed student data from a variety of sources to identify the vulnerable students. Schools, through an inquiry approach as explained in the Collaborative Professional Learning in Action (Attachment 2), implemented effective teaching strategies to meet individual literacy and /or numeracy needs of the identified students.

Overwhelmingly, the approaches undertaken within the Primary/Composites schools have resulted in improved outcomes for the targeted students. Of the schools who undertook a literacy improvement approach in Primary/Composite settings, 96 per cent have reported improved outcomes for the students. Similarly numeracy improvement approaches have resulted in 97 per cent of schools reporting improved outcomes for their students.

Students clearly more satisfied with knowing that they are improving with explicit teaching and learning in the classroom. A major highlight would include the increased level of confidence that is evident amongst the students in terms of their speaking and reading skills in particular. (October 2013 Survey)

Student vocabulary has also increased and the level and quality of written production has also improved. (October 2013 Survey)

Secondary schools who undertook approaches focussed on improving numeracy reported 65 per cent improvement in student outcomes. Literacy in the secondary schools reported a 47 per cent student outcomes improvement. Across both focus areas Secondary Schools reported increase in student confidence and improved attitude to learning, as a result of small successes, as testament of growth for the targeted students.

Introduction of intervention programs which catered for the specific needs of our focus groups, we have seen improvement in student achievement, students have shown enthusiasm for learning and the programs will continue to be used in the school. (October 2013 Survey)

Students have also developed a deeper level of maturity and respect for reading and the importance of reading for pleasure as well as educational benefit. (October 2013 Survey)

Of these Secondary Schools 58 per cent reported ongoing complexity of student needs around attendance and behaviour as significant factors impacting on growth.

Working at a school with disadvantaged students with a very low attendance rate is one the major challenges we face. It is hard to improve student's literacy and numeracy results when students are away from class, and the time, in which they are in attendance, there are other more important issues at hand to be dealt with. It seems that the students in the most need of this program are the students that have a very low attendance rate. (October 2013 Survey)

All schools have reported growth within the targeted cohort. This growth may not be fully represented in the collated end of year student assessment results. Each school through conversations with their School Support Consultants and as identified in their school report has reported significant growth for individual students. In engaging in the processes required through the ILNNP there is an increased awareness of the need to continually monitor those students whom have made gains but continue to require curriculum adjustments and intervention. Schools will continue to implement teaching and attendance strategies to address individual needs. These strategies are identified in Table 2b (pages 29 - 34) under future comments.

Student achievement and result improved, small class instruction with at risk students has been rewarding building relationships with students and changing the way we think about class formations in further years to continue that instruction, positive feedback from parents regarding the year 7 ELI classes. (October 2013 Survey)

School level data is used alongside systemic and national assessment data to direct effort, professional learning and funding in a way that will maximise learning for students. Analysis of longitudinal data provides direction for the school through identifying areas of least strength in teaching and student learning. This area then becomes the focus for investigation and improvement. Deep learning concerning the content, pedagogies and methods of assessment in the identified area strengthens teaching, which, in turn, improves outcomes for students.

Schools participating in the ILNNP have all identified a targeted cohort through analysis of system and school generated data. The identification of the vulnerable students within the targeted cohort was through refined and precise school based assessments. Ongoing monitoring of the identified students has occurred on a daily, weekly and termly basis to ensure implementation of teaching strategies are meeting the students learning needs.

The ILNNP has highlighted within my school more awareness for the absolute need for intervention and evaluation tools to monitor progress for each child. (October 2013 Survey)

Through the ILNPP process there is greater awareness of the importance of collecting data and then analysing it to assist with whole school and classroom planning. (October 2013 Survey)

Tracking specific cohorts of students over a specific time frame has shown dramatic increase in their learning. (October 2013 Survey)

Through the ILNPP process our school has refined our whole school implementation tracking program. (October 2013 Survey)

The major focus for improved capability and effectiveness of literacy and/or numeracy teaching was on *teacher pedagogical and content knowledge and practices*. Through the approaches of professional learning, coaching and mentoring programs teachers refined and deepen their understandings about where students are likely to experience learning challenges and the repertoire of strategies that could be used to assist students to meet these challenges.

Each school identified the teaching and organisation components that were fundamental to improving student outcomes within their context. The ILNPP project building on the LNNP professional learnings began with the premise that the characteristics of effective teaching were already known. What was needed was for teachers to further refine effective pedagogies for identified cohorts of students. Through the ILNPP, time was given onsite and in class for teachers to further develop these pedagogies within their personal practice. Working with the School Support Consultants each school developed either their literacy or numeracy approach with the goal of being able to identify successful strategies and approaches for implementation to improve outcomes for vulnerable students.

Students in the Early Years have achieved improvement in Literacy and Numeracy. It is beneficial to have an extra part time teacher employed to work with our target students and continue our Reading Recovery program and EMU program for our Early Years at risk students. (June 2013 Survey)

Participating in ILNPP has allowed our school to show considerable improvement in student understanding and performance. The program has further enhanced the empowerment of staff and development of whole school documentation. We are now better catering for all developmental levels through ongoing professional development opportunities. (October 2013 Survey)

Tracking specific cohorts of students over a specific time frame has shown dramatic increase in their learning. (October 2013 Survey)

Independent Sector (AISWA)

The following table summarise the approaches undertaken by schools

School Foci	% of Total Schools
Whole-School Literacy and Numeracy Improvement	54
Focussed Improvement In Early Literacy Development (FIELD) Project	12
Aboriginal Independent Community School (AICS) Literacy and Numeracy Portal	26
A State-Wide Case-Management Approach to Improving Literacy and Numeracy Skills	8

Whole-school Literacy and Numeracy Improvement

Whole-school literacy and numeracy improvement was chosen to ensure that systems and structures were established in building capacity in all staff, and the effective use of data to improve whole-school planning and student outcomes which seemed to be lacking in the majority of schools. This whole-school approach was built on research findings that informed the inclusion of the critical role of quality teaching and leadership in improving student learning outcomes. To ensure sustainability and to optimise student improvement, the design included developing the role of the principal and leadership team in leading teaching and learning.

The professional learning opportunities offered in 2013 targeted both Principals as change agents and teachers in order to improve student learning and outcomes. The main objective of the principal and teacher professional learning was to make explicit for participating principals and teachers the links between assessment data, classroom learning-teaching and school-wide curriculum development and implementation. It was deemed important for Principals to see themselves as instructional leaders rather than administrators only. The Principal as Literacy Leaders (PALLs) professional learning approach was specifically designed for Principals to help them initiate and monitor whole school structures to ensure effective implementation of evidence-based reading research.

Feedback from participants has indicated it has been invaluable in establishing a framework that connects the work of leaders with student learning and at the same time reinforcing whole school structures for effective literacy practices.

As a result of this approach a number of schools have demonstrated improved outcomes:

- structures in literacy programs that ensure explicit teaching of reading across the school;
- improved quality and quantity of appropriate reading resources in schools; and
- increased levels of teacher confidence in the explicit teaching of the elements of reading.

The AISWA Targeted Program professional learning sessions, “Let the Mental Strategies Games Begin” helped to change teacher attitudes in the National Partnership schools who were focussing on targeting mental maths. The use of consistent meta-language was promoted as the teachers engaged in reflective practice through the use of journals and consequently the teacher’s understanding of terms and concepts has been transferred into their daily practice. The teacher post mental computational surveys demonstrated improved capability of their mathematical understandings of concepts over the course of the year. As predicted, the students’ final maths scores have demonstrated improvement.

Focussed Improvement in Early Literacy Development (FIELD) Project

The FIELD project is based on the process of gathering data, using a literacy audit, to form a baseline to identify individual literacy needs. This data is then used to plan and explicitly teach to meet student needs. FIELD focuses on teaching and learning in early childhood area. The FIELD project was established, based on a model of action, implementation and reflection.

Studies in Australia and overseas have highlighted the significant relationship between the quality of oral language learned in the pre-school years and the development of early literacy in English (Snow et al. 1998, Link). Based on this research, a cluster of independent schools in Western Australia, with large numbers of students from Indigenous, low socio-economic and culturally and linguistically diverse backgrounds, aimed to address this issue. The focus was to assess the oral language and emergent literacy development of their pre-primary students and to use that data to inform explicit teaching of English language and literacy skills.

An intervention such as FIELD depends on the support of a mentor or 'expert other'. This kind of partnership could be instituted in schools through a whole-school approach to professional improvement, led by highly accomplished or lead teachers. The collegial conversations at the heart of FIELD were seen by the teachers as instrumental in increasing their confidence and capacity to teach literacy in an explicit and systematic way. Through the FIELD projects schools are showing improved collection of data in early childhood.

Aboriginal Independent Community School (AICS) Literacy and Numeracy Portal

The Aboriginal Independent Community Schools (AICS) Literacy/Numeracy Strategy is a comprehensive approach to improving remote Aboriginal students' learning in mathematics and literacy through the development of substantial online resources and the support of systemic Literacy/Numeracy Consultants. The specifically designed and developed online portal provides support, structure and resources for teachers to work diagnostically to assess students' prior learning, and to then develop appropriate learning experiences. Also, the online portal includes a tracking tool to record and help analyse student progress. Alongside the online resources, Literacy/Numeracy Consultants provide professional development and ongoing support for teachers, principals and the Aboriginal Education Workers.

In particular, the Numeracy Strategy is designed to meet specific issues identified by the principals and governing bodies of the Aboriginal Independent Community Schools (AIC schools). The overall objective is to improve the numeracy levels of low-achieving students in a cluster of AIC schools in Western Australia. More particularly, the school communities want their students to better understand money and time, and be able to participate fully in community and work-related life when they leave school.

The Numeracy Strategy was built on a firm premise that in order to improve student outcomes, it is imperative to focus on improving teachers' knowledge of mathematics content and pedagogy.

The Professional Learning opportunities in Literacy throughout 2013 have included out of school professional development and in school visits by AISWA consultants. In addition work on the Literacy Portal has involved the updating of assessment material, streamlining resources and making closer links to the Australian Curriculum.

Whilst it is difficult to identify any significant change to overall outcomes there have been some students where progress has been significant. Upon further interrogation of the data these students have been regular attendees at the same school over the period of the project's implementation.

On-site visits from AISWA consultants have reinforced and ensured the implementation of strategies and key messages introduced in the professional learning. Through conversations with AISWA consultants teachers have demonstrated an increased professional knowledge for the teaching of reading. Observations in classrooms have shown progress in the transfer of this knowledge into classroom lessons. Improved quality and quantity of appropriate reading resources in schools and improved structures in literacy programs that ensure explicit teaching of reading is also evidence progress has been made as a result of this approach and has identified areas for specific focus by schools and consultants in 2014.

A State-Wide Case-Management Approach to Improving Literacy and Numeracy Skills

This effective case management approach was seen to be appropriate as it aligned with the collaborative team approach already implemented in schools through professional learning teams. The approach depends on effective systems and processes combined with collaborative whole-school planning practices, rather than specific resources or strategies. This was also seen as an opportunity to develop teacher capacity through distributed leadership. These structures were deemed necessary to deliver effective programs for case-managed students.

One school narrowed the focus to improvement in writing which was identified through NAPLAN and local assessment measures. Consultants from AISWA, in conjunction with the school principal, introduced standardised ways of collecting data to inform whole school decisions. Standardised assessment tools continued to be explored to be able to identify students against a normed group. IEPs have been developed for those students who have not reached the Achievement standard in writing and a small group program has been implemented based on the First Steps resources and Cracking the ABC Code materials. As a result of national partnerships in 2013 teachers have developed a greater confidence to be able to make judgements about student progress as well as communicating this progress to the parent community.

Another school has implemented the professional learning team process including investigation of research, analysis of teaching practice, data analysis and commitment to school wide implementation. Inquiry questions were used to focus on inferential comprehension and student behaviour (e.g. from The Virtues Program). It was also determined that it was necessary to build home school partnerships based on a virtues program and a focus on home reading.

In regards to teacher capability anecdotal evidence from teachers has referred to the usefulness of the process in developing a case wide approach. Student choice of formative assessment activities are placed in portfolios. The local measures included the use of PAT-R comprehension, classroom based assessments such as running records, NAPLAN and teacher observation.

As a result of the national partnership 2013 targeted students have improved by 1 – 6 reading levels per term, developed more confidence and achieved greater accuracy, fluency and comprehension. Sight words and spelling have also improved greatly.

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- Table 2a – Table 2d

Public School Sector

On-entry Assessment

On-entry Assessment covers essential reading and numeracy skills with three modules: Module 1 for Pre-primary, Module 2 for Year 1 and Module 3 for Year 2. On-entry assessment follows an individual interview format and it is recommended that the assessment be administered by the classroom teacher. The assessment is time consuming and therefore it was planned that only identified *at risk* students would be assessed in Term 4. Following the whole of population assessment in Term 1 2013, *at risk* students were identified and schools were informed at the beginning of Term 2 to ensure that case-management processes were in place and that Term 4 re-assessment was scheduled.

Identifying the Target Group

Whole of population On-entry Assessment was undertaken with 36 745 Pre-primary to Year 2 students enrolled in ILNPP public schools.

This data was used to identify the target group. The following selection criteria were applied:

- 1) approximately the bottom 25 per cent of the school cohort; or
- 2) all students below the expected standard, if the group did not exceed 25 per cent of the total population assessed.

Measuring Improvement of Target Group

The identified students were re-assessed in November with the Term 1, 2013 module. Students that had been diagnosed special needs and students that left the schools and could not be re-assessed were withdrawn from the sample.

Comments

Seventy eight per cent of the students who were re-assessed demonstrated growth at expected or better than expected levels. Most impressively, 19 per cent of students demonstrated excellent growth which was equivalent to or greater than two years of expected growth.

The students were identified for re-assessment because they had scored below the standard or because they were in the 25 per cent of students with the lowest scores. By the end of the year, 30 per cent of these students had reached or exceeded the standard for the beginning of the following year level.

This data indicates that the ILNPP schools' focus on the Early Years and in particular those students most at risk has proven extremely successful with 78 per cent of students demonstrating expected or better than expected growth, with a minimum 30 per cent of these students no longer at risk because they have reached or exceeded the standard for the start of the next year level when re-assessed in November 2013.

For more detailed analysis of the On-entry Assessment data see Attachment 4 on pages 114-121.

Public School Sector

Table 2a Public School Sector Change in Literacy/Numeracy performance for the targeted student group and comparison group

Sector	Year level targeted	Domain	Measurement tool (as used to provide baseline data)	Total students tested Term 1	Number of Targeted students involved	Baseline achievement of targeted students (aggregated)	End of year achievement of targeted students (aggregated)	% change or other description of gain
Public	Pre-primary	Numeracy	On-entry assessment	6958	838	100% below 0.5 development points	8% below 0.5 development points	92% improvement
Public	Year 1	Numeracy	On-entry assessment	5485	671	100% below 1.0 development points	11% below 1.0 development points	89% improvement
Public	Year 2	Numeracy	On-entry assessment	4915	847	100% below 1.5 development points	15% below 1.5 development points	85% improvement
Public	Pre-primary	Reading	On-entry assessment	6940	1670	100% below 0.3 progression points	8% below 0.3 progression points	92% improvement
Public	Year 1	Reading	On-entry assessment	6481	1241	100% below 0.6 progression points	14% below 0.6 progression points	86% improvement
Public	Year 2	Reading	On-entry assessment	5966	1818	100% below 1.0 progression points	26% below 1.0 progression points	74% improvement

Catholic Sector (CEOWA)

Table 2b: CEOWA ILNPP 2013 Local Level School Data reports on each school's improved student performance in their targeted cohorts.

School:	Location	Participant in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of project Attendance %	Measurement Tool	Baseline Vulnerable %	End of Project Vulnerable %	Change %	Improvement Comment	Future Comments
Assumption Catholic College	MANDURAH	Y	4	96	96.50%	SA Spelling, Informal Inventory Prose	27%	14%	13%	Strategies have been reasonably effective.	Continued up skilling of staff and implementation of staff support.
Banksia Grove Catholic Primary School	BANKSIA GROVE		1	92	89	Running Record Hearing and Recording Sounds in Words	66%	29%	37%	Improved phonological awareness and decoding strategies.	Senior teacher coaching and mentoring staff.
Christ the King School	BEACONSFIELD	Y	1	96	94	Promoting Literacy Development	16%	12%	4%	Improved phonological awareness and decoding strategies.	Up skilling of staff.
Dawesville	DAWESVILLE	Y	1	93	92.50%	Running Record Burt Word	57%	31%	26%	Improved work recognition and decoding strategies.	Up skilling of staff in identifying reading difficulties and selecting appropriate strategies for intervention.
Good Shepherd Primary School	KELMSCOTT		1,2	95	Cohort 95% vulnerable 93%	SPAT - R	25%	10%	14%	Improved phonological awareness and decoding strategies.	Senior teacher coaching and mentoring staff.
Holy Rosary School	DERBY	Y	5,6,7	85	77	Burt Word SA Spelling Test	49%	14%	35%	Improved spelling achievement.	Tools and processes in place to collect student data and inform teaching more efficiently.
John Pujajangka - Piyirn School	LAKE GREGORY		5,6,7	86	83	Running Record	100%	100%	0%	99% of cohort improved reading levels. 22% improved counting, 55% improved place value, 99% improved addition & subtraction, 75% improved multiplication & division.	Continue the embedding of Literacy and Numeracy pedagogical practices Data Collection tools to be used on a more regular basis to track growth.

Luurnpa Catholic School	BALGO HILLS		K...6	65	52	Letter ID Hearing and Recording Sounds in Words	100%	92%	8%	Improved phonological awareness and decoding strategies for reading. Direct correlation in data between student attendance and growth.	Sustainability of explicit teaching methods and reflective practice to improve teaching strategies. Ongoing addressing of attendance.
Majella Catholic Primary School	BALGA	Y	1	98	97%	Hearing and Recording Sounds in Words Yopp Singer Test	43%	0%	43%	Improved phonological awareness and decoding strategies.	Embedding the Let's Decode curriculum and Reading Mastery through the junior primary classes.
Mandurah Catholic College	MANDURAH	Y	1	93	Cohort 93% vulnerable 94%	Letter Identification Running Record	90%	0%	90%	Improved phonological awareness and decoding strategies.	Implementation of resources means ongoing use of the iPad and levelled literacy intervention resource
Mary MacKillop Catholic Community Primary School	BALLAJURA	Y	2	97	96%	Running Record Hearing and Recording Sounds in Words	34%	34%	34%	Improved phonological awareness and decoding strategies.	Effective teaching model across the whole school.
Ngalangangpum School	WARMUN		5...10	59	37	Running Record	100%	83%	17%	Improvement in reading levels.	Lack of attendance affects student achievement and therefore sustainability.
Our Lady of Mercy Primary School	GIRRAWHEEN	Y	1	97	95	Running Record Hearing and Recoding Sounds in Words	64%	4%	60%	Improved phonological awareness and decoding strategies.	Extra Teacher Assistant for small group tutoring.
Our Lady of Mount Carmel School	MULLEWA		3,4	84	86	Running Record Burt Word	63%	44%	19%	Improved decoding skills and reading levels.	Improved phonological awareness and decoding strategies.
Our Lady of the Cape Primary School	DUNSBOROUGH	Y	1	96	Cohort 91% vulnerable 88%	Running Record Sight Word Test	27%	0%	27%	improved reading fluency and word decoding	Teachers have been up skilled to tackle early reading interventions along with the continued use of the purchased reading programs
Sacred Heart Catholic School	GOOMALLING		K...7	96	93	Performance Indicators in Primary School Therapy Screen and Informal Prose	47%	34%	13%	Improved student achievement in phonics and comprehension.	Employment of Speech Pathologist for speech and language screening to inform teaching.

Sacred Heart School	BEAGLE BAY	Y	1,2,3	98	74	Running Record Burt Word Letter Identification	75%	67%	8%	Improved phonological awareness and decoding strategies.	Continued home school links and sustainability of Literacy Dedicated Time.
Sacred Heart School	MUNDARING		4,6	93	94	PAT - R	47%	27%	20%	Improved comprehension and vocabulary in the year 4 cohort. No improvement noted in year 6 cohort.	Sustainability of explicit teaching methods and reflective practice to improve teaching strategies and therefore student achievement.
St Andrew's Catholic Primary School	CLARKSON		PP	96	90	Performance Indicators In Primary Schools	28%	5%	23%	Improved phonological awareness and decoding strategies.	Up skilling of staff in identifying reading difficulties and selecting appropriate strategies for intervention.
St Brigid's Primary School	MIDDLE SWAN		1	98	96%	Running Record Hearing and Recording Sounds in Words	60%	38%	22%	improved reading fluency and word decoding	Sustainability of explicit teaching methods and reflective practice to improve teaching strategies and therefore student achievement.
St Brigid's School	BRIDGETOWN	Y	4	94%	94%	PAT - R	41%	21%	20%	Up skilling teacher assistants. Rapid gains from intensive support.	Continue with implemented programs. New resource will enable continued direct instruction. Faster identification of at risk students.
St Brigid's School	COLLIE	Y	2,3,5	95		PAT R	45%	15%	30%	Up skilling teacher assistants. Rapid gains from intensive support.	Continue with implemented programs. New resource will enable continued direct instruction. Faster identification of at risk students.
St Francis Xavier Primary School	GERALDTON		1	95	Cohort 93.6% Vulnerable 92.7%	Observation Survey	84%	16%	69%	Improved phonological awareness and decoding strategies.	Specialist teacher employed and consistent use of assessment tools to inform teaching.
St Gerard's Primary School	WESTMINSTER	Y	PP	93	94	Performance Indicators	38%	0%	38%	Improved phonological awareness and decoding strategies.	Sustainability of explicit teaching methods and reflective practice to improve teaching strategies and therefore student achievement.

St Helena's Catholic Primary School	ELLENBROOK		2	94	90	PAT - R Running Record	16%	5%	11%	Improved achievement in reading comprehension and decoding strategies.	Up skilling of key personnel in targeting reading difficulties.
St Jerome's Primary School	MUNSTER	Y	1	96	94	Running Record Burt Word	24%	1%	23%	Improved phonological awareness and decoding strategies.	Key personnel up skilled to administer early intervention programs and continuation of Multilit Program
St John's School	RANGEWAY		2	96	Cohort 92.8% Vulnerable 95.7%	Running Record Brut Word	89%	19%	70%	Improved phonological awareness and decoding strategies.	Continuation of Reading Recovery program and early intervention strategies
St Joseph's Primary School	BUNBURY	Y	1	99	Cohort 92% vulnerable 92%	Running Record Duncan Word	34%	0%	34%	improved word reading and decoding influencing reading fluency	Continued parent involvement and up skilling of staff
St Joseph's School	BOULDER		K...6	95	90	Performance Indicators in Primary School PAT R Running Record	21%	21%	0%	Improved phonological awareness and decoding strategies.	School committed to embedding lexile and formalised assessments as well as implementation of school based scope and sequence
St Joseph's School	KUNUNURRA		1...6	83	64	Hearing and Recording Sounds in Words Burt Word SA Spelling Test	31%	26%	5%	Improved writing and spelling	Up skilling of key personnel in targeting effective writing and spelling instruction
St Joseph's School	MOORA		K,PP	87	89% Cohort 81% vulnerable	Literacy Screening Test Performance Indicators in primary Schools	50%	45%	5%	60% of the vulnerable students are no longer considered vulnerable against the baseline testing tools within numeracy. Students still remain vulnerable in comparison to their age peers. Students continue to remain vulnerable against the testing tools in two or more areas within literacy.	Continued focus to improve high quality targeted teaching in the Early Years. Staff adjustments will see a qualified Reading Recovery Teacher as the Year 1 classroom teacher. Training another teacher to be the Reading Recovery Teacher. Instructional coaching support for Pre Primary.

St Joseph's School	PEMBERTON	Y	PP - 4	93	92	Performance Indicators in primary School PAT - R Running Records	42%	20%	22%	Improved phonological awareness and decoding strategies.	Continued practice of collaborative practices
St Joseph's School	SOUTHERN CROSS		PP...7	92	Cohort 88 Vulnerable 89	Performance Indicators in Primary School Running Records SA Spelling Test	63%	23%	40%	Improved phonological awareness and decoding strategies.	Implementation of Literacy coordinators and purchase and ongoing use of technologies (iPad) to support learning
St Joseph's School	WAROONA	Y	2	94	93	PAT - R TORCH Minilit	35%	25%	10%	All targeted strategies were accomplished. Target group continue to improve.	Established a program that will continue into the future
St Lawrence Primary School	BLUFF POINT		3	95	Cohort 92.3 Vulnerable 91.1	Running Record PAT - R	50%	14%	36%	Improvement in reading fluency.	Continue Literacy Dedicated Time and up skilling staff in the implementation of early intervention strategies.
St Mary Star of the Sea Catholic School	CARNARVON		6,8	96	Cohort 90.2% Vulnerable 91.3%	PAT - R	41%	0%	41%	Improvement in reading comprehension.	Up skilling staff who have improved knowledge of reading intervention strategies which lead to the sustainability of the program.
St Mary's School	BOYUP BROOK	Y	2,3	96	Cohort 90% Vulnerable 89%	Running Record Burt Word	40%	13%	27%	Improved phonological awareness and decoding strategies.	Use of assistive technologies to improve student achievement.
St Mary's School	DONNYBROOK	Y	1,2	94	Cohort 92% vulnerable 93%	Running Record Burt Word	42%	0%	42%	improved reading fluency and word decoding	Up skilling staff who have improved knowledge of reading intervention strategies which lead to the sustainability of the program.
St Michael's School	BASSEDEAN		3	94	97	Burt Word SA Spelling Test	18%	11%	7%	Improvement in reading comprehension.	Sustainability of explicit teaching methods and reflective practice to improve teaching strategies and therefore student achievement.
St Vincent's School	PARMELIA	Y	5	94	93	TORCH	20%	7%	13%	Improvement in reading fluency and comprehension.	Embedding explicit small group instruction and fluency program across the whole school.

Star of the Sea Primary School	ROCKINGHAM	Y	2	96	85	Running Record	27%	11%	16%	Improvement in reading fluency and comprehension.	Whole school approach to Guided Reading, Running Record data collection and PALLS initiative.
Wanalirri Catholic School	GIBB RIVER		1,2,3	95	81	Observation Survey	100%	75%	25%	Improved oral language and vocabulary.	Continued implementation of skills and resources used this year. However, this is dependent on staff members for 2014.
Warlawurru Catholic School	RED HILL		1,2,3	74	81	Running Records Hearing and Recording Sounds in Words	100%	75%	25%	Improved attendance Improved reading comprehension	Capacity building of new staff in 2014 in the strategies for reading utilised in this project
Xavier Catholic School	BROOKDALE (Hilbert)		1	96	Cohort 96% vulnerable 95%	Running Record Hearing and Recording Sounds in Words	21%	9%	12%		Senior teacher coaching and mentoring staff.
St Joseph's	Northam		Yr1-6	92	24	School generated Grammar Test	22%	3%	19%	Improvement in spelling achievement.	Literacy Support teacher

Table 2c(i): CEOWA Primary Composite Literacy

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
Assumption Catholic College	MANDURAH	Y	4	SA Spelling, Informal Inventory Prose	Phonemic Awareness Phonemic Awareness; Parent Workshops; Targeted Small Group Intervention	Literacy Shoulder to Shoulder; PLC meetings; Professional Learning on Spelling
Banksia Grove Catholic Primary School	BANKSIA GROVE		1	Running Records, Hearing & Recording Sounds in Word	Reading & Comprehension	Reading Professional Learning Community Meetings-Guided Reading; Instructional coaching
Christ the King School	BEACONSFIELD	Y	1	Promoting Literacy Development	Phonemic Awareness Phonemic Awareness; Parent Workshops; Targeted Small Group Intervention	Spelling Shoulder to Shoulder; PLC meetings; Professional Learning - Spelling
Dawesville	DAWESVILLE	Y	1	Running Record; Burt Word	Reading Comprehension Targeted small group instruction; Additional support staff in class during Literacy Dedicated Time	Reading Comprehension, Grammar & Punctuation Professional Learning Event; Differentiated Instruction; PLC Meetings-Differentiation; Shoulder to Shoulder
Good Shepherd Primary School	KELMSCOTT		1,2	SPAT-R	Phonological Awareness Literacy Resources	Literacy Acquisition in Early Years Literacy Dedicated Time; Audit of Strategies and Resources; Coaching and Mentoring; Professional Learning Events, Differentiation Strategies
Holy Rosary School	DERBY	Y	5,6,7	Burt Word, SA Spelling Test	Attendance and Reading Comprehension Hardware and Software; Personal Learning Plans; Parent Workshops	Spelling Pedagogy Professional Learning Event; ICT in Literacy Dedicated Time; Key Teacher Literacy Coaching Model; PLC Meetings; Action Learning in Spelling
John Pujajangka - Piyirn School	LAKE GREGORY		5,6,7	Running Record	Reading Comprehension Targeted small group instruction; Additional support staff in class during Literacy Dedicated Time	Refinement of Literacy Strategies Professional Learning Event on Guided Reading; Key Teacher Literacy Coaching and Modeling
Kururrungku Catholic Education Centre	BILLILUNA		PP	PIPS	Literacy Acquisition Additional support staff in class	Literacy Acquisition in Young Children Professional Learning Events in Early Childhood Education
Luurnpa Catholic School	BALGO HILLS		K...6	Letter ID, Hearing Sounds in Words, Running Record	Attendance and Reading Comprehension Hardware and Software; Personal Learning Plans; Community Engagement	Literacy Acquisition in Young Readers Observation Tools in Literacy Dedicated Time; Peer Coaching; ECE Strategies
Majella Catholic Primary School	BALGA	Y	1	Hearing Words in Sounds, Yopp Singer Test	Phonemic Awareness "Let's Decode" Program; Targeted Small Group Intervention; Additional Support Staff In class	Literacy Acquisition in Young Readers Literacy Instructional Coaching; Professional Learning Event: Literacy Intervention Strategies
Mandurah Catholic College	MANDURAH	Y	1	Letter Identification Running Record	Reading Comprehension Hardware and Software; Take-home literacy	Literacy Acquisition in Young Children Literacy Key Teacher Coaching and Modeling

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
					resources; Parent workshops	
Mary MacKillop Catholic Community Primary School	BALLAJURA	Y	2	Hearing Words in Sounds, Text Level	Phonemic Awareness Targeted Small Group Intervention	Literacy Pedagogy Professional Learning Events- Target Staff on Reading Intervention Program; Literacy Dedicated Time Strategies; Instructional Coaching Literacy
Ngalangangpum School	WARMUN		5...10	Running Record	Reading Comprehension Additional support staff in class; Small Group In class instruction	Literacy Strategies and Pedagogy Coaching
Our Lady of Mercy Primary School	GIRRAWHEEN	Y	1	Hearing and Recording Sounds in Words Running Record	Reading Comprehension Literacy resources; Literacy Software; Additional support personnel	Reading Professional Learning Event - Letters and Sounds Program
Our Lady of Mount Carmel School	MULLEWA		3,4	Text Level and Burt Word	Reading Comprehension Additional support staff in class; Small group targeted instruction; Literacy Resources	Literacy Pedagogy: Guided Reading PLC Meetings
Our Lady of the Cape Primary School	DUNSBOROUGH	Y	1	Running Record Sight Word Test	Reading, Phonics Awareness Additional Support Teachers in Class; Small Targeted Group Work	Literacy Pedagogy: Guided Reading PLC Meetings
Sacred Heart Catholic School	GOOMALLING		K...7	PIPS, Observation Survey, Speech Therapy Screening and Informal Prose	Phonemic Awareness and Reading Comprehension Small Group Explicit Instruction; Reading Recovery	Assessment and Observational Tools in Literacy Dedicated Time Key Teacher Coaching and Mentoring; PLC Meetings in Guided Reading
Sacred Heart School	BEAGLE BAY	Y	1,2,3	Letter Identification, Burt Word, Running Record	Reading Comprehension Parent Workshops; Small group explicit instruction; Reading Recovery	Reading and Literacy Strategies Literacy Instructional Coaching; PLC on Guided Reading
Sacred Heart School	MUNDARING		4,6	PAT R	Reading Comprehension In class additional support; small group targeted instruction	Assessment and Observational Tools in Literacy Dedicated Time Key Teacher Coaching and Mentoring; PLC Meetings in Guided Reading
St Andrew's Catholic Primary School	CLARKSON		PP	PIPS	Literacy Acquisition In class Speech Therapist working with small groups	Literacy Acquisition of Small Children Professional Learning Event with Speech Therapist
St Brigid's Primary School	MIDDLE SWAN		1	Hearing Sounds in Words Running Record	Reading Comprehension In class additional support; small group targeted instruction	Assessment and Observational Tools in Literacy Dedicated Time Key Teacher Coaching and Mentoring; PLC Meetings in Guided Reading
St Brigid's School	BRIDGETOWN	Y	4	PAT R	Reading & Comprehension Additional Support Teachers in Class; Small Targeted Group Work	Literacy Pedagogy: Guided Reading PLC Meetings

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
St Brigid's School	COLLIE	Y	2,3,5	PAT R	Reading Comprehension Additional support staff in class; Targeted small group instruction; Parent Workshop	Assessment and Observational Tools in Literacy Dedicated Time Key Teacher Coaching and Mentoring
St Francis Xavier Primary School	GERALDTON		1	Observation Survey	Reading Comprehension Parent Workshops; Small group explicit instruction; Additional support staff in class	Refinement of Assessment and Observation Tools during Literacy Dedicated Time PLC in Guided Reading; Instructional Coaching in Reading
St Gerard's Primary School	WESTMINSTER	Y	PP	PIPS	Reading, Phonics Awareness Additional Support Teachers in Class; Small Targeted Group Work	Literacy Instructional Coaching; Co-Teaching
St Helena's Catholic Primary School	ELLENBROOK		2	Running Record PAT R	Reading Comprehension Reading Recovery; Literacy Resources; In class small group support	Guided Reading Professional Learning Community Meetings Phonemic Awareness
St Jerome's Primary School	MUNSTER	Y	1	Running Record Burt Word	Phonemic Awareness Parent Workshops; Targeted Small Group Intervention	Literacy Pedagogy Professional Learning Community Meetings, Guided Reading
St John's School	RANGEWAY		2	Burt Word Running Record	Literacy Acquisition Parent Workshop; Buddy Program with Yr6 students, Reading Recovery, Small group explicit instruction	Literacy Acquisition Instructional Coaching in Literacy and Early Intervention; Shoulder to Shoulder; Professional Learning Event around concepts at each text level.
St Joseph's Primary School	BUNBURY	Y	1	Duncan Word	Reading Comprehension Additional support staff in class; Small Group In class instruction; Literacy Resources	Literacy Acquisition in Young Readers, Observation Tools in Literacy Dedicated Time Peer Coaching; PLE Guided Reading
St Joseph's School	BOULDER		K...6	PIPS Running Record PAT R	Phonemic Awareness, Reading Comprehension Spelling Take home Literacy Packs; Small Group Explicit Instruction; Parent Workshops; Comprehension Programs	Phonemic Awareness and Reading Comprehension Refinement of Reading Comprehension; Professional Learning Event - Diana Rigg; Key Teacher Literacy Instructional Coaching and Modeling; School Based Phonemic Awareness Scope and Sequence
St Joseph's School	KUNUNURRA		1...6	Hearing and Recording Sounds in Words Burt Word SA Spelling	Spelling and Phonemic Awareness Reading Software; In class additional support staff	Literacy Pedagogy Shoulder to Shoulder
St Joseph's School	MOORA		K,PP	Literacy Screening Test PIPS	Literacy Acquisition Small group targeted explicit instruction; Additional support staff in class	Literacy Acquisition in Young Children Co-teaching
St Joseph's School	PEMBERTON	Y	PP - 4	PIPS Running Record PAT R	Reading & Comprehension Additional Support Teachers in Class; Small Targeted Group Work	Literacy Pedagogy: Guided Reading Redefine strategies and processes in Literacy Dedicated Time; PLC Meetings
St Joseph's School	SOUTHERN		PP...7	PIPS	Reading & Comprehension	Refining Assessment Observation Tools used during Literacy

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
	CROSS			Running Record SA Spelling Test	Additional Support Teachers in Class; Small Targeted Group Work	Dedicated Time; Key Teacher Instructional Coaching
St Joseph's School	WAROONA	Y	2	PAT R TORCH Minilit	Reading & Comprehension Additional Support Teachers in Class; Small Targeted Group Work; Parent Workshops	Literacy Pedagogy: Guided Reading Refinement strategies and processes in Literacy Dedicated Time; PLC Meetings
St Joseph's	NORTHAM		Yr1-6	School generated Grammar test	Grammar/Punctuation in Writing	Extra staff members to work with small groups
St Lawrence Primary School	BLUFF POINT		3	PAT R Running Record	Reading Comprehension	Literacy Pedagogy: Guided Reading
St Mary Star of the Sea Catholic School	CARNARVON		6,8	PAT R	Reading Comprehension Additional support in class to work with small groups	Refinement strategies and processes in Literacy Dedicated Time; PLC Meetings; Teacher mentoring and Shoulder to Shoulder
St Mary's School	BOYUP BROOK	Y	2,3	Running Record Burt Word	Reading Reading Recovery Intervention; Parent Workshops; Reading Resources	Literacy Instruction Coaching; PLC Meetings exploring Reading Recovery Strategies
St Mary's School	DONNYBROOK	Y	1,2	Running Record Burt Word	Reading & Comprehension Reading Software Programs; Small Group in class and withdrawal programs; Additional Support Staff in class	Literacy Pedagogy PLE Targeted staff on Reading Intervention Program; Literacy Dedicated Time Strategies Audit
St Michael's School	BASSENDAN		3	Informal Prose Inventory	Reading Comprehension Small group explicit instruction; Parent workshop; Additional staff during class time	Reading Comprehension Professional Learning Event; Differentiated Instruction; PLC meetings in Guided Reading; Shoulder to Shoulder
St Vincent's School	PARMELIA	Y	5	TORCH	Reading & Comprehension Reading Software Programs; Small Group in class and withdrawal programs	Literacy Pedagogy: Guided Reading PLC Meetings ; PLE:SPELD
Star of the Sea Primary School	ROCKINGHAM	Y	2	Text Level	Reading Comprehension Additional support staff in class; Small Group In class instruction; Literacy Resources	Literacy Pedagogy: Reading PLE Targeted staff on Reading Intervention Program; Shoulder to Shoulder
Wanalirri Catholic School	GIBB RIVER		1,2,3	Observation Survey	Oral Language Development Small group explicit instruction; literacy resources	Oral Language Literacy Development Professional Learning Events
Warlawurru Catholic School	RED HILL		1,2,3	Hearing and recording sound in words, Running Record	Oral Language Development Small group explicit instruction; Literacy Resources	EAL/D Strategies PLC Meetings; Professional Learning Events; Instructional Coaching
Xavier Catholic School	BROOKDALE			Hearing and recording sounds in words Running Records	Reading Comprehension Small group instructional processes; Parent workshops; Literacy resources	Reading Comprehension Reading Recovery Teacher as the Instructional Coach; PLC meetings on Guided Reading and Writing

Table 2c (ii): CEOWA – Primary Composite Numeracy

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
Birlirr Ngawiyiwu Catholic School	YARUMAN		1,2,7	MAI Counting & Place Value	Place Value Personal Learning Plans	Numeracy Pedagogy and Strategies for Differentiation Professional Learning Community Meetings; Peer Coaching; Key Teacher in Numeracy
Djarindjin Lombadina Catholic School	LOMBADINA	Y	1,2,3	MAI	Counting, Place Value, Addition & Subtraction Small Group Intervention in Class; Parent Workshops; Concrete Resources	Numeracy Pedagogy and Strategies for Differentiation Professional Learning Community Meetings; Peer Coaching; Key Teacher in Numeracy
John Pujajangka - Piyirn School	LAKE GREGORY		5,6,7	MAI	Development of Number sense, Place Value, addition, subtraction, Multiplication and division	Numeracy Pedagogy, Data Analysis Refinement of assessment and observation tools; Small group process for targeting instruction
Kururrungku Catholic Education Centre	BILLILUNA		PP-3	MAI	Numeracy Personal Learning Plans; Concrete Resources; Numeracy Special Teacher in Class	Numeracy Pedagogy Provision of specialist classroom teacher; Key Teacher Numeracy and ECE Coaching/ Peer Mentoring
Majella Catholic Primary School	BALGA		PP	PIPS	Counting Good Start Numeracy Program	Numeracy Pedagogy PLE Targeted staff on Numeracy Intervention Program; Numeracy Instructional Coaching
Our Lady of Mercy Primary School	GIRRAWHEEN	Y	PP	PIPS	Good Start Numeracy Project, Purchase of Siren Kits	Numeracy Pedagogy Training two lead teachers, up skilling and assessment strategies
Our Lady of Mount Carmel School	MULLEWA		3 & 4	PAT M Westwood Basic Facts	Numeracy Small Group Intervention; Concrete Resources	Numeracy Pedagogy MAI teacher training; Data Analysis to drive instruction; Professional Development by external providers
Sacred Heart Primary School	THORNLIE		2	MAI	Counting, Place Value, Addition & Subtraction Small Group Intervention in Class; Parent Workshops; Concrete Resources	Numeracy Pedagogy MAI Teacher Training; In Class Mentoring & Coaching; , Professional Learning Event to produce materials to support learning, Key Teacher In Numeracy Training
St Andrew's Catholic Primary School	CLARKSON		PP	PIPS	Numeracy Small Group Instruction	Differentiating Curriculum EMU Teacher to work with Pre-primary teachers (coaching); Co-planning with Key Teacher in Numeracy
St Anthony's School	GREENMOUNT		1,2,3,4	MAI	Counting, Place Value, Addition & Subtraction Small Group Intervention in Class; Parent Workshops; Concrete Resources	Differentiating Curriculum MAI In-service for staff; Professional Development
St Brigid's School	BRIDGETOWN	Y	4	PAT M	Number, Mental Maths Additional Instructional Support in class; Maths Resources	Differentiating the Curriculum

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
St Cecilia's Catholic Primary School	PORT HEDLAND		2	MAI	Number, Place Value Targeted Small Group Instruction	Numeracy Pedagogy Numeracy instructional Coaching; Refining Numeracy Dedicated Time, Professional Learning Event- Explicit Teaching
St Emilie's Catholic Primary School	CANNING VALE		4	MAI	Counting, Place Value, Addition & Subtraction Small Group Intervention in Class; Additional In class Instructional Support	Number MAI Teacher Training; Cluster Data Teams; Professional Learning Event- formative assessment tasks,
St Francis Xavier Primary School	GERALDTON		2	MAI	Mentor for the students, resource from which the students could seek extra help during class time	Key Teacher Numeracy to refine assessments and observation tools, mediator between the teacher and the focus students, Key Teacher Numeracy, Teacher Numeracy to meet with teachers weekly
St Gerard's Primary School	WESTMINSTER	Y	1	MAI	Number, Place Value Targeted Small Group Instruction	Refining of Assessment Analysis Shoulder to Shoulder with Key Teacher Numeracy
St Helena's Catholic Primary School	ELLENBROOK		4	MAI PAT M	Counting, Place Value, Addition & Subtraction Small Group Intervention in Class; Parent Workshops; Concrete Resources	Differentiating Curriculum MAI In-service for staff; Professional Development
St John's School	RANGEWAY		1	MAI Westwood Basic Facts	Number Small Group Instruction; small group instruction, MAI testing and growth point analysis; Matheletics resource,	Numeracy Teacher Mentoring/Coaching; Refining assessment analysis and tools; CEO support staff to provide support; Professional Learning & Meetings - Numeracy Curriculum and Pedagogy
St Joseph's School	MOORA		k/PP	PIPS	Number Small Group Instruction; Additional Instructional Support MAI testing and growth point analysis; Personal Learning Plans	Numeracy In the Early Years Professional Development for EYLF & ECE
St Joseph's School	SOUTHERN CROSS		PP to 7	MAI	Refining of assessment and observation tools; Small group processes for targeted instruction, EMU Resources, Parent workshop on Numero	Addition & Subtraction, Multiplication & Division Key Teacher in numeracy release time and instructional coaching, EMU teacher Training, PLC meetings to explore 4 operations of Mathematics
St Joseph's School	WYNDHAM		1,2,3	MAI	Number EMU Program; Small Grouped Explicit Instruction	Professional Development, shoulder to shoulder teaching, coaching sessions,
St Kieran Catholic Primary School	TUART HILL	Y	2	MAI	Counting, Addition & Subtraction Small Group Instruction; MAI growth point analysis	Numeracy Teacher Mentoring/Coaching; Refining assessment analysis and tools; Professional Learning & Meetings - Numeracy Curriculum and Pedagogy

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
St Lawrence Primary School	BALCATT	Y	1	MAI	Place Value, Addition & Subtraction Parent Workshops; Manipulative Resources, support teacher time during NDT	Number Numeracy instructional Coaching; Refining Numeracy Dedicated Time
St Lawrence's Primary School	BLUFF POINT		4	PAT M Westwood Basic Facts	Number Small Group Targeted Instruction, PAT M testing	Numeracy Teacher Mentoring/Coaching; Refining assessment analysis and tools; CEO support staff to provide support; Professional Learning & Meetings - Numeracy Curriculum and Pedagogy
St Mary Star of the Sea Catholic School	CARNARVON		6,8	PAT M	Number Small Group Targeted Instruction,	Numeracy Teacher Mentoring/Coaching; Refining assessment analysis and tools; Professional Learning & Meetings - Numeracy Curriculum and Pedagogy
St Matthew's School	NARROGIN	Y	2	PAT M	Number Small Group Instruction; Additional Instructional Support; PAT M Analysis; Hardware and Software Numeracy Resources	Numeracy Pedagogy Numeracy instructional Coaching; Refining Numeracy Dedicated Time, Professional Learning Event- Paul Swan
St Munchin's Catholic School	GOSNELLS		4	MAI	Number Small Group Instruction; Additional Instructional Support MAI testing and growth point analysis; Personal Learning Plans	Number Numeracy Instructional Coaching Peer Coaching, Professional Learning Event: MAI Training
St Patrick's School	FREMANTLE	Y	3	MAI	Counting, Place Value, Addition & Subtraction, Multiplication & Division Parent Workshops; Small Group Withdrawal & In class Intervention	Refining Numeracy Dedicated Time; PLE MAI Analysis; Co Teaching and Planning
St Paul's Primary School	KARRATHA		3,4,5	MAI	Place Value Parent Workshops; Additional Support Staff in class during Numeracy Dedicated Time	Numeracy Pedagogy Numeracy instructional Coaching; Refining Numeracy Dedicated Time, Professional Learning Event- Explicit Teaching
Wanalirri Catholic School	GIBB RIVER		1...6	MAI	MAI Program, Purchase of resources	Professional development, onsite support
Xavier Catholic School	BROOKDALE		2	MAI	Counting, Place Value, Addition & Subtraction, Multiplication & Division Parent Workshops; Small Group Withdrawal & In	Numeracy Pedagogy Numeracy instructional Coaching; Refining Numeracy Dedicated Time,

School:	Location	Participated in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
					class Intervention	Professional Learning Event- Explicit Teaching

Table 2c (iii): CEOWA ILNPP 2013 Local Level Secondary School Data (Literacy)

School:	Location	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance %	Measurement Tool	Data % Vulnerable	End of Project Vulnerable	Change	Improvement Comment	Future Comment
Aranmore Catholic College	LEEDERVILLE		7	95	Cohort 84% Vulnerable 80%	MYAT Test	31%	18%	13%	Results indicate the implementation of the QuickSmart Literacy Program has been successful and of great benefit to our participating students.	Continuous of the QuickSmart Literacy and Numeracy
Catholic Agricultural College	BINDOON		7,8	89	Cohort 97% Vulnerable 97%	Waddington Test SA Spelling	100%	100%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Continue addressing Behaviour Management of students alongside capacity building of staff in current literacy pedagogy
Clontarf Aboriginal College	WATERFORD		7...12	84	83	Reading Comprehension Age	100%	Reading Comprehension Age 100%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Reading Comprehension Professional Learning Events; Shoulder to Shoulder
Holy Cross College	ELLENBROOK		7,8	91	88	PAT R	12%	PAT R 12%	0%	No change in vulnerable students due to the complexity of student needs.	Reading Comprehension Professional Learning Events; Shoulder to Shoulder
Irene McCormack Catholic College	BUTLER	Y	7	92	93	PAT R	33%	PAT R 33%	0%	No change in vulnerable students due to the complexity of student needs.	Reading Comprehension Refinement of Assessment & Observation Tools

School:	Location	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance %	Measurement Tool	Data % Vulnerable	End of Project Vulnerable	Change	Improvement Comment	Future Comment
John Paul College	KALGOORLIE	Y	8	94	84	MYAT Test	35%	MYAT 35%	0%	No change in vulnerable students due to the complexity of student needs.	Reading Comprehension Professional Learning Events Individualising Instruction
Lumen Christi College	MARTIN		7	97	93	MYAT Test	100%	MYAT Test 60%	40%	Targeted students were given individualised assistance and immediate improvement emerged in terms of performance and learning engagement.	Reading Comprehension Instructional Coaching Building Effective models of Practice
Mandurah Catholic College	MANDURAH	Y	8	93	Chort 93% Vulnerable 94%	PAT R Spelling	52%	20%	32%	Improvement linked to improving the relationship with the students, feedback than usual on academic progress, Use of Mini iPads seems to enhance the engagement of the students.	Continue Spelling Pedagogy Instructional Coaching; Professional Learning Events- IT and Spelling
Mercy College	KOONDOOLA	Y	7	98	93	MYAT Test	6%	4%	2%	Results indicate the implementation of the QuickSmart Literacy Program has been successful and of great benefit to our participating students.	Reading Comprehension Differentiation Strategies Teacher Professional Learning
Nagle Catholic College	GERALDTON		7	92	94	AGAT	25%	AGAT 25%	0%	No change in vulnerable students due to the complexity of student needs.	Literacy Acquisition Teacher Professional Learning

School:	Location	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance %	Measurement Tool	Data % Vulnerable	End of Project Vulnerable	Change	Improvement Comment	Future Comment
Servite College	TUART HILL	Y	7	95	91	School Based Assessment	52%	52%	0%	No change in vulnerable students due to the complexity of student needs.	Reading Comprehension Professional Learning Events Individualising Instruction
Seton Catholic College	SAMSON	Y	7	92	93	TORCH	12%	7%	5%	Relating concepts to real life situations.	Reading Comprehension Professional Learning Events Individualising Instruction; Shoulder to Shoulder
St Clare's School	LATHLAIN		9,10,11	67	73	ACER Compass QUICKSMART CAAS	100%	ACER Compass, QUICK SMART CAAS 100%	0%	No change in vulnerable students due to the complexity of student needs.	Literacy Acquisition Professional learning Event in Quick Smart Program
St Joseph's College	ALBANY		8,10	96	88.5	PAT R Comprehension	37%	13%	24%	Targeted students given individualised assistance and immediate improvement emerged in terms of performance and learning engagement.	Reading Comprehension Professional learning Events; Shoulder to Shoulder
St Joseph's School	NORTHAM		8	92	92	SA Spelling	21%	9.40%	12%	Improvement linked to improving the relationship with the students, more feedback than usual on academic progress, and this has led to a higher engagement of the students.	Spelling Pedagogy Instructional Coaching; Professional Learning Events IT and Spelling
St Mary's College	BROOME		8	86	86	PAT R	32%	PAT R 32%	0%	No change in vulnerable students due to the complexity of student needs.	Literacy Acquisition Professional learning Event in Differentiated

School:	Location	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance %	Measurement Tool	<i>Data % Vulnerable</i>	End of Project Vulnerable	Change	Improvement Comment	Future Comment
											Instruction; Coaching and Mentoring; Shoulder to Shoulder
St Norbert's College	QUEENS PARK		9	97	92	MYAT Test	14%	8%	6%	Targeted students were given individualised assistance and immediate improvement emerged in terms of performance and learning engagement.	Reading Comprehension Professional learning Events; Shoulder to Shoulder

Table 2c(iv): CEOWA – Secondary Literacy

School:	Location	Participation in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
Aranmore Catholic College	LEEDERVILLE		7	MYAT	Reading Comprehension Quick Smart Literacy Program Implementation; Literacy Resource Materials	Reading Comprehension Differentiation Strategies Teacher Professional Learning
Catholic Agricultural College	BINDOON		7,8	Waddington Test SA Spelling	Reading Comprehension Program Implementation; Literacy Resource Materials Support Staff in class small group Intervention	Reading Comprehension Differentiation Strategies Refinement of Assessment and Observation Tools Teacher Professional Learning
Clontarf Aboriginal College	WATERFORD		7...12	Reading Comprehension Age	Reading Comprehension Literacy Resources with a Direct Instruction Focus; Partnerships with Curtin University	Reading Comprehension Professional Learning Events; Shoulder to Shoulder
Holy Cross College	ELLENBROOK		7,8	PAT R	Reading Explicit Instruction of Reading Skills; Focused Groups; Literacy Resources	Reading Comprehension Professional Learning Events; Shoulder to Shoulder
Irene McCormack Catholic College	BUTLER	Y	7	PAT R	Reading Comprehension Team Teaching Targeted Focus Groups	Reading Comprehension Refinement of Assessment & Observation Tools
John Paul College	KALGOOLIE	Y	8	MYAT	Reading Comprehension Literacy Resources & Software; In class Support Targeted Small Group Instruction	Reading Comprehension Professional Learning Events Individualising Instruction
Lumen Christi College	MARTIN		7	MYAT Test	Reading Comprehension Parent Workshops; Support Staff in class; Small Group Targeted Instruction	Reading Comprehension Instructional Coaching Building Effective models of Practice
Mandurah Catholic College	MANDURAH	Y	8	PAT R Spelling	Spelling Small Groups Targeted Instruction; Parent Workshops; Software Resources; Peer Mentoring	Spelling Pedagogy Instructional Coaching; Professional Learning Events IT and Spelling
Mercy College	KOONDOOLA	Y	7	MYAT	Reading Comprehension Quick Smart Literacy Program Implementation; Literacy Resource Materials	Reading Comprehension Differentiation Strategies Teacher Professional Learning
Nagle Catholic College	GERALDTON		7	AGAT	Reading Comprehension & Writing Skills In Class Instructional Support; Literacy Resources	Literacy Acquisition Teacher Professional Learning
Servite College	TUART HILL	Y	7	School Based Assessment	Reading Comprehension Literacy Resources & Software; In class Support Targeted Small Group Instruction	Reading Comprehension Professional Learning Events Individualising Instruction

School:	Location	Participation in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
Seton Catholic College	SAMSON	Y	7	TORCH	Reading Comprehension Literacy Resources & Software; In class Support Targeted Small Group Instruction	Reading Comprehension Professional Learning Events Individualising Instruction; Shoulder to Shoulder
St Clare's School	LATHLAIN		9,10,11	QUICK SMART CAAS	Literacy Acquisition Quick Smart Literacy Program Attendance Promotion & Reward Strategy; Coaching for Success	Literacy Acquisition Professional learning Event in Quick Smart Program
St Joseph's College	ALBANY		8,10	PAT R	Reading Explicit Instruction of Reading Skills; Focused Groups; Literacy Resources	Reading Comprehension Professional learning Events; Shoulder to Shoulder
St Joseph's School	NORTHAM		8	SA Spelling	Spelling and Writing Small Group Withdrawal Program; In class Additional Support; Literacy Resources	Spelling Pedagogy Instructional Coaching; Professional Learning Events IT and Spelling
St Mary's College	BROOME		8	PAT R	Literacy Acquisition Targeted Small Group Intervention; Literacy Resources	Literacy Acquisition Professional learning Event in Differentiated Instruction; Coaching and Mentoring; Shoulder to Shoulder
St Norbert's College	QUEENS PARK		9	MYAT	Reading Explicit Instruction of Reading Skills; Focused Groups; Literacy Resources	Reading Comprehension Professional learning Events; Shoulder to Shoulder

Table 2c (v): CEOWA ILNPP 2013 Local Level Secondary School Data (Numeracy)

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance%	Measurement Tool	Baseline % Vulnerable	End of Project Vulnerable	Change %	Improvement Comment	Sustainability Comment
Catholic Agricultural College	BINDOON		7, 8	89	Cohort 94% Vulnerable 97%	PAT M	100%	100%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Continue addressing Behaviour Management of students alongside capacity building of staff in current numeracy pedagogy
Clontarf Aboriginal College	WATERFORD		7	86	88	PAT M	100%	100%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Quick Start Numeracy Strategy as a whole school approach to intervention.
Emmanuel Catholic College	BEELIAR	Y	7	94	93	PAT M	53%	40%	13%	The improvement is directly linked to students working in a safe environment where they were able to take risks. Magic moments were celebrated and engagement improved.	Developing Mathematical Understandings Data Analysis Assessment Tool Development
Holy Cross College	ELLENBROOK		7,8	95	88	PAT M	42%	PAT M 42%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Differentiation Instruction In Mathematics Lessons Professional Learning Events

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance%	Measurement Tool	Baseline % Vulnerable	End of Project Vulnerable	Change %	Improvement Comment	Sustainability Comment
Irene McCormack Catholic College	BUTLER	Y	7	96	93	PAT M	33%	PAT M 33%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Analysis of Assessment Data for Instructional Programming Team Teaching; Assessment Development and Moderation
Kolbe Catholic College	ROCKINGHAM	Y	8	86	91	Scoutle Number	34%	11%	23%	The small group tutoring was very successful. In addition to improvement in number skills and understandings for most students, the greatest benefit was the increase in confidence of these students.	Numeracy Skills Teacher Professional Learning
La Salle College	VIVEASH	Y	7	95	91	PAT M	10%	PAT M 10%	8.30%	The small group tutoring was very successful. In addition to improvement in number skills and understandings for most students, the greatest benefit was the increase in confidence of these students.	Numeracy Curriculum Differentiation Teacher Professional Learning; Models of effective practice developed; Sharing of practice
Lumen Christi College	MARTIN		7, 9	94	93	MYAT	100%	62%	38%	The small group tutoring was very successful. In addition to improvement in number skills and understandings for most students, the	Numeracy Skills Teacher Professional Learning

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance%	Measurement Tool	Baseline % Vulnerable	End of Project Vulnerable	Change %	Improvement Comment	Sustainability Comment
										greatest benefit was the increase in confidence of these students.	
Luurnpa Catholic School	BALGO HILLS		7, 8, 9	60		MAI	94%	81%	13%	The change % is directly linked to attendance patterns which for the targeted cohort averaged at 41%. For those students who made significance gains attendance patterns were above 90%.	Continuance of Mathematical and ICT Knowledge Shoulder to shoulder learning, and Teacher Professional Development
Mandurah Catholic College	MANDURAH	Y	8	93	Cohort 93% Vulnerable 94%	Standard assessment test of Mental arithmetic	23%	10%	13%	Improvements for students linked to mathematical software and parental workshops in addition to staff professional learning.	Continuance of Key Teachers in Numeracy providing Instructional Coaching; Professional Learning Events; Teacher up skilling in IT
Mercy College	KOONDOOLA	Y	7	98	93	MYAT	9.00%	6%	3%	Use of physical manipulatives had a positive impact on student achievement.	Professional Development- Curriculum Differentiation; Effective Models of Practice, Testing Materials

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance%	Measurement Tool	Baseline % Vulnerable	End of Project Vulnerable	Change %	Improvement Comment	Sustainability Comment
St Brigid's College	LESMURDIE	Y	7	96	92	PAT M	19%	8.00%	11%	The small group tutoring was very successful. In addition to improvement in number skills and understandings for most students, the greatest benefit was the increase in confidence of these students.	Differentiation Instruction In Mathematics Lessons Professional Learning Events
St Clare's School	LATHLAIN		9,10,11	67	73	ACER Compass& Numeracy Test QUICKSMART CAAS	100%	100%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Extra staff member to run Quicksmart, Expert teacher PD for staff
St Joseph's College	ALBANY		8 & 10	95	88	PAT M	20%	12%	8%	Targeted strategies embedded in whole school approach. Increase in students' engagement due to feeling more confident in themselves.	Differentiation Instruction In Mathematics Lessons Professional Learning Events
St Joseph's School	NORTHAM		7	92	92	Pat M	32%	17%	15%	Targeted strategies embedded in whole school approach. Increase in students' engagement due to feeling more confident in themselves.	Differentiated Numeracy Curriculum Instructional Coaching by Numeracy Specialist

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Baseline Attendance %	End of Project Attendance%	Measurement Tool	Baseline % Vulnerable	End of Project Vulnerable	Change %	Improvement Comment	Sustainability Comment
St Luke's College	KARRATHA		8	93	72	MYAT	30%	30%	0%	100% of students remain at risk due to complexity of behavioural, social-emotional and academic needs of students	Differentiation Instruction In Mathematics Lessons Professional Learning Events
St Norbert's College	QUEENS PARK		153	97	92	PAT M	14%	8%	6%	The improvement is directly linked to students working in a safe environment where they were able to take risks. Magic moments were celebrated and engagement improved.	Analysis of Assessment Data for Instructional Planning Professional Development - PAT M

Table 2c(vi): CEOWA Secondary Numeracy

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
Catholic Agricultural College	BINDOON		7, 8	PAT M	Problem Solving Program Materials and Resources- Additional Instructional Support In Class; Small Group Intervention	Problem Solving Pedagogy Teacher Professional Learning, Review testing materials and case management
Clontarf Aboriginal College	WATERFORD		7	PAT M	Numeracy Additional Instructional Support In Class; Small Group Intervention; Personal Learning Plans	Differentiation Instruction In Mathematics Lessons Professional Learning Events
Emmanuel Catholic College	BEEILIAR	Y	7	PAT M	Problem Solving Program Materials and Resources- Additional Instructional Support In Class; Small Group Intervention	Developing Mathematical Understandings Data Analysis Assessment Tool Development
Holy Cross College	ELLENBROOK		7,8	PAT M	Problem Solving Program Materials and Resources- Additional Instructional Support In Class; Small Group Intervention	Differentiation Instruction In Mathematics Lessons Professional Learning Events
Irene McCormack Catholic College	BUTLER	Y	7	PAT M	Numeracy Acquisition Small group focus learning; Develop specialised materials & problem solving strategies; Additional specialist teacher to assist with providing support to the target students;	Analysis of Assessment Data for Instructional Programming Team Teaching; Assessment Development and Moderation
Kolbe Catholic College	ROCKINGHAM	Y	8	Improve Testing via Scootle (number)	Number Small group focus learning; Develop specialised materials & problem solving strategies; Additional specialist teacher to assist with providing support to the target students; incursion on Problem Solving	Numeracy Skills Teacher Professional Learning
La Salle College	VIVEASH	Y	7	PAT M	Numeracy Small focus groups; Program and Materials Developed; Focus Group Co-coordinator; In Class Additional Support	Numeracy Curriculum Differentiation Teacher Professional Learning; Models of effective practice developed; Sharing of practice
Lumen Christi College	MARTIN		7, 9	MYAT	Numeracy Program Materials and Resources; Additional Instructional Support In Class; Small Group Intervention	Numeracy Skills Teacher Professional Learning

School:	Location:	Participation in NPP 2009	Focus Cohort Year Level	Data Collection Measures NAPLAN &	Student Improvement Areas & Strategies	Teacher Improvement Areas & Strategies
Luurnpa Catholic School	BALGO HILLS		7, 8, 9	MAI	Use technology for motivation and knowledge development: Authentic Experiences in Mathematics Programming	Mathematical and ICT Knowledge Shoulder to shoulder learning, and Teacher Professional Development
Mandurah Catholic College	MANDURAH	Y	8	Standard assessment test of Mental arithmetic	Numeracy Small groups for targeted instruction; parent workshops; Mental Maths for student learning; IT apps & online resources	Mathematical Understandings Key Teachers in Numeracy providing Instructional Coaching; Professional Learning Events; Teacher up skilling in IT
Mercy College	KOONDOOLA	Y	7	MYAT	Problem Solving Math/concrete resources number problem solving; Case Management	Professional Development- Curriculum Differentiation; Effective Models of Practice, Testing Materials
St Brigid's College	LESMURDIE	Y	7	PAT M	Literacy in Mathematics Student Mentors; Manipulative Resources; Software Programs	Differentiation Instruction In Mathematics Lessons Professional Learning Events
St Clare's School	LATHLAIN		9,10,11	Quicksmart CAAS	Attendance Promotion Strategies; Rewards System; Coaching 4 Success Program	Extra staff member to run Quicksmart, Expert teacher PD for staff
St Joseph's College	ALBANY		8 & 10	PAT M	Number Small group focus learning; Develop specialised materials & problem solving strategies	Differentiation Instruction In Mathematics Lessons Professional Learning Events
St Joseph's School	NORTHAM		7	Pearson Mathematical Ability Test	Number Small group focus learning; Develop specialised materials & problem solving strategies; Additional specialist teacher to assist with providing support to the target students;	Differentiated Numeracy Curriculum Instructional Coaching by Numeracy Specialist
St Luke's College	KARRATHA		8	MYAT	Numeracy Acquisition Small Group Focused Instruction; Develop Specialised Materials, Website for Mental Maths; Hardware and software resources	Differentiation Instruction In Mathematics Lessons Professional Learning Events
St Norbert's College	QUEENS PARK		9	PAT M	Numeracy Acquisition Small group focus learning Develop specialised materials & problem solving strategies; Additional specialist teacher to assist with providing support to the target students.	Analysis of Assessment Data for Instructional Planning Professional Development - PAT M

Independent Sector (AISWA)

AISWA has made strategic use of the National Partnerships to build leadership and teacher capacity through the support work of the consultants working directly with schools. This has resulted in impacting the quality of teaching in the classroom and supporting leadership through quality programs that support continuous improvement. As a result of this work schools are now creating positions that will continue the reforms and whole school improvement strategies. The success of this strategic approach is leading to substantial changes across the schools and has made an impact to school culture, whole school approaches, leading curriculum instruction and ultimately, student improvements from 2008 to 2013.

The impact of the NP and AISWA schools' understanding and use of NAPLAN and school based data to inform improvements in student learning in Literacy and Numeracy is developing through Strategic Whole School Planning. National Partnership funding has facilitated NAPLAN workshops and facilitated professional learning around learning intentions and success criteria to enable classroom teachers to be able to provide informative and timely feedback to students about their performance.

A key focus for consultants and schools in Literacy and Numeracy NP has been the shift to key strategies that are sustainable after the life of NP. To that end five key areas of success have been strategically developed to ensure that schools can continue the improvement strategies and processes as core business.

Whole School Planning - Whole school literacy and numeracy plans have been developed to integrate learning across the school. The Literacy and Numeracy Consultants have developed professional learning teams (PLTs) in schools to develop teacher leaders to facilitate this improvement process for the future. Whole School plans have begun work in the areas of reading, writing, literacy and numeracy. PLTs – the establishment of PLTs and the inquiry cycle for improving student outcomes is one which leaders and staff have had experience, success and embedded structures in the school to allow for collaborative action amongst teachers.

Instructional Leadership – leaders have been coached regarding their role as instructional leaders, undertaken professional learning and are becoming more involved in the teaching and learning in their school. A number of Curriculum Coaches have been established as a result of the work of NP L&N. Where Curriculum Coaches existed there have been refinements to the roles and responsibilities in order to improve the effectiveness of these leadership positions in improving student outcomes.

Use and Interpreting Data - Schools have been able to take advantage of the 'Pinjia' software, which has had a pivotal role in whole school planning and assisting and supporting data analysis and interpretation of the assessment. This has provided schools with longitudinal data and provides teachers with specific points to focus teaching needs and enable the PLT to research and devise best practice based evidence-based decisions.

Literacy and Numeracy -At the end of 2012, consultants had provided coaching and in-class support with regards to explicit teaching strategies in Numeracy and Literacy. In-school coaching has focused on differentiation, literacy blocks, guided reading, programming and planning, comprehension, learning intentions and success criteria.

Table 2d demonstrates the change in literacy/numeracy performance for the targeted student group and comparison group:

Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) e.g. MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) e.g. MSS, or proportion of students in lowest stanines	% change or other description of gain, e.g. change in PM reading levels.	Comments
Targeted students	165	Reading	Yrs 2, 4, 6	PAT R	53 % at Stanine 3 or below	40 % at Stanine 3 or below	13 % improvement	No comparable students
Targeted students	43	Reading	Yrs 3-6	PAT R	60% at Stanine 3 or below	43% at Stanine 3 or below	17 % improvement	No comparable students
Targeted students	92	Reading	Yrs 7 / 8	PAT R	28% at Stanine 3 or below	17% at Stanine 3 or below	11 % improvement	No comparable students
Targeted students	99	Reading	Yrs 2-6	PM Benchmarks	Average reading age of 7.8 yrs	Average reading age 9.5 yrs	Average Reading growth 1.8 years	No comparable students
Targeted students	129	Writing	Ages 5 yrs to 9 years	Montessori writing rubric	34 % at Level 1 29 % at Level 2 28 % at Level 3 9 % at Level 4	21 % at Level 1 34 % at Level 2 31 % at Level 3 14 % at Level 4	13 % improvement at Level 1 5 % improvement at Level 2 3 % improvement at Level 3 5 % improvement at Level 4	No comparable students
Targeted students	63	Reading	Yrs 3-4	PROBE	Average reading age 9.00 yrs	Average reading age 9.9 yrs	Average growth of 9 months	No comparable students
Targeted students	18	Reading	Year 3	Waddington Reading test	Average reading age of 8.6yrs	Average reading age of 9.0yrs	Reading growth of .4 yrs	No comparable students
Targeted students	60	Spelling	Year 2-7	SAST	Average raw score 28	Average Raw score 34	Effect size of .51 or more than 1 years growth	No comparable students
Targeted students	223	Mental maths	Years 2-7	Peter Westwood Minute Basic Number Test	Average age of 9.8 yrs	Average age 10.8 yrs	Average Growth of 1.00 yr.	No comparable students

Local Measure (ii)

Local school level data demonstrating change in literacy and/or numeracy performance for targeted Aboriginal and Torres Strait Islander students- Table 3a – Table 3c.

Public School Sector

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

Year level targeted	Domain	Measurement tool (as used to provide baseline data)	Total Aboriginal and Torres Strait Islander students tested term 1	Number of Targeted Aboriginal and Torres Strait Islander students involved	Baseline achievement of the targeted students (aggregated)	End of year achievement of the targeted students (aggregated)	% change or other description of gain
Pre-primary	Numeracy	On-entry assessment	653	78	100% below 0.5 development points	15% below 0.5 development points	85% improvement
Year 1	Numeracy	On-entry assessment	430	117	100% below 1.0 development points	20% below 1.0 development points	80% improvement
Year 2	Numeracy	On-entry assessment	404	131	100% below 1.5 development points	30% below 1.5 development points	70% improvement
Pre-primary	Reading	On-entry assessment	597	203	100% below 0.3 progression points	14% below 0.3 progression points	86% improvement
Year 1	Reading	On-entry assessment	552	205	100% below 0.6 progression points	30% below 0.6 progression points	70% improvement
Year 2	Reading	On-entry assessment	536	254	100% below 1.0 progression points	52% below 1.0 progression points	48% improvement

Findings from Table 3a

In five of the six On-entry Assessment modules, the percentage of targeted Aboriginal students below the baseline score at the beginning of 2013 was greater than the percentage of the all targeted student group. The percentage of students below the baseline at the start of 2013 ranged from:

- 11.9 per cent of Aboriginal students compared to 12% of all students in the Pre-primary numeracy module;

- 34 per cent of Aboriginal students compared to 25% of all students in the Pre-primary literacy module;
- 27 per cent of Aboriginal students compared to 12% of all students in the Year 1 numeracy module;
- 37 per cent of Aboriginal students compared to 19% of all students in the Year 1 literacy module;
- 32 per cent of Aboriginal students compared to 17% of all students in the Year 2 numeracy module; and
- 47 per cent of Aboriginal students compared to 30.5% of all students in the Year 2 literacy module.

Averaged across all six On-entry Assessment modules:

- 74 per cent of the targeted Aboriginal student group, compared to 86 per cent of the all targeted student group reassessed at the end of 2013, demonstrated sufficient improvement to score above the beginning of the year baseline.

Findings from a detailed analysis of On-entry Assessment data

A more detailed analysis of the On-entry Assessment data indicates the percentage of the targeted Aboriginal student group in each year level that demonstrated expected or better than expected growth:

- 78 per cent of the targeted Aboriginal Pre-primary students;
- 61 per cent of the targeted Aboriginal Year 1 students; and
- 61 per cent of the targeted Aboriginal Year 2 students.

Averaged across all six On-entry Assessment modules:

- 67 per cent of the targeted Aboriginal student group, compared to 78 per cent of the all targeted student group demonstrated expected or better than expected growth when reassessed; and
- 33 per cent of the targeted Aboriginal student group compared to 41 per cent of the all targeted student group demonstrated better than expected growth when reassessed.

Catholic Sector (CEOWA)

Table 3b(i): CEOWA ILNPP Local Level Student Data for Targeted Aboriginal and Torres Strait Islander Students (Literacy)

School:	Number of Students Involved	Domain	Year Level Targeted	Measurement Tool (as used to provide baseline data)	Baseline Achievement Data % Vulnerable	End of Year Achievement Final Report % vulnerable	% Change for A&TSI Students	Comments
Aranmore Catholic College LEEDERVILLE	A&TSI - 8 95	Reading	7	MYAT Test	A&TSI 8.4% MYAT Test 31%	A&TSI 8.4% MYAT Test 18%	No change in A&TSI student vulnerability.	
Banksia Grove Catholic College BANKSIA GROVE	A&TSI-2 25	Reading	1	Text Level 2 or below	A&TSI 5% Text Level 2 or below 66%	A&TSI 5% Text level 2 or below 5%	No change in A&TSI student vulnerability.	Noted observational improvements in focus and attitude
Catholic Agricultural College BINDOON	A&TSI - 9 48	Reading Numeracy	7,8	Waddington Test SA Spelling	A&TSI 19% Waddington Test SA Spelling 100%	A&TSI 19% Waddington Test SA Spelling 100%	No change in A&TSI student vulnerability.	100% of students remain at risk. Student attendance has improved greatly.
Clontarf Aboriginal College WATERFORD	A&TSI - 128	Reading Numeracy	7...12	Reading Comprehension Age	A&TSI 100% Reading Comprehension Age	A&TSI 100% Reading Comprehension Age	No change in A&TSI student vulnerability.	39% of students pretested had a reading comprehension age below 10 years. Post testing shows 26% of students now have reading comprehension ages under 10 years (13% improvement) though 100% students remain vulnerable.
Holy Cross College ELLENBROOK	ATSI - 1 16	Reading Numeracy	7,8	PAT R	ATSIC 0 PAT R 12%	ATSIC 0 PAT R 12%	Aboriginal student left the college.	
Holy Rosary School DERBY	A&TSI-20 25	Reading	5, 6, 7	Burt Word and SA Spelling	A&TSI 44% Burt Word and SA Spelling 53%	A&TSI 37% Burt Word and SA Spelling 14%	7% improvement change.	
John Paul College KALGOOLIE	A&TSI - 1 94	Reading	8	MYAT Test	A&TSI 2.4% MYAT Test 34%	A&TSI 2.4% MYAT 24%	No change in A&TSI student vulnerability.	
John Pujajangka-Piyirn School MULAN	A&TSI - 11	Numeracy	5,6,7	Text Level 25 and below	A&TSI 100% Text Level 25 and below	A&TSI 100% Text Level 25 and below	No change in A&TSI student vulnerability.	99% of the cohort improved their reading levels with two students making significant gains i.e. more than 9 levels

Luurnpa School BALGO	A&TSI - 15	Reading	1,2,3	HRSW score assigned to year level	A&TSI 100% HRSW score assigned to year level	A&TSI 91% HRSW score assigned to year level	8% improvement change.	
Nagle Catholic College GERALDTON	A&TSI - 5 31	Reading	7	AGAT	A&TSI 16% AGAT 25%	A&TSI 16% AGAT 25%	No change in A&TSI student vulnerability.	Smaller class sizes and one on one teaching was effective in building student confidence. Some improvements in scores, but generally feel most improvement was in students willingness to tackle tasks and have a go.
Ngalangangpum School WARMUN	A&TSI - 38	Reading	5...10	Text Level 25 or below	A&TSI 100% Text Level 25 or below	A&TSI 83% Text Level 25 or below	17% improvement change	
Our Lady of the Cape Primary School DUNSBURGH	A&TSI - 1 9	Reading	1	Text Level 5 & below	A&TSI 11% Text Level 5 & below 88%	A&TSI 11% Text Level 5 & below 27%	No change in A&TSI student vulnerability.	
Our Lady of Mercy Primary School GIRRAWHEEN	A&TSI - 1 21	Reading Numeracy	PP, 1	PIPS Raw score below 25	A&TSI 4% PIPS Raw score below 25 42%	A&TSI 0% PIPS Raw Score below 25 0%	100% improvement change	
Our Lady of Mount Carmel School MULLEWA	A&TSI - 7 9	Reading Numeracy	3,4	Text level 20 or below	A&TSI - 77% Text level 20 or below 83%	A&TSI 77% Text Level 20 or below 44%	No change in A&TSI student vulnerability.	School data records indicate some growth. Attendance remains a key factor impacting growth.
Sacred Heart School BEAGLE BAY	A&TSI - 29 31	Reading	1,2,3	Text Level assigned year level scores	A&TSI 94% Text Level assigned year level scores 100%	A&TSI 52%	44% Improvement change	
Seton Catholic College SAMSON	A&TSI - 2 22	Reading	7	MYAT Test	A&TSI 9% MYAT 12% Vulnerable	A&TSI 4% MYAT 7% Remain vulnerable	50% improvement in ATSI student results (1 out of 2 students)	The College is thrilled with the improvement in some students in the group. The College will continue with and build on the initiative. Naturally, not all students have shown the same level of improvement. Anecdotaly we are confident that the program has made a difference to all students involved.
St Andrew's Primary School CLARKSON	A&TSI- 1 11	Reading Numeracy	PP	PIPS raw score below 25	A&TSI 9% PIPS raw score below 25 28%	A&TSI 0% PIPS Raw Score below 25 5%	100% improvement change.	

St Brigid's Primary School MIDDLE SWAN	A&TSI - 3 18	Reading	1	Text Level 5 & below	A&TSI 16% Text Level 5 & below 60%	A&TSI 11% Text Level 5 & below 20%	5% improvement change.	
St Clare's School LATHLAIN	A&TSI - 7 26	Reading Numeracy	9,10,11	ACER Compass, QUICK SMART CAAS	A&TSI 27% ACER Compass, QUICK SMART CAAS 100%	A&TSI 27% ACER Compass, QUICK SMART CAAS 100%	No change in A&TSI student vulnerability.	St Clare's School is a C.A.R.E School (Curriculum and Re-Engagement School). Attendance for student 17 has declined and St Clare's staff are engaged in conducting transport training to increase attendance. The attendance for the remainder of the students in the cohort has either remained stable or significantly increased.
St Francis Xavier Primary School GERALDTON	A&TSI - 4 43	Reading	1	Text Level 5 & below	A&TSI 9% Text Level 5 & below 84%	A&TSI 7% Text Level 5 & below 16%	2% improvement change	
St John's School RANGEWAY	A&TSI - 8 24	Reading Numeracy	1	Text Level 5 and below	A&TSI 33% Text Level 5 and below 37%	A&TSI 8%	25% improvement	
St Joseph's College ALBANY	A&TSI - 1 12	Reading Numeracy	8	PAT R Comprehension	A&TSI 8% PAT R Comprehension 37%	A&TSI 8% PAT R Comprehension 12%	No change in A&TSI student vulnerability.	There has been a significant improvement in student confidence and abilities noted.
St Jospeh's School BOULDER	A&TSI - 9 58	Reading	K...6	PIPS and Text Level	A&TSI 15% PIPS and Text Level 21%	A&TSI 15% PIPS and Text Level 21%	No change in A&TSI student vulnerability.	
St Joseph's School KUNUNURRA	A&TSI - 43 93	Reading	PP...7	HRSW & SA Spelling Test	A&TSI 46% HRSW & SA Spelling Test 74%	A&TSI 20% HRSW & SA Spelling Test 27%	26% improvement change.	
St Jospeh's Primary School MOORA	A&TSI - 11 17	Reading Numeracy	K,PP	PIPS & Kindy Assessment	A&TSI 64% PIPS & Kindy Assessment 46%	A&TSI 46% PIPS & Kindy Assessment 31%	18% improvement change.	
St Lawrence's School BLUFF POINT	A&TSI - 5 31	Reading Numeracy	3	PAT R below Stanine 4	A&TSI 16% PAT R below Stanine 4 61%	A&TSI 9% PAT R below Stanine 4 14%	5% improvement change.	Three of the students are now no longer considered vulnerable.
St Mary's College BROOME	A&TSI - 7 28	Reading	8	PAT R	A&TSI 25% PAT R 32%	A&TSI 25% PAT R 32%	No change in A&TSI student vulnerability.	Since the original testing students have made progress but are still considered vulnerable.

St Mary's Star of the Sea CARARVON	A&TSI - 1 3	Reading Numeracy	6	PAT R	A&TSI 33% PAT R 27%	A&TSI 33% PAT R 9%	No change in A&TSI student vulnerability.	Attendance patterns can be linked to lack of growth.
St Norbert's College QUEENS PARK	A&TSI - 1 153	Reading Numeracy	7	MYAT Test	A&TSI 0.6% MYAT 14%	A&TSI 0.6% MYAT 8%	No change in A&TSI student vulnerability.	
Warlawurru Catholic School HALLS CREEK	A&TSI - 24 26	Reading	1,2,3	Text Level Assigned Year Scores	A&TSI 92% Text Level Assigned Year Scores 97%	A&TSI 87% Text Level Assigned Year Scores	5% improvement change	

Table 3b (ii): CEOWA ILNPP Local Level Student Data for Targeted Aboriginal Students (Numeracy)

School:	Number of Students Involved	Domain	Year Level targeted	Measurement Tool (as used to provide baseline data)	Baseline Achievement Data % Vulnerable	End of Year Achievement Final Report % Vulnerable	% Change for A&TSI Students	Comments
Bilirr Ngawiyiwu Catholic School	A&TSI-28	Numeracy	1.....7	MAI Year Level Growth Points	A&TSI 100% MAI Year Level Growth Points 100%	A&TSI 100% MAI Year Level Growth Points 100%	No change in A&TSI student vulnerability.	Student attendance remains a priority.
Catholic Agricultural College BINDOON	A&TSI - 9 48	Reading and Numeracy	7, 8	PAT M	A&TSI 19% PAT M 100%	A&TSI 19% PAT M 100%	No change in A&TSI student vulnerability.	Student attendance has improved.
Christ the King School Djarindjin Lombadina	A&TSI-26	Numeracy	1,2,3	MAI Growth Point 1 or below	A&TSI 100% MAI Growth Point 1 or below	A&TSI 74% MAI Growth Point 1 or below	26% improvement change.	
Clontarf Aboriginal College WATERFORD	ATSI - 128	Reading Numeracy	7...12	PAT M	A&TSI 100% PAT M	A&TSI 100% PAT M	No change in A&TSI student vulnerability.	There has been a significant improvement in student confidence and abilities noted.
John Pujajangka - Piyirn School Mulan	A&TSI 11	Numeracy	5,6,7	MAI Growth point 6 or below	A&TSI 100% MAI Growth point 6 or below	A&TSI 100% MAI Growth point 6 or below	No change in A&TSI student vulnerability.	22% of the cohort improved in counting, 55% in place value, 99% in addition and subtraction and 75% in multiplication and division,
Kolbe Catholic College ROCKINGHAM	A&TSI 3 134	Numeracy	8	Number Test, (Improve website)	A&TSI 2% Number Test, (Improve website) 34%	A&TSI 0.7% Number Test, (Improve website) 11%	One A&TSI student remains vulnerable: One student left.	
Kurrurungku Catholic Education College	A&TSI 27	Reading Numeracy	PP...3	MAI Growth Point 5 and below	A&TSI 100% MAI Growth Point 5 and below 100%	A&TSI 92% MAI Growth Point 5 and below 92%	8% improvement change.	Attendance patterns have impacted on growth.
St Celcia's School PORT HEDLAND	A&TSI- 1 10	Numeracy	2	MAI	A&TSI 15% MAI 36%	A&TSI 15% MAI 4%	No change in A&TSI student vulnerability.	Attendance patterns have impacted on growth.
St Clare's School LATHLAIN	A&TSI - 7 26	Reading Numeracy	9,10,11	ACER Compass & Numeracy Test, Quicksmart CAAS	A&TSI 27% ACER Compass & Numeracy Test, Quicksmart CAAS 100%	A&TSI 27% ACER Compass & Numeracy Test, Quicksmart CAAS 100%	No change in A&TSI student vulnerability.	There has been a significant improvement in student confidence and abilities noted.

St Francis Xavier School GERALDTON	A&TSI-1 16	Reading	2	MAI	A&TSI 6% MAI 27%	A&TSI 6% MAI 1%	No change in A&TSI student vulnerability.	Attendance patterns has impacted on growth
St John's School RANGEWAY	A&TSI - 6 27	Reading and Numeracy	1	Text Level 5 and below	A&TSI 22% Text Level 5 and below 44%	A&TSI 14% Text Level 5 and below 7%	8% improvement change.	
St Joseph's College ALBANY	A&TSI - 1 21	Reading and Numeracy	8 & 10	PAT M	ATSI -5% PAT M 20%	ATSI 5% PAT M 12%	No change in A&TSI student vulnerability.	There has been a significant improvement in student confidence and abilities noted.
St Jospeh's School WYNDHAM	A&TSI - 1417	Numeracy	1,2,3	MAI PV	A&TSI 82% MAI PV 58%	A&TSI 29% MAI OV 29%	53% improvement change.	
St Lawrence's School BLUFF POINT	A&TSI - 3 34	Reading and Numeracy	4	PAT M Below Stanine 4	A&TSI 9% PAT M Below Stanine 4 53%	A&TSI 3% PAT M below Stanine 4 28%	6% improvement change.	Two students are no longer considered vulnerable.
ST Luke's College KARRATHA	A&TSI - 2 24	Numeracy	8	MYAT	A&TSI 8% MYAT 30%	A&TSI 8% MYAT 30%	No change in A&TSI student vulnerability.	The program has resulted in a range of results. The identified students responded positively and were
St Mary Star of the Sea CARNARVON	A&TSI - 4 9	Reading and Numeracy	6	PAT M	A&TSI 44% PAT M 81%	A&TSI 44% PAT M 81%	No change in A&TSI student vulnerability.	Growth linked to attendance patterns.
St Norbert's College QUEENS PARK	A&TSI - 1 153	Reading and Numeracy	7	MYAT	A&TSI 0.6% MYAT 14%	A&TSI 0.6% MYAT 8%	No change in A&TSI student vulnerability.	
St Paul's School KARRATHA	A&TSI - 2 14	Numeracy	3,4,5	MAI Growth Point 3 or below	A&TSI 14% MAI Growth Point 3 or below 100%	A&TSI 14% MAI Growth Point 3 or below 32%	No change in A&TSI student vulnerability.	Growth linked to attendance patterns.
Wanalirri Catholic School GIBB RIVER	A&TSI - 8	Reading and Numeracy	PP...3	MAI Growth Point 1 or below	A&TSI 100% MAI Growth Point 1 or below 100%	A&TSI 75% MAI Growth Point 1 or below 75%	25% improvement change.	
Xavier Catholic School Hilbert	A&TSI-2 14	Reading and Numeracy	1	Text Level 2 or below	A&TSI 14% Text Level 2 or below 21%	A&TSI 7% Text Level 2 or below 9%	7% improvement change.	One student made significant gains and is no longer consider vulnerable.

Independent Sector (AISWA)

Table 3c AISWA 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) e.g. MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) e.g. MSS, or proportion of students in lowest stanines	% Change or other description of change, e.g. change in PM reading levels.	Comments
Ind	AIC Schools	452	Reading	All levels K-12	PM Benchmark	2.2 yrs below	2.2.yrs below	Improvement rates for some individual students have not been significant enough to impact on the overall aggregated data for each school	
	CAPS Coolgardie					1.5 yrs below	1.5 yrs below		
	CAPS Kurrawang					2.0 yrs below	2.0 yrs below		
	Karalundi					3.0 yrs below	3.0 yrs below		
	Kulkarriya					1.5 yrs below	1.5 yrs below		
	Nyikina Mangala					2.0 yrs below	2.0 yrs below		
	Purnululu					1.5 yrs below	1.5 yrs below		
	Rawa					3.5 yrs below	3.5 yrs below		
	Strelley					3.0 yrs below	3.0 yrs below		
	Wulungarra					4.0 yrs below	4.0 yrs below		
	Yakanarra					2.0 yrs below	2.0 yrs below		
	Yiyili					1.5 yrs below	1.5 yrs below		
Ind	Targeted Students	452	Numeracy	K- 12	AIC Numeracy Portal	35 % of students achieving year 2 level	45% of students achieving year 2 level	10% growth in student achievement	

Table 4 National Measures (iii), (iv) and (v)

NAPLAN data for continuing LNNP schools, 2008-2013

Data relates only to those schools that commenced participation in the LNNP from 2009 onwards. The table is also provided in Excel format as requested

Target Group/Measure	Data Item	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean scale score	370	371.6	378.1	378.8	383.6	388.1
	Standard deviation	86.6	88	86.5	86.2	88.5	81
	Number of students at NMS	813	664	692	680	702	636
	Number of Indigenous students at NMS	105	73	90	97	83	96
	Number of students below NMS (excluding Exempt)	459	416	367	307	312	245
	Number of Indigenous students below NMS(excluding Exempt)	106	83	81	44	63	63
	Number of students with scores (excluding Exempt)	3867	3622	3711	3509	3649	3710
	Number of Indigenous students with scores (excluding Exempt)	310	261	306	256	244	290
	Number of students absent	189	105	139	151	146	163
	Number of Indigenous students absent	40	26	39	38	25	35
	Number of students withdrawn	1	10	15	16	33	62
	Number of Indigenous students withdrawn	0	0	0	2	1	5
	Number of students exempt	32	36	27	26	34	24
	Number of Indigenous students exempt	1	1	2	0	1	2
Year 5 Reading	Mean scale score	457.1	464.3	462.3	458.9	461.7	481.7
	Standard deviation	79.4	81.3	78.3	77.3	81.7	64.8
	Number of students at NMS	642	750	720	652	538	505
	Number of Indigenous students at NMS	55	73	77	76	64	90
	Number of students below NMS (excluding Exempt)	628	514	581	548	608	129
	Number of Indigenous students below NMS (excluding Exempt)	141	102	116	107	129	32
	Number of students with scores (excluding Exempt)	3845	3821	3963	3614	3740	3531
	Number of Indigenous students with scores (excluding Exempt)	291	257	298	261	298	254
	Number of students absent	176	103	142	146	141	144
	Number of Indigenous students absent	40	20	33	36	22	38
	Number of students withdrawn	0	3	19	15	22	35
	Number of Indigenous students withdrawn	0	0	3	0	1	3
	Number of students exempt	28	21	26	26	21	17

	Number of Indigenous students exempt	2	3	0	0	1	1
Year 7 Reading	Mean scale score	513	519.8	531.4	526.2	524.4	522.2
	Standard deviation	68	69.2	67.2	66	66.6	65.6
	Number of students at NMS	801	447	757	896	783	844
	Number of Indigenous students at NMS	89	37	114	112	83	110
	Number of students below NMS (excluding Exempt)	318	223	242	191	318	277
	Number of Indigenous students below NMS (excluding Exempt)	93	38	47	37	57	62
	Number of students with scores (excluding Exempt)	3854	2385	4291	4336	4351	4249
	Number of Indigenous students with scores (excluding Exempt)	282	133	259	268	290	281
	Number of students absent	156	78	176	175	193	155
	Number of Indigenous students absent	29	21	43	41	31	32
	Number of students withdrawn	6	16	23	11	36	33
	Number of Indigenous students withdrawn	0	0	1	3	2	1
	Number of students exempt	35	10	38	21	30	24
	Number of Indigenous students exempt	2	1	8	3	4	0
Year 3 Numeracy	Mean scale score	365.8	355.9	363.9	366.7	360.6	368.3
	Standard deviation	67.1	73.6	71.8	65.2	71.3	64.1
	Number of students at NMS	597	738	828	804	665	545
	Number of Indigenous students at NMS	92	81	106	94	66	95
	Number of students below NMS (excluding Exempt)	313	494	267	218	332	233
	Number of Indigenous students below NMS (excluding Exempt)	62	87	57	36	73	58
	Number of students with scores (excluding Exempt)	3843	3602	3689	3496	3623	3701
	Number of Indigenous students with scores (excluding Exempt)	303	252	301	251	236	285
	Number of students absent	216	127	167	168	176	177
	Number of Indigenous students absent	47	35	44	43	34	40
	Number of students withdrawn	0	9	12	15	30	59
	Number of Indigenous students withdrawn	0	0	0	2	0	5
	Number of students exempt	30	35	24	23	33	22
	Number of Indigenous students exempt	1	1	2	0	1	2
Year 5 Numeracy	Mean scale score	443.9	458.2	460.1	460.3	457.6	457.8
	Standard deviation	61.1	63.8	65.9	63.9	68.9	64.5
	Number of students at NMS	1038	988	798	609	760	819
	Number of Indigenous students at NMS	120	104	82	76	75	87
	Number of students below NMS (excluding Exempt)	473	284	358	358	433	323

	Number of Indigenous students below NMS (excluding Exempt)	100	52	89	81	101	77
	Number of students with scores (excluding Exempt)	3827	3798	3939	3604	3719	3519
	Number of Indigenous students with scores (excluding Exempt)	291	248	291	254	290	253
	Number of students absent	192	128	165	158	165	157
	Number of Indigenous students absent	40	29	40	43	30	39
	Number of students withdrawn	0	2	20	15	21	35
	Number of Indigenous students withdrawn	0	0	3	0	1	3
	Number of students exempt	30	20	26	24	19	16
	Number of Indigenous students exempt	2	3	0	0	1	1
Year 7 Numeracy	Mean scale score	515.3	518.1	529.4	527	519.9	523.2
	Standard deviation	62.4	62.7	65.7	66	64	62.6
	Number of students at NMS	1004	494	734	837	999	950
	Number of Indigenous students at NMS	137	58	107	102	108	119
	Number of students below NMS (excluding Exempt)	187	157	197	201	209	130
	Number of Indigenous students below NMS (excluding Exempt)	46	35	47	47	44	36
	Number of students with scores (excluding Exempt)	3839	2383	4290	4321	4336	4213
	Number of Indigenous students with scores (excluding Exempt)	273	136	259	266	285	272
	Number of students absent	174	80	181	192	209	192
	Number of Indigenous students absent	39	18	45	45	36	41
	Number of students withdrawn	6	16	20	10	35	34
	Number of Indigenous students withdrawn	0	0	1	3	2	1
	Number of students exempt	32	10	35	20	30	22
	Number of Indigenous students exempt	1	1	6	1	4	0

Local Measure (vi)

Local school level data collection measures

Public School Sector

The Department of Education's ILNNP utilised three school level data collection measures:

1. On-entry Literacy and Numeracy Assessment;
2. The Monitoring Review Framework ; and
3. Student Achievement Information System (SAIS).

On-entry Literacy and Numeracy Assessment

ILNNP schools assessed all Pre-primary, Year 1 and Year 2 students at the commencement of the school year. The main purpose of the program was to enable teachers to collect information on the skills and understandings of each child early in the year to assist in the planning and to develop targeted learning programs based on the Australian Curriculum. The on-line assessment provided ILNNP teachers with access to cohort, class, group and individual reports immediately on the completion of assessments.

The ILNNP team provided On-entry Assessment data literacy workshops to all ILNNP schools. These workshops supported teachers in the analysis of On-entry data to identify areas of focus for cohorts, classes, groups and individual students.

The Department of Education's online resources were used to link the skills assessed in On-entry Assessments to content descriptions in the Australian Curriculum and to First Steps resources. Teachers developed and delivered tailored learning programs to students in their class. Case-management plans were developed for identified students and incorporated into classroom planning. Some ILNNP schools accessed data from the On-entry Assessments to inform the development of strategic and operational improvement targets.

The Monitoring Review Framework (MRF)

The ILNNP team developed the MRF (Attachment 3) as a self-assessment tool for ILNNP schools. Schools self-assessed the extent to which whole-school approaches had been implemented; evaluated the progress of case-management approaches for targeted students and reflected on the effectiveness of the support provided. Schools also used the framework to provide feedback and request the support of the ILNNP team.

The MRF was completed at the end of terms two, three and four in 2013. Data was analysed by the ILNNP team each term and informed planning for the provision of targeted support to ILNNP schools. Support from the ILNNP team was requested by schools to build the capacity of their staff and inform best literacy and numeracy teaching practice.

Student Achievement Information System (SAIS) - NAPLAN data

ILNNP schools accessed data from SAIS regarding the NAPLAN Reading and Numeracy assessments to inform the development of strategic and operational improvement targets.

The ILNNP team provided professional learning workshops for all ILNNP school leadership teams to ensure they could support teachers in the analysis of NAPLAN reading and numeracy data and collaborate in the development of strategic and operational targets. These targets enabled staff to identify areas of focus for cohorts, classes, groups and individual students.

ILNNP schools accessed the Department of Education's *Educational Assessment and Reporting Software* (EARS) available through the *Student Achievement Information System* (SAIS) to assist and further develop the existing capacity in schools for the analysis of test results in relation to the skills and understandings that students require to progress in their learning, the integration of test results into classroom and school assessment and monitoring.

Teachers used the Department of Education's *NAPLAN Literacy and Numeracy Planners and Online resources* as support tools for targeting the identified areas of focus of case-managed students.

Catholic Sector (CEOWA)

School level assessment data has been drawn from a variety of tools. The assessments tools utilise are diagnostic and formative. For ILNNP the schools have utilised assessment tools that are familiar and already in place within either the school or system. Table 2c: CEOWA ILNNP Schools Overview (pages 35 – 45) identifies each school's assessment tool.

During 2013, through the ILNNP, the identified vulnerable students were formally assessed at three key points. The initial assessment of the cohort was in March 2013 at the start of the project. This assessment aligned with the wider system and whole school assessment timelines within the primary/composites schools. The second assessment was conducted in June after the students had been exposed to the approaches for a period of ten weeks. This data set was submitted in the June progress report. The final assessment occurred at the end of October 2013, which was also in line with system and whole school assessment timelines. In addition to the formal collection of assessment data each teacher took anecdotal records and further administration of tasks within the assessments to ensure the approaches continued to target the students at their point of need.

Our professional conversations have been more structured and directed. Student outcomes have shown improvement through implementation of small group programs in both literacy and numeracy focus groups. (June Survey)

Through the program there has been greater teacher engagement in conversation around data and improvement plans. (October Survey)

Recently we have processed the SPAT-R assessment. This enabled us to target students at risk. Using our phonological awareness coaching allowed teaches to be trained and successfully monitor the class. This has led to pleasing results. (October Survey)

Assessments tools used by the majority of participating schools are standardised and listed below.

Literacy	Numeracy
Taking Records of reading continuous text (Running Record) Observation tasks (Letter Identification, Burt Word, Duncan Word, Hearing and Recording Sounds in Words) Performance Indicators in Primary School (PIPS) Test of Reading Comprehension (TORCH) Progressive Achievement Tests in Reading (PAT-R) Middle Years Ability Testing (MYAT) Cognitive Aptitude Assessment System (CAAS) The South Australian Spelling Test (SA Spelling)	Mathematics Assessment Interview Progressive Achievement Tests in Mathematic (PAT-M) Middle Years Ability Testing (MYAT) Cognitive Aptitude Assessment System (CAAS) Performance Indicators in Primary School (PIPS)

Independent Sector (AISWA)

Due to the self-governing nature of AISWA schools no specific local measures can be mandated. As part of the implementation of the 2013 ILNPP schools were made aware of the commitment to administer local measures to report student achievement and progress over the year. Towards the end of 2013 many schools had realised the gaps in their local measure data and have subsequently investigated and purchased more rigorous, reliable and standardised assessments. The lack of consistent measures has made the collation of data problematic.

The tables below outline the tools used by AISWA schools and the effectiveness of those tools.

Students		
Focus	Tools	Effectiveness
Mathematics	AICS Schools: AICS Numeracy Portal Aboriginal Numeracy Tracking Tool Assessment tasks Schools: Peter Westwood – 1 minute Basic Facts Tests 1995 (administered twice a year)	Teachers used data to inform teaching – direct links to targeted activities Data allowed schools to set whole school targets in planning Resourced purchasing Identified areas in need of further support Identified professional learning needs Identified areas of need at a school level Standardised Easy to administer, mark and collate Short test Demonstrated growth Teachers identified a need for professional learning as a result of the data Resources were purchased based on data Comparative data across the school deemed useful Used to target and track students across the school

Reading	Schools: Reading Interest Inventory -administered twice a year 4 Question Reading Comprehension -administered twice a year Using own data sets currently used in the schools. Examples of data sets are, PAT R, PIPS, PM Benchmarks, SA Spelling, Diana Rigg, Informal Prose Inventory - varied from school to school	Showed that student engagement in both recreational and academic reading in and out of school improved. Students were able to articulate the metacognitive strategies of their reading Most schools reported that they used data to drive decisions about physical resources and staff allocation for support Data was used to identify differentiated needs and planning demonstrated how to cater for diversity
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Teachers		
Focus	Tools	Effectiveness
Mathematics	All Schools: Teacher survey based on knowledge of mathematical concepts. Teacher survey based on confidence of teaching procedures and knowledge of mathematical concepts.	Informed purchasing of resources Identified professional learning needs Informed purchasing of resources Identified effectiveness of professional learning that teachers attended
Reading	All Schools: Teacher survey based on knowledge and confidence of teaching procedures and components of the reading processes.	Identified professional learning needs Informed purchasing of resources Informed allocation of staff time for support Showed improvement of teacher knowledge over the year

Local Measure (vii)

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

Public School Sector

The ILNNP professional learning program and the schedule of school visits sustained by the ILNNP team enabled schools to make rapid progress in improving teacher capability and the effectiveness of literacy and numeracy teaching. The improvements are evidenced from the changes in school's self-assessments as recorded in the MRF.

School leaders were required to reflect on the progress of their ILNNP plan implementation and self-assess the extent to which:

1. Whole-school approaches to literacy were established;
2. Whole-school approaches to numeracy were established;
3. Evidence-based intervention strategies in literacy were implemented;
4. Evidence-based intervention strategies in numeracy were implemented;
5. The *Australian Curriculum* informed explicit teaching in literacy;
6. The *Australian Curriculum* informed explicit teaching in numeracy;
7. Case-management was implemented for students not achieving their potential, including those at or below the national minimum standard;
8. Student performance information, including NAPLAN, *ESL/ESD Progress Maps* and On-entry Assessment, informed all school planning processes;
9. The principal played a key role in building instructional leadership capacity in their staff;
10. Team ownership of student achievement was embedded;
11. School structures had embedded processes that enabled staff development; and
12. Productive community and home-school links had been established.

Assessments were made on a four point rating system:

- 1 = to some extent;
- 2 = to a moderate extent;
- 3 = to a considerable extent; and
- 4 = to a major extent.

Schools made progress in each of the areas for improvement with more schools self-assessing that items were implemented 'to a major extent' at the end of term four than had done so at the end of term two. The percentage of growth over the three terms of the ILNNP for each area is highlighted in the table below:

	The percentages record the proportion of ILNNP schools for each category.											
Rating 0 – 4 (0 = not applicable)	Whole-school approaches to literacy are established	Whole-school approaches to numeracy are established	Evidence-based intervention strategies in literacy are implemented	Evidence-based intervention strategies in numeracy are implemented	The <i>Australian Curriculum</i> informs explicit teaching in literacy	The <i>Australian Curriculum</i> informs explicit teaching in numeracy	Case-management implemented	Student performance information, including NAPLAN, <i>ESL/ESD Progress Maps</i> and	The principal plays a key role in building instructional leadership capacity in their staff	Team ownership of student achievement is embedded	School structures have embedded processes that enable staff development	Productive community and home-school links have been established
End Term2												
0	3%	11%	3%	11%	3%	8%	0%	1%	1%	0%	0%	1%
1	3%	18%	3%	19%	10%	12%	8%	3%	2%	8%	1%	18%
2	17%	28%	24%	33%	33%	32%	31%	16%	16%	34%	19%	46%
3	52%	30%	53%	28%	38%	33%	45%	55%	58%	48%	52%	32%
4	26%	13%	18%	9%	16%	16%	15%	26%	23%	10%	28%	4%
End Term 4												
0	4%	12%	5%	11%	4%	11%	0%	1%	0%	1%	1%	1%
1	2%	9%	0%	8%	2%	2%	4%	0%	2%	1%	2%	14%
2	9%	26%	14%	30%	23%	24%	17%	17%	9%	25%	12%	38%
3	57%	38%	54%	39%	43%	40%	44%	40%	54%	51%	55%	40%
4	29%	15%	28%	13%	28%	23%	35%	42%	35%	22%	31%	8%
Progress												
0	1%	1%	2%	0%	0%	2%	0%	0%	-1%	1%	1%	0%
1	-2%	-9%	-3%	-11%	-8%	-10%	-5%	-3%	0%	-7%	1%	-4%
2	-8%	-2%	-11%	-3%	-10%	-7%	-14%	1%	-7%	-9%	-8%	-8%
3	5%	8%	2%	11%	6%	7%	-1%	-15%	-4%	4%	3%	8%
4	3%	2%	10%	3%	12%	8%	20%	16%	12%	12%	3%	4%

The MRF provided convincing evidence that the approaches of the ILNNP led to whole-school improvement in all areas. The data informs the following observations:

- 86 per cent of schools had established whole school approaches to literacy to a considerable or major extent by the end of 2013. This was an increase of 8 per cent from Term 2 self-assessments;
- 53 per cent of schools had established whole school approaches to numeracy to a considerable or major extent by the end of 2013. This was an increase of 10 per cent from Term 2 self-assessments;
- 12 per cent more schools had implemented evidence-based intervention strategies in literacy to a considerable or major extent by the end of the year than had done so at the end of Term 2;
- 14 per cent more schools had implemented evidence-based interventions in numeracy to a considerable or a major extent by the end of 2013 than had done so by the end of Term 2; and
- 79 per cent of schools had established case-management processes to a considerable or major extent by the end of 2013, which was a 19 per cent increase on the end of Term 2.

Catholic Sector (CEOWA)

In terms of the ILNNP there continues to be built-in sustainability from the previous implementation strategies of the Smarter Schools National Partnerships. This has occurred through basing the support strategies on a system wide model of Collaborative Professional Learning. The continued appointment in 2013 of School Support Consultants (SSCs) as a part of this implementation complements existing structures of support within the primary and secondary schools. Targeting key literacy and numeracy support staff in each school are building capacity to take a lead role in supporting onsite and in-class teachers as they identify, implement and evaluate effective teaching strategies. Teachers have engaged in onsite and offsite professional learning events and networking meetings enabling further exploration and refinement of teaching content knowledge and pedagogies.

In alignment to identified foci, schools involved in the ILNNP for 2013 have been able to access the following professional learning events:

- Key Teacher Numeracy and Literacy
- Extending Mathematical Understanding Teacher Training
- Assessment training and analysis of data
- Reading Recovery
- Key Teacher Early Years
- Learning support
- Curriculum Plan Writing
- Early Years pedagogy, facilitation and learning
- EALD in the Early Years.

Onsite professional learning opportunities occur through regular professional learning community meetings, instructional coaching, mentoring, professional readings, modelling and co-teaching, data teams and whole school professional learning foci.

Through beginning our focus on phonological awareness we have the opportunity to work with a coach to help us as individual teachers to identify students at risk and plan for their learning. Through participating in coaching program and implementing the suggested strategies I have found that students are becoming active learners. The students enjoy short, sharp and consistent strategies. Through discussions within in collaborative team environment we identify students' point of need, achievement and provide a focus for their learning. (June 2013 Survey)

We will continue with the co-operative approach within the staff, using open discussion resulting in collaborative and shared planning (October Survey)

The strategies that we used will all be kept as all staff involved incorporate them in to their regular classroom instructional methods. The one strategy that will be kept and increased will be to increase our efforts in the identification of students and in the matching of specific strategies with individual student needs. (October 2013 Survey)

As a school we will continue to observe each other to gather ideas. I plan to continue professional reading to continue professional growth. (October 2013 Survey)

Increased use of manipulatives in teaching numeracy throughout the school will continue as this has been shown to improve student engagement, motivation and performance. (October 2013 Survey)

I will continue to build capacity with the staff I work with in the Early Years so they can continue to build their teaching skills and target specific strategies that are the basis of early literacy and numeracy concepts. (October 2013 Survey)

Continuation of mentor/coaching teachers visiting classrooms and helping teachers with attaining AITSL standards, implementation of ACARA documents. (October 2013 Survey)

Tables 2c(i) – 2c(iv): CEOWA ILNPP Schools Overview on pages 35-45 presents on each schools approach to building teacher efficacy within literacy and numeracy teaching.

Independent Sector (AISWA)

The table below outlines the approaches used to improve teacher capability and the effectiveness of literacy and/or numeracy teaching across schools in the Independent sector:

Professional Learning Opportunities	Number of ILNPP Schools	Comments
Principal as Literacy Leaders (PALL) -	6	The Principal as Literacy Leaders (PALLs) professional learning approach was specifically designed for Principals to help them initiate and monitor whole school structures to ensure effective implementation of evidence-based reading research.
Higher Order Thinking (H.O.T) Reading (years 3 – 7)	12	A course specifically designed for teachers of years 3 – 7 based on the “Big Six” (Comprehension, Fluency, Vocabulary, Word Attack, Oral language and Visual Literacy) components of reading incorporating higher order thinking skills.
The Big Six (Early Childhood)	6	A course specifically designed for Early Childhood teachers based on the “Big Six” (Comprehension, Fluency, Vocabulary, Phonics and Phonemic Awareness, Oral language)
In-class support from AISWA consultants	21	This was undertaken on a request basis where consultants would work alongside teachers to provide specific support. Regular visits were prohibited due to distance needing to travel and availability of relief when at a school.
In school professional Development provided by AISWA consultants	25	This was provided on a request basis and included staff meetings and small group professional learning. Limited contact due to other commitments at staff meetings and relief time for teachers.
Other Professional learning provided by AISWA e.g. <i>How Language Works, Words Their Way, TESMC</i>	25	A variety of ‘open’ courses were attended by teachers
Professional learning provided by outside agencies. e.g. <i>Dianna Rigg, Jolly Phonics</i>	25	Some schools chose to implement outside programs

Local Measure (viii)

Feedback from staff

Public School Sector

Over the course of 2013, the ILNPP presented or brokered more than seventy professional learning events for leaders, teachers and paraprofessionals in ILNPP schools. Events ranged in scale from large two day conference events with over 200 participants, to after school seminars and workshops presented to one school or small clusters of schools from the same geo locations. Typically these smaller events had 15 – 40 participants.

Evaluations, reflections and feedback surveys were completed by teachers attending at the vast majority of the events. Feedback was collated in a spread sheet and proved useful as tool for planning topics and presenters for the ongoing professional learning program.

Participants’ comments were enthusiastically positive about the rejuvenating and inspiring effect of the ILNPP professional learning program. The collection of feedback also enabled the ILNPP team to identify specific needs of individual schools and to tailor support for them.

A representative sample feedback comments from teachers at ILNNP events is provided below:

Literacy's Leaders professional learning

This professional learning program ran across terms two, three and four. It targeted lead and specialist literacy teachers who were new to their role or new to an ILNNP school. It was presented over two days each term in Perth metropolitan venues.

Term 2 2013

Planning from Australian Curriculum informative & useful for direction to take back to school – to use with teachers – (we have been trying to fit what we do to the Australian Curriculum & then do the extra bits). Better to start at the Australian Curriculum.

This helped informed the development of our professional learning.

Our school is getting on board and I feel that the ACARA session was really valuable – time, or lack of, is my main issue, working 5 days in a year 6 classroom and having only a limited amount of time to share all this knowledge with my colleagues.

Term 3 2013

Guided Reading session was really valuable. Practical & interesting! (The) Planning session had a lot of information in it and maybe would have been better of a longer session. Really valuable to see/hear how different people have used things in their schools.

Thursday – Session that was most valuable was the “explicit teaching”. Great to break it down again & really work out what it means. Thank you!

Wow! What a wealth of information!! As a school we are a long way in planning from Piara Waters (Primary School) but their planning is the light at the end of the tunnel.

Term 4 2013

The Reading (Contextual Understanding) was good and reminded me of some things I could do better. A longer session would have been great. The ‘data analysis’ has been covered too much. I prefer someone coming to our school to help us look at our data. Some IT/iPads in literacy would be good.

The teaching examples provided throughout the two days have been most beneficial as these can be taken straight back to staff: target setting examples, viewing analysis examples (advertising and visual text meta language)

(I) will go back to school and meet with school ILNNP team and discuss 2014 plan. As a classroom teacher I will endeavour to implement Cross Curriculum Priorities in all learning areas and as a literacy leader I will encourage and share information with staff to also implement Cross Curriculum

Numeracy's Leaders professional learning Term 2 2013:

This professional learning program ran across terms two, three and four. It targeted lead and specialist numeracy teachers who were new to their role or new to an ILNNP school. It was presented over two days each term in Perth metropolitan venues.

Term 2 2013

Sessions were really useful to school context. Coaching sessions will be valuable in having conversations with staff. Lots of useful ideas to share with staff – loads of talking points for year 2 teachers to assist with planning for case managing students. Now have a better idea in how to track case managed students.

Could you come to our school to model Numeracy Blocks at an EC (PP/Yr1), Lower, Middle & Upper levels? Please? The strategies would be awesome!

Information Overload! But, feeling more ‘equipped’ to begin planning a way forward. Coaching session – helpful – I was really uncomfortable with the expectations (perceived) of my role, I don’t have to solve it all! Rather, I now have a process to facilitate others questioning & coming up with solutions/plans.

The Financial Literacy presenter! Awesome – practicable & achievable!

Term 3 2013

Thank you for so freely making the presentation power points available. I particularly enjoyed the sessions on language in the Australian Curriculum and Measurement and Geometry. I will be using ideas from both sessions back at school with my teachers.

A great PD which has given us lots more information & ideas for our school. I loved the sharing ideas as it helped me to realise how much our school has done & what else we could do.

Term 4 2013

The 5 strategies of question levels. I am going back to school keen to share this with staff and use it for my class. I was intrigued by the 100 beads and percentage. Something I need to look into more.

Looking at the 6 principles of assessment was eye opening and informative.

Statistics and probability was excellent. I have planned to put up on my classroom wall the breakdown of the various year groups’ expectation of achievement. To allow the children to visually see what and where they should be at in their year level and remind me what we should be doing. Target setting was clear and relevant to the PD and what we are aiming to achieve.

Thank you for the knowledge and information that has been shared over the past two days. I have further developed my understanding on the Australian Curriculum, NAPLAN (especially in regards to the questions and the understanding behind possible answers), and setting targets. I will be sharing this knowledge with staff, especially regarding general capabilities and making sure they know how to access it and apply it to their teaching. It has been an eye opener as normal.

Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/Dialect) Students in the Early Years

This professional learning was presented to 32 ILNNP schools over four days, spaced across 2013. It was attended by early childhood teachers, education assistants and Aboriginal Islander Education Officers (AIEO).

Very Confident- Presenters not only presented us with evidenced based research and studies but made us accountable for gaining this knowledge by engaging us in so many fabulous co-operative learning activities.

I have become more aware of Aboriginal English in my classroom.

I valued most the conversations and perspectives of Aboriginal educators and how they approached things within their classrooms.

The activities were very useful and group discussions. I also enjoyed doing the between module activities - they made me think harder about what I did.

Catholic Sector (CEOWA)

A teacher survey was conducted in June and October 2013 and were 100 per cent representative of all schools within the ILNNP. The results of the ILNNP teacher survey are presented below. Overall the survey results indicate a strong focus on implementing a whole school approach in both literacy and numeracy at least 76 per cent of respondents in the October report indicate this.

ILNNP Teacher Survey Responses by School Location

School Location:		
Answer Options	June Response	October response
Metropolitan	49.2%	47.9%
Regional	30.3%	38.0%
Remote	20.5%	14.1%

Teacher Survey Questions

Whole school approaches to LITERACY are established in my school		
Answer Options	June 2013 Response	October 2013 Response
To some extent	13.5%	4.9%
To a moderate extent	19.5%	12.7%
To a considerable extent	34.6%	37.3%
To a major extent	23.8%	36.6%
Fully Established	8.6%	8.5%
Whole school approaches to NUMERACY are established in my school		
Answer Options	June 2013 Response	October 2013 Response
To some extent	15.1%	12.0%
To a moderate extent	28.6%	19.0%
To a considerable extent	27.6%	38.0%
To a major extent	22.2%	26.1%
Fully Established	6.5%	4.9%
Evidence based intervention strategies in LITERACY are implemented in my school		
Answer Options	June 2013 Response	October 2013 Response
To some extent	11.4%	2.8%
To a moderate extent	18.9%	12.0%
To a considerable extent	26.5%	36.6%
To a major extent	37.3%	38.7%
Fully Established	5.9%	9.9%
Evidence based intervention strategies in NUMERACY are implemented in my school		
Answer Options	June 2013 Response	October 2013 Response
To some extent	17.8%	7.7%
To a moderate extent	24.3%	21.8%
To a considerable extent	33.0%	39.4%
To a major extent	20.5%	26.8%
Fully Established	4.3%	4.2%
The Western Australian Curriculum informs explicit teaching of LITERACY in my school		
Answer Options	June 2013 Response	October 2013 Response

To some extent	11.9%	4.9%
To a moderate extent	16.8%	12.0%
To a considerable extent	37.3%	36.6%
To a major extent	26.5%	33.1%
Fully Informs	7.6%	13.4%
The Western Australian Curriculum informs explicit teaching of NUMERACY in my school		
Answer Options	June 2013 Response	October 2013 Response
To some extent	13.0%	6.3%
To a moderate extent	17.8%	13.4%
To a considerable extent	37.3%	35.9%
To a major extent	24.9%	33.1%
Fully Informs	7.0%	11.3%
Strategies are implemented for those students not in regular attendance		
Answer Options	June 2013 Response	October 2013 Response
Not Applicable	17.8%	16.9%
To some extent	29.2%	25.4%
To a moderate extent	30.3%	27.5%
To a considerable extent	17.3%	21.8%
To a major extent	5.4%	8.5%
Strategies are implemented for those students not achieving their potential, including those at or below national minimum standard in my school		
Answer Options	June 2013 Response	October 2013 Response
To some extent	8.1%	3.5%
To a moderate extent	13.0%	11.3%
To a considerable extent	41.1%	38.7%
To a major extent	30.8%	38.7%
Fully Implemented	7.0%	7.7%
Student performance information, including NAPLAN, PIPS, EYLND and ESL/ESD Progress Maps, informs all school planning processes in my school		
Answer Options	June 2013 Response	October 2013 Response
Not sure	7.0%	3.5%
To some extent	17.3%	9.9%
To a moderate extent	17.8%	21.8%
To a considerable extent	37.8%	44.4%
To a major extent	20.0%	20.4%
The Principal plays a key role in building instructional leadership capacity in their staff in my school		
Answer Options	June 2013 Response	October 2013 Response
Not sure	4.9%	7.7%
To some extent	13.5%	12.0%
To a moderate extent	20.0%	19.7%
To a considerable extent	39.5%	35.2%
To a major extent	22.2%	25.4%
Team ownership of student achievement is embedded in my school		
Answer Options	June 2013 Response	October 2013 Response
Not sure	4.9%	4.9%
To some extent	17.3%	12.0%
To a moderate extent	31.4%	28.2%
To a considerable extent	34.1%	40.8%
To a major extent	12.4%	14.1%

School structures have implemented processes that enable staff professional learning in my school		
Answer Options	June 2013 Response	October 2013 Response
Not sure	0.5%	0.0%
To some extent	11.9%	14.8%
To a moderate extent	23.2%	21.8%
To a considerable extent	44.3%	44.4%
To a major extent	20.0%	19.0%
Community and home-school links have been established in my school		
Answer Options	June 2013 Response	October 2013 Response
Not sure	11.4%	6.3%
To some extent	18.4%	19.7%
To a moderate extent	30.8%	34.5%
To a considerable extent	29.7%	28.2%
To a major extent	9.7%	11.3%

The Western Australian Curriculum and the associated professional learning around its implementation, indicate that in the ILNNP schools it is informing explicit teaching of literacy and numeracy to a considerable extent. An increase, from the June 2013 report, of approximately 12 per cent of teachers indicated the teaching of literacy and numeracy was majorly informed by the Western Australian Curriculum.

The schools in the Kimberley region of Western Australia indicated that there are strategies in place for ensuring regular attendance. For those schools located outside of the Kimberley and where required for individual students', attendance strategies are in place.

Student attendance is an issue, as some students missed considerable amounts of the program. (October 2013 Survey)

Teachers indicated strategies are in place for those students identified at risk. 86 per cent of respondents, in the October survey, implement within their schools these strategies. Evidence based intervention programs in Literacy and Numeracy are in place within the ILNNP schools. National, system and school based data is used to a considerable and major extent to inform school planning processes.

Tracking specific cohorts of students over a specific time frame has shown dramatic increase in their learning. (October 2013 Survey)

Introduction of intervention programs which catered for the specific needs of our focus groups, we have seen improvement in student achievement, students have shown enthusiasm for learning and the programs can continue to be used in the school. (October 2013 Survey)

Students clearly more satisfied with knowing that they are improving with explicit teaching and learning in the classroom. A major highlight would include the increased level of confidence that is evident amongst the students in terms of their speaking and reading skills in particular. (October 2013 Survey)

Eighty three per cent of teachers in the October 2013 report indicated a shared responsibility for outcomes of all students within their school. As members of professional learning communities the teachers indicated there are significant structures in place to enable staff professional learning.

I believe that staff have worked with the parents and students to implement to a major extent the strategies through the ILNNP from adjusting programming to the WA Curriculum to implementing programs like Toe to Toe, Mini Lit, Reading Tutor etc. Teaching our Mathematics in a more structured and challenging was via

Stepping Stones along with the Mathematics Assessment Interview, all of this informs our teaching and supports student learning. (October 2013 Report)

While the teacher survey predominantly focused on the supportive school structures in place to improve student outcomes alongside teacher professional learning parents were acknowledged as an integrate part of this processes. Seventy three per cent of teachers indicated from a moderate to major extent home, school and community links were established.

The real highlights were the improvement in student performance and the enhanced relationship between home and school. (October 2013 Survey)

Overwhelmingly the comments received through the October 2013 survey where predominately around student welfare with many teachers noting the improvement in student attitude and confidence through participation within each school's identified approach.

Students have shown increased self-esteem when they see the improvement in the program that they are making themselves through the program and when they apply the strategies in class and it works. (October 2013 Survey)

One student went from being bottom of the class to top of the class with Numeracy. (October 2013 Survey)

Seeing the student from the start of the year to now the way they have more self-confidence and believe in themselves has been so rewarding to me as a teacher. (October 2013 Survey)

Independent Sector (AISWA)

The following tables are the result of a teacher survey completed by teachers pre and post 2013:

	Professional Learning Attended 2014	Numbers
1	PALLs	2
2	PANL	1
3	Igniting H.O.T Reading	33
4	The Big Six	6
5	In class coaching / Professional Learning (by school personnel)	46
7	School visits by AISWA consultants	42
8	Other AISWA Professional Learning	42

Please indicate how <u>CONFIDENT</u> you <u>NOW</u> feel about your understanding of ...	Has your <u>UNDERSTANDING</u> improved over the year?	Number of Teachers responded
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	Not at all confident	Slightly confident	confident	Very confident	Yes	No	
The reading process	1	12	25	7	39	2	43
Gradual release of responsibility	4	9	22	13	39	5	48
Comprehension		5	34	8	45	2	47
Fluency		6	34	9	45	4	49
Vocabulary		6	34	8	45	3	48
Phonics		13	27	9	44	5	49
Phonological Awareness		13	26	9	42	6	48
Word Attack	5	14	21	7	33	14	47
Oral Language		5	30	14	44	5	49

SECTION 4: SHOWCASES

Five schools from Western Australia are showcased, three from the public school sector, one from CEOWA and one from AISWA.

Showcase 1: Parkfield Primary School (Public School sector)

Showcase 2: Mount Lockyer Primary School (Public School sector)

Showcase 3: Gooseberry Hill Primary School (Public School sector)

Showcase 4: Our Lady of the Cape Primary School Dunsborough (CEOWA)

Showcase 5: CAPS Coolgardie (AISWA)

ILNNP Showcase 1: Parkfield Primary School (Public School sector)

School name	Parkfield Primary School
DEEWR school ID	17466
Suburb	Australind
State/Territory	Western Australia
Sector	Public School Sector
School type	Primary
ARIA categories	Inner Regional
2013 enrolments	703
Number of Aboriginal and Torres Strait Islander students	15
Number of students with a language background other than English	6%
2013 student attendance rate	93.5%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Parkfield Primary School is an Independent Public School. The teaching staff is considered to be one of the strongest in the south west region with most teachers having between ten and twenty years of experience.

The school has appointed a Literacy Specialist and a Numeracy Specialist to work with teachers to develop classroom strategies within whole school approaches.

Teachers implement The Virtues Project, First Steps strategies in English and Mathematics and differentiate the curriculum to meet the varying learning needs of students. Classroom teachers have experience working collaboratively in a team environment and possess strong communication and interpersonal skills.

Parkfield Primary School is renowned as a school of excellence in the Performing Arts (Music, Dance and Drama). This Learning Area is inclusive and provides for the diversity within the student population (The Boys in Boots Team, The Irish Dance Team and the Jive Team). Parkfield Primary School has also established other programs to enhance student achievement and engagement. These include: a

distributed teacher-leadership model, a mind-set of innovative and creative teaching practices, an effective student services program which also encourages and supports student leadership across Years 3 to 7 and a successful environmental sustainability program.

The Student Services Program at Parkfield Primary School provides for a wide range of activities and strategies to support the staff and students in creating and managing a positive school culture. A major focus that supports this aim is the Virtues Project which offers a range of appropriate information and guidelines. The Behaviour Management Plan provides clear guidelines on behaviour expectations and how unacceptable behaviour will be managed. Each classroom develops a Classroom Behaviour Plan that suits the individual class and teacher, which is then linked to the school process.

The community surrounding the school is very supportive of the school's direction and parents play an integral part in school direction, policy and communication.

Parkfield Primary School was involved in a tablet technology project that focused on two key reform areas:

effective and evidence-based teaching of literacy and numeracy with integration of iPad devices; and

strong school leadership and whole-school engagement with literacy and numeracy through the integration of iPad devices.

ILNNP Approach

The Parkfield Primary School staff has developed a cohesive Improving Literacy and Numeracy National Partnership (ILNNP) plan with strategic and operational targets that address Year 3 NAPLAN improvement targets in Reading. The ILNNP plan aims to lift Reading achievement in early childhood through a focus on the integration of tablet technology. Their plan clearly identifies approaches to be implemented in order to meet short and long term improvement targets as well as how they will support other ILNNP schools to implement tablet technology into literacy and numeracy.

iPads as a Part of a Balanced Whole-school Approach to Reading

At Parkfield Primary School the integration of iPad devices is a key strategy to support the implementation of instructional strategies in reading. A commitment to professional learning focusing on First Steps in Reading is central to their plan. iPad Specialist Teachers work shoulder-to-shoulder with staff to build their capacity to effectively use iPads as a part of their reading program.

Building Staff Capacity

Teacher quality has been the driving force behind the selection of strategies at Parkfield Primary School. iPad specialist teacher positions and strategic use of educational assistants support the development of quality literacy practices, through modelling, mentoring and coaching around specific evidence-based strategies such as the integration of iPad devices into literacy blocks.

Building Parent Capacity

Parkfield Primary School identifies engaging parents in the reading development of their child through the use of iPad devices as a key strategy. In conjunction with the iPad specialist teachers, a literacy specialist teacher supports parent engagement through the provision of feedback, opportunities to support in classrooms and parent workshops focused on literacy development through the use of iPads.

Strategies to Support Other ILNNP Schools to Implement iPads

Parkfield Primary School was involved in the Department's Early Childhood iPad Initiative which used an action learning model to investigate the use of iPad technology as an integral part of literacy blocks. As a consequence, the school is now able to support other ILNNP schools to effectively implement iPads. Two iPad specialist teachers act as a point of contact for ILNNP schools and coordinate professional learning opportunities.

Implementation

iPads as a Part of a Balanced Whole-school Approach to Reading

The use of iPad devices are embedded into literacy block planning through collaborative processes with the support and effective modelling, mentoring and coaching from the iPad specialist teachers.

During 2013, teachers designed student courses using iTunes U and multi-touch iBooks through the use of iBooks Author. Using these tools resulted in personalised and differentiated curriculum for students. The inclusion of video content, interactive widgets and appropriate selection of applications align to individual student need and develop students' higher order thinking.

Building Staff Capacity

Building the capacity of staff through the provision of professional learning has been a major strategy. iPad specialist teachers have attended ILNNP iPad professional learning programs and worked with the ILNNP iPad Consultant in the classroom. By sharing these professional learning opportunities with all staff and effective modelling, mentoring and coaching in the classroom, Parkfield Primary School ensures the sustainability of their iPad program and the effective integration of tablet technology into literacy practices.

The school has built the capacity of their educational assistants through professional learning that links with performance management agreements. This has ensured that educational assistants have an explicit role whilst working with students in literacy sessions using iPads.

Building Parent Capacity

Parents are regularly invited to assist in the classroom during literacy sessions. This strengthens home-school partnerships and parents' ability to help their own child with the appropriate use of tablet technology to support learning at home.

The literacy specialist teacher designed and implemented parent workshops that support the development of literacy through the use of iPads. An iPad section in the school newsletter was also developed. This shared information about Parkfield Primary School's achievements in literacy with iPads, iPad tips and tricks and appropriate application recommendations. Subsequently, a Parkfield Primary School application was developed which electronically shared relevant school information directly to parents through their smart phone and tablet device.

An open night for parents was held in Term 3 2013 which featured an iPad demonstration showcasing the effective use of iPads in literacy classrooms and how parents could use these strategies at home with their child.

A parent home reading course is being developed through iTunes U. This will give parents digital information on how to effectively read to their child, offering focus questions and supporting activities as to how to engage their child further with the reading process.

Strategies to Support Other ILNNP Schools to Implement iPads

Parkfield Primary School appointed two iPad specialist teachers to coordinate support opportunities. They developed an iTunes U iPad 'Starter Kit' course to assist other ILNNP schools with infrastructure issues and successful classroom implementation.

The school opened up their classrooms on numerous occasions to showcase the student work with iPads in literacy. The classroom teachers were released after the session for a question and answer time. iPad specialist teachers have provided professional learning to schools in ILNNP, their network and to international government delegates from Singapore.

Progress/Outcomes

iPads as a Part of a Balanced Whole-school Approach to Reading

The ILNNP iPad strategy has allowed staff at Parkfield Primary School to apply their extensive knowledge of best practice in literacy teaching and the current, effective whole school approaches in English to the implementation of iPads in their classrooms. Shared, Guided and Independent reading have been transformed with the use of iPads, allowing students to engage with multimodal texts and most importantly, re-engage reluctant readers and students at risk of early literacy failure. Key staff with significant knowledge and understanding of iPads and iBooks are currently developing, facilitating and sharing, differentiated reading programs in their classrooms. In 2014 teachers will continue to collaborate and implement these rich differentiated reading programs that foster high level thinking, advanced comprehension and targeted purpose based learning.

Building Staff Capacity

2014 will see Parkfield Primary School's commitment to building staff capacity through the on-going funding of two key staff members, who will continue to facilitate the confidence and understanding of utilising iPads in the classroom to maximise their effectiveness in enhancing student outcomes. Staff will also be provided with professional learning organised and presented by Parkfield Primary School teachers, at collaborative phase of learning meetings and school development days, throughout the year. These sessions will be designed to share knowledge, skills and iPad successes with all staff, to increase awareness and gain a collective confidence that will assist Parkfield Primary School in their vision for a shared understanding of the benefits, and best use, of interactive technology.

Building Parent Capacity

Through parent information sessions, interactive iPad workshops, regular articles in the school newsletter and through the school App, Parkfield Primary School has successfully begun to facilitate a cycle of change in the way that parents view technology's role in education. Following the success of parent workshops in 2013, Parkfield Primary School plans to implement similar community activities aimed at continuing to develop parent's understanding of the educational benefits of iPads, and build their knowledge and skills in selection and navigation of apps that can enhance their children's learning.

Parkfield Primary School has recently become the first Primary School in Western Australia to gain approval for a public iTunes U page, and is currently developing parent iTunes U courses that focus on pre-literacy and early literacy skills, play based learning and home reading. In 2014, Parkfield Primary School will demonstrate its commitment to building parent capacity by focusing time and resources to strengthening parent networks. As well as further opportunities for parents to participate in information sessions that

will showcase the parent resources available via iTunes U, the Parkfield Primary School app and the school website.

Strategies to Support Other ILNNP Schools to Implement iPads

Following significant networking in 2013, Parkfield Primary School will continue to provide opportunities for other schools to access its iPad specialist teachers and staff who are a part of the iPad program. From allowing teachers to witness iPads in action in classrooms, to providing professional learning in other schools, Parkfield Primary School will actively engage with other ILNNP schools to support them in their journey with iPads.

Showcase 2: Mount Lockyer Primary School (Public School sector)

School name	Mount Lockyer Primary School
DEEWR school ID	12537
Suburb	Albany
State/Territory	Western Australia
Sector	Public School Sector
School type	Primary
ARIA categories	Remote
2013 enrolments	506
Number of Aboriginal and Torres Strait Islander students	77
Number of students with a language background other than English	9
2013 student attendance rate	92%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Mount Lockyer Primary School is an Independent Public school located in the northwest corner of the boundary of the City of Albany, on the south west coast of Western Australia. The majority of the school population comes from the immediate Mount Lockyer area. A small percentage of students come from the surrounding rural areas. The school was established in 1954 and the school buildings have been gradually expanded and developed over time.

The Index of Community Socio-Education Advantage (ICSEA) is 913 placing it in the ninth decile of schools in Australia. The school caters for 506 students Pre-Primary to Year 7 on site. The Mount Lockyer Community Kindergarten, situated approximately 1.5 kilometres from the school, has an enrolment of 80 students. The school has an Education Support Unit with 14 Schools Plus funded students who are fully integrated into mainstream classes.

Mount Lockyer Primary School provides a place where students have access to evidenced based, innovative programs. The experienced, professional staff deliver a broad and challenging curriculum, offering opportunity for students to explore and develop their talents whilst acknowledging that students learn at different rates and in different ways. The staff work together, adopting an inclusive whole school approach where all are accountable and responsible for the growth and development of every child and providing opportunities for all students to be the best they can be. Access to funding through the Improving Literacy and Numeracy National Partnership Program and Aboriginal Tuition Assistance Scheme (ATAS), which addresses literacy and numeracy for students in Years 4 and 6, assist to facilitate this goal.

Specialist programs operating in the school include Music, Library Studies, Physical Education and LOTE (Japanese). Additional to these, the school also has Numeracy, Literacy, Science, Education Support, Technology and Communication and Behaviour specialist teachers. The Lockyer Leapers is a skipping squad sponsored by the Heart Foundation and this dedicated, talented group of students is in high demand for performances across the district. Pastoral Care Programs such as Friendly Schools Plus, Positive Behaviour in Schools, Bucket Filling and Tribes are implemented to support students' social, emotional and physical wellbeing.

The school motto is: Care, compassion, excellence; Mount Lockyer Primary School a place to learn and grow. Mount Lockyer Primary School is a Learning Community proudly striving to provide an inclusive learning environment that caters for the diversity of the students and pivotal to the achievement of this goal are the partnerships which the school staff has formed with families, the community and the wider community.

A particular focus has been building strong relationships with the Aboriginal community. The Mount Lockyer Community Partnership Agreement was developed and implemented in 2011 in which the Noongar families and staff work together so that the Noongar children at Mount Lockyer Primary School can achieve their best. The Elders' Circle is another ongoing structure where families are supported to ensure children attend and engage with education.

ILNNP Approach

The Mt Lockyer Primary School staff has developed a cohesive Improving Literacy and Numeracy National Partnership (ILNNP) whole-school plan with strategic and operational targets that address improvement targets in NAPLAN: Reading. Emphasis is on increasing the number of students in Years 3, 5 and 7 in the top three proficiency bands in Reading, and moving more Year 7 students into the middle two proficiency bands. The plan identifies clearly the approaches to be implemented in order to meet the improvement targets.

Whole-school approach

The school's ILNNP plan is built on an evidence-based approach, identifying whole-school approaches as critical to sustainability. Another strong feature of sustainability at Mt Lockyer Primary School is that data collection and analysis to drive school improvement. On-entry Assessment and NAPLAN data are used to identify students for case-management plans. This, together with the school's self-review processes and a case-management approach, effectively provides for focussed differentiated pedagogy in all classrooms.

School leaders have established collaborative learning teams to ensure the whole-school implementation of the Australian Curriculum: English and the use of the Department's online Literacy Resources linked to First Steps materials, to support the explicit teaching of literacy. The ESL/ESD Progress Map are used to support the learning needs of EAL/D students.

Over the last few years a literacy specialist teacher has worked with staff to assist with the effective selection and implementation of whole-school literacy practices including supporting teachers to effectively translate case-management plans into focused, differentiated instruction and to implement specific strategies to cater for the needs of Aboriginal and EAL/D students.

The literacy specialist teacher has supported the implementation of the literacy block as another whole-school strategy. She has provided professional learning and has worked shoulder-to-shoulder with

classroom teachers. This strategy together with the continued whole-school focus on guided reading, are key literacy strategies which form a consistent pedagogical approach.

An Early Years committee has been established to develop a whole school philosophy for early childhood, to build staff capacity and to identify and embed whole school processes, procedures and assessment.

As an example of a multi-faceted community partnership, Mt Lockyer Primary School also supports the teaching and learning of literacy by utilising the skills of education assistants, the regular involvement of trained parent volunteers and strategies to promote home reading.

Case-management approach

A case-management process has been used across the school for the last four years. The case-management process targets students who are identified (through the analysis of On-entry and NAPLAN data) as requiring support to achieve potential across the early childhood and middle childhood phases. A particular focus for the last twelve months has been to increase the performance of students achieving above expected standards whilst maintaining the ongoing focus and case-management of those students at and below the National Minimum Standard.

Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D students in the Early Years

During 2013, twelve staff from the Kindergarten to Year 2 area attended the Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D students in the Early Years course to build their knowledge and skills in:

Two-Way Teaching, i.e. Aboriginal and non-Aboriginal educators working together to create a more inclusive learning environment for Aboriginal students;

language and dialect understandings, i.e. latest research on teaching EAL/D including valuing students' home language(s) and a focus on oral language development; and

practical application of classroom strategies related to the above.

iPads as a part of a balanced approach to whole-school Reading pedagogy.

A quality iPad professional learning program that caters for the needs of the whole-staff, identified groups and individuals has been developed and is aligned to performance management and the ILNNP School Plan.

Implementation

Whole-school approaches

Professional learning was provided for teachers to improve their skills to analyse student performance information, set targets for improvement and to plan effectively at the whole-school, sub-group and individual level. Data included NAPLAN, On-entry Assessment data and information related to attendance and behaviour. This was achieved through school leaders attending workshops delivered by the ILNNP team and following up with sessions for teachers at school.

The implementation of whole school processes in Literacy Learning has been very powerful. Through the collaborative planning sessions over the last four years staff has actively engaged in selecting, refining, implementing and reviewing a range of processes. This has resulted in improved outcomes for students,

greater individual professional knowledge and understanding for staff and a collegial approach to and ownership of the way education takes place at Mount Lockyer Primary School.

ILNNP enabled the effective resourcing of these whole school processes with both time and resources.

Case-management Approach

Teachers, in collaboration with school leaders and their collaborative planning team, interrogated NAPLAN data to identify the skills required for students to achieve in the top two proficiency bands. Teachers are now familiar with the skills students require to achieve in the top two proficiency bands. Case-management plans were developed for the targeted students and these align with the *Australian Curriculum: English*. Teacher collaborative planning meetings indicate that targeted students are provided with a range of opportunities to develop high-level skills, knowledge and understandings.

Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D students in the Early Years

Classroom practices promote inclusive learning environments for Aboriginal students. This professional learning was particularly effective for Mount Lockyer Primary School, as it strengthened the understanding between the two Noongar staff members (an Aboriginal Islander Education Officer and a teacher) and the non-indigenous staff. Teachers trialled a range of strategies and then shared, discussed and reviewed them at collaborative planning meetings. The leadership team found that it was gratifying to discover that a lot of best practice was already in place and could be shared and extended.

iPads as a part of a balanced approach to whole-school Reading pedagogy.

To date this program has involved all teachers receiving an iPad, during term 2 2013, for their individual professional use. Basic professional learning was given to all so they could source and trial a range of programs to support learning, particularly in English. Banks of iPads are now being used across the school. Action Research to ascertain the effectiveness of the use of iPads in engaging and motivating Indigenous students in Year 1 and 2 was implemented in 2013.

Progress/Outcomes

Collaborative planning and whole school processes are now embedded within the school community. The staff functions as a whole, and is responsible for all the students and their learning. Although funding and timetabling of the collaborative planning can be challenging, it is an essential driver to maintaining high level professional growth and commitment.

Sustainability has been a major consideration when selecting approaches for the Mt Lockyer Primary School ILNNP plan. Careful consideration has been given to the continuation of whole school approaches to literacy and numeracy beyond 2014 through capacity building leadership in staff.

There is a strong sense of ownership and belonging within the staff. Willingness to share ideas, resources, energy, expertise is evident as teachers and education assistants work for better outcomes for the students and consequently for themselves. They know they are doing a good job and achieving great results.

Capacity building of the staff has been significant. As a result of being involved in ILNNP (since 2010) Mount Lockyer Primary School has been involved in a number of projects which have offered growth and leadership opportunities for the staff. These have included:

- Involvement in the ACARA project to provide work samples for the Australian Curriculum English. Mount Lockyer Primary School was a Teacher Development School offering support and professional learning in Australian Curriculum English to schools across their district.
- Involvement in the Schools Curriculum and Standards Authority providing work samples and sequences of lessons in English.
- Three teachers have taken on the Facilitator's role in the Curriculum Leaders group in their district.

As noted in the *2013 Independent Review Findings of Mt Lockyer Primary School*, the quality of teaching and learning, the school's planning and the parent/community engagement are important platforms supporting the sustainability of school improvement into the future.

Showcase 3: Gooseberry Hill Primary School (Public School sector)

School name	Gooseberry Hill Primary School
DEEWR school ID	9815
Suburb	Gooseberry Hill
State/Territory	Western Australia
Sector	Public School Sector
School type	Primary
ARIA categories	Major City
2013 enrolments	372
Number of Aboriginal and Torres Strait Islander students	1
Number of students with a language background other than English	3%
2013 student attendance rate	94.9%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Gooseberry Hill Primary School is located approximately 20 kilometres from the CBD in a unique setting with nearby national parks and local reserves. The school has an ICSEA (decile) of 1072.00 (2). The school has been established for over thirty years and during this time has created an enviable record of being a nurturing school, committed to excellence and supported by a caring community. An experienced school staff has developed a real sense of community and commitment to the school.

The school community is involved in a range of environmental programs, with an environmental centre on site. Gooseberry Hill Primary School offers a Visual Arts Program that is an integral part of the whole-school program with many students winning scholarships to the special Arts program at Kalamunda SHS. The Performing Arts Program has also been a focus over the past few years with a Junior and Senior Choir, and an instrumental music program provided via the School of Instrumental Music. Selected students in Year 6 and 7 have access to tuition in Trumpet, Guitar and Flute through this program.

Literacy and numeracy specialists have been appointed to drive the implementation of whole-school approaches and the Western Australian Curriculum and Assessment Framework (incorporating the Australian Curriculum).

A feature of Gooseberry Hill Primary School is the collaborative partnerships developed between the parents and school community and the expectation from parents that they will contribute to the fabric of the school.

ILNNP Approach

The Gooseberry Hill Primary School staff has developed a cohesive Improving Literacy and Numeracy National Partnership (ILNNP) whole-school plan with strategic and operational targets that address primary NAPLAN improvement targets in both Reading and Numeracy. There is an emphasis on lifting student representation in the top two NAPLAN proficiency bands and the plan clearly identifies whole-school literacy and numeracy improvement and a case-management approach to improving literacy and numeracy skills as approaches to be implemented in order to meet short and long term improvement targets.

Central to their plan is a whole-school commitment to professional learning centred around best literacy and numeracy practice, with a focus on *First Steps* in Reading and Mathematics and the *Australian Curriculum* implementation. These strategies aim to build the capacity of all staff to deliver quality literacy and numeracy programs.

Teacher quality and the impact of this on improving student achievement has been the driving force behind the selection of strategies at Gooseberry Hill Primary School.

Whole-school Literacy and Numeracy Approaches

The ILNNP team has provided extensive support for the implementation of whole-school approaches at Gooseberry Hill Primary School. Gooseberry Hill Primary School staff has been assisted with the process of collaborative planning; provided with opportunities for professional learning for school leaders and specialist teachers; and supported as they set whole school improvement targets.

Gooseberry Hill Primary School leaders and teachers have worked hard to implement collaborative processes such as common Duties Other than Teaching (DOTT), curriculum committees, phase of learning teams and professional learning communities. These initiatives enhance professional dialogue and enable the development of a common language and a shared understanding of what is required to collaboratively implement the whole-school approaches documented in their operational plan.

Case-management Approach

The approach focussed on using the analysis of On-entry and NAPLAN data to inform the development of operational improvement targets and the identification of case-managed students. Targeted students included those at or below the standards and students requiring support to achieve their potential.

Implementation of whole-school literacy and numeracy approaches

Literacy and numeracy specialist teachers attended the ILNNP professional learning program each term and were committed to building the capacity of staff at the school level by delivering relevant professional learning to staff or requesting the support of the ILNNP team for professional learning delivery. By sharing these professional learning opportunities with all staff, Gooseberry Hill Primary School ensures the impact of staff transition will be minimised.

Para-professionals at Gooseberry Hill Primary School were also provided with professional learning by school leaders and specialist teachers to enable them to support the implementation of whole-school literacy and numeracy approaches, in particular with the use of *First Steps* strategies and resources.

The success of whole-school strategies such as literacy and numeracy blocks and guided reading can be attributed to the careful compilation of phase of learning teams to ensure that in both literacy and numeracy, a leadership team member worked in the specialist role alongside a teaching member of staff.

This provided the follow-up and follow through required for consistency and successful implementation of whole school strategies.

Collaborative processes in place include Phase of Learning Teams and Literacy and Numeracy committees. These structures support the implementation of literacy and numeracy blocks across the school to ensure a shared understanding of each of the components is promoted across the school. To strengthen staff understanding of these whole-school approaches, ILNNP team members and specialists have provided professional learning on school development days and at after school meetings throughout the year.

Implementation

Through relevant professional learning provided by the ILNNP consultant principal, staff data literacy improved and has allowed staff to engage in the analysis of NAPLAN and On-entry data to develop and inform challenging and achievable improvement targets and highlight focus areas. These targets identify students for case-management.

Specialist teachers support classroom teachers in the development of targeted case-management plans and in the monitoring of student progress toward achieving identified improvement targets. This process has highlighted for teachers the importance of differentiated instruction for all students and not only targeted students.

Targeted performance management provides an opportunity for teachers to share successes in case-management with the leadership team and ensures a common language around the case-management process is used and understood by all staff.

Collaborative planning processes also provide opportunities for advice and support to staff on the case-management process.

Progress/Outcomes

The staff's positive involvement in professional learning sessions throughout the year has been a highlight and has ensured a consistent whole-school understanding of strategies articulated in the Gooseberry Hill Primary School ILNNP school plan is developed and improved.

The school has committed to participating in a Professional Learning Team (PLT) initiative to engage teachers in peer observation of teaching strategies or focus areas. This initiative is based on a reflective practice model rather than a feedback model and involves groups of three teachers engaging in a reflective cycle. Each cycle has an agreed focus area commonly aligned to school focus areas/strategies. One teacher plans and delivers a lesson, the lesson is observed by another teacher and this is followed by a reflective session where the teacher talks through their lesson with the third member of the group to identify a personal improvement focus. The cycle is complete when all teachers have had the opportunity to teach and engage in a reflective session. The group participates in a de-brief session before embarking on a new cycle.

The establishment of professional learning teams linked to phases of learning has initiated a process of reflective practice at Gooseberry Hill Primary School. Staff feel empowered as they identify and set their improvement focus.

Targeted performance management has been structured to include the alignment of professional learning team focus areas to whole-school priorities. This strategy will ensure approaches are maintained once National Partnership funding has ceased.

An analysis of 2013 NAPLAN data highlights excellent progress from Year 3-5 and Years 5-7 in both Reading and Numeracy assessments. For Numeracy, over 70 per cent of students made high to very high progress from Year 3-5 with 54 % of students making high to very high progress from Year 5-7. Reading progress also indicates 60% of students made high to very high progress from Year 3-5 and Year 5-7. In Year 7 2013 results in both Numeracy and Reading, all students achieved scores above the National Minimum Standard.

Showcase 4: Our Lady of the Cape Primary School Dunsborough (CEOWA)

School name	Our Lady of the Cape Primary School Dunsborough
DEEWR school ID	13996
Suburb	Dunsborough
State/Territory	Western Australia
Sector	Catholic
School type	Primary
ARIA categories	Inner Regional
2013 enrolments	259
Number of Aboriginal and Torres Strait Islander students	1
Number of students with a language background other than English	3%
2013 student attendance rate	96%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

School Background

Our Lady of the Cape Primary School is a Catholic co-educational primary school with 259 students from Kindergarten to Year 7 that was established in 1996. The school now has full single stream facilities catering for students from Kindergarten to Year 7. The establishment of the school was made possible through the financial support provided by St Joseph's parish, Busselton and the commitment of the Dunsborough Faith Community. The school is managed on a local level by the Our Lady of the Cape Primary School, Dunsborough Catholic School Board. The school is committed to providing excellence in educational curriculum.

The ongoing implementation of the Curriculum Framework is a school priority and involves instruction in Religious Education as well as other key learning areas. The school has recently been committed to ensuring all teachers have the knowledge and understanding needed for them to be able to competently implement the Western Australian Curriculum. A strong emphasis is placed on the acquisition of literacy and numeracy skills in all grades. A Literacy Support Program is provided for students identified as being at risk. The school provides a comprehensive Arts program especially through Music and Drama.

ILNNP Approach

Building on the work the school has undertaken through the Smarter Schools National Partnership 2009-2012, the following supportive structures are embedded and form the foundation for Our Lady of the Cape Primary School's literacy and numeracy curriculum plan:

Enabling shoulder to shoulder learning

- Appointment of a Coordinator of Professional Learning who is provided with four days of professional learning and regular onsite support from the CEOWA school support consultant.
- Provision of relief funds to release teachers from the classroom to work collaboratively.

Developing models of effective practice

- Two Key Teachers in numeracy and literacy are identified within the school. The Key Teachers are classroom teachers but are given additional time through release to support teachers through mentoring.
- Key Teachers classrooms are models of effective practice and open to all teachers within their school and regional schools.
- Key Teachers access continuing professional development offered by the CEOWA relating to numeracy and literacy content and pedagogy.
- Collegial visits on site and across schools are offered to teachers to engage in professional dialogue relating to others' classroom strategies and structures.

Distributing Leadership

- Data analysis & decision regarding focus to be undertaken by all staff.
- Ownership of decisions regarding implementation of our investigation to rest with the professional learning community.

Engaging in Action Learning

- Use of evidence to identify a refined focus for investigation.
- Commitment to Collaborative Professional Learning in Action model process.

Professional Learning Community (PLC)

- Regular gatherings held to investigate and discuss implementation of focus.
- Commitment to Collaborative Professional Learning in Action model process via Professional Learning Community meetings.
- Leadership and peer expectation are in place for teachers to engage with educational theory and practice.
- Professional readings that encourage self-reflection act as a springboard for ideas and provide professional development.
- Dedicated time is given to the PLC to engage in dialogue relating to educational practice and theory.

Professional Learning

- Ongoing commitment to professional reading from a wide range of sources.
- Provision of professional development as required in focus area.
- Relief provision for teachers to visit other schools to view a variety of models of practice in our focus area.
- Application of professional learning in any curriculum area is embedded across all learning areas where possible.

Through 2013 the school is continuing to refine the literacy and numeracy plan's supportive structures with a specific focus on improving student literacy outcomes. Through a collaborative process between the designated leadership team and the teachers the decision was made to further target a specific year group

(Year 1) whom data sources had identified as having a significant group vulnerable in the area of number. The table below illustrates the assessment:

CEOWA Overview of Assessment: Our Lady of the Cape Primary School

Focus Area: Literacy				Focus Cohort: Year 1						
Two assessments were used to identify the focus groups within the Year 1 cohort. The two tests were: <ul style="list-style-type: none">• Reading Levels determined by PM Benchmarking assessment.• Sight Word test (PLD). The Focus Group (highlighted below) was identified if the student processed a reading level of 1 or 2 and Sight Word recognition score of less than 20.										
Student	Gender	ATSI	Pre-Attendance % ½ days Absent	Pre-Assessment data		Progress Data		Post-Attendance % ½ days Absent	Post-Assessment data	
1	M	N	0	21	2			91	98	6
2	F	N	6	23	2			95		
3	F	N	0	18	3			88		
4	M	N	2	22	2			94		
5	M	N	4	19	2	28	3	95	100	7
6	F	N	0	24	3			94		
7	M	N	0	22	2			87		
8	M	N	0	17	2	20	2	93	80	6
9	M	N	0	87	10			93		
10	M	N	2	61	4					
11	M	N	0	54	2					
12	M	N	2	24	1					
13	M	Y	6	8	1	12	2	88	62	3
14	M	N	4	24	1					
15	F	N	14	97	10					
16	M	N	8	6	1	21	2	80	78	3
17	M	N	0	51	3					
18	M	N	2	24	2					
19	M	N	4	48	3					
20	M	N	8	69	7					
21	F	N	4	65	7					
22	M	N	8		1	2	1	95		
23	F	N	0	55	4					
24	M	N	0	25	3					
25	F	N	2	13	2	25	3	96	91	6
26	M	N	10	15	2	24	4	91	100	8
27	M	N	0	10	1	6	1	Left School		
28	F	N	2	75	6					
29	F	N	6	38	5					

Implementation

Since the implementation of the targeted strategies in Term 2 2013, 72 per cent of the identified vulnerable students have made significant gains with the other 28 per cent having made pleasing gains. This is a very encouraging reflection on the strategies being implemented that include:

- Regular (3 to 4 times a week) small, multi age group work with students in Years 1 and 2
- Use of parent help to assist with small group work
- Use of ongoing formative assessment to identify fine grain data which informed small group work
- Provision of Teacher Assistant to work individually with vulnerable students
- Use of a Direct Instruction tool/resource for the vulnerable students and program overseen by Literacy Support Teacher
- Regular meetings with the Year 1 and 2 and Literacy Support Teacher to ascertain student progress and to inform future planning
- Use of interim testing for students who make significantly more or less expected progress so that adjustments to their program can be made
- Personalised Learning plans for vulnerable students regularly checked to ensure accuracy of program delivery

Progress/Outcomes

Due to the targeted strategies undertaken by Our Lady of the Cape Primary School significant changes in students confidence towards reading has been noted by the teacher and support teaching staff. Additionally, it was noted that oral language skills, specifically phonological processing, have greatly improved over the course of this intervention. The vulnerable students' confidence to engage in all areas of English and particularly Reading and Writing has improved markedly. This confidence has been developed through a supportive environment where the teacher is working at the point of need and scaffolding the learning for these students within both small group work and whole class discussions.

It has been noticed that the word attack skills of all students and especially the less competent readers has improved significantly. The students are also more confident to 'have a go'. Year 1 Class Teacher

When progress data was collected the teacher noted that all vulnerable students had made growth, many significant. Many of the students have made pleasing progress in reading levels and all students have made significant progress in sight word recognition. This highlights the success of the targeting teaching strategies implemented by the teacher.

Reflecting on the data gathered regularly has enabled all teachers involved with this project to be more focussed and 'in tune' with the students' needs in each class, enabling a more precise delivery of appropriate teaching and learning experiences. Year 1 Class Teacher

Whilst the program specifically targets students in Years 1 and 2 the teachers have broadened the parameters to include some of the more capable students from Pre Primary who are ready for more challenging work and some Year 3 students who experience difficulty in Reading and who would benefit from some extra support.

The Pre Primary teacher has particularly appreciated being part of this project as she has enjoyed the extra professional learning she has received by being part of the regular planning and data meetings.

Being included in the planning meetings has been very much appreciated as it has helped me learn additional strategies that I can implement to further support my more able students. I have also found these strategies useful for many other students by adapting the content. I have particularly benefitted from the collegial support as I am a relatively inexperienced teacher. Pre Primary Class Teacher

It is expected that the targeted students will continue to make gains in the area of Reading due to targeted programming at each student's point of need in small groups. For those students who still made gains but

still continue to be vulnerable in comparison to the wider cohort, targeted teaching will still occur at their point of need due to the building of capacity of staff through professional learning to differentiate the teaching program.

Looking into the future, describe how the approach will be maintained.

Our Lady of the Cape Primary School hopes to continue implementing the structures introduced through this program into following years. Presently the leadership team is exploring ways of further funding the additional Teacher Assistant position to enable the continuation of the focussed, small group and individual instruction. Continued parental support will also be required to enable this small group work and this will be dependent on the level of involvement future parents are willing to invest. All staff currently involved in the program are keen to see this become an embedded structure and will endeavour to advocate strongly for this. To date, they have secured a commitment from leadership to maintain Duties Other than Teaching (DOTT) free mornings four times each week to ensure multi age grouping.

Overview of Strategy

The targeted strategy will improve outcomes for the above identified students through:

- Continuing to build instructional knowledge and capacity for the teachers;
- Refining of assessment and observation tools used during literacy dedicated time to monitor children's reading behaviour;
- Giving time for the Key Teacher in literacy to work as an instructional coach with the classroom teacher during literacy dedicated time 2 mornings a week; and
- Partial funding of a Teacher Assistant to help with a direct instruction intervention program.

Showcase 5: CAPS Coolgardie (AISWA)

School name	CAPS Coolgardie
DEEWR school ID	1284
Suburb	Coolgardie
State/Territory	Western Australia
Sector	Independent
School type	Combined
ARIA categories	Remote
2013 enrolments	Term 1-92, Term 2-95, Term 3-93, Term 4-78 Total enrolled during year- 139
Number of Aboriginal and Torres Strait Islander students	Term 1-71(77%), Term 2-73(77%), Term 3-72 (77%), Term 4-58 (74%) Total enrolled during year- 115 (83%)
Number of students with a language background other than English	80
2013 student attendance rate	75%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	Yes

School Background

CAPS Coolgardie School opened in 1981 and is located in the town of Coolgardie 40 kilometres south of Kalgoorlie, Western Australia. The Coolgardie campus is part of the organisation of Christian Aboriginal Parent Directed Schools which also include Wongutha and Kurrawang, and is non-denominational. It provides education for both local and boarding students.

CAPS Coolgardie School is regarded as a multi-cultural school with 74-83 per cent of the student population being Aboriginal. Other cultures represented in the school include Papua New Guinean, Samoan, English, European and Chinese. The percentage of students who live locally are as follows: Term 1 (65 per cent), Term 2 (68 per cent), Term 3 (69 per cent) and Term 4 (73 per cent) with a total number of students enrolled during year as 60 per cent. The percentage of students from remote communities in the Western Desert and the Kimberley areas of Western Australia are as follows: Term 1 (35 per cent), Term 2 (32 per cent), Term 3 (31 per cent) and Term 4 (27 per cent) with a total number of students enrolled during year 40 per cent. A strong values program supports student well-being and participation as many Aboriginal students are challenged by boarding a long way from home. This creates an issue of high transiency and short term stays for some students.

The school caters for students in Kindergarten to Year 12 and presents attractively with a spacious early childhood area, heritage building boarding house and well- presented sporting and cooking facilities. The

school includes a library and offers specialist education in music, Korean language, sports and ICT. All classrooms, learning areas, administration and library are networked providing on-line facilities.

As an Independent School, the school is committed to meeting the specific educational needs of the students through development of focused literacy and numeracy strategic planning. The learning programs increasingly reflect the diversity of cultures, needs, and abilities of the children, with a strong Christian base. Whole school planning in Literacy and Numeracy focuses on explicit teaching using the Australian Curriculum.

The school has a very multi-cultural staff including an Aboriginal principal, a mix of graduate and experienced teachers. A majority of the student population are EAL/D students from low literacy backgrounds with Indigenous languages as their first language.

As a community, the school places emphasis on building partnerships between students, staff and parents. Parental involvement is highly valued and encouraged. A strong and supportive relationship between parents, students and teachers is encouraged in all school practices.

ILNNP Approach

Aboriginal Independent Community School (AICS) Literacy and Numeracy Portal and Focused Improvement in Early Literacy Development (Field) Project, including Creating a Reading Culture (Overview)

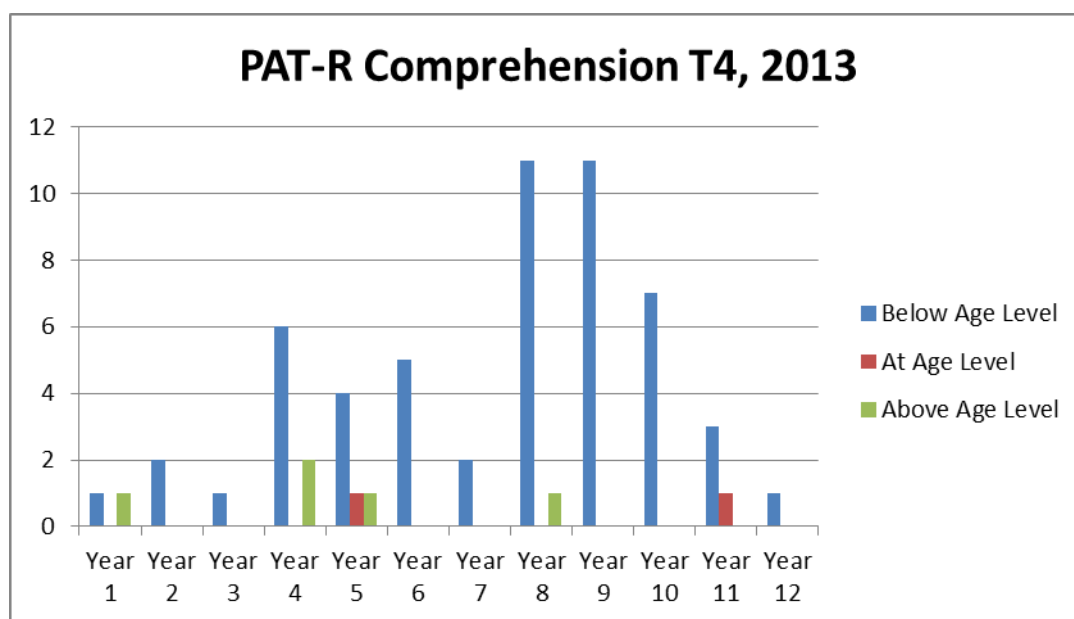
CAPS Coolgardie seeks to improve reading outcomes with a particular focus on comprehension, through an intensive drive to raise the profile of reading across the school. This has led to a review of the existing Accelerated Literacy approach and introduction of targeted new reading strategies drawn from First Steps, Big Six, Higher Order Readers, SHARP Reading and in the strengthening of early years' literacy through Focused Improvement in Early Literacy Development (FIELD). The enhancement of a strong reading culture school wide has been prioritised through broadly consulted whole school literacy planning. The plan sets out explicit targets, strategies and curriculum scope and sequences designed to meet the specific needs of students whilst addressing the Australian Curriculum. The structure of literacy sessions and timetables has also been reviewed resulting in more effective time allocations that allow for uninterrupted blocks of time where literacy is explicitly taught.

Data Analysis

PAT Comprehension, NAPLAN and AISWA recommended assessments have been analysed to identify specific targets for improvement, both at a whole school level and for individual students.

	NAPLAN Reading 2013			
	Below	At	Above	Total
Year 3	0	0	1	1
Year 5	1	3	2	6
Year 7	0	1	0	1
Year 9	10	4	2	16
Totals	11 (46%)	8 (33%)	5 (21%)	24

	PAT-R Comprehension T4, 2013			
	Below	At	Above	Total
Year 1	1	0	1	2
Year 2	2	0	0	2
Year 3	1	0	0	1
Year 4	6	0	2	8
Year 5	4	1	1	6
Year 6	5	0	0	5
Year 7	2	0	0	2
Year 8	11	0	1	12
Year 9	11	0	0	11
Year 10	7	0	0	7
Year 11	3	1	0	4
Year 12	1	0	0	1
Totals	54 (89%)	2 (3%)	5 (8%)	61



Whole School Literacy Planning

Extensive consultation with staff, improved knowledge of the student cohort and relevant data, the allocation of a literacy coordinator in the school and the guidance of AISWA literacy consultants has led to the development of a comprehensive whole school literacy plan with appropriate targets, strategies and curriculum for improvement.

Teacher Professional Learning (PL)

An increased emphasis on teacher professional learning for implementing quality literacy teaching across the school has led to all teachers having access to some or all of the following: In school scheduled professional learning delivered in staff meetings by the AISWA consultant and literacy coordinator, this has empowered the literacy coordinator to take ownership of literacy within the school and given her the credibility to support teachers. The emphasis has been on the explicit teaching of Reading Comprehension

(including across learning areas), in class literacy support and external professional learning from Big Six, Higher Order Readers and SHARP Reading .The strengthening of early years' literacy has been improved through Focused Improvement in Early Literacy Development (FIELD). The literacy coordinator has also attended Professional Learning for NAPLAN analysis.

Quality Resources

The school has allocated budget to purchase and upgrade resources for teaching reading including guided reading material and lexile books for the home reading program. A dedicated phonics program for the early years was also purchased. A review of the role of the teacher aide for literacy support has improved outcomes for students on individual and group literacy education plans. A support tutor has been working intensely with a group of 5 students from Year 2 – Year 4. Four of these students have progressed one year level in their reading accuracy in the last 2 terms.

Accelerated Literacy Reading levels

Year 2	Date	Year Level	%	Year Level	%
JS	25/06/13	< PP	74		
JS	29/10/13	Late PP	94	Yr 1	77
JS	26/11/13	Yr 1	92		
Year 3					
ND	25/06/13	< PP	63		
ND	22/10/13	Late PP	99	Yr 1	69
ND	26/11/13	Late PP	76		
Year 3					
DS	25/07/13	< PP	0		
DS	26/11/13	< PP	0		
Year 4					
DP	25/06/13	Late PP		Yr 1	76
DP	22/10/13	Late PP		Yr 1	81
DP	28/11/13	Yr 1	91		
Year 4					
KS	25/06/13	Late PP		Yr 1	78
KS	26/11/13	Yr 1	93		

*90% is the pass mark for reading accuracy

Coaching and Support

A culture of professional sharing is facilitated through scheduled literacy discussions in staff meetings. The literacy coordinator continues to monitor data, provide professional learning and in- class support, ensuring adherence to whole school planning, reporting to the principal, overseeing literacy support and purchase of resources. Through this facilitation the school experiences greater coherence and a shared vision for improving reading outcomes. The AISWA consultant provides additional support and PL through regular visits.

Implementation

All students are assessed by the literacy coordinator on entry to the school and literacy needs are identified. Some students exhibit extremely low levels of English literacy requiring intensive levels of support and skilled teacher guidance in accessing meaning in the text. Some students have inconsistent

attendance which impacts on learning continuity and subsequent progress. Some regular attenders achieve at above average rates, especially in early childhood.

Regular consultation with staff and other stakeholders, such as AISWA consultants, developed a whole school literacy plan with agreed targets and approaches to teaching comprehension and developing a reading culture.

The implementation of a 'literacy leader' role has been established. Review of class groupings have been organised to better meet the needs of students. Improved structure in timetabling and components of literacy blocks will include modelled, shared and guided reading. A review of how support is implemented is underway leading to the better use of teacher aide's time and skills.

The introduction of a phonics program and the consolidation of home reading have resulted in greater student rates of library borrowing. The school has surveyed parents to seek reading involvement, school wide daily reading for 15 minutes at the start of the day and the offer of coaching for parents in effective reading support strategies.

The profile of reading comprehension teaching and learning has been raised through implementation of strategies provided at professional development. This included scheduled staff discussions regarding student progress and the development of a literacy plan. Reading resources were purchased to support implementation. Performance management was supported by the Principal.

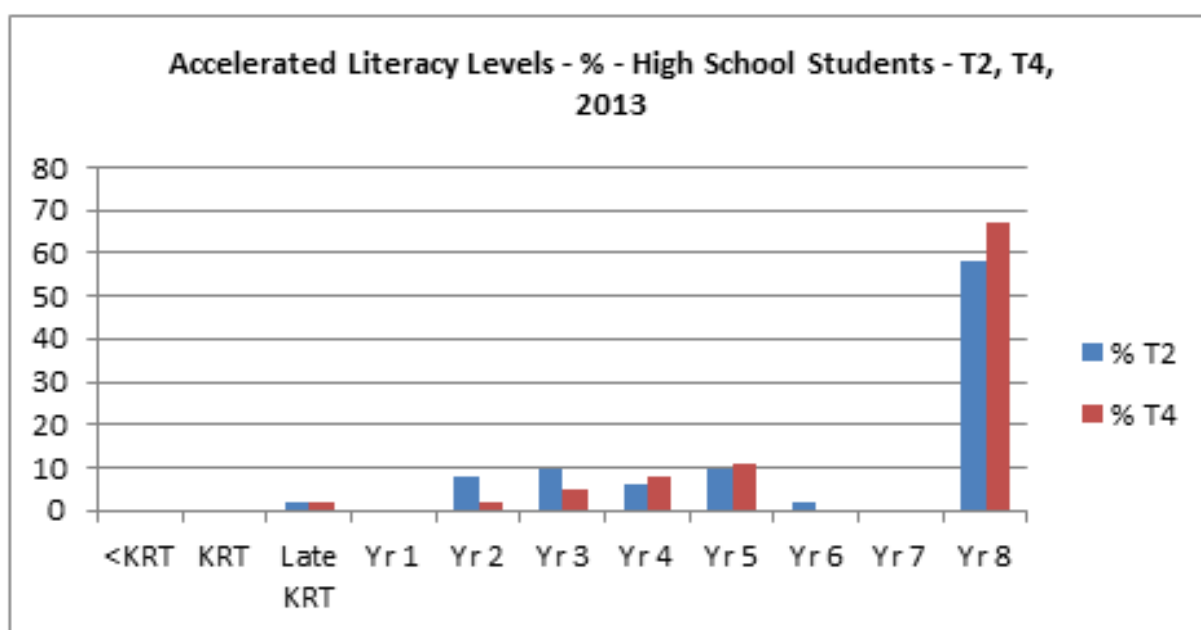
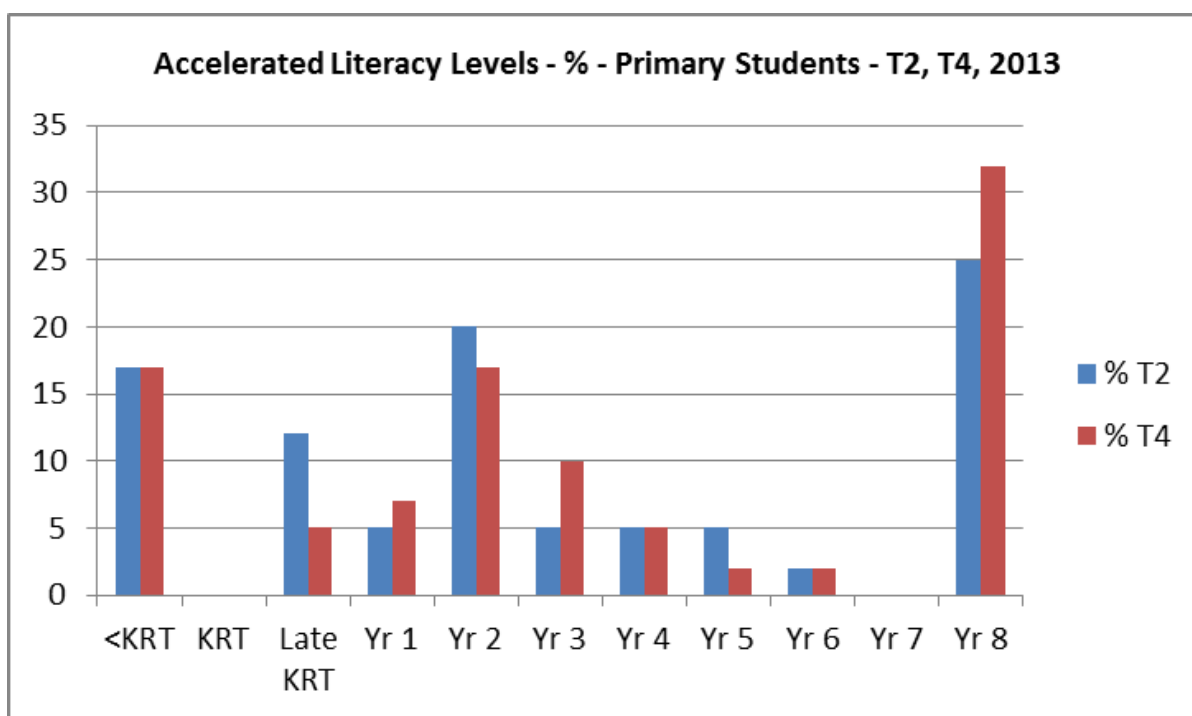
Progress/Outcomes

The time frame is too short to demonstrate significant improvements through data however, staff are demonstrating greater confidence and professional knowledge in the delivery of teaching and learning for Reading comprehension. They are developing a sound understanding of the requirements of the Australian English Curriculum and are enthusiastic about the new approaches.

Students have an increased awareness of high expectations for their personal commitment to reading. Student engagement in reading is becoming more evident for students who struggle with reading and several students on IEPs are making significant gains with the additional support. Buddy reading has recently been introduced and is creating very positive attitudes towards reading for students who were previously disengaged.

The CAPS Coolgardie School ILNPP project identifies whole-school approaches as critical to the sustainability of improvement in Reading. Staff are provided with professional learning in the effective analysis of performance data to inform curriculum differentiation. There is a whole-school commitment to ensure the effective use of system and school data at the classroom level and there is an intention to introduce data walls and a case management approach in 2014.

AISWA literacy consultants will continue to provide support with an emphasis on strengthening guided reading for comprehension.



Accelerated Literacy Reading levels

YEAR 8	Date	Year Level	%	Year Level	%
LG	6/08/13	Yr 4	90	Yr 5	85
LG	26/11/13	Yr 5	92		
ZJ	1/08/13	Yr 2	97	Yr 3	84
ZJ	21/11/13	Yr 3	89.9		
HM	1/08/13	<KRT	79	Late KRT	88
HM	27/08/13	Late KRT	98	Yr 1	78
HM	26/11/13	Yr 1	85		
KS	20/06/13	Yr 4	91		
KS	26/11/13	Yr 5	92	Yr 6	87
YEAR 9					

RT	15/08/13	Yr 3	96	Yr 4	89
RT	26/11/13	Yr 4	91		
YEAR 10					
NB	15/10/13	Yr 6	91	Yr 8	88
NB	26/11/13	Yr 8	91		
SJ	2/07/13	Yr 3	91	Yr 4	88
SJ	26/11/13	Yr 4	92		
IN	27/06/13	Yr 3	92	Yr 4	88
IN	5/09/13	Yr 5	93	Yr 6	84
IN	26/11/13	Yr 6	89	Yr 5	

SECTION 5: SUSTAINABILITY

Public School Sector

The *Whole-school Literacy and Numeracy Improvement* strategy was premised on building the capacity of the school staff, rather than on implementing strategies that would require ongoing funding. That is, the aim of the ILNNP was to implement programs that embedded sustainability of practices.

Through targeted and spaced professional learning, the capacity of the schools' staff was built and collaborative whole-school planning processes involving all staff were encouraged.

As schools implemented this approach, increased professional dialogue became apparent in schools. Teachers, principals and para-professionals developed greater cohesiveness through a better understanding of responsibility for student outcomes and whole school pedagogy. This provided the impetus for change to become embedded within the ILNNP schools.

Additionally, as whole-school processes became ingrained the following factors were found to contribute towards sustainable practice:

- consistency of pedagogy across the school;
- improved target setting developing as an embedded practice;
- increased staff capacity to effectively analyse student performance data which contributed to targeted classroom planning;
- improved understanding and implementation of case-management; and
- ongoing review of whole-school planning as part of the school's planning cycle.

A change of principal in the school can be a significant challenge to the sustainability of the whole-school approach. In addition to this, as the capacity of staff in the ILNNP schools was built, this enabled many teachers to be competitive for promotional positions and some movement has begun. This was a very positive result for our system but not necessarily for the ILNNP schools.

The ILNNP supports the Western Australian Department of Education's *Strategic Plan for WA Public Schools 2012-2015*, by assisting to raise the standards of literacy and numeracy; supporting teachers to expand the use of technology to enhance student learning; providing school staff with access to high quality professional learning opportunities; and assisting to build a culture of high expectations and high performance in ILNNP schools. *Focus 2014 An initiative of the Director General's Classroom First Strategy*, is complemented by supporting networks to share expertise among staff in literacy and numeracy. The *On-entry Assessment* professional learning and data analysis support provided by the ILNNP team directly complements the *early years of schooling* document, another *initiative of the Director General's Classroom First Strategy*.

Catholic Sector (CEOWA)

Table 2b (pages 29 – 34) identifies each school's future direction for continuing the implementation of approaches as identified in the ILNNP. Survey results indicated the importance of continuing within schools' professional learning communities the dialogue around pedagogy, content and student performance. Most schools identified that whilst maintaining additional support staff employed through the project will be difficult, they are endeavouring through conversations with system support personnel, to prioritise the ongoing support required for the identified students and allocate available funds accordingly.

During 2014, an improved model of service delivery will be trialled and evaluated in three regions in Western Australia, with the intent of supporting all schools from 2015. Based upon the current process of instructional improvement, the improved model will focus on the sustainability of the approach as the future way CEOWA supports schools to improve student outcomes. The new approach will focus on geographically determined, regional networks to identify contextualised improvement agendas and ensure alignment of school and system improvement goals.

Independent Sector (AISWA)

For all approaches structures are in place to ensure that initiatives and progress is sustained. In the schools with a focus on numeracy, teacher reflective practice has been established in regards to using reflective journals where teachers share their successes, concerns and barriers at staff meetings. Schools need to continue to use the data as a baseline for a whole school approach in mental computation. This has been written into whole school numeracy plans. Establishment of the Numeracy leader will help keep highly skilled personnel at the school to continue supporting classroom teachers and planning.

The development of whole school plans has also been established in most schools to ensure sustainability. The literacy and numeracy portal established by AISWA allows schools to continue to use data to drive decisions and instruction. The numeracy portal is strong and is in full implementation phase. The literacy portal has undergone some changes and will need further time and resources to be fully operational and effective.

Informal feedback with AISWA consultants is showing that the change from a transitional leadership style to more of an instructional leadership is positively impacting on teacher quality and subsequently an improvement in outcomes for students. For a full transition it is expected the process of change in creating structures to make this possible is a process which will take further time to implement.

Further professional development and continued work with school leadership is necessary to sustain Leading Literacy Learning in AISWA schools. AISWA consultants are working with school leadership to focus on school improvement where schools continue to work on ways to measure and monitor improvements in student learning. Research shows that these school improvement models take up to five years to impact the culture of schools and improvements in learning outcomes for students.

A concern is that with the withdrawal of funding, the support previously provided by AISWA consultants will not be possible. Without that support schools may not maintain the momentum.

Teacher transiency still tends to be a major factor in sustainability in many of the AISWA schools targeted this year, however if strong structures and systems are in place this may help to overcome the constant change of direction.

A few other factors which may impede sustainability are as follows: changes to school leadership; student attendance; and remoteness of schools making access to Professional Learning difficult.

Addendum 1: Hayes, P. and Noonan, P. (2011) Engaging Teachers in Ongoing Learning: The Collaborative Professional Learning Model (CPL), CEOWA



Engaging Teachers in Ongoing Learning: The Collaborative Professional Learning Model (CPL)

Peter Hayes and Peter Noonan

Introduction

Education literature is steeped in signposts that identify 'must have' practices required in all school settings if we are going to authentically engage our teachers in the complex and dynamic actions of quality teaching. These practices have been brought together in the Collaborative Professional Learning model.

The Collaborative Professional Learning model is a comprehensive plan for onsite professional growth that engages teachers in deep investigation of practice with the intent to improve and consolidate learning. It requires thoughtful and well-planned processes and events that encourage collaborative problem solving in real time, with real students and real data in real classrooms.

We urge those responsible for our teachers' pre-service, accreditation and professional development courses to provide for their needs in ways that are meaningful, stimulating and practical.

Mandate para #98

If we truly wish to nurture a hunger for learning as a system, we must first acknowledge the professionalism and capacity of our teaching staff. We must then give them the voice, trust and support necessary to engage in deep learning and nurture that deep learning in their colleagues. This is a fundamental premise of the Mandate and the guiding proposition of the Quality Catholic Schooling Framework.

THE MODEL EXPLAINED

Effective Teaching

Central to the CPL model is an understanding of effective teaching. Effective teachers bring a great deal of knowledge to the classroom and use it to support a diverse range of students (Hayes & Noonan, 2009). The three domains of teacher knowledge are:

- Knowledge of Subject Content
- Knowledge of Pedagogy
- Knowledge of Student Learning

The goal of any professional development must be dualistic; first, to increase knowledge in the three areas and second to assist teachers to integrate the knowledge effectively in order to support the learning of their students.

Effective professional development that can achieve this dual aim must be comprehensive, integrated and sustained over time.

Effective Professional Development: Collaborative professional Learning

There are no shortcuts to anyplace worth going. (Beverley Sills)

The CPL model articulates six elements that contribute to the supportive school structures that are deliberately developed on the school site to assist teachers to engage in professional conversations and learning.

Shoulder to Shoulder Learning

Two heads are better than one. (John Heywood)

It is easy for teachers to know what they could do, harder for them to be able to do it and most difficult for them to embed it into their daily practice (Joyce & Showers, 2002). Embedding effective practice into daily routines is a desired result of all professional development. This element focuses clearly on the work required to embed practice into authentic teacher routines. This element is about learning with colleagues, watching and thinking about classroom practice in real time and problem-solving together about how the practice would look during a real lesson sequence.

Models of Effective Practice

Information's pretty thin stuff unless mixed with experience. (Clarence Day, The Crow's Nest)

This element focuses on capitalising on and maximising the expertise found in every school. All teachers require access to a model of what the practice might be and how it might look and having such models in every school provides ready access. This element is about developing situated expertise that provides a resource for continued learning and opportunities for induction as the need arises. The models of practice found in schools are solid demonstrations of how teaching and learning happens at the particular school.

Leadership

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."
(John Quincy Adams)

This element focuses on two important aspects of leadership in every school. First it highlights the importance of designated leadership in attending to those issues that may distract teachers from being engaged in teaching and learning. Designated leaders also work with teachers to ensure that the school's vision is shared and that efforts to improve are seen as part of a whole school plan. Second, this element focuses on the role of teachers as leaders, where staff are proactive and empowered to work with each other to move forward. The goal of this aspect is to engage staff in improvement processes so that they see themselves as vital members of the community working together to steer the school to a better place.

Action Learning

All significant breakthroughs are break-"withs" old ways of thinking (Thomas Kuhn)

Staff require an inquiry mindset if they are to engage with each other and literature to seek solutions to improvement of the programs and processes that exist in their school. Staff need to engage in a robust process that enables work on an idea for a sustained period of time and contextualises it for their school and their particular students. Action learning processes ensure that staff can explore and refine the innovation, through trial and error, before embedding it in their school.

Professional Learning Communities

The whole is greater than the sum of its parts. (Aristotle)

This element highlights the importance of a collaborative culture that is characterised by professional discourse and shared pedagogies. There are formal and informal opportunities for collaborative problem-solving as teachers work together. There is an understanding that there are no islands of excellence in any school but a shared commitment in developing an accomplished school. This is achievable when the staff accept co-responsibility for the learning of all students at the school.

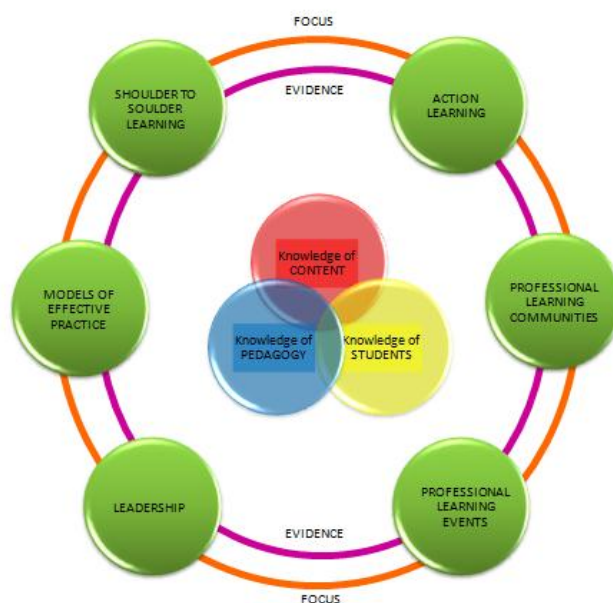
Professional Learning Events

Seek and you shall find. (Matthew 7:7-8)

There will always be times when, depending on the expertise available at the school, there will be a need to access outside expertise in order to take the learning further forward. Seeking outside expertise can take many forms such as conferences, workshops, school visits, professional reading and multimedia examples.

Bringing the Elements Together

The elements explored above, by themselves, are useful in supporting teacher professional development; however, schools and or individuals cannot choose to implement one or some and exclude others. To achieve a successful outcome, all elements must be in place and their interdependence harnessed. Synergy amongst the elements is greatly enhanced when two further concepts are employed- evidence and focus.



Evidence

A range of analysed and considered evidence ensures that the impact of each area is making a positive difference. This evidence serves as a means of accountability for the decisions of embedding new practices and to spotlight those practices that are making the biggest difference.

Focus

The school focus serves to draw the elements together in a practical way and aligns the learning opportunities. The focus ensures that the school engages in deep learning for sustained periods of time rather than engage in one-off learning opportunities or a split focus.

References

Bishops of Western Australia, (2009), Mandate of the Catholic Education Commission of Western Australia 2009 – 2015, Leederville, Western Australia.

Hayes, P. & Noonan, P., (2009). 'From knowledge of action to knowledge in action', *The Australian Educational Leader*, 31(1), pp.16-20.

Joyce, B. & Showers, B., (2002). 'Student achievement through staff development' (3rd Ed). White Plains, New York: Longman Publishers.

Addendum 2: Hayes, P. and Noonan, P. (2011) It's always a matter of context: The Collaborative Professional Learning in Action (CPLiA), CEOWA



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA

It's always a matter of context:

Collaborative Professional Learning in Action

Peter Hayes and Peter Noonan

Introduction

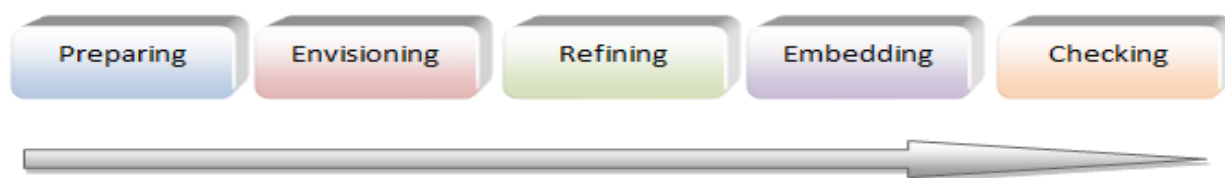
The Collaborative Professional Learning in Action model sits alongside and works synergistically with the Collaborative Professional Learning model. It outlines a process that guides schools as they develop, refine and embed solutions to pedagogical questions that build on the strengths already present in their school. The process enables schools to work contextually considering the factors, conditions and resources that are particular to their school as they refine whole-school teaching and learning practices for the students at their school site.

Collaborative professional learning requires schools to align the energy and commitment to improvement across the staff, assisting them to move forward and avoid being distracted by fads, new resources and quick fixes. Bringing together the various professional development processes, such as workshops, classroom visits, professional learning community meetings and professional reading, it focuses staff on an identified pedagogical question and allows them the time to consider the complexities of teaching and learning in a particular area of the curriculum.

The process focuses on deep learning rather than overlaying a new way of doing over an old way of thinking. It places the teacher in the key role of decision maker regarding classroom teaching improvement by re-establishing the balance between professional practice and professional knowledge. The more teachers engage with this process the more knowledgeable and reflective they become. This is essentially the key to upskilling the teaching workforce and ultimately to improving outcomes for students.

Collaborative Professional Learning in Action

There are five main phases to the Collaborative Professional Learning in Action model: Preparing, Envisioning, Refining, Embedding and Checking. As professional learning communities move through the phases, the model serves to focus participants on a process for bringing about change while avoiding prescribing simple solutions or one form of best practice.



Preparing

Before schools engage in this process of pedagogical renewal, they need to take the time to investigate their school data to determine what it is that they most need to focus on in order to improve student outcomes. Sources of data can include the results of student assessments, the needs of the community and the capacity and experience of the staff. Schools may also need to consider current political and educational agendas or compliance issues that need to be addressed.

Using this broad knowledge of their school and their students, educators are able to define a focus for their learning that they believe will create valuable and worthwhile improvements for their school community and in student outcomes. This focus is worded in terms of an instructional question to ensure that their focus remains where it can have the most impact: on their teaching practice. This focus brings about the alignment of various activities that the school will engage in order to solve the instructional problem. This alignment is important as it enables teachers to ensure that they can achieve deep learning in a particular area rather than being subject to a range of surface level learning engagements.

Examples of Instructional Problems

How can we help all students develop a flexible and deep understanding of number concepts in Mathematics?

How can we ensure that all students have the capacity to effectively comprehend a variety of texts?

How can we support all students to actively engage in scientific inquiry?

Envisioning

Once an instructional problem has been articulated, it is important that the school staff consider the current reality of teaching and learning at the school. For this reason, schools spend time assessing the current teaching and learning practice that exists at the school before considering what else could be used to improve practice. The Collaborative professional Learning in Action model calls for schools to 'look in' before 'looking out' while emphasising the need to improve by building on rather than improve by replacement.

During the early weeks of engagement at this phase, teachers engage in various activities designed by the school to take stock of existing practice and knowledge. During these weeks, teachers engage in classroom explorations alongside colleagues noting exemplary practice that should be discussed and shared, they consult reference material in order to develop a language around exemplary teaching and debate why what they do works in their particular context. When complete, educators have a clear understanding of what works well at the school in relation to the instructional problem. This not only serves to ensure that current exemplary practice remains part of the instructional program but also to celebrate the knowledge and expertise that exists within the teaching staff.

With the aim to improve the current situation, teachers turn their attention to what else is possible. During the later weeks of this phase, teachers consult the authoritative pedagogy in relation to the school

focus, trawling websites, educational literature and conference workshops and visiting nearby schools in an effort to determine what can be integrated into existing practice in order to improve teaching and learning leading to improved student outcomes. During these weeks, teachers engage in discussion and debate over educational literature, spot-trial ideas that surface and begin to fashion a complete school-based solution that will lead to improvement. By the end of this phase, teachers document the solution, citing the idea that *at this particular time, for this particular staff, with our particular resources, for these particular students, this is the best solution*. Once articulated, the solution is locked down and a decision point has been reached.

Refining

This phase calls for teachers to refine the original thinking, to understand the needs of teachers and students in order to ensure that the solution is appropriate for the current context. It demands that teachers become field researchers, problem-solving individually or in groups so that the solution is tried and tested. As teachers tinker with the proposed school-based solution, they work shoulder to shoulder, trialling, reflecting and discussing. Data is collected as pre and post-assessment of student performance so that the staff can be confident that the pedagogical change will lead to improvement in student outcomes.

The end result of this phase is the documentation of the whole-school approach to improvement relating to the original focus. The documentation calls for whole school commitment to practice knowing that if the improved practice is sustained over-time, improvement in student learning will result. When all is considered, a new decision point has been reached marking the end of the refining stage. All staff are able to articulate the new practice, are aware of the resources and structures that will support them and have the confidence (and the data) to know that they will make a difference. At this point, the school has reached universal acceptance of and commitment to a new school-wide practice.

Embedding

The notion of embedding practice is essential for whole-school alignment and sustainability. Too often schools engage in pedagogical renewal but do not provide the resources and time needed to ensure that the practice can be embedded. This phase reflects an understanding that change requires discussion, reflection and action over a period of time. Whilst this phase has a lesser cognitive load in terms of problem-solving, it does have a higher level of action, calling for staff to put the solution into practice. For this reason, there are two aspects of this phase, compliance and support.

A documented approach to whole-school practice demands acceptance by the staff. At this time, the staff assess their current experience and expertise in order to determine improvement plans for individual staff members so that they are equipped with appropriate levels of ability and knowledge to engage in the improved practice. The staff also reviews resourcing levels and learning environments to ensure that the teachers have all that is required in order to engage in the practice articulated in the school documents. Steady and confident leadership is important at this critical stage in order to navigate the distribution of support and guidance so that all teachers have the ability to engage in the school-wide practice. In terms of performance management, teachers must be able to articulate their current levels of knowledge and skills in relation to the school wide practice and determine their needs in order to participate actively in the approach. High expectations and zero tolerance of deviation are essential if the school-wide approach to teaching and learning is to be sustained. Teachers engage in adaptive and comprehensive professional support so that they gain the skills and knowledge required to embed the school-wide practice.

The result of this phase is commitment and enthusiasm for school-wide learning and a comprehensive whole school approach to teaching and learning. The result is another decision point. A decision to sustain

the approach and begin again to improve another facet of the whole-of-school teaching and learning program.

Checking

At some point in the future, determined by the level of change required by the new school-wide approach, the staff engage in review processes to determine that the approach remains part of classroom practice and that there is evidence of improving student performance. As is always the case with school improvement, constant review and evaluation are scheduled at appropriate times to ensure that the improvement is effective.

Conclusion

The improvement journey is never-ending, calling for educators to be forever on the lookout for ways to improve their teaching and improve learning for students. Experience of this model in many schools suggest that sustained adherence to one change agenda at a time provides room for deep discussion, action and reflection. However, it is possible for a new focus to be envisioned at the same time that the current focus is being embedded given the cognitive intensity required by these phases. The envisioning phase is cognitively intense whilst the embedding phase is more about doing than problem-solving.

This model seeks to re-establish levels of professionalism that have been somewhat stripped back over the past years. At the heart of this model is a determination to empower teachers to make decisions that affect their work, provide time to really improve instruction and celebrate the knowledge and expertise that exists within the current teaching workforce.

The Collaborative Professional Learning in Action model allows schools to be self-directed, with staff determining their own solutions to the instructional problems that they face on a daily basis. For this reason, staff have an emotional connection to the task and a real reason to fashion a solution to the questions that they ask. This self-direction can take place within a systemic structure that aims to support the development of school-wide approaches to improving teaching and learning.

The Collaborative Professional Learning in Action model provides guidance for schools to undertake a comprehensive pedagogical improvement process that ultimately leads to sustained practice and improved student performance. The model calls for four things: Time to engage in reflective practice, Integrated and comprehensive support structures for teacher learning, unwavering whole school commitment and persistent and brave leadership. With these elements, change will occur and the collaborative professional learning in action model will achieve its potential in bringing about contextualised pedagogical renewal.

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Monitoring Review Framework Term 4, 2013

This online survey has been developed to record progress data for the Improving Literacy and Numeracy National Partnership (ILNNP).

The Monitoring Review Framework is aligned to your school plans and it is intended to be useful to you as a school self-assessment tool. The survey is limited to one per school, and will allow contributions from any members of your ILNNP team, provided they have a DoE log on code. Please note, that whilst multiple people can contribute to the review, only one set of responses will be collated. This means that, where more than one person has answered the same question, only the most recent will be recorded after collation.

Progress in relation to expectations of Partnership schools

Perform a self-assessment in relation to your progress

Ratings

0 = not applicable

1 = to some extent

2 = to a moderate extent

3 = to a considerable extent

4 = to a major extent

To what extent has your school implemented the following?	Rating 0 - 4
Whole-school approaches to LITERACY are established	
Whole-school approaches to NUMERACY are established	
Evidence-based intervention strategies in LITERACY are implemented	
Evidence-based intervention strategies in NUMERACY are implemented	
The <i>Australian Curriculum</i> informs explicit teaching in LITERACY	
The <i>Australian Curriculum</i> informs explicit teaching in NUMERACY	
Case-management is implemented for students not achieving their potential, including those at or below the national minimum standard	
Student performance information, including NAPLAN, <i>ESL/ESD Progress Maps</i> and On-entry Assessment, informs all school planning processes	
The principal plays a key role in building instructional leadership capacity in their staff	
Team ownership of student achievement is embedded	
School structures have embedded processes that enable staff development	
Productive community and home-school links have been established	

Achievement of 2013 Operational Targets

This section is to be answered by Component 3 schools – those that joined the Partnership in 2012. Please refer to your 2012 ILNNP school plan and 2013 NAPLAN data to assess achievement of 2013 Operational Targets.

How many 2013 Numeracy Operational Targets were included in your ILNNP Plan?	
How many 2013 Literacy Operational Targets were included in your ILNNP Plan?	
How many of your 2013 Numeracy Operational Targets were achieved?	
How many of your 2013 Literacy Operational Targets were achieved?	

Do you have any comments in relation to the achievement of 2013 Operational Targets?

Would you like any specific support from the ILNNP team?

Case-management

Students on track to achieve literacy and/or numeracy targets

Please include all Kindergarten to Year 7 students with literacy and/or numeracy case-management planning. Numbers should include students not achieving their potential, including those below the NAPLAN national minimum standard and K to Year 2 students not making appropriate progress (e.g. receiving E Grades).

All Students

			LITERACY		NUMERACY	
	Total no. students	Students on case-management plans *	Students with literacy targets (* from column 2)	Students on track to achieve literacy targets	Students with numeracy targets (* from column 2)	Students on track to achieve numeracy targets
K						
PP						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Year 7						

Aboriginal and Torres Strait Islander students on track to achieve literacy and/or numeracy targets

Please include all Aboriginal and Torres Strait Islander Kindergarten to Year 7 students with literacy and/or numeracy case-management planning. Numbers should include students not achieving their potential, including those below the NAPLAN national minimum standard and K to Year 2 students not making appropriate progress (e.g. receiving E Grades).

Aboriginal and Torres Strait Islander students

			LITERACY		NUMERACY	
	Total no. students	Students on case-management plans *	Students with literacy targets (* from column 2)	Students on track to achieve literacy targets	Students with numeracy targets (* from column 2)	Students on track to achieve numeracy targets
K - 7						

EAL/D students on track to achieve literacy and/or numeracy targets

Please include all EAL/D Kindergarten to Year 7 students with literacy and/or numeracy case-management planning. Numbers should include students not achieving their potential, including those below the NAPLAN national minimum standard and K to Year 2 students not making appropriate progress (e.g. receiving E Grades).

EAL/D students

			LITERACY		NUMERACY	
	Total no. students	Students on case-management plans *	Students with literacy targets (* from column 2)	Students on track to achieve literacy targets	Students with numeracy targets (* from column 2)	Students on track to achieve numeracy targets
K - 7						

Have you experienced any issues or identified possible future risks?

Do you have any other feedback for the ILNNP team?

What were the highlights during this term? Highlights can include special events, student achievements, positive feedback etc.

Survey Completed By:

On-entry Assessment Data Pre-primary to Year 2.

Interpreting the Data.

For each module in both reading and numeracy a table shows the results of the whole of population assessment, with the students identified for re-assessment indicated by a yellow shaded section.

Underneath each table there are two graphs.

The first graph shows the identified students results in Term 1 and again in Term 4 and illustrates the growth that has been demonstrated by these students.

The second graph shows the growth of students broken down into the following four categories.

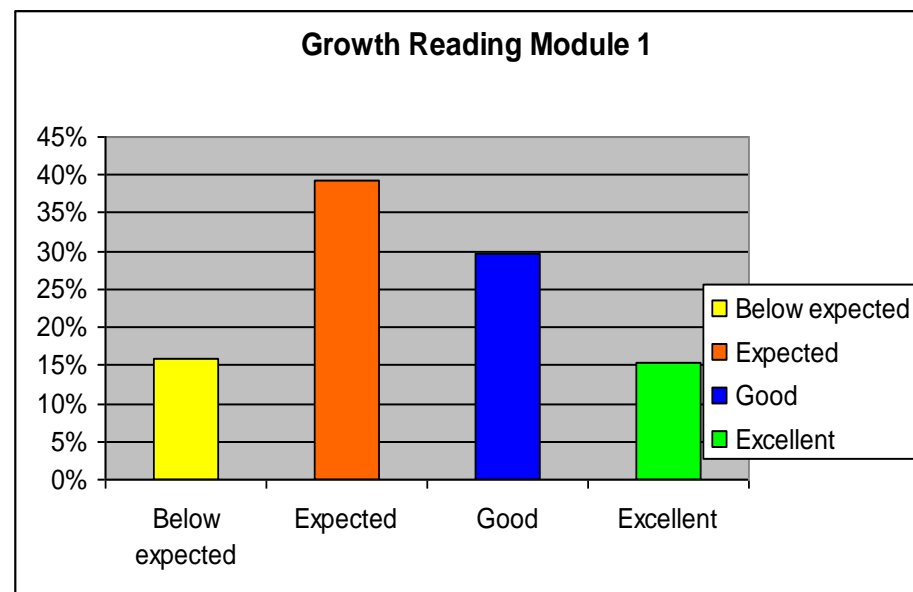
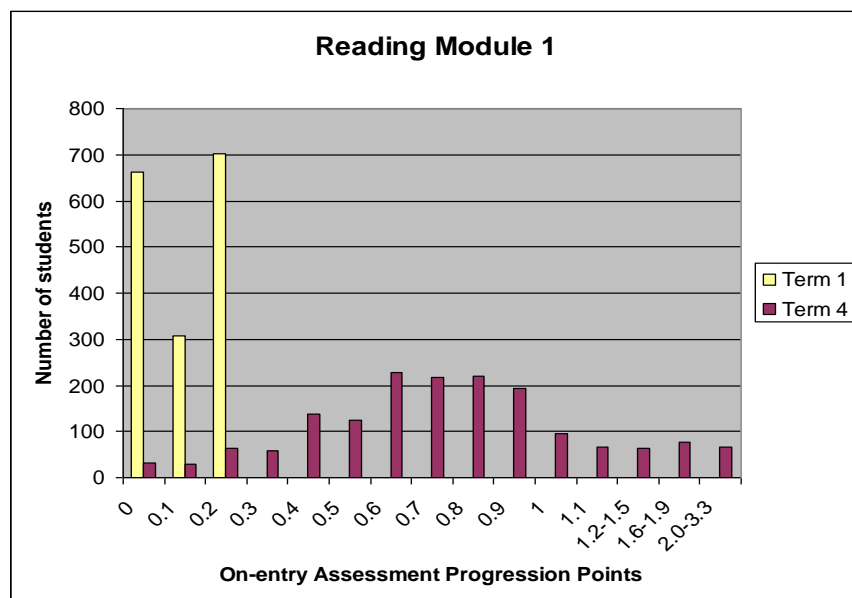
0.0 - 0.3 Below expected.	The students have demonstrated growth below the average growth expected of all students.
0.4 – 0.6 Expected	The students have demonstrated growth expected of all students.
0.7 - 0.9 Good.	The students have demonstrated growth better than expected and closed the gap.
1.0+ Excellent.	The students have demonstrated growth significantly better than expected and have moved to above the standard.

Reading Module 1, Pre-primary. Whole of Population Assessment

Progression Points	0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.3	1.6	1.9	2.3	2.9	3.3	Total
No. of students	876	385	908	635	1020	659	919	523	355	276	115	83	69	46	32	21	13	5	6940
Percentage	12.6	5.5	13.1	9.1	14.7	9.5	13.2	7.5	5.1	4.0	1.7	1.2	1.0	0.7	0.5	0.3	0.2	0.1	100

Approximately 31 per cent of students were identified for re-assessment in Term 4 - students with progression point scores from 0.0 to 0.2.

Reading Module 1. Re-assessed students



Findings

23 per cent of students scored at or above the standard for the beginning of Year 1 (1.0 progression points) with 9 per cent at or above the standard for the beginning of Year 2.

39 per cent of students demonstrated as expected growth, with a further 45 per cent of students demonstrating higher than expected growth.

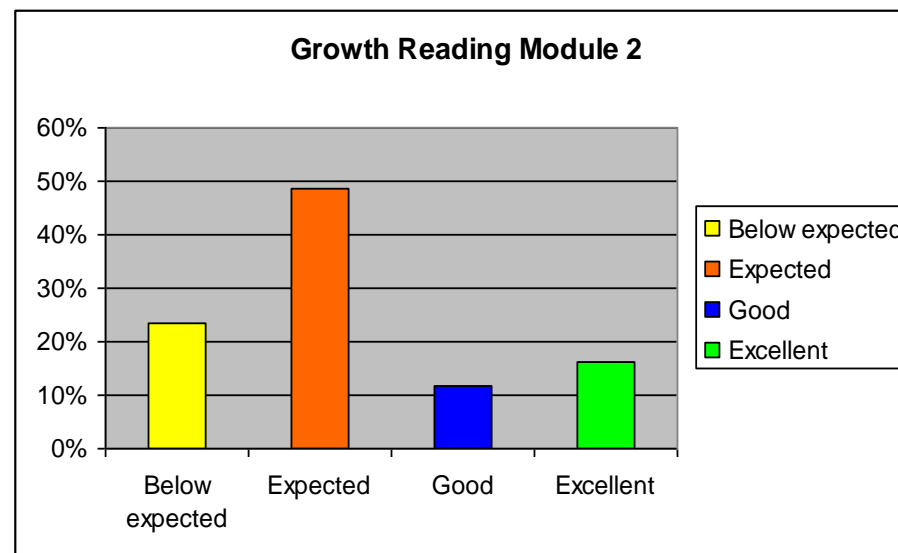
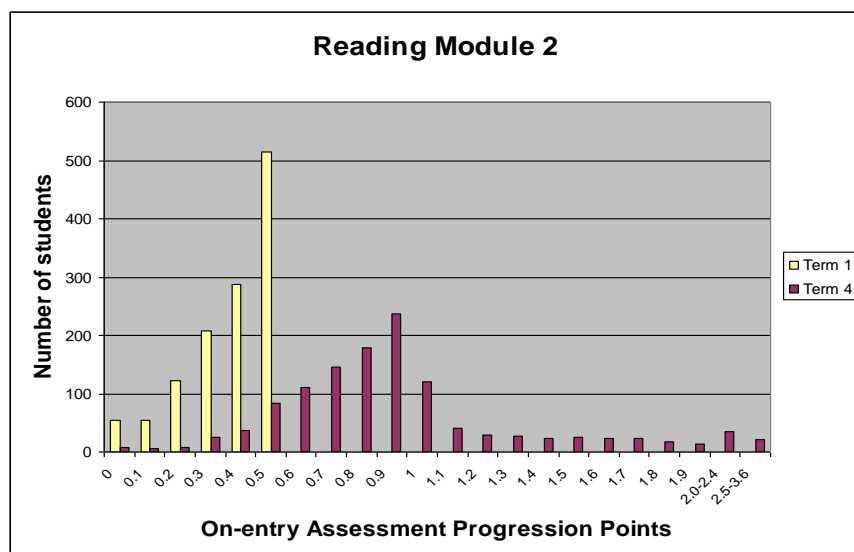
Reading Module 2, Year 1 Whole of Population Assessment

Progression Points	0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
No. of students	95	72	146	264	349	604	721	772	802	722	512	142	144	133	137	120	104	93	81
Percentage	1.5	1.1	2.3	4.1	5.4	9.3	11.1	11.9	12.4	11.1	7.9	2.2	2.2	2.1	2.1	1.9	1.6	1.4	1.2

Progression Points	1.9	2.0	2.1	2.3	2.4	2.5	2.7	2.9	3.1+	Total
No. of students	79	78	75	68	45	50	29	21	23	6481
Percentage	1.2	1.2	1.2	1.0	0.7	0.8	0.4	0.3	0.3	

Approximately 24 per cent of students were identified for re-assessment -students with progression point scores from 0.0 to 0.5.

Reading Module 2, Year 1. Re-assessed students



Findings 78 per cent of students demonstrated as expected or better growth, with 30 per cent of students demonstrating higher than expected growth. 13 per cent of students scored at or above the standard of 1.5 progression points for the beginning of Year 2.

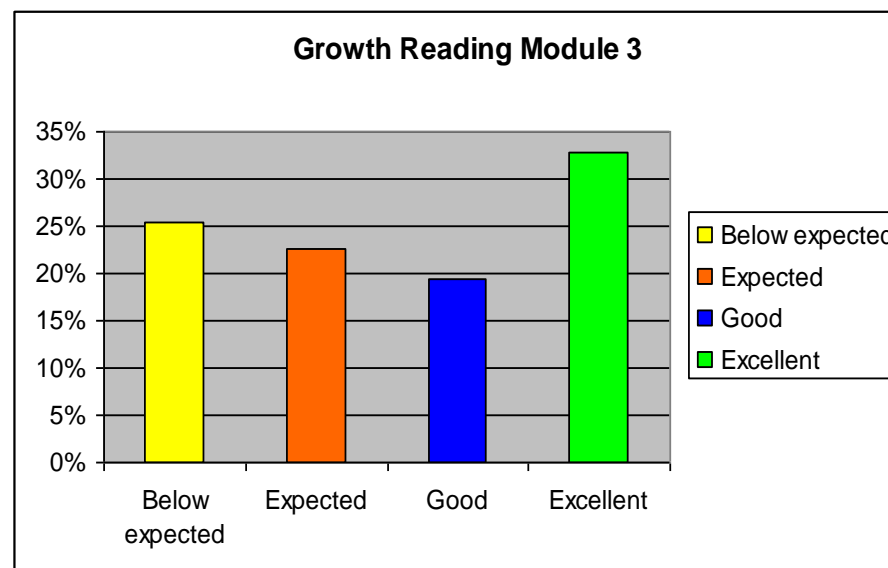
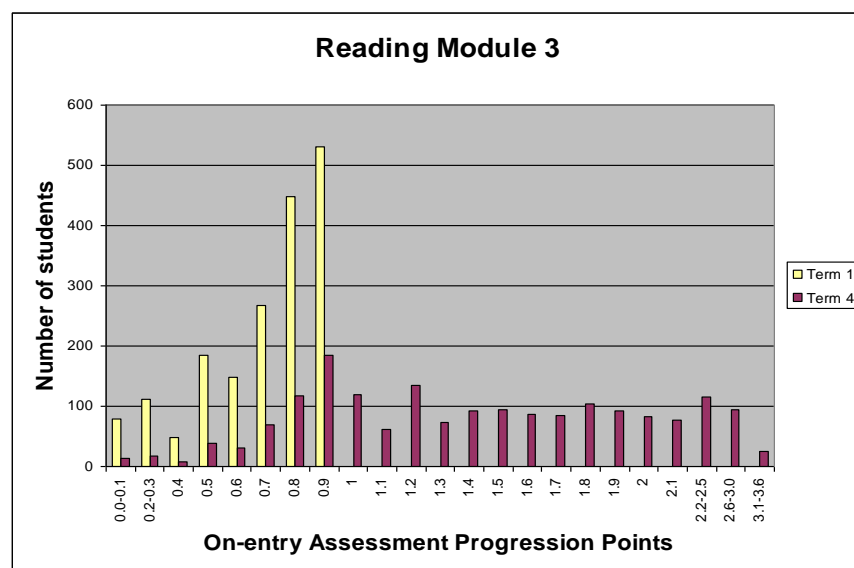
Reading Module 3, Year 2. Whole of Population Assessment

Progression Points	0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
No. of students	88	30	37	105	72	227	189	310	523	611	351	154	397	195	204	183	218	202	206
Percentage	1.5	0.5	0.6	1.8	1.2	3.8	3.2	5.2	8.8	10.2	5.9	2.6	6.7	3.3	3.4	3.1	3.7	3.4	3.5

Progression Points	1.9	2.0	2.1	2.3	2.4	2.6	2.7	3.0	3.1+	
No. of students	196	211	208	220	188	173	163	124	181	5966
Percentage	3.3	3.5	3.5	3.7	3.2	2.9	2.7	2.1	3.0	

Approximately 24 per cent of students were identified for re-assessment - students with progression point scores from 0.0 to 0.5.

Reading Module 3, Year 2. Re-assessed students



Findings

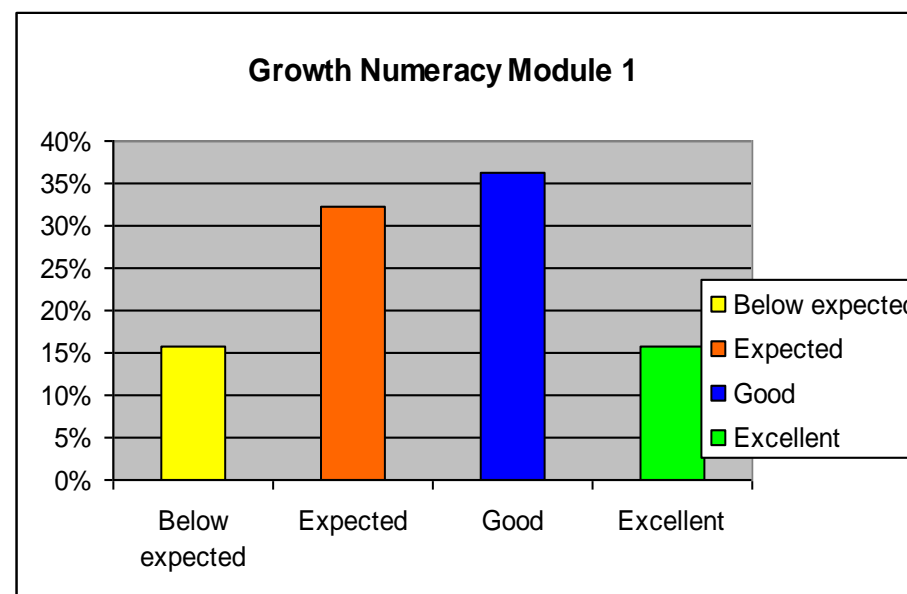
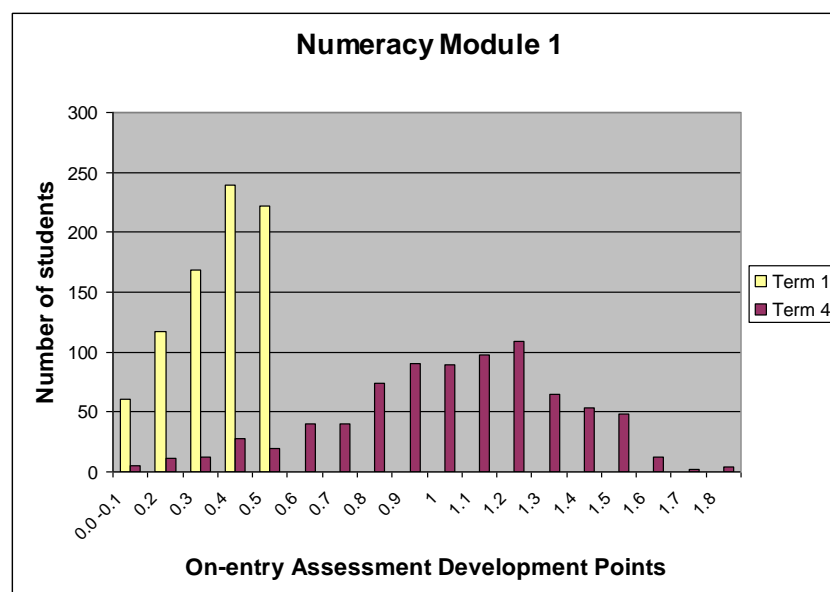
75 per cent of students demonstrated expected or better than expected growth, with 33 per cent of students demonstrating excellent growth, the highest of the four categories. 21 per cent of students scored at or above the standard of 2.0 progression points for the beginning of Year 3.

Numeracy Module 1, Pre-primary. Whole of Population Testing

Development Points	0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7+	Total
No. of students	43	66	165	239	325	288	559	520	556	650	683	745	644	557	360	351	114	90	6958
Percentage	0.6	0.9	2.4	3.4	4.7	4.1	8.0	7.5	8.0	9.3	9.8	10.7	9.3	8.0	5.2	5.0	1.6	1.3	100%

Approximately 12 per cent of students were identified for re-assessment in Term 4 - students below the expected standard of 0.5 development points.

Numeracy Module 1, Pre-primary. Re-assessed students



Findings

50 per cent of students scored above the standard for the beginning of Year 1 (1.0 development points) and 9 per cent were at or above the beginning of Year 2 standard (1.5).

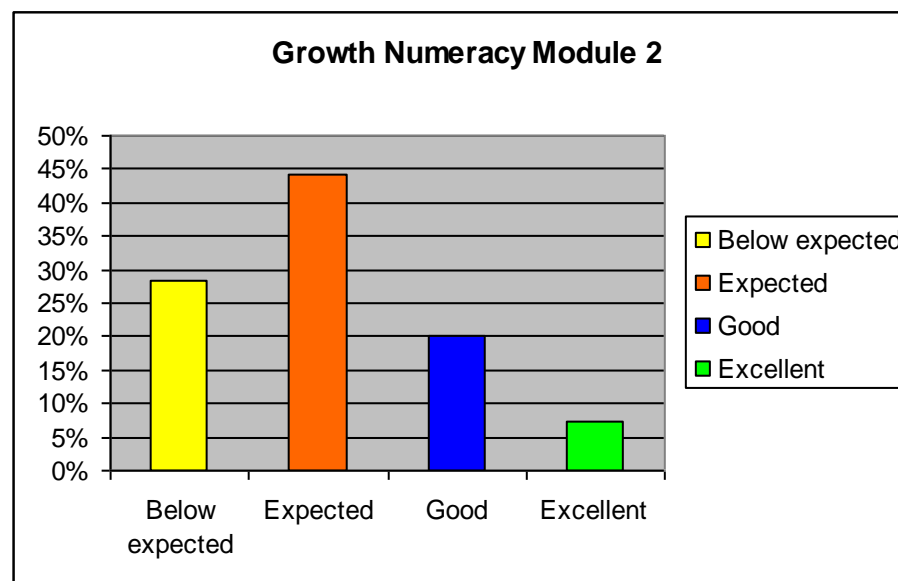
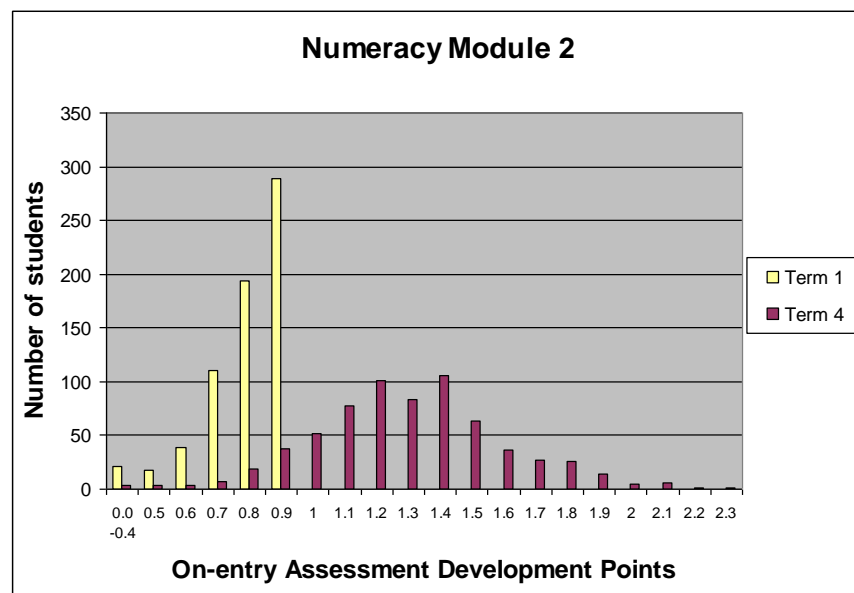
84 per cent of students demonstrated expected or better than expected growth, with 52 per cent of students demonstrating better than expected growth.

Numeracy Module 2, Year 1. Whole of Population Assessment

Development Points	0.0 - 0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1+	Total
No. of students	37	25	49	145	237	350	469	550	572	596	758	496	443	233	185	186	80	74	5485
Percentage	0.7	0.5	0.9	2.6	4.3	6.4	8.6	10	10.4	10.9	13.8	9.0	8.1	4.2	3.4	3.4	1.5	1.4	100%

Approximately 15 per cent of students were identified for re-assessment in Term 4 - students below the expected standard of 1.0 development points.

Numeracy Module 2, Year 1. Re-assessed students



Findings

26 per cent of students scored above the standard for the beginning of Year 2 of 1.5 development points.

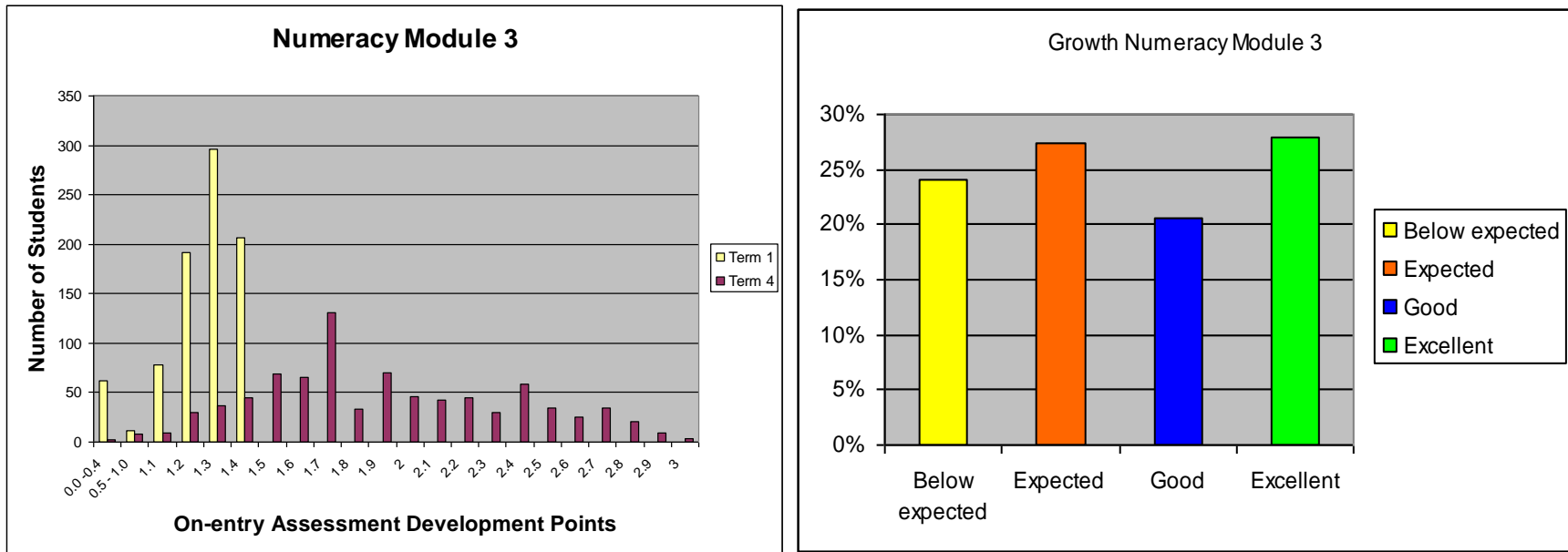
73 per cent of students demonstrated expected or better than expected growth, with the majority demonstrating expected growth.

Numeracy Module 3, Year 2. Whole of Population Assessment

Development Points	0.0 - 0.4	0.5- 1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6+	Total
No. of students	62	12	78	192	296	207	416	401	629	199	388	0	176	159	146	228	120	197	3906
Percentage	2	1	2	5	8	5	11	10	16	5	10	0	5	4	4	6	3	5	100%

Approximately 23 per cent of students were identified for re-assessment in Term 4 – students below the expected standard of 1.5 development points.

Numeracy Module 3, Year 2. Re-assessed students



Findings

40 per cent of students scored above the standard for the beginning of Year 3 of 2.0 development points.

76 per cent of students demonstrated expected or better than expected growth with 47 per cent demonstrating higher than expected growth.

Summary

Across all 6 assessment modules approximately 78 per cent of the students re-assessed demonstrated growth at expected or better than expected levels and most impressively 19 per cent of students demonstrated excellent growth, equivalent to or greater than two years of expected growth.

The data when averaged across all 6 modules showed that while all students were identified for re-assessment scored below the standard or in the 25 per cent of students with the lowest scores, by the end of the year approximately 30 per cent of these students had reached or exceeded the standard for the beginning of the following year level.

This data indicates that the ILNNP schools' focus on the Early Years and in particular those students most at risk has proven extremely successful with 78 per cent of students demonstrating expected or better than expected growth, with at least 30 per cent of these students no longer at risk as they have reached or exceeded the standard for the start of the next year level when re-assessed in November 2013.