



Australian Government



SMARTER SCHOOL NATIONAL PARTNERSHIPS

South Australia 2012 Annual Report

Appendix

Additional Performance Information Sections 8 and 9

April 2013

(1 January – 31 December 2012)

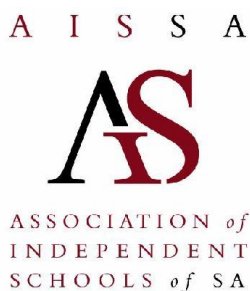


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Acknowledgement

The National Partnership Agreements on Literacy and Numeracy, Low Socio-economic Status School Communities (known as Communities Making a Difference in South Australia) and Improving Teacher Quality are collaborative initiatives supported by funding from the Australian Government, the South Australian Government and the Catholic and Independent school sectors.

South Australia Smarter Schools National Partnerships

2012 Annual Report Appendix Additional Performance Information

This Appendix to the SA Smarter Schools National Partnerships 2012 Annual Report contains the additional performance information as agreed with the Australian Government for the Communities Making a Difference National Partnership (known nationally as Low Socio-Economic Status School Communities National Partnership).

Section 8 – South Australia - Performance Measures Communities Making a Difference NP

Through the Communities Making a Difference National Partnership (CMaD NP) South Australia is working to achieve improved educational outcomes for students in two different ways:

- through specifically identified schools participating in ‘whole of school’ strategies and approaches (all three schooling sectors - reported in Section 8 and Section 9), and
- through ‘Individualised Targeted Support’ strategies and approaches for students who are disconnected and disengaged from learning and education pathways. (**Government sector** only - reported in Section 9)

Section 8 Performance Measures reports National Assessment Program - Literacy and Numeracy (NAPLAN) information for 223 schools participating in CMaD NP ‘whole of school’ interventions, for three groups:

- schools participating in CMaD NP ‘whole of school’ interventions since 2010 (87 CMaD NP schools)
- schools participating in CMaD NP ‘whole of school’ interventions since 2011 (117 CMaD NP schools)
- schools participating in CMaD NP ‘whole of school’ interventions since 2012 (19 CMaD NP schools)

As these schools commenced in the CMaD NP in different periods, they are being reported and tracked on separate tables over the life of the partnership.

Summary of schools participating in CMaD NP ‘whole of school’ interventions

In 2012, there were 223 schools participating in CMaD National Partnership ‘whole of school’ interventions across South Australia with a total student enrolment of 61,726 students. Of these, 140 schools (62.8%) were designated junior primary/primary (49.1% of total student enrolments in CMaD NP schools or 30,289 students). This reflects the important focus on improving learning outcomes in the primary years.

The other CMaD NP schools for 2012 were:

- 30 Secondary/High schools (13.5%), representing 32.0% of total student enrolments in CMaD NP schools (or 19,724 students)
- 23 schools (10.3%) were various combinations of primary and secondary schools, such as Area schools in regional SA, representing 15.7% of total student enrolments in CMaD NP schools (or 9,715 students)
- 19 schools (8.5%) were designated as Aboriginal/Anangu schools (1.5% of total student enrolments in CMaD NP schools or 932 students)
- 9 schools (4.0%) were designated as Special schools (0.8% total student enrolments in CMaD NP schools or 519 students)
- 2 schools (0.9%) were 'Other' types of specialised schools not elsewhere classified (0.9% total student enrolments in CMaD NP schools or 547 students).

The majority (52.9%) of CMaD NP schools (118 schools) were situated in regional South Australia, with just over half (52.7%) of all CMaD NP Indigenous student enrolments in these schools. There were 105 CMaD NP schools located in metropolitan Adelaide (47.1%), with the majority (63.9%) of total student enrolments for 2012.

The largest statistical division area of CMaD NP schools (54 schools or 24.2%) was the northern suburbs of metropolitan Adelaide (representing 35.9% of total student enrolments in CMaD NP schools or 22,133 students). Adelaide's northern suburbs include some of the locations where residents may experience some of the most disadvantages in South Australia.

CMaD NP 'whole of school' student measurement cohort participating in NAPLAN

The SA 2012 student measurement cohort includes the NAPLAN results achieved by year levels 3, 5, 7 and 9 in CMaD NP schools (with students sitting both the Reading and the Numeracy component of NAPLAN testing included more than once). The SA 2012 student measurement cohort represents approximately 29.1% of the 223 CMaD NP schools' total student enrolments. Eleven CMaD NP schools had no students participate in NAPLAN testing, as they only had junior primary or senior secondary students in 2012.

Government schooling reform initiatives across South Australia over the last 4 years have resulted in the amalgamation of some schools into new schools with different names and campuses. This will continue to impact on the total number of CMaD NP schools participating in 'whole of school' interventions across reporting periods. Where possible, for the newly established or created schools participating in the CMaD NP 'whole of school' intervention, NAPLAN results for the schools have been historically mapped to their former school(s).

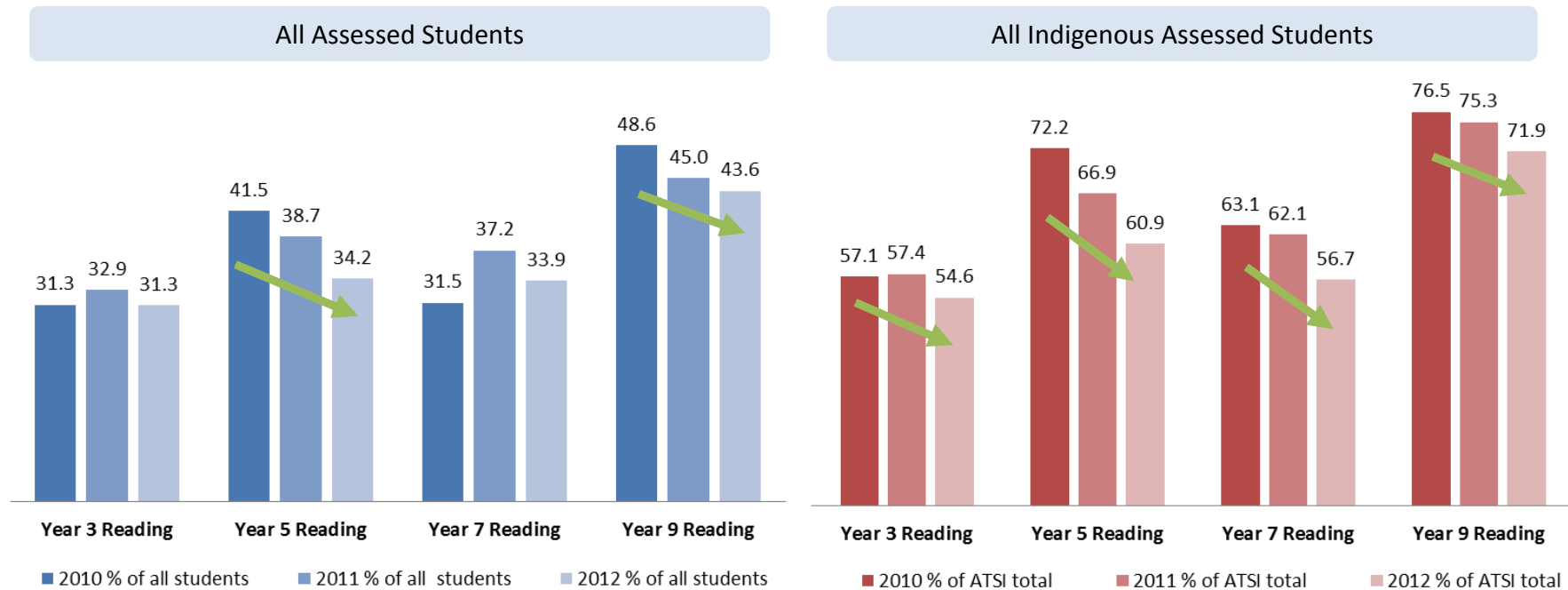
It is important to note that year-on-year the NAPLAN information in this report is for different groups of students within a school, and is not sufficiently sensitive to show a significant change to the overall CMaD NP population average in the relatively short period, from 2010 to 2012. Any analysis of this information should take into account the numerous external factors which may have influenced student outcomes. For example, students in special schools contributing to the increase in exempt students.

Overall 2012 CMaD NP 'whole of school' student measurement cohort achievement

Some promising trends in NAPLAN can be seen in students reading results, which are showing a steady shift of students from the lower proficiency bands (those below and at national minimum standard) to the middle/ upper proficiency bands from 2010 to 2012.

As Graph 1 illustrates, a proportional improvement has occurred in Year 5 and Year 9 reading results for the 205 schools who have participated in a CMaD NP 'whole of school' interventions for more than 1 year (since 2010 and 2011). Assessed students (excluding those who were exempt) have shown a shift of 7.3 percentage points and 5.0 percentage points respectively from the lower ('below' national standard) proficiency bands into the middle/upper ('above' national minimum standard) proficiency bands. This trend can also be seen for Indigenous students Year 3, 5, 7 and 9 reading results in these schools.

Graph 1: Proportion of Year 3, 5, 7 and 9 Reading results in the NAPLAN LOWER TWO PROFICIENCY BANDS 2010 to 2012, for all assessed students in schools participating in CMaD NP 'whole of school' interventions for more than 1 year



Detailed footnotes regarding all Section 8 tables are available on pages 133 and 134. Further NAPLAN information regarding these CMaD NP schools is also available in Section 9 – Part 1.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership schools participating in 'whole of school' interventions by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN, 2010 to 2012 ^{(8) (9)}:

Table 1.1(a) – All Students in CMaD NP ‘whole of school’ interventions participating since 2010

Description	Year Level	Domain	2009					2010 (baseline)					2011					2012								
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾				
ALL Students in CMaD NP (Low SES) schools participating since 2010	Year 3	Reading	93.8	2.5	9.6	19.5	368.3	±3.9	91.1	2.9	11.6	19.4	368.9	±4.0	89.3	3.5	11.8	20.2	365.3	±4.3	91.7	3.3	9.5	20.8	373.9	±4.3
	Year 5	Reading	94.9	2.4	15.9	21.3	452.0	±3.6	92.3	2.4	20.1	21.6	445.6	±3.8	92.8	2.6	17.4	19.7	447.2	±3.6	94.0	2.8	17.9	16.2	451.3	±3.9
	Year 7	Reading	95.3	2.1	11.6	21.8	508.4	±3.0	93.8	2.1	9.1	20.9	515.6	±3.1	92.1	2.2	7.6	27.6	505.5	±3.0	93.0	2.8	11.5	22.1	508.8	±3.3
	Year 9	Reading	84.3	1.0	15.9	24.5	545.6	±3.3	80.8	1.2	19.6	31.2	534.1	±3.2	82.7	1.3	15.5	32.1	540.4	±3.3	83.6	1.3	18.0	28.9	533.4	±3.4
	Year 3	Numeracy	94.1	2.3	15.4	22.9	349.8	±3.6	90.8	2.8	10.2	25.7	353.3	±3.5	88.7	3.5	8.7	26.9	352.7	±3.1	91.1	3.3	13.0	22.1	346.0	±3.6
	Year 5	Numeracy	95.3	2.4	10.0	28.9	446.2	±2.8	91.6	2.3	14.8	25.2	442.7	±3.3	92.2	2.6	13.3	22.3	444.4	±2.9	93.4	2.9	17.5	24.6	442.5	±3.4
	Year 7	Numeracy	94.6	2.1	9.4	27.2	504.6	±2.8	92.8	2.1	7.6	24.6	510.2	±3.0	91.8	2.2	9.7	27.0	505.5	±3.1	92.6	2.8	10.0	28.2	500.4	±3.1
	Year 9	Numeracy	83.4	1.0	7.7	33.2	543.9	±2.5	79.2	1.2	16.4	29.8	538.1	±3.0	82.9	1.4	14.4	38.0	534.3	±2.9	82.8	1.3	12.0	41.8	535.7	±2.9

Table 1.1(b) – All Students in CMaD NP ‘whole of school’ interventions participating since 2011

Description	Year Level	Domain	2010					2011 (baseline)					2012							
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾			
ALL Students in CMaD NP (Low SES) schools participating since 2011	Year 3	Reading	89.6	4.6	10.0	19.1	371.9	±3.9	89.4	5.0	10.9	19.8	368.9	±4.1	90.0	4.6	9.2	20.4	374.2	±4.0
	Year 5	Reading	90.7	4.7	18.9	19.4	448.1	±3.5	91.3	5.1	18.0	19.0	444.4	±3.5	91.7	5.9	17.2	14.0	454.8	±3.7
	Year 7	Reading	91.6	4.0	9.7	21.2	513.4	±3.0	92.1	4.6	7.8	28.6	503.0	±2.8	90.8	4.1	11.7	20.0	507.6	±3.1
	Year 9	Reading	83.7	1.7	17.9	27.8	539.7	±2.7	85.7	2.9	13.2	28.0	546.8	±2.9	82.2	2.4	15.5	24.1	544.1	±3.0
	Year 3	Numeracy	89.1	4.5	9.4	24.0	353.4	±3.3	89.9	4.9	9.7	24.9	351.2	±3.0	88.9	4.6	12.9	20.7	347.0	±3.3
	Year 5	Numeracy	91.2	4.7	13.1	23.0	447.1	±3.1	90.5	5.0	13.8	21.6	443.7	±2.9	91.3	5.8	14.4	22.0	445.1	±3.0
	Year 7	Numeracy	91.2	4.0	7.8	23.7	509.3	±2.8	91.5	4.6	9.5	26.4	503.6	±2.9	90.3	4.1	8.7	31.6	501.8	±3.0
	Year 9	Numeracy	83.3	1.7	12.4	27.7	546.9	±2.5	84.9	2.9	11.5	30.9	544.8	±2.7	80.6	2.4	9.3	35.2	546.5	±2.6

Table 1.1(c) – All Students in CMaD NP ‘whole of school’ interventions participating since 2012

Description	Year Level	Domain	2011					2012 (baseline)						
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾		
ALL Students in CMaD NP (Low SES) schools participating since 2012	Year 3	Reading	91.8	13.4	12.7	25.0	343.3	±10.1	93.1	13.1	12.4	24.2	352.2	±10.2
	Year 5	Reading	92.1	10.4	22.9	19.9	422.6	±9.4	93.4	11.1	24.4	19.6	428.2	±9.3
	Year 7	Reading	89.8	8.0	7.6	24.1	505.4	±7.2	93.4	9.5	16.2	21.6	492.6	±7.6
	Year 9	Reading	85.1	19.1	10.8	20.9	548.2	±6.5	84.7	10.4	12.6	22.0	549.5	±6.2
	Year 3	Numeracy	91.1	12.3	16.9	28.2	327.9	±7.2	93.4	13.1	19.7	25.1	323.6	±8.6
	Year 5	Numeracy	90.9	9.8	19.1	22.2	427.5	±6.7	92.2	10.8	22.1	26.4	421.4	±7.7
	Year 7	Numeracy	91.6	7.7	10.1	28.4	494.3	±6.7	90.5	9.5	12.5	36.6	480.7	±6.7
	Year 9	Numeracy	85.1	19.1	6.5	27.5	546.9	±5.8	82.4	10.4	10.2	27.6	550.7	±6.0

Table 1.2(a) – Indigenous Students in CMaD NP ‘whole of school’ interventions participating since 2010

Description	Year Level	Domain	2009					2010 (baseline)					2011					2012								
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾				
INDIGENOUS Students in CMaD NP (Low SES) schools participating since 2010 ⁽⁶⁾	Year 3	Reading	81.8	2.1	16.3	35.3	320.8	±11.5	81.1	4.9	20.4	29.3	329.1	±13.1	82.3	3.6	22.8	29.1	319.3	±14.9	83.3	3.1	20.0	28.8	328.9	±13.0
	Year 5	Reading	85.8	2.0	35.4	25.7	402.4	±11.9	87.9	2.9	40.1	26.9	398.8	±9.4	89.4	2.4	32.2	26.3	403.2	±12.6	91.8	2.0	38.3	15.6	402.5	±11.6
	Year 7	Reading	87.2	1.1	27.6	37.8	461.5	±9.1	88.0	4.6	24.7	36.4	468.2	±9.8	89.2	5.1	17.8	35.1	473.1	±9.4	88.3	0.0	25.4	28.7	469.7	±9.3
	Year 9	Reading	63.5	2.0	27.6	29.9	511.6	±9.8	58.8	3.1	35.1	36.2	499.1	±10.6	61.0	0.0	26.9	44.4	508.6	±9.4	71.7	2.8	38.8	26.4	501.3	±10.5
	Year 3	Numeracy	83.4	2.1	34.6	27.6	303.6	±11.7	77.7	4.9	18.8	36.9	316.2	±10.8	80.7	3.6	18.1	40.0	319.9	±9.0	83.9	2.6	30.4	30.4	298.5	±10.7
	Year 5	Numeracy	89.2	2.0	23.6	39.6	408.7	±8.3	87.0	2.9	32.8	35.6	399.4	±8.3	87.1	2.4	32.4	23.6	410.5	±8.3	90.3	2.0	39.0	33.3	396.3	±8.4
	Year 7	Numeracy	85.5	1.1	29.4	35.3	461.3	±8.5	83.4	4.6	19.9	34.9	472.6	±9.2	88.2	5.1	21.5	34.9	467.9	±8.1	84.4	0.0	28.9	42.2	452.6	±7.4
	Year 9	Numeracy	60.0	2.0	15.0	53.3	513.5	±6.9	58.1	3.1	34.4	29.0	503.9	±10.3	59.9	0.0	32.1	50.9	494.9	±7.1	68.9	2.8	25.0	43.5	507.2	±8.0

Table 1.2(b) – Indigenous Students in CMaD NP ‘whole of school’ interventions participating since 2011

Description	Year Level	Domain	2010					2011 (baseline)					2012							
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾			
INDIGENOUS Students in CMaD NP (Low SES) schools participating since 2011 ⁽⁶⁾	Year 3	Reading	79.7	3.9	26.5	31.4	310.6	±11.0	73.9	5.3	25.4	30.4	313.1	±11.6	79.8	6.1	20.5	32.9	320.8	±10.5
	Year 5	Reading	80.6	2.3	47.6	25.0	385.3	±10.0	75.4	2.6	45.7	24.6	388.0	±9.2	83.2	7.5	47.8	13.5	386.6	±13.3
	Year 7	Reading	80.5	1.7	32.8	28.0	461.9	±9.7	83.1	4.1	24.3	39.6	459.4	±7.7	77.9	3.4	35.0	21.9	456.2	±10.1
	Year 9	Reading	64.3	1.6	48.1	27.2	483.2	±9.3	68.4	2.9	45.4	29.8	482.8	±11.5	59.4	4.8	43.4	26.5	486.8	±11.7
	Year 3	Numeracy	80.6	3.9	25.7	39.6	301.8	±9.5	75.9	5.3	20.4	38.7	310.4	±9.1	80.2	6.1	32.7	30.8	295.7	±9.6
	Year 5	Numeracy	81.8	2.3	37.0	32.2	389.7	±7.2	75.4	2.2	35.4	38.9	395.4	±7.3	81.3	7.5	35.1	32.2	391.8	±9.7
	Year 7	Numeracy	81.0	1.7	27.3	32.1	463.1	±7.9	79.0	4.1	28.6	37.0	456.7	±8.7	78.3	3.4	25.0	43.5	452.5	±7.4
	Year 9	Numeracy	60.3	1.6	36.8	31.6	503.4	±8.6	75.7	2.9	39.7	36.5	492.8	±7.9	58.5	4.8	27.6	47.0	497.6	±7.2

Table 1.2(c) – Indigenous Students in CMaD NP ‘whole of school’ interventions participating since 2012

Description	Year Level	Domain	2011					2012 (baseline)						
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾		
INDIGENOUS Students in CMaD NP (Low SES) schools participating since 2012 ⁽⁶⁾	Year 3	Reading	86.1	25.0	16.1	16.1	318.0	±29.9	87.2	23.1	17.6	44.1	300.9	±24.2
	Year 5	Reading	83.3	13.9	36.7	26.7	376.2	±21.0	76.6	14.9	33.3	25.0	391.9	±29.6
	Year 7	Reading	80.6	8.3	17.2	31.0	478.0	±24.5	97.0	9.1	37.5	25.0	454.9	±19.9
	Year 9	Reading	65.2	10.9	16.7	43.3	508.0	±22.8	64.9	10.8	29.2	29.2	499.1	±26.1
	Year 3	Numeracy	86.1	25.0	19.4	16.1	319.2	±21.2	87.2	23.1	32.4	26.5	277.1	±21.4
	Year 5	Numeracy	83.3	13.9	33.3	30.0	396.0	±18.6	76.6	10.6	38.9	30.6	387.3	±21.0
	Year 7	Numeracy	83.3	8.3	23.3	30.0	468.0	±18.6	84.8	9.1	35.7	39.3	441.3	±16.3
Year 9	Numeracy	73.9	10.9	5.9	67.6	509.7	±14.8	59.5	10.8	13.6	40.9	519.4	±23.7	

Table 1.3(a) – Language Background Other Than English (LBOTE) Students in CMaD NP ‘whole of school’ interventions participating since 2010

Description	Year Level	Domain	2009					2010 (baseline)					2011					2012								
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾				
LBOTE Students in CMaD NP (Low SES) schools participating since 2010 ⁽⁷⁾	Year 3	Reading	91.8	3.2	9.7	18.6	368.8	±8.9	87.7	5.0	12.6	21.8	358.9	±9.1	88.3	5.6	10.0	17.2	371.6	±8.8	91.8	5.8	11.8	20.8	366.6	±9.1
	Year 5	Reading	91.5	4.4	18.4	20.2	441.8	±9.3	88.1	3.1	25.4	23.0	433.4	±7.5	93.6	5.7	16.7	21.7	443.1	±7.7	94.5	5.5	21.9	17.8	436.2	±8.3
	Year 7	Reading	94.1	4.7	15.7	23.0	503.0	±7.9	92.0	2.7	12.0	22.4	507.2	±6.2	91.9	2.1	8.3	29.6	503.6	±6.6	93.9	5.5	14.4	24.4	498.7	±6.8
	Year 9	Reading	81.2	0.5	19.9	27.2	529.3	±9.9	79.9	2.7	33.5	30.7	512.1	±9.3	89.1	1.6	24.4	33.7	521.9	±10.6	86.5	2.7	28.0	28.5	512.4	±9.3
	Year 3	Numeracy	92.3	3.0	14.5	24.9	349.7	±8.3	88.0	5.0	13.1	29.2	340.7	±7.8	87.8	5.6	6.7	23.4	358.6	±6.6	91.8	5.6	16.7	21.5	338.9	±8.2
	Year 5	Numeracy	92.3	4.4	11.3	30.1	450.0	±8.2	87.5	3.1	19.6	24.3	437.5	±7.5	93.2	5.7	12.3	20.5	451.1	±6.6	93.4	5.5	19.2	26.8	439.3	±7.8
	Year 7	Numeracy	93.6	4.7	11.5	19.7	515.0	±7.9	91.2	2.7	9.2	24.4	514.3	±7.1	92.1	2.1	11.9	22.0	520.8	±8.3	92.9	5.5	12.6	25.1	505.6	±7.4
	Year 9	Numeracy	79.0	0.5	11.6	34.0	537.1	±8.3	79.9	2.7	24.6	31.3	526.9	±9.2	91.7	1.6	15.3	41.2	530.8	±9.2	87.9	2.7	17.3	40.3	527.1	±8.4

Table 1.3(b) – Language Background Other Than English (LBOTE) Students in CMaD NP ‘whole of school’ interventions participating since 2011

Description	Year Level	Domain	2010					2011 (baseline)					2012							
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾			
LBOTE Students in CMaD NP (Low SES) schools participating since 2011 ⁽⁷⁾	Year 3	Reading	82.3	6.2	11.8	18.0	364.6	±8.2	87.9	6.5	9.9	18.5	369.8	±8.8	90.5	5.9	8.9	22.3	366.4	±7.9
	Year 5	Reading	86.3	4.5	25.7	18.6	434.9	±7.5	91.7	7.7	18.0	18.7	443.2	±7.1	92.3	6.2	22.3	13.3	442.7	±7.8
	Year 7	Reading	89.3	4.7	18.1	21.0	502.3	±7.1	95.9	4.3	11.3	33.4	493.8	±6.1	91.4	3.9	16.3	19.5	499.5	±6.7
	Year 9	Reading	81.1	0.8	29.1	25.6	523.0	±6.6	89.7	2.0	22.9	26.7	532.5	±7.9	83.1	2.0	25.9	25.9	526.1	±7.9
	Year 3	Numeracy	82.3	6.2	10.6	24.8	344.7	±7.2	88.4	6.0	13.9	19.7	348.1	±6.9	90.8	5.9	16.1	22.8	341.6	±7.1
	Year 5	Numeracy	87.4	4.5	17.8	23.2	444.0	±7.2	91.3	7.7	17.9	16.6	446.1	±6.9	92.1	6.0	17.6	23.0	439.7	±6.6
	Year 7	Numeracy	89.5	4.7	12.8	19.3	508.5	±6.8	95.9	4.3	15.0	26.1	498.7	±7.2	91.2	3.9	11.7	31.7	504.1	±6.8
Year 9	Numeracy	79.8	0.8	22.2	26.5	535.4	±6.3	89.5	2.0	16.9	30.3	542.5	±7.0	82.6	2.0	17.0	30.3	540.4	±6.4	

Table 1.3(c) – Language Background Other Than English (LBOTE) Students in CMaD NP ‘whole of school’ interventions participating since 2012

Description	Year Level	Domain	2011					2012 (baseline)						
			Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾	Participation Rate (%) ⁽¹⁾	Exempt (%) ⁽²⁾	Bottom Band (%) ⁽³⁾	Second Bottom Band (%) ⁽⁴⁾	Mean Scale Score ± C.I. ⁽⁵⁾		
LBOTE Students in CMaD NP (Low SES) schools participating since 2012 ⁽⁷⁾	Year 3	Reading	85.3	29.4	3.4	27.6	333.8	±26.5	94.6	35.7	3.8	20.8	357.2	±23.1
	Year 5	Reading	81.0	28.6	8.8	14.7	429.8	±27.7	81.6	20.4	37.5	12.5	400.0	±33.5
	Year 7	Reading	93.0	14.0	12.5	17.5	500.2	±19.4	95.2	7.1	30.0	22.5	476.4	±22.0
	Year 9	Reading	96.0	43.9	10.5	18.4	531.3	±12.8	91.0	25.3	20.4	22.8	522.1	±12.7
	Year 3	Numeracy	85.3	29.4	13.8	20.7	332.3	±25.8	96.4	35.7	13.0	14.8	323.2	±20.7
	Year 5	Numeracy	83.3	28.6	17.1	17.1	424.0	±21.5	79.6	16.3	35.9	20.5	400.7	±25.7
	Year 7	Numeracy	95.3	11.6	14.6	36.6	484.3	±21.5	95.2	7.1	22.5	45.0	458.6	±15.7
	Year 9	Numeracy	96.5	43.9	8.4	19.9	534.7	±11.7	89.3	25.3	15.1	26.4	530.0	±11.5

Footnotes Section 8 - Table 1.1(a), Table 1.1(b), Table 1.1(c), Table 1.2(a), Table 1.2(b), Table 1.2(c), Table 1.3(a), Table 1.3(b) & Table 1.3(c)

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9, as a percentage of the total number of students within the reporting year level (including absent and withdrawn) for CMaD NP schools. Students who sit both the Reading and the Numeracy component of the NAPLAN testing may be included more than once.

(2) Exempt students are defined as those who were not assessed and are deemed not to have met the national minimum standard, as a percentage of the total number of students in the reporting year level (including assessed, absent and withdrawn).

(3) Includes assessed students who achieved the first band of the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt). For this report those students in the first band of NMS excludes exempt students, who are reported separately on this table.

(4) Includes assessed students who achieved the second band of the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt).

(5) Based on the Weighted Likelihood Estimates (standard scale score) of all students assessed in the NAPLAN. The mean scale scores for exempt students are not included as they do not receive a scale score. 95% confidence intervals are reported for the population mean scale score, using a normal distribution.

(6) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self identification.

(7) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student’s parents or carers, speak a language other than English at home. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

(8) Current government schooling reform initiatives across South Australia have resulted in the amalgamation of some schools into new schools with different names and campuses. This will impact on the total number of CMaD NP schools participating in 'whole of school' change strategies and approaches across reporting periods. Where possible newly established or created CMaD NP participating schools NAPLAN results have been historically mapped to their former school(s).

(9) Please note year-on-year NAPLAN information is for a different group of students within a school. Changes in performance for student cohorts should be considered with caution due to the different students tested each year, all of which have different characteristics, circumstances and abilities. The CMaD NP schools reported in these tables only commenced from 2010-2012, with NAPLAN testing held in May of the reporting year.

Section 9 – South Australia – State Performance Measures CMaD NP

Section 9 State Performance Measures - CMaD NP is provided in three parts:

- Part 1 refers to all students in CMaD NP schools participating in ‘whole of school’ change strategies and approaches;
- Part 2 refers to those students participating in CMaD NP ‘Individualised Targeted Support’ change strategies and approaches; and
- Part 3 provides information about student engagement and wellbeing.

Section 9 Part 1 – CMaD NP schools participating in ‘Whole of School’ change strategies and approaches

Section 9 (Part 1) comprises student results for the 223 South Australian CMaD NP schools participating in ‘whole of school’ change strategies and approaches, across three groups:

- schools participating in CMaD NP ‘whole of school’ interventions since 2010 (87 CMaD NP schools)
- schools participating in CMaD NP ‘whole of school’ interventions since 2011 (117 CMaD NP schools)
- schools participating in CMaD NP ‘whole of school’ interventions since 2012 (19 CMaD NP schools)

As these schools commenced in the CMaD NP in different periods, they are being reported and tracked on separate tables over the life of the partnership.

The SA 2012 student measurement cohort for the National Assessment Program - Literacy and Numeracy (NAPLAN) results achieved by year levels 3, 5, 7 and 9 in CMaD NP schools (with students sitting both the Reading and the Numeracy component of NAPLAN testing included more than once). In 2012, 11 of the 223 CMaD NP schools had no students who participated in NAPLAN, as they only had junior primary or senior secondary students. The SA 2012 student measurement cohort represents approximately 29.1% of the total 2012 student enrolments (61,726 students) of the 223 schools who participated in CMaD NP in South Australia.

Government schooling reform initiatives across South Australia have resulted in the amalgamation of some schools into new schools with different names and campuses. This will continue to impact on the total number of CMaD NP schools participating in ‘whole of school’ interventions across reporting periods. Where possible, for the newly established or created schools participating in the CMaD NP ‘whole of school’ intervention, NAPLAN results for schools have been historically mapped to their former school(s).

It is important to note that year-on-year the NAPLAN information in this report is for different groups of students within a school, and is not sufficiently sensitive to show a significant change to the overall CMaD NP population average in the relatively short period, from 2010 to 2012. Any analysis of performance information for these CMaD NP schools should take this into account and the numerous external factors which may have influenced student outcomes.

Overall 2012 CMaD NP 'whole of school' attendance achievement

There were 23 schools (excluding those designated Aboriginal/Anangu) who have participated in CMaD NP 'whole of school' interventions for more than 1 year (11.2% of total 205 schools) whose school attendance rate (SAR) was below average (84.5% SAR or less) in 2010. By 2012, 16 of these 23 schools (69.6%) have shown a SAR increase since 2010, ranging from a 0.1% to 3.7% annual growth rate. Although this shift may not be substantial enough to move these schools into a different SAR category used below, it does indicate that improvements in attendance have been made in these schools.

Detailed footnotes regarding Section 9 tables follow each group of performance information.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for schools participating in 'whole of school' strategies and approaches by School Attendance Rates results, 2010 to 2012:

Table 1.1(a) – All Schools in CMaD NP 'whole of school' interventions participating since 2010

Description	School Attendance Rate (SAR) Categories ⁽¹⁾	2009		2010 (baseline)		2011		2012	
		No. of Schools	% of Total Schools	No. of Schools	% of Total Schools	No. of Schools	% of Total Schools	No. of Schools	% of Total Schools
Number of CMaD NP schools participating since 2010 , by School Attendance Rate Categories ⁽¹⁾	Category 1 (< 80% SAR)	4	4.4	6	6.6	6	6.9	4	4.6
	Category 2 (80% - 84% SAR)	8	8.8	7	7.7	5	5.7	6	6.9
	Category 3 (85% - 89% SAR)	23	25.3	21	23.1	22	25.3	26	29.9
	Category 4 (90% - 94% SAR)	47	51.6	51	56.0	47	54.0	46	52.9
	Category 5 (95%> SAR)	5	5.5	5	5.5	6	6.9	4	4.6
	Not Available ⁽²⁾	4	4.4	1	1.1	1	1.1	1	1.1
	Total		91	100.0	91	100.0	87	100.0	87

Table 1.1(b) – All Schools in CMaD NP ‘whole of school’ interventions participating since 2011

Description	School Attendance Rate (SAR) Categories ⁽¹⁾	2010		2011 (baseline)		2012	
		No. of Schools	% of Total Schools	No. of Schools	% of Total Schools	No. of Schools	% of Total Schools
Number of CMaD NP schools participating since 2011 , by School Attendance Rate Categories ⁽¹⁾	Category 1 (< 80% SAR)	15	12.4	18	15.3	19	16.2
	Category 2 (80% - 84% SAR)	9	7.4	7	5.9	8	6.8
	Category 3 (85% - 89% SAR)	27	22.3	29	24.6	33	28.2
	Category 4 (90% - 94% SAR)	59	48.8	54	45.8	48	41.0
	Category 5 (95%> SAR)	6	5.0	5	4.2	4	3.4
	Not Available ⁽²⁾	5	4.1	5	4.2	5	4.3
	Total		121	100.0	118	100.0	117

Table 1.1(c) – All Schools in CMaD NP ‘whole of school’ interventions participating since 2012

Description	School Attendance Rate (SAR) Categories ⁽¹⁾	2011		2012 (baseline)	
		No. of Schools	% of Total Schools	No. of Schools	% of Total Schools
Number of CMaD NP schools participating since 2012 , by School Attendance Rate Categories ⁽¹⁾	Category 1 (< 80% SAR)	1	5.3	1	5.3
	Category 2 (80% - 84% SAR)	1	5.3	3	15.8
	Category 3 (85% - 89% SAR)	8	42.1	4	21.1
	Category 4 (90% - 94% SAR)	4	21.1	7	36.8
	Category 5 (95%> SAR)	1	5.3	0	0.0
	Not Available ⁽²⁾	4	21.1	4	21.1
	Total		19	100.0	19

(1) Includes the total (aggregated) attendance rate for all full-time students enrolled (excluding those studying via distance education) across year levels 1 to 10 for the relevant CMaD NP participating school(s). Definitions and the method of collection vary across sectors in South Australia. The government sector collects attendance data in Term 3 for the Semester 1 period, while non-government sectors include the last 20 days (4 weeks) in May of the reporting period. Information based on the ‘My School’ website. Australian Curriculum, Assessment and Reporting Authority (ACARA).

(2) Includes schools that were established after the student attendance reporting period, or schools where no attendance information was available during the reporting period (for example special schools that do not have mainstream year levels, or adult re-entry colleges that do not record attendance in the DECD census).

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership schools participating in 'whole of school' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN, 2010 to 2012:

Table 2.1(a) – All Students in CMaD NP 'whole of school' interventions participating since 2010

Reporting Period (9) (10)	Year Level	Domain	ALL Students in CMaD NP (Low SES) schools participating since 2010					State Mean Scale Score (All Students) (6)
			Total No. of Assessed Students (1)	Participation Rate (%) (2)	Exempt Students (%) (3)	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score (5)	
2009	Year 3	Reading	1841	93.8	2.5	87.7	368.3	401.0
	Year 3	Numeracy	1848	94.1	2.3	82.1	349.8	379.9
	Year 5	Reading	1909	94.9	2.4	81.6	452.0	485.0
	Year 5	Numeracy	1916	95.3	2.4	87.5	446.2	471.4
	Year 7	Reading	2038	95.3	2.1	86.2	508.4	537.6
	Year 7	Numeracy	2024	94.6	2.1	88.3	504.6	533.2
	Year 9	Reading	1646	84.3	1.0	82.9	545.6	579.4
	Year 9	Numeracy	1628	83.4	1.0	91.0	543.9	581.6
2010 (baseline)	Year 3	Reading	1738	91.1	2.9	85.2	368.9	403.5
	Year 3	Numeracy	1733	90.8	2.8	86.7	353.3	381.4
	Year 5	Reading	1754	92.3	2.4	77.4	445.6	477.3
	Year 5	Numeracy	1740	91.6	2.3	82.7	442.7	473.5
	Year 7	Reading	1825	93.8	2.1	88.7	515.6	543.7
	Year 7	Numeracy	1806	92.8	2.1	90.1	510.2	539.3
	Year 9	Reading	1498	80.8	1.2	78.9	534.1	568.8
	Year 9	Numeracy	1467	79.2	1.2	82.1	538.1	575.5
2011	Year 3	Reading	1681	89.3	3.5	84.3	365.3	404.0
	Year 3	Numeracy	1669	88.7	3.5	87.4	352.7	381.2
	Year 5	Reading	1813	92.8	2.6	79.8	447.2	479.5
	Year 5	Numeracy	1800	92.2	2.6	83.9	444.4	472.6
	Year 7	Reading	1834	92.1	2.2	90.0	505.5	534.6
	Year 7	Numeracy	1828	91.8	2.2	87.9	505.5	536.5
	Year 9	Reading	1563	82.7	1.3	83.0	540.4	575.1
	Year 9	Numeracy	1567	82.9	1.4	84.0	534.3	575.1
2012	Year 3	Reading	1700	91.7	3.3	86.9	373.9	410.9
	Year 3	Numeracy	1688	91.1	3.3	83.4	346.0	378.5
	Year 5	Reading	1746	94.0	2.8	79.2	451.3	484.5
	Year 5	Numeracy	1735	93.4	2.9	79.5	442.5	473.2
	Year 7	Reading	1814	93.0	2.8	85.5	508.8	537.9
	Year 7	Numeracy	1806	92.6	2.8	87.0	500.4	530.7
	Year 9	Reading	1441	83.6	1.3	80.4	533.4	572.6
	Year 9	Numeracy	1426	82.8	1.3	86.4	535.7	576.7

Table 2.1(b) – All Students in CMaD NP ‘whole of school’ interventions participating since 2011

Reporting Period (9) (10)	Year Level	Domain	ALL Students in CMaD NP (Low SES) schools participating since 2011					State Mean Scale Score (All Students) (6)
			Total No. of Assessed Students (1)	Participation Rate (%) (2)	Exempt Students (%) (3)	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score (5)	
2010	Year 3	Reading	1938	89.6	4.6	84.8	371.9	403.5
	Year 3	Numeracy	1927	89.1	4.5	85.6	353.4	381.4
	Year 5	Reading	2077	90.7	4.7	75.9	448.1	477.3
	Year 5	Numeracy	2089	91.2	4.7	81.8	447.1	473.5
	Year 7	Reading	2029	91.6	4.0	85.9	513.4	543.7
	Year 7	Numeracy	2022	91.2	4.0	87.8	509.3	539.3
	Year 9	Reading	2195	83.7	1.7	80.1	539.7	568.8
	Year 9	Numeracy	2183	83.3	1.7	85.6	546.9	575.5
2011 (baseline)	Year 3	Reading	1868	89.4	5.0	83.5	368.9	404.0
	Year 3	Numeracy	1879	89.9	4.9	84.9	351.2	381.2
	Year 5	Reading	1906	91.3	5.1	76.3	444.4	479.5
	Year 5	Numeracy	1889	90.5	5.0	80.7	443.7	472.6
	Year 7	Reading	2061	92.1	4.6	87.3	503.0	534.6
	Year 7	Numeracy	2047	91.5	4.6	85.5	503.6	536.5
	Year 9	Reading	2095	85.7	2.9	83.4	546.8	575.1
	Year 9	Numeracy	2076	84.9	2.9	85.1	544.8	575.1
2012	Year 3	Reading	1926	90.0	4.6	85.7	374.2	410.9
	Year 3	Numeracy	1904	88.9	4.6	81.9	347.0	378.5
	Year 5	Reading	1973	91.7	5.9	76.4	454.8	484.5
	Year 5	Numeracy	1965	91.3	5.8	79.2	445.1	473.2
	Year 7	Reading	1995	90.8	4.1	83.8	507.6	537.9
	Year 7	Numeracy	1982	90.3	4.1	86.8	501.8	530.7
	Year 9	Reading	2053	82.2	2.4	81.6	544.1	572.6
	Year 9	Numeracy	2014	80.6	2.4	87.8	546.5	576.7

Table 2.1(c) – All Students in CMaD NP ‘whole of school’ interventions participating since 2012

Reporting Period (9) (10)	Year Level	Domain	ALL Students in CMaD NP (Low SES) schools participating since 2012					State Mean Scale Score (All Students) (6)
			Total No. of Assessed Students (1)	Participation Rate (%) (2)	Exempt Students (%) (3)	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score (5)	
2011	Year 3	Reading	268	91.8	13.4	72.8	343.3	404.0
	Year 3	Numeracy	266	91.1	12.3	69.5	327.9	381.2
	Year 5	Reading	292	92.1	10.4	65.8	422.6	479.5
	Year 5	Numeracy	288	90.9	9.8	70.1	427.5	472.6
	Year 7	Reading	290	89.8	8.0	83.4	505.4	534.6
	Year 7	Numeracy	296	91.6	7.7	81.4	494.3	536.5
	Year 9	Reading	527	85.1	19.1	66.8	548.2	575.1
	Year 9	Numeracy	527	85.1	19.1	71.2	546.9	575.1
2012 (baseline)	Year 3	Reading	298	93.1	13.1	73.5	352.2	410.9
	Year 3	Numeracy	299	93.4	13.1	66.2	323.6	378.5
	Year 5	Reading	311	93.4	11.1	63.7	428.2	484.5
	Year 5	Numeracy	307	92.2	10.8	66.1	421.4	473.2
	Year 7	Reading	296	93.4	9.5	73.6	492.6	537.9
	Year 7	Numeracy	287	90.5	9.5	77.0	480.7	530.7
	Year 9	Reading	514	84.7	10.4	75.1	549.5	572.6
	Year 9	Numeracy	500	82.4	10.4	77.2	550.7	576.7

Table 2.2(a) – Indigenous Students in CMaD NP ‘whole of school’ interventions participating since 2010

Reporting Period (9) (10)	Year Level	Domain	Indigenous Students in CMaD NP (Low SES) schools participating since 2010 ⁽⁷⁾					State Mean Scale Score (Indigenous Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score ⁽⁵⁾	
2009	Year 3	Reading	153	81.8	2.1	81.0	320.8	332.3
	Year 3	Numeracy	156	83.4	2.1	62.8	303.6	313.6
	Year 5	Reading	175	85.8	2.0	62.3	402.4	416.9
	Year 5	Numeracy	182	89.2	2.0	74.2	408.7	416.6
	Year 7	Reading	156	87.2	1.1	71.2	461.5	474.1
	Year 7	Numeracy	153	85.5	1.1	69.3	461.3	469.7
	Year 9	Reading	127	63.5	2.0	69.3	511.6	518.3
	Year 9	Numeracy	120	60.0	2.0	81.7	513.5	522.3
2010 (baseline)	Year 3	Reading	167	81.1	4.9	73.7	329.1	334.0
	Year 3	Numeracy	160	77.7	4.9	75.0	316.2	323.1
	Year 5	Reading	182	87.9	2.9	56.6	398.8	411.3
	Year 5	Numeracy	180	87.0	2.9	63.9	399.4	410.2
	Year 7	Reading	154	88.0	4.6	70.1	468.2	482.3
	Year 7	Numeracy	146	83.4	4.6	74.7	472.6	479.7
	Year 9	Reading	94	58.8	3.1	59.6	499.1	502.1
	Year 9	Numeracy	93	58.1	3.1	60.2	503.9	514.1
2011	Year 3	Reading	158	82.3	3.6	72.8	319.3	332.0
	Year 3	Numeracy	155	80.7	3.6	77.4	319.9	326.9
	Year 5	Reading	152	89.4	2.4	65.1	403.2	413.9
	Year 5	Numeracy	148	87.1	2.4	64.9	410.5	417.8
	Year 7	Reading	174	89.2	5.1	76.4	473.1	478.8
	Year 7	Numeracy	172	88.2	5.1	72.7	467.9	477.7
	Year 9	Reading	108	61.0	0.0	73.1	508.6	516.7
	Year 9	Numeracy	106	59.9	0.0	67.9	494.9	511.9
2012	Year 3	Reading	160	83.3	3.1	76.3	328.9	339.5
	Year 3	Numeracy	161	83.9	2.6	66.5	298.5	312.8
	Year 5	Reading	180	91.8	2.0	59.4	402.5	412.6
	Year 5	Numeracy	177	90.3	2.0	58.8	396.3	409.8
	Year 7	Reading	181	88.3	0.0	74.6	469.7	481.5
	Year 7	Numeracy	173	84.4	0.0	71.1	452.6	468.4
	Year 9	Reading	129	71.7	2.8	57.4	501.3	517.0
	Year 9	Numeracy	124	68.9	2.8	71.0	507.2	519.8

Table 2.2(b) – Indigenous Students in CMaD NP ‘whole of school’ interventions participating since 2011

Reporting Period (9) (10)	Year Level	Domain	Indigenous Students in CMaD NP (Low SES) schools participating since 2011 ⁽⁷⁾					State Mean Scale Score (Indigenous Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score ⁽⁵⁾	
2010	Year 3	Reading	185	79.7	3.9	68.6	310.6	334.0
	Year 3	Numeracy	187	80.6	3.9	69.5	301.8	323.1
	Year 5	Reading	208	80.6	2.3	49.5	385.3	411.3
	Year 5	Numeracy	211	81.8	2.3	60.2	389.7	410.2
	Year 7	Reading	186	80.5	1.7	65.1	461.9	482.3
	Year 7	Numeracy	187	81.0	1.7	70.6	463.1	479.7
	Year 9	Reading	162	64.3	1.6	49.4	483.2	502.1
	Year 9	Numeracy	152	60.3	1.6	60.5	503.4	514.1
2011 (baseline)	Year 3	Reading	181	73.9	5.3	67.4	313.1	332.0
	Year 3	Numeracy	186	75.9	5.3	72.6	310.4	326.9
	Year 5	Reading	175	75.4	2.6	50.9	388.0	413.9
	Year 5	Numeracy	175	75.4	2.2	61.7	395.4	417.8
	Year 7	Reading	202	83.1	4.1	70.8	459.4	478.8
	Year 7	Numeracy	192	79.0	4.1	66.1	456.7	477.7
	Year 9	Reading	141	68.4	2.9	50.4	482.8	516.7
	Year 9	Numeracy	156	75.7	2.9	56.4	492.8	511.9
2012	Year 3	Reading	210	79.8	6.1	71.9	320.8	339.5
	Year 3	Numeracy	211	80.2	6.1	59.7	295.7	312.8
	Year 5	Reading	178	83.2	7.5	43.3	386.6	412.6
	Year 5	Numeracy	174	81.3	7.5	55.7	391.8	409.8
	Year 7	Reading	183	77.9	3.4	60.7	456.2	481.5
	Year 7	Numeracy	184	78.3	3.4	70.7	452.5	468.4
	Year 9	Reading	136	59.4	4.8	48.5	486.8	517.0
	Year 9	Numeracy	134	58.5	4.8	64.2	497.6	519.8

Table 2.2(c) – Indigenous Students in CMaD NP ‘whole of school’ interventions participating since 2012

Reporting Period (9) (10)	Year Level	Domain	Indigenous Students in CMaD NP (Low SES) schools participating since 2012 ⁽⁷⁾					State Mean Scale Score (Indigenous Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score ⁽⁵⁾	
2011	Year 3	Reading	31	86.1	25.0	54.8	318.0	332.0
	Year 3	Numeracy	31	86.1	25.0	51.6	319.2	326.9
	Year 5	Reading	30	83.3	13.9	46.7	376.2	413.9
	Year 5	Numeracy	30	83.3	13.9	50.0	396.0	417.8
	Year 7	Reading	29	80.6	8.3	72.4	478.0	478.8
	Year 7	Numeracy	30	83.3	8.3	66.7	468.0	477.7
	Year 9	Reading	30	65.2	10.9	66.7	508.0	516.7
	Year 9	Numeracy	34	73.9	10.9	79.4	509.7	511.9
2012 (baseline)	Year 3	Reading	34	87.2	23.1	55.9	300.9	339.5
	Year 3	Numeracy	34	87.2	23.1	41.2	277.1	312.8
	Year 5	Reading	36	76.6	14.9	47.2	391.9	412.6
	Year 5	Numeracy	36	76.6	10.6	47.2	387.3	409.8
	Year 7	Reading	32	97.0	9.1	53.1	454.9	481.5
	Year 7	Numeracy	28	84.8	9.1	53.6	441.3	468.4
	Year 9	Reading	24	64.9	10.8	54.2	499.1	517.0
	Year 9	Numeracy	22	59.5	10.8	68.2	519.4	519.8

Table 2.3(a) – Language Background Other Than English (LBOTE) Students in CMA_D NP ‘whole of school’ interventions participating since 2010

Reporting Period (9) (10)	Year Level	Domain	LBOTE Students in CMA _D NP (Low SES) schools participating since 2010 ⁽⁸⁾					State Mean Scale Score (LBOTE Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score ⁽⁵⁾	
2009	Year 3	Reading	371	91.8	3.2	86.8	368.8	397.5
	Year 3	Numeracy	373	92.3	3.0	82.3	349.7	377.6
	Year 5	Reading	332	91.5	4.4	76.8	441.8	474.8
	Year 5	Numeracy	335	92.3	4.4	83.9	450.0	472.4
	Year 7	Reading	383	94.1	4.7	79.4	503.0	526.8
	Year 7	Numeracy	381	93.6	4.7	83.5	515.0	536.3
	Year 9	Reading	151	81.2	0.5	79.5	529.3	569.0
	Year 9	Numeracy	147	79.0	0.5	87.8	537.1	593.4
2010 (baseline)	Year 3	Reading	372	87.7	5.0	81.7	358.9	394.5
	Year 3	Numeracy	373	88.0	5.0	81.2	340.7	371.9
	Year 5	Reading	422	88.1	3.1	71.1	433.4	466.6
	Year 5	Numeracy	419	87.5	3.1	76.8	437.5	471.3
	Year 7	Reading	450	92.0	2.7	85.1	507.2	530.2
	Year 7	Numeracy	446	91.2	2.7	87.9	514.3	539.3
	Year 9	Reading	179	79.9	2.7	63.1	512.1	555.3
	Year 9	Numeracy	179	79.9	2.7	72.1	526.9	574.3
2011	Year 3	Reading	361	88.3	5.6	83.7	371.6	405.9
	Year 3	Numeracy	359	87.8	5.6	86.9	358.6	384.0
	Year 5	Reading	442	93.6	5.7	77.1	443.1	476.7
	Year 5	Numeracy	440	93.2	5.7	81.6	451.1	477.3
	Year 7	Reading	385	91.9	2.1	89.4	503.6	528.6
	Year 7	Numeracy	386	92.1	2.1	85.8	520.8	541.2
	Year 9	Reading	172	89.1	1.6	73.8	521.9	564.6
	Year 9	Numeracy	177	91.7	1.6	83.1	530.8	578.8
2012	Year 3	Reading	424	91.8	5.8	81.8	366.6	403.6
	Year 3	Numeracy	424	91.8	5.6	77.1	338.9	374.7
	Year 5	Reading	416	94.5	5.5	72.4	436.2	473.0
	Year 5	Numeracy	411	93.4	5.5	74.9	439.3	470.9
	Year 7	Reading	464	93.9	5.5	79.7	498.7	529.5
	Year 7	Numeracy	459	92.9	5.5	81.5	505.6	535.3
	Year 9	Reading	193	86.5	2.7	68.9	512.4	558.8
	Year 9	Numeracy	196	87.9	2.7	79.6	527.1	580.0

Table 2.3 (b) – Language Background Other Than English (LBOTE) Students in CMA_D NP ‘whole of school’ interventions participating since 2011

Reporting Period (9) (10)	Year Level	Domain	LBOTE Students in CMA _D NP (Low SES) schools participating since 2011 ⁽⁸⁾					State Mean Scale Score (LBOTE Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score ⁽⁵⁾	
2010	Year 3	Reading	423	82.3	6.2	80.6	364.6	394.5
	Year 3	Numeracy	423	82.3	6.2	81.8	344.7	371.9
	Year 5	Reading	499	86.3	4.5	69.1	434.9	466.6
	Year 5	Numeracy	505	87.4	4.5	77.0	444.0	471.3
	Year 7	Reading	491	89.3	4.7	76.6	502.3	530.2
	Year 7	Numeracy	492	89.5	4.7	81.9	508.5	539.3
	Year 9	Reading	426	81.1	0.8	70.0	523.0	555.3
	Year 9	Numeracy	419	79.8	0.8	76.8	535.4	574.3
2011 (baseline)	Year 3	Reading	394	87.9	6.5	82.7	369.8	405.9
	Year 3	Numeracy	396	88.4	6.0	79.3	348.1	384.0
	Year 5	Reading	455	91.7	7.7	73.6	443.2	476.7
	Year 5	Numeracy	453	91.3	7.7	73.7	446.1	477.3
	Year 7	Reading	467	95.9	4.3	84.2	493.8	528.6
	Year 7	Numeracy	467	95.9	4.3	80.5	498.7	541.2
	Year 9	Reading	367	89.7	2.0	74.9	532.5	564.6
	Year 9	Numeracy	366	89.5	2.0	80.9	542.5	578.8
2012	Year 3	Reading	494	90.5	5.9	84.6	366.4	403.6
	Year 3	Numeracy	496	90.8	5.9	77.4	341.6	374.7
	Year 5	Reading	489	92.3	6.2	71.0	442.7	473.0
	Year 5	Numeracy	488	92.1	6.0	75.8	439.7	470.9
	Year 7	Reading	497	91.4	3.9	79.5	499.5	529.5
	Year 7	Numeracy	496	91.2	3.9	84.1	504.1	535.3
	Year 9	Reading	378	83.1	2.0	71.7	526.1	558.8
	Year 9	Numeracy	376	82.6	2.0	80.6	540.4	580.0

Table 2.3 (c) – Language Background Other Than English (LBOTE) Students in CMA_D NP ‘whole of school’ interventions participating since 2012

Reporting Period (9) (10)	Year Level	Domain	LBOTE Students in CMA _D NP (Low SES) schools participating since 2012 ⁽⁸⁾					State Mean Scale Score (LBOTE Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) (4)	NAPLAN Mean Scale Score ⁽⁵⁾	
2011	Year 3	Reading	29	85.3	29.4	62.1	333.8	405.9
	Year 3	Numeracy	29	85.3	29.4	51.7	332.3	384.0
	Year 5	Reading	34	81.0	28.6	55.9	429.8	476.7
	Year 5	Numeracy	35	83.3	28.6	48.6	424.0	477.3
	Year 7	Reading	40	93.0	14.0	72.5	500.2	528.6
	Year 7	Numeracy	41	95.3	11.6	73.2	484.3	541.2
	Year 9	Reading	190	96.0	43.9	43.7	531.3	564.6
	Year 9	Numeracy	191	96.5	43.9	46.1	534.7	578.8
2012 (baseline)	Year 3	Reading	53	94.6	35.7	58.5	357.2	403.6
	Year 3	Numeracy	54	96.4	35.7	50.0	323.2	374.7
	Year 5	Reading	40	81.6	20.4	37.5	400.0	473.0
	Year 5	Numeracy	39	79.6	16.3	43.6	400.7	470.9
	Year 7	Reading	40	95.2	7.1	62.5	476.4	529.5
	Year 7	Numeracy	40	95.2	7.1	70.0	458.6	535.3
	Year 9	Reading	162	91.0	25.3	51.9	522.1	558.8
	Year 9	Numeracy	159	89.3	25.3	56.6	530.0	580.0

Footnotes Section 8 (Part 1) - Table 2.1(a), Table 2.1(b), Table 2.1(c), Table 2.2(a), Table 2.2(b), Table 2.2(c), Table 2.3(a), Table 2.3(b) and Table 2.3(c)

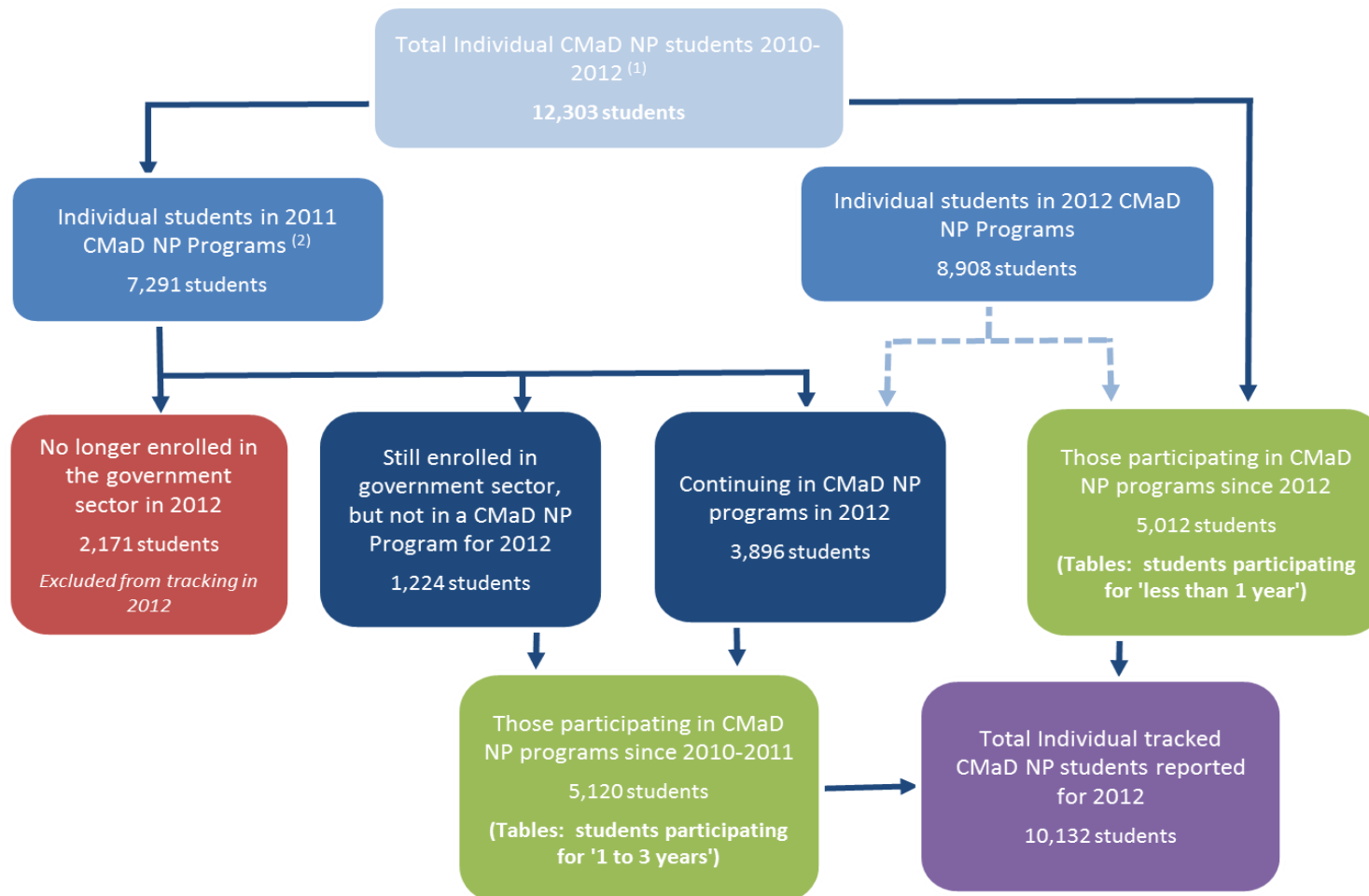
- (1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 within the reporting year level for CMaD NP schools. Students who sit both the Reading and the Numeracy component of the NAPLAN testing may be included more than once.
- (2) Includes all students assessed in NAPLAN or were exempt, in Year levels 3, 5, 7 and 9, as a percentage of the total number of students within the reporting year level (including absent and withdrawn).
- (3) Exempt students are defined as those who were not assessed and are deemed not to have met the national minimum standard, as a percentage of the total number of students in the reporting year level (including assessed, absent and withdrawn).
- (4) Includes all assessed students who achieved 'At' or 'Above' the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt). 'At' or 'Above' is based on the proficiency band specified to an assessed student. Exempt students are deemed not to have met the national minimum standard and are considered 'Below the NMS'.
- (5) Based on the Weighted Likelihood Estimates (standard scale score) of all students assessed in the NAPLAN. The mean scale scores for exempt students are not included as they do not receive a scale score.
- (6) For comparison purposes the State Mean Scale Scores reported are based on the Weighted Likelihood Estimates (WLE) for all assessed NAPLAN students in South Australia. These results may differ slightly from other State Mean Scale Scores reported nationally.
- (7) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self identification.
- (8) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.
- (9) Current government schooling reform initiatives across South Australia have resulted in the amalgamation of some schools into new schools with different names and campuses. This will impact on the total number of CMaD NP schools participating in 'whole of school' change strategies and approaches across reporting periods. Where possible newly established or created CMaD NP participating schools NAPLAN results have been historically mapped to their former school(s).
- (10) Please note year-on-year NAPLAN information is for a different group of students within a school. Changes in performance for student cohorts should be considered with caution due to the different students tested each year, all of which have different characteristics, circumstances and abilities. Additionally schools reported in these tables may not have had an extended time in the CMaD NP prior to NAPLAN testing held in May of each reporting year.

Section 9 Part 2 - Students in the CMaD NP participating in 'Individual Targeted Support' strategies and approaches

The South Australian Department for Education and Child Development (**DECD**) provided a comprehensive suite of individualised support programs to young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning. This Section 9 Part 2 of the State Performance Measures - CMaD NP provides information for 10,132 tracked individual students who participated in CMaD National Partnership 'Individual Targeted Support' interventions in government schools, across two groups:

- those students who have participated in CMaD NP 'Individual Targeted Support' interventions for 1 to 3 years (5,120 students)
- those students who have participated in CMaD NP 'Individual Targeted Support' interventions for less than 1 year (5,012 students)

The following chart outlines how SA CMaD NP 'Individual Targeted Support' students have been tracked and reported in the following tables in this section.



Footnotes Section 9 Part 2 – 2012 Individual Students tracked in CMaD NP Chart

(1) Excludes 12 students who were either under school age at the time of reporting, or commenced in a CMaD NP program after the DECD August census for 2012.

(2) Includes 280 students who participated in a 2010 CMaD NP program and re-enrolled in a CMaD NP program in 2012, after no longer appearing as enrolled in the government sector in 2011.

Only students enrolled at a school in the government sector in 2012 and/or in a CMaD NP program for 2012 are included in the reporting analysis. DECD *Targeted Student Support* programs have also been provided to many more children and young people who are not being tracked here.

In 2012, 2,171 (29.8%) tracked CMaD NP students who participated in 2011 were no longer enrolled in the government sector. Of these students, 51.1% were enrolled in year level 12/13 in 2011 (when most senior secondary students finish their schooling). When a student is no longer enrolled in the government sector in the reporting period they are removed from historical tables in this report to ensure a true picture of improvement is provided in a given year.

As well, 1,224 tracked students continued their schooling in the government sector but were no longer receiving the individualised targeted support. These students have continued to be tracked for the year proceeding their involvement in the CMaD NP to measure their improvement after participating in CMaD NP 'Individual Targeted Support' interventions.

Summary of students participating in CMaD NP 'Individual Targeted Support' interventions in 2012

In 2012, there were 8,908 tracked students involved in a range of CMaD NP 'Individual Targeted Support' interventions:

2012 CMaD NP Program Profile:	% of CMaD NP Individual Students
Innovative Community Action Networks (ICAN) Flexible Learning Option (FLO) including ICAN case management services	62.7%
Student Mentoring	17.6%
Vocational Education and Training (VET) scholarships	9.5%
Aboriginal Student Mentoring	7.5%
Community Mentoring	4.1%
E-Mentoring	1.1%
Aboriginal Turnaround Teams	0.7%
Wiltja	0.6%

Section 3 of the SA Smarter Schools 2012 Annual Report provides further information about each of these programs.

Some students require significant support and may have participated in more than one program. Only 3.7% (333 students) of the 8,908 tracked students participating in CMaD NP programs in 2012 were supported by multiple programs. In the following profile and tables each student is only reported once in each category.

The *Individual Targeted Support programs* also focussed on students from key diversity groups. Of the 8,908 tracked students participating in CMaD NP programs in 2012:

- 19.8% of students identify as Australian Aboriginal and/or Torres Strait Islander
- 11.2% of students were from a language background other than English (LBOTE); and
- 19.6% of students were eligible for the DECD *Disability support program*.

It is important to note students participating in 'Individualised Targeted Support' include students who: have complex life responsibilities and/or issues that impact upon their successful engagement with learning; may be significantly disengaged from their learning; and may not have been attending school, often for some years (even though they may be of compulsory schooling age). Any analysis should keep in mind these numerous factors, which may impact upon student learning outcomes. In particular year-on-year NAPLAN information is for different groups of individual students who only commenced in the supported programs for a short period of time.

Overall 2012 achievement of students participating in CMaD NP 'Individual Targeted Support' interventions

During 2012, 8,908 DECD students participated in CMaD National Partnership 'Individualised Targeted Support' interventions and were tracked. Of these current CMaD NP tracked students over half (53.9%) were male, 47.3% (4,212 students) were enrolled in Senior Secondary year levels (11 and 12/13), and had an average age of 16.2 years. A further 15.5% (1,382 students) of 2012 CMaD NP students were enrolled in Primary School Year levels (Reception to year level 7) in 2012, of which 80.9% commenced in support programs in 2012.

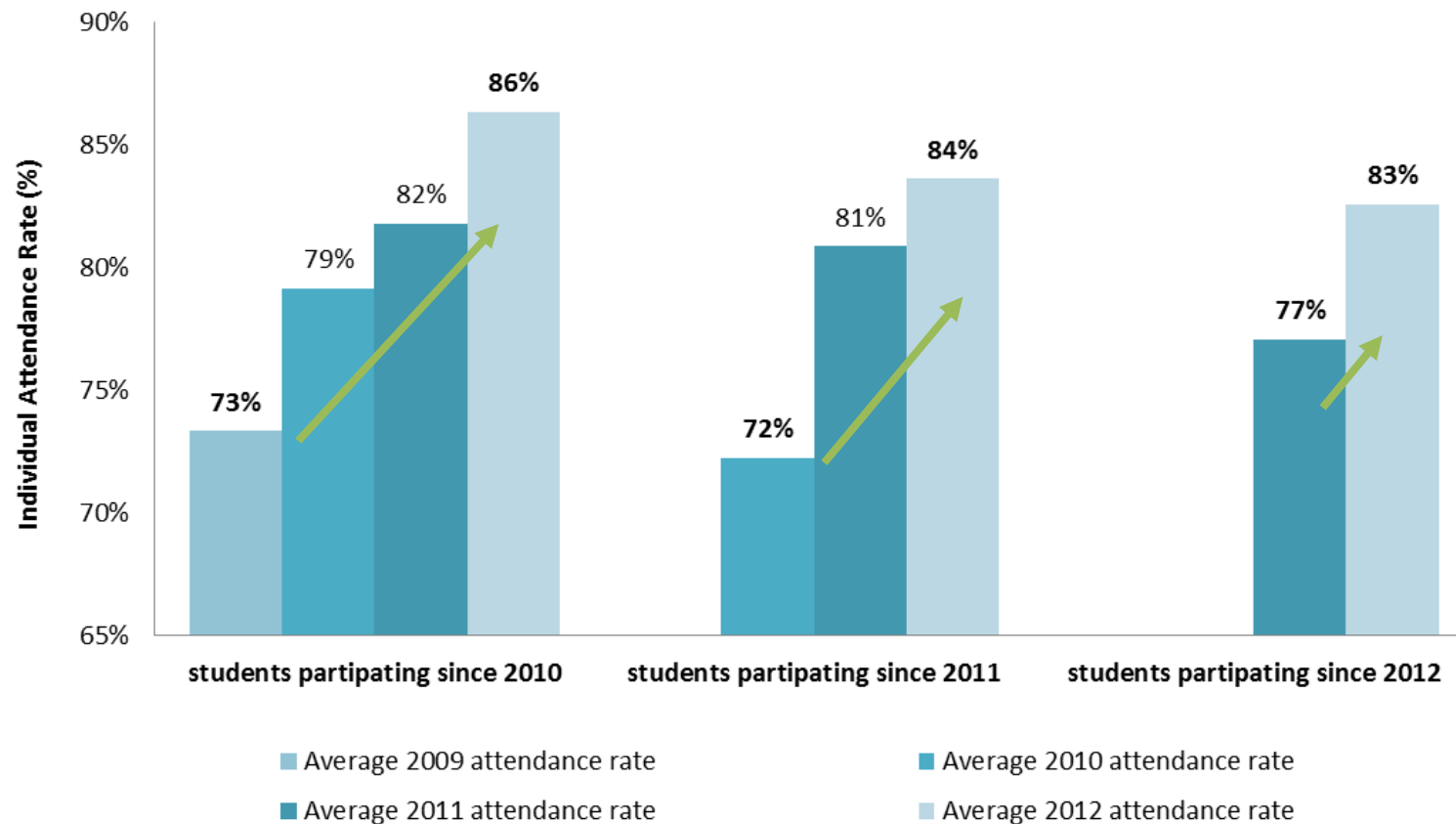
Increased attendance rates

Of the 8,908 tracked students who participated in CMaD National Partnership 'Individualised Targeted Support' interventions in 2012, 83.1% (7,407 students) had a valid attendance rate for both 2011 and 2012.

In 2011, 2,695 of the tracked students with an attendance rate for both 2011 and 2012, had an below average (less than 80%) Individual Attendance Rate (IAR). In 2012, the majority of these students (73.9%) have shown a clear improvement, with their average attendance rate increasing by 33.9% from an average of 56.1% IAR to an average of 75.1% IAR. This suggests an increase in the level of engagement of the most disengaged students, which in turn is more likely to lead to successful school attainment and completion.

As well, Graph 2 illustrates the average attendance rate for all students who had a valid attendance rate reported for each year, and who participated in CMaD National Partnership ‘Individualised Targeted Support’ interventions in 2012 by the year they started in a CMaD NP program(s). The red lines below highlight the marked improvement from prior to their participation in the CMaD NP ‘Individual Targeted Support’ interventions, to the latest available result for that student. Consistently high attendance is necessary for improved engagement and achievement outcomes.

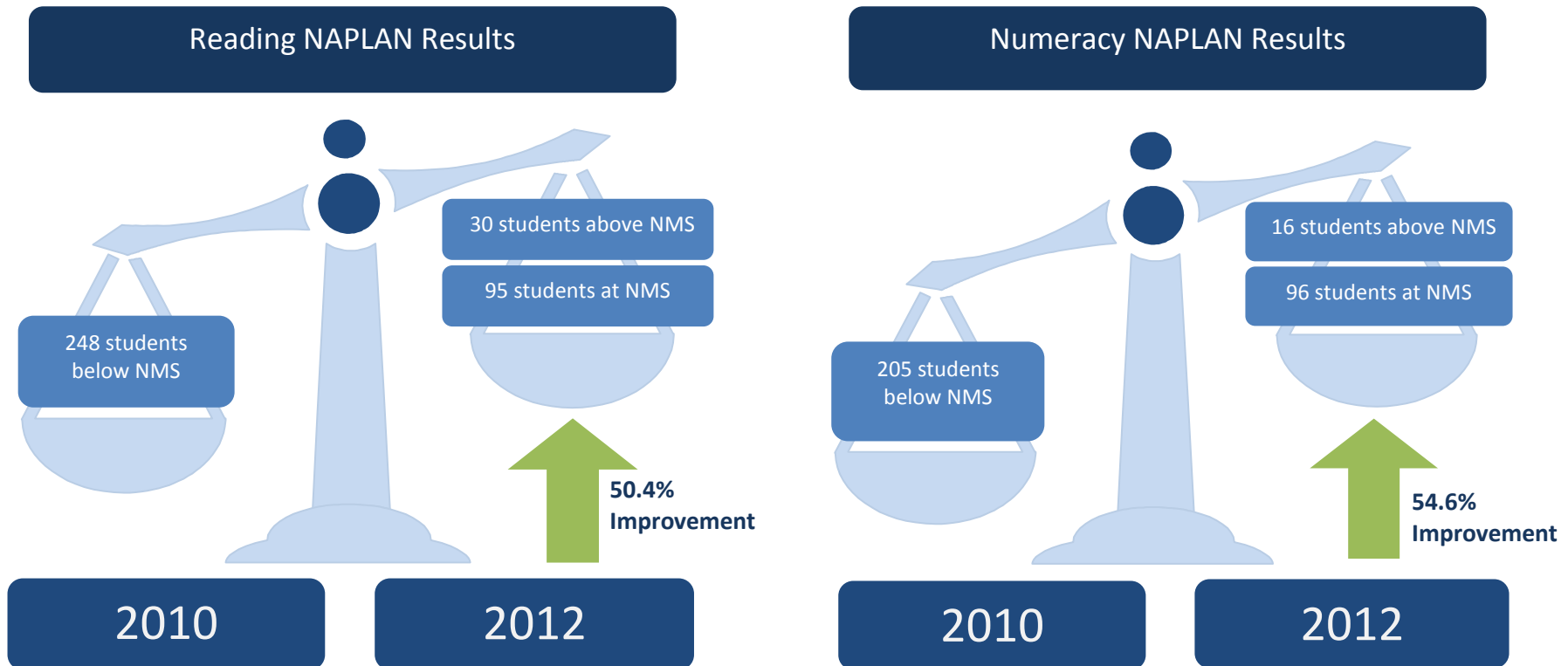
Graph 2: 2012 students participating in CMaD NP ‘Individual Targeted Support’ interventions by attendance rate category and year of commencing in a CMaD NP ‘Individual Targeted Support’ program



Improvements in students 'Below' National Minimum Standard in Reading and Numeracy

In 2012, there were 350 students who participated in 'Individual Targeted Support' interventions (including those who have subsequently returned to main stream schooling) whose 2010 NAPLAN reading and numeracy results were 'below' the National Minimum Standard (NMS). Over half (50.4%) of students 'below' National Minimum Standard in reading in 2010, have improved their reading results to 'at or above' the National Minimum Standard. As well, 54.6% of students 'below' National Minimum Standard in numeracy in 2010, have improved their numeracy results to 'at or above' the National Minimum Standard in 2012. As illustrated in the following diagram, this suggests a strong improvement over a short period of time for students previously highly disengaged from learning.

Diagram 1: Number of CMaD NP students 'below' National Minimum Standard (NMS) in NAPLAN Reading and Numeracy in 2010 who have improved to 'at or above' National Minimum Standard in NAPLAN Reading and Numeracy in 2012



Detailed footnotes regarding Section 9 Part 2 tables and graphs follow each group of performance information.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students participating in 'Individual Targeted Support' strategies and approaches summary information, 2010 - 2012:

		2012 Summary of CMaD NP (Low SES) 'Individual Targeted Support' Students			
Reporting Period	School Year Level	No. All Students	% Indigenous Students in Year Level ⁽²⁾	% LBOTE Students in Year Level ⁽³⁾	% Students with Disabilities in Year Level ⁽⁴⁾
All Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for 1 to 3 years ⁽¹⁾	Year 3 and below	15	86.7%	46.7%	20.0%
	Year 4	10	70.0%	10.0%	30.0%
	Year 5	25	60.0%	40.0%	24.0%
	Year 6	156	64.7%	19.9%	21.8%
	Year 7	277	42.2%	26.4%	25.3%
	Year 8	380	45.0%	14.7%	30.5%
	Year 9	532	39.3%	17.5%	24.2%
	Year 10	751	32.1%	11.3%	22.9%
	Year 11	1219	18.4%	10.0%	18.0%
	Year 12 / 13	1337	14.5%	5.9%	19.3%
	Special ⁽⁵⁾	418	10.5%	4.8%	24.6%
	Total 2010-2012		5120	26.1%	11.3%
no longer applicable ⁽⁶⁾		2171	14.6%	9.4%	14.9%
All Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for less than 1 year ⁽¹⁾	Year 3 and below	13	53.8%	30.8%	15.4%
	Year 4	38	31.6%	7.9%	18.4%
	Year 5	271	45.4%	25.1%	19.9%
	Year 6	352	27.6%	15.1%	22.4%
	Year 7	444	23.6%	16.0%	25.9%
	Year 8	514	24.7%	11.9%	23.7%
	Year 9	516	15.5%	9.5%	18.2%
	Year 10	648	11.6%	6.9%	14.4%
	Year 11	1124	9.6%	11.1%	13.9%
	Year 12 / 13	863	6.0%	13.0%	13.3%
	Special ⁽⁵⁾	229	7.0%	12.7%	27.5%
Total 2012		5012	16.0%	12.4%	18.0%
All Students in 2012 CMaD NP (Low SES) Programs		8908	19.8%	11.2%	19.6%
Total tracked students in report for 2012		10132	21.1%	11.8%	19.9%

Footnotes summary table

- (1) Students who were assessed as Indigenous, LBOTE and/or with a disability may be included in multiple cohorts. Includes 280 students who participated in a 2010 CMaD NP program and re-enrolled in a CMaD NP program in 2012, after not appearing as enrolled in the government sector in 2011. Excludes 12 students who were either under school age at the time of reporting, or who commenced in a CMaD NP program after the DECD August census for 2012.
- (2) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in 2012. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self-identification.
- (3) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home in 2012. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self-identification.
- (4) Includes all students who are eligible for the SA Department for Education and Child Development (DECD) Disability Support Program. Eligibility for the Disability Support Program requires evidence of both impairment, as described in the DECD Disability Support Program 2007 Eligibility Criteria, and the ways in which a student's impairment does, or will, impact significantly on progress in the curriculum and on his/her ability to participate in learning activities and the school community. Please refer to <http://www.decd.sa.gov.au/speced/pages/specialneeds/intro/> for further information.
- (5) Includes all primary or secondary students with a disability (physical, intellectual etc.) that impacts significantly on his/her access to and participation in schooling; primary or secondary students in non-special schools with a designated special class or language and communication class; secondary students who are in ungraded subjects for adult (re-entry) who are not undertaking SACE, VET or UniPAL subjects; and any other students who have had a special class placement negotiated.
- (6) Includes all primary or secondary students in CMaD NP (Low SES) participating since 2011, that have no 2012 results in the demographic collection process, and have subsequently been deemed to have left the government schooling sector. Over half (51%) of these students were in their final year of schooling in 2011 (Year levels 12/13), and would be expected to have left school and therefore no longer participating in CMaD NP programs in 2012.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students participating in 'Individual Targeted Support' strategies and approaches by Individual Student Attendance Rates, 2010-2012:

Table 1.1(a) – Students participating in CMaD NP ‘Individual Targeted Support’ interventions for 1 to 3 years

Description	Individual Attendance Rate (IAR) Categories	2010		2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
ALL Students participating in CMaD NP (Low SES) for 1 to 3 years ⁽¹⁾	Category 1 (< 80% IAR)	1880	36.7	1511	29.5	1309	25.6
	Category 2 (80% - 84% IAR)	373	7.3	445	8.7	376	7.3
	Category 3 (85% - 89% IAR)	520	10.2	501	9.8	371	7.2
	Category 4 (90% - 94% IAR)	672	13.1	641	12.5	621	12.1
	Category 5 (95%> IAR)	1145	22.4	1627	31.8	1857	36.3
	Not Available ⁽²⁾	530	10.4	395	7.7	586	11.4
	Total		5120	100.0	5120	100.0	5120

Table 1.1(b) – ALL Students participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Description	Individual Attendance Rate (IAR) Categories	2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students
ALL Students participating in CMaD NP (Low SES) for less than 1 year ⁽¹⁾	Category 1 (< 80% IAR)	1752	35.0	1341	26.8
	Category 2 (80% - 84% IAR)	451	9.0	417	8.3
	Category 3 (85% - 89% IAR)	538	10.7	512	10.2
	Category 4 (90% - 94% IAR)	721	14.4	765	15.3
	Category 5 (95%> IAR)	882	17.6	1471	29.3
	Not Available ⁽²⁾	668	13.3	506	10.1
	Total		5012	100.0	5012

Table 1.2(a) – Indigenous Students participating in CMaD NP ‘Individual Targeted Support’ interventions for 1 to 3 years

Description	Individual Attendance Rate (IAR) Categories	2010		2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
Indigenous Students participating in CMaD NP (Low SES) for 1 to 3 years ⁽³⁾	Category 1 (< 80% IAR)	575	43.0	542	40.6	508	38.0
	Category 2 (80% - 84% IAR)	113	8.5	136	10.2	123	9.2
	Category 3 (85% - 89% IAR)	125	9.4	137	10.3	119	8.9
	Category 4 (90% - 94% IAR)	178	13.3	157	11.8	166	12.4
	Category 5 (95%> IAR)	234	17.5	317	23.7	352	26.3
	Not Available ⁽²⁾	111	8.3	47	3.5	68	5.1
	Total		1336	100.0	1336	100.0	1336

Table 1.2(b) – Indigenous Students participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Description	Individual Attendance Rate (IAR) Categories	2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students
Indigenous Students participating in CMaD NP (Low SES) for less than 1 year ⁽³⁾	Category 1 (< 80% IAR)	323	40.3	289	36.0
	Category 2 (80% - 84% IAR)	84	10.5	80	10.0
	Category 3 (85% - 89% IAR)	82	10.2	91	11.3
	Category 4 (90% - 94% IAR)	88	11.0	109	13.6
	Category 5 (95%> IAR)	120	15.0	181	22.6
	Not Available ⁽²⁾	105	13.1	52	6.5
	Total		802	100.0	802

Table 1.3(a) – Language Background Other Than English (LBOTE) Students participating in CMaD NP ‘Individual Targeted Support’ interventions for 1 to 3 years

Description	Individual Attendance Rate (IAR) Categories	2010		2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
LBOTE Students participating in CMaD NP (Low SES) for 1 to 3 years ⁽⁴⁾	Category 1 (< 80% IAR)	235	40.7	231	40.0	217	37.6
	Category 2 (80% - 84% IAR)	48	8.3	47	8.1	56	9.7
	Category 3 (85% - 89% IAR)	53	9.2	49	8.5	46	8.0
	Category 4 (90% - 94% IAR)	65	11.3	70	12.1	68	11.8
	Category 5 (95%> IAR)	132	22.9	158	27.4	154	26.7
	Not Available ⁽²⁾	44	7.6	22	3.8	36	6.2
	Total		577	100.0	577	100.0	577

Table 1.3(b) – Language Background Other Than English (LBOTE) Students participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Description	Individual Attendance Rate (IAR) Categories	2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students
LBOTE Students participating in CMaD NP (Low SES) for less than 1 year ⁽⁴⁾	Category 1 (< 80% IAR)	197	31.8	182	29.4
	Category 2 (80% - 84% IAR)	59	9.5	52	8.4
	Category 3 (85% - 89% IAR)	54	8.7	64	10.3
	Category 4 (90% - 94% IAR)	82	13.2	79	12.7
	Category 5 (95%> IAR)	136	21.9	166	26.8
	Not Available ⁽²⁾	92	14.8	77	12.4
	Total		620	100.0	620

Table 1.4(a) – Students with disabilities participating in CMaD NP ‘Individual Targeted Support’ interventions for 1 to 3 years

Description	Individual Attendance Rate (IAR) Categories	2010		2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
Students with Disabilities participating in CMaD NP (Low SES) for 1 to 3 years ⁽⁵⁾	Category 1 (< 80% IAR)	426	38.2	332	29.8	314	28.2
	Category 2 (80% - 84% IAR)	102	9.2	88	7.9	79	7.1
	Category 3 (85% - 89% IAR)	116	10.4	111	10.0	84	7.5
	Category 4 (90% - 94% IAR)	135	12.1	169	15.2	137	12.3
	Category 5 (95%> IAR)	265	23.8	356	32.0	413	37.1
	Not Available ⁽²⁾	70	6.3	58	5.2	87	7.8
	Total		1114	100.0	1114	100.0	1114

Table 1.4(b) – Students with disabilities participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Description	Individual Attendance Rate (IAR) Categories	2011		2012	
		No. of Students	% of Total Students	No. of Students	% of Total Students
Students with disabilities participating in CMaD NP (Low SES) for less than 1 year ⁽⁵⁾	Category 1 (< 80% IAR)	346	38.4	280	31.1
	Category 2 (80% - 84% IAR)	74	8.2	75	8.3
	Category 3 (85% - 89% IAR)	97	10.8	84	9.3
	Category 4 (90% - 94% IAR)	140	15.6	143	15.9
	Category 5 (95%> IAR)	181	20.1	279	31.0
	Not Available ⁽²⁾	62	6.9	39	4.3
	Total		900	100.0	900

Footnotes Section 9 Part 2 – Graph 1, Table 1.1(a), Table 1.1(b), Table 1.2(a), Table 1.2(b), Table 1.3(a), Table 1.3(b), Table 1.4(a) & Table 1.4(b)

(1) Includes the total attendance rate for all CMaD NP students participating and enrolled (excluding those studying via distance education) in the government sector since 2012, across all year levels (1 - 12), rounded to the nearest whole number. The Government sector collects attendance data in Term 3 for the Semester 1 period. Please note: the attendance rate given is the rate for the student for the semester, not at one particular school.

(2) Includes students with no attendance recorded, this generally includes students who were enrolled after Semester 1 of the reporting year, or left before Semester 1 of the reporting year, were adult students (e.g. a student born in 1949), or enrolled in one of the four adult re-entry colleges, Open Access or the Youth Education Centre of the reporting year.

(3) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in 2012. These figures may under represent the true number of Indigenous students due to the difficulties associated with collecting data which relies on self identification.

(4) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home in 2012. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

(5) Includes all students who are eligible for the SA Department for Education and Child Development (DECD) Disability Support Program. Eligibility for the Disability Support Program requires evidence of both impairment as described in the DECD Disability Support Program 2007 Eligibility Criteria, and the ways in which a student's impairment does, or will, impact significantly on progress in the curriculum and on his/her ability to participate in learning activities and the school community. Please refer to <http://www.decd.sa.gov.au/speced/pages/specialneeds/intro/> for further information.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students in 'Individual Targeted Support' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN, 2010-2012:

Table 2.1(a) – All Students participating in CMaD NP 'Individual Targeted Support' interventions for 1 to 3 years *

Reporting Period ⁽¹⁰⁾	Year Level	Domain	All Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for 1 to 3 years					State Mean Scale Score (All Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2010	Year 3	Reading	19	79.2	4.2	94.7	344.6	403.5
	Year 3	Numeracy	18	75.0	4.2	83.3	344.9	381.4
	Year 5	Reading	219	79.3	1.8	60.7	409.5	477.3
	Year 5	Numeracy	222	80.4	1.4	67.6	404.3	473.5
	Year 7	Reading	392	81.3	3.3	77.6	481.7	543.7
	Year 7	Numeracy	386	80.1	3.3	80.8	480.3	539.3
	Year 9	Reading	434	55.1	1.9	67.7	509.0	568.8
	Year 9	Numeracy	430	54.6	1.7	70.5	514.8	575.5
2011	Year 3	Reading	6	60.0	10.0	50.0	295.7	404.0
	Year 3	Numeracy	7	70.0	10.0	71.4	298.7	381.2
	Year 5	Reading	131	84.5	4.5	57.3	403.8	479.5
	Year 5	Numeracy	127	81.9	3.9	69.3	412.7	472.6
	Year 7	Reading	304	82.2	5.4	74.3	470.9	534.6
	Year 7	Numeracy	307	83.0	4.9	73.3	465.8	536.5
	Year 9	Reading	403	57.2	1.3	71.0	512.1	575.1
	Year 9	Numeracy	407	57.7	1.3	74.4	511.5	575.1
2012	Year 3	Reading	< 5	na	na	na	na	410.9
	Year 3	Numeracy	5	62.5	0.0	80.0	307.1	378.5
	Year 5	Reading	23	88.5	19.2	43.5	409.3	484.5
	Year 5	Numeracy	21	80.8	11.5	71.4	427.7	473.2
	Year 7	Reading	224	81.2	2.2	73.7	477.2	537.9
	Year 7	Numeracy	220	79.7	2.9	73.6	461.2	530.7
	Year 9	Reading	313	59.5	2.3	67.7	512.1	572.6
	Year 9	Numeracy	300	57.0	2.3	79.0	519.2	576.7

Table 2.1(b) – All Students participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Reporting Period ⁽¹⁰⁾	Year Level	Domain	All Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for less than 1 year					State Mean Scale Score (All Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2011	Year 3	Reading	30	78.9	5.3	63.3	306.2	404.0
	Year 3	Numeracy	31	81.6	5.3	74.2	328.5	381.2
	Year 5	Reading	295	88.3	4.5	59.7	401.0	479.5
	Year 5	Numeracy	291	87.1	4.2	68.0	411.5	472.6
	Year 7	Reading	405	86.7	3.9	85.2	482.4	534.6
	Year 7	Numeracy	407	87.2	3.6	82.1	480.9	536.5
	Year 9	Reading	385	64.2	1.8	77.9	522.9	575.1
	Year 9	Numeracy	385	64.2	2.0	78.4	517.2	575.1
2012	Year 3	Reading	8	100.0	0.0	100.0	434.2	410.9
	Year 3	Numeracy	8	100.0	0.0	100.0	386.9	378.5
	Year 5	Reading	240	88.2	3.3	65.8	418.7	484.5
	Year 5	Numeracy	236	86.8	3.3	67.8	410.0	473.2
	Year 7	Reading	385	88.5	3.7	71.4	474.0	537.9
	Year 7	Numeracy	375	86.2	3.4	76.0	467.3	530.7
	Year 9	Reading	293	58.6	3.0	74.7	525.3	572.6
	Year 9	Numeracy	291	58.2	3.2	78.7	526.7	576.7

Table 2.2(a) – Indigenous Students participating in CMaD NP ‘Individual Targeted Support’ interventions for 1 to 3 years *

Reporting Period ⁽¹⁰⁾	Year Level	Domain	Indigenous Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for 1 to 3 years ⁽⁷⁾					State Mean Scale Score (Indigenous Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2010	Year 3	Reading	9	64.3	0.0	100.0	320.2	334.0
	Year 3	Numeracy	8	57.1	0.0	87.5	340.4	323.1
	Year 5	Reading	93	80.2	2.6	57.0	396.6	411.3
	Year 5	Numeracy	93	80.2	2.6	58.1	390.7	410.2
	Year 7	Reading	140	78.2	1.7	67.9	468.3	482.3
	Year 7	Numeracy	133	74.3	1.7	75.2	467.9	479.7
	Year 9	Reading	94	54.3	1.2	51.1	482.3	502.1
	Year 9	Numeracy	88	50.9	1.2	59.1	499.6	514.1
2011	Year 3	Reading	< 5	na	na	na	na	332.0
	Year 3	Numeracy	< 5	na	na	na	na	326.9
	Year 5	Reading	83	82.2	5.9	55.4	401.8	413.9
	Year 5	Numeracy	80	79.2	5.0	71.3	415.6	417.8
	Year 7	Reading	127	77.4	6.1	70.9	466.9	478.8
	Year 7	Numeracy	126	76.8	6.1	71.4	464.6	477.7
	Year 9	Reading	130	58.6	0.5	61.5	496.0	516.7
	Year 9	Numeracy	135	60.8	0.5	68.1	496.7	511.9
2012	Year 3	Reading	< 5	na	na	na	na	339.5
	Year 3	Numeracy	< 5	na	na	na	na	312.8
	Year 5	Reading	13	92.9	21.4	23.1	370.7	412.6
	Year 5	Numeracy	11	78.6	7.1	72.7	402.4	409.8
	Year 7	Reading	94	80.3	1.7	67.0	461.7	481.5
	Year 7	Numeracy	90	76.9	2.6	64.4	444.0	468.4
	Year 9	Reading	109	54.0	2.5	51.4	495.6	517.0
	Year 9	Numeracy	104	51.5	2.5	71.2	508.7	519.8

Table 2.2(b) – Indigenous Students participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Reporting Period ⁽¹⁰⁾	Year Level	Domain	Indigenous Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for less than 1 year ⁽⁷⁾					State Mean Scale Score (Indigenous Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2011	Year 3	Reading	11	78.6	7.1	63.6	295.8	332.0
	Year 3	Numeracy	12	85.7	7.1	75.0	324.3	326.9
	Year 5	Reading	77	88.5	3.4	51.9	380.0	413.9
	Year 5	Numeracy	76	87.4	3.4	53.9	392.1	417.8
	Year 7	Reading	88	91.7	0.0	83.0	460.7	478.8
	Year 7	Numeracy	88	91.7	0.0	80.7	467.3	477.7
	Year 9	Reading	41	56.9	2.8	75.6	510.3	516.7
	Year 9	Numeracy	40	55.6	2.8	65.0	498.9	511.9
2012	Year 3	Reading	< 5	na	na	na	na	339.5
	Year 3	Numeracy	< 5	na	na	na	na	312.8
	Year 5	Reading	107	86.3	4.8	57.0	401.6	412.6
	Year 5	Numeracy	103	83.1	4.8	60.2	397.4	409.8
	Year 7	Reading	84	82.4	3.9	57.1	455.3	481.5
	Year 7	Numeracy	79	77.5	2.9	65.8	448.8	468.4
	Year 9	Reading	47	60.3	5.1	48.9	483.9	517.0
	Year 9	Numeracy	47	60.3	5.1	48.9	483.6	519.8

Table 2.3(a) – Language Background Other Than English (LBOTE) Students participating in CMaD NP ‘Individual Targeted Support’ interventions for 1 to 3 years *

Reporting Period ⁽¹⁰⁾	Year Level	Domain	LBOTE Students participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for 1 to 3 years ⁽⁸⁾					State Mean Scale Score (LBOTE Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2010	Year 3	Reading	6	66.7	0.0	100.0	311.4	394.5
	Year 3	Numeracy	6	66.7	0.0	83.3	311.6	371.9
	Year 5	Reading	62	84.9	2.7	54.8	392.7	466.6
	Year 5	Numeracy	63	86.3	2.7	58.7	391.1	471.3
	Year 7	Reading	70	85.4	4.9	58.6	449.6	530.2
	Year 7	Numeracy	68	82.9	4.9	69.1	460.4	539.3
	Year 9	Reading	58	53.2	3.7	50.0	487.8	555.3
	Year 9	Numeracy	61	56.0	3.7	57.4	507.7	574.3
2011	Year 3	Reading	< 5	na	na	na	na	405.9
	Year 3	Numeracy	< 5	na	na	na	na	384.0
	Year 5	Reading	20	64.5	3.2	65.0	415.6	476.7
	Year 5	Numeracy	22	71.0	3.2	63.6	401.2	477.3
	Year 7	Reading	37	77.1	14.6	56.8	450.9	528.6
	Year 7	Numeracy	36	75.0	12.5	44.4	447.7	541.2
	Year 9	Reading	39	55.7	5.7	53.8	491.5	564.6
	Year 9	Numeracy	40	57.1	5.7	52.5	495.9	578.8
2012	Year 3	Reading	< 5	na	na	na	na	403.6
	Year 3	Numeracy	< 5	na	na	na	na	374.7
	Year 5	Reading	9	90.0	20.0	33.3	371.0	473.0
	Year 5	Numeracy	7	70.0	0.0	85.7	418.0	470.9
	Year 7	Reading	60	84.5	1.4	63.3	460.0	529.5
	Year 7	Numeracy	56	78.9	2.8	66.1	449.0	535.3
	Year 9	Reading	50	55.6	4.4	44.0	474.4	558.8
	Year 9	Numeracy	52	57.8	4.4	63.5	501.7	580.0

Table 2.3(b) – Language Background Other Than English (LBOTE) Students participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Reporting Period ⁽¹⁰⁾	Year Level	Domain	LBOTE Students participating in CMaD NP (Low SES) ‘Individual Targeted Support’ interventions for less than 1 year ⁽⁸⁾					State Mean Scale Score (LBOTE Students) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2011	Year 3	Reading	< 5	na	na	na	na	405.9
	Year 3	Numeracy	< 5	na	na	na	na	384.0
	Year 5	Reading	44	91.7	6.3	50.0	378.1	476.7
	Year 5	Numeracy	44	91.7	6.3	59.1	395.3	477.3
	Year 7	Reading	43	91.5	2.1	76.7	466.7	528.6
	Year 7	Numeracy	44	93.6	2.1	72.7	470.2	541.2
	Year 9	Reading	32	74.4	11.6	62.5	506.0	564.6
	Year 9	Numeracy	30	69.8	11.6	66.7	523.7	578.8
2012	Year 3	Reading	< 5	na	na	na	na	403.6
	Year 3	Numeracy	< 5	na	na	na	na	374.7
	Year 5	Reading	56	82.4	2.9	53.6	389.2	473.0
	Year 5	Numeracy	53	77.9	2.9	58.5	389.5	470.9
	Year 7	Reading	55	82.1	1.5	58.2	449.2	529.5
	Year 7	Numeracy	55	82.1	0.0	76.4	448.5	535.3
	Year 9	Reading	36	70.6	21.6	36.1	473.8	558.8
	Year 9	Numeracy	38	74.5	23.5	39.5	483.7	580.0

Table 2.4(a) – Students with disabilities participating in CMaD NP 'Individual Targeted Support' interventions for 1 to 3 years *

Reporting Period ⁽¹⁰⁾	Year Level	Domain	Students with disabilities participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for 1 to 3 years ⁽⁹⁾					State Mean Scale Score (Students with disabilities) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2010	Year 3	Reading	6	100.0	16.7	83.3	301.9	na
	Year 3	Numeracy	5	83.3	16.7	60.0	294.1	na
	Year 5	Reading	47	66.2	5.6	38.3	381.8	na
	Year 5	Numeracy	49	69.0	4.2	42.9	378.5	na
	Year 7	Reading	83	69.2	7.5	57.8	451.6	na
	Year 7	Numeracy	80	66.7	7.5	58.8	450.7	na
	Year 9	Reading	80	46.0	4.0	30.0	468.5	na
	Year 9	Numeracy	84	48.3	4.0	40.5	483.3	na
2011	Year 3	Reading	< 5	na	na	na	na	na
	Year 3	Numeracy	< 5	na	na	na	na	na
	Year 5	Reading	30	76.9	10.3	33.3	370.1	na
	Year 5	Numeracy	30	76.9	7.7	50.0	386.1	na
	Year 7	Reading	87	71.3	13.9	46.0	435.6	na
	Year 7	Numeracy	89	73.0	12.3	46.1	435.6	na
	Year 9	Reading	89	55.3	2.5	47.2	480.2	na
	Year 9	Numeracy	88	54.7	2.5	58.0	492.6	na
2012	Year 3	Reading	< 5	na	na	na	na	na
	Year 3	Numeracy	< 5	na	na	na	na	na
	Year 5	Reading	7	87.5	25.0	14.3	351.2	na
	Year 5	Numeracy	7	87.5	25.0	57.1	386.2	na
	Year 7	Reading	49	70.0	4.3	51.0	443.1	na
	Year 7	Numeracy	51	72.9	7.1	52.9	431.4	na
	Year 9	Reading	63	48.5	4.6	39.7	473.2	na
	Year 9	Numeracy	55	42.3	4.6	67.3	506.0	na

Table 2.4(b) – Students with disabilities participating in CMaD NP ‘Individual Targeted Support’ interventions for less than 1 year

Reporting Period ⁽¹⁰⁾	Year Level	Domain	Students with disabilities participating in CMaD NP (Low SES) 'Individual Targeted Support' interventions for less than 1 year ⁽⁹⁾					State Mean Scale Score (Students with disabilities) ⁽⁶⁾
			Total No. of Assessed Students ⁽¹⁾	Participation Rate (%) ⁽²⁾	Exempt Students (%) ⁽³⁾	Students At or Above NMS (%) ⁽⁴⁾	NAPLAN Mean Scale Score ⁽⁵⁾	
2011	Year 3	Reading	6	85.7	28.6	16.7	211.5	na
	Year 3	Numeracy	6	85.7	28.6	16.7	258.6	na
	Year 5	Reading	63	79.7	13.9	34.9	376.4	na
	Year 5	Numeracy	62	78.5	13.9	33.9	386.2	na
	Year 7	Reading	96	76.8	12.8	60.4	453.6	na
	Year 7	Numeracy	99	79.2	12.0	64.6	463.9	na
	Year 9	Reading	54	58.7	7.6	50.0	481.8	na
	Year 9	Numeracy	58	63.0	8.7	53.4	486.8	na
2012	Year 3	Reading	< 5	na	na	na	na	na
	Year 3	Numeracy	< 5	na	na	na	na	na
	Year 5	Reading	43	78.2	12.7	41.9	377.9	na
	Year 5	Numeracy	44	80.0	12.7	38.6	377.4	na
	Year 7	Reading	89	79.5	11.6	50.6	445.8	na
	Year 7	Numeracy	90	80.4	10.7	56.7	445.5	na
	Year 9	Reading	49	53.3	7.6	38.8	476.0	na
	Year 9	Numeracy	50	54.3	7.6	48.0	490.2	na

Footnotes Section 9 Part 2 - Table 2.1(a), Table 2.1(b), Table 2.2(a), Table 2.2(b), Table 2.3(a), Table 2.3(b), Table 2.4(a) and Table 2.4(b)

* Includes the NAPLAN results for tracked students that were still enrolled (excluding those studying via distance education) in the government sector but are no longer receiving the individualised targeted support in 2012. Excludes students in CMaD NP (Low SES) participating since 2011 that subsequently left the government sector in 2012, and are 'no longer applicable' for reporting purposes.

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 within the reporting year level. Students who sit both the Reading and the Numeracy component of the NAPLAN testing may be included more than once. Students who were assessed as Indigenous, LBOTE and/or with a disability may be included in multiple cohorts. Some Year 3 and Year 5 students have not been included in some cohorts due to the number of students being fewer than five. The reporting of these results could identify students.

(2) Includes all students assessed in NAPLAN or were exempt, in Year levels 3, 5, 7 and 9, as a percentage of the total number of students within the reporting year level (including absent and withdrawn).

(3) Exempt students include those with severe intellectual or functional disabilities or from a non-English speaking background who have been learning English in Australia for less than one year, and are defined as not assessed and deemed not to have met the national minimum standard, as a percentage of the total number of students in the reporting year level (including assessed, absent and withdrawn).

(4) Includes all assessed students who achieved 'At' or 'Above' the National Minimum Standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt). 'At' or 'Above' is based on the proficiency band specified to an assessed student. Exempt students are deemed not to have met the National Minimum Standard and are considered 'Below the NMS'.

(5) Based on the Weighted Likelihood Estimates (standard scale score) of all students assessed in the NAPLAN. The mean scale scores for exempt students are not included as they do not receive a scale score.

(6) For comparison purposes the State Mean Scale Scores reported are based on the Weighted Likelihood Estimates (WLE) for all assessed NAPLAN students in South Australia. These results may differ slightly from other State Mean Scale Scores reported nationally. NAPLAN mean scale scores by disability status are not available for all students in South Australia.

(7) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in 2012. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self identification.

(8) Includes all students who identify as having a language background other than English (LBOTE) in 2012, where either the student, or the student's parents or carers, speak a language other than English at home. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

(9) Includes all students who are eligible for the SA Department for Education and Child Development (DECD) Disability Support Program. Eligibility for the Disability Support Program requires evidence of both impairment as described in the DECD Disability Support Program 2007 Eligibility Criteria, and the ways in which a student's impairment does, or will, impact significantly on progress in the curriculum and on his/her ability to participate in learning activities and the school community. Please refer to <http://www.decd.sa.gov.au/speced/pages/specialneeds/intro/> for further information.

(10) Please note year-on-year the NAPLAN results are for a different group of students, comparisons of results across annual reporting periods should not be made. Additionally schools may not have had an extended time in the CMaD NP prior to NAPLAN testing held in May of each reporting year.

Section 9 Part 3 – Student Engagement and Wellbeing

All **three** sectors have included a focus on increasing student engagement and wellbeing within CMaD NP schools. A critical part of this work during 2012 was strengthening students' families' involvement with their children's learning and increasing the connection between schools and their local communities (see for example pages 96 to 105 of Section 3 of this 2012 Annual Report).

In the **Independent sector**, the specialist in-school support services provided access to understanding, training, skills and resources so that CMaD NP schools were better able to meet the needs of vulnerable learners. AISSA has also established a successful early years intervention project to support young children's language development.

Whole school change initiatives in CMaD NP schools in the **Catholic sector** have included an agenda of improved wellbeing and learning outcomes for all students in these schools with a specific emphasis on personalised and precision teaching. Schools explored new ways of increasing the engagement of parents in their child's learning as a priority, including through student-led three way conferences between the student, the teacher and parents to review learning and set new goals.

In the **Government Sector**, the engagement measures used in the Teaching for Effective Learning (TfEL) Research are designed to measure change in engagement resulting from the quality of the immediate learning environment. The focus is on students' engagement in learning, and understanding what aspects of teachers' pedagogy influence this engagement in learning.

The Student Engagement Questionnaire is based on previous theoretical work and empirical research, which relate to the behavioural, affective and cognitive aspects of pedagogy. The questions (set of scales) were trialed and refined prior to being used as base line data in this project. The set of scales in the survey are:

- Involvement: Defined as the behaviour of active involvement in and focus on learning.
- Wellbeing: Defined by:
 - Happiness and satisfaction (measured using positive and negative affect scales)
 - Positive social functioning
- Dispositions to learning: Positive dispositions to the new and unknown.
- Interest: the combination of innate and situational curiosity.

Data gathered so far has shown:

- Learners with a positive disposition to learning are significantly more likely to demonstrate interest. Interest is a strong predictive of positive affect – happiness.
- Positive affect is strongly predictive of involvement in learning. There is no involvement without the attendant emotion of happiness.

The design of measures which are sensitive to immediate learning context was intended to support the measurement of the difference to engagement made by those aspects of teaching and learning over which teachers have control.

Analysis of the student engagement questionnaires at the level of the TfEL Domains shows a statistically significant correlation between Domain 4 (Personalise and connect) and students' interest and dispositions to learning. (For information about the TfEL Domains see <http://www.learningtolearn.sa.edu.au/tfel/pages/tfelresources/satfelframework/>)

In other words, teachers who design and plan for learning that builds on students' understandings, connects to their lives and aspirations, and assess learning in authentic contexts while communicating in multiple modes support students to be more positively orientated and to take a proactive stance in relation to learning, as well as stimulating their curiosity – both key precursors to active involvement in the learning process.

Also within the Government sector, the ICAN Engagement Matrix is used to assess 17 aspects from the spheres of wellbeing, relationships and involvement in learning for each child or young person receiving individualised targeted support through case management or student mentoring. It is used by a student's case manager, mentor and/or school-based staff to identify the student's status at the point of referral, as well as at other points throughout their participation, based on each student's individualised flexible learning or mentoring plan.

The Engagement Matrix is premised on research that student wellbeing is a fundamental contributor to successful engagement in learning. Poor peer, student-teacher and/or young person's family and community relationships can also prevent successful engagement in learning. Case managers, mentors and teachers find the instrument a useful tool in working with each student to identify areas for specific attention and to reflect on progress made.

The Engagement Matrix was formally assessed and validated through a validation exercise conducted by the Australian Council for Educational Research (ACER). From Term 2, 2011, data collected through this instrument has been entered into the DECD central data base as part of the student record. The Engagement Matrix is an important tool to assist in monitoring individual student progress and the collection of this data is not designed for collation at a whole program or systems level to inform systems level program planning.

A small number of DECD schools are currently trialling the *Middle Childhood Inside and Out: The Psychological and Social World of Children 9-12* instrument, developed by the University of British Columbia, which focusses on obtaining children's self-reports about their social and emotional development along with their experiences with families, friends, schools, and neighbourhoods.

At a broader level, as an Adelaide Thinker in Residence during 2012-13, Dr Martin Seligman has raised the profile of and debate about the importance of wellbeing to South Australia's prosperity now and into the future. His definition of wellbeing is underpinned by five key areas, abbreviated as PERMA - Positive emotion, Engagement, Relationships, Meaning and Accomplishment. In 2012, the three schooling sectors participated in his residency, including wide student, staff and parent attendance at presentations and workshops focussed specifically on student wellbeing. Dr Seligman will prepare a report, including recommendations, for the Premier at the conclusion of his residency in 2013.