

# **Improving Literacy and Numeracy National Partnership**

## **Australian Capital Territory**

### **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

Section 2: Approaches

Section 3: Analysis of Performance Data

Section 4: Showcases

Section 5: Sustainability

Sections 1 and 2 provide a narrative description of the overall context for the state/territory, information about participating schools and students, focus areas for improvement, approaches used, cohorts targeted, outcomes to date and learnings arising from the partnership.

Section 3:

describes the assessment and data collection measures used and how these have been used by schools and education systems to effectively inform best practice literacy and numeracy teaching;

presents information to demonstrate improvement against the local measures for literacy and/or numeracy results for targeted student groups;

provides NAPLAN data for each of the specified national measures;

describes approaches used to improve teacher capability and the effectiveness of literacy and/or numeracy teaching; and

provides feedback from staff relating to improved capacity resulting from participation in professional learning.

Section 4 provides five or more showcases of best practice in participating schools, additional to those already reported in the July 2013 Progress Report.

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

## SECTION 1: EXECUTIVE SUMMARY

In the ACT the Improving Literacy and Numeracy Partnership was a cross sectoral partnership between the Education and Training Directorate, Catholic Education Office and Association of Independent Schools. The Education and Training Directorate worked in collaboration with the Catholic and independent sectors to develop the Implementation Plan and to complete the Progress and Final Reports.

The majority of participating schools across all three sectors are continuing from the previous Literacy and Numeracy National Partnership (LNNP). In the government sector 17 schools participated in 2013, 10 of them continuing schools. Five new schools joined nine continuing Catholic schools to bring their 2013 total to 14. The independent sector had four participating schools, two new in 2013 and two continuing their improvement journey.

The schools chosen by the three sectors represent schools with a high proportion of students in the bottom two bands of NAPLAN, schools continuing from the previous LNNP, or schools identified by their sector to be included in this partnership to support their literacy and/or numeracy improvement. All ACT participating schools are in a metropolitan setting and represent a geographical spread of schools across the territory. School structures represented include P-6 primary schools, K-10 schools, Year 7-10 secondary schools, a Year 7-12 senior secondary school, a Year 4-12 school and one K-12 school.

**Figure 1.1 Number of participating schools and students in each sector**

Sector	No. of schools	No. of students	No. of Indigenous students
Government	17	5749	360
Catholic	14	5409	97
Independent	4	24(St Edmund's College) No information available from other schools	1(St Edmund's College) No information available from other schools

**Figure 1.2 School focus by sector**

Sector	Reading only	Numeracy only	Reading and Numeracy
Government	5	0	12
Catholic	5	5	4
Independent	3	1	0

The Education and Training Directorate and the Catholic Education Office continued their focus on both reading and numeracy in their primary schools to build on the work of the previous LNNP. The government high schools that joined this Partnership focused on reading, particularly as the key to accessing the curriculum. Three of the four independent schools developed a network based on reading with the fourth school focusing on numeracy.

### **Government Schools**

Ten of the 12 participating government primary schools were selected to continue building on the achievements of the previous Literacy and Numeracy Partnership. Two schools that had achieved outstanding results in the previous NP were replaced by two new schools that were identified through system and school data.

Using school based assessment, PAT testing and NAPLAN data schools determined priority areas which included:

- early intervention in Kindergarten to year 2
- whole school programs
- literacy to access the curriculum
- cross curricula skills and developing skills to deal with subject specific metalanguage and reading tasks

Low mathematics scores in the initial round of PAT testing led a number of primary schools, whose major emphasis had been on reading in the previous NP, to prioritise numeracy and implement targeted programs.

The implementation of Australian Curriculum English and Mathematics supported whole school examination of existing programs and has provided a framework for schools to refine their assessment, data collection and student tracking tools and processes.

All schools improved the quality of data collection and tracking tools, developing data walls and in some cases data rooms to display student performance data and provide visual aids to professional discussions around individual, class, year level and whole school performance. This resulted in more accurate identification and tracking of groups of student such as Aboriginal and Torres Strait Islander, those with English as an Additional Language or Dialect (EALD) or those performing below year level.

Over the life of the NP the higher quality of data collected and the ability of schools to track and analyse student performance supported the development of high quality programs targeted at areas of need. The data was used to evaluate the impact of programs and teaching approaches and to inform future planning.

All schools now have whole school literacy and numeracy programs and are setting goals in their School Operational Plans based on, and able to be measured and verified through, data.

As this Partnership was built on the success of the 2009-2012 Literacy and Numeracy National Partnership the approaches implemented were already proven successful and were well accepted in the participating government schools. In 2013 all schools embedded the approaches included in the Implementation Plan.

Ten of the 12 primary and all five secondary schools had already had a field officer for three years, with the role of the field officer being well defined with clear roles and responsibilities.

Eight new field officers were recruited for 2013. They quickly established themselves with mentoring from continuing field officers and central office staff, and an induction and professional learning program to support them in fulfilling their role in their school.

Catholic

### **Numeracy**

In Numeracy one significant highlight/achievement over the course of the year within these schools was the introduction of the Canberra and Goulburn Archdiocesan Mathematics Framework. This comprised Principles of Effective Mathematics Education and approximately 140 Units of Learning. Within the Units of Learning, the Australian Curriculum Content Descriptions for Mathematics were scoped and sequenced

from K-6. The Archdiocesan Mathematics Framework was presented to schools via our learning technology platform titled *LIFE* as well as via the Catholic Education Office Canberra and Goulburn's Intranet site.

Units of Learning were formatted using the Understanding by Design Stage 1 (UbD) template (McTighe & Wiggins). Frid's (2000) Learning Cycle was unpacked and linked to the Gradual Release of Responsibility model so schools could see the parallel in their current practice. Suggested Mathematical experiences/investigations to introduce the units were taken from current professional development days presented by Black Douglas and using Working Like a Mathematician philosophy. Interwoven was also the current research from Professor Diane Siemon (RMIT, Bundoora) around misconceptions of Big Ideas and Threshold Concepts.

Within schools, funding was given for FTE to be allocated to a Numeracy Contact to be responsible for the ongoing coaching and mentoring of Mathematics after CEO Officers had presented professional learning. This devolution of responsibility worked very well in most schools. It gave autonomy and 'buy in' to schools, raised the level of professional learning for these Numeracy Contacts and created a level of sustainability within schools.

In addition, schools were given FTE to employ a teacher who was specially trained (8 days over the year) to conduct Numeracy Intervention Program for targeted Year 2 students. These students are identified via the Learning Framework in Number (LFIN CMIT).

At the conclusion of the 2013 school year, Principals of schools listed in Attachment A (Table 1), were asked to give qualitative feedback about the processes used in their schools, what worked well and what were the challenges. Some of these comments are below:

Successful processes used:

- Numeracy Intervention Program (NIP) teachers working with students in Year 2
- Numeracy Contact teacher released to work on whole school approach
- attendance at Professional Learning (PL) days
- twilights sessions for Parents
- data Walls for Assessment
- working in teams
- team teaching and collaborative programming
- team assessment and grading
- confident use of a variety of resources
- whole school block time for Numeracy
- teachers' change in attitude towards teaching maths

Challenges:

- not enough resources in the school to enable all classrooms to embrace numeracy lessons rather than mathematics lessons
- skill base of teaching staff to understand the difference between mathematics and numeracy
- ability to apply mathematics concepts to 'real world' problems
- implantation of the new Australian Curriculum
- understanding the conceptual understanding and connectedness of the Archdiocesan Mathematics Framework
- the place of textbooks

- cognitive closure within a maths lesson

## **Literacy**

In Literacy, a significant highlight was the success of the Literacy Coaching model in a selection of ILNNP schools. The professional learning and support for teachers to employ effective pedagogical approaches in order to work towards improved student outcomes was significantly enhanced by this model, as qualitative data has demonstrated.

At the beginning of 2013, The Catholic Education Office, Canberra and Goulburn appointed three system Literacy Coaches, seconded from regional primary schools, and formed a network with CEO Literacy Officers. In February, a coaching model was formulated, and literacy coaches received training and coaching guidelines on the literacy implementation approaches for National Partnership schools.

### **A literacy coach is:**

- A leader
- A collaborative partner
- An advocate for improved student outcomes
- An expert in exemplary teaching practice
- Experienced in working with others
- An advocate for literacy success
- A facilitator in communication of curriculum needs and collaborator in whole school change
- A leading teacher with knowledge and beliefs on instruction, assessment, organising and assessment

### **A literacy coach's work involves improving reading and writing outcomes through:**

- Analysis of school community literacy requirements and, in partnership with Catholic Education Office, negotiation with Principals of an effective school literacy plan, aligned to a Principal's Agreement
- Increasing teachers' explicit knowledge through provision of professional learning, professional conversations, and modelled lessons, programming workshops and coaching in effective programming, teaching and assessment
- Monitoring progress through logs, classroom observations, professional guidelines within Coaching Manual – formulated through action research by Adjunct Professor Kaye Lowe
- Unifying assessment and pedagogical practices within the schools
- Engaging in pre and post-testing and collation of quantitative data
- Working with teaching, support staff and school executive staff on a common goal across the school
- Networking across the school and within the National Partnership network within the system
- Regular meetings with other Literacy Contacts per term to discuss concerns, approaches, resources and progress

## **Relative Benefits – Feedback from Literacy Coaches**

### **Calwell and Conder:**

*A Reading and writing culture has developed. The literacy approach is becoming observable and teacher mindsets are changing. Stage meetings fostering professional conversations about components of a literacy block are becoming quite streamlined. Professional conversations are becoming rich and deep due to*

*increasing levels of trust. Opening dialogue between principal and teachers has been helpful and has kept it real.*

**Nicholls:**

*Teaching staff are programming lessons using the Gradual Release of Responsibility model and supporting Early Career Teachers and each other, especially through co-teaching. The Learning Support Course has been successful. Teachers are talking about what they are doing and how students are going.*

**Relative Benefits – Feedback from School Literacy Contacts:**

**Calwell:**

*We have been using running records for student assessment in reading. The Reading Recovery teacher has demonstrated how to administer the test and how to use the results to plan for student learning. The Literacy coach and contact are also going into classrooms and assisting teachers in literacy blocks. We have investigated a new model for learning support with parents and therefore maximising the use of human resources.*

**Conder:**

*Relationships and trust have developed between our school literacy coach and teachers. We are now working on a buddy system and filling out two stars and a wish. The focus has been on what the buddy valued in the lesson and which really sold this to staff. We have worked through input then practice in modelled, shared and guided practice through professional development then buddy system. Running Records analysis has been investigated so how to use data to guide teaching has really been a focus. We've been working at looking at our gaps in Australian Curriculum and looking at Agreed Practice by investigating Content Descriptors and Achievement Standards and investigating purpose of tasks in Guided Reading activities which are more closely aligned to curriculum.*

Literacy General Comment

*An important lesson learnt was the need to tailor school support in literacy to the individual school, teacher and class contexts. While the over-all approach in literacy was common across ILNNP schools, there was a need to adjust intervention and support due to varying teacher professional requirements, knowledge and expertise and individual class contexts due to the differences in student cohorts. Through the coaching model, these adjustments could be made at a number of levels, with intensive, ongoing support to embed professional learning and pedagogical practice, with the view to enhancing student outcomes.*

*Independent*

**Canberra Grammar School**

Despite the best efforts of both classroom teachers and support staff a number of students have not achieved as expected for their year level. In an effort to rectify this, the school is keen to further develop the expertise of our staff; focusing on classroom assessment practices and innovative teaching and learning strategies. The school has identified the initial professional learning target areas. The professional development focus has been on working with dyslexic students, analysing running records and development of Teaching Assistants working with small groups utilising PM as required.

As part of the collaborative partnership we have shared our learning through inter school visits and classroom observations. Interschool visits were regularly made during Terms 3 and 4. Time was provided for interschool teachers to visit class-rooms and dialogue with class-room teachers and the Directors of Learning and Enrichment.

We are still investigating a professional learning/media opportunity with a respected literacy expert/author.

Class teachers have been supported by the Literacy Coach in modelled sessions and or individual and/or small group coaching sessions; writing up of student strengths and weaknesses for reporting.

In the Senior School, we purchased Lexion software. Lexion is a programme that adjusts to the needs of individual students after an initial assessment and includes aspects of reading such as phonological awareness, letter/sound correspondence, syllable processing, spelling, vocabulary and conceptual understanding, comprehension of sentences and texts, spatial relationships and arithmetic.

**Approach 2: A case management approach to improving literacy and numeracy skills**

The coaching/mentoring strategy is complemented by our approach to case management where student's individual needs, interests and learning styles are integral to the final individualised plan. This two pronged approach to improving student outcomes is based on the establishment of a close working partnership between the coach/case manager, class teacher, other enrichment support staff and the school leadership.

To further enhance the learning outcomes for our students, we have conducted parent workshop sessions to assist parents understand how to best assist their children. 80% of the parents took up this opportunity and the Literacy Coach was able to work very closely with those parents in assisting them to work more confidently and effectively with their children. In addition, she was able to liaise with the Librarians to borrow books over the long vacation so that books were best matched with students' interests and abilities and reading could hopefully progress.

Each of the identified students has a PEL (Plan for Effective Learning) that identifies relevant background, issues that impact on their learning, suggested strategies for use in the classroom and other interventions and support. The additional intervention or support has included working with the family to improve support in the home, literacy groups, before school reading support and/or technology as a support tool.

### **Progress/Outcomes**

**Approach 1: Coaching as a strategy for improvement**

As teachers are becoming increasingly comfortable with the mentor/coaching model, we have noticed at this early stage an increase in the number of teachers requesting modelled lessons. These requests increased over time especially during Term 4 and have become embedded in the school's culture. Teachers in the Early Childhood area are reading more to and with their children and have adopted the Coach's advice that writing take place at the same time as reading. There has been an effort made to ensure that children are matched with books that excite and interest them and are at their appropriate stage of development. Some lessons have become more informal so that children have the opportunity to practise and rehearse the strategies they need to become more proficient readers.

**Approach 2: A case management approach to improving literacy and numeracy skills**

The success of the collaboration has relied on forward planning. The collaborative team has met regularly to discuss progress, reflect on the effectiveness of the program and to make modifications where necessary. The Coach has met with every class-room teacher to discuss the shape of her program, listen to suggestions from the class-room teacher and find appropriate materials and ways of working with particularly reluctant students.



The group has also considered the most appropriate means of making the learning and progress of teachers and students visible to be shared and celebrated. In some cases, the celebration has taken place publicly and success has been publicly acknowledged. There has been positive support from parents for the support their children and they have received.

### **Adjustments to the Program**

At Canberra Grammar School the Enrichment Teacher will continue and expand the Before School Reading Program to

- provide 1:1 support
- Upskill the Teacher Assistants who deliver reading assistance to specifically identified students
- The literacy coach continues to target the most needy students and design individualised programs
- Continue to monitor students who have left the program at the end of 2013 and liaise with the class teachers about their progress
- Using current data, identify students who require literacy support for 2014
- Continue to meet with the partner schools to ensure that their current needs are being met. Invite their staff to view classrooms, meet with staff at CGS and continue the liaisons made in 2013. We will continue to provide advice, modelling and observations
- Arrange professional development learning for current staff to include understanding of:
  - Dyslexia, running records, matching books to children's interests and ability levels, effective use of assessment data to inform teaching practices
  - Strategies for dealing with reluctant readers in mid to upper primary
  - Continue parent Information sessions
  - Use ipads/mobile devices to improve learning outcomes

### **Galilee School**

Approach 1: Coaching as a strategy for improvement

All students were identified to improve their literacy skills and teachers identified areas of specific student needs.

Professional development of staff in such areas of dyslexia was identified and how best that our partner schools could be utilised to assist us in developing our knowledge and skills in the area of literacy.

Approach 2: A case management approach to improving literacy and numeracy skills

The focus for the Galilee school was to gain a better understanding of dyslexia for a number of students that had been identified and how teachers could best help these students in their classes. We also identified that staff needed some mentoring / professional development in literacy in order to having an impact on the cohort improving their reading skills. The school had a number of staff changes over 2013 which has impacted on the students developing their reading skills further as every new staff member required some training and understanding of the students which has not allowed the school to have a consistent approach.

### **Progress/Outcomes**

Approach 1: Coaching as a strategy for improvement

During 2014, Galilee teaching staff will continue to work closely together to identify areas of need for our literacy program to be more successful.

We will continue to work with Canberra Grammar's Literacy Coach to provide us with resources and skills to help us in the classroom.

With a continued involvement working with Canberra Grammar and Canberra Christian School to be able to discuss professionally how to best improve our practise and increase literacy levels will be most valuable.

**Approach 2: A case management approach to improving literacy and numeracy skills**

With each of the students' literacy plan, teachers have sat and discussed what has worked for each of the students and how to best plan for their future success. With the non-engagement of some students it has worked well when we have worked collaboratively with them and had their input into their own learning and this is a strategy that we will continue to utilise.

### **Adjustments to the Program**

- As some students have left the program/school, we will be including all the students that we have enrolled for 2014 at Galilee School.
- Continue to monitor those students who started the program in 2013 and write Individualised Literacy Programs for new students based on their PAT results
- Continue to work with partner school – Professional development, resources, view classroom literacy lessons etc.
- Identify areas of need for our students and to update / obtain skills in those areas for the teaching staff
- Increase the use of tablets as another engagement tool for students

## **SECTION 2: APPROACHES**

### **Reasoning behind the approaches selected at the state and sector level**

In the ACT the approaches selected were based on well researched and evidence based best practice. All approaches have been documented and evaluated through the Teach, Learn, Share National Literacy and Numeracy National Database. In 2013 the approaches built on the work of the 2009-2012 Literacy and Numeracy National Partnership, not only in the continuing schools but in a number of new participating schools and more broadly at a system level, especially in the government and Catholic sectors.

### ***Government***

#### ***Strategy one: Coaching as a strategy for improvement***

Coaching to build teacher knowledge and capacity in the teaching of literacy and numeracy proved to be a powerful change agent in LNNP schools and is now being implemented in a number of non-LNNP schools across the system.

Coaching has also been implemented in the four Low SES NP schools and the five secondary schools that joined the ILNNP in 2013.

The 2013 Improving Literacy and Numeracy National Partnership provided resources to further embed coaching as an improvement strategy in schools.

#### ***Strategy 2: A case management approach to improving literacy and numeracy skills***

The use of case management as an approach for improving literacy and numeracy outcomes has been adopted and supported by professional learning and improved data collection.

Field officers established case management processes and procedures in schools.

Both approaches complemented the Directorate's *Literacy and Numeracy Strategy 2009-2013* which outlined systemic approaches to improve literacy and numeracy for all students.

### **Summary of each government approach used**

#### ***Strategy one: Coaching as a strategy for improvement***

Coaches coach, model and work shoulder-to-shoulder with teachers to improve teaching practices at the classroom level, and work as part of the school leadership team to plan a whole school literacy and/or numeracy approach based on evidence and data.

#### ***Strategy 2: A case management approach to improving literacy and numeracy skills***

Case management is an approach aimed at ensuring that the literacy and numeracy learning needs of individual students are identified, monitored and appropriately supported.

### **Contribution of government approaches towards the outcomes of:**

improved student performance in target groups in participating schools:

- Coaching improved student performance by supporting teachers to develop strategies in:
  - identifying student need
  - addressing need through teaching, intervention and support
  - developing literacy and/or numeracy programs to improve student performance
  - implementing strategies to monitor student performance, particularly students most at risk or falling behind in literacy and/or numeracy.
- Case management improved student performance through:
  - examination of factors such as past performance, risk factors and of previous intervention/support
  - planning for future intervention/support
  - development of targeted intervention programs to provide improved support for those students falling behind in literacy and/or numeracy.
  - regular follow-up meetings to monitor performance and evaluate the impact of programs which are adjusted over time.

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

Coaching has improved the effective identification of areas of need, and subsequent improvement by supporting teachers in:

- best practice pedagogy
- literacy and numeracy skill development
- age appropriate achievement levels
- high quality literacy and numeracy programs and how they should be taught in the mainstream classroom

Case management has improved the effective identification of areas of need, and subsequent improvement through:

- school leaders and teachers using data to identify areas needing support at the whole school, year level, class, group and individual level

- school teams including the principal, teachers, school counsellor, EALD teacher and support staff case managing underperformance.
- improved capability and effectiveness of literacy and/or numeracy teaching in participating schools:
- Coaching improved capability and effectiveness of literacy and /or numeracy teaching by:
- increasing the expertise of classroom teachers
- building a repertoire of classroom strategies
- shoulder-to-shoulder teaching and modelling of best practice
- providing an improvement program tailored to teacher need

Case management has improved capability and effectiveness of literacy and /or numeracy teaching by provided teachers with:

- in-depth knowledge of their students' literacy and numeracy skills
- a vehicle for developing intervention strategies to address student need
- raised awareness of the range of student abilities in their classes
- information for tailoring programs to suit student need.
- use of data to monitor effectiveness of teaching programs and track student performance.
- monitored the effectiveness of literacy and numeracy teaching in the participating schools. Case management provides feedback to teachers and school leaders on the effectiveness of literacy and/or numeracy teaching in the school and the outcomes for students.

### ***Catholic***

The Archdiocese of Canberra and Goulburn uses a whole school approach based on smarter Schools National Partnership Literacy and Numeracy in primary schools. This incorporates four complementary elements:

- Principals and school leadership teams
- Team Leadership for School Improvement
- Principals as Literacy Leaders
- The effective use of data
- Analysis of data from NAPLAN and system determined assessments including PAT Reading and PAT Maths
- Determine Literacy and Numeracy school priorities and targets
- The capacity building of principals and teachers

Tier 1 – High quality, evidence based whole class teaching instruction

Tier 2 – Targeted, differentiated student instruction in class setting. For Aboriginal students it may also include work with an Aboriginal Education Worker (AEW) for additional classroom support.

Tier 3 – Intensive support for students who are two or more years behind their age cohort in Literacy or significantly behind in the Learning Framework in Number (LFIN CMIT) for Numeracy and/or have identified disabilities. This could include student participation in the Early Literacy Intervention program Reading Recovery or the Numeracy Intervention Program (NIP). This also may also Personalised Learning Plans (PLPs). This may also have included presence of an Aboriginal Education Worker (AEW) who facilitated cultural programs within the school.

- Enhancing teacher collaboration and shared responsibility

- Development of annual School Literacy and Numeracy Plans
- Agreed Practice in assessment
- Implementation of National Professional Standards for Teachers

### **Reasoning behind Catholic Approach**

The Archdiocesan school approach recognises the critical role of quality teaching and leadership in improving student learning outcomes, and the importance of focusing on the underlying school culture of continuous improvement to optimise student achievement and to ensure sustainability. Teacher efficacy in Numeracy also plays a large role in working within schools.

### ***Independent***

#### ***Approach 1: Coaching as a strategy for improvement***

All students were identified to improve their literacy skills and teachers identified areas of specific student needs.

Professional development of staff in such areas of dyslexia was identified and how best that our partner schools could be utilised to assist us in developing our knowledge and skills in the area of literacy.

#### ***Approach 2: A case management approach to improving literacy and numeracy skills***

The focus for the Galilee school was to gain a better understanding of dyslexia for a number of students that had been identified and how teachers could best help these students in their classes. We also identified that staff needed some mentoring / professional development in literacy in order to having an impact on the cohort improving their reading skills. The school had a number of staff changes over 2013 which has impacted on the students developing their reading skills further as every new staff member required some training and understanding of the students which has not allowed the school to have a consistent approach.

### **Approach 1: Coaching as a strategy for improvement**

#### ***Canberra Grammar School***

Despite the best efforts of both classroom teachers and support staff a number of students have not achieved as expected for their year level. In an effort to rectify this, as a school, we were keen to further develop the expertise of our staff; focusing on classroom assessment practices and innovative teaching and learning strategies. We have identified the initial professional learning target areas. The professional development focus has been on working with dyslexic students, analysing running records and development of Teaching Assistants working with small groups utilising PM as required.

As part of the collaborative partnership we have shared our learning through inter school visits and classroom observations. Interschool visits were regularly made during Terms 3 and 4. Time was provided for interschool teachers to visit class-rooms and dialogue with class-room teachers and the Directors of Learning and Enrichment.

We are still investigating a professional learning/media opportunity with a respected literacy expert/author.

Class teachers have been supported by the Literacy Coach in modelled sessions and or individual and/or small group coaching sessions; writing up of student strengths and weaknesses for reporting.

## **Approach 2: A case management approach to improving literacy and numeracy skills**

The coaching/mentoring strategy is complemented by our approach to case management where student's individual needs, interests and learning styles are integral to the final individualised plan. This two pronged approach to improving student outcomes is based on the establishment of a close working partnership between the coach/case manager, class teacher, other enrichment support staff and the school leadership.

To further enhance the learning outcomes for our students, we have conducted parent workshop sessions to assist parents understand how to best assist their children. 80% of the parents took up this opportunity and the Literacy Coach was able to work very closely with those parents in assisting them to work more confidently and effectively with their children. In addition, she was able to liaise with the Librarians to borrow books over the long vacation so that books were best matched with students' interests and abilities and reading could hopefully progress.

### **SECTION 3: ANALYSIS OF PERFORMANCE DATA**

#### **DEMONSTRATION OF IMPROVEMENT**

##### ***Local Measure (i)***

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

##### ***Government***

In 2013 participating government schools have achieved improvement across all year levels. Literacy and numeracy improvements have been measured using a range of school and system assessment tools including:

- Kindergarten PIPS reading and mathematics
- Kindergarten to year 2 reading benchmark levels
- PAT reading in years 3 to 10
- PAT mathematics in years 3 to 6
- NAPLAN for year 3 and 5 reading and numeracy, and year 7 and 9 reading.

##### ***PIPS:***

Kindergarten students in participating schools recorded sound progress in PIPS mathematics and reading.

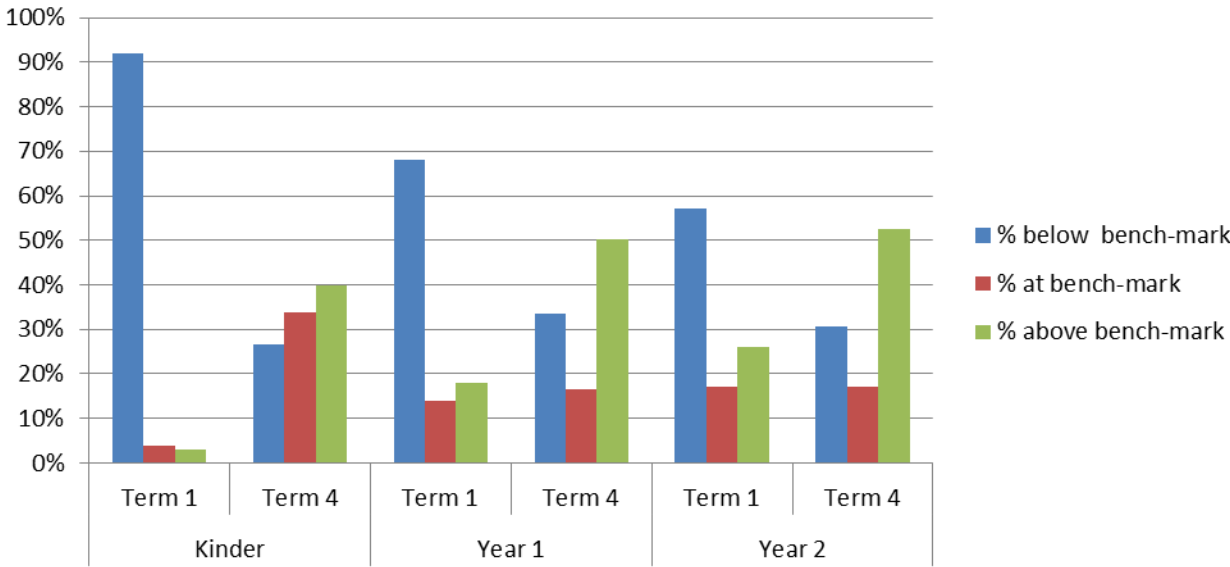
75% of NP schools achieved a greater percentage of students making expected or better than expected progress in mathematics compared to 2012 results.

50% of participating schools achieved a greater percentage of students making expected or better than expected progress in reading compared to 2012 results.

##### ***Reading Benchmarks:***

The graph below shows the improvement in reading benchmarks for Kindergarten, year 1 and year 2 from term 1 to term 4 2013. All year levels showed significant improvement in moving students towards year level benchmarks, with average benchmarks at the end of the year all at the high end of the range recommended in the Directorate *Reading Benchmark Guidelines*.

**Figure 3.1: Reading benchmark comparison from term 1 2013 to term 4 2013 in participating government schools**



**PAT reading:**

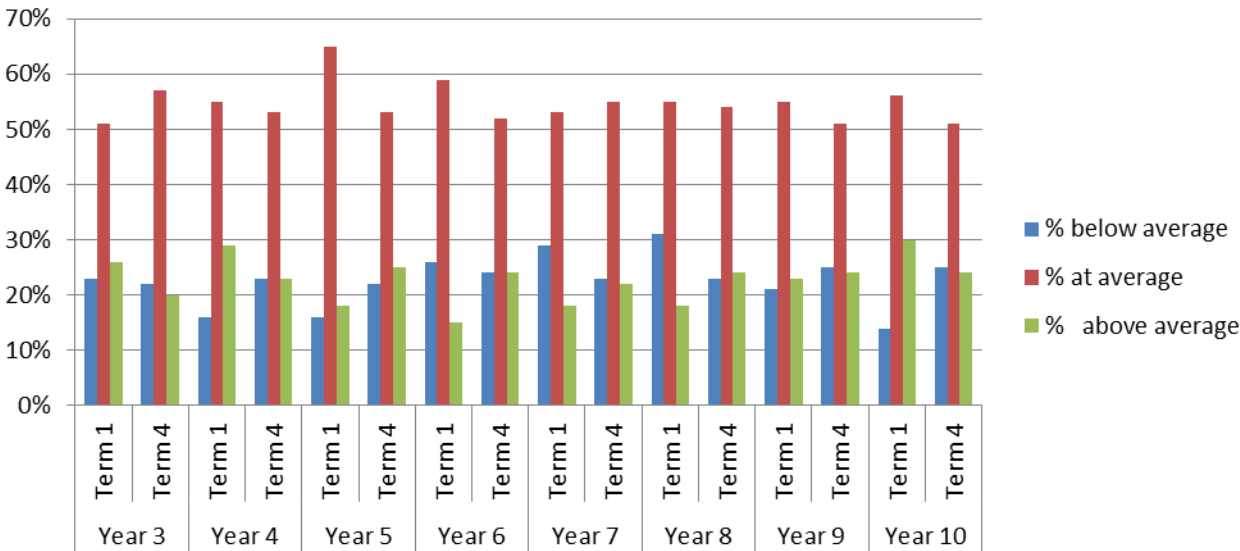
Results for PAT reading showed a general upward trend with:

decrease in the percentage of students in the bottom three stanines in years 3, 6, 7 and 8

increased percentages in the top three stanines in years 5 to 9

final student scores close to, or better than, national norms.

**Figure 3.2: PAT reading 2013 progress in participating government schools**



**PAT mathematics:**

PAT Mathematics testing was confined to years 3 to 6. Improvements were recorded for all areas with significant movement of students from the bottom stanines.

The percentage of students in the bottom three stanines (below average) decreased in all year levels across 2013

year 3 - 71% to 23%

year 4 - 45% to 19%

year 5 - 48% to 22%

year 6 - 58% to 21%

The percentage of students in the top three stanines (above average) rose in all year levels

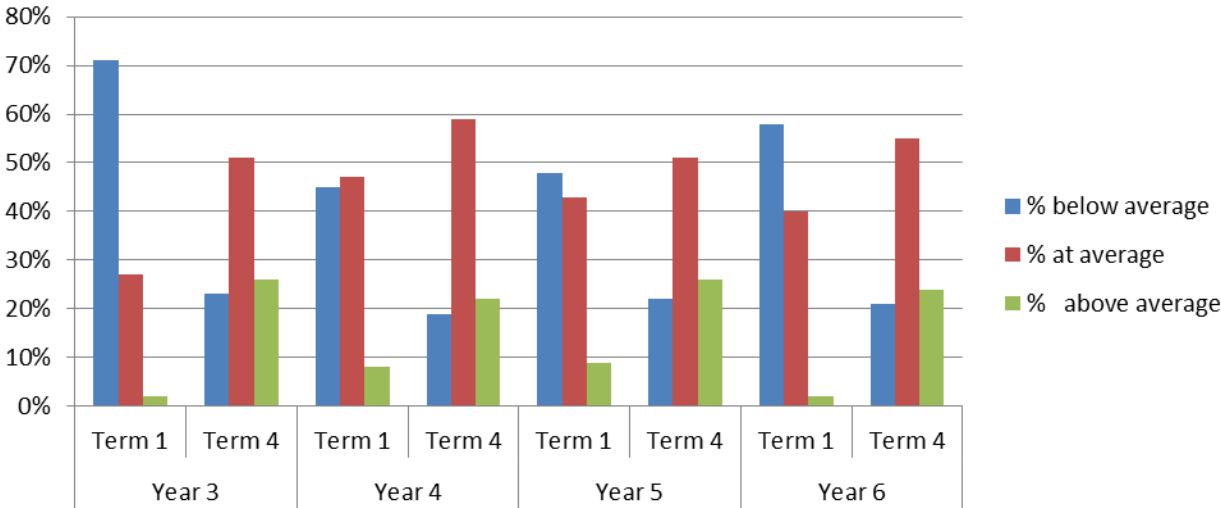
year 3 - 2% to 26%

year 4 - 8% to 22%

year 5 - 9% to 26%

year 6 - 2% to 24%

**Figure 3.3: PAT mathematics 2013 progress in participating government schools**

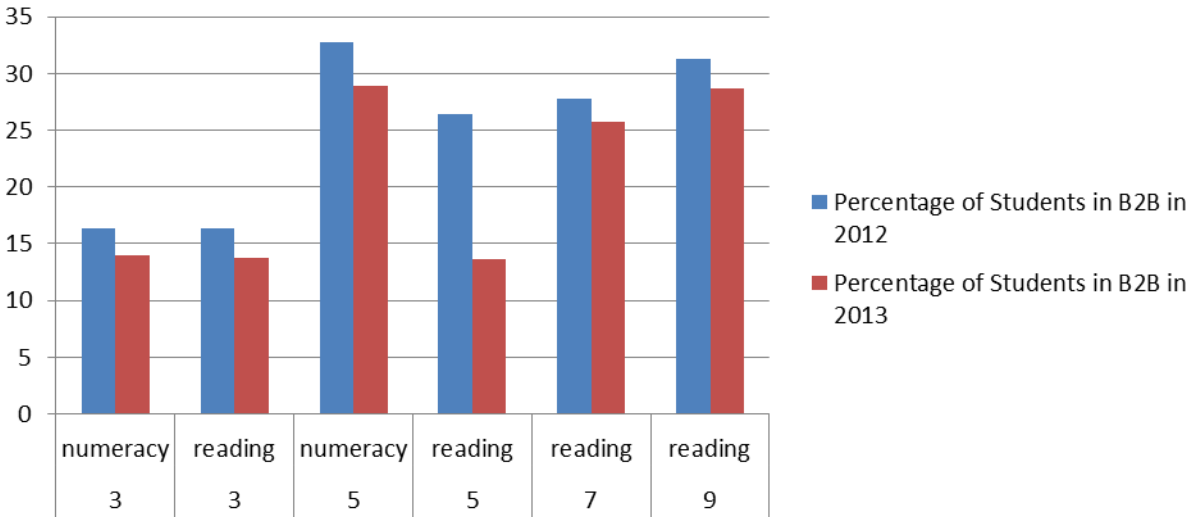


**NAPLAN:**

The percentage of students in the bottom 2 bands in 2013 NAPLAN decreased from 2012 in all year levels and measured domains, with the largest decrease of 13% in year 5 reading.

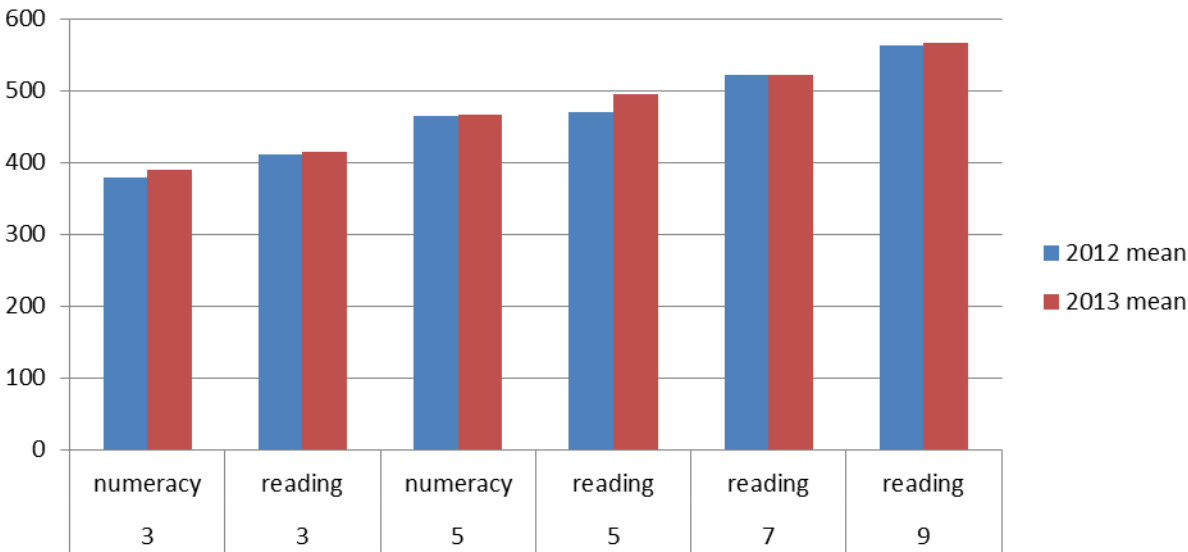


**Figure 3. 4: NAPLAN bottom two bands all students in participating government schools**



The average mean increased in all domains except year 7 reading, with a significant increase of 25 in year 5 reading.

**Figure 3. 5: NAPLAN mean score all students in participating government schools**



**Catholic**

The school level data shows improvement in performance in Reading in NAPLAN. The data shows that in 2011 there were 165 students in the lowest bottom two bands which compares well to the 115 students which were in the bottom two bands in 2013. There was also an improvement of 11.5% in student achievement from 2011-2013 of ILNNP literacy targeted schools.

In relation to Year 4 PAT R data 38% were well below or below expectation at the beginning of the project. This had decreased to 29% which demonstrates a 9% improvement. The comparative data to the non-target students also indicates a 1% improvement which implies the LNNP initiative has had a positive impact on performance.

This trend also continues in Year 5 which is a significant improvement from 55% to 20% of students in the well below or below category from baseline data to end of year data which is a 35% improvement.

The Year 4 Mathematics data indicated a 3% improvement overall from baseline data to end of year data. The year 5 PAT Mathematics data showed a 9% improvement.

### **Independent**

Canberra Christian School has seen significant improvement with regards to Reading with the children selected to participate in this case study.

The school has demonstrated growth and development through the purchasing of

- an Ipad docking station with which the I pads have been loaded with fantastic resources and used throughout class reading sessions to consolidate learning.
- ACER online testing
- MultiLit Professional Development for Staff
- Lexile Reading program

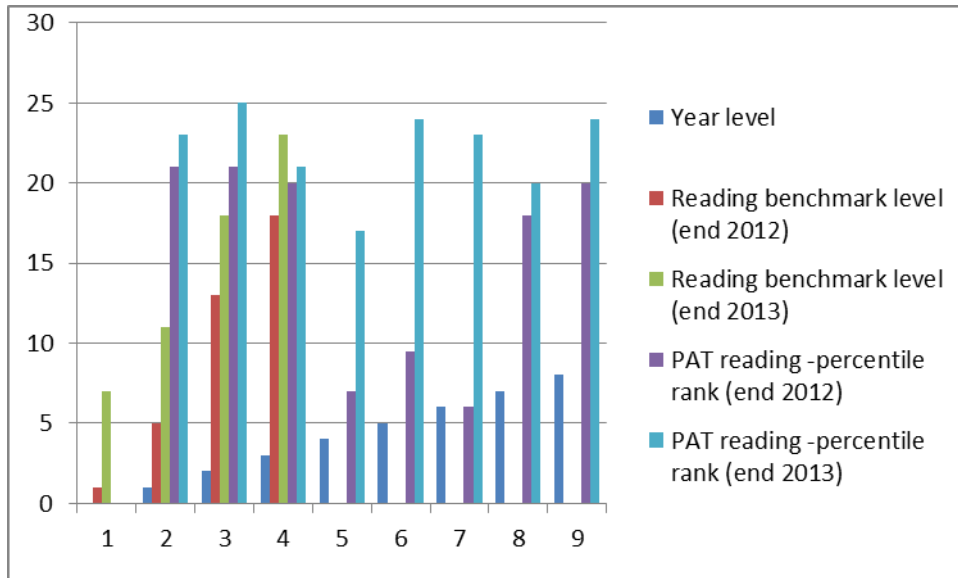
**Figure 3.6: Canberra Christian School data**

Student	Year	Level		Difference
		Reading T1	Reading T4	
1		Probe 7.0-8.0	Probe 8.5-9.5	
2		Probe 7.0-8.0	Probe 8.5-9.5	
3		Probe 6.5-7.5	Probe 8.0 - 9.0	
4		3	15	400%
5		1	6	500%
6		1	10	900%
7		1	2	100%
8		9	17	89%
9		9	15	67%
10		3	17	467%
11		14	21	50%

At Canberra Grammar School, the two targeted Kindergarten students made average growth as measured by the PIPS reading test. These students also made progress in the Canberra Word Test and Burt Word Test, when tested by the Literacy coach.

The NAPLAN data indicates that of 83 students in the Year 3 cohort we had 4.8% in the bottom two bands for Reading which equates to 4 students. None of our Year 5 students were in the bottom two bands.

**Figure 3.7: Targeted students data**



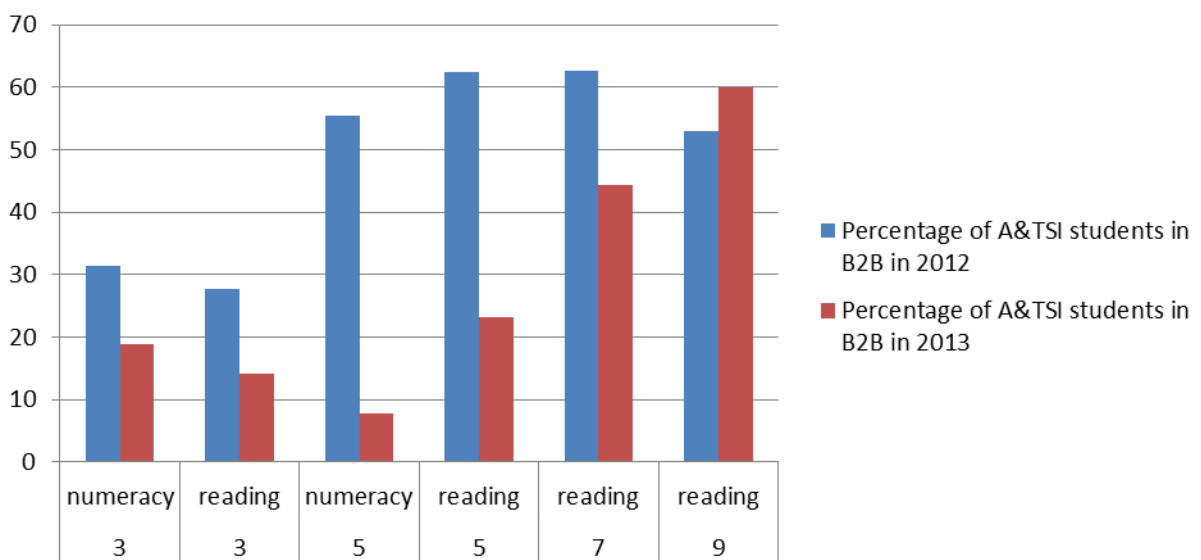
**Local Measure (ii)** Local school level data demonstrating change in literacy and/or numeracy performance for targeted Aboriginal & Torres Strait Islander students - See [Attachment C \(Table 3\)](#).

**Government**

There are relatively small numbers of Aboriginal and Torres Strait Islander students in the participating schools so NAPLAN data is used to compare their improvement from 2012 and their performance against all Aboriginal and Torres Strait Islander students in government schools.

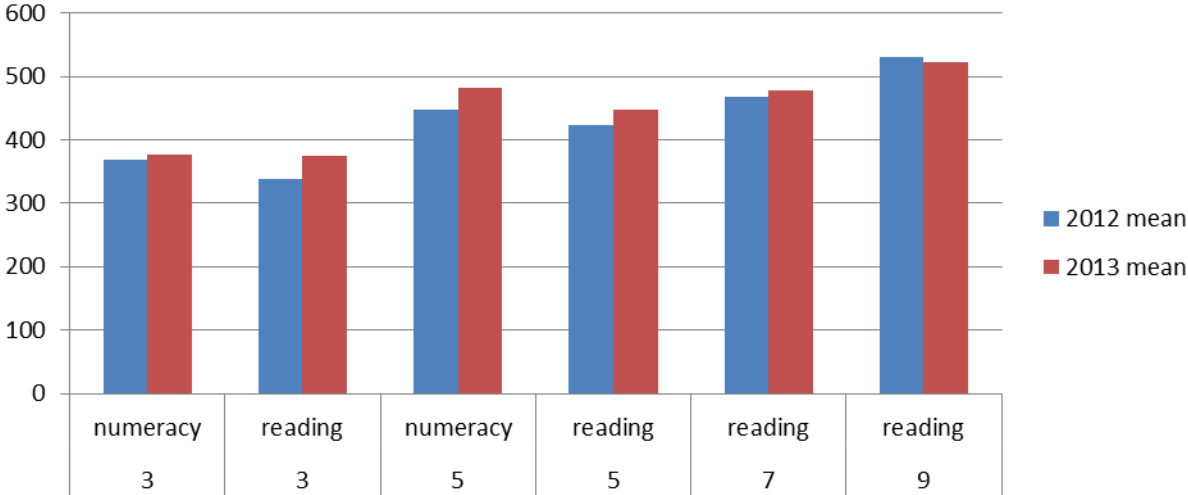
Aboriginal and Torres Strait Islander students in participating schools made significant improvement in NAPLAN reading and numeracy from 2012 to 2013. The percentage of Aboriginal and Torres Strait Islander students in the bottom two bands decreased in all domains except year 9 reading. The decrease in year five was particularly significant with a drop from 62.5% to 23.1% (39.4%) in reading and 55.5% to 7.7% (47.8%) in numeracy.

**Figure 3.8: NAPLAN bottom two bands ATSI students in participating government schools**



The average mean score of Aboriginal and Torres Strait Islander students increased in all domains except year 9 reading. The most significant increases were in year 3 reading up 35 and in year 5 numeracy with an increase of 34.2.

**Figure 3.9: NAPLAN mean score ATSI students in participating government schools**



**Catholic**

The Archdiocese of Canberra and Goulburn has a small sample size of only eight Year 3- Year 5 students in the 14 targeted schools. The reading data shows that there was a 19.25 scale score improvement from the baseline data provided on these students. This compares very favourably with 1.5 scale score difference for the comparable students.

**Independent**

The NAPLAN data at Canberra Grammar School indicates that of 83 students in the Year 3 cohort we had 4.8% in the bottom two bands for Reading which equates to 4 students. None of our Year 5 students were in the bottom two bands. Our one ATSI student in Year 3 was in Band 3 for reading, 70%ile on PATR comprehension.

In Year 7 the cohort had 153 students and there were no students in the bottom 2 bands. Our one ATSI student was in Band 8 for reading, PATR comprehension 80%ile.

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

**NAPLAN data for continuing LNNP schools, 2008-2013**

Data relates only to those schools that commenced participation in the LNNP from 2009 onwards.

Data for all continuing schools is contained in Table 4. There are 10 continuing schools in the government sector, 9 in the Catholic sector and two independent schools.

**Government**

NAPLAN data for continuing LNNP schools has shown a general improvement in mean scores and a significant reduction in the number of students below the National Minimum Standard (NMS).

Aboriginal and Torres Strait Islander student performance shows improvement in year 5 reading and numeracy.

**Figure 3.10: Comparison of mean score, % of students below NMS and % of ATSI students below NMS from 2008 to 2013 in continuing LNNP government schools**

Domain	Mean scale score 2008	Mean scale score 2013	Number(%) of students below NMS 2008	Number(%) of students below NMS 2013	Number(%) of ATSI students below NMS 2008	Number(%) of ATSI students below NMS 2013
Year 3 reading	382	406	45(11.7%)	17(5.7%)	2(13.3%)	3(16.6%)
Year 3 numeracy	380	380	24(6.4%)	11(3.6%)	0 (0%)	0(0%)
Year 5 reading	469	493.73	52(11.9%)	6(2%)	4(25%)	0 (0%)
Year 5 numeracy	449	466	42 (9.6%)	17(5.6%)	2(12.5%)	0 (0%)

***Catholic***

The mathematics data indicates that of the 532 students in Year 3 and Year 5 cohort 42 students which equates to 7.8% of the cohort in the bottom two maths bands. The literacy data is similar with 7.3% in the bottom two reading bands.

***Independent***

**Figure 3.11: Canberra Grammar School**

Domain	Mean scale score 2013	Number(%) of students below NMS 2013	Number(%) of ATSI students below NMS 2013
Year 3 reading	490.7	1%	0
Year 5 reading	568.1	0	0

**Local Measure (vi)**

**Local school level data collection measures**

***Government***

Participating government schools have used a range of school level assessment tools including reading benchmarking and PAT testing in reading in years 3 to 10, and mathematics in years 3 to 6. They have used system measures of reading and mathematics in Kindergarten PIPS and Year 3 to 9 NAPLAN to corroborate school data.

**Figure 3.12 Government local data collection measures**

Tool	How used	Effectiveness
Reading Benchmarking	K-6 Reading benchmarking takes place in Kindergarten to year 6 at regular intervals throughout the year.	Schools benchmark students in Kindergarten to year 2 more frequently as this is the stage when students typically make rapid progress through the levels.

Tool	How used	Effectiveness
		Students who are not progressing or who are experiencing difficulty in one or more aspects of language acquisition are typically checked more frequently to monitor progress in greater detail, identify specific areas of need, and target intervention or support programs.
First Steps Literacy Reading Developmental Continuum	Continual assessment, students achievement recorded as noted. Usually updated each term or more frequently for at risk students	The Developmental Continuum shows indicators or descriptors of behaviour in the development of literacy according to phases through which English speaking children typically progress. Indicators are used to place children within a specific phase so that links can be made to appropriate learning experiences. Developmental Continua from other areas of First Steps Literacy such as Writing and Speaking and Listening may be used to compile a holistic literacy profile of students.
Schools may also use tests such as the SA Spelling List, the Burt Reading and Spelling Test, or the ACT developed BEE Spelling Inventory	Whole class monitoring or as a part of case management process for individual students	Spelling tests provide teachers with useful diagnostic information related to knowledge about text.
PAT reading	Administered at the start of the year for baseline data and at the end of the year to measure progress.	PAT reading provides a raw score for each child and their stanine against national norms for year level. It also provides schools with individual performance against individual items so that areas of weakness can be identified and addressed. PAT tests also provide year level and whole school profiles for strategic planning and decision making particularly related to resource allocation.
SENA testing	K-2 testing in numeracy done to assess students at start of year and then performed regularly throughout the year. The whole test is not administered every time – sections are used as pre and post test.	SENA tests identify individual strengths and weaknesses and identify the phase students are in. Pre and post tests assess student progress and effectiveness of teaching.

<b>Tool</b>	<b>How used</b>	<b>Effectiveness</b>
Middle Years Mental Computation(MYMC)	Generally Years 3-8. Assessment items and student reflection form part of this program.	MYMC monitors student progress and achievement against lesson objectives.
PAT mathematics	Administered at the start of the year for baseline data and at the end of the year to measure progress.	PAT mathematics provides a raw score for each child and the stanine they are in against national norms for year level. It also provides schools with individual performance against individual items so that areas of weakness can be identified and addressed. PAT tests also provide year level and whole school profiles for strategic planning and decision making particularly related to resource allocation.

### ***Catholic***

The measures include:

- Detailed analysis of NAPLAN Data across the school
- Tracking of Kindergarten Assessment data at a school and system level
- The implementation of Observation Survey for students not reaching system benchmarks in Year 1
- Informal and formal running records taken and progress tracked at a school level
- PAT Mathematics Year 3-6
- SENA Testing K-2
- PAT Reading Year 3-6

Many schools have instituted data walls to track progress of students in a deliberate and visual way. Regular monitoring of student progress has been undertaken in each school. Workshops have been implemented at a system level to ensure a consistent approach to data analysis is implemented.

### ***Independent***

At Canberra Grammar School the assessment data that is used is:

- Running record data collected and analysed using PM Benchmark Kit K – 3 and Fountas and Pinnell Benchmark Kit Year 2 – 6 at the end of every term
- Using PiPs data to inform teaching and learning in Kindergarten and Year 1.
- PATR Comprehension Years 1 – 6 and PATR Vocab tests Years 3 – 6
- PATR Spelling Years 2 - 6
- PATR Maths Years 1 – 6
- Detailed analysis of NAPLAN data from all staff K-6
- Data is collated regularly on Year level spreadsheets and is used to inform teaching and learning
- Enrichment Team in conjunction with class teachers use the data to assist in selecting students for assistance each term

## **Local Measure (vii)**

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

#### **Government**

The major approach used to improve teacher capability in participating government schools was to appoint a field officer in each school. Field officers worked to build teacher knowledge and capacity in literacy and numeracy in the 12 primary schools and in literacy in the five secondary schools through:

- building teacher capacity at all levels through mentoring, coaching and modelling of effective literacy and numeracy strategies
- analysing data to identify trends and initiating action research to ascertain effectiveness and then monitoring progress
- working with teachers to strengthen classroom monitoring and assessment practices to ensure all students' needs are met.

Field officers also:

- acted as subject experts in delivering professional learning to their school, other schools in the sector, and centrally delivered system learning
- delivered to literacy and numeracy coordinators and EALD teachers in Literacy and Numeracy Forums
- facilitated group work within the forum.
- A Literacy and Numeracy Forum was held each term for specialist teachers working in literacy and/or numeracy to engage in:
  - professional learning
  - action learning
  - networking with peers engaged in similar work
  - mentoring.

Feedback from forums indicated high levels of satisfaction with course content, activities and presentation.

Participants identified the following as most useful:

- Discussion with teachers from other schools re what practices/strategies/approaches they use, including with EALD students
- Reflection on whole school progress and future directions.
- How the evaluation process can lead to the development of an action plan.
- Forums were open to staff from all government schools not just ILNNP schools.

The two approaches used in the ILNNP were documented and made available to all teachers on the Teach, Learn, Share National Literacy and Numeracy Database, as were additional papers on *Middle Years Mental Computation*, *Consistency in Reading Assessment* on the use of reading benchmarking in the ACT government sector, and *A reading intervention for Aboriginal and Torres Strait Islander students* based on a 2011-12 Closing the Gap project.

Professional learning in 2013 was aimed at teachers, literacy and numeracy coordinators, school leaders and field officers. For teachers the aim was to build skill and capacity to teach literacy and numeracy, for



literacy and numeracy coordinators, school leaders and field officers the emphasis was on coaching, data collection and analysis, and whole school improvement. For centrally facilitated professional learning feedback was consistently positive, with 80 to 90 percent of participants rating the presentation, course content and activities as a 4 or 5 out of 5.

Professional learning in 2013 included:

- Australian curriculum – particularly English, Mathematics and the place of literacy and numeracy
- Literacy
- literacy programs
- workshops presented by subject experts
- Numeracy
- numeracy programs
- workshops presented by subject experts
- Pedagogy
- EALD

The majority of the professional learning was offered at the school level and designed to meet individual school contexts. Field officers or staff members with expertise in literacy and numeracy delivered the majority of the professional learning with support from central office staff.

A survey of teachers in participating schools indicated:

- 84.4% had worked with the field officer in 2013
- 64% said it had given them more knowledge about literacy and numeracy
- over 60% stated the professional learning they had participated in had changed the way they plan for and teach literacy and numeracy.
- Professional learning also impacted on team and whole school practices according to almost 90% of the teachers who responded to the survey.
- over 30% of respondents said that after coaching they had made significant changes to their teaching practices
- 8% of these teachers having developed a new teaching model due to coaching.

### ***Catholic***

Teachers identified professional learning, modelled teaching and expertise in literacy and numeracy as the approaches that had the most impact in improving teacher capability and effectiveness. Mentoring was also mentioned as being an important element of support for the teachers. In this context, the Coach acted as an expert mentor, as well as supporting the development of peer mentoring within several school communities. The Coach released teaching staff, after intensive input sessions regarding a specific focus, to observe record and provide feedback to one another on the elements of best practice evident in teaching. The Contact Teachers recorded this element as one of significant impact on the development of teaching in their schools.

Other approaches included professional learning, professional conversations, programming, assessment and work on differentiation.

### ***Independent***

At Canberra Grammar School the assessment data that is used is:

- Running record data collected and analysed using PM Benchmark Kit K – 3 and Fountas and Pinnell Benchmark Kit Year 2 – 6 at the end of every term
- Using PiPs data to inform teaching and learning in Kindergarten and Year 1
- PATR Comprehension Years 1 – 6 and PATR Vocab tests Years 3 – 6
- PATR Spelling Years 2 - 6
- PATR Maths Years 1 – 6
- Detailed analysis of NAPLAN data from all staff K-6
- Data is collated regularly on Year level spreadsheets and is used to inform teaching and learning
- Enrichment Team in conjunction with class teachers use the data to assist in selecting students for assistance each term

### ***Local Measure (viii)***

#### ***Feedback from staff***

##### ***Government***

A survey of teaching staff in participating government schools demonstrated improved capability and effectiveness in teaching literacy and/or numeracy as a result in participation in professional learning. The professional learning included:

- centrally delivered, whole of system professional learning (often with a visiting external expert)
- school based learning delivered by experts on staff
- professional learning communities - action learning based on school identified need
- coaching from field officer.

Survey results indicated that teaching staff had increased their knowledge and changed teaching practices after engaging in the above professional learning. The feedback was indicative of the impact of professional learning on their capability. The table below contains survey questions and responses.

#### **Figure 3:13: Government staff feedback**

##### **Question: Has your school based professional learning impacted on your classroom practices?**

Responses:

has given me more knowledge about literacy and numeracy – 64%

has changed the way I plan for literacy and numeracy in the classroom – 32.2%

has changed the way I teach literacy and numeracy – 28.4%

has impacted on my teaching team – 44.1%

has impacted on the whole school – 42.2%

##### **Question: Rate the effectiveness of coaching in which you have participated.**

Responses:

I have made adjustments to my teaching practices – 36%

I have made significant changes to my teaching practices – 18%

I have developed a new teaching model due to coaching – 8.1%

**Question: Have you incorporated any learning from centrally run professional learning around literacy and/or numeracy or case management into you teaching?**

Responses:

some changes – 27.5%

significant changes – 22.3%

major shift in classroom practice – 9%

Feedback comments indicated that professional learning had an impact through:

assisting school leaders with strategies to support improved teaching practice and student outcomes

building teacher knowledge and capacity in literacy and numeracy

development of whole school belief statements and programs

increased awareness and tools to deal with special needs

***Catholic***

The teachers have provided the following comments in support of improved capability and effectiveness.

Teacher comments include:

*The support has allowed me to become more confident in putting shared ideas into practice and motivated me to explore creative ideas.*

*It is my students that have shown growth.*

*I have a greater feeling of self-efficacy about myself as a teacher.*

*...highly valuable to share teaching and learn with the coach*

*It has encouraged me to rethink my teaching. I have changed how I run my reading and maths groups.*

*I have a greater understanding of good practise.*

*...prompted me to reflect on my teaching*

*... refocussed my teaching of skills and strategies through professional dialogue opportunities.*

***Independent***

At Canberra Grammar School, the teachers valued the expertise of the literacy coach. They were very grateful for the insightful knowledge of the students and how they were progressing in the program. They were able to use the strategies discussed with the coach, with other students in their classrooms. Teachers now have a more in depth knowledge of the standardised data and are keen to use this knowledge more effectively.

As teachers are becoming increasingly comfortable with the mentor/coaching model, we have noticed at this early stage an increase in the number of teachers requesting modelled lessons. These requests increased over time especially during Term 4 and have become embedded in the school's culture. Teachers in the Early Childhood area are reading more to and with their children and have adopted the Coach's advice that writing take place at the same time as reading. There has been an effort made to ensure that children are matched with books that excite and interest them and are at their appropriate stage of development.

The staff who attended the dyslexia workshop felt they had a better understanding of those students and their needs. Extra resources were bought for all teachers to use. There was professional dialogue at team meetings about the workshop.

#### **SECTION 4: SHOWCASES**

Attachment E contains six showcases from participating schools. There are two government school showcases, two Catholic and two independent.

#### **SECTION 5: SUSTAINABILITY**

##### ***Government***

The approaches of coaching and case management are well established in the ACT having been implemented in the 21 Improving Literacy and Numeracy National Partnership schools and the 4 Low SES NP schools. Almost a quarter of government schools have participated in this National Partnership.

Coaching and case management are now used not only in ILNNP participating schools but more broadly across the sector having shown their capacity to influence and drive improvement practices in the long term.

The 17 field officers in ILNNP participating schools have presented professional learning to Literacy and Numeracy Coordinators, teachers and whole schools from across the government sector in a range of areas including coaching, literacy and numeracy, pedagogy, and data collection and analysis.

Coaching has a particularly high profile and will be sustained in the system through the creation of coaching positions in a number of schools, and in the sector through the creation of Professional Practice Executive Teacher positions. Field officer positions are being maintained in the participating schools for 2014 to further embed the approaches and maximise the improvement in student performance and teacher knowledge and capacity in literacy and numeracy.

Both approaches were complementary to the Directorate's *Literacy and Numeracy Strategy 2009-2013* which outlines systemic approaches to improve literacy and numeracy for all students. They have aligned with priorities in the ACT Education and Training Directorate's Strategic and Operational Plans in 2013 and will continue to complement priorities in the 2014 Strategic and Operational Plans.

##### ***Catholic***

Across the Archdiocese of Canberra and Goulburn, Collaborating on Student Achievement (COSA+) 2014 – 2016 will enable ILNNP Literacy and Numeracy approaches to be sustained.

This model:

- involves CEO primary, secondary and central schools across Archdiocese
- uses a collaborative approach and involves Principals, Teachers, CEO Team Leaders, CEO Teaching and Learning Officers, Students, Parents and Communities working towards a common goal
- principals have selected a focus in either Literacy or Numeracy based on assessment data using NAPLAN and other Archdiocesan agreed assessment measures
- the COSA+ goal is specific to the school and is investigated using action research
- the action research is school based and inquiry driven



- is accountable as student learning outcomes are documented and monitored including using PAT Maths, PAT R Comprehension, Kindergarten Assessments, Year One Observation Surveys, SENA 1 and SENA 2, and reading levels using Marie Clay’s Approach
- links theory to practice incorporating the research of Sibley and Sewell, 2011; L’Allier, Elish-Piper and Bean, 2010 to enable teachers to work together towards whole school agreed practice, uncovering tacit knowledge and gaining individual and community knowledge in order to arrive at individual and shared understandings of effective teaching that enhances student outcomes
- is inclusive and caters for student diversity through student differentiation and parent/community partnerships.

**Figure 5.1: Catholic sustainability model**

**Sustaining ILNNP through COSA+**

2013 ILNNP SCHOOL	2013 ILNNP FOCUS	COSA+ 2014 - 2016
Good Shepherd AMAROO	Numeracy	Numeracy
St Francis of Assisi CALWELL	Literacy and Numeracy	Literacy
St Thomas Aquinas CHARNWOOD	Literacy	Literacy
St Michael’s Primary KALEEN	Literacy and Numeracy	Numeracy
St Thomas the Apostle KAMBAH	Numeracy	Numeracy
St Matthew’s PAGE	Literacy	Literacy
St Anthony’s Primary WANNIASSA	Numeracy	Literacy*
St Clare of Assisi CONDER	Literacy and Numeracy	Numeracy
St John the Apostle FLOREY	Literacy	Literacy
St Vincent’s ARANDA	Numeracy	Numeracy
St Monica’s EVATT	Literacy	Numeracy*
St John Vianney WARAMANGA	Literacy	Literacy
Holy Spirit NICHOLLS	Literacy and Numeracy	Numeracy
Rosary WATSON	Numeracy	Numeracy

\*Curriculum focus change from 2013 - 2014

The table above demonstrates how all ILNNP school approaches in Literacy or Numeracy will be sustained through the comprehensive COSA+ model 2014-2016. Only two schools have a change in focus. Saint Anthony’s Primary Wanniasa has been a LNNP school since 2009 in Numeracy, as some current pedagogical approaches are embedded so it is anticipated that the school is able to switch curriculum focus while maintaining and building upon current effective approaches in Numeracy. Saint Monica’s Primary Evatt is the second school, switching from Literacy to Numeracy. Current Literacy pedagogical practices K-6 are effective, NAPLAN SMART Data indicates good levels of student achievement and whole school agreed

practice has been consolidated well by the school executive and literacy focus teacher, so it is anticipated that staff will be able to switch curriculum focus while maintaining current practices and approaches in literacy.

The National Professional Standards for Teachers has been consolidated throughout the Archdiocese of Canberra and Goulburn and closely aligned to schools' 2014 Annual Improvement Plans. This has spread the responsibility for professional learning and practice of effective teaching approaches to maximise student achievement across the school community, with School Principals taking carriage of literacy and numeracy goals. Within 2013 ILNNP schools, the school executive, class teachers, Aboriginal Education Workers and Learning Support personnel will continue to embed effective literacy and numeracy approaches through their professional plans and the schools' 2014 Annual Improvement Plans.

Barriers or challenges to sustaining improvements will be staff attrition and movement. However, it is anticipated that with the COSA+ collaboration between Catholic Education Office Teaching and Learning Officers and school executive in particular, and the onus on school principals to be the primary driver of change in the school, effective Literacy and Numeracy approaches that enhance student achievement will continue to be maintained and further embedded.

### ***Independent***

At Canberra Grammar School, the literacy coach will continue to work with some of the 2013 students this year. Using the available data decisions have been made about which students would benefit from further intervention and which students will be able to work independently. The literacy coach will closely monitor the students who have made the transition back into the classroom in conjunction with their teacher.

The literacy coach will liaise with the new classroom teachers about the students on the program and support them with effective teaching strategies. Some of the students will continue to have 1:1 reading assistance and others will be in small groups.

We will be continuing our visits with Canberra Christian School and Galilee School. There will be professional development opportunities as well as classroom visits and meetings with Enrichment and Library staff.

## Attachment A

**Table 1 LIST OF PARTICIPATING SCHOOLS**

DEEWR ID	School Name	Sector (G,C,I)	MCEECTY A 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 who did not participate in NAPLAN in 2011
15096	Bonython Primary School	G		Yr 3, 5	Hurtle Ave., Bonython ACT 2905	LNNP	18	19	0	0	0
6647	Caroline Chisholm School	G		Yr 3,5	Hambridge Cres., Chisholm ACT 2905	LNNP	15	37	1	50	0
14840	Charles Coder Primary School	G		Yr 3,5	Tom Roberts Cres., Conder ACT 2905	LNNP	12	17.5	1	100	0
10397	Evatt Primary School	G		Yr 3,5	Heydon Cres., Evatt ACT 2617	LNNP	20	27	0	0	50
14389	Gilmore Primary School	G		Yr 3,5	Heagney Cres., Gilmore ACT 2905	LNNP	11	36	2	75	0
10398	Giralang Primary School	G		Yr 3,5	Canopus Cres., Giralang ACT 2617	LNNP	8	32	1	100	0
15066	Gordon Primary School	G		Yr 3,5	Knoke Ave., Gordon ACT 2906	LNNP	10	11	1	50	33
10393	Macgregor Primary School	G		Yr 3,5	Hirschfeld Cres., Macgregor ACT 2615	LNNP	17	18	1	100	0
27588	Namadgi School	G		Yr 3,5	O'Halloran Cres., Kambah ACT 2902	SP	34	37.75	4	41.5	0
15844	Ngunnawal Primary School	G		Yr 3,5	Unalpon Ave., Ngunnawal ACT 2913	SP	21	18.75	2	100	50

DEEWR ID	School Name	Sector (G,C,I)	MCEECTY A 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 who did not participate in NAPLAN in 2011
11119	Taylor Primary School	G		Yr 3,5	Marconi Cres., Kambah ACT 2902	LNNP	14	28.75	5	100	0
15030	Theodore Primary School	G		Yr 3,5	Lawrence Wackett Cres., Theodore ACT 2905	LNNP	22	34.5	5	83.5	0
14383	Calwell High School	G		Yr 7,9	Casey Cres., Calwell ACT 2905	SP	42	37	7	55.5	20
10399	UC High School Kaleen	G		Yr 7,9	Baldwin Drive, Kaleen ACT 2617	SP	38	32.5	0	0	0
6652	Melba Copland Senior Secondary School	G		Yr 7,9	Conley Drive, Melba ACT 2615	SP	53	24.75	3	63.5	50
11122	Wanniassa School	G		Yr 7,9	Wheeler Cres., Wanniassa ACT 2903	SP	43	31.75	2	21	37.5
25740	Kingsford Smith School	G		Yr 7,9	Starke St., Holt ACT 2615	SP	51	26.5	4	46	41.5
17130	Good Shepherd	C		Yrs 3, 5	Burdekin Ave Amaroo	LNNP	22	12.2	0	0	0
5623	St Francis of Assisi	C		Yrs 3, 5	120 Casey Cres Calwell	LNNP	54	39.1	1	10	0
2900	St Thomas Aquinas	C		Yrs 3, 5	25 Lhotsky St Charnwood	LNNP	23	46.0	1	25	0
2913	St Michael's Primary	C		Yrs 3, 5	Tyrell Cct Kaleen	LNNP	9	14.7	0	0	0



DEEWR ID	School Name	Sector (G,C,I)	MCEECTY A 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 who did not participate in NAPLAN in 2011
2904	St Thomas the Apostle	C		Yrs 3, 5	Boddington Cres Kambah	LNNP	20	24.0	0	0	0
2054	St Matthew's	C		Yrs 3, 5	Stutchbury St Page	LNNP	10	10.3	0	0	0
2905	St Anthony's Primary	C		Yrs 3, 5	Wheeler Cres Wanniassa	LNNP	19	13.8	1	50	0
13976	St Clare of Assisi	C		Yrs 3, 5	Cnr Boxall Ave & Heidelberg St Conder		67	34.3	3	37	0
2907	St John the Apostle	C		Yrs 3, 5	Pawsey Cct, Florey	LNNP	24	22.6	0	0	0
2044	St Vincent's	C		Yrs 3, 5	3 Bindel St Aranda	SP	10	21.7	0	0	0
2902	St Monica's	C		Yrs 3, 5	Moynihn St Evatt	SP	34	29.3	0	0	0
2057	St John Vianney	C		Yrs 3, 5	Namatjira Drive Waramanga	DN	7	09.2	0	0	0
14629	Holy Spirit	C		Yrs 3, 5	Kellaway Ave Nicholls	DN	37	23.4	0	0	0
2058	Rosary	C		Yrs 3, 5	Fleming St Watson	DN	10	08.8	0	0	0
77000 and 77443	Canberra Grammar School	I		Yrs 3,5	Alexander St, Red Hill ACT 2603	LNNP	4	4.7	0	0	0
2068	St Edmund's College	I		Yrs 5,7	Canberra Ave, Griffith ACT 2603	LNNP	53	13.1	2	28.6	0
2062	Canberra Christian School	I		Yrs 3,5	Ainsworth St, Mawson ACT 2607	SP	2	11.25	0	0	0
16302	Galilee School#	I		Yrs 7,9	Pearce Community	DN	N/A	N/A	N/A	N/A	N/A

DEEWR ID	School Name	Sector (G,C,I)	MCEECTY A 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 who did not participate in NAPLAN in 2011
					Centre, Collett Pl., Pearce						

\*Categories

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

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

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

2009 Low SES School

**# Galilee School data not available based on possible identification of individual students due to low cohort numbers.**

## Attachment B

### Local measure (i)

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

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	529	Maths	Kinder	PIPS	Average raw score 37.7	Average raw score 52	Increase of 14.21.	The average raw score and increase were comparable to the ACT averages below. Significantly 75% of NP schools achieved a greater percentage of students making expected or better than expected progress compared to 2012 results.
Gov	Comparable non targeted students <sup>2</sup>	5218 students	Maths	Kinder	PIPS	Average raw score 39	Average raw score 54	Increase of 15	ACT Average increase 15 points from 39 to 54.

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	529	Reading	Kinder	PIPS	Average raw score 46.19	Average raw score 114.08	Increase of 67.89	While the average raw score and increase were slightly below the ACT average a significant 50% of NP schools achieved a greater percentage of students making expected or better than expected progress compared to 2012 results
Gov	Comparable non targeted students <sup>2</sup>	5218 students	Reading	Kinder	PIPS	Average raw score 51	Average raw score 126	Increase of 75	ACT average increase 75 points from 51 to 126
Gov	Targeted students	517	Reading	Kinder	Reading Benchmark	Average benchmark 1.3	Average benchmark 7.93	Average aggregated Reading Benchmark has risen by 6.63	The expected benchmark range for Kindergarten is 5-8 so this result is at the extreme top of the range.
Gov	Targeted students	517	Reading	Kinder	Reading Benchmark	92% below benchmark 4% at benchmark 3% above benchmark	27% below benchmark 34% at benchmark 40% above benchmark	65% less below benchmark 37% more above benchmark	Increase in percentage of students at or above benchmark rose from 7% to 74%

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	537	Reading	Year 1	Reading Benchmark	Average benchmark 9.8	Average benchmark 15.84	Average aggregated Reading Benchmark has risen by 6.04	The expected benchmark range for Year 1 is 14-16 so this result is at the extreme top of the range.
Gov	Targeted students	537	Reading	Year 1	Reading Benchmark	68% below benchmark 14% at benchmark 18% above benchmark	33% below benchmark 17% at benchmark 50% above benchmark	35% less below benchmark 32% more above benchmark	Significant increase in percentage of students at or above benchmark rose from 32% to 67%
Gov	Targeted students	479	Reading	Year 2	Reading Benchmark	Average benchmark 17.6	Average benchmark 21.22	Average aggregated Reading Benchmark has risen by 3.62	The expected benchmark range for Year 2 is 20-22 so this result is at the top end of the range.
Gov	Targeted students	479	Reading	Year 2	Reading Benchmark	57% below benchmark 17% at benchmark 26% above benchmark	31% below benchmark 17% at benchmark 52% above benchmark	26% less below benchmark 26% more above benchmark	Significant increase in percentage of students at or above benchmark rose from 43% to 69%
Gov	Targeted students	399	Maths	Year 3	PAT Maths	Average scale score 30	Average scale score 38.4	Average aggregated scale score has increased by 8.4	Nationally normed scale score for year 3 is 48.2 and while the average aggregated score is below the increase of 8.4 is extremely positive

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	399	Maths	Year 3	PAT Maths	71% below average 27% at average 2% above average	23% below average 51% at average 26% above average	48% less below average 24% more above average	There was a significant increase in the percentage of students at or above average from 29% to 77%
Gov	Targeted students	409	Maths	Year 4	PAT Maths	Average scale score 40.4	Average scale score 46.2	Average aggregated scale score has increased by 5.8	Nationally normed scale score for year 4 is 54.2 and while the final average aggregated score is below this an increase of 5.8 is extremely positive and close to the national 6 point increase from year 3 to 4
Gov	Targeted	409	Maths	Year 4	PAT Maths	45% below average 47% at average 8% above average	19% below average 59% at average 22% above average	26% less below average 14% more above average	There was a significant increase in the percentage of students at or above average from 55% to 81%

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	376	Maths	Year 5	PAT Maths	Average scale score 46.2	Average scale score 51.2	Average aggregated scale score has increased by 5	Nationally normed scale score for year 5 is 60.4 and while the final average aggregated score is below this an increase of 5 is extremely positive and close to the national 6.2 point increase from year 4 to 5
Gov	Targeted students	376	Maths	Year 5	PAT Maths	48% below average 43% at average 9% above average	22% below average 51% at average 26% above average	26% less below average 17% more above average	There was a significant increase in the percentage of students at or above average from 52% to 77%

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	361	Maths	Year 6	PAT Maths	Average scale score 48.8	Average scale score 53.6	Average aggregated scale score has increased by 4.8	Nationally normed scale score for year 6 is 63.6 and while the final average aggregated score is below this an increase of 4.8 is extremely positive and above the national 3.2 point increase from year 5 to 6
Gov	Targeted students	361	Maths	Year 6	PAT Maths	58% below average 40% at average 2% above average	21% below average 55% at average 24% above average	37% less below average 22% more above average	The was a significant increase in the percentage of students at or above average from 42% to 79%
Gov	Targeted students	412	Reading	Year 3	PAT Comprehension	Average scale score 103	Average scale score 112	Average aggregated scale score has increased by 9	Nationally normed scale score for year 3 is 112 which was matched. An increase of 9 is extremely positive
Gov	Targeted students	412	Reading	Year 3	PAT Comprehension	23% below average 51% at average 26% above average	22% below average 57% at average 20% above average	1% less below average 6% less above average	The percentage of students at or above average remained the same at 77%



Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	403	Reading	Year 4	PAT Comprehension	Average scale score 115	Average scale score 122	Average aggregated scale score has increased by 7	Nationally normed scale score for year 4 of 121 was exceeded by 1. An increase of 7 is extremely positive and close to the national 9 point increase from year 3 to 4
Gov	Targeted students	403	Reading	Year 4	PAT Comprehension	16% below average 55% at average 29% above average	23% below average 53% at average 23% above average	7% more below average 6% less above average	While the percentage of students at or above average fell from 84% to 76% the final percentage is still satisfactory and the distribution is within normal ranges
Gov	Targeted students	371	Reading	Year 5	PAT Comprehension	Average scale score 121	Average scale score 125	Average aggregated scale score has increased by 4	Nationally normed scale score for year 5 is 126 so while the final average aggregated score is just below this an increase of 4 is extremely positive and close to the national 5 point increase from year 4 to 5

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	371	Reading	Year 5	PAT Comprehension	16% below average 65% at average 18% above average	22% below average 53% at average 25% above average	6% more below average 7% more above average	While the percentage of students at or above average fell from 83% to 78% the distribution is within normal ranges
Gov	Targeted students	356	Reading	Year 6	PAT Comprehension	Average scale score 124	Average scale score 128	Average aggregated scale score has increased by 4	Nationally normed scale score for year 6 is 129 so while the final average aggregated score is just below this an increase of 4 is extremely positive 356 and above the national 3 point increase from year 5 to 6
Gov	Targeted students	356	Reading	Year 6	PAT Comprehension	26% below average 59% at average 15% above average	24% below average 52% at average 24% above average	2% less below average 9% more above average	While the increase in percentage of students at or above average from 74% to 76% was small there was positive movement in the below and above average bands

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	275	Reading	Year 7	PAT Comprehension	Average scale score 126	Average scale score 131	Average aggregated scale score has increased by 5	Nationally normed scale score for year 7 of 131 was matched and the increase of 5 is extremely positive and above the national 2 point increase from year 6 to 7
Gov	Targeted students	275	Reading	Year 7	PAT Comprehension	29% below average 53% at average 18% above average	23% below average 55% at average 22% above average	6% less below average 4% more above average	While to increase in percentage of students at or above average from 71% to 77% was small there was positive movement in the below and above average bands
Gov	Targeted students	277	Reading	Year 8	PAT Comprehension	Average scale score 128	Average scale score 131	Average aggregated scale score has increased by 3	Nationally normed scale score for year 8 is 135 so while the final average aggregated score is just below this an increase of 3 is extremely positive and close to the national 4 point increase from year 7 to 8

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	277	Reading	Year 8	PAT Comprehension	31% below average 55% at average 18% above average	23% below average 54% at average 24% above average	7% less below average 6% more above average	While the increase in percentage of students at or above average from 73% to 78% was small there was positive movement in the below and above average bands
Gov	Targeted students	267	Reading	Year 9	PAT Comprehension	Average scale score 134	Average scale score 135	Average aggregated scale score has increased by 1	Nationally normed scale score for year 9 of 135 was matched however the national increase from year 8 to 9 of 3 was not.
Gov	Targeted students	267	Reading	Year 9	PAT Comprehension	21% below average 55% at average 23% above average	25% below average 51% at average 24% above average	4% more below average 1% more above average	While the percentage of students at or above average fell from 78% to 75% the distribution is within normal ranges
Gov	Targeted students	352	Reading	Year 10	PAT Comprehension	Average scale score 139	Average scale score 142	Average aggregated scale score has increased by 3	Nationally normed scale score for year 10 is 144 so the final average aggregated score was just below and the increase of 3 also fell below the national increase of 6 from year 9 to 10

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	352	Reading	Year 10	PAT Comprehension	14% below average 56% at average 30% above average	25% below average 51% at average 24% above average	11% more below average 6% less above average	While the percentage of students at or above average fell from 86% to 75% the distribution is within normal ranges
Cath	All students ILNNP schools	1593	Reading	3 & 5	NAPLAN	165(10.6%)	115(7.08%)	3.52%	Fourteen schools sampled from 2011 – 2013 of all ILNNP schools including those targeted for Numeracy only
Cath	All students ILNNP Literacy schools	1048	Reading	3 & 5	NAPLAN	122(12.2%)	77(7.05%)	5.15%	Nine schools sampled
Cath	Sample students non ILNNP Numeracy schools	764	Maths	3 & 5	NAPLAN	80(11.08%)	91(11.29%)	0.21%	Ten schools sampled
Cath	All students ILNNP Numeracy schools	1073	Maths	3 & 5	NAPLAN	158(14.82%)	139(12.88%)	1.94%	Nine schools sampled
Cath	Students ILNNP Literacy schools	138	Reading	Year 4	PAT R	38%	29%	9% improvement	Three ILNNP Literacy schools sampled.

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Cath	Comparable sample non targeted students <sup>1</sup>	61	Reading	Year 4	PAT R	49%	48%	1%	One non ILNNP school sampled 8% difference in Year 4 student achievement in targeted schools compared to non-targeted schools.
Cath	Students ILNNP Literacy schools	170	Reading	Year 5	PAT R	55%	20%	35% improvement	
Cath	Comparable sample non targeted students <sup>1</sup>	72	Reading	Year 5	PAT R	36%	28%	8% improvement	27% difference in Year 5 student achievement in targeted schools compared to non-targeted schools.
Cath	Targeted students	242	Numeracy	Year 4	PAT M	56%	53%	3% improvement	Six ILNNP Numeracy Schools samples
Cath	Comparable non targeted students <sup>1</sup>								Cannot provide achievement of comparable group for numeracy
Cath	Targeted students	340	Numeracy	Year 5	PAT M	67%	58%	9% improvement	Six ILNNP Numeracy Schools samples

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Cath	Comparable non targeted students <sup>1</sup>								Cannot provide achievement of comparable group for numeracy
Ind	Targeted Students	25 Students	Numeracy	Year 4	PAT Maths	Average raw score 18.6	Average Raw Score 29.1	Average improvement 73.7%	While the two groups may not be strictly comparable, it is interesting to note the closing of the gap recorded in two columns to the left.
Ind	Comparable non-targeted students	5	Numeracy	Year 4	PAT Maths	Average raw score 27.2	Average Raw Score 31.0	Average improvement 14.8%	
Ind	Targeted Students	16	Reading	Yr 7-10	PRT R	75% at Stanine 4 or below	56% at Stanine 4 or below	19% improvement	Independent

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

2. Aboriginal and Torres Strait Islander students all ACT government schools

**Table 2 Change in Literacy/Numeracy performance for the targeted student group and comparison group Local measure (i)**

**Canberra Grammar School - entire cohort**

DEEWR ID	School Name	Year level	PiPs Reading (end 2012)	PiPs Reading (end 2013)	Reading benchmark level (end 2012)	Reading benchmark level (end 2013)	PAT reading (end 2012) average		PAT Reading (end 2013) average	
77000 and 77443	CGS	K	72		4	14	n/a		n/a	
77000 and 77443	CGS	1	n/a	n/a	17	25	n/a		n/a	
77000 and 77443	CGS	2	n/a	n/a	23	28	62	Percentile rank	58	Percentile rank
77443	CGS	3	n/a	n/a	n/a	30+	60	Percentile rank	68	Percentile rank
77443	CGS	4	n/a	n/a	n/a	30+	68	Percentile rank	60	Percentile rank
77443	CGS	5	n/a	n/a	n/a	30+	73	Percentile rank	75	Percentile rank
77443	CGS	6	n/a	n/a	n/a	30+	72	Percentile rank	64	Percentile rank
2060	CGS	7	n/a	n/a	n/a	30+	50	raw score	66	Percentile rank
2060	CGS	8	n/a	n/a	n/a	30+	53	raw score	73	Percentile rank

**Case Managed only**

DEEWR ID	School Name	Year level	PiPs Reading (end 2012)	PiPs Reading (end 2013)	Reading benchmark level (end 2012)	Reading benchmark level (end 2013)	PAT reading - percentile rank (end 2012)	PAT reading - percentile rank (end 2013)
77000 and 77443	CGS	K	61	154	1	7	n/a	n/a



**Entire cohort**

DEEWR ID	School Name	Year level	Reading benchmark level (end 2012)	Reading benchmark level (end 2013)	PAT reading - percentile rank (end 2012)	PAT reading - percentile rank (end 2013)
77000 and 77443	CGS	1	5	11	21	23
77000 and 77443	CGS	2	13	18	21	25
77443	CGS	3	18	23	20	21
77443	CGS	4	n/a	n/a	7	17
77443	CGS	5	n/a	n/a	9.5	24
77443	CGS	6	n/a	n/a	6	23
2060	CGS	7	n/a	n/a	18	20
2060	CGS	8	n/a	n/a	20	24

## Attachment C

### Local measure (ii)

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

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Targeted students	17	Reading	3	NAPLAN	<b>339.3</b> 2012 average aggregated mean score	<b>374.4</b> 2013 average aggregated mean score	35.1 increase	This is a significant increase and well above the ACT average for ATSI students all schools
Gov	Comparable students <sup>2</sup>	88	Reading	3	NAPLAN	<b>376.1</b> 2012 average aggregated mean score	<b>376.2</b> 2013 average aggregated mean score	0.1 increase	
Gov	Targeted students	17	Reading	3	NAPLAN	<b>27.8%</b> 2012 percentage of students on bottom 2 bands	<b>14.2%</b> 2013 percentage of students on bottom 2 bands	13.6% decrease	This is a significant decrease and above ACT average
Gov	Comparable students <sup>2</sup>	88	Reading	3	NAPLAN	<b>28.4%</b> 2012 percentage of students on bottom 2 bands	<b>22.7%</b> 2013 percentage of students on bottom 2 bands	5.7% decrease	
Gov	Targeted students	15	Numeracy	3	NAPLAN	<b>369.7</b> 2012 average aggregated mean score	<b>375.9</b> 2013 average aggregated mean score	6.2 increase	This is an increase from 2012

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Comparable students <sup>2</sup>	83	Numeracy	3	NAPLAN	<b>346.7</b> 2012 average aggregated mean score	<b>365.8</b> 2013 average aggregated mean score	19.1 increase	
Gov	Targeted students	15	Numeracy	3	NAPLAN	<b>31.3</b> 2012 percentage of students on bottom 2 bands	<b>18.8</b> 2013 percentage of students on bottom 2 bands	12.5% decrease	This is a significant decrease and comparable to the ATSI all school average
Gov	Comparable students <sup>2</sup>	83	Numeracy	3	NAPLAN	<b>36.1</b> 2012 percentage of students on bottom 2 bands	<b>21.7</b> 2013 percentage of students on bottom 2 bands	14.4% decrease	
Gov	Targeted students	8	Reading	5	NAPLAN	<b>423.2</b> 2012 average aggregated mean score	<b>448.2</b> 2013 average aggregated mean score	25 increase	This is a significant increase and comparable to the ACT average
Gov	Comparable students <sup>2</sup>	78	Reading	5	NAPLAN	<b>446.6</b> 2012 average aggregated mean score	<b>476.3</b> 2013 average aggregated mean score	29.7 increase	
Gov	Targeted students	8	Reading	5	NAPLAN	<b>62.5</b> 2012 percentage of students on bottom 2 bands	<b>23.1</b> 2013 percentage of students on bottom 2 bands	39.4% decrease	This is a significant decrease and well above the ACT average

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Comparable students <sup>2</sup>	78	Reading	5	NAPLAN	<b>39</b> 2012 percentage of students on bottom 2 bands	<b>15.4</b> 2013 percentage of students on bottom 2 bands	23.6% decrease	
Gov	Targeted students	9	Numeracy	5	NAPLAN	<b>447.2</b> 2012 average aggregated mean score	<b>481.4</b> 2013 average aggregated mean score	34.2 increase	This is a significant increase and above ACT average for ATSI students all schools
Gov	Comparable students <sup>2</sup>	79	Numeracy	5	NAPLAN	<b>446.6</b> 2012 average aggregated mean score 450.6	<b>476.3</b> 2013 average aggregated mean score	29.7 increase	
Gov	Targeted students	9	Numeracy	5	NAPLAN	<b>55.5</b> 2012 percentage of students on bottom 2 bands	<b>7.7</b> 2013 percentage of students on bottom 2 bands	47.8% decrease	This is a significant decrease and well above the ACT average
Gov	Comparable students <sup>2</sup>	79	Numeracy	5	NAPLAN	<b>39</b> 2012 percentage of students on bottom 2 bands	<b>15.4</b> 2013 percentage of students on bottom 2 bands	23.6% decrease	
Gov	Targeted students	16	Reading	7	NAPLAN	<b>468.9</b> 2012 average aggregated mean score	<b>478.1</b> 2013 average aggregated mean score	9.2 increase	This is an increase from 2012

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Gov	Comparable students <sup>2</sup>	69	Reading	7	NAPLAN	<b>495.7</b> 2012 average aggregated mean score	<b>510.8</b> 2013 average aggregated mean score	15.1 increase	
Gov	Targeted students	16	Reading	7	NAPLAN	<b>62.6</b> 2012 percentage of students on bottom 2 bands	<b>44.4</b> 2013 percentage of students on bottom 2 bands	18.2% decrease	This is a significant decrease and well above the ACT average
Gov	Comparable students <sup>2</sup>	69	Reading	7	NAPLAN	<b>41.8</b> 2012 percentage of students on bottom 2 bands	<b>33.3</b> 2013 percentage of students on bottom 2 bands	8.5% decrease	
Gov	Targeted students	19	Reading	9	NAPLAN	<b>531.3</b> 2012 average aggregated mean score	<b>523.2</b> 2013 average aggregated mean score	8.1 decrease	This is a small decrease from 2012
Gov	Comparable students <sup>2</sup>	55	Reading	9	NAPLAN	<b>530.7</b> 2012 average aggregated mean score	<b>541.8</b> 2013 average aggregated mean score	11.1 increase	
Gov	Targeted students	19	Reading	9	NAPLAN	<b>53</b> 2012 percentage of students on bottom 2 bands	<b>60</b> 2013 percentage of students on bottom 2 bands	7% increase	This is a modest decrease and is above the ACT average
Gov	Comparable students <sup>2</sup>	55	Reading	9	NAPLAN	<b>44</b> 2012 percentage of students on bottom 2 bands	<b>40.6</b> 2013 percentage of students on bottom 2 bands	3.4% increase	

Sector	Cohort	Number of students involved	Domain	Year level targeted	Measurement tool (as used to provide baseline data)	Baseline achievement (aggregated) eg MSS, or proportion of students in lowest stanines	End of year achievement (aggregated) eg MSS, or proportion of students in lowest stanines	% change or other description of gain, eg. change in PM reading levels.	Comments
Cath	Targeted A&TSI students	8	Reading	Yrs 3-5	NAPLAN	101.75	121	19.25 scale score difference	Small sample size as only 8 Year 5 indigenous students in 14 targeted schools
Cath	Comparable students <sup>1</sup>	6	Reading	Yrs 3-5	NAPLAN	38.8	40.3	1.5 scale score difference	Small sample size as only 6 Year 5 indigenous students in all ACT non ILNNP schools
Cath	Targeted A&TSI students		Reading	Yrs 3-6	PAT R	% below and well below expected stanines 100%	% at Stanine 3 or below 0%	% improvement 100%	2 schools
Cath	Comparable students <sup>1</sup>		Reading	Yrs 3-6	PAT R	% below and well below expected stanines 0%	% at Stanine 3 or below	% improvement	
Cath	Targeted A&TSI students		Numeracy		PAT M	100%	66%	33%	3 schools
Cath	Comparable students <sup>1</sup>		Numeracy		PAT M	Not available			
Ind	Targeted Group	3	Reading	Yr 7, 8, 9	PAT R	66% at Stanine 4 or below	33% at Stanine 4 or below	33% improvement	

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

2. Aboriginal and Torres Strait Islander students all ACT government schools

## Attachment D

### ACT ILNNP NAPLAN DATA for LNNP continuing schools

#### Independent schools

*\*Note no continuing year 3 students*

<u>Target Group / Measure</u>	<u>Data item</u>	2008	2009	2010	2011	2012	2013
Year 5 Reading	Mean scale score	526	521	531	534	555	541
	Standard deviation	72	77	84	75	84	67
	Number of students at NMS	12	11	14	9	4	5
	Number of Indigenous students at NMS	0	0	0	0	0	0
	Number of students below NMS	2	9	7	3	4	1
	Number of Indigenous students below NMS	0	0	0	0	0	0
	Number of students with scores	174	176	169	174	151	175
	Number of Indigenous students with scores	2	0	0	1	1	1
	Number of students absent	2	5	1	3	4	2
	Number of Indigenous students absent	0	0	0	0	0	0
	Number of students withdrawn	0	0	0	0	0	1
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	0	0	0	0	0	0
	Number of Indigenous students exempted	0	0	0	0	0	0
Year 7 Reading	Mean scale score	573	568	581	574	581	578
	Standard deviation	75	78	68	70	73	66
	Number of students at NMS	27	33	17	23	23	21
	Number of Indigenous students at NMS	1	1	2	0	0	0
	Number of students below NMS	6	9	3	5	10	4
	Number of Indigenous students below NMS	0	0	0	0	0	0

<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
	Number of students with scores	309	348	284	320	295	314
	Number of Indigenous students with scores	4	1	4	4	3	3
	Number of students absent	14	6	6	7	3	10
	Number of Indigenous students absent	0	1	0	1	0	1
	Number of students withdrawn	0	0	0	2	1	2
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	0	0	0	0	2	0
	Number of Indigenous students exempted	0	0	0	0	0	0
Year 9 Reading	Mean scale score	606	583	573	581	585	591
	Standard deviation	65	65	64	63	59	60
	Number of students at NMS	14	25	35	31	20	15
	Number of Indigenous students at NMS	0	0	4	0	1	0
	Number of students below NMS	2	8	13	7	4	7
	Number of Indigenous students below NMS	0	0	0	0	0	0
	Number of students with scores	171	159	166	160	141	150
	Number of Indigenous students with scores	0	4	9	2	3	2
	Number of students absent	1	12	8	7	8	8
	Number of Indigenous students absent	0	0	0	0	2	0
	Number of students withdrawn	0	0	0	1	3	0
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	0	0	0	0	0	1
Number of Indigenous students exempted	0	0	0	0	0	0	
Year 5 Numeracy	Mean scale score	521	516	532	535	538	538



<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
	Standard deviation	75	71	78	81	75	80
	Number of students at NMS	15	13	9	4	5	10
	Number of Indigenous students at NMS	1	0	0	0	0	1
	Number of students below NMS	0	4	2	1	2	4
	Number of Indigenous students below NMS	0	0	0	0	0	0
	Number of students with scores	173	178	168	172	150	174
	Number of Indigenous students with scores	2	0	0	1	0	1
	Number of students absent	3	3	2	5	5	4
	Number of Indigenous students absent	0	0	0	0	1	0
	Number of students withdrawn	0	0	0	0	0	0
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	0	0	0	0	0	0
	Number of Indigenous students exempted	0	0	0	0	0	0
Year 7 Numeracy	Mean scale score	587	576	589	579	585	579
	Standard deviation	78	79	80	75	87	73
	Number of students at NMS	19	23	10	20	20	15
	Number of Indigenous students at NMS	2	0	0	1	0	0
	Number of students below NMS	5	6	1	2	8	0
	Number of Indigenous students below NMS	0	0	0	0	0	0
	Number of students with scores	309	342	282	321	295	315
	Number of Indigenous students with scores	4	1	4	5	2	3
	Number of students absent	14	12	8	6	3	9
	Number of Indigenous students absent	0	1	0	0	1	1
	Number of students withdrawn	0	0	0	2	1	2

<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	0	0	0	0	2	0
	Number of Indigenous students exempted	0	0	0	0	0	0
Year 9 Numeracy	Mean scale score	587	582	586	589	599	600
	Standard deviation	54	58	60	69	64	64
	Number of students at NMS	22	28	28	29	18	15
	Number of Indigenous students at NMS	0	0	3	1	0	0
	Number of students below NMS	4	2	1	3	1	1
	Number of Indigenous students below NMS	0	0	0	0	0	0
	Number of students with scores	166	157	170	161	141	152
	Number of Indigenous students with scores	0	4	8	2	2	1
	Number of students absent	6	14	4	6	8	6
	Number of Indigenous students absent	0	0	1	0	3	1
	Number of students withdrawn	0	0	0	1	3	0
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	0	0	0	0	0	1
	Number of Indigenous students exempted	0	0	0	0	0	0

## Catholic Schools

\*Note no continuing year 7 students

<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean scale score	416	435	434	430	435	425
	Standard deviation	79	84	80	87	85	77
	Number of students at NMS	86	42	45	53	61	42
	Number of Indigenous students at NMS	2	0	0	1	5	2
	Number of students below NMS	21	16	25	30	10	8
	Number of Indigenous students below NMS	1	0	1	2	0	0
	Number of students with scores	826	808	754	779	763	513
	Number of Indigenous students with scores	15	7	10	11	12	11
	Number of students absent	20	13	6	16	22	11
	Number of Indigenous students absent	0	1	0	1	0	2
	Number of students withdrawn	2	4	9	9	16	12
	Number of Indigenous students withdrawn	0	0	0	1	1	2
	Number of students exempted	5	4	8	5	0	4
	Number of Indigenous students exempted	1	0	0	0	0	0
Year 5 Reading	Mean scale score	496	515	501	510	512	515
	Standard deviation	73	74	77	78	72	63
	Number of students at NMS	78	67	84	57	51	32
	Number of Indigenous students at NMS	3	2	1	0	2	5
	Number of students below NMS	51	25	42	32	25	4
	Number of Indigenous students below NMS	0	2	2	0	0	0

<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
	Number of students with scores	805	773	762	722	686	501
	Number of Indigenous students with scores	12	12	11	8	5	13
	Number of students absent	15	13	20	16	4	7
	Number of Indigenous students absent	1	1	0	0	0	0
	Number of students withdrawn	2	1	7	9	4	6
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	2	4	8	2	6	3
	Number of Indigenous students exempted	0	0	0	0	0	0
Year 3 Numeracy	Mean scale score	406	403	409	406	404	400
	Standard deviation	67	71	71	70	68	64
	Number of students at NMS	47	90	74	80	66	34
	Number of Indigenous students at NMS	1	0	2	3	2	2
	Number of students below NMS	16	31	13	16	16	10
	Number of Indigenous students below NMS	1	1	0	0	2	1
	Number of students with scores	819	806	750	778	760	512
	Number of Indigenous students with scores	15	7	10	10	12	13
	Number of students absent	27	15	10	19	26	13
	Number of Indigenous students absent	0	1	0	2	0	1
	Number of students withdrawn	2	4	9	9	15	11
	Number of Indigenous students withdrawn	0	0	0	1	1	1
	Number of students exempted	5	4	8	3	0	3
	Number of Indigenous students exempted	1	0	0	0	0	0
Year 5 Numeracy	Mean scale score	477	495	489	494	495	487

<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
	Standard deviation	64	62	61	64	64	65
	Number of students at NMS	128	89	85	68	72	70
	Number of Indigenous students at NMS	2	6	2	1	0	3
	Number of students below NMS	36	16	25	21	18	12
	Number of Indigenous students below NMS	2	0	1	0	1	2
	Number of students with scores	794	769	760	719	676	497
	Number of Indigenous students with scores	13	12	11	8	5	12
	Number of students absent	26	18	23	19	14	12
	Number of Indigenous students absent	0	1	0	0	0	1
	Number of students withdrawn	2	1	7	9	5	5
	Number of Indigenous students withdrawn	0	0	0	0	0	0
	Number of students exempted	2	3	7	2	5	3
	Number of Indigenous students exempted	0	0	0	0	0	0

## Government Schools

*\*Note no continuing year 7 students*

<u>Target Group / Measure</u>	<u>Data item</u>	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean scale score	382	398	401	412	409	406
	Standard deviation	87	85	92	97	97	88
	Number of students at NMS	60	47	53	47	31	36
	Number of Indigenous students at NMS	2	5	6	6	1	2
	Number of students below NMS	45	29	32	24	31	17
	Number of Indigenous students below NMS	2	3	3	0	2	3
	Number of students with scores	382	360	342	316	297	297
	Number of Indigenous students with scores	15	20	15	10	12	18
	Number of students absent	16	18	10	12	14	18
	Number of Indigenous students absent	1	2	1	0	2	1
	Number of students withdrawn	12	2	13	20	28	37
	Number of Indigenous students withdrawn	1	0	1	2	1	3
	Number of students exempted	9	13	9	9	10	3
	Number of Indigenous students exempted	0	0	0	0	2	0
Year 5 Reading	Mean scale score	469	477	477	483	473	493.73
	Standard deviation	70	77	78	75	87	65.59
	Number of students at NMS	78	60	44	53	26	36
	Number of Indigenous students at NMS	4	3	4	3	3	3
	Number of students below NMS	52	56	45	33	53	6

<u>Target Group / Measure</u>	Data item	2008	2009	2010	2011	2012	2013
	Number of Indigenous students below NMS	4	8	4	6	14	0
	Number of students with scores	436	399	333	317	314	294
	Number of Indigenous students with scores	16	14	16	16	17	5
	Number of students absent	13	18	11	16	7	13
	Number of Indigenous students absent	1	2	1	2	1	1
	Number of students withdrawn	3	1	18	17	16	21
	Number of Indigenous students withdrawn	0	0	0	1	0	3
	Number of students exempted	9	12	10	10	8	8
	Number of Indigenous students exempted	1	1	0	1	0	0
Year 3 Numeracy	Mean scale score	380	379	386	390	379	380
	Standard deviation	68	73	69	74	74	65
	Number of students at NMS	51	60	60	52	46	43
	Number of Indigenous students at NMS	5	3	7	5	5	3
	Number of students below NMS	24	37	14	23	26	11
	Number of Indigenous students below NMS	0	4	2	3	4	0
	Number of students with scores	376	357	340	320	301	305
	Number of Indigenous students with scores	15	19	15	10	12	18
	Number of students absent	22	20	12	8	11	10
	Number of Indigenous students absent	1	2	1	0	2	0
	Number of students withdrawn	12	2	13	20	28	37

	Number of Indigenous students withdrawn	1	0	1	2	1	4
	Number of students exempted	9	14	9	9	9	3
	Number of Indigenous students exempted	0	1	0	0	2	0
Year 5 Numeracy	Mean scale score	449	463	466	477	463	466
	Standard deviation	60	65	71	62	69	64
	Number of students at NMS	126	93	60	42	63	63
	Number of Indigenous students at NMS	7	3	4	1	7	2
	Number of students below NMS	42	37	38	21	41	17
	Number of Indigenous students below NMS	2	5	3	4	4	0
	Number of students with scores	435	400	335	312	318	300
	Number of Indigenous students with scores	16	15	16	16	17	5
	Number of students absent	14	17	10	21	5	8
	Number of Indigenous students absent	1	0	1	2	1	1
	Number of students withdrawn	3	1	18	17	16	20
	Number of Indigenous students withdrawn	0	0	0	1	0	3
	Number of students exempted	9	12	9	10	8	9
	Number of Indigenous students exempted	1	1	0	1	0	0



## ILNNP SHOWCASE

<b>School name</b>	Gordon Primary School
<b>DEEWR school ID</b>	15066
<b>Suburb</b>	Gordon
<b>State/Territory</b>	ACT
<b>Sector</b>	Government
<b>School type</b>	Primary
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	490
<b>Number of Aboriginal and Torres Strait Islander students</b>	28
<b>Number of students with a language background other than English</b>	59
<b>2013 student attendance rate</b>	Indigenous students: 85% attendance rate Non-Indigenous students: 94% attendance rate
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

***School Background***

Gordon Primary School was opened in 1993 to meet the needs of a newly established suburb in the Tuggeranong Valley on the outskirts of the Australian Capital Territory. In 2013, 78% of the classroom teaching staff was in their first 5 years of teaching; half of this group were in their first or second year of teaching. Of the student population, almost 16% of the school had a language background other than English, just fewer than 6% identified as Aboriginal or Torres Strait Islander students and approximately 34% were from low SES families according to the most recent figures. Gordon Primary School has an ICSEA rating of 1004.

***ILNNP Approach******Approach 1: Coaching as a strategy for improvement***

The Principal, Deputy and Team Leaders were all dedicated to ongoing coaching and mentoring with a time allocation built into their schedule. In Semester 1, this manifested as a weekly allocation from between a half of a day and two days per week. In Semester 2, the Principal and Deputy continued with their weekly schedule whilst Team Leaders were each relieved of their team responsibilities for five weeks to provide intensive coaching and mentoring based on specific objectives. These objectives were aligned with the school Annual Operating Plan.

In addition, Gordon Field Officer provided full time coaching and mentoring, worked towards the school goals and provided school-based professional learning and coaching focused on the nexus between data interpretation, planning, teaching and learning.

A peer observation program was introduced in 2013 to expand the school's coaching strategy and cultivate staff collaboration. Each teacher was required to participate in two structured observations per term, using the Quality Teaching model (QTm) as the guide for observation and recording of descriptive feedback. Teachers selected their focus (or 'question of practice') for observation and feedback from the QTm as well as the subject area for observation.

### ***Approach 2: A case management approach to improving literacy and numeracy skills***

Gordon Primary School conducted weekly Case Management meetings in each of the four teams, with team leaders as the instructional leader supported by specialist staff such as the Reading Recovery teacher, ESL teacher, LSC teacher Principal and Field Officer. Over the course of the year, more than 60 students were the focus of these meetings. Recording sheets for recording Literacy and Numeracy were refined to include the school endorsed resources (First Steps, Count Me In Too and Middle Years Mental Computation) and learning intentions.

### ***Implementation***

#### ***Approach 1: Coaching as a strategy for improvement***

Gordon Primary School's approach of having all school leaders as instructional coaches was well established prior to 2013. One of the challenges of the scheduled weekly coaching time allocation has been the frequency of interruptions due to demands on school leader time. Team leaders reported they were more successful in their coaching and saw more significant change following the five week intensive coaching period.

The peer observation program initially began within teams, whereby teachers paired with another teacher teaching the same or similar cohort. Gordon Primary School is an open-plan school where teachers collaborate for planning and come together for team teaching sessions. Conducting formal observations within teams provided a 'safe' environment for their observations. In the second stage of implementation teachers paired with a colleague of choice from outside their team. Teachers had autonomy over when to meet for observation and feedback. Following each observation and feedback session they were required to inform their team leader of the basic details of the session (who, when, focus area). This was initially challenging but teachers' time management and expertise improved across the year and it has become part of their professional practice.

#### ***Approach 2: A case management approach to improving literacy and numeracy skills***

The case management approach to improving literacy and numeracy skills began in 2012 and continued with refinements in 2013. One change to implementation was to formalise the follow-up session/s for those students who had a case management plan. This comprises a one-page documentation of the impact of the interventions and includes a reflection by the teacher on their own learning in relation to the student and intervention. One challenge was the consistency of record keeping across the school; some were filed in electronic format, others in hard copy. Feedback from teaching staff indicated they sometimes felt limited in their ability to contribute to the case management meetings due to inexperience. More consistent practices across the school were developed to provide consistent data and staff support staff in case management meetings.

## ***Progress/Outcomes***

### ***Approach 1: Coaching as a strategy for improvement***

One improvement since the introduction of the ongoing coaching and mentoring program by school leaders as instructional coaches is the consistency of planning teaching and learning across the school. Teachers plan teaching and learning episodes using the same framework (Learning by Design) informed by the school endorsed resources (First Steps, CMIT, MYMC). Teacher confidence surveys conducted at the beginning and end of the year show improvement of between 20% - 30% for the focus areas in Literacy and Numeracy. Teachers who implemented guided reading indicated a 33% increase in confidence they were conducting their guided reading sessions with the correct structure, and meeting the needs of their students. Teachers who implemented Cooperative Reading indicated a 24% increase in their confidence in correctly implementing this approach.

Sample student data shows pleasing progress for 2013 in reading. The end of year benchmarks for kindergarten, year one and year two are:

Kindergarten: 62% at or above benchmark

Year 1: 97% at or above benchmark

Year 2: 78 % at or above benchmark

The year 3 cohort was of particular interest because, at the beginning of year one only 20% of the cohort was at or above benchmark. However, at the end of 2013, 58% were at or above benchmark, (44% above benchmark).

### ***Approach 2: A case management approach to improving literacy and numeracy skills***

Case management processes have been established with regular meetings of school leadership team, specialist literacy and numeracy support teachers and class teachers. Case management has provided a vehicle for the development of whole school knowledge of student performance, and of groups/individuals at risk of underperformance. It proved a useful tool in providing information for student planning and the development of intervention/support strategies. Follow up sessions have been used to evaluate the success of intervention/support in improving student performance. In 2014 we will continue to refine our Case Management approach.

Two areas for consolidation in 2014 will be:

- Whole school practices around consistent record keeping and filing on a central electronic database including copies of work samples. This will be communicated to all staff at Gordon Primary School and particularly new staff members.
- Greater rigour in providing support for the teacher and focus student/s by school leaders as instructional coaches. This approach will need to be better resourced and targeted to teacher need and ability.

## ILNNP SHOWCASE

<b>School name</b>	Namadgi School
<b>DEEWR school ID</b>	27588
<b>Suburb</b>	Kambah
<b>State/Territory</b>	ACT
<b>Sector</b>	Government
<b>School type</b>	Combined P to 10
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	678
<b>Number of Aboriginal and Torres Strait Islander students</b>	70
<b>Number of students with a language background other than English</b>	68
<b>2013 student attendance rate</b>	93%
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

### ***School Background***

Namadgi School opened in 2011. The school operates an Early Childhood Intervention Playgroup, Early Childhood Intervention Unit, an Early Childhood Centre, a Learning Support Unit (Autism) and a Learning Support Unit (LSU) and two preschools. Namadgi School has grown rapidly with an initial enrolment of 489 students from Preschool to year 7 in 2011. In 2013 678 students were enrolled Preschool to year 9.

The school has a staff of 58. The executive structure is two Co-Principals, two Deputy Principals and six Executive Teachers. In 2013 a Literacy and Numeracy Field Officer was appointed to the school for two years along with a Behaviour Support Partner for 2013.

### ***ILNNP Approach***

While the Literacy and Numeracy Field Officer was appointed to focus on the K to 6 years it has been appropriate to consider the P to 10 year levels when developing whole school practice in aligning assessment, curriculum, and pedagogy.

### ***Approach 1: Coaching as a strategy for improvement***

#### ***Implementation***

The field officer has worked as a member of the school leadership team on key improvement strategies and has coached teachers to implement and embed the strategies across the school.

Key improvement strategies:

- Deliver a shared vision of beliefs and understandings in the teaching of literacy and numeracy.
- Implement consistent whole school practice in aligning assessment, curriculum, pedagogy and reporting using a data driven, research-based and inquiry driven approach.
- Deliver a tiered teaching strategy (universal, selected, targeted) where students receive evidence based instruction in the classroom as well as additional explicit teaching if they have an identified area of need in the early years.
- Build capacity in a range of evidence based strategies in literacy and numeracy.

### ***Progress/Outcomes***

In 2013, the following has been achieved:

Teacher coaching and mentoring in:

- scaffolding written language through oral language
- reading accuracy strategies
- strategies for decoding and encoding multisyllabic words
- phonological awareness in kinder
- whole class vocabulary instruction
- syntax development for written language through explicit class lessons
- assessment and diagnostic interpretation of results in literacy and numeracy
- guided reading
- co-operative reading
- high frequency word acquisition
- use of technology to support written language and literacy acquisition
- planning and delivery of a unit of work using universal design for learning (udl) framework based on a text and scaffolded for literacy acquisition in Year 6.
- Clarification of the schools *Shared Beliefs and Understandings* about student outcomes and learning in the areas of literacy and numeracy, informed by Sharratt and Fullan (2009)
- Support for continued practice of a dedicated literacy time to provide daily, sustained focus on literacy instruction across the school. (e.g. Daily 5)
- Expertise amongst the staff in literacy strategies identified and staff encouraged to coach, mentor and deliver PL to other staff to build capacity.
- Support for staff with discussions and resources for individual students on request.
- Delivered the professional learning to LSAs and teachers to implement appropriate oral language programs (Prep Talk, Support a Talker, Barrier Games) across years P to 3.
- Delivery of targeted professional learning on literacy and numeracy programs

### ***Approach 2: A case management approach to improving literacy and numeracy skills***

#### ***Implementation***

Guided by the 14 Parameters in *From Information Glut to Well-known FACES* Sharratt and Fullan (2009) Namadgi School has focused on data informing teachers on how to meet the learning needs of the students by establishing a framework for literacy intervention.

Improving literacy and numeracy outcomes for all students was identified as priority one in the school's Strategic Plan and the 2013 Annual Operating Plan. The goals were to:

- increase the proportion of students achieving reading benchmarks levels for Years K-6

- increase the proportion of students achieving expected or better growth in PIPS results
- achieve student growth in literacy and numeracy relative to Tuggeranong mean network growth in NAPLAN results for Years 5, 7 and 9.

### ***Progress/Outcomes***

In 2013, the following was achieved:

- 'data wall' and other tracking methods of student progress including data analysis of NAPLAN and PIPS data and teacher assessment
- 'Staff Planning Centre' where data is displayed and staff meetings are held to discuss the data and collaboratively plan the response to the data to drive instruction
- increased teacher capacity in collecting data, interpreting data and responding to data
- audit of current assessment practices and tools
- survey of teaching staff in their competency levels in administering and interpreting each of the tools
- teacher capacity in administering assessment tools through peer mentoring by staff
- schedule of universal assessments for implementation across the school identifying:
  - *universal* screening tools and student progress monitoring tools
  - *selected* assessments to diagnose areas of need in students that are not responding to the universal pedagogy in the classroom
  - *targeted* assessments by the school counsellor, Therapy ACT and other relevant professionals
- screening and progress monitoring tools for early identification and early intervention of literacy and numeracy difficulties
- framework for literacy and numeracy intervention and beginning of the implementation a tiered teaching strategy
- PL to LSAs and teachers to implement appropriate oral language programs P to 3
- literacy resources available on a moveable trolley to be used in all year levels K to 5 for small group and individual literacy skill building.

Namadgi School leadership recognised the need to allocate resources of appropriately skilled staff, dedicated space, teaching and curriculum resources to meet the needs of students with literacy and numeracy difficulties. They established specialised rooms, staff, resources and time in preparation for a more formalised and clearly articulated process aligned to RTI will be funded next year as part time experienced teachers will be formed into a support team (What I Need at Namadgi (WIN@N team) who will work collaboratively to deliver high quality programs to maximise academic and social success for the students.

The assessment schedule at a universal level is established and the data informing learning will be fully available to staff. The WIN@N team is established with experienced and highly accomplished teachers who have formed a Professional Learning Community within the school. Its purpose is to achieve high standards for all students through:

- screening
- progress monitoring
- data analysis and decision making
- three tier support program.

2014 initiatives:

- Oral and written language intervention program for implementation for students with delayed oral language resulting in poor vocabulary skills and weak oral language skills.
- PL planned
- Listening and Reading Comprehension projected for 2014
- Middle Years Mental Computation (MYMC) - staff trained to deliver this in 2014.

***Namadgi Reads*** – a dedicated silent reading time

***Namadgi Writes***- a dedicated writing time as a culmination of oral language and text scaffolding delivered to students during the week

**Explicit Vocabulary instruction**

**Oxford University Word Project**- teaching of high frequency words

**Middle Years Mental Computation**-professional learning and implementation.

**Timetabling to reflect learning outcome priorities**- e.g. numeracy timetabled at the start of the day

## ILNNP SHOWCASE

<b>School name</b>	Saint John the Apostle Primary
<b>DEEWR school ID</b>	2907
<b>Suburb</b>	FLOREY
<b>State/Territory</b>	ACT
<b>Sector</b>	Catholic
<b>School type</b>	Primary
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	377
<b>Number of Aboriginal and Torres Strait Islander students</b>	7
<b>Number of students with a language background other than English</b>	20
<b>2013 student attendance rate</b>	95%
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

### ***School Background***

St John the Apostle is a Catholic Primary School located in Florey, ACT. It was opened in 1979. Within a few years there were over 600 students enrolled in twenty-one classes. With the changing demographics, the school now has 14 class groups from Kindergarten to Year Six and has a current enrolment of 377 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 52% male and 48% female students; less than 2% indigenous students; and 5.3% from a Language Background other than English (LBOTE).

The school employs 31 staff comprising 22 teachers and 9 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, office manager, finance officer, tuckshop manager, chaplain and janitor.

The school identified that student achievement in reading was below state mean (see Figure 1.2) and this was targeted as a priority for whole school improvement in 2012 – 2013.

The community recognises the need to foster strong home-school partnerships with regular and varied forms of communication. The Community Council has taken an active role in developing communication channels with all families. During the reporting period, the school executive increased its partnerships with parents in the area of reading. A number of parent workshops were held, focussing on developing parental skills and knowledge in the area of reading in order to support the Home Reading Program and parental involvement in reading classroom activities.



## ***ILNNP Approach***

### ***Archdiocesan Approach***

The Archdiocese uses a whole school approach based on smarter Schools National Partnership Literacy and Numeracy in primary schools. At St John the Apostle Florey this incorporated the four complementary elements of the Archdiocesan plan in the focus area of literacy:

- Principals and school leadership teams
- Team Leadership for School Improvement
- Principals as Literacy Leaders
- The effective use of data
- Analysis of data from NAPLAN and system determined assessments including PAT Reading, Teaching Reading Levels (TRL), Kindergarten Assessment, Year One Observation Survey and Reading Recovery assessments
- Determine Literacy school priorities and targets.
- The capacity building of principals and teachers

Tier 1 – High quality, evidence based whole class teaching instruction based on the Australian Curriculum using the First Steps pedagogical approach

Tier 2 – Targeted, differentiated student instruction in class setting. This involved the Gradual Release of Responsibility pedagogical approach within Literacy Blocks. For Aboriginal Students it may also have included work with an Aboriginal Education Worker (AEW) for additional classroom support.

Tier 3 – Intensive support for students who are two or more years behind their age cohort in Literacy/Numeracy and/or have identified disabilities. This included student participation in the Early Literacy Intervention program Reading Recovery, Personalised Learning Plans (PLPs) and included the presence of an Aboriginal Education Worker (AEW) who facilitated cultural programs within the school.

- Enhancing teacher collaboration and shared responsibility
- Development of annual School Literacy Plans
- Agreed Practice in assessment
- Implementation of National Professional Standards for Teachers

### ***Intended Improvement for Particular Student Cohorts and/or Teachers during 2013***

#### **Principals and school leadership teams**

A new Principal and Assistant Principal were appointed to St John the Apostle Florey at the beginning of 2013 so professional learning and school handover information was co-ordinated by Catholic Education Literacy Officers regarding the ILNNP Literacy school priorities and approaches within the Archdiocese and at school level to ensure all 4 elements of the Archdiocesan approach were sustained and embedded.

#### **The effective use of data**

Class teachers had previously administered a large number of literacy assessments which involved a duplication of assessed student literacy skills and knowledge. Teacher analysis of results to inform teaching was not consistent across the school so all class teachers K-6 were targeted during 2013 for professional learning, mentoring and implementation of whole school Agreed Practice in Assessment to improve use of

data to inform teaching and maximise learning. Two teachers were classified as Early Career Teachers and received intensive mentoring in administration, analysis and use of data.

Learning Support team practice had previously involved student withdrawal. Adoption of best practice models was a target for all class teachers and learning support team personnel in 2013 in order to improve teacher understanding and use of assessments for all students, enhance across school collaboration in teaching literacy and effectively employ learning support team personnel in class literacy blocks based on student data.

Data for early literacy was a priority, so Kindergarten to Year 2 students were targeted in Semester One by school executive, class teachers, the learning support team and the Reading Recovery teacher. To ensure a consistent, whole school approach, data from Years 3-6 students were a focus of school executive, class teachers, the learning support team and the ILNNP Co-ordinator in Semester Two.

Due to school executive staff turnover, determining Literacy priorities and targets at St John the Apostle Florey involved a review of the previous year by Catholic Education Office Literacy Officers and Senior Officers, the ILNNP Co-ordinator, Principal and Assistant Principal to ensure momentum of literacy initiatives in 2012 were sustained and effective teaching and learning practices in literacy were embedded in 2013.

Consolidation of the School Literacy Plan 2013 and formulation of the School Literacy Plan 2014 by the school executive, ILNNP Co-ordinator, Reading Recovery teacher, class teachers K-6, Learning Support Team and Aboriginal Education Worker targeted intended improvement in student literacy achievement K-6, class teacher practice, parental skills and knowledge in the Home Reading program and effective use of the AEW and Learning Support Team. Intended improvement was for all members of the school community in order to optimise student achievement and ensure sustainability.

### **The capacity building of principals and teachers**

Tier 1 – High quality, evidence based whole class teaching instruction

Tier 2 – Targeted, differentiated student instruction in class setting.

Tier 3 – Intensive support for students who are two or more years behind their age cohort in Literacy/Numeracy and/or have identified disabilities.

Professional learning, professional conversations and support for the Principal and Assistant Principal were a focus at St John the Apostle due to recent staff turnover at the school executive level. This was considered critical as principals and school leadership teams have an active role in leading school improvements.

All class teacher and learning support team practice K-6 was an intended improvement as good quality teachers, using effective, evidence based approaches make a difference to student outcomes.

Year 1 and 2 student literacy achievement was targeted through the Reading Recovery and Forward Together programs as intervention in early years is more effective and cost efficient compared to intervention in later years.

Enhancing teacher collaboration and shared responsibility

The School Literacy Plan identified all students K-6 as the intended cohort for improvement in literacy. There was recognition of shared responsibility across the school community in order to achieve this outcome so intended improvements in school leadership by Principal and Assistant Principal, effective pedagogical approaches of teaching staff, best practice in Learning Support and efficient parental skills in supporting early literacy in the home reading program were all areas of focus in 2013.

### **Implementation**

Whole School focus in literacy was provided through staff meetings, professional conversations, parent workshops, teacher mentoring and coaching throughout 2013 in:

- Curriculum
- Programming
- Pedagogy

Professional learning for the School Principal was provided through a program delivered by Catholic Education Office personnel titled - *Principals as Literacy Leaders* in Term 2. School strategic planning and support for the Principal was provided by the Catholic Education Office in Term 1 and sustained during the year in collaboration with the school executive team, ILNNP Co-ordinator, Learning Support Teacher and Reading Recovery Tutor. The Team Leadership for School Improvement Program was completed in Semester 2.

Professional Learning for teachers was provided every term and throughout the year and included a focus on the Australian Curriculum, Assessment, First Steps Reading, Accomplished Author Mem Fox, READ On, Teaching and Learning for School Improvement Modules (TL4SI), Anstey and Bull Visual Literacy, ALEA workshops and Daily 5 presentation, Running Records Marie Clay approach, Persuasive Writing and Spelling

A Peer Mentor program was established in 2012 and sustained throughout 2013 for teachers and teacher assistants to ensure school professional discussions and implementation of effective literacy approaches embedded good literacy practice and worked towards improvement of student literacy outcomes. This included:

- Literacy Coordinator mentoring of effective Literacy teaching approaches class teachers K-6
- Demonstration lessons for Learning Support Assistants in reading
- Demonstration lessons in Modelled and Guided Reading lessons
- Observation and professional feedback in Modelled and Guided Reading lesson delivery
- Establishing and maintaining strong mentor program for Early Career Teachers
- Parent/School Partnerships were consolidated through:
- Literacy Information Session for Kindergarten parents in Term 1
- Reading Information sessions K-6 Semester 1
- Ongoing school/parent communications in student achievement in class, learning support, Reading Recovery and Forward Together K-6

The Resource Audit took 12 months and involved:

- Purchase, collation and creation of resources to compliment intensive support programs including Reading Recovery and Forward Together.
- Stocktake, survey, purchase and dissemination of resources for Hot Reads – school wide survey of teachers, parents and students of popular and contemporary texts

- Stocktake, survey and purchase of library resources, Infants' resources, Home Readers K-6 and gender specific resources, Guided Reading sets for upper and lower primary, e-readers for upper primary year levels, School Magazine subscriptions, Scholastic (comprehensive) standing order, e-readers and Reading Eggs
- Purchase of texts for teachers to consolidate professional knowledge and practice in effective literacy teaching and learning practices

School Community Reading Celebrations in 2013:

- Book Week - Book Fair, Parade, displays, prizes and competitions.
- Indigenous literacy day.
- Chief Minister's Reading Challenge for 2013 and Chief Minister's Reading Award Ceremony

Reading Recovery:

- Student handover for class teachers from Learning Support and Reading Recovery teacher Term 1
- Monitoring of 2012 Reading Recovery students Terms 1-4.
- Learning Support teacher revision of class supports required Terms 1-4.
- Whole school focus on effective teaching strategies and analysis of assessment Terms 1-4
- Meetings with parents of Reading Recovery students to discuss the program as students placed on program Terms 1-3

Tracking Student Assessment across School:

Provided teachers with PAT-R assessments and analysis tools Term 1.

Mentored new staff in assessment Terms 1-4.

Assisted teachers to administer PAT-R and record data on spreadsheet Term 1.

Whole school Agreed Practice Terms 1-4

Review of literacy assessments to identify students who were experiencing difficulties in reading per term. These children are flagged and discussed with Learning Support

Differentiation of the curriculum:

Professional Learning and Peer Mentoring Terms 1 – 4

Ongoing I.L.P meetings Terms 1 – 4

Quick Readers program with Year 2 ex-Reading Recovery students and those reading at lower levels

LSA and class teacher collaborative analysis Quick Reader and literacy blocks

Collecting, collating and analysing PAT-R data across 2012 and 2013.

In addition to Learning Support assistance of identified students Terms 1-4, K-2 (Semester 1) and Years 3 - 6 (Semester 2) students receive intensive Literacy Support with targeted students several times each week.

AEW works with students one day per week Terms 1-4

Continued monitoring of students on ILP's and staff monitoring students in their classes through ongoing Literacy Assessments.

### ***Challenges***

Staff turnover was the primary challenge at St John the Apostle. Intensive support was required for the Principal and Assistant Principal in Term 1 and Early Career staff Terms 1 – 4 to ensure 2012 approaches were sustained and embedded in 2013.

The Peer Mentor Program was a highly effective way of implementing the ILNNP K-6 but a key staff member left the school at the end of 2012. Work was required to ensure the program was effectively co-ordinated, all staff included and professional learning in effective pedagogical approaches were maintained throughout 2013.

One executive member had a large number of responsibilities and carried a heavy workload in implementation of the ILNNP approaches across the school community.

### ***Progress/Outcomes***

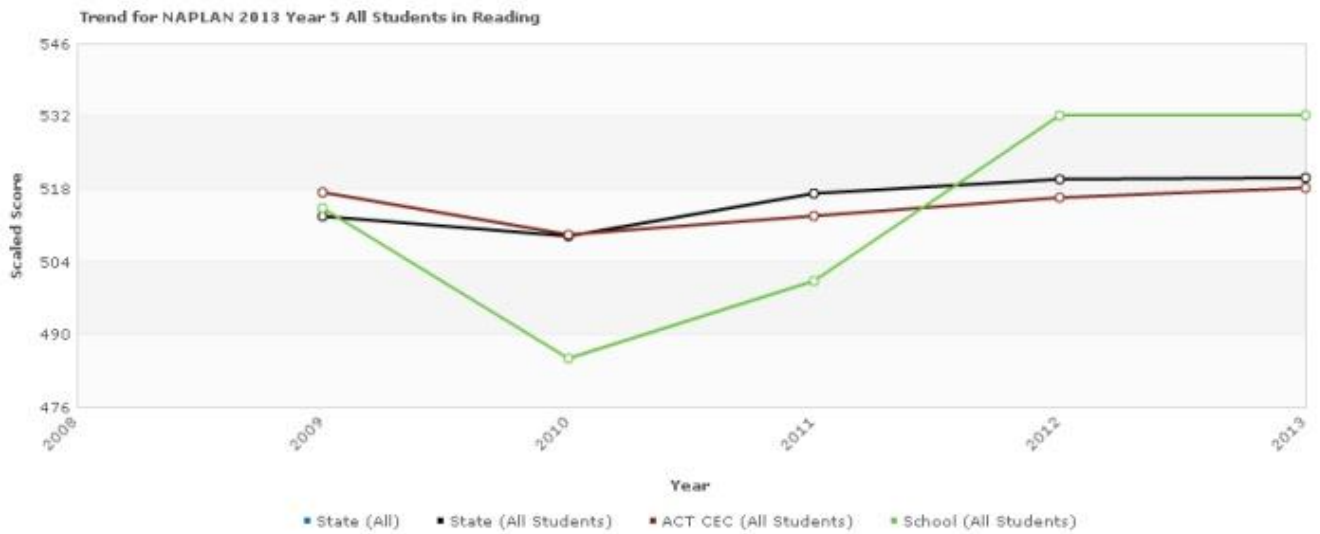
#### ***Improvements Observed in Implementing the Approach***

The school targeted reading under National Partnerships/ILNNP 2012 and 2013. Achievement was tracked using the *National Assessment Program - Literacy and Numeracy* (NAPLAN), Progressive Achievement Tests in Reading (PAT – R) and Reading Running Records, using the Marie Clay's Analysis of Achievement approach.

#### ***NAPLAN***

Saint John the Apostle has demonstrated significant growth in achievement in Reading where National Funding/ILNNP funding has been utilised 2012 - 2013. Trend data below demonstrates the success of their approaches.

Figure 1.2



Student average growth from Year 3 to Year 5 in 2011 was 82.8, with a difference from State of 1.5. A whole school focus on reading was implemented in 2012 and average growth increased to 84.1 with a difference from State of 4.7. In the current reporting year, reading continued to be a whole school focus and average growth topped that of all Archdiocesan schools, at 105.3 with a difference above state of 29.4.

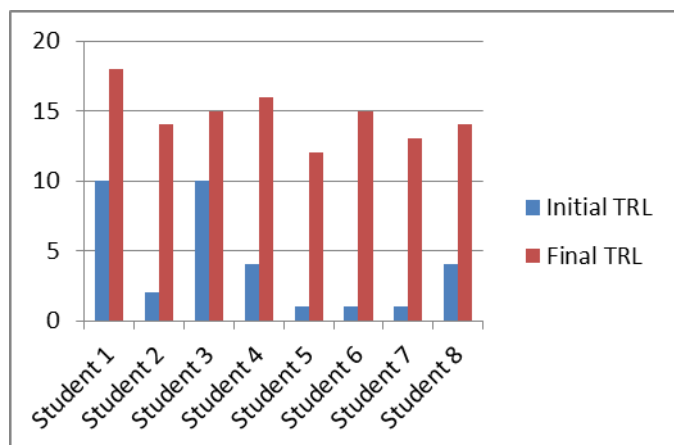
### School and National Mean Scale Scores 2011 – 2013

Year 3	2011	2012	2013	Year 5	2011	2012	2013
State	444.4	445.4	443.9	State	517.2	519.9	502
School	429.3	431.5	426.9	School	500.4	532.2	532

The above table indicates that the school's Year 3 students performed **below** state mean in reading although Year 5 performed **above** State Mean Scale Scores during the reporting period 2013. Therefore, to investigate student achievement student achievement in lower primary during the reporting period, other data sources have been used.

One of Saint John the Apostle Primary's approaches in the priority area of reading has been Reading Recovery which was included identified students in Year 1 at risk during the early literacy developmental years. Of the students in the program, 60% were below Kindergarten reading level benchmarks at the beginning of Year One and 50% had reached Year 1 **end** of year benchmarks by the **middle** of the year. Figure 1.3 indicates the significant improvement of reading levels (TRL) of students included in the program.

FIGURE 1.3



### Maintaining Change

The school's inclusion in National Partnerships/ILNNP ensured ongoing collaboration between Catholic Education Literacy Officers and the school in 2012 – 2013 in effective approaches for school improvement. In 2014 – 2017, St John the Apostle is part of the Archdiocesan Collaborating on Student Achievement (COSA+) initiative which is a school based, inquiry driven approach in literacy and numeracy which incorporates all essential, effective approaches previously employed at St John the Apostle. This will facilitate embedding current practice across the school and working towards ongoing student improvement in literacy.

There are no changes to school executive in 2014 and minimal staff changes so Agreed Practice in literacy assessments and pedagogical practice can be maintained in the coming academic year.

The Peer Mentor Program was a highly effective way of implementing the ILNNP approaches and responsibility for and co-ordination of this program has been devolved to a literacy committee for 2014 to ensure professional learning in effective pedagogical approaches continue to be maintained throughout 2014.

The National Professional Standards for Teachers has been consolidated throughout the Archdiocese of Canberra and Goulburn and closely aligned to schools' 2014 Annual Improvement Plans. This has spread the responsibility for professional learning and practice of effective teaching approaches to maximise student achievement across the school community. At St John the Apostle, the school executive, class teachers, AEW and learning support personnel will continue to embed effective literacy approaches through their professional plans and the school's 2014 Annual Improvement Plan.

## ILNNP SHOW CASE TEMPLATE - NUMERACY

<b>School name</b>	St Thomas the Apostle Primary
<b>DEEWR school ID</b>	2904
<b>Suburb</b>	Kambah
<b>State/Territory</b>	Australian Capital Territory
<b>Sector</b>	Catholic
<b>School type</b>	Primary
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	287
<b>Number of Aboriginal and Torres Strait Islander students</b>	8
<b>Number of students with a language background other than English</b>	7
<b>2012 student attendance rate</b>	94%
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

### ***School Background***

St Thomas the Apostle is a Catholic Primary School located in the suburb of Kambah in the Tuggeranong Valley of the ACT.

The school caters for students from Foundation to Year 6. It currently has an enrolment of 287 students. The students attending the school come from a variety of backgrounds and nationalities. The student population consists of 51% male and 49% female students. The indigenous student component is 2.8% and those coming from a Language Background other than English (LBOTE) represent 2.4% of the student population.

The school employs 28 staff comprising 22 teachers and 6 non-teaching staff, the latter being employed in a variety of capacities including secretarial, janitorial, learning support and student welfare.

The school offers a broad-based curriculum which enables the school to provide for the needs of students in their development as individuals and as members of the wider community. Throughout 2013, the Australian Curriculum assumed its role as the curriculum organiser for the school Mathematics programs. This led to changes in agreed practices, with a greater emphasis on investigation and problem solving. Consequently, teaching and learning programs and assessment procedures were amended.

### ***ILNNP Approach***

In 2013 the school addressed the following issues.



To support all students in the acquisition of mathematical and numeracy skills and understanding in the school, there was a school wide focus on best practice in teaching and learning and assessment. These included:

- attending external Professional Learning provided by Catholic Education Officers, Numeracy Officers and external providers
- the dissemination of information from Numeracy Contact Days such as *Count Me In Too* analysis to inform class groupings and teaching and learning programs
- the implementation of the Australian Curriculum and programming using the *Archdiocese of Canberra and Goulburn Mathematics Framework*
- emphasis on investigations and problem solving in class room Mathematics programs
- changing the focus of assessment tasks across the school to align with the Archdiocesan Mathematics Framework and the Understanding By Design (UbD) principles
- further focus on data usage and mathematical language across the school
- To increase the number of students in the upper two bands in the NAPLAN tables in both Year 3 and Year 5 additional teaching resources were allocated in Years 3 through to Year 6.
- The Numeracy Intervention Program (NIP) was introduced to support the students in Year 2 who were identified as being below the age cohort in numeracy achievement.

### **Implementation to 31 December 2013**

The Primary Numeracy Contact teacher attended three designated Professional Learning days during the school year. In these sessions topics such as:

- the introduction of the *Archdiocese of Canberra and Goulburn Mathematics Framework (AMF)*, with a focus on the *Principles for Effective Mathematics Education*
- programming teaching and learning plans based on the UbD Stage 1 Units of Learning contained in the AMF
- *Count Me In Too* – unpacking the Learning Framework in Number
- Investigating the relationships between Mathematics and Numeracy with a particular focus on the metalanguage of numeracy

At the school level, the Primary Numeracy Contact teacher provided Professional Learning on the *AMF*. The main aspects of the Framework presented included the use of the *UbD* process (Wiggins G. & McTighe Understanding by Design Hawker Brownlow, Victoria, Australia 2005) for programming and a focus on the Enduring Understandings and Essential Questions. A Year 3 unit of work was modelled and discussed. Staff from Years 3, 4, 5 and 6 indicated their interest in adopting the Framework in classrooms and planned units of work collaboratively.

*Count Me In Too*, SENA 1 interview results were discussed with Kindergarten, Year 1 and Year 2 from the point of view of informing groupings and teaching and learning programs. This allowed for precise targeting of students learning needs.

To increase the number of students in the upper Bands of the NAPLAN tables an additional class group was created in Years 3 and 4 during the Numeracy Block for four days each week. The focus of the class program was *Working like a Mathematician (WLAM)*, where activities from *Maths 300* and *Calculating Changes* were used as investigations and experiences as well as being used to develop student's problem solving skills.

The *Numeracy Intervention Program* (NIP) had been introduced to support the students in Year 2 who had been identified below the age cohort. Over the course of the school year, two phases of NIP were conducted. In each phase, eight students from Year 2 had small group tuition for 12 weeks that was followed by an intervention and transition phase of 2 weeks in the class room with the NIP teacher present. In each phase the students were instructed in two groups of 3 students in each and one group of 2 students. The students were initially selected for the program based on their minimal progress in Mathematics. The students were each administered the SENA 1 Assessment interview from *Count Me In Too*. Individual interviews were analysed and from this students were placed on the Learning Framework in Number (LFIN). Consequently, the students were grouped according to where they were. This indicated what they needed to learn next in order for their early numeracy skills and understanding to develop. Thus, daily lessons were designed for each group based on the point of need for the students. Each lesson included in its format: warm up, an activity or investigation, explicit teaching, guided or applied practice and cognitive closure. The NIP teacher also attended seven Professional Learning days over the year to further develop her skills and understanding of *Count Me In Too* as well as lesson planning, questioning and differentiation. Each student in the program made good progress against the Learning Framework.

### Progress/Outcomes

#### School and National Mean Scale Scores based on 2103 NAPLAN Results

Year 3	Numeracy	Year 5	Numeracy
National	396.9	National	485.8
School	432.0	School	461.2

#### Proportion of students at or above the National Minimum Standard

Year 3	Numeracy	Year 5	Numeracy
National	95.7%	National	93.4%
School	100%	School	94.1 %

#### Proportion of students in each Achievement Band

Year 3	Numeracy	Year 5	Numeracy
		Band 8	0%
		Band 7	11.8%
Band 6	21.3%	Band 6	26.5%
Band 5	25.5%	Band 5	41.2%
Band 4	41%	Band 4	14.7%
Band 3	23%	Band 3	5.9%
Band 2	3%		
Band1	0%		

#### Growth of matched students from Year 3 to Year 5

Average Scaled Score Growth	
Growth in	Scaled score
National (all students)	87.7
School (all students)	63.5

The above tables show that in both the Year 3 and Year 5 cohorts, the school has exceeded National Mean scores in all areas. Year 3 students performed well in the top bands. However, the Year 5 cohort were under represented in the upper bands and over represented in the middle bands. There were no students in the bottom band in the Year 3 cohort and two students in the bottom band of the Year 5 cohort.

The growth of matched students from Year.3 to Year 5 was 24.2 scaled points below the National scaled score growth of 93.8. This reflects below average growth of students at all levels of achievement.

From the data above developing student's capacity to achieve in the top bands in numeracy was, and still is, a focus for development. The Primary Numeracy Contact teacher role is an important one in that information on current trends and teaching and learning can be disseminated throughout the school. Without such a role the school would find it difficult to keep abreast of new developments.

Specifically, the Primary Numeracy Contact teacher in this school is introducing the *Archdiocese of Canberra and Goulburn Mathematics Framework*. At present, staff from Years 3, 4, 5 and 6 are programming with the Framework. During the lesson planning stage, teachers also worked collaboratively to develop open ended assessments tasks. Teachers who implemented a program of work from the Framework were very pleased with the high levels of engagement displayed by all students, including students who were normally reluctant to complete activities in mathematics lessons.

The school recognised the need to address changes to their agreed practice on programming mathematics in line with the *Australian Curriculum: Mathematics* and the *AMF*. In future, with an agreed practice in place and the school's solid background in problem solving and investigations, utilising *WLAM* principles, they anticipate they will be in a strong position to continue to develop students' learning.

The school will continue to use *Count Me In Too* as a valued diagnostic assessment in the future. The further development of teachers' understanding of the Learning Framework and the moving of students along this continuum will add to the staffs' deeper understanding of the concepts involved to inform future programming.

The NIP teacher was very pleased with the progress of the students and felt that the students' mathematical skills, knowledge and understanding had developed to the point where they exhibited greater confidence and a deeper understanding of early numeracy skills and concepts. Their fluency levels had improved and their ability to use mathematical language to explain their reasoning had developed. In the classroom they were more likely to engage in class activities and contribute to group problem solving. Further, they had the confidence to approach individual tasks in a more positive manner.

St. Thomas the Apostle School is fortunate that the Primary Numeracy Contact teacher was keen develop the numeracy capabilities of all students at the school. His commitment to working with staff in leading the numeracy direction means these new approaches will be embedded and sustainable.

In 2014, the school will maintain its focus on Numeracy due to the implementation of the Archdiocese of Canberra and Goulburn, Collaborating on Student Achievement (COSA+) 2014 – 2016 model. The COSA+ model will enable the sustainability of previously adopted practices in the school. The COSA+ model:

- involves a CEO primary Teaching and Learning Officer assigned to this school
- uses a collaborative approach and involves Principals, Teachers, CEO Team Leaders, CEO Teaching and Learning Officers, Students, Parents and Communities working towards a common goal

- requires the Principal to focus on Numeracy based on previous assessment data using NAPLAN and other Archdiocesan agreed assessment measures
- is goal specific to the school and is investigated using action research
- involves the action research being school based and inquiry driven

## ILNNP SHOWCASE

<b>School name</b>	Canberra Grammar School
<b>DEEWR school ID</b>	2060; 77443 and 77000
<b>Suburb</b>	Red Hill
<b>State/Territory</b>	ACT
<b>Sector</b>	Independent
<b>School type</b>	Combined
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	1658 approx.
<b>Number of Aboriginal and Torres Strait Islander students</b>	7
<b>Number of students with a language background other than English</b>	246 approx
<b>2013 student attendance rate</b>	95.7 average over the 3 campuses
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

### ***School Background***

#### ***Canberra Grammar School***

Canberra Grammar School's main campus is set on 20 hectares at the foot of Red Hill, just south of Lake Burley Griffin and close to Parliament House. The Senior School caters for 950 boys in Years 7 to 12, while the Primary School on this main site hosts 600 students from Pre-School to Year 6. The School's Northside infants campus in Campbell, near the Australian War Memorial, serves a further 100 students from Pre-Kindergarten to Year 2

#### ***Galilee School***

The Galilee School, managed by Communities@Work, is an accredited, Independent school which provides an alternative education program for disadvantaged and at-risk young people aged from 12 to 16 years in the Canberra region. It is a special place because it caters for the needs of students who do not fit the mainstream education system.

#### ***Canberra Christian School***

Canberra Christian School is located centrally in the quiet, residential suburb of Mawson. Positioned in the Woden Valley, the school is conveniently close to the Woden Town Centre. Canberra Christian School is part of the Seventh-day Adventist Independent school system that is a worldwide network of quality Christian schools, colleges and universities.

## ***ILNNP Approach***

### ***Approach 1: Coaching as a strategy for improvement***

#### ***Canberra Grammar School***

Despite the best efforts of both classroom teachers and support staff a number of students have not achieved as expected for their year level. In an effort to rectify this, as a school, we were keen to further develop the expertise of our staff; focusing on classroom assessment practices and innovative teaching and learning strategies. We have identified the initial professional learning target areas. The professional development focus has been on working with dyslexic students, analysing running records and development of Teaching Assistants working with small groups utilising PM as required.

As part of the collaborative partnership we have shared our learning through inter school visits and classroom observations. Interschool visits were regularly made during Terms 3 and 4. Time was provided for interschool teachers to visit class-rooms and dialogue with class-room teachers and the Directors of Learning and Enrichment.

We are still investigating a professional learning/media opportunity with a respected literacy expert/author.

Class teachers have been supported by the Literacy Coach in modelled sessions and or individual and/or small group coaching sessions; writing up of student strengths and weaknesses for reporting.

### ***Approach 2: A case management approach to improving literacy and numeracy skills***

The coaching/mentoring strategy is complemented by our approach to case management where student's individual needs, interests and learning styles are integral to the final individualised plan. This two pronged approach to improving student outcomes is based on the establishment of a close working partnership between the coach/case manager, class teacher, other enrichment support staff and the school leadership.

To further enhance the learning outcomes for our students, we have conducted parent workshop sessions to assist parents understand how to best assist their children. 80% of the parents took up this opportunity and the Literacy Coach was able to work very closely with those parents in assisting them to work more confidently and effectively with their children. In addition, she was able to liaise with the Librarians to borrow books over the long vacation so that books were best matched with students' interests and abilities and reading could hopefully progress.

## **Implementation**

### ***Approach 1: Coaching as a strategy for improvement***

#### ***Canberra Grammar School***

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Class teachers have been supported by the Literacy Coach in modelled sessions and or individual and/or small group coaching sessions; writing up of student strengths and weaknesses for reporting.

### ***Approach 2: A case management approach to improving literacy and numeracy skills***

The coaching/mentoring strategy is complemented by our approach to case management where student's individual needs, interests and learning styles are integral to the final individualised plan. This two pronged approach to improving student outcomes is based on the establishment of a close working partnership between the coach/case manager, class teacher, other enrichment support staff and the school leadership.

To further enhance the learning outcomes for our students, we have conducted parent workshop sessions to assist parents understand how to best assist their children. 80% of the parents took up this opportunity and the Literacy Coach was able to work very closely with those parents in assisting them to work more confidently and effectively with their children. In addition, she was able to liaise with the Librarians to borrow books over the long vacation so that books were best matched with students' interests and abilities and reading could hopefully progress.

Each of the identified students has a PEL (Plan for Effective Learning) that identifies relevant background, issues that impact on their learning, suggested strategies for use in the classroom and other interventions and support. The additional intervention or support has included working with the family to improve support in the home, literacy groups, before school reading support and/or technology as a support tool.

### ***Progress/Outcomes***

#### ***Approach 1: Coaching as a strategy for improvement***

As teachers are becoming increasingly comfortable with the mentor/coaching model, we have noticed at this early stage an increase in the number of teachers requesting modelled lessons. These requests increased over time especially during Term 4 and have become embedded in the school's culture. Teachers in the Early Childhood area are reading more to and with their children and have adopted the Coach's advice that writing take place at the same time as reading. There has been an effort made to ensure that children are matched with books that excite and interest them and are at their appropriate stage of development. Some lessons have become more informal so that children have the opportunity to practise and rehearse the strategies they need to become more proficient readers.

#### ***Approach 2: A case management approach to improving literacy and numeracy skills***

The success of the collaboration has relied on forward planning. The collaborative team has met regularly to discuss progress, reflect on the effectiveness of the program and to make modifications where necessary. The Coach has met with every class-room teacher to discuss the shape of her program, listen to suggestions from the class-room teacher and find appropriate materials and ways of working with particularly reluctant students.

The group has also considered the most appropriate means of making the learning and progress of teachers and students visible to be shared and celebrated. In some cases, the celebration has taken place publicly

and success has been publicly acknowledged. There has been positive support from parents for the support their children and they have received.

### ***Adjustments to the Program***

At Canberra Grammar School the Enrichment Teacher will continue and expand the Before School Reading Program to provide 1:1 support

Upskill the Teacher Assistants who deliver reading assistance to specifically identified students

The literacy coach continues to target the most needy students and design individualised programs

Continue to monitor students who have left the program at the end of 2013 and liaise with the class teachers about their progress

Using current data, identify students who require literacy support for 2014.

Continue to meet with the partner schools to ensure that their current needs are being met. Invite their staff to view classrooms, meet with staff at CGS and continue the liaisons made in 2013. We will continue to provide advice, modelling and observations

Arrange professional development learning for current staff to include understanding of:

Dyslexia, running records, matching books to children's interests and ability levels, effective use of assessment data to inform teaching practices

Strategies for dealing with reluctant readers in mid to upper primary

Continue parent Information sessions

Use ipads/mobile devices to improve learning outcomes

### ***From Galilee School***

#### ***ILNNP case notes***

All students enrolled at Galilee are involved in the program to improve their literacy levels

All students have their own individualised literacy program, based on their reading level, they complete tasks individually, in groups that are at the same level and we also do whole group activities.

*We have had to look at different activities and ways that would engage our student cohort as they have low literacy levels, without making them feel as if they are doing very basic work, because they become disengaged easily and quickly.*

*Our very low readers were completing the Fast Forward reading program and we assessed their reading, comprehension, vocabulary, phonics and writing through this.*

*Our strategies to engage students have included, board games, movie reviews, a novel whereby the students followed as the teacher reads and then we ask questions to check understanding, they can also read aloud if they want to, spelling words, writing their own stories / newspaper articles / letters, songs/music and crosswords and word searchers etc.*



*We used their initial PAT test scores and where possible had students complete the same test at the end of the year to see if they had made improvements.*

*I spent a morning at Grammar observing staff in their classes and what they are doing in regards to literacy at the school. This was a good coaching tool as strategies that were being used could be transferred back here to Galilee.*

Examples of this included:

- Year six class – reading aloud for 1-2 mins and the teacher asking the students questions during the chapter on what they had just read.
- At the lower levels – Prep – using small groups to read and then go through the book and put words up that they were unsure about.
- Talking to the library staff and getting advice about books that might be appropriate for students and where to get them from.

*I spoke to other staff members who gave me other resources to look into that I could implement back at Galilee, for example the THRASS program and strategies that David Hornsby uses to support reading and comprehension.*

## ILNNP SHOWCASE

<b>School name</b>	St Edmund's College Canberra
<b>DEEWR school ID</b>	2068
<b>Suburb</b>	Griffith
<b>State/Territory</b>	ACT
<b>Sector</b>	Independent
<b>School type</b>	Combined
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	1 095
<b>Percentage of Aboriginal and Torres Strait Islander students</b>	2%
<b>Percentage of students with a language background other than English</b>	2%
<b>2013 student attendance rate</b>	92% (2012 data)
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

### ***School Background***

St Edmund's College is a non-selective Catholic boys' school in the Edmund Rice tradition offering educational opportunities to a diverse range of students in Years 4 to 12. Students become a part of a vibrant community which engages them in exciting and challenging learning experiences. Our boys and young men enjoy a holistic education in which they are encouraged to realise their potential and aspire toward the College vision, 'Achieving today. Leading tomorrow.' This comes through broad curriculum choices and an extensive co-curricular program of cultural, service and sporting opportunities. Our curriculum includes both specialised academic programs and vocational training which provide meaningful pathways for each student's future. The pastoral care of each student is enhanced by strong role models and the relationships formed in our vertical House system which embeds in students an enduring sense of community, pride and character. Each student's developing sense of social justice is nurtured by a variety of outreach programs which enable them to make a positive difference as young leaders of today and tomorrow.

### ***ILNNP Approach***

The focus was to treat Quicksmart as a trial. To that end, only boys from year four were selected to participate in the trial.

### ***Implementation***

Following the receipt of funding, we were able to engage a teacher to run the program. Implementation was smooth and only minor challenges were faced (for example, fitting the students around the timetable, allocation of space).

***Progress/Outcomes***

Improvements in the treated group were very significant compared with the control group. The gap in achievement between the control group and the Quicksmart group has nearly closed. With any program like this, the challenge will be to maintain the gains. We will attempt to do that by adapting many of the Quicksmart strategies to regular classroom practices. An important improvement reported by teachers is that the boys' attitudes to numeracy have improved markedly.

## ILNNP SHOW CASE TEMPLATE - NUMERACY

<b>School name</b>	St Michael's Primary School
<b>DEEWR school ID</b>	2913
<b>Suburb</b>	Kaleen
<b>State/Territory</b>	Australian Capital Territory
<b>Sector</b>	Catholic
<b>School type</b>	Primary
<b>ARIA categories</b>	Major City
<b>2013 enrolments</b>	238
<b>Number of Aboriginal and Torres Strait Islander students</b>	11
<b>Number of students with a language background other than English</b>	7
<b>2012 student attendance rate</b>	95%
<b>Literacy and Numeracy National Partnership (LNNP) school</b>	Yes
<b>Low Socio-Economic Status School Communities National Partnership school</b>	No

### ***School Background***

St Michael's is a Catholic Primary School located in Kaleen. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 238 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 46% male and 54% female students; 5% indigenous students; and 5% from a Language Background other than English (LBOTE).

The school employs 21 staff comprising 15 teachers and 6 non-teaching staff, the latter being employed in a variety of capacities including administration, learning support, ICT support, canteen, and maintenance support.

St Michael's School continues to use the vision of being a 'People of Harmony, Place of Challenge' to guide daily decision making as well as planning for the future. Under this umbrella, St Michael's School Community welcomes the involvement and contributions of families to the many and varied aspects of school life. Families are invited to share their specific skills and interests, and are encouraged by the School Community Council, to share the load and make a commitment to at least one area. This shared involvement in many aspects of the school strengthens the partnership between home and school, while providing strategic support for the school. The ongoing financial support provided by the Community Council has contributed to the upgrade of the sound system for the school hall for the use of the whole community. St Michael's community was affirmed during the 2013 School Registration process for its

learning and teaching programs, its support of the students and staff and the involvement and inclusion of the families in the community.

### ***ILNNP Approach***

In 2013 the school addressed the following issues.

To support all students in the acquisition of mathematical and numeracy skills and understanding in the school, there was a school wide focus on best practice in teaching and learning and assessment. These included:

attending external Professional Learning provided by Catholic Education Officers, Numeracy Officers and external providers

the dissemination of information from Numeracy Contact Days such as *Count Me In Too* analysis to inform class groupings and teaching and learning programs

the implementation of the Australian Curriculum and programming using the *Archdiocese of Canberra and Goulburn Mathematics Framework*

emphasis on investigations and problem solving in class room Mathematics programs

changing the focus of assessment tasks across the school to align with the Archdiocesan Mathematics Framework and the Understanding By Design (UbD) principles

further focus on data usage and mathematical language across the school

To increase the number of students in the upper two bands in the NAPLAN tables in both Year 3 and Year 5 additional teaching resources were allocated in Years 3 through to Year 6.

### ***Implementation to 31 December 2013***

The Primary Numeracy Contact teacher attended three designated Professional Learning days during the school year. In these sessions topics such as:

- the introduction of the *Archdiocese of Canberra and Goulburn Mathematics Framework (AMF)*, with a focus on the *Principles for Effective Mathematics Education*
- programming teaching and learning plans based on the UbD Stage 1 Units of Learning contained in the AMF
- *Count Me In Too* – unpacking the Learning Framework in Number
- Investigating the relationships between Mathematics and Numeracy with a particular focus on the metalanguage of numeracy

*Count Me In Too*, SENA 1 interview results were discussed with Kindergarten, Year 1 and Year 2 from the point of view of informing groupings and teaching and learning programs. This allowed for precise targeting of students learning needs.

To increase the number of students in the upper Bands of the NAPLAN tables an additional class group was created in Years 3 and 4 during the Numeracy Block for four days each week. The focus of the class program was *Working like a Mathematician (WLAM)*, where activities from *Maths 300* and *Calculating Changes* were used as investigations and experiences as well as being used to develop student's problem solving skills.

## Progress/Outcomes

### School and National Mean Scale Scores based on 2013 NAPLAN Results

Year 3	Numeracy	Year 5	Numeracy
National	396.9	National	485.8
School	381	School	493

### Proportion of students at or above NMS

Year 3	Numeracy	Year 5	Numeracy
National	95.7%	National	93.4%
School	100%	School	100%

### Proportion of students in each achievement band

Year 3	Numeracy	Year 5	Numeracy
		Band 8	16%
		Band 8	5%
Band 6	4%	Band 8	32%
Band 5	21%	Band 8	37%
Band 4	29%	Band 8	11%
Band 3	29%	Band 8	0%
Band 2	18%		
Band 1	0%		

### Growth of matched students from Year 3 to Year 5 Average Scale Score Growth

National (all students)	87.7
School (all students)	95

The above tables show that in both the Year 3 and Year 5 cohorts, 100% of students were above the National minimum standard. The school has exceeded National Mean scores in Year 5 where 53% of students were in the top bands; 21% were in the top 2 bands. In Year 3, 44% of students were in the top 3 bands and 25% in the top 2 bands.

The growth of matched students from Year 3 to Year 5 was 12.3 scaled points above the National scaled score growth of 87.7. This reflects below average growth of students at all levels of achievement.

From the data above developing student's capacity to achieve in the top bands in numeracy was, and still is, a focus for development. In particular, programs will be specifically designed to extend students and ensure continued growth for those in the higher bands. The implementation of a focus on Numeracy has produced pleasing growth in this area; and will continue to be refined and further implemented, utilising the specific data from this testing. The Primary Numeracy Contact teacher role is an important one in that information on current trends and teaching and learning can be disseminated throughout the school. Without such a role the school would find it difficult to keep abreast of new developments.

Specifically, the Primary Numeracy Contact teacher in this school is introducing the *Archdiocese of Canberra and Goulburn Mathematics Framework*. At present, some staff from Years 3, 4, 5 and 6 are programming with the Framework supported by the Numeracy Contact teacher. During the lesson planning stage, teachers also worked collaboratively to develop open ended assessments tasks. Teachers who implemented a program of work from the Framework were very pleased with the high levels of

engagement displayed by all students, including students who were normally reluctant to complete activities in mathematics lessons.

The school recognised the need to address changes to their agreed practice on programming mathematics in line with the *Australian Curriculum: Mathematics* and the *AMF*. In future, with an agreed practice in place and the school's solid background in problem solving and investigations, utilising *WLAM* principles, they anticipate they will be in a strong position to continue to develop students' learning.

The school will continue to use *Count Me In Too* as a valued diagnostic assessment in the future. An Agreed Practice on SENA 1 (K-2) and SENA 2 (3-4) has been developed to support this. School based professional learning supported teachers on how to use SENA, mark on Framework then use DENS activities to move students on with their learning. Under the guidance of the Numeracy Contact teacher, classrooms have been resourced with new SENA testing kits. Further development of teachers' understanding of the Learning Framework and the moving of students along this continuum will add to the teachers' deeper understanding of the concepts involved to inform future programming.

St. Michael's Primary School is fortunate that the Primary Numeracy Contact teacher was keen to develop the numeracy capabilities of all students at the school. Her commitment to working with staff in leading the numeracy direction means these new approaches will be embedded and sustainable.

In 2014, the school will maintain its focus on Numeracy due to the implementation of the Archdiocese of Canberra and Goulburn, Collaborating on Student Achievement (COSA+) 2014 – 2016 model. The COSA+ model will enable the sustainability of previously adopted practices in the school. The COSA+ model:

- involves a CEO primary Teaching and Learning Officer assigned to this school
- uses a collaborative approach and involves Principals, Teachers, CEO Team Leaders, CEO Teaching and Learning Officers, Students, Parents and Communities working towards a common goal
- requires the Principal to focus on Numeracy based on previous assessment data using NAPLAN and other Archdiocesan agreed assessment measures
- is goal specific to the school and is investigated using action research
- involves the action research being school based and inquiry driven