

# **Improving Literacy and Numeracy National Partnership**

**QUEENSLAND**

**Final Report**

**14 February 2014**

The Final Report for the Improving Literacy and Numeracy National Partnership (ILN NP) covers activity during the 2013 school year.

The Australian Government provided \$243.9 million for the ILN NP 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 ILN NP 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.

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## Section 1: Executive Summary

The objective of the Improving Literacy and Numeracy National Partnership (ILN NP) was to improve the performance of students who were falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students in participating schools. The National Partnership (NP) contributed to the effective use of evidence-based approaches in participating schools to lift the performance of these students.

Queensland's Implementation Plan consisted of two key elements:

- Coaching and mentoring: professional development and practice; In school data-informed practice; and
- The development of online learning modules to improve skills in the teaching of reading, writing, mathematics and science.

In 2013, 217 Queensland state schools were selected to participate in the NP based on the following categories:

- schools that had a high proportion of their students (relative to the state and sector) in the bottom two NAPLAN bands but did not have an opportunity to participate in the LNNP;
- schools that participated in the initial LNNP;
- other schools that had sufficiently demonstrated need in terms of literacy and numeracy achievement. For example, where a school did not have a significant proportion of students performing in the bottom two bands, but did have a high proportion of students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students performing in these bands;
- the 2009 cohort of low socio-economic schools.

The NP was implemented through the seven Department of Education, Training and Employment (DETE) regions. This enabled each region to develop local programs and practices, and to conduct coach training through models that would best meet the diverse needs of seven varying contexts.

The state sector provided capacity for 28 Full-Time Equivalent (FTE) lead coaches to work across seven DETE regions. The lead coaches provided training and support to school leadership teams and school-based coaches within participating Queensland state schools to increase knowledge regarding effective pedagogical practice and literacy and numeracy content. Integral to the program was the training of lead coaches in the theory and practice of coaching. The program supported targeted schools and particular student cohorts: students at or below the National Minimum Standard (NMS) in numeracy and reading as demonstrated in NAPLAN, including Indigenous students and students from low socio-economic school communities.

The state sector, in collaboration with the Queensland College of Teachers, commenced development of online modules designed to provide skills in the teaching of reading, writing, mathematics, science and how to assess student learning and use evidence to differentiate.

Catholic schooling authorities selected schools to participate in the ILN NP that had significant numbers of students who had not achieved the national minimum standard (bottom two bands) in reading and numeracy. Analysis of NAPLAN data indicated some selected schools had shown a backward trend in results for the period 2009-2012. The pre-test results of local measure data (PAT-R, PAT-M or DRA) provided additional information to identify specific areas that required attention. Literacy focus areas included inferential comprehension, spelling, reading fluency and engagement. Numeracy focus areas included: fractions, decimals, money and problem solving.

Independent Schools Queensland (ISQ) manages and administers the ILN NP for independent schools. ISQ built upon the successful initiatives introduced in the previous LNNP. Core to the strategy is independent schools access to the Literacy and Numeracy Coaching Academy.

Through the Literacy and Numeracy Coaching Academy, 35 schools were supported in a differentiated approach to coaching and mentoring in order to:

- improve student outcomes for reading and/or numeracy;
- build the capacity of teachers to provide quality instruction every day in every class with a focus on continuous improvement of instruction and learning; and
- establish a case management approach for early intervention for students not progressing.

Funds were used to further support the role of the literacy/numeracy coach. In some cases, it was used to provide additional release time for the coach and time for teachers to meet with the coach for planning and professional learning opportunities. A total of 10% of the funding was allocated for additional resources (with a focus on improving literacy/numeracy outcomes for targeted students).

The 35 schools are from areas including the Gulf of Carpentaria, Gold Coast and as far west as the Darling Downs and Central QLD (Charters Towers). There are also schools in Brisbane and along the Eastern seaboard to Cairns. Schools are diverse in size, student numbers, ethnic and religious backgrounds but have all been working towards building a common language around the teaching of Reading and Numeracy.

At the outset of 2013, for the Independent sector the average score for Year 5 students indicated they were operating at a Year 3 reading level. A total of 52 % of students in Year 3 ILN NP participating schools had a Developmental Reading Assessment (DRA) score below level 24 and were therefore predicted to fall two bands below the benchmark for 2013 NAPLAN testing. Consequently, the focus for instruction was explicit teaching of ways of thinking when processing texts (Fountas and Pinnell, 2006). Teachers required a diagnostic data tool for reading that aligned with this approach.

### **Significant highlights and achievements over the year**

The state sector worked to build the capabilities of teachers to reflect and change instructional practices and to use data to identify where support and improvement were needed. 114 FTE coaches were engaged across 217 Queensland state schools to work with teachers and leadership teams to increase literacy and numeracy content knowledge and the development of pedagogical practice. Coaches were responsible for:

- coaching teachers in implementing the school's literacy and numeracy-focused pedagogical framework;
- supporting teachers to understand and implement student-centred planning through:
  - high expectations;
  - alignment of curriculum, pedagogy and assessment;
  - evidence-based decision making;
  - targeted and scaffolded instruction; and
  - safe, supported, connected and inclusive learning environments.
- Assisting graduate and beginning teachers in:
  - the understanding of literacy and numeracy pedagogy; and
  - developing into highly effective classroom practitioners.

Within the Catholic sector, the following highlights were identified:

- setting achievable and measurable school, class and individual goals between school leaders, coaches and classroom teachers;
- increased understanding and skill in analysis and use of data;
- implementation of differentiated strategies to address specific areas of student need;
- improved pedagogical and assessment practices in the areas of literacy and numeracy;
- increased teacher engagement and confidence; and
- improved student achievement and positive change in student's disposition to learning.

At a whole-school level, achievements included:

- enabling schools to use a coaching model that met each school's needs resulted in the implementation of whole-school approaches, provision of targeted professional learning, and effective use of student data to inform practice;
- professional development of leadership teams, classroom teachers, coaches and learning support staff resulting in identifying specific focused areas for improvement, implementing targeted intervention strategies, and increasing knowledge, skills and confidence in the teaching and assessment of literacy and numeracy; and
- development of whole-school improvement plans which set out goals, targets, strategies and consistent approaches in the teaching of literacy and numeracy resulting in strengthening the commitment of teachers to focus on planning, teaching and assessing for improving the achievement of each student.

At classroom teacher/coach level:

- the flexibility for coaches to meet the needs of individual schools was a positive element of the Improving Literacy and Numeracy National Partnership; and
- teachers taking time to reflect on their teaching practices, engage in professional discussions, share new ideas, and model good practice with colleagues resulted in increased teacher confidence and use of differentiated teaching and assessment practices.

At a student level, targeted support for students through explicit instruction and practice resulted in improved achievement in literacy and numeracy as well as increased independence and confidence.

ISQ has invested in a coaching strategy that recognises and acknowledges the complexity of knowing how to coach different teachers and not using a one size fits all model. It reflects research that:

- supports utilising a common language that promotes a non-evaluative reflection on educational practices;
- begins and focuses on understanding teachers strengths and beliefs;
- provides information and evidence that can influence those beliefs;
- meets the needs of each teacher in a change process, which involves individual, differentiated coaching (Kise, 2009); and
- promotes a collaborative approach to student and teacher improvement.

Schools are seeing the benefits of the coaching strategy and are developing ways to self-fund into the future and maintain or increase the coaching strategy within their schools. In some instances, schools have increased the number of coaches they have in their school, particularly in a large P-12 school.

NP schools in the Independent sector will continue to focus on a coaching strategy that reflects a “continuous amalgamation of precision and innovation, as well as inquiry, improvisation and experimentation” (Hargreaves and Fullan, 2012). This has involved working through and reflecting on one's own and other teachers' practice informed by the research base and interpreted together. As Hargreaves and Fullan state:

*There needs to be a mix of committing to best practice (existing practices that already have a good degree of widely agreed effectiveness) and having the freedom, space and resources to create next practice (innovate approaches that begin with teachers themselves and that will sometimes turn out to be the best practices of the future).*

In other words, as a thinking professional, our teachers were encouraged to work with their colleagues to deliberate on what was working or not working in the teaching of reading or numeracy, and what instruction needed to come next. This means that as thinking professionals, the coaching process provided teachers with the time and support mechanisms to review and evaluate and improve their own expertise.

### **Lessons learned, including challenges**

The following lessons were learned within the Catholic Sector:

- the systematic collection and analysis of data by teachers has an important role in initiating momentum to change pedagogy and inform strategies;
- strategies focusing on specific weaknesses need to be incorporated into an overall balanced approach to teaching literacy and numeracy skills;
- teachers are willing to try new pedagogies when given time and support; and
- implementing diagnostic reading assessments challenged teachers to manage their classroom processes to facilitate smaller groups and one to one support.

The following challenges were identified:

- embedding sustainable changes and developing trusting relationships takes time, effort and collaboration;
- providing release time for teachers to reflect on their teaching practice through professional discussions and observation of other teachers is costly;
- a model for whole-school improvement and consistent approaches to teaching reading is required;
- the use of a specific diagnostic assessment that supports teaching and learning needs to be supplemented by a range of assessment tools to identify reading improvement across the course of a year;
- in some schools there are limited opportunities for teachers to discuss and share with their colleagues the strategies they are using to improve student learning;
- the tyranny of distance remains a challenge for remotely located schools; and
- staff turnover throughout the year.

In the Independent sector, it was recognised that instructional coaching is a highly effective strategy when it is aligned with school priorities and is valued and its impact understood by the entire school community.

However, it has not been a common strategy for ISQ NP schools, largely due to economic constraints. Yet, NP funds provided the opportunity to release a teacher from their classroom duties to become the instructional coach. Initially, lack of knowledge about instructional coaching as a strategy for improvement was problematic. In some cases, coaching was not valued or supported by the leadership team, curriculum leaders or other teams who impacted on timetabling. Instructional coaching requires time to be able to meet with teachers and to work with teachers within their classrooms. Consequently, it was necessary to build knowledge and understanding about how the coaching strategy could look in diverse contexts. Whilst Coaches were nominated by the schools, ISQ worked with them initially to develop a common language and explore the values and beliefs that reinforced the coaching model being promoted.

Coaches need support and mentoring too; otherwise they can feel isolated and disconnected. The ISQ Literacy Numeracy Coaching Academy provided a number of support mechanisms that enabled coaches to support teachers in effective practices for teaching reading and numeracy. One support mechanism was that of a coaching mentor. Mentors reflected the following principles when working with schools, coaches and teachers:

- reflective practice and continuous improvement;
- responsive leadership based on identified needs of member schools;
- contextualized professional learning and differentiated support through on-line resources and point-in-time learning opportunities;
- a research focus – all work research-based as well as research generating (coaches were supported to adopt an action-research approach);
- relationships as key – importance of developing strong relationships with coaches and school leadership teams;
- focus on school improvement and student outcomes; and
- data informed and evidence based practice.

*Mentors learned the following as a result of regular email, phone and/or skype contact and at least one school visit with coaches:*

- coaches and leaders needed the opportunities to share and discuss progress, challenges and successes;
- how to further support or connect different coaches to each other;
- further professional learning opportunities required for coaches and teachers;
- the selection of the data tool has a profound impact on shaping teacher learning and pedagogy; and
- specialised professional development, data-driven practice and support for schools is essential.

The biggest impact comes when the “*profession constantly and collectively builds its knowledge base and corresponding expertise and where practices and their impact are transparently tested, developed, circulated and adapted*” (Hargreaves, A and Fullan, M, 2012). ISQ has found that the coaching strategy, when undertaken from a research and evidence-based approach, can do this in a highly effective manner resulting in a positive impact on student improvement.

## Section 2: Approaches

### State Sector

State sector coaches developed and monitored localised implementation of coaching strategies, and provided training to leadership teams and support and feedback on coaches' professional practice.

The state sector commenced development, through coaches and leadership teams, of online training modules designed to provide information and skills in the teaching of reading, writing, mathematics, science and how to assess student learning and use evidence to differentiate.

Through the regional implementation of the ILN NP, regions designed models of implementation to meet the unique contexts of their regions. These approaches were designed to enable:

- improved student performance in target groups in participating schools;
- effective identification of areas needing support in participating schools and subsequent improvement, through monitoring and analysis of literacy and numeracy performance; and
- improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.
- Four models of implementation are outlined below.

**Central Queensland Region (CQR)** developed the provision of professional development opportunities to school personnel focusing on explicit instruction and literacy and numeracy pedagogy through implementation of the following strategies:

- employment of pedagogy coaches working under the direction of both regional staff and principals providing support contextualised to the school's individual needs;
- deployment of coaches across a number of schools in a cluster;
- development and training of coaches in four regionally developed professional development modules for teachers, which could be adapted for support staff;
- modelling, observation and feedback of appropriate teaching practices linked to Explicit Instruction by coaches in classrooms;
- participation in an initial training program for all coaches focusing on content and process;
- conducting three call-back sessions which provided coaches with time to reflect and plan, and to increase their ability to facilitate data-informed practices in schools; and
- development and implementation of an intensive evaluation of regional programs.

**Far North Queensland Region (FNQ)** placed a significant emphasis on developing teachers' capacity through professional learning and coaching to improve the literacy and numeracy standards of students. A consistent approach to delivering professional development throughout the schools was developed by the team of lead coaches using the following strategies:

- use of *Explicit Teaching: Instruction That Works* package and supporting resources which enabled each Lead Coach and coach to deliver an aligned message of practice to each school;
- teachers benefited from focused coaching and mentoring, in particular the explicit feedback provided by Lead Coaches, coaches and school leaders;
- provision of feedback for teachers, coaches and school leaders;
- development and communication of a clear purpose and roles and responsibilities for all stakeholders - coach, lead coach, teacher, and school leaders;
- development of in-school data-informed practices, embedded within the professional development package, with coaches assisting school leaders and teachers in data-informed decision making;
- alignment of coaching processes with regional requirements of five weekly data analysis of literacy and numeracy; and
- analysis of data to determine regional benchmarks and requirements for professional learning and resources.



**North Coast Region (NCR)** developed a program of coaching within the regional context of the Robert Marzano's *Art and Science of Teaching* (ASoT) program. The model of implementation included:

- an initial two day Level 1 Coach training for 20 new coaches (February 2013) - one training day focused on in school data-informing practice and the second day a consultant led coaches through the explicit skills of coaching including facilitative questioning; and
- follow up training program with a two day Level 2 training (May 2013) – one training day focused on analysis of the coach's individual school data with individual intervention identifying ways to inform practice by making linkages with future units of work. The second day focused on developing the coach as a leader.

**South East Region (SER)** developed a coaching philosophy based on instructional coaching. The model is composed of four framing elements: partnership, precise, personalised and performance - building positive relationships and *partnerships*; addressing school and teachers' core concerns *precisely* and *personally*; and working in a context that supports a clear focus on improved teacher/student *performance* through research-linked instruction.

SER's coaching model has been implemented through the following strategies:

- establishment of monthly network meetings for coaches, which included 1.5 hours of professional learning and 30 minutes of social networking for the coaches. Topics included:
- analysing Positive Achievement Test (PAT) and NAPLAN data;
- calculating effect size data;
- coaching skills associated with building partnerships with teachers and dealing with difficult people;
- whole- school coaching programs;
- sharing and contextualising of whole-school numeracy and literacy plans;
- identification of research linked teaching strategies associated with the development of reading outcomes in students;
- Polya's problem solving model based on George Polya's prescription for solving problems;
- moderation of facilitator training; and
- networking opportunities for coaches to share ideas and support.
- establishment of personalised lead coach support through fortnightly visits to provide ongoing and individualised support at a school level;
- development of an online resource sharing forum, created through DETE's EdStudio; and
- establishment of a monthly coaching newsletter with local coaching narratives, regional news/upcoming events and links to applicable resources.

Regional contacts have reported the following ways that school level data was used to inform teaching practice and to assess students' literacy and numeracy performance:

- several schools have accessed regional staff to provide professional development in establishing learning goals based on school data;
- analysis of classroom data by classroom teachers;
- utilisation of a range of diagnostic/standardised assessment tasks to triangulate the findings of the data;
- storing of data on DETE's centralised data storage system (OneSchool) for teachers to individually access and analyse classroom data;
- conducting data meetings where staff members provide an analysis of the data and articulate the strategies/techniques/intervention the teacher is implementing according to findings of the data;
- development of close working relationships with regional staff to analyse data from schools to determine regional benchmarks, professional learning required and resources that need to be developed to support the ongoing improvement of literacy and numeracy performance;

- provision of professional development in utilising PAT/NAPLAN/other school-based data to inform whole school/class/individual student strategies linked to the Australian Curriculum;
- regional analysis of PAT R/M (reading/mathematics) data discussed with school supervisors;
- implementation of local measure testing in Years 3, 5 and 7, as well as the administration of similar tests in Years 2, 4 and 6;
- utilisation by schools of Australian Council for Education and Research (ACER) and Queensland state sector generated reports for PAT-R/M to inform practice; and
- tracking of student improvement through an improvement/achievement matrix data wall and individual teacher data conversations with administration teams, deputy principals and principal.

## **CATHOLIC SECTOR**

Building sustainable evidence-based practices that improve students' literacy and numeracy is underpinned by the recognition that quality teaching is enabled by quality leadership. The approaches used in Catholic schools intersected and overlapped within school contexts.

### **Coaching**

The approach of coaching was implemented differently across Catholic schooling authorities, with a diverse range of tasks undertaken by those employed in the role of 'coach.' Despite the variations in role description, the underlying principle in using a 'coach/mentor/consultant' was to deepen and increase the professional knowledge, confidence and capabilities of classroom teachers. Together, teachers and coaches worked on identifying gaps in pedagogical knowledge, skill and practice, and created plans to address these areas. The training of coaches empowered them to become agents of change within schools.

### **In school data-driven practice**

Coaches supported teachers to effectively analyse NAPLAN and local measure data. These new skills gave teachers confidence to use data as a basis for planning and differentiating instruction in the classroom. The provision of release time for classroom teachers and school coaches to analyse data and discuss teaching practices resulted in valuable professional dialogue.

### **Whole-school planning and targeted professional learning**

School leaders, teachers and coaches developed whole-school approaches in the teaching of literacy and numeracy skills through the use of consistent and coherent strategies. The implementation of specific programs (e.g. *Reading to Learn*) provided a consistent approach to teaching both reading and writing. Whole-school approaches are seen as necessary for the sustainability of programs.

Approaches used in the NP were implemented at the school level to meet the needs of schools, teachers and students.

### **Coaching**

The varied role and tasks of coaches employed across Catholic schooling authorities included:

- development of whole-school literacy and numeracy plans and approaches;
- data collection and analysis;
- identifying the professional learning needs of teachers;
- providing professional development on effective intervention strategies and explicit instruction to meet student needs;
- modelling effective teaching practices in the teaching of literacy and numeracy (e.g. reading comprehension); and
- developing, reviewing and refining school and class plans over the course of the year.

### **In-school data-driven practice**

Data practices implemented across schools included:

- whole-school analysis and interpretation of data in cooperative planning and development of action plans;
- coaches and teachers analysing data to inform future teaching practices required to meet the needs of a particular group of students;
- teachers administering local measure assessment for their classes, and participating in discussion regarding analysis of data at student, class and whole-school level; and
- review of data at the end of 2013 to assess progress and plan for 2014.

### ***Whole-school planning and targeted professional learning***

Actions undertaken across Catholic schooling authorities included:

- professional development for leadership teams on whole-school planning, and effective teaching and assessment;
- professional learning for teachers on the implementation of effective reading strategies;
- targeted professional learning in pedagogical approaches through workshops and courses (e.g. *Reading to Learn*, Sustaining Numeracy across the Curriculum, First Steps, Coaching training, Big Ideas in Number and Peter Sullivan Masterclass);
- development of systems to record planning, teaching, assessing and reporting to enable the processing of standardised testing results for each student;
- participation in a cluster-level initiative, facilitated by the University of Southern Queensland, which involved professional conversations and professional development with panels of coaches;
- provision of opportunities for schools to share progress, discuss successes and challenges, and seek advice from coaches; and
- establishment of Professional Learning Communities within schools to identify areas of need and set shared goals.
- Contribution of approaches towards improved student performance in target groups

Student achievement improved for all target groups of students in participating Catholic schools. The approach of coaching resulted in schools and teachers demonstrating an increased capacity to analyse data to plan for whole-school improvement. This was evident in the following actions:

- identifying students at-risk in reading and/or numeracy through analysis of NAPLAN results, local measure assessments, and other classroom assessment including Waddington, Torch and running records;
- actively engaging teachers and coaches with data to set goals for classroom instruction;
- providing coaches and teachers with professional development on ways to effectively differentiate teaching to meet diverse student needs;
- examining teaching resources and exploring alternative ways of delivering lessons to improve student learning;
- implementing targeted interventions to address identified student needs;
- monitoring student progress on a regular basis; and
- supporting consistent data collection and teacher judgement had a significant effect on student achievement.

Contribution of approaches towards effective identification of areas needing support in participating schools and subsequent improvement through monitoring and analysis of literacy and numeracy performance

The approach of in-school data-driven practice resulted in teachers analysing assessment results to make data-driven decisions and form the basis of classroom lesson planning with a focus on pedagogy. The following actions were undertaken:

- examination of student strengths, but particularly weaknesses, created evidence which demanded a response from teachers in their instructional strategies to improve performance;

- ongoing discussion on the best way to address specific needs of students who showed little or no improvement;
- modification of classroom pedagogy to improve student engagement and learning;
- analysis of data across the year (beginning, middle and end) resulting in teacher satisfaction at seeing how the change in their pedagogy had a positive effect on improving student learning outcomes; and
- focusing on formative assessment practices to inform planning, as well as providing effective feedback to students benefited achievement in numeracy.
- Contribution of approaches towards improved capability and effectiveness of literacy and/or numeracy teaching

Participating schools established a multi-layered approach where leaders, teachers, coaches, parents and students focussed on improvement in literacy and numeracy. The effectiveness of literacy and numeracy teaching was improved through:

- whole-school pedagogical approaches to teaching reading, writing, spelling and numeracy through the delivery of professional learning to classroom, support and specialist teachers;
- whole-school focus on a specific area, resulting in an increase in teacher professional knowledge, confidence and capability;
- coaching, providing teachers the opportunity to collaborate and focus on areas for improvement, which resulted in setting goals, implementing practice and reflecting on practice;
- experienced and successful practitioners appointed as coaches, who were able to demonstrate the ability to work collaboratively with teachers and model instructional teaching strategies effectively;
- coaches receiving professional learning in proven effective reading and/or numeracy instruction techniques; and
- *Reading to Learn* program, providing teachers with knowledge and strategies to teach reading and writing in a way which has been demonstrated to close the gap between the top and bottom performing students.

### **INDEPENDENT sector**

The coaching concept has been successfully implemented nationally and internationally and there is a wide range of research available indicating the positive impact that such an initiative can have towards improving student outcomes (Biancarosa 2010; Garet et. al. 2008; Lockwood et. al. 2010).

Coaching provides ongoing professional learning for teachers (International Reading Association, 2004). Studies show that professional learning is an important factor in improving teaching practice and, therefore, an important factor in predicting higher student achievement (Wenglinsky, 2000). Content-focused, teacher professional learning that is sustained over multiple years through coaching support produces increasingly greater improvements in teachers' performance and students' reading skills (Atteberry & Bryk, 2010).

Therefore, coaching as a strategy was intended to:

- extend and consolidate strategies from the previous NP;
- broaden the coaching focus to include literacy and numeracy teaching pedagogy; and
- provide a sharper focus on evidence-based decision making to ensure deeper understanding and appropriate actions.

By looking at previous implementations, it was also possible to glean the best approaches and learn from research findings. This process is not about what Lucy West (2009) refers to as 'mindless fidelity' but rather 'mindful engagement', whereby adaptations and a point of difference can be established in order to meet the diverse needs of the Independent sector effectively.

Training for coaches was and is essential due to the complex nature of the work to be undertaken (Mraz et. al, 2008; McLean et al, 2010). In studies conducted by L'Allier & Elish-Piper (2006 and 2007) it was determined

that higher average student gains occurred in classrooms supported by coaches who had received previous training.

### Section 3: Analysis of Performance Data

#### STATE SECTOR

Local Measure Tests 1 and 2 (11-15 March 2013 and 4-8 November 2013) were successfully implemented across 217 Queensland state schools with the administration of Australian Council of Educational Research's (ACER's) Progressive Achievement Tests in Reading (PAT-R) and Progressive Achievement Tests in Mathematics (PAT MATHS). A focus on the analysis of data with the identification and embedding of intervention strategies to support student improvement will occur after the release of ACER and state sector generated reports.

A range of approaches have been utilised by regional staff across the state to engage staff in professional learning to improve capability and effectiveness of literacy and /or numeracy teaching.

These approaches have included:

- modelled, focused lessons determined by coach and teacher;
- observations of, and feedback to, teachers in specific literacy/numeracy areas;
- co-teaching - coach and teacher teaching side by side;
- release time given for teachers to observe colleagues;
- professional development for coaches through network meetings, sharing of resources, newsletters and conferences;
- demonstration lessons given to teacher aides with feedback/questions to coach at completion;
- parent sessions on teaching of reading and home reading skills;
- specific pedagogical skills development offered by regional staff (e.g. First Steps in Reading/Writing/Number, guided reading, vocabulary programs);
- specific professional development focused on creating student learning goals and tracking progress
- provision of moderation facilitator training to ensure consistency in standards;
- provision of conferences (face to face, web and video); and
- provision of resources through digital means (e.g. EdStudio).

Anecdotal feedback has indicated increased capability in a range of areas including greater use of guided reading resources and more regular reflection on their class reading program. Specific anecdotal feedback from key staff members included:

*I have begun to work with principals in implementing some form of colleague coaching/observation processes to ensure sustainability while the coach is not on campus. This has worked extremely well because teachers are developing confidence in their pedagogy when they experience success with explicit instruction and are then opening up their classrooms to their colleagues to learn techniques and share practice. In many cases when I return to a school they have come along in leaps and bounds. (Coach)*

*The majority of staff members have data that indicates steady improvements in reading PM targets - both low achievement to high improvement and high achievement to high improvement, according to mapping on the PM achievement improvement matrixes for a particular year level. (Principal)*

*Classroom walk throughs and observation has improved dramatically as every staff member is aware of the expectations and there is a shared understanding of what we are improving. (Deputy Principal)*

*I have been working on explicit instructions/Drill and Skill and Warm-ups with the class. Although it can be time consuming in the planning of these lessons, since introducing the explicit lesson with the spelling the children's spelling results have improved and children are taking in all the rules, and what we have learnt in our spelling and applying it in their writing. Although it is still very new to us I think that our growth in this area as a whole junior school over the past month has been amazing. (Classroom Teacher)*

*I thought I was teaching really well until I received some specific feedback! The modules have really taught me how to use the model of explicit teaching and it has made a real difference to my students' learning.*

(Classroom Teacher)

*The lesson intent and success criteria are difficult to write at first! Now I understand the importance of them not only to my planning and teaching but also to the students' learning and accountability.* (Classroom Teacher)

### **Associated feedback demonstrating improved capability has also included:**

School-based staff surveys indicate improved teacher use of data to set student goals. In one school, staff members were surveyed on the presence of teacher teams and opportunities for collaborative groups to meet regularly, interacting and addressing common issues regarding curriculum, assessment, instruction and the achievement of all students.

83% of staff agreed or strongly agreed that Professional Learning Communities (PLCs) are in place and have goals.

84% of staff agreed or strongly agreed that student achievement and growth is analysed by PLCs.

77% of staff agreed or strongly agreed that data teams are in place and have goals.

### **CATHOLIC SECTOR SCHOOLS**

Schools administered different local measures to different year levels based on the following factors: systemic focus area/s, results of NAPLAN tests and other assessments, whether it was a continuing NP school.

Local measure data used to inform best practice in literacy and numeracy resulted in:

- establishing base-line data and overall profile of the ability of students;
- identifying priority focus areas and setting goals;
- identifying staff professional learning needs;
- informing classroom teachers of the needs of the whole class as well as identifying where differentiation needs to occur at an individual student level;
- using targeted interventions in each classroom - specific targeted areas include: vocabulary, spelling, descriptive and expressive language, inferential comprehension, problem solving, reasoning, place value and fractions;
- developing data walls to map student progress and discussing future actions at class, year and school level;
- using assessment as feedback about effectiveness of teaching and plan for literacy and/or numeracy improvement;
- tracking student progress to identify those at risk and those needing extension; and
- reviewing data, instruction strategies and targets to inform goals and practices.
- Approaches used to improve teacher capability and the effectiveness of literacy and/or numeracy teaching
- A diverse range of targeted professional learning was undertaken by teachers, coaches and school leaders to meet the needs of each participating school.

The approaches used to build teacher capability in literacy/numeracy teaching were:

- appointment of experienced practitioners as coaches at system and school level;
- professional development for coaches in deepening content knowledge, implementing 'high yield' strategies and explicit instruction, modelling techniques and data analysis;
- coaches observing and modelling instructional techniques in classroom settings;
- discussion in planned meetings and monitoring the progress of the students;

- specific professional learning in the following: *Reading to Learn*, First Steps Reading, First Steps Number, numeracy across the curriculum, formative assessment strategies, data analysis and training, English as a Second Language (ESL) in the mainstream and oral language; and
- participation in online collaborative learning spaces – University of Southern Queensland (USQ) Education Commons online panel discussions and pedagogical sharing processes and Collaborative Conversations in Literacy and Numeracy.

The following feedback demonstrates improved teacher capability as viewed by school leaders, teachers and coaches over the course of the year.

**Feedback from school leaders:**

*The teachers have gained a great deal in terms of effective pedagogy from having Julie in our school, especially our teachers that are in the early stages of their career ... each of our teachers have emulated her methods and strategies within the classroom and really revitalised the learning of reading in our school.*

*Recent feedback from staff indicates that a common tool and common languages has facilitated improvement through the setting of common targets and shared strategies to address student needs.*

*We have been very happy with Kate's work in our school to develop numeracy as she has used her skills to deliver professional development on a variety of topics, she has helped to change classroom practice through the analysis of data with teachers in their year levels and introduced the development of resources and activities to target weaknesses in our school program and for individual students. From the data analysis of numeracy testing Kate was able to show teachers more appropriate ways of assessing numeracy and the development of assessment tasks.*

*Karyn has been an invaluable addition to our school this year. She worked with me to really look in-depth into the current literacy teaching in the school, specifically teacher pedagogy and how children were being supported. Being principal of a small school, it is not possible for me to effectively be everywhere at once and gain an insight into this as much as I'd like to. We developed a much more comprehensive and in depth data collection system that identified reading comprehension, critical and visual literacy as major areas that need development in our school.*

*This has been a very affirmative and rewarding experience, providing an abundance of professional development opportunities as we revisited concepts and refreshed classroom practice to focus on improving reading and spelling standards. Our school has developed a consistent approach to introducing, developing and expanding the acquisition and application of reading and spelling strategies.*

**Feedback from teachers:**

*It is not a chore to teach now, as I feel confident to present in a fun and challenging way to my students. Students are enjoying reading now and are wanting to read.*

*I am more confident to teach reading comprehension now as I have a wide range of strategies to use. It has given me great opportunities to add variety within my classroom, such as modelled, guided and shared reading, and reciprocal reading, book clubs and circle reading. None of this I had really understood or used before.*

*I felt it has helped be a more rounded teacher, in all learning areas, but particularly in Maths. The program was incredibly rewarding and undoubtedly transformed my own teaching practice for the better. I think it really made a difference having extra time and help in developing the explicit lessons.*

*Watching the coach gave me the opportunity to observe my class in more detail and see what was happening. I feel incredibly comfortable opening my classroom to others, particularly those who will enhance the teaching and learning for students in the classroom.*



*It gave the opportunity to see another teacher practice and model as well as provide support with my own teaching practices and procedures! I gained so many ideas as well as having so many old ideas renewed and my own affirmed.*

*It has made me much more aware of my own vocabulary when instructing students and I am now much more explicit when doing so.*

*I had a limited understanding of how to incorporate explicit instruction within the area of reading, however, I am now confident, to incorporate explicit teaching more within all literacy areas.*

*The project has enhanced my own learning and teaching by reminding me to be more explicit in my instruction and to take time to help students acquire skills.*

*I have felt well supported throughout the process, and while openly admitting it requires a good deal of personal preparation, it has helped the students in my class with the delivery of robust literacy lessons.*

#### **Feedback from coaches:**

*A very worthwhile, practical project which has enhanced my own teaching and learning greatly! I have never thought of myself as being a terrible teacher but it did make me question my own practice and reflect on ways to better improve my method.*

*I think explicit instruction has made teachers rethink their teaching habits and focus more on how the content is being taught rather than just the content.*

*Explicit instruction has reiterated the importance of 'teaching' the students. It has given the teachers a structure by which to plan and deliver sequenced lessons. This has ultimately been beneficial for the students.*

*I have gained a better insight to how I teach and what I can do to be a better teacher.*

*I believe that the reading culture in the school has improved tremendously throughout this process.*

In summary, as a result of participation in professional learning teachers have reported an improved understanding, and demonstrated change in their classroom pedagogy through implementing practices in the following areas:

- goal setting, reflection and effective teaching of literacy and numeracy;
- using data more effectively to plan for learning;
- developing success criteria;
- analysis of student work and effective feedback to students;
- developing a shared metalanguage for students and teachers;
- focusing on improving reading fluency and comprehension;
- scaffolding practices and more explicit instruction in the teaching of reading and writing;
- identifying numeracy opportunities and embedding numeracy across the curriculum;
- identifying reasoning opportunities in numeracy tasks;
- using a range of strategies (e.g. *Reading to Learn*) to provide sustained change in teaching and student learning; and
- using student feedback to inform teaching.

#### **INDEPENDENT SECTOR**

ISQ's coaching strategy ensured that schools had routines in place to:

- effectively track data over time;
- support staff in accessing quality professional learning in a variety of modes, including onsite and offsite; and
- support staff in reflecting on and reviewing and refining their practice to improve student learning.

At the conclusion of the project the 35 participating schools were asked to undertake a survey to reflect on the impact on professional practice in the area of reading.

Overall:

99.3% of teachers reported that their understanding of teaching reading had been enhanced as a result of the Literacy focus on reading this year;

95.83% of respondents have made changes in how they collect diagnostic data since the beginning of this project; and

99.3% of teachers surveyed have made changes to the way they analyse and interpret diagnostic data.

When teachers are integral to the diagnostic assessment process, they have a deeper knowledge of students reading behaviours and strategies. Their observations provide clues to what aspects of the reading process might be absent. Therefore, the selection of the diagnostic tool is important to shaping pedagogical practice.

The Developmental Reading Assessment (DRA) has provided teachers with information about what students like to read, their definition of reading, their ability to articulate goals and actions to develop as readers. When teachers listen to students read, they analyse fluency based on Accuracy, Rate, Phrasing and Expression. Therefore, they have a profile that is more refined when looking at how to develop fluency. Comprehension is also broken into finer elements. This means that the planning becomes more precise as teachers move students forward and learn the benefits of having a specific focus and small precise steps built from both student data, and a deep knowledge about reading and the teaching of reading. Consequently, 98.1% of teachers said that they have made changes to the way they plan from the data as a result of the work undertaken this year.

As teachers built more confidence in their ability to use the diagnostic assessment tool, it was evident that there were changes to working with each other more collaboratively and openly. Teachers and schools are working more collectively to build on what has gone before. A culture of “blame” or “excuses” is slowly shifting to a culture of collective responsibility. This is evident in 97.18% of respondents saying that they have made changes to how they track students over time.

Teachers reported that their practices have changed positively and have resulted in more targeted teaching that is specific to student needs. The diagnostic data tool has enabled teachers to identify problem areas more easily and personalise the learning. Teachers said that groups were not static and that differentiated practice was much more manageable. As a result of increased knowledge, teachers and students are able to set goals, reflect on learning and provide more specific feedback to move reading development forward.

When asked about the challenges that they continue to face, teachers’ responses fell into three categories: time, professional knowledge and resources. Time to work in different ways with students still remains a challenge for teachers. Managing routines and procedures to ensure teachers have the opportunities to work with small groups, whilst the remainder of students work independently is problematic for teachers. It is more than the organisation, it is the time to ensure students are engaged in authentic reading and writing tasks that practice and deepen reading strategies, processes and behaviours. Therefore, teachers require continued professional learning and resources to build their knowledge in selecting tasks that align with best practice and the expectations of Australian Curriculum.

When asked what support they required, teachers identified the following: coaching; further professional learning in the area of reading; time for observing and learning; feedback on practice and time for discussion about practice, planning, strategies, resources and routines and procedures.

In-school data – informed practice

Results indicate significant improvement in all targeted and non-targeted groups as can be seen below.

The most noteworthy improvements are the gains overall. All groups have improved but Year 5 students demonstrated an average growth of +13, which is more than twice the total score improvement identified as the previous target for the LNNP (previously, an average increase of six score points on the DRA was identified by ACER as the expected level of improvement in one year). Year 3 students demonstrated average +9 gain in total score improvement.

Figure 7 DRA data

Year 3	PRE	SCORES	Average DRA Score	POST	SCORES	Average DRA Score
Total No. of Students	972	57403	59	892	60706	69
Total NO. B2B NAPLAN	N/A	N/A		44	N/A for comparison	

DRA Data – Year 3 target groups

Total No. Aboriginal/TI	62	2599	42	62	3459	56
Total No Below Level 24	507	25492	50	276	14722	53

Year 5	PRE	Combined DRA SCORES	Average DRA Scores	POST	Combined DRA SCORES	Average DRA Scores
Total No. of Students	934	69257	74	867	75001	87
Total NO. B2B NAPLAN	142	7659	54	32	1941	67

DRA Data – Year 5 target groups

Total No. Aboriginal/TI	50	2289	46	50	3449	69
Total No Below Level 38	368	21089	57	206	12720	62

Continuing to develop a growth mindset in relation to student outcomes will require changes to teacher knowledge of the definition of reading, and the relationships between engagement, fluency and comprehension. This can be achieved through continued support via a coaching strategy for each school. Coaching could also support teachers aligning curriculum expectations and reading development. Moderation practices would also provide opportunities to develop deeper understanding of what to look for in reading behaviours and consistency of judgement.

## Section 4: Showcases

### Attachment E

#### ILN NP SHOWCASE

School name	Sandy Strait State School
DEEWR school ID	1754
Suburb	Urangan
State/Territory	Queensland
Sector	Government
School type	Primary
ARIA categories	Provincial City
2013 enrolments	730
Number of Aboriginal and Torres Strait Islander students	81
Number of students with a language background other than English	3
2013 student attendance rate	91%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

#### School Background

Sandy Strait State School (SS), situated in Hervey Bay, opened in 1995. Hervey Bay is recognised as having high unemployment and a low socio-economic status represented through the school's Index of Community Socio-Educational Advantage value of 942, below the national average of 1000.

The school reports that:

- many of its families are one-parent families or second generation unemployed;
- a high student mobility ratio with many enrolments from families relocating from states outside Queensland;
- many of the school's staff members are long term and there is a low staff turnover rate;
- for a number of years, teachers and teacher aides worked in year level teams, however, there was little sharing of practice between year levels. This created pockets of best practice without a clear focus or whole-school direction;
- community expectations of the school were low with academic success not overly valued by the school community;
- the school's data was not improving and overall enthusiasm and engagement for learning was low; and
- a Quadrennial School Review in 2010 identified the need for a whole-school focus on Teaching and Learning to drive change

In 2011, Sandy Strait SS embarked on an innovative School-Wide Improvement Agenda entitled *Leap into Learning*, to unite the school community with the understanding that school improvement is everyone's business.

## **ILN NP Approach**

Sandy Strait SS's approach to improving Literacy outcomes for students through *Leap into Learning* has been achieved through the development of three strategies.

Strong Leadership and Effective Teams.

High Expectations and Focused Teaching.

Differentiated Intervention and Improved Learning.

### **Implementation**

Strong Leadership and Effective Teams have been developed through a Curriculum Leadership Model and five weekly Data and Target Review Cycle. The Curriculum Leadership Model was developed to ensure that curriculum areas were led by a variety of teachers from across the school, creating leadership density and a true sense of shared ownership. The five weekly Data and Target Review Cycle ensured that specific data was collected in Reading Comprehension, Writing and Numeracy. This data was analysed in conjunction with leadership team members, with learning goals and success criteria established for whole class, groups and individuals, displayed on dedicated staffroom target wall and reviewed at the conclusion of the five week cycle.

High Expectations and Focussed Teaching was achieved through school-wide data collection process, student reflection, watching others working and coaching, teachers leading teachers, teacher aide professional team and sharing practice with other schools.

Differentiated Intervention and Improved Learning was achieved through teachers working collaboratively to achieve targets, academic talent and achievement (program to increase staff and community awareness of, and positive disposition towards, academic talent development).

### **Progress/Outcomes**

Across the school, a number of outcomes have been achieved for each of the approaches.

Five weekly target meetings have ensured that teaching is always focused on the needs of the students.

Staff School Opinion Survey Data has substantially improved in the areas of staff morale and participation in professional development activities.

Teachers now efficiently utilise student data to inform their practice with school-wide data improving.

A culture of professional sharing without boundaries has been established.

The school's parents and community have supported and acknowledged the commitment towards the Leap into Learning Improvement agenda.

Leadership density has been created with a number of aspirants acting in higher duties at other schools, or fulfilling curriculum leadership roles at a regional level.

Academic talent and enrichment programs have supported children to achieve in various areas.

The language of Leap into Learning can be heard school wide "Whole-School Improvement is Everyone's Business".

## ILN NP SHOWCASE

School name	The Willows State School
DEEWR school ID	0287
Suburb	Kirwan
State/Territory	Queensland
Sector	Government
School type	Primary
ARIA categories	Major City
2013 enrolments	1138
Number of Aboriginal and Torres Strait Islander students	106
Number of students with a language background other than English	15
2013 student attendance rate	92.4%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	No

### School Background

The Willows State School (SS) is a co-educational school situated in Townsville and opened in 1997. The school has a current enrolment of 1138 students in Years Prep to 7 with facilities that provide flexible, air-conditioned learning environments, and fully integrated fibre-optic computer cabling linking all classrooms.

There are a total of 117 staff members including a Principal, three Deputy Principals, a Head of Curriculum (HOC) and a Head of Special Education Services (HOSES), 52 classroom teachers supporting 44 classes, with specialist staff including Physical Education, Music and Languages other than English (LOTE), support staff such as Support Teacher: Literacy and Numeracy (ST:LaN), Literacy Coach, Teacher Librarian, Guidance Officer, Behaviour Support Teacher, and ancillary staff.

School-based data indicates approximately 25% of students have one or more family members actively serving in the Australian Defence Forces. In addition, the school has 9% of students who identify as Indigenous; 4% students with disability and 2% Languages Other Than English (LOTE). Students and their families are encouraged to share aspects of their personal culture and language in classrooms and in cultural celebrations such as Harmony Day and NAIDOC week.

### ILN NP Approach

Positive community collaboration has been a key feature of the school's success in improving student learning outcomes in Literacy and this was done through the following:

- Positive Partnerships with KidsMatter Network inform the school's Social Emotional Learning program and School-Wide Expectations.
- Productive relationships and regular consultation with a range of community professionals for students and families (e.g. Child and Family Health Services, Access to Allied Psychological Services, Defence Community Organisation, Indigenous Health).

- Adult learners at TAFE complete periods of placement within the school classrooms, mentored by the teachers, towards a Certificate of Education Support.
- Undergraduate Speech and Language Pathologists from James Cook University undertake Action Research and complete extended placement towards their degrees, in turn offering additional targeted intervention for students and a professional dialogue with staff.
- The Safe School Travel Stakeholder Committee addresses school traffic issues and action planning, and the Townsville City Council facilitates critical education on road safety for all of the school's students.
- Agreed use arrangements of school facilities supports a range of community activities, including Yoga, Tae Kwon Do, Women's Self Defence.
- The school has one of the largest Defence family populations in Australia and it acts as a community hub for Defence families. Defence Transition Aides facilitate a personal welcome for all new Defence families, hold parent group morning teas, invite guest speakers, host playgroup and lead significant Defence Commemorations.
- The Embedding Aboriginal and Torres Strait Islander Perspectives in Schools Group facilitates guest speakers, supports authentic resources to enhance learning within the Australian Curriculum and officiates a 'Welcome to Country' at key school events.

The intent of the program was to build classroom teacher's capability to deliver a balanced and effective reading program to improve student reading results. The following approaches were used to achieve this:

- Targeted use of literacy coach.
- Whole-school coaching model.
- Teacher release.

### Implementation

**Targeted use of literacy coach:** The literacy coach worked with teachers in weekly cycles of data analysis and planning, observing lessons, co-teaching, modelling lessons, providing feedback and goal setting. Coaching focused on teachers' analysis of reading data to inform universal, targeted and intensive teaching with selected teachers in Years 3, 5 and 7 (prior to NAPLAN). Identified teachers worked with the coach to build their capability in the key elements of balanced and effective reading program (captured in The Willows State School Common, Consistent, Sequenced and Sustained Approach to Reading - TWSS CCSS) and high yield strategies to implement it. Coaching focused on TWSS CCSS Approach to Reading but was differentiated for teachers. It included personal goals in area such as the Fleming explicit teaching model, front ending assessment, data analysis (and class data action plans) to inform targeted teaching, student goal setting and feedback.

**Whole school coaching model:** The school was moving towards a whole-school model of coaching based on the GROW framework (Goal Setting, Reality Checking, Options, What is to be done, When, by Whom and the Will to do it). The whole staff engaged in professional development that focused on: key elements of an effective reading program (TWSS CCSS approach), collecting and analysing reading data, explicit teaching of vocabulary and explicit teaching of comprehension. Post NAPLAN (Term 3 & Term 4), coaching focused on selected teachers in Years 2 and 6 in response to data that identified reading comprehension as a universal issue. The school took a differentiated approach to selection and revisiting of targeted staff in light of their readiness and rate of progression.

**Teacher release:** teacher release was provided for coaching conversations around data analysis, planning and responses.

### Progress/Outcomes

The school has achieved many positive outcomes.

**Targeted use of literacy coach:** The school has developed staff capability and anticipate that the momentum will continue with the in-depth analysis of data becoming part of universal practice at all levels of the school,

and differentiation based on data is becoming part of quality universal practice. The school expects that all learning areas (including mathematics and science) will be enhanced as a result of improvements in literacy. Teachers also now have a better understanding of the importance and benefits of building the capability of parents in supporting their child's education, and recognising parents as a child's first teacher.

**Whole-school coaching model:** The role of the Focused Teaching Support Team (including ST:LaNs , HOC, Intensive Teacher and Literacy Coach) shifted to a capability building model with focus on improving universal practice (moving targeted teaching to universal practice). As a result of the coaching, teachers have moved into using more fine grained data analysis and knowing how to respond with targeted intervention. Teachers draw upon expertise from colleagues conversant in the Reading Recovery approach to deepen universal teaching practices and case manage children who are not progressing at an acceptable rate.

**Teacher release:** significant improvements have been achieved by the school including professional discussions, with time and resourcing to reflect on practice and plan for improvement.

The school's NAPLAN results have improved in the following areas:

- percentage of students at or above National Minimum Standard (NMS) in Year 5 improved from 84.7% in 2011 to 96.8% in 2013;
- percentage of students achieving in the upper two bands in NAPLAN improved from:
  - 25.6% in 2011 to 27.3% in 2013 (Year 3 Reading);
  - 12.7% in 2011 to 21.4% in 2013 (Year 5 Reading);
  - 15.1% in 2011 to 20.3% in 2013 (Year 7 Reading).



## ILN NP SHOWCASE

School name	Jubilee Primary School
DEEWR school ID	16689
Suburb	Pacific Pines, Gold Coast
State/Territory	Queensland
Sector	Catholic
School type	Primary
ARIA categories	Major City
2013 enrolments	614
Number of Aboriginal and Torres Strait Islander students	15
Number of students with a language background other than English	17
2013 student attendance rate	93.5%
Literacy and Numeracy National Partnership (LNNP) school	No
Low Socio-Economic Status School Communities National Partnership school	No

### School Background

Jubilee Primary is an ecumenical school within Brisbane Catholic Education and is situated on the traditional land of the Bullongin Clan, which is part of the Yugambah Nation. Jubilee was founded in 2001 with a partnership of students, parents, staff, pastors and parishioners of the four associated churches - St Mary's Catholic Community, Oxenford; Southland International - Apostolic (Australia); Gold Coast North Anglican Church; Living Rivers Uniting Church. The school community works together - united in a belief in Jesus Christ and His values, and supporting each other in many different and important ways.

The school has approximately 614 students enrolled across the school in Prep – year 7 in a fairly transient area. An increase in both Indigenous and ESL students is occurring as the area continues to evolve. The school has 23 classes in total with 21 full time teachers and four job share teachers, three leadership positions (Principal, Assistant Principal and Assistant Principal Religious Education), six specialist teachers and a part-time Guidance Counsellor, and 10 non-teaching staff. Over 60% of teachers have been teaching at Jubilee for over five years and are aged between 45-54 years. Jubilee offers extensive extra-curricular activities including an instrumental music program, tennis coaching, Speech and Drama, Art lessons, TFA soccer and Tai Kwan Do. These activities complement the school facilities of three tennis courts, three basketball courts, and a fully functional stage with lighting and sound.

The school has a unique environmental setting where, at the construction phase, the school planning ensured that the natural setting with all flora and fauna be preserved. Over the ensuing ten years, active planting of native plants to support wildlife has occurred. Thus, the school supports a mob of wallabies and a wealth of native bird species. The school encourages the use of natural learning spaces and has developed sustainability of practices to maintain these settings, including water tanks that are connected to the amenities block and solar panelling.

## **ILN NP Approach**

### **DATA COLLECTION**

The school focused on three main sources of data collection. Professional learning on the use and analysis of data was provided for staff. This included reviewing NAPLAN data using the Catholic Education Business Intelligent tool and PAT-R results from testing in March 2013. Secondly, there was a whole-school approach with a focus for the National Partnerships on Year 3.

Thirdly, student/teacher feedback was collected. Students were asked individually “What makes a good reader?” and their responses were recorded. Teachers were asked “What makes a good reader?” and their responses were recorded. Staff reviewed both answers and this sparked deep and meaningful teacher discussion on the purpose of reading and what the school was going to focus on to achieve better reading results.

### **WHOLE-SCHOOL APPROACHES**

The school adopted a whole-school focus to the teaching of reading for 2013. Leadership were clear about expectations that the whole-school would work toward improved student outcomes in reading improvement. These expectations were aligned with the goals for annual school improvement. The specific focus on reading impacted on the use and implementation of resources including targeted professional development that staff attended, and the purchasing of appropriate resources.

All staff were trained in assessing reading using running records, teaching guided reading effectively and teaching shared reading, ensuring a consistent and whole-school understanding around these practices.

Regular modelling and demonstration of high quality teaching lessons occurred with feedback to teachers given as part of the school’s coaching strategy.

The school employed a full-time Learning Enhancement Teacher and another three days a week Learning Enhancement Teacher for the sole purpose of supporting teachers with the implementation of quality reading practices.

### **Implementation**

#### *Whole-School Approach*

Jubilee adopted a whole-school approach to the improvement of reading across all year levels.

This included the three-tiered approach of administration support, building teacher capacity, and resources to support improvement in student outcomes. Professional development for the year was focused on reading. When staff first analysed the school data from PAT-R and students’ personal ideas about reading, staff found the results disappointing and extremely low for Year 3. Staff attended workshops on guided reading, shared reading, running records, collaborative conversations and comprehension strategies. Teachers were challenged to think about good practice and what they needed to develop in their classes for improved individual student outcomes, such as looking at guided reading groups based on skills which needed to be taught and developed rather than grouping in reading levels.

The newly employed Learning Enhancement teachers worked closely with the APRE and staff to model, support, plan and reflect about practices and the types of quality reading strategies being implemented in classrooms. Part of this support was the co-funding from the school and the Parents and Friends (P&F) to purchase \$30,000 worth of new books for students to engage with. Parental support with the changes in reading was strong and supported both at home and at school, with strong student attendance at the “Early Bird Reading” program which ran before school from 8:00am – 8:20am and encouraged peer to peer reading, and listening with senior students and younger students.

Teachers who had been teaching for extended periods of time have found this process challenging and have resisted changes in guided reading practice. However, these teachers were given support through the

Learning Enhancement Teacher and the APRE to help implement the changes in a positive and collaborative manner.

### **Progress/Outcomes**

The Year 3 cohort showed significant movement in the PAT-R testing results. Fifty-four percent of students were in Stanines 1-3 at pre-testing. Post-testing showed 7% of the cohort in Stanines 1-3. This change demonstrated the total percentage of students in Stanines 4-9 increased from 46% to 92%, indicating that these students are now achieving at their expected year level or above.

Processes of accountability that were introduced over the year will be maintained into the future to help ensure sustainability of high quality teaching practice:

- Each class assessments of reading levels at the end of each term are sent to administration.
- Learning Enhancement teacher administers PAT-R test across the school, ensuring consistency in delivery of the test.
- Each term, the APRE and Learning Enhancement Teacher review running records across all year levels to ensure consistent approach to reading comprehension when benchmarking (100% comprehension before moving students).
- Guided reading workshops for all new staff - before they start the teaching year.
- Classroom walk-throughs will be maintained by the APRE, including feedback from these sessions using coaching strategies.
- Staff given copies of pre- and post-data for year levels to maintain open dialogue between staff and administration around student outcomes.

## ILN NP SHOWCASE

School name	Mueller College
DEEWR school ID	17214
Suburb	Rothwell
State/Territory	Queensland
Sector	Independent
School type	Combined
ARIA categories	Major City
2013 enrolments	1326 P- 6 (712) 7-12 (614)
Number of Aboriginal and Torres Strait Islander students	21
Number of students with a language background other than English	43
2013 student attendance rate	89%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	Yes/No

### School Background

Mueller College is a Prep school to Year 12 Christian School on the North side of Brisbane, close to the Redcliff Peninsular. As a “stand alone” College, not part of any system, they are supported by ISQ, and collaboration and networking have become important support systems for this school.



Figure 1 School Location

The College is conducted on a single campus. For curriculum and organisational purposes the school years are divided into three bands - Primary (Prep –Year 6), Middle School (Years 7-9) and Senior Secondary (Years 10-12). There are 31 Primary classes and up and including 2013, has operated separately to the Middle and Secondary Schools. The two pillars, Teaching and Learning and Pastoral Care, are the foundations of the school. This school falls within the definition of a low socio-economic band and has a growing ESL enrolment.

Over the past ten years the Deputy Head of College notes that Oral Language has become an area of need for students entering their first years of schooling.

Mueller College is located next door to Peninsular Palms Retirement Village and there is a close community partnership that is promoted through visits, performances and reading with elderly residents. The 2015 Strategic Direction publication for parents and the Mueller community identifies the following as its driving force:

To provide improved students outcomes through a clear vision for Teaching and Learning underpinned by a desire to maintain our Christian ethos.

### **ILN NP Approach**

In 2008, this school was invited to participate in the original pilot for the National Partnership to improve Literacy. Initial school data suggested that spelling needed to be a focus. However, soon after beginning the professional learning with ISQ, the leader and teacher leader began to reflect on their primary school reading data. From this reflection, they surveyed staff and began to see a mismatch between what teachers believed they were doing and practice. Whilst, initially they began using the PROBE reading assessment as the data tool for reading, they moved to the Developmental Reading Assessment 2 (DRA).

The Early Years Coordinator (leader for this project) saw direct correlations and alignment between other assessments that had been undertaken by Learning Support for their students. In other words, what they were seeing in assessments (eg. Wechsler Intelligence Scale for Children also referred to as the WISC), was also being supported in the DRA. However, the DRA provided more specific information about Reading Engagement, Oral Fluency and Comprehension.

The data being provided by the DRA identified students as well below, sometimes years below the expected level. This was not how this school perceived their students' reading abilities. There was incongruence between beliefs about reading achievement and the data being collected. Upon further investigation and professional learning in this area, it was evident that there was a need to concentrate on all three areas of reading, not just oral fluency which had been a real focus for the Early Year's program. The issue for Years 3-6 was a collective absence of the explicit teaching of reading.

In 2012, Mueller applied to be part of the ISQ Literacy and Numeracy Coaching Academy. Based on previous work in collaboration with ISQ, the leaders at this school identified coaching as a "natural progression" in the process for school improvement. In 2013, the coaching has continued to build on the following:

- build a common language for the teaching of reading;
- support teachers in interpreting data;
- support teachers in using the data to plan and develop a **Critical Learning Instructional Pathway (CLIP)** based on the Gradual Release of Responsibility;
- support teachers in the implementation of the CLIP; and
- support teachers in resourcing the CLIP.

### **Implementation**

The framework for the initial project was built around Fullan, Hill and Crevola's *Breakthrough* – Precision, Personalisation and Professional Learning (2006).

*"The new direction that we advocate is the complex and challenging task of transforming classroom instruction into a precision-based process that provides the teacher with the necessary information to make well-informed instructional decisions for all students..."* (page28).

Introduction of a data tool across P-6 to support the development of a common language around the teaching or reading

Becoming united as a whole primary school and developing a common language for literacy was viewed as the largest challenge when first beginning this journey. This school had a strong Early Years Program but the principles that underpinned this were not being translated or transferred to middle and upper primary. In other words, the teaching of reading primarily involved students reading texts and answering questions or reading silently without a focus or purpose (even enjoyment). There was a reliance on texts to teach comprehension, rather than authentic practices that reflect how reading takes place. Therefore, pedagogy needed to change around the teaching of reading.

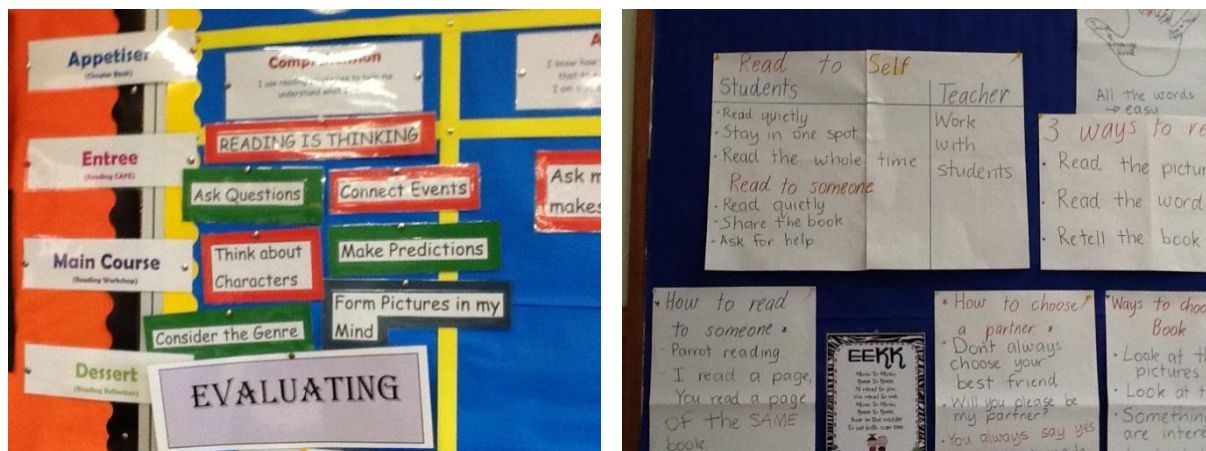


Figure 2 Anchor Charts that reflect explicit teaching of reading processes and behaviours.

There was a deliberate decision to go slowly as staff did not trust the data being presented and felt that this was a personal attack on their teaching ability. There was also a fear that this was not going to be a long term approach and would change when the next “fad” came along. The coach began the process with Year 4 teachers and developed models and examples to share with staff, at the same time continuing to develop professional knowledge through whole staff PD sessions.

The introduction of the DRA data tool also highlighted issues around assessment practices, differentiation and pedagogical practices for teaching in many areas, not just the teaching of reading. Therefore, reading became the model, but the principles were going to be applied across different subject areas of the curriculum long term.

### Opportunities to discuss the data

Once the administration of the DRA was no longer being supported by teacher release, the focus shifted to collation and interpretation. Many teachers took “poor” data personally but did not have the experience, or sometimes knowledge, to interpret the data. However, the continued discussions that took place around the data wall enabled staff to begin to develop a collective and collaborative approach to improving student outcomes.



Information		Reading				Oral Reading				Comprehension										Totals																
Aboriginal/Torres Strait Islander Yes/No	Below B2B Yes/No	Literacy Support	Favourite Book	Book Selection	Sustained reading	Book-Handling Skills	Wide Reading	Self-assessment/ Goal Setting	Monitor/Self-Corrections	Problem-Solving Unknown Words	Use of Cues	Accuracy	Phrasing	Rate	Expression	Questioning/ Prediction	Directionality	One-One Correspondence	Previewing	Words/Letters	Retelling: Sequence of events	Retelling: Characters and details	Retelling: Vocabulary	Retelling: Teacher support	Use of Text Features	Non-Fiction Text Features	Scalfoled Summary/ Vocabulary	Scalfoled Summary/ Summary	Literal Comprehension	Interpretation	Making Connections	Reflection	Metacognitive Awareness	A - Total of combined Points	B - Test Level	C - DRA Overall Score (A + B + C)
No	n/a	20																																43	20	63
No	n/a	20																																37	20	57
No	n/a	24																																34	24	58
No	n/a	28																																35	28	63
No	n/a	30																																38	30	69
No	n/a	30																																40	30	70
No	n/a	30																																33	30	63
No	n/a	30																																34	30	64
No	n/a	34																																37	34	71
No	n/a	34																																34	34	68
No	n/a	34																																40	34	74
No	n/a	38																																33	38	71
No	n/a	40																																34	40	74
No	n/a	40																																35	40	75
No	n/a	50																																31	50	81
No	n/a	50																																35	50	85
No	n/a	50																																33	50	83
No	n/a	50																																33	50	83

Figure 3 DRA Data Wall and DRA class profile

The funding provided the opportunity for teachers to be released to discuss the data with the coach. It also provided the coach with the data to identify further professional learning for staff. For example, when discussing the data teachers identified that they did not know how to go about teaching particular aspects of the reading process, or how to recognise students engaged in that process. The coach also worked with staff to develop 4-6 week plans that reflected the Gradual Release of Responsibility. This also enabled teachers to identify issues with routines and procedures for independent and small group work habits.

It appeared that with each part of the process - discussing and planning from the data- there was another layer of complexity that needed to be addressed.

**Changes to organisational structures, resourcing and timetables**

Research supported teachers having the time to discuss data, planning, resourcing and moderating. Therefore, changes to timetables – non-interrupted Literacy Block and Numeracy Blocks- were implemented. The value was placed on teachers’ time to do this during the school day. Now, the timetable is worked to provide teachers with two one hour blocks to meet and moderate during the school day. Teachers and the coach get the opportunity to look at cohort data and share strategies, concerns and best practice. Providing time for teachers to discuss and plan from the data has taken, and still continues to take, a large amount of problem solving and lateral thinking in a large school. However, this was easier in this context as the primary

school was responsible for its own timetable and unlike other P-12 schools, did not have to share staff across campuses.

**Introduction of a Curriculum framework to discuss the teaching of reading**

The initial implementation of the data tool highlighted that there needed to be a common language around the teaching of reading from P-6. Professional Learning, therefore, had a focus on building common language for all aspects of the reading process but particularly comprehension strategies, as this was viewed as the weak area.

**Progress/Outcomes**

*“The breakthrough we are seeking involves the education community as a whole establishing a system of expert data driven instruction that will result in daily continuous improvement for all students in all classrooms”*(Fullan, Hill and Crevola,2006).

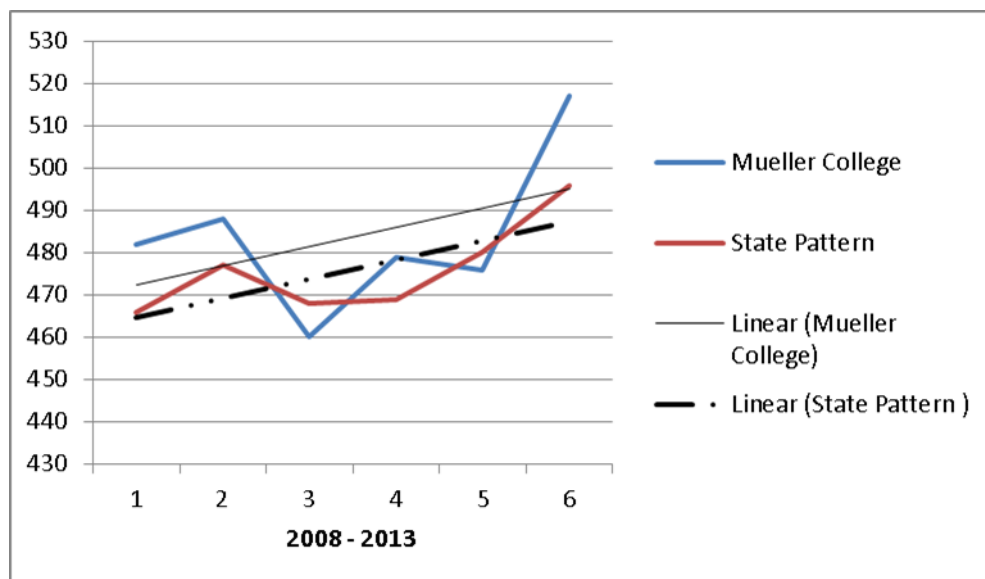
Continued improvement in student data is viewed as a key success but building teacher trust and building a culture of identifying where students are at and where they are going is also seen as a milestone. It has taken at least two years for teachers to begin to trust the data. Student and teacher data highlights the growth resulting from the focus on all aspects of reading but in particular comprehension strategies.

The table below shows the DRA improvements for 2013 (Feb to October):

Year 3	Pre	Post
Total Students	105	105
Below Level 24 (DRA)	12	3
Total Cohort (DRA Score)	7860	8104
Average DRA Score	75	77
Year 5	Pre	Post
Total Students	86	82
No. B2B	10	2
Below Level 38 (DRA)	20	4
Total Cohort (DRA Score)	7598	8361
Average DRA score	88	102



Improvements in NAPLAN data overtime can also be seen. See graph below showing Year 5 results from 2008 to 2013.



The Deputy Head of College (previous Early Years Coordinator and school leader of the initial NP) describes their biggest issue as one person “owning” the data (her). Now data drives the conversations about what needs to happen next for students’ improvement. Teacher feedback informs structural changes. Continual monitoring and tracking data over time are core components of teacher, student and school learning.

Teacher and student time is something that is valued and prioritised. This means that allocation of budget and resources is determined largely by the data and best practice research. Timetables are adjusted and flexible enough to be able to take a group of teachers offline for professional learning.

To keep moving forward, the coach and Deputy Head of College acknowledges that there is still a need to coach teachers to use the data in planning more effectively. They also have begun the same process to improve data in Mathematics, Spelling and Writing.

In 2014, the Year 7 team will be made up of primary teachers who have moved from the current Year 6 team and have undertaken this process for at least a year. The focus is to build capacity and continue to build a common language throughout Years 7-12.

The Deputy Head of College views coaching as a highly effective strategy for school improvement. With student data as evidence of this, the school Board and leadership team have made this a priority for budget allocations. In 2014, Mueller will have Literacy and Numeracy Coaches (2) in the primary school and an Instructional Coach (P-12) to support the implementation of a Curriculum Framework based on Marzano’s Art and Science of Teaching (2007).

This school continues to build capacity through processes and dialogue that reflect evidence-based practice and a model for continued growth. However, they acknowledge and understand that real change takes time and investment in professional learning for teachers that is embedded in what they do on a day-to-day basis. Consequently, the coaching model is one that promotes self-reflective practice that values unique and diverse learners.

## ILNNP Showcase

School name	Gold Coast Christian College
DEEWR school ID	2551
Suburb	Reedy Creek
State/Territory	Queensland
Sector	Independent
School type	Combined
ARIA categories	Major City
2013 enrolments	244 P-6 (161) 7-11 (83)
Number of Aboriginal and Torres Strait Islander students	12
Number of students with a language background other than English	25
2013 student attendance rate	90.44%
Literacy and Numeracy National Partnership (LNNP) school	Yes
Low Socio-Economic Status School Communities National Partnership school	Yes/No

### School Background

Gold Coast Christian College is an independent school, part of the Worldwide Adventist Education System operated by the Seventh-Day Adventist Schools (South Queensland) Limited. It is located at Reedy Creek, Gold Coast Queensland.



Figure 1 School Location

### ILN NP Approach

Gold Coast Christian College had been part of the initial National Partnership. Although improvements were evident throughout the NP, the improvements were gradual and it was sometimes hard to get “traction” with all staff. Coaching was viewed as a strategy that would move things more quickly. In 2012, the Head of Primary applied to be part of the ISQ Literacy and Numeracy Coaching Academy and identified writing as the focus area. The school appointed the practitioner from the original NP pilot as the Literacy Coach. From the work that was undertaken throughout 2012 in writing, it became evident that areas of reading needed to be

addressed too. The coach made the comment that in hindsight, they should have undertaken reading to continue and build on the progress that had been made.

Therefore, in 2013 when this school was identified to be part of the ILN NP, funding supported the coach to be released for a second day and this enhanced the work that could be undertaken in both reading and writing.

## Implementation

As part of the ISQ Literacy Numeracy Academy, the coach and leadership representative from Gold Coast Christian College attended the 5 Core Module days as a foundation for the coaching process. Part of this process was to build a common language and the principles that underpinned the Coaching Academy. This included having each school team reflect on where they were in the areas of Capacity Building, Classroom Practice and Collaborative Communities. The Gold Coast team reflected, discussed and determined the starting point for their context.

The coach then developed a plan to work with teaching staff. The focus for 2012 had been on Writing and whilst the coach was happy to undertake this “new” direction, she felt that they still had lots to do with the teaching of reading. Therefore in 2013, with funding from the NP, the coach had additional time to be able to build on previous work. NP funds were used to release the coach for an additional day to co-teach, plan or demonstrate with teachers, or either release teachers, to observe their peers. The coach selected early adapters to work with first and focused on developing the Reading Workshop in these classes. With other teachers, she focused on moving them from worksheets to mini lessons.

As a teacher and coach, she trialled the practices that she had read about, went to workshops and sent staff to workshops and together they discussed, practised and reflected on what they were learning. For example, when they saw that “Retelling” was an identified problem area for students in reading, they then coupled this with “Recounts” in writing. Knowing that Oral language is the pre-requisite for being able to express thinking in written form, the coach worked with teachers to develop a CLIPs in these areas.

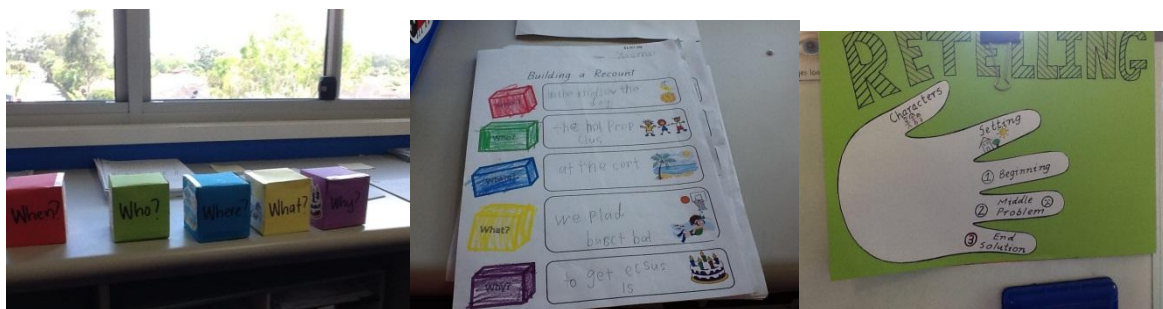


Figure 5 Year 1 and Year 5 3D Graphic Organisers and template to support students in oral and written retell

Being relatively new to teaching and being the Principal’s wife were some of the challenges that this coach faced. At the same time, the coach was more comfortable with Mathematics and had feared the Professional Learning about the teaching of Reading and later Writing. Yet, in her own words, this fear of “not knowing” gave her the motivation to undertake professional reading to better understand what she needed to do, firstly in her own classroom and then later as a coach.

It was decided to use the DRA across the whole primary school from Prep to Year 7 at the end of 2009. The initial challenge was to get the buy in from staff to see the importance of the DRA testing and the information it was going to provide them as teachers. Teachers were concerned about the length of time it took them to assess each student. The school provided release time for teachers to undertake the DRA out of the classroom for the first two times they administered the DRA. Teachers in all grades now administer the DRA in their classroom. Some don't even worry about the assistance of a teacher aide. It was important to provide the initial support for teachers to build their understanding of the data tool.

Another challenge was to change teachers' attitudes towards assessment, for them to realise that the DRA was assessment to drive whole class and small group instruction for teaching and learning, not just for a grade for a report.

Once teachers' had the data, the next challenge was then for them to learn how to implement a Reader's Workshop in their classroom. The coaching initiative and the extra funding received in 2013 made the biggest impact on the professional learning and change in classroom practice.

### Progress/Outcomes

Teachers need focused professional development and ongoing support to help implement change. Being a small, single stream school meant that things like the implementation of the Australian Curriculum began to take staff meeting and professional learning focus away from planned professional learning in Reading. The coaching has enabled this school to "get back on track with teaching reading". The additional NP funding for teacher release and extra coaching enhanced this. It provided opportunities for collaborative planning and development of CLIPs. Through the implementation of a coach, this school can see "traction" being gained in student outcomes. The Principal described the frustration of slowly moving forward and the tremendous efforts of staff and students for perceived small gains. However, he believes the real difference has occurred since the coach has been able to work with staff on a regular basis. The coach concurs with this view and lists the following as outcomes of this strategy:

- implementation of data tools to track students over time for reading and writing;
- common language to discuss the teaching of reading and writing;
- data walls for reading and writing;
- teachers making connections between the routines and procedures for explicitly teaching reading and writing;
- Readers and Writers Workshops in some classrooms; and
- collaborative teaching culture.

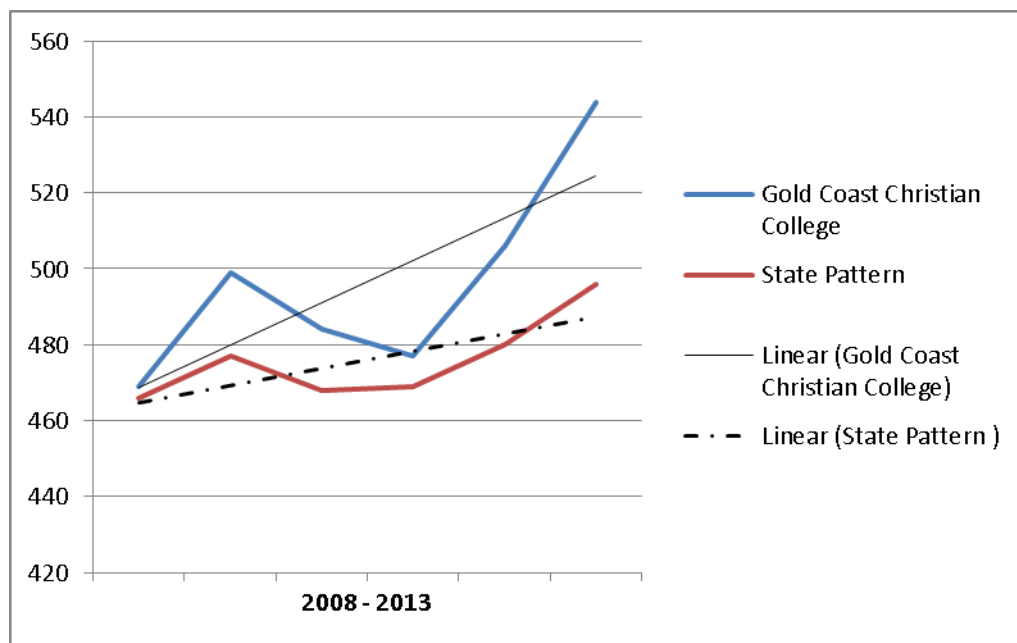
The coach also states that the real value can be seen in the time she can co-plan with teachers. The development of CLIPs has enabled teachers to differentiate the learning for students and ensure that the resources match and support those students.

The table below shows the DRA improvements for 2013 (Feb to October):

Year 3	Pre	Post
Total Students	26	24
No. B2B	N/A	0
Below Level 24 (DRA)	7	5
Total Cohort (DRA Score)	1609	1760
Average DRA score	62 average	73 average
Year 5	Pre	Post
Total Students	19	15 *
No. Indigenous /TI	0	0
No. B2B	0	0
Below Level 38 (DRA)	4	1
Total Cohort (DRA Score)	1610	1469
Average DRA score	85 average	98 average

\*students have left

Improvements in NAPLAN results overtime can also be seen. See graph below showing Year 5 results from 2008 to 2013.



The coach has already been planning for 2014 and is working with mentors from ISQ to discuss the next steps. The following has been identified in collaboration with the principal, staff and ISQ mentors;

- continue to build knowledge of explicit teaching of reading and writing, particularly for new staff;
- 100% of the primary teachers implementing a Readers Workshop (then a Writers Workshop);
- moderation of the DRA across other schools in their South Queensland Conference (Seventh Day Adventist);
- refining the CLIPs to ensure alignment of Australian Curriculum; and
- transference of current principles (data informed instruction) to the teaching of spelling and numeracy

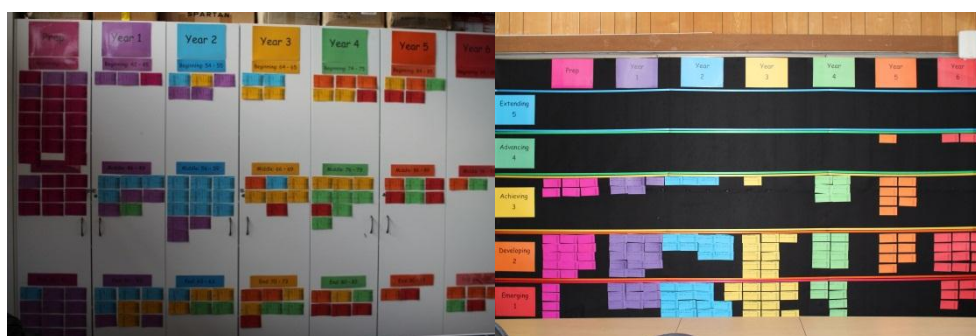


Figure 6 Writing and Reading Data Walls

Whilst this school at the end of 2013 will no longer be eligible for ISQ Literacy and Numeracy Coaching Academy funding, they have budgeted to ensure that the coach continues in this role. At the same time, ISQ has put in processes for schools in a similar position so that these coaches still have support and access to mentors to continue to enhance the work already undertaken.

## Section 5: Sustainability

The state sector has noted that this National Partnership has provided a focused approach to enabling pedagogical improvements driving improved teaching and learning. It has also enabled a stronger longitudinal data base.

Catholic schooling authorities report a high degree of sustainability of National Partnership approaches at a system and school level. This is due to a number of factors:

- the focus of the National Partnership was on building the capabilities of teachers with teachers themselves identifying areas of concern and weakness. Teachers liaised with coaches to set goals and develop plans to strengthen these areas through monitoring classroom practices and meeting targets;
- the professional learning of staff and whole-school approaches ensured teaching strategies were embedded into teaching practices;
- the use of a framework for whole-school improvement planning and the direct involvement of leadership teams in developing school plans;
- schools and teachers will continue to implement – action learning cycles, peer observation and feedback, whole-school approaches, data collection and analysis, professional learning communities and professional learning workshops and courses, aimed at changing pedagogy and building teacher capabilities;
- some schools will continue to provide support through literacy and numeracy coaches as these roles have been a key factor in driving change and building sustainability and accountability;
- strategies have the potential to be implemented across a range of schools that have not participated in the National Partnership;
- participation in USQ Education Commons online panel discussions and pedagogical sharing processes continues to support ongoing professional learning;
- retention of a literacy coach full-time and a numeracy coach part-time for 2014 in one Catholic schooling authority. It is envisaged that schools would retain their particular literacy or numeracy focus in order to embed the practices and strategies in the target year levels of 3 and 5 and move beyond to Years 2 and 4;
- some of the NP participating schools have decided to use their own school funding to continue supporting teachers with the ongoing engagement of a coach who has come to know the school and students; and
- intra- and inter-school dialogue and collaboration has ensured the long term systemic sustainability of NP initiatives.

The following challenges have been identified by Catholic schooling authorities as impacting on the sustainability of improvements:

- the influence of school leadership and leadership teams - the principal's vision and leadership in clearly setting the direction for the whole teaching community is required;
- teachers who do not understand, use or try effective literacy and numeracy teaching practices;
- less funding to continue with the coaching model;
- greater support and monitoring required for students who are in the lower two bands;
- establishing trusting relationships between coaches and teachers takes time and effort;
- continuing whole-school approaches as teachers move in and out of schools.

Professional learning communities need an architecture or design if they are going to be productive (Hargreaves, A and Fullan, M, 2012). ISQ, in creating a Literacy and Numeracy Coaching Academy, has put in place an initiative that promotes collective responsibility on a large scale between diverse school contexts.

*“Stable and sustainable (not stagnant and stale) leadership does not drag a school or a system from one initiative to another, condemning its educators to manic depressive mood swings rather than consistency of orientation and focus.”* (Hargreaves, A and Fullan, M, 2012).

Consequently, ISQ has developed and used their other initiatives (Australian Curriculum Interest Groups, Teachers as Researchers, Building Assessment Communities, AGQTP Projects, eLearning, 21<sup>st</sup> Century Learning Project, Gifted Education) to align and support schools and the Instructional Coaches as they develop and strengthen professional, collaborative communities and practices.

ISQ has continued to keep literacy and numeracy as a focus for school improvement and therefore build on previous initiatives, rather than abandon or move in completely different directions. Clear connections between initiatives are promoted and valued by the schools that are supported. A gradual release of responsibility is not just an approach but a way of ensuring capacity building and sustainable best practices.

The ISQ Literacy and Numeracy Coaching Academy was established in response to the success of the previous Literacy and Numeracy National Partnership.

### Queensland – Local Measures Performance Reporting Template

NP: Implementation Plan Agreed Local Measure

Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group (all students in the bottom two bands and Aboriginal and Torres Strait Islander students in the bottom two bands) for the 2013 school year.

Local Measures		Targeted students*				
		2013 Pre-Test Results <sup>2</sup>		2013 Post-Test Results		Improvement MSS
		MSS	N	MSS	N	
Progressive Achievement Test - Reading (PAT-R)	Year 3 - All Students	90.7	4956	99.0	4956	8.3
	Year 3 - Indigenous Students	89.6	560	96.7	560	7.1
	Year 5 - All Students	109.2	2249	113.5	2249	4.3
	Year 5 - Indigenous Students	108.4	384	112.1	384	3.7
	Year 7 - All Students	118.3	2781	122.1	2781	3.8
	Year 7 - Indigenous Students	116.3	413	119.2	413	2.9
Progressive Achievement Test - Mathematics (PAT-M)	Year 3 - All Students	18.5	1834	29.8	1834	11.3
	Year 3 - Indigenous Students	16.1	182	24.4	182	8.3
	Year 5 - All Students	37.7	864	44.1	864	6.4
	Year 5 - Indigenous Students	34.7	131	40.0	131	5.3
	Year 7 - All Students	45.4	805	49.6	805	4.2
	Year 7 - Indigenous Students	42.9	121	46.5	121	3.6
Developmental Reading Assessment (DRA II)	Year 3 - All Students	50.0	538	59.2	538	9.2
	Year 3 - Indigenous Students	42.4	70	55.5	70	13.1
	Year 5 - All Students	58.0	135	69.9	135	11.9
	Year 5 - Indigenous Students	55.9	45	68.3	45	12.4
	Year 5 - Indigenous Students	0.0	1	2.0	1	2.0



## Footnotes

**Year 3:** Students identified as achieving stanines 1, 2 and 3 in the 2013 pre-test

**Year 5** and **Year 7** students identified as at or below the 2011 NAPLAN National Minimum Standard (NMS)

<sup>2</sup> These figures are subject to attrition between pre-test and post-testing and may change.

**ATTACHMENT D**

**NAPLAN data for Continuing Literacy & Numeracy NP Schools**

Target Group Measure	Data Item	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean Scale Score	352.33	369.3	376.56	382.65	388.99	389.88
	Standard deviation	86.16	82.06	81.44	87.39	92.36	82.8
	Number of students at NMS	3228	2476	1560	2249	2162	2119
	Number of Indigenous students at NMS	508	421	261	495	448	465
	Number of students below NMS	1862	1045	695	951	989	725
	Number of Indigenous students below NMS	402	266	181	264	272	208
	Number of students with scores	12510	12089	7701	11503	11840	11975
	Number of Indigenous students with scores	1379	1316	855	1504	1354	1442
	Number of students absent	319	270	230	319	358	337
	Number of Indigenous students absent	64	39	57	83	80	86
	Number of students withdrawn	36	117	159	236	383	545
	Number of Indigenous students withdrawn	1	13	18	22	50	70
	Number of students exempt	328	268	177	182	159	181
Number of Indigenous students exempt	53	29	24	27	30	34	
Year 5 Reading	Mean Scale Score	450.23	461.27	453.13	453.29	463.74	483.71
	Standard deviation	82	81.21	77.34	76.52	82.97	68.15
	Number of students at NMS	2289	2490	2722	2187	1097	1844
	Number of Indigenous students at NMS	310	356	393	363	150	471
	Number of students below NMS	2396	1828	2248	2046	1278	442
	Number of Indigenous students below NMS	566	424	562	507	345	139
	Number of students with scores	12719	12763	12929	12171	7908	11700
	Number of Indigenous students with scores	1333	1284	1457	1445	837	1385
	Number of students absent	292	328	346	359	215	290
	Number of Indigenous students absent	62	66	76	97	62	60

Target Group Measure	Data Item	2008	2009	2010	2011	2012	2013
	Number of students withdrawn	15	75	194	215	274	416
	Number of Indigenous students withdrawn	3	7	23	17	49	45
	Number of students exempt	294	225	224	185	169	169
	Number of Indigenous students exempt	35	36	29	22	19	35
Year 7 Reading	Mean Scale Score	513.26	517.47	522.26	518.91	516.49	518.72
	Standard deviation	70.1	69.21	67.58	66.12	68	67.76
	Number of students at NMS	2773	2613	2612	2987	2525	2423
	Number of Indigenous students at NMS	465	392	479	574	446	428
	Number of students below NMS	1026	1199	996	658	1157	947
	Number of Indigenous students below NMS	308	349	347	223	328	300
	Number of students with scores	12864	13065	12924	12635	12666	11500
	Number of Indigenous students with scores	1334	1288	1389	1384	1350	1269
	Number of students absent	339	368	364	379	414	327
	Number of Indigenous students absent	83	75	75	84	79	65
	Number of students withdrawn	19	96	119	152	310	380
	Number of Indigenous students withdrawn	2	6	17	15	41	38
	Number of students exempt	284	195	207	186	188	154
	Number of Indigenous students exempt	30	23	25	24	26	27

**ATTACHMENT A**

**Table 1: List of Queensland Participating Schools - Improving Literacy & Numeracy National Partnership**

DEEWR ID	School Name	Sector	MCEECTYA 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 <sup>1</sup>	Percentage of Students in B2B in 2011 <sup>2</sup>	Number of A&TSI students in bottom 2 bands, 2011 <sup>1</sup>	Percentage of A&TSI students in B2B in 2011 <sup>2</sup>	Percentage of A&TSI students who did not participate in NAPLAN in 2011
18057	Assisi Catholic College	C	1.2	Year 3	173 Billingham Crescent Upper Coomera 4209	SP	57	14.5	0	0.0	0.0
17253	Columba Catholic College	C	2.2.2	Years 3, 5 & 7	Hackett Terrace Charters Towers 4820	LNNP	28	19.7	3	41.7	0.0
17163	Emmaus College	C	1.1	Year 3	48 East Street Jimboomba 4280	LNNP	68	18.8	1	25.0	0.0
17581	Good Counsel Primary School	C	2.2.2	Years 3 & 5	96 Rankin Street Innisfail 4860	SP	18	9.6	5	27.3	0.0
14157	Good Shepherd Catholic Community School	C	1.2	Years 3, 5 & 7	65 Allambie Lane Rasmussen 4815	LNNP	69	37.7	14	55.3	0.0
448	Guardian Angels' Catholic Primary School	C	1.2	Year 5	Edmund Rice Drive Ashmore 4215	SP	74	20.5	3	41.7	16.7
5513	Holy Cross School	C	1.2	Years 3 & 5	Reed Road Trinity Park 4879	LNNP	38	16.2	2	20.0	0.0
454	Holy Name Primary School	C	2.1.1	Years 3, 5 & 7	188 Bridge Street Toowoomba 4350	SP	23	31.6	4	28.6	0.0
455	Holy Rosary Primary School	C	1.1	Year 3	22 Grafton Street Windsor 4030	LNNP	14	45.3	8	41.2	5.6
2513	Holy Spirit School	C	1.1	Year 3	102 Sparkes Road Bray Park 4500	SP	51	17.7	2	25.0	0.0
460	Immaculate Heart School	C	1.1	Year 5	24 Old Toowoomba Road Leichhardt 4305	SP	20	21.5	4	60.0	0.0
16689	Jubilee Primary School	C	1.2	Year 3	34 Manra Way Pacific Pines 4211	SP	70	22.8	3	25.0	0.0
8770	Marian Catholic School	C	1.2	Years 3, 5 & 7	140 Corcoran Street Currajong 4812	LNNP	50	20.4	3	40.0	6.7
475	Mary Immaculate Primary School	C	1.1	Year 7	616 Ipswich Road Annerley 4103	LNNP	13	18.4	0	0.0	0.0
481	Mother of Good Counsel School	C	1.2	Years 3 & 5	394 Sheridan Street Cairns North 4870	SP	31	19.8	2	18.8	0.0
490	Our Lady Help of Christians School	C	1.2	Years 3 & 5	18 Balaclava Road Earlville 4870	LNNP	53	17.2	8	23.8	0.0
496	Our Lady of Good Counsel School	C	2.2.1	Year 3	20 Maitland Street Gatton 4343	LNNP	30	23.4	4	58.3	0.0
498	Our Lady of Lourdes Primary School	C	2.1.1	Years 3, 5 & 7	2 Ascot Street Toowoomba 4350	LNNP	27	13.2	2	30.0	0.0
516	Our Lady of the Sacred Heart Catholic Primary School	C	1.1	Year 5	115 Darra Station Road Darra 4076	SP	39	16.2	1	100.0	0.0
507	Our Lady of the Sacred Heart Catholic School	C	3.1	Year 3	Gap Street Springsure 4722	SP	12	31.9	0	0.0	0.0
510	Our Lady of the Way School	C	1.1	Year 5	38 Armstrong Street Petrie 4502	SP	53	22.6	4	60.0	12.0

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5565	Our Lady's School	C	3.2	Year 3	85 Eagle Street Longreach 4730	SP	17	31.1	7	75.0	12.5
528	Sacred Heart Primary School	C	2.1.1	Years 3, 5 & 7	263 Tor Street Toowoomba 4350	LNNP	21	31.8	0	100.0	0.0
526	Sacred Heart Primary School	C	1.1	Year 3	92 Brighton Road Sandgate 4017	SP	49	17.9	1	0.0	0.0
520	Sacred Heart School	C	1.1	Year 5	25 Cothill Road Booval 4304	SP	69	24.4	9	48.0	31.4
14311	Southern Cross Catholic College	C	1.1	Year 3	299 - 307 Scarborough Road Scarborough 4020	SP	87	15.2	5	38.9	0.0
533	St Anne's Catholic Primary School	C	2.2.2	Year 3	3 Range Road Sarina 4737	LNNP	23	23.4	3	50.0	0.0
13492	St Anthony's Catholic College	C	1.2	Years 3, 5 & 7	Veales Road Deeragun 4818	LNNP	122	26.5	9	56.5	20.0
538	St Anthony's School	C	2.1.1	Years 3, 5 & 7	9 Memory Street Toowoomba 4350	SP	27	27.1	2	30.0	16.7
17525	St Augustine's College	C	1.1	Year 7	St Augustine's Drive Augustine Heights 4300	LNNP	59	17.0	1	25.0	2.9
541	St Augustine's School	C	2.2.2	Years 3 & 5	Grogan Street Mossman 4873	SP	17	16.9	7	66.7	20.0
26010	St Benedict's School	C	1.1	Year 5	22 St Benedict's Close Mango Hill 4509	SP	29	20.9	1	25.0	0.0
2552	St Bernardine's School	C	1.1	Year 3	25 Vergulde Road Regents Park 4118	SP	80	22.3	2	66.7	0.0
544	St Bernard's School	C	1.1	Year 5	1823 Logan Road Upper Mount Gravatt 4122	SP	48	19.8	1	16.7	0.0
546	St Brendan's Primary School	C	1.1	Year 3	Hawtree Street Moorooka 4105	LNNP	25	34.3	0	0.0	0.0
13763	St Brigid's Catholic Primary School	C	1.2	Year 3	39-49 McLaren Road Nerang 4211	SP	57	20.7	2	33.3	0.0
548	St Brigid's Primary School	C	2.2.1	Year 5	Railway Street Rosewood 4340	LNNP	24	31.5	0	0.0	0.0
553	St Colman's School	C	2.2.2	Years 3, 5 & 7	Eleventh Avenue Home Hill 4806	LNNP	14	17.6	1	25.0	0.0
13180	St Eugene College	C	1.1	Year 7	138 Station Road Burpengary 4505	SP	82	24.3	10	57.1	5.3
565	St Finbarr's School	C	3.2	Years 3, 5 & 7	Jabiru Street Quilpie 4480	SP	2	30.0	0	0.0	0.0
566	St Flannan's School	C	1.1	Year 5	420 Beams Road Zillmere 4034	SP	42	31.3	2	75.0	0.0

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5609	St Francis' College	C	1.1	Year 7	64 Julie Street Crestmead 4132	LNNP	100	50.3	8	61.9	13.3
569	St Francis' School	C	3.2	Years 3, 5 & 7	8 Flinders Street Hughenden 4821	SP	57	42.9	4	50.0	0.0
661	St Francis' School	C	2.2.2	Years 3, 5 & 7	99 Edward Street Ayr 4807	SP	16	37.5	2	50.0	0.0
575	St Francis Xavier's School	C	1.1	Year 5	6 Church Street Goodna 4300	LNNP	79	28.3	4	33.3	16.0
583	St Joachim's School	C	1.1	Year 3	41 Yuletide Street Holland Park 4121	SP	9	16.7	0	0.0	0.0
584	St John Bosco's School	C	3.1	Years 3, 5 & 7	25 Blake Street Collinsville 4804	LNNP	15	35.7	0	0.0	0.0
589	St John Vianney's Primary School	C	1.1	Year 3	15 Oceana Terrace Manly 4179	SP	23	12.6	0	0.0	0.0
597	St Joseph's Catholic Primary School	C	3.2	Year 3	109 Thistle Street Blackall 4472	SP	12	42.1	0	0.0	0.0
626	St Joseph's Catholic Primary School	C	2.1.1	Year 3	4 Canberra Street North Mackay 4740	LNNP	45	22.9	3	31.3	0.0
596	St Joseph's Catholic School	C	2.2.2	Year 3	66 Rainbow Street Biloela 4715	SP	32	23.5	1	50.0	0.0
15656	St Joseph's Nudgee Junior College	C	1.1	Year 5	Twigg Street Indooroopilly 4068	LNNP	20	5.4	0	0.0	0.0
627	St Joseph's Primary School	C	2.1.1	Year 3	4 Herbert Street Wandal 4700	SP	28	27.2	1	50.0	0.0
602	St Joseph's School	C	1.1	Year 3	42 Pine Mountain Road North Ipswich 4305	SP	18	24.4	0	0.0	10.0
610	St Joseph's School	C	1.1	Year 3	16 Leslie Street Nundah 4012	LNNP	21	10.3	2	0.0	0.0
613	St Joseph's School	C	2.2.2	Years 3 & 5	Cnr Jack and Alice Streets Atherton 4883	SP	27	20.0	2	0.0	50.0
608	St Joseph's School	C	2.1.1	Year 3	Cnr Barolin and Woondooma Streets Bundaberg 4670	LNNP	19	24.2	1	50.0	0.0
604	St Joseph's School	C	2.1.1	Year 3	Main Street North Rockhampton 4701	LNNP	9	17.5	1	25.0	7.7
598	St Joseph's School	C	2.2.2	Years 3, 5 & 7	74 Middle Street Chinchilla 4413	SP	58	23.9	6	66.7	10.0
622	St Joseph's School	C	2.2.1	Years 3, 5 & 7	25 Walpole Street Millmerran 4357	SP	60	21.4	0	100.0	0.0
5353	St Joseph's School	C	3.1	Years 3, 5 & 7	50 Twenty Third Avenue Mount Isa 4825	LNNP	34	25.2	5	30.4	1.7
617	St Joseph's School	C	3.1	Years 3, 5 & 7	Sheaffe Street Cloncurry 4824	LNNP	10	29.8	0	10.0	0.0
631	St Joseph's Tobruk Memorial School	C	1.1	Year 3	53 Kokoda Street Beenleigh 4207	SP	64	23.4	0	0.0	0.0
632	St Kevin's School	C	1.1	Year 3	249 Newman Road Geebung 4034	SP	31	16.8	0	0.0	0.0
5354	St Kieran's School	C	3.1	Years 3, 5 & 7	Short Street Mount Isa 4825	SP	31	30.8	10	35.1	1.1

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15653	St Laurence's College	C	1.1	Year 5	82 Stephens Road South Brisbane 4101	LNNP	37	10.6	0	0.0	0.0
5917	St Luke's Catholic Parish School	C	1.1	Year 3	45 Degen Road Capalaba 4157	SP	24	14.0	1	50.0	0.0
17229	St Mary's College	C	2.1.1	Years 3, 5 & 7	286 Margaret Street Toowoomba 4350	SP	28	18.4	2	40.0	1.4
658	St Mary's Primary School	C	1.1	Year 3	Mary Street Ipswich 4305	SP	58	15.3	1	4.8	7.3
659	St Mary's Primary School	C	2.2.1	Year 5	167 John Street Maryborough 4650	LNNP	38	19.0	1	16.7	0.0
656	St Mary's Primary School	C	3.1	Years 3, 5 & 7	Morgan Ryan Street Taroom 4420	SP	7	46.4	0	0.0	0.0
648	St Mary's School	C	2.2.1	Year 5	Bromelton Street Beaudesert 4285	SP	30	17.0	3	50.0	0.0
2507	St Mary's School	C	3.2	Years 3, 5 & 7	66 Watson Street Charleville 4470	SP	18	24.6	0	15.0	0.0
2149	St Mary's School	C	2.2.2	Years 3, 5 & 7	Brisbane Street Goondiwindi 4390	LNNP	23	19.5	3	66.7	0.0
660	St Mary's School	C	2.2.1	Years 3, 5 & 7	163 Palmerin Street Warwick 4370	SP	41	22.4	2	0.0	13.3
649	St Mary's School	C	2.2.2	Years 3, 5 & 7	39 Poole Street Bowen 4805	LNNP	55	28.6	0	0.0	0.0
4053	St Matthew's School	C	1.1	Year 3	172-180 Bryants Road Cornubia 4130	SP	85	24.7	4	70.0	0.0
665	St Michael's School	C	1.2	Years 3 & 5	58 Mill Street Gordonvale 4865	SP	22	23.3	2	50.0	20.0
666	St Michael's School	C	3.1	Years 3, 5 & 7	Banfield Highway Palm Island 4816	LNNP	49	95.9	49	95.9	12.5
15654	St Patrick's College	C	1.1	Year 5	60 Park Parade Shorncliffe 4017	LNNP	36	10.8	2	13.6	0.0
681	St Patrick's Primary School	C	2.2.1	Year 5	18-26 Church Street Gympie 4570	SP	49	18.9	1	50.0	0.0
686	St Patrick's School	C	3.1	Years 3, 5 & 7	Balonne Street St George 4487	SP	31	25.3	7	72.2	0.0
678	St Patrick's School	C	3.2	Years 3, 5 & 7	Oondooroo Street Winton 4735	SP	6	36.4	0	0.0	0.0
691	St Peter's Catholic Primary School	C	1.1	Year 5	30 Beerburrum Road Caboolture 4510	SP	78	20.3	4	38.5	2.9
2504	St Peter's Primary School	C	1.1	Year 3	955 Rochedale Road Rochedale 4123	SP	37	19.1	3	62.5	0.0
692	St Peter's School	C	3.1	Years 3, 5 & 7	15-17 Anderssen Street Halifax 4850	SP	8	45.8	0	0.0	0.0
695	St Pius' Primary School	C	1.1	Year 5	Apperley Street Banyo 4014	LNNP	9	12.9	0	0.0	0.0
699	St Rita's School	C	2.2.2	Years 3 & 5	8 Green Street South Johnstone 4859	LNNP	9	11.9	0	0.0	0.0
702	St Sebastian's Primary School	C	1.1	Year 3	141 Kadumba Street Yeronga 4104	SP	15	12.9	0	0.0	0.0
704	St Stephen's School	C	2.2.1	Years 3, 5 & 7	Murray Street Pittsworth 4356	SP	9	11.9	0	0.0	0.0

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708	St Therese's School	C	1.2	Years 3 & 5	135 Robert Road Bentley Park 4869	SP	60	18.7	4	33.3	11.1
4052	Star of the Sea Catholic School	C	2.1.2	Year 3	Hughes Road Torquay 4655	LNNP	46	17.1	4	25.0	0.0
17524	Xavier Catholic College	C	2.1.2	Year 3	1 Wide Bay Drive Hervey Bay 4655	SP	44	15.8	1	10.0	3.8
13020	Aitkenvale State School	G	1.2	Years 3, 5 & 7	67-85 Wotton Street Aitkenvale 4814	LNNP	90	43.8	21	51.4	2.8
11346	Alexandra Hills State School	G	1.1	Years 3, 5 & 7	12 Princeton Avenue Alexandra Hills 4161	LNNP	65	40.3	3	66.7	0.0
11276	Algester State School	G	1.1	Years 3, 5 & 7	19 Endiandra Street Algester 4115	LNNP	76	15.2	2	16.7	10.0
12833	Allentown State School	G	2.1.1	Years 3, 5 & 7	Upper Dawson Road Rockhampton 4700	LNNP	88	47.4	18	61.5	7.1
17393	Arundel State School	G	1.2	Years 3, 5 & 7	Cnr Napper Road & Arundel Drive Arundel 4214	SP	125	23.0	9	37.5	5.9
11588	Ashmore State School	G	1.2	Years 3, 5 & 7	Currumburra Road Ashmore 4214	LNNP	78	17.5	2	17.4	11.5
5210	Atherton State School	G	2.2.2	Years 3, 5 & 7	Armstrong Street Atherton 4883	LNNP	108	33.9	39	71.4	12.5
12760	Avoca State School	G	2.1.1	Years 3, 5 & 7	Twyford Street Bundaberg 4670	LNNP	92	32.3	11	36.2	2.1
18124	Ayr East State School	G	2.2.2	Years 3, 5 & 7	43-73 Ross Street Ayr 4807	LNNP	82	25.5	14	50.0	4.2
12996	Ayr State School	G	2.2.2	Years 3, 5 & 7	141 Graham Street Ayr 4807	LNNP	43	53.2	19	58.3	20.0
27705	Bay View State School	G	1.1	Years 3, 5 & 7	77 Ziegenfusz Road Thornlands 4164	SP	46	22.4			
7521	Beachmere State School	G	1.1	Years 3, 5 & 7	James Road Beachmere 4510	LNNP	84	37.2	8	46.2	13.3
17397	Beaconsfield State School	G	2.1.1	Years 3, 5 & 7	Nadina Street Beaconsfield 4740	LNNP	77	37.1	19	60.8	8.9
11635	Beaudesert State School	G	2.2.1	Years 3, 5 & 7	17 Tina Street Beaudesert 4285	SP	97	31.3	19	43.5	1.4
12303	Beerburrum State School	G	2.2.1	Years 3, 5 & 7	8 Beerburrum Road Beerburrum 4517	LNNP	17	33.8	1	50.0	0.0
12305	Beerwah State School	G	2.2.1	Years 3, 5 & 7	2788 Old Gympie Road Beerwah 4519	LNNP	57	25.9	4	31.3	0.0
12900	Blackwater North State School	G	2.2.2	Years 3, 5 & 7	William Street Blackwater 4717	LNNP	77	36.6	10	50.0	0.0
5571	Bli Bli State School	G	1.2	Years 3, 5 & 7	School Road Bli Bli 4560	SP	83	31.0	14	72.4	19.4
15047	Boronia Heights State School	G	1.1	Years 3, 5 & 7	194 Middle Road Boronia Heights 4124	LNNP	123	39.4	9	60.9	17.9
11144	Bracken Ridge State School	G	1.1	Years 3, 5 & 7	1 Binburra Street Bracken Ridge 4017	LNNP	64	25.8	10	55.2	9.4
12762	Branyan Road State School	G	2.1.1	Years 3, 5 & 7	Branyan Drive Bundaberg 4670	LNNP	27	21.7	2	25.0	20.0



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11733	Brassall State School	G	1.1	Years 3, 5 & 7	Pine Mountain Road Brassall 4305	LNNP	126	38.6	21	43.8	6.4
12291	Bribie Island State School	G	1.1	Years 3, 5 & 7	31-63 First Avenue Bongaree 4507	LNNP	131	34.3	18	64.6	4.0
11279	Browns Plains State School	G	1.1	Years 3, 5 & 7	1-29 Mayfair Drive Browns Plains 4118	LNNP	113	37.7	14	47.8	11.5
12765	Bundaberg North State School	G	2.1.1	Years 3, 5 & 7	Mount Perry Road Bundaberg North 4670	LNNP	67	30.0	10	53.3	11.8
11674	Bundamba State School	G	1.1	Years 3, 5 & 7	221 Brisbane Road Bundamba 4304	LNNP	118	43.0	19	49.3	6.9
11617	Burleigh Heads State School	G	1.2	Years 3, 5 & 7	Lower Gold Coast Highway Burleigh Heads 4220	SP	62	21.5	4	27.8	0.0
18115	Burnside State School	G	1.2	Years 3, 5 & 7	51 Blaxland Road Nambour 4560	LNNP	72	31.5	9	50.0	7.7
12289	Burpengary State School	G	1.1	Years 3, 5 & 7	35 Station Road Burpengary 4505	SP	93	16.4	6	21.7	0.0
12294	Caboolture State School	G	1.1	Years 3, 5 & 7	12 George Street Caboolture 4510	LNNP	118	47.2	18	51.9	12.9
12313	Caloundra State School	G	1.2	Years 3, 5 & 7	56A Queen Street Caloundra 4551	LNNP	71	28.6	5	29.2	0.0
11660	Camira State School	G	1.1	Years 3, 5 & 7	184-202 Old Logan Road Camira 4300	SP	114	39.6	11	47.1	10.5
5429	Camp Hill State Infants and Primary School	G	1.1	Years 3, 5 & 7	676 Old Cleveland Road Camp Hill 4152	LNNP	57	15.7	2	25.0	0.0
14408	Caningeraba State School	G	1.2	Years 3, 5 & 7	Whistler Drive Burleigh Waters 4220	LNNP	99	22.3	5	32.1	0.0
11364	Cannon Hill State School	G	1.1	Years 3, 5 & 7	845 Wynnum Road Cannon Hill 4170	LNNP	36	26.6	3	50.0	0.0
25103	Capalaba State College	G	1.1	Years 3, 5 & 7	School Road Capalaba 4157	SP	83	33.1	9	41.2	0.0
13107	Caravonica State School	G	1.2	Years 3, 5 & 7	Lot 3 Kamerunga Road Caravonica 4878	LNNP	41	22.0	8	32.3	3.1
12244	Charleville State School	G	3.2	Years 3, 5 & 7	Wills Street Charleville 4470	LNNP	66	61.0	21	82.2	6.3
11303	Chatswood Hills State School	G	1.1	Years 3, 5 & 7	Raleigh Street Springwood 4127	SP	68	23.8	5	33.3	0.0
12488	Cherbourg State School	G	2.2.2	Years 3, 5 & 7	Fisher Street Cherbourg 4605	LNNP	43	81.3	43	81.3	5.2
12070	Chinchilla State School	G	2.2.2	Years 3, 5 & 7	34-40 Bell Street Chinchilla 4413	LNNP	81	32.7	16	65.7	12.5
11735	Churchill State School	G	1.1	Years 3, 5 & 7	Warwick Road Churchill 4305	SP	65	39.2	9	27.3	0.0
12816	Clinton State School	G	2.1.2	Years 3, 5 & 7	Harvey Road Gladstone 4680	LNNP	92	29.4	7	54.2	0.0
6552	Cloncurry State School	G	3.1	Years 3, 5 & 7	Daintree Street Cloncurry 4824	LNNP	60	62.3	37	74.1	13.3

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11150	Clontarf Beach State School	G	1.1	Years 3, 5 & 7	Elizabeth Avenue Clontarf 4019	LNNP	66	35.3	3	20.8	7.7
18081	Clover Hill State School	G	1.2	Years 3, 5 & 7	Clover Hill Drive Mudgeeraba 4213	SP	71	16.8	1	12.5	0.0
11664	Collingwood Park State School	G	1.1	Years 3, 5 & 7	Cnr Burrel and Hannant Streets Collingwood Park 4301	LNNP	94	27.7	11	31.8	0.0
12315	Conondale State School	G	2.2.1	Years 3, 5 & 7	1700 Maleny-Kenilworth Road Conondale 4552	LNNP	15	24.5		0.0	0.0
11628	Coolangatta State School	G	1.2	Years 3, 5 & 7	Stapylton Street Kirra 4225	SP	19	18.0	3	25.0	0.0
12473	Coolum State School	G	1.2	Years 3, 5 & 7	School Road Coolum Beach 4573	SP	115	21.5	4	22.2	10.0
11601	Coomabah State School	G	1.2	Years 3, 5 & 7	164-172 Oxley Drive Coomabah 4216	SP	117	28.1	7	35.7	6.7
11564	Coomera State School	G	1.2	Years 3, 5 & 7	Dreamworld Parkway Coomera 4209	SP	97	20.2	4	26.9	0.0
11256	Coopers Plains State School	G	1.1	Years 3, 5 & 7	61 Orange Grove Road Coopers Plains 4108	LNNP	28	30.2	2	37.5	0.0
12349	Cooran State School	G	2.2.1	Years 3, 5 & 7	31 James Street Cooran 4569	LNNP	24	29.0	6	56.3	0.0
11219	Corinda State School	G	1.1	Years 3, 5 & 7	330 Cliveden Avenue Corinda 4075	LNNP	57	18.6	6	55.6	0.0
11539	Crestmead State School	G	1.1	Years 3, 5 & 7	27-61 Augusta Street Crestmead 4132	LNNP	197	41.3	15	39.4	5.7
12030	Dalby South State School	G	2.2.1	Years 3, 5 & 7	Cnr Owen and Bunya Streets Dalby 4405	LNNP	51	13.4	14	32.7	3.7
12028	Dalby State School	G	2.2.1	Years 3, 5 & 7	155 Cunningham Street Dalby 4405	LNNP	81	32.7	21	50.0	12.8
12980	Dysart State School	G	3.1	Years 3, 5 & 7	Garnham Drive Dysart 4745	SP	77	42.5	5	64.3	12.5
11247	East Brisbane State School	G	1.1	Years 3, 5 & 7	56 Wellington Road East Brisbane 4169	LNNP	15	15.7	6	35.7	6.7
16080	Edens Landing State School	G	1.1	Years 3, 5 & 7	Jamie Nicolson Avenue Edens Landing 4207	SP	86	20.4	13	32.0	0.0
11297	Eight Mile Plains State School	G	1.1	Years 3, 5 & 7	480 Underwood Road Eight Mile Plains 4113	LNNP	25	38.0		0.0	40.0
12935	Eimeo Road State School	G	2.1.1	Years 3, 5 & 7	21 Eimeo Road Rural View 4740	LNNP	113	26.7	18	54.9	1.9
12906	Emerald State School	G	2.2.2	Years 3, 5 & 7	Anakie Street Emerald 4720	SP	58	28.8	4	70.0	0.0
11178	Everton Park State School	G	1.1	Years 3, 5 & 7	Deakin Street Everton Park 4053	LNNP	41	18.6	4	22.7	0.0

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15954	Fairview Heights State School	G	2.1.1	Years 3, 5 & 7	75 McDougall Street Toowoomba 4350	SP	86	34.5	6	50.0	0.0
11189	Ferny Grove State School	G	1.1	Years 3, 5 & 7	Finvoy Street Ferny Grove 4055	LNNP	60	15.2	6	33.3	0.0
11190	Ferny Hills State School	G	1.1	Years 3, 5 & 7	Illuta Avenue Ferny Hills 4055	LNNP	54	20.4	3	25.0	0.0
12937	Fitzgerald State School	G	2.1.1	Years 3, 5 & 7	Norris Road Mackay North 4740	LNNP	80	17.9	15	36.2	3.3
17424	Flagstone State School	G	1.1	Years 3, 5 & 7	Poinciana Drive Flagstone 4280	SP	135	38.3	5	61.5	7.1
15840	Forest Lake State School	G	1.1	Years 3, 5 & 7	Kauri Place Forest Lake 4078	SP	86	15.0	2	15.0	28.6
13022	Garbutt State School	G	1.2	Years 3, 5 & 7	76 Chandler Street Garbutt 4814	LNNP	29	63.0	17	63.6	8.3
11877	Gatton State School	G	2.2.1	Years 3, 5 & 7	26 William Street Gatton 4343	LNNP	121	39.7	7	45.8	0.0
12683	Gayndah State School	G	2.2.2	Years 3, 5 & 7	33 Meson Street Gayndah 4625	LNNP	38	34.7	11	51.4	2.8
12820	Gladstone West State School	G	2.1.2	Years 3, 5 & 7	Boles Street Gladstone 4680	SP	86	21.5	17	38.9	0.0
12846	Glenmore State School	G	2.1.1	Years 3, 5 & 7	241-259 Farm Street Rockhampton North 4701	LNNP	129	51.1	37	74.4	17.3
11967	Glennie Heights State School	G	2.2.1	Years 3, 5 & 7	5-12 Gillam Street Glennie Heights Warwick 4370	LNNP	30	52.2	5	100.0	16.7
11990	Goondiwindi State School	G	2.2.2	Years 3, 5 & 7	34 George Street Goondiwindi 4390	LNNP	98	30.8	18	42.2	13.5
13101	Gordonvale State School	G	1.2	Years 3, 5 & 7	28 George Street Gordonvale 4865	LNNP	105	35.2	54	54.4	2.5
12871	Gracemere State School	G	2.1.1	Years 3, 5 & 7	O'Shanesy Street Gracemere 4702	LNNP	43	41.8	8	50.0	13.3
16678	Grand Avenue State School	G	1.1	Years 3, 5 & 7	Cnr Centennial Way and Grand Avenue Forest Lake 4078	SP	128	19.8	4	21.4	0.0
12703	Granville State School	G	2.2.1	Years 3, 5 & 7	Cambridge Street Granville Maryborough 4650	LNNP	46	29.2	3	50.0	0.0
12368	Gympie West State School	G	2.2.1	Years 3, 5 & 7	41 Cartwright Road Gympie 4570	LNNP	90	32.5	8	45.2	3.1
13102	Hambledon State School	G	1.2	Years 3, 5 & 7	77-83 Stokes Street Edmonton 4869	LNNP	127	35.1	28	48.4	20.2
13061	Happy Valley State School	G	3.1	Years 3, 5 & 7	Brilliant Street Mount Isa 4825	LNNP	54	37.8	14	67.6	10.5
11270	Harris Fields State School	G	1.1	Years 3, 5 & 7	10-38 Smith Road Woodridge 4114	LNNP	81	34.3	19	40.6	0.0
13023	Heatley State School	G	1.2	Years 3, 5 & 7	410 Fulham Road Heatley 4814	LNNP	164	50.6	70	69.3	2.4

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11566	Helensvale State School	G	1.2	Years 3, 5 & 7	8 Lindfield Road Helensvale 4212	LNNP	126	21.1	7	35.3	0.0
14397	Hercules Road State School	G	1.1	Years 3, 5 & 7	Hercules Road Kippa-Ring 4021	LNNP	159	35.8	16	53.7	2.4
14400	Hilliard State School	G	1.1	Years 3, 5 & 7	Cnr Alexandra Circuit & Hanover Drive Alexandra Hills 4161	SP	77	21.6	2	50.0	0.0
6553	Hughenden State School	G	3.2	Years 3, 5 & 7	12 Moran Street Hughenden 4821	LNNP	22	30.8	4	43.8	0.0
11153	Humpybong State School	G	1.1	Years 3, 5 & 7	Ernest Street Margate 4019	LNNP	114	29.8	7	37.5	0.0
13097	Innisfail East State School	G	2.2.2	Years 3, 5 & 7	92 Mourilyan Road Innisfail 4860	LNNP	38	38.4	21	50.8	1.7
13098	Innisfail State School	G	2.2.2	Years 3, 5 & 7	7 Emily Street Innisfail 4860	LNNP	39	54.3	25	58.6	2.8
11746	Ipswich East State School	G	1.1	Years 3, 5 & 7	Jacaranda Street East Ipswich 4305	LNNP	96	35.4	11	37.5	0.0
26764	Isabella State School	G	1.2	Years 3, 5 & 7	Walker Road Edmonton 4869	LNNP	110	44.9	52	69.4	12.7
11633	Jimboomba State School	G	1.1	Years 3, 5 & 7	Mount Lindesay Highway Jimboomba 4280	LNNP	154	29.6	9	33.3	14.3
15853	Jinibara State School	G	1.1	Years 3, 5 & 7	50 Cottontree Drive Narangba 4504	SP	102	26.6	8	57.9	20.8
12373	Jones Hill State School	G	2.2.1	Years 3, 5 & 7	21 McIntosh Creek Road Jones Hill Gympie 4570	LNNP	45	19.7	3	66.7	0.0
12773	Kalkie State School	G	2.1.1	Years 3, 5 & 7	Bargara Road Bundaberg 4670	LNNP	47	23.8	3	33.3	0.0
12285	Kallangur State School	G	1.1	Years 3, 5 & 7	139 School Road Kallangur 4503	LNNP	102	29.7	7	50.0	0.0
25099	Kawana Waters State College	G	1.2	Years 3, 5 & 7	119 Sportsmans Parade Bokarina 4575	LNNP	71	26.8	7	42.3	0.0
15044	Kawungan State School	G	2.1.2	Years 3, 5 & 7	Grevillea Street Kawungan Hervey Bay 4655	LNNP	112	21.7	6	18.9	7.5
11316	Kimberley Park State School	G	1.1	Years 3, 5 & 7	Floret Street Shailer Park 4128	SP	116	26.4	7	36.7	0.0
12821	Kin Kora State School	G	2.1.2	Years 3, 5 & 7	43 Hibiscus Avenue Gladstone 4680	SP	119	26.7	17	42.2	3.0
12657	Kingaroy State School	G	2.2.1	Years 3, 5 & 7	61 Alford Street Kingaroy 4610	LNNP	89	35.5	13	59.0	15.2
11272	Kingston State School	G	1.1	Years 3, 5 & 7	50 Juers Street Kingston 4114	LNNP	141	51.8	23	48.6	2.8
11154	Kippa-Ring State School	G	1.1	Years 3, 5 & 7	400 Elizabeth Avenue Kippa-Ring 4021	LNNP	106	41.5	16	57.1	0.0
13129	Kowanyama State School	G	3.2	Years 3, 5 & 7	345 Kowanyama Street Kowanyama 4871	LNNP	49	91.1	49	94.8	1.0

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5430	Labrador State School	G	1.2	Years 3, 5 & 7	Turpin Road Labrador 4215	SP	86	21.7	5	33.3	10.0
12847	Lakes Creek State School	G	2.1.1	Years 3, 5 & 7	445 Paterson Street Lakes Creek Rockhampton North 4701	LNNP	41	46.3	7	50.0	0.0
12282	Lawnton State School	G	1.1	Years 3, 5 & 7	Todds Road Lawnton 4501	LNNP	32	32.6	6	71.4	0.0
13131	Lockhart State School	G	3.2	Years 3, 5 & 7	Puchewoo Street Lockhart 4871	LNNP	16	91.2	16	91.2	19.0
11322	Loganholme State School	G	1.1	Years 3, 5 & 7	Wandilla Crescent Loganholme 4129	LNNP	64	30.4	1	25.0	0.0
11530	Lota State School	G	1.1	Years 3, 5 & 7	26 Richard Street Lota 4179	LNNP	26	25.3	2	66.7	40.0
11771	Lowood State School	G	2.2.1	Years 3, 5 & 7	Peace Street Lowood 4311	SP	72	50.6	9	53.8	13.3
12940	Mackay West State School	G	2.1.1	Years 3, 5 & 7	Pinder Street Mackay West 4740	LNNP	136	29.5	22	51.5	2.9
13173	Malanda State School	G	2.2.2	Years 3, 5 & 7	24 Mary Street Malanda 4885	LNNP	42	18.2	6	25.0	0.0
11533	Manly West State School	G	1.1	Years 3, 5 & 7	226 Manly Road Manly West 4179	LNNP	35	21.7	9	68.2	0.0
12323	Maroochydore State School	G	1.2	Years 3, 5 & 7	56-68 Primary School Court Maroochydore 4558	LNNP	31	20.1		0.0	0.0
12711	Maryborough West State School	G	2.2.1	Years 3, 5 & 7	149 North Street Maryborough 4650	LNNP	83	28.5	9	41.4	3.3
25637	Meridan State College	G	1.2	Years 3, 5 & 7	214 Parklands Blvd Meridan Plains Caloundra 4551	SP	124	20.2	7	33.3	20.6
11572	Merrimac State School	G	1.2	Years 3, 5 & 7	2 Boowaggan Road Merrimac 4226	LNNP	89	21.5	5	45.0	0.0
12176	Miles State School	G	2.2.2	Years 3, 5 & 7	Constance Street Miles 4415	LNNP	44	31.3	9	75.0	0.0
11955	Millmerran State School	G	2.2.1	Years 3, 5 & 7	19 Simmons Street Millmerran 4357	LNNP	33	28.8	2	66.7	0.0
16038	Minimbah State School	G	1.1	Years 3, 5 & 7	Cnr Walkers Road & Minimbah Drive Morayfield 4506	SP	107	31.7	16	48.0	3.8
12239	Mitchell State School	G	3.1	Years 3, 5 & 7	105 Cambridge Street Mitchell 4465	LNNP	16	24.7	8	54.2	14.3
11253	Moorooka State School	G	1.1	Years 3, 5 & 7	Sherley Street Moorooka 4105	LNNP	38	22.9	1	16.7	0.0
12978	Moranbah East State School	G	2.2.2	Years 3, 5 & 7	4 Williams Street Moranbah 4744	SP	72	22.1	3	25.0	14.3
14433	Morayfield East State School	G	1.1	Years 3, 5 & 7	107 Graham Road Morayfield 4506	LNNP	148	30.1	21	56.4	5.2
12290	Morayfield State School	G	1.1	Years 3, 5 & 7	Morayfield Road Morayfield 4506	LNNP	126	44.9	17	56.5	14.8

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15937	Moreton Downs State School	G	1.1	Years 3, 5 & 7	Parsons Boulevard Deception Bay 4508	LNNP	118	33.3	9	43.3	11.8
12848	Mount Archer State School	G	2.1.1	Years 3, 5 & 7	242 Thozet Road Rockhampton North 4701	LNNP	123	34.3	25	48.8	4.4
13145	Mount Garnet State School	G	3.1	Years 3, 5 & 7	Garnet Street Mount Garnet 4872	LNNP	21	60.3	13	63.9	0.0
13064	Mount Isa Central State School	G	3.1	Years 3, 5 & 7	49 Miles Street Mount Isa 4825	LNNP	34	37.3	17	63.0	8.0
12894	Mount Morgan Central State School	G	2.2.1	Years 3, 5 & 7	44 Morgan Street Mount Morgan 4714	LNNP	80	63.5	38	76.5	3.6
13100	Mundoo State School	G	2.2.2	Years 3, 5 & 7	100 Cardier Road Wangan 4871	LNNP	5	13.9		0.0	0.0
16088	Nambour State School	G	1.2	Years 3, 5 & 7	Coronation Avenue Nambour 4560	LNNP	59	31.7	10	54.8	18.4
14441	Nanango State School	G	2.2.1	Years 3, 5 & 7	39 Drayton Street Nanango 4615	LNNP	93	35.8	11	52.9	0.0
11146	Nashville State School	G	1.1	Years 3, 5 & 7	Cnr Baskerville and Douglas Streets Brighton 4017	LNNP	28	16.7		0.0	0.0
11924	Newtown State School	G	2.1.1	Years 3, 5 & 7	24 Albert Street Toowoomba 4350	LNNP	42	31.2	19	47.5	7.6
11147	Norris Road State School	G	1.1	Years 3, 5 & 7	28 Greenore Street Bracken Ridge 4017	LNNP	57	24.2	5	35.0	0.0
11136	Northgate State School	G	1.1	Years 3, 5 & 7	Amelia Street Nundah 4012	LNNP	28	25.0	5	64.3	0.0
12777	Norville State School	G	2.1.1	Years 3, 5 & 7	Dr Mays Road Bundaberg 4670	LNNP	87	21.9	9	26.8	2.4
12462	One Mile State School	G	2.2.1	Years 3, 5 & 7	John Street Gympie 4570	LNNP	59	22.8	2	12.5	0.0
11561	Ormeau State School	G	1.2	Years 3, 5 & 7	29 Mirambeena Drive Pimpama 4209	SP	106	21.8	4	33.3	10.0
11222	Oxley State School	G	1.1	Years 3, 5 & 7	Bannerman Street Oxley 4075	LNNP	66	27.1	3	21.4	0.0
14438	Pacific Paradise State School	G	1.2	Years 3, 5 & 7	14-24 Menzies Drive Pacific Paradise 4564	SP	66	21.6	7	68.8	0.0
17878	Pacific Pines State School	G	1.2	Years 3, 5 & 7	Santa Isobel Bvd Pacific Pines 4211	LNNP	137	20.1	4	31.8	0.0
12284	Petrie State School	G	1.1	Years 3, 5 & 7	42 Dayboro Road Petrie 4502	SP	55	24.0	7	61.1	10.0
11953	Pittsworth State School	G	2.2.1	Years 3, 5 & 7	Hume Street Pittsworth 4356	LNNP	58	33.6	7	85.7	0.0
12982	Proserpine State School	G	2.2.2	Years 3, 5 & 7	Sterry Street Proserpine 4800	LNNP	75	21.4	20	45.0	11.8
12670	Proston State School	G	2.2.2	Years 3, 5 & 7	94 Rodney Street Proston 4613	LNNP	12	35.4	1	16.7	25.0
11759	Raceview State School	G	1.1	Years 3, 5 & 7	96 Wildey Street Raceview 4305	LNNP	94	19.2	19	42.9	6.7

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11926	Rangeville State School	G	2.1.1	Years 3, 5 & 7	32A High Street Toowoomba 4350	SP	85	19.5	5	18.6	2.3
13029	Rasmussen State School	G	1.2	Years 3, 5 & 7	Allambie Lane Rasmussen 4815	LNNP	148	63.5	80	72.9	4.1
6559	Ravenshoe State School	G	2.2.2	Years 3, 5 & 7	Moore Street Ravenshoe 4888	LNNP	44	41.8	15	51.1	2.2
11668	Redbank Plains State School	G	1.1	Years 3, 5 & 7	39-53 School Road Redbank Plains 4301	LNNP	130	39.6	10	55.6	3.6
11360	Redland Bay State School	G	1.1	Years 3, 5 & 7	Gordon Road Redland Bay 4165	SP	110	22.9	6	25.0	0.0
15938	Regents Park State School	G	1.1	Years 3, 5 & 7	Emerald Drive Regents Park 4118	LNNP	98	30.7	7	37.5	0.0
15045	Robina State School	G	1.2	Years 3, 5 & 7	Killarney Avenue Robina 4226	LNNP	78	19.5	5	36.4	0.0
12211	Roma State College - Junior Campus	G	2.2.2	Years 3 & 5	28 Bowen Street Roma 4455	LNNP	23	27.4	5	53.8	35.0
12212	Roma State College - Middle Campus	G	2.2.2	Year 7	Cottell Street Roma 4455	LNNP	59	36.8	16	65.9	21.2
11785	Rosewood State School	G	2.2.1	Years 3, 5 & 7	School Street Rosewood 4340	LNNP	44	26.9	7	23.5	0.0
11255	Salisbury State School	G	1.1	Years 3, 5 & 7	19 Cripps Street Salisbury 4107	LNNP	18	31.5			
11148	Sandgate State School	G	1.1	Years 3, 5 & 7	54 Rainbow Street Sandgate 4017	LNNP	49	27.4	6	50.0	0.0
15660	Sandy Strait State School	G	2.1.2	Years 3, 5 & 7	Robert Street Urangan 4655	LNNP	113	26.1	12	31.7	11.8
12928	Sarina State School	G	2.2.2	Years 3, 5 & 7	Broad Street Sarina 4737	LNNP	77	33.0	21	46.3	9.5
11157	Scarborough State School	G	1.1	Years 3, 5 & 7	Eversleigh Road Scarborough 4020	LNNP	136	27.8	14	48.9	2.2
11318	Shailer Park State School	G	1.1	Years 3, 5 & 7	Bulwarna Street Shailer Park 4128	LNNP	80	32.1	9	42.1	5.0
11675	Silkstone State School	G	1.1	Years 3, 5 & 7	Molloy Street Silkstone 4304	LNNP	135	32.8	24	55.6	14.9
11308	Slacks Creek State School	G	1.1	Years 3, 5 & 7	Daisy Hill Road Slacks Creek 4127	LNNP	47	37.3	3	50.0	0.0
12974	Slade Point State School	G	2.1.1	Years 3, 5 & 7	362 Slade Point Road Slade Point Mackay 4740	LNNP	55	39.0	18	54.2	0.0
5433	Southport State School	G	1.2	Years 3, 5 & 7	215 Queen Street Southport 4215	LNNP	87	30.5	11	48.3	3.3
24994	Springfield Lakes State School	G	1.1	Years 3, 5 & 7	63 Springfield Lakes Boulevard Springfield Lakes 4300	SP	145	27.1	8	28.9	2.2
11310	Springwood Central State School	G	1.1	Years 3, 5 & 7	26-34 Dennis Road Springwood 4127	LNNP	46	28.2	1	16.7	0.0
11314	Springwood Road State School	G	1.1	Years 3, 5 & 7	94-120 Springwood Road Springwood 4127	LNNP	56	19.5	4	37.5	0.0

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12261	St George State School	G	3.1	Years 3, 5 & 7	Grey Street St George 4487	LNNP	58	61.6	23	58.2	16.3
15068	Strathpine West State School	G	1.1	Years 3, 5 & 7	Garbala Drive Strathpine 4500	SP	93	29.7	5	50.0	12.5
24546	Stretton State College	G	1.1	Years 3, 5 & 7	226 Illaweena Street Stretton 4116	LNNP	110	21.4	2	20.0	0.0
13066	Sunset State School	G	3.1	Years 3, 5 & 7	Abel Smith Parade Sunset Mount Isa 4825	LNNP	96	70.7	74	76.8	8.9
11608	Surfers Paradise State School	G	1.2	Years 3, 5 & 7	42 St Andrews Avenue Isle of Capri 4217	SP	59	18.9	2	14.3	0.0
26766	Tagai State College	G	3.2	Years 3, 5 & 7	31 Hargrave Street Thursday Island 4875	LNNP	348	69.6	342	70.3	4.7
11167	Taigum State School	G	1.1	Years 3, 5 & 7	266 Handford Road Taigum 4018	LNNP	61	32.8	12	41.9	6.5
16683	Talara Primary College	G	1.2	Years 3, 5 & 7	Talara Street Currimundi 4551	SP	90	16.4	4	43.8	0.0
11630	Tamborine Mountain State School	G	2.2.1	Years 3, 5 & 7	Curtis Road North Tamborine 4272	LNNP	49	18.6	2	75.0	50.0
16040	The Willows State School	G	1.2	Years 3, 5 & 7	Bilberry Street Kirwan 4817	SP	164	27.1	24	48.7	2.5
12467	Tin Can Bay State School	G	2.2.1	Years 3, 5 & 7	2 Schnapper Creek Road Tin Can Bay 4580	LNNP	51	34.2	6	61.1	10.0
12737	Tinana State School	G	2.2.1	Years 3, 5 & 7	239 Gympie Road Tinana Maryborough 4650	SP	82	31.6	5	35.0	9.1
11372	Tingalpa State School	G	1.1	Years 3, 5 & 7	1546 Wynnum Road Tingalpa 4173	LNNP	26	16.6	2	13.6	0.0
11931	Toowoomba North State School	G	2.1.1	Years 3, 5 & 7	Cnr Mort and Taylor Streets Toowoomba 4350	LNNP	38	43.3	12	48.6	7.5
11932	Toowoomba South State School	G	2.1.1	Years 3, 5 & 7	158 James Street Toowoomba 4350	LNNP	14	44.0	4	60.0	0.0
12742	Torquay State School	G	2.1.2	Years 3, 5 & 7	Tavistock Street Torquay 4655	SP	69	26.7	10	28.9	2.2
13067	Townview State School	G	3.1	Years 3, 5 & 7	64-72 Clarke Street Mount Isa 4825	LNNP	79	51.9	50	80.0	16.7
16085	Tullawong State School	G	1.1	Years 3, 5 & 7	60-94 Smiths Road Caboolture 4510	LNNP	203	36.5	31	53.8	8.8
11356	Victoria Point State School	G	1.1	Years 3, 5 & 7	School Road Victoria Point 4165	LNNP	105	26.9	12	44.7	0.0
5491	Vienna Woods State School	G	1.1	Years 3, 5 & 7	12 Heffernan Road Alexandra Hills 4161	LNNP	56	37.7	3	50.0	20.0
13027	Vincent State School	G	1.2	Years 3, 5 & 7	280 Palmerston Street Vincent 4814	LNNP	57	61.7	37	69.8	14.0
14447	Walkervale State School	G	2.1.1	Years 3, 5 & 7	46a Hurst Street Bundaberg 4670	LNNP	101	37.0	16	53.1	2.0



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11971	Warwick Central State School	G	2.2.1	Years 3, 5 & 7	556 Cnr Guy and Percy Streets Warwick 4370	LNNP	47	42.5	26	62.5	10.0
11974	Warwick West State School	G	2.2.1	Years 3, 5 & 7	17 George Street Warwick 4370	SP	91	34.0	9	50.0	0.0
11546	Waterford State School	G	1.1	Years 3, 5 & 7	40 Nerang Street Waterford 4133	LNNP	125	45.6	12	52.6	5.0
14465	White Rock State School	G	1.2	Years 3, 5 & 7	Progress Road White Rock 4868	LNNP	122	58.0	69	70.5	7.1
11329	Whites Hill State College	G	1.1	Years 3, 5 & 7	138 Burn Street Camp Hill 4152	LNNP	54	26.4	7	45.5	0.0
11934	Wilsonton State School	G	2.1.1	Years 3, 5 & 7	429 Bridge Street Toowoomba 4350	LNNP	76	33.5	16	44.4	14.9
14405	Windaroo State School	G	1.1	Years 3, 5 & 7	300 Mount Warren Boulevard Mount Warren Park 4207	SP	96	21.2	4	25.0	9.1
12497	Wondai State School	G	2.2.2	Years 3, 5 & 7	32 Kent Street Wondai 4606	LNNP	24	31.5	5	80.0	0.0
11521	Wondall Heights State School	G	1.1	Years 3, 5 & 7	Wondall Road Manly West 4179	LNNP	80	24.2	7	33.3	0.0
16443	Woodcrest State College	G	1.1	Years 3, 5 & 7	38 Nev Smith Drive Springfield 4300	LNNP	130	32.7	13	48.7	7.1
12297	Woodford State School	G	2.2.1	Years 3, 5 & 7	171 Archer Street Woodford 4514	LNNP	57	35.1	1	12.5	20.0
12797	Woongarra State School	G	2.1.1	Years 3, 5 & 7	468 Elliott Heads Road Bundaberg 4670	LNNP	52	21.2	7	45.5	0.0
5435	Woree State School	G	1.2	Years 3, 5 & 7	Cnr Rigg and Windarra Streets Woree 4868	LNNP	161	37.0	65	49.0	9.7
29061	Wynnum State School	G	1.1	Years 3, 5 & 7	81 Boxgrove Avenue Wynnum 4178	LNNP	79	24.6	10	25.9	0.0
11528	Wynnum West State School	G	1.1	Years 3, 5 & 7	2036 Wynnum Road Wynnum West 4178	LNNP	76	28.1	10	37.5	0.0
17504	Yarrilee State School	G	2.1.2	Years 3, 5 & 7	15 Scrub Hill Road Hervey Bay 4655	LNNP	82	26.6	8	32.4	15.9
11251	Yeronga State School	G	1.1	Years 3, 5 & 7	122 Park Road Yeronga 4104	LNNP	22	8.3	3	41.7	0.0
4887	Yungaburra State School	G	2.2.2	Years 3, 5 & 7	4 Maple Street Yungaburra 4884	LNNP	12	13.8	4	50.0	0.0
16723	All Souls St Gabriels School	I	2.2.2	Years 3 & 5	30 Dr George Ellis Drive Charters Towers 4820	LNNP	6	13.6	0	0.0	0.0
14251	Bethania Lutheran Primary School	I	1.1	Years 3 & 5	66 Glastonbury Drive Bethania 4205	LNNP	8	10.0	0	0.0	0.0
14260	Bethany Lutheran Primary School	I	1.1	Years 3 & 5	126 Cascade Street Raceview 4305	LNNP	18	15.8	0	0.0	0.0
2502	Blackall Range Independent School	I	2.2.1	Years 3 & 5	551 Mapleton Road Kureelpa 4560	SP	1	16.7	0	0.0	0.0

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732	Blackheath and Thornburgh College	I	2.2.2	Years 3 & 5	55 King Street Charters Towers 4820	SP	9	24.3	0	0.0	0.0
5525	Brisbane Christian College	I	1.1	Years 3 & 5	99-109 Golda Avenue Salisbury 4107	LNNP	6	6.0	0	0.0	0.0
14317	Bundaberg Christian College	I	2.1.1	Years 3 & 5	234 Ashfield Road Bundaberg 4670	LNNP	15	13.8	2	33.3	0.0
420	Cairns Adventist College	I	1.2	Years 3 & 5	302-308 Gatton Street Manunda 4870	SP	14	28.0	6	37.5	0.0
4243	Caloundra Christian College	I	1.2	Years 3 & 5	7 Gregson Place Caloundra 4551	LNNP	18	25.0	0	0.0	0.0
2144	Carlisle Adventist Christian College	I	2.1.1	Years 3 & 5	Cnr Holts Road and Carl Murray Drive Beaconsfield 4740	LNNP	5	31.3	3	37.5	0.0
2548	Dalby Christian College	I	2.2.1	Years 3 & 5	Mary Street Dalby 4405	LNNP	11	18.0	0	0.0	0.0
734	Darling Downs Christian School	I	2.1.1	Years 3 & 5	451 McDougall Street Toowoomba 4350	LNNP	6	15.4	0	0.0	0.0
4244	Freshwater Christian College	I	1.2	Years 3 & 5	Brinsmead Road Brinsmead 4870	LNNP	20	13.2	4	21.1	0.0
13969	Glenvale Christian School	I	2.1.1	Years 3 & 5	623-661 Boundary Street Glenvale 4350	SP	6	17.7	0	0.0	0.0
2551	Gold Coast Christian College	I	1.2	Years 3 & 5	7-9 Bridgman Drive Reedy Creek 4227	SP	7	8.9	1	25.0	0.0
14261	Grace Lutheran Primary School	I	1.1	Years 3 & 5	38 Maine Road Clontarf 4019	LNNP	17	8.1	0	0.0	0.0
17213	Groves Christian College	I	1.1	Years 3 & 5	70 Laughlin Street Kingston 4114	LNNP	17	14.3	4	19.1	0.0
14047	Gulf Christian College	I	3.2	Years 3 & 5	24-30 Brown Street Normanton 4890	LNNP	10	50.0	7	50.0	0.0
463	Ipswich Adventist School	I	1.1	Years 3 & 5	56 Hunter Street Brassall 4305	SP	9	23.1	4	28.6	0.0
5420	Jubilee Christian College	I	2.2.2	Years 3 & 5	49-57 Loder Street Atherton 4883	LNNP	4	8.3	0	0.0	100.0
15340	Lighthouse Christian School	I	2.1.1	Years 3 & 5	480 Norman Road North Rockhampton 4701	LNNP	6	23.1	1	50.0	0.0
5341	Mackay Christian College	I	2.1.1	Years 3 & 5	9 Quarry Street North Mackay 4740	LNNP	50	21.5	8	40.0	0.0
17214	Mueller College	I	1.1	Years 3 & 5	75 Morris Road Rothwell 4022	LNNP	49	12.5	4	20.0	0.0
17266	Parklands Christian College	I	1.1	Years 3 & 5	11 Hillcrest Road Park Ridge 4125	LNNP	20	17.2	0	0.0	0.0
14257	Peace Lutheran Primary School	I	2.2.1	Years 3 & 5	36 East Street Gatton 4343	LNNP	33	21.7	1	50.0	0.0
14252	Redeemer Lutheran Primary School	I	2.2.2	Years 3 & 5	2 Collard Street Biloela 4715	LNNP	18	19.4	0	0.0	0.0
735	Riverside Adventist Christian School	I	1.2	Years 3 & 5	59 Leopold Street Aitkenvale 4814	LNNP	3	13.6	1	25.0	0.0
5514	Riverside Christian College	I	2.2.1	Years 3 & 5	23 Royle Street Maryborough 4650	LNNP	27	23.1	1	50.0	50.0

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13496	Shalom Christian College	I	1.2	Years 3 & 5	190 Hervey's Range Road Condon 4815	LNNP	18	51.4	18	51.4	17.4
17901	St James Lutheran College	I	2.1.2	Years 3 & 5	138-172 Pantlins Lane Urraween 4655	LNNP	28	28.9	1	50.0	0.0
14255	St Paul's Lutheran Primary School	I	1.1	Years 3 & 5	55 Smith Road Caboolture 4510	SP	24	12.6	0	0.0	0.0
28858	Staines Memorial College	I	1.1	Years 3 & 5	227-263 School Road Redbank Plains 4301	LNNP	11	18.3	0	0.0	0.0
18132	The Kooralbyn International School	I	2.2.1	Years 3 & 5	Ogilvie Place Kooralbyn 4285	LNNP	8	18.2	0	0.0	0.0
2545	Victory College	I	2.2.1	Years 3 & 5	173 Old Maryborough Road Gympie 4570	LNNP	10	13.0	0	0.0	0.0
15362	Whitsunday Christian College	I	2.2.2	Years 3 & 5	26 Paluma Road Cannonvale 4802	LNNP	22	16.7	1	12.5	0.0

\* Categories

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

Footnotes

<sup>1</sup> Based on the number of unique students in the condition for either Reading or Numeracy

<sup>2</sup> Percentages are based on the number of instances in the condition for either Reading or Numeracy