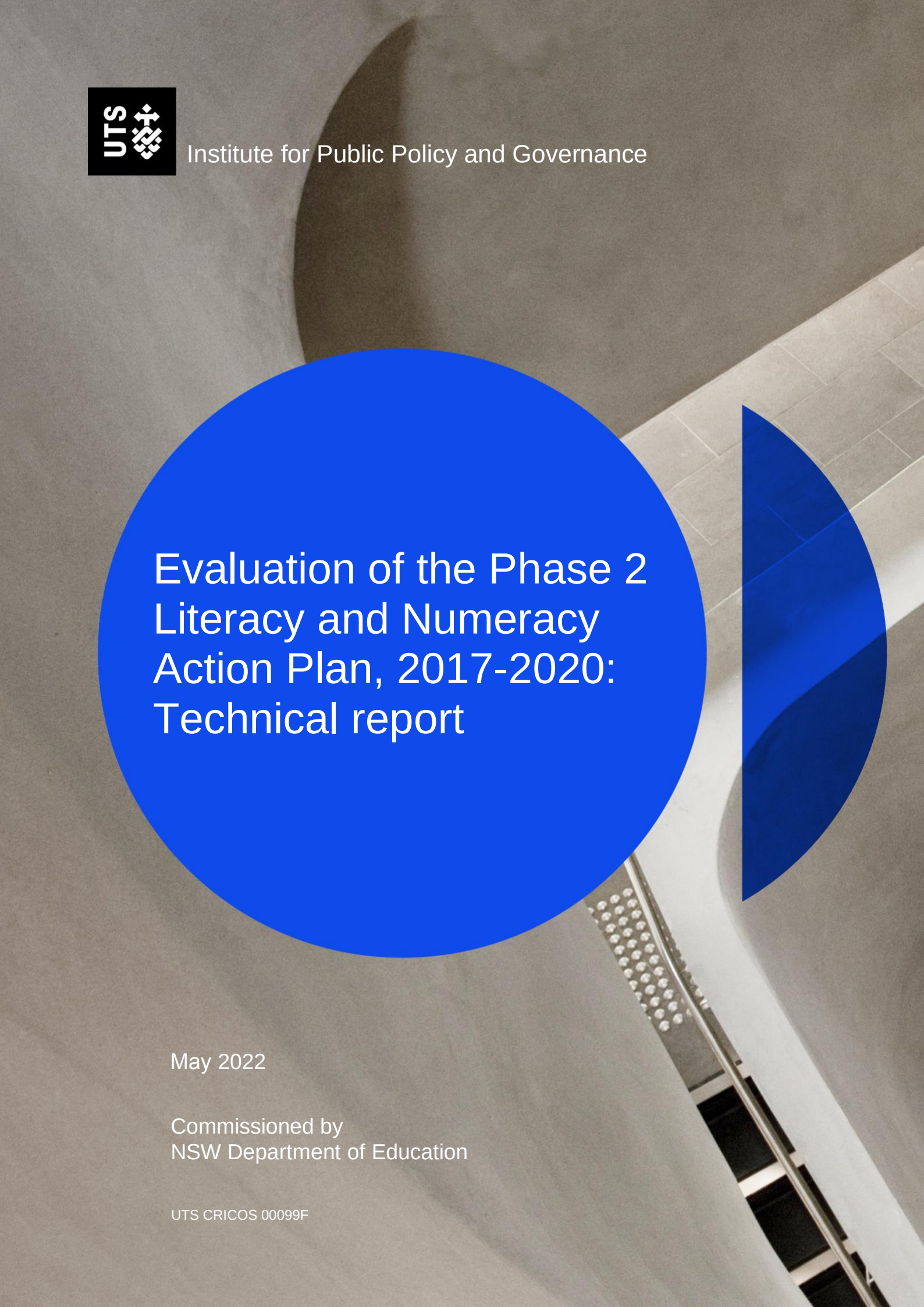

Institute for Public Policy and Governance

Evaluation of the Phase 2 Literacy and Numeracy Action Plan, 2017-2020: Technical report

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Contents

Acronyms iii

A: General methodological notes 1

Key Evaluation Questions and data sources 1

Demographic breakdown of government and non-government schools 2

B: Principal and instructional leadership survey, 2019 – annotated questionnaire 5

C: K-2 teacher survey, 2019 – annotated questionnaire, and correlation analyses 37

Annotated questionnaire 37

Further analysis of confidence change 44

D: K-2 Teacher Survey 2020 – annotated questionnaire..... 46

E: Analysing the implementation and impact of LNAP Phase 2 four pillars 52

F: Outcomes for teachers and schools 65

Teacher practice outcomes 65

G: Selected qualitative data, 2019-21 69

Implementation and the impact of COVID 69

Instructional Leadership 69

Diagnostic assessment 70

Differentiated Teaching 71

Tiered Interventions 71

Teacher confidence and professional development 71

LNAP driven change in school culture and sustainability of LNAP Phase 2 72

H: Analyses of contributing factors for student attainment 73

School-wide focus on instructional leadership priorities 73

Instructional leadership focus 74

Stage of implementation of instructional leadership activities 75

Teacher confidence 76

I: Year 3 NAPLAN analyses 77

Data sources 77

Variables used in statistical modelling of NAPLAN results 77

Selection criteria for Section 5 statistical modelling 78

Mean Year 3 NAPLAN scores for government schools 81

Model 1 81

Model 2 83

Model 3 86

NAPLAN Year 3 results for all sectors 112

J: Year 5 NAPLAN analyses 119

Data sources 119

Variables 120

Selection criteria 121

Mean Year 5 NAPLAN scores for government schools 124

Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
AISNSW	Association of Independent Schools New South Wales
AP	Action Plan (see LNAP Phase 2 below)
AP schools	Action Plan schools
ATSI	Aboriginal or Torres Strait Islander
BSKA	Best Start Kindergarten Assessment
CESE	Centre for Education Statistics and Evaluation
CSNSW	Catholic Schools New South Wales
DoE	NSW Department of Education
EAfS	Early Action for Success
CALD	Culturally and Linguistically Diverse
ERG	Evaluation Reference Group
ESTA-L	Early Screening Tool App – Literacy
FTE	Full Time Equivalent
ICSEA	Index of Community Socio-Educational Advantage
IPPG	Institute for Public Policy and Governance, UTS
K-2	Kindergarten to Year 2
LNAP Phase 2	Phase 2 of the NSW Literacy and Numeracy Action Plan, 2017-2020
NAPLAN	National Assessment Program – Literacy and Numeracy
NMS	National Minimum Standard
Non-AP schools	Non-Action Plan schools
PLAN2	Software developed by the NSW Department of Education to support literacy and numeracy assessment and reporting using the Progressions
The Progressions	National Literacy and Numeracy Learning Progressions
UTS	University of Technology Sydney

A: General methodological notes

Key evaluation questions and data sources

Table 1: Summary of key evaluation questions and data sources

	Key evaluation questions (KEQs)	BSKA/ NAPLAN	Principal /IL survey	Teacher survey	School site visits	Stakeholder interviews	Document analysis	Online forums	Background documents
Process questions	1. How has LNAP been implemented, including its key features? To what extent is this as intended? Why?		✓		✓	✓	✓	✓	✓
	2. How have implementation approaches and components implemented evolved over time and why?		✓		✓	✓	✓	✓	✓
	3. Which aspects of LNAP are working well? Which aspects can be improved? How?		✓	✓	✓	✓		✓	✓
Outcome questions	4. To what extent has LNAP increased the skills, confidence and understanding of K-2 teachers to respond to students learning needs?		✓	✓	✓				✓
	5. To what extent has LNAP (overall) improved literacy and numeracy outcomes for K-2 students?	✓				✓	✓	✓	✓
	6. To what extent are each of the four components of LNAP associated with improved literacy and numeracy outcomes for K-2 students?	✓	✓	✓	✓				
	7. To what extent are specific combinations of the four components associated with improved literacy and numeracy outcomes for K-2 students?	✓	✓	✓	✓				
	8. To what extent are specific styles and components of instructional leadership associated with improved K-2 student outcomes?	✓	✓	✓	✓			✓	

Demographic breakdown of government and non-government schools

Data are from the 2019 NAPLAN data sets provided by the Department (similar data are available for other years, but these school and student characteristics do not vary from year to year, so the most recent data available are presented here).

The following table identifies the main demographic variables for the government sector, based on students who completed NAPLAN in 2019. The data were collected as part of Best Start Kindergarten Assessment, and thereby provide the relevant values in 2016, which is the year that these students entered Kindergarten.

Table 2: All government schools (Kindergarten 2016)

Demographic variables	AP schools	Supplementary schools	Other non-AP schools
Student SEA (mean)	6.9	7.5	9.5
Student age (mean years)	5.7	5.7	5.7
School ICSEA (mean)	918	957	1057
ATSI students (%)	17%	12%	4%
Female students (%)	48%	48%	49%
Students living in metropolitan area (%)	62%	55%	81%
Students needing English support (%)	29%	22%	29%
Student numbers	18,728	3,469	48,500

The following table provides information for both government and non-government schools for the same students at Year 3 (non-government schools did not comprehensively collect BSKA data in 2016).

Table 3: NAPLAN Year 3 government schools (2019)

	Government schools			Non-government schools	
Demographic variables	AP schools	Supplementary schools	Other non-AP schools	AP schools	Supplementary schools
Year 3 Student age (mean years)	8.7	8.7	8.7	8.8	8.8
Year 3 ATSI students (%)	17%	11%	4%	7%	6%
Year 3 Female students (%)	49%	48%	49%	49%	51%
Year 3 Students living in metropolitan area (%)	63%	55%	81%	65%	49%
Year 3 Student numbers	16,302	3,009	42,271	4,089	610

Table 4: Evaluation methodology summary

Evaluation methods and activities	Year	Type and focus of analysis	Details
Project initiation – Key internal project meetings & workshops	2018	Thematic analysis LNAP Phase 2 implementation	– Surveys and discussion guides developed via workshop
Document review – Review of sectoral implementation documents – Review of academic literature	2018 2019 2020 2021	Thematic analysis LNAP Phase 2 implementation & progress	Ongoing document review throughout the evaluation. Key documents included: – Literacy and Numeracy Strategy 2017 – Independent Schools and Catholic Schools NSW Progress Reports (2017-2020) – Report of the Evaluation of the NSW Literacy and Numeracy Action Plan 2012-2016 – K-2 Literacy and Numeracy Action Plan 2017 Erebus Process Evaluation – Principals as Literacy Leaders: Confident, Credible and Connected, Principals as Literacy Leaders (PALL) Pilot project (2012) – Exploring Effective Pedagogy in Primary Schools: Evidence from Research, University of London (2014)
School site visits – Interviews with principals, executive staff, persons with instructional leadership responsibilities & K-2 teachers	2018 2019 2020 2021	Thematic analysis LNAP Phase 2 implementation Measure student level & teacher practice outcomes	– 20 schools site visits in 2018 – 17 schools site visits in 2019 – 20 schools between October 20201 and May 2021 – 227 interviews in total across 57 government, catholic, and independent AP and supplementary schools
Surveys: – Principal Survey (n=1,022) – Instructional leadership staff Survey (n=520) – K-2 teachers Survey (n= 3,107 in 2019 and n= 625 in 2020)	2019 2020 2021	Descriptive analysis Thematic analysis of open text responses Measure student level & teacher practice outcomes	– All surveys were administered using the Qualtrics Platform, with distribution strategies varying by sector – Principal Survey (2019) and instructional leadership staff Survey (2019 &2020) sent to all NSW primary schools, all AP and supplementary Catholic schools, and all Independent AP schools – K-2 Teachers Survey (2019 & 2020) sent to all NSW primary schools, all AP Catholic schools, and all Independent AP schools – 2020 surveys mainly explored the impact of the events of 2020 on LNAP's implementation and outcome (e.g. COVID-19 lockdown)
Data analysis – Quantitative data from online surveys – BASKA (2010-2016) government schools only – NAPLAN Year 3 (2013-2019) – NAPLAN Year 5 (2013-2019)	2019 2020 2021	Measure student level outcomes	– Descriptive survey analysis – all sectors – Correlation survey analysis – government schools only – Mean NAPLAN scores – government schools only – Mean NAPLAN scores – all sectors – Proportion of students in Bands 1 and 2 – government schools only
Key stakeholder interviews	2018 2019 2021	LNAP Phase 2 implementation Current and future direction of LNAP Phase 2 strategy	– 1-2 hour in-depth face-to-face, online, and telephone interviews – 24 key individuals interviewed from DoE, CSNSW, AISNSW & NESA

Evaluation methods and activities	Year	Type and focus of analysis	Details
Online forums – Instructional leadership staff	2020	Thematic analysis Measure the impact of specific styles and components of instructional leadership	– 9 sets of forums designed, delivered and analysed – 60 instructional leadership staff across all sectors in Term 3, 2020. – These online forums focused on the events of 2020, and were used as scoping instrument to design the revised 2020 surveys
Interim report	2020	Triangulation and synthesis of evaluation findings	– Draft Interim Report submitted (September 2020) – Feedback received (January 2021) – ERG Meeting to present Final Interim Report (April 2021) – Final Interim Report submitted (April 2021)
Results and raming Workshop	2021	Current and future direction of LNAP Phase 2 strategy Thematic Analysis	– 10 key stakeholders from DoE, CSNSW, AISNSW, and NESA – Collectively reviewed findings and identified implications for consideration in the final report

B: Principal and instructional leadership survey, 2019 – annotated questionnaire

Survey data is not weighted to be representative of the general population of Principals and Instructional leadership in K-2 schools. The data presented is the aggregate of responses across government, Independent and Catholic schools. Responses under 'not applicable' and 'not sure/hard to say' are not displayed in the tables, or included in the analyses.

Table 5: Survey completion

Completion	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Did not finish survey	62	13%	108	20%	170	17%	58	11%
Finished the survey	427	87%	425	80%	852	83%	462	89%
Total	489	100%	533	100%	1022	100%	520	100%

1. At which school are you currently the Principal?

Alternative wording for Instructional leadership: At which school are you currently responsible for instructional leadership in K-2 literacy and/or numeracy?

For privacy reasons, data is not available.

2. How many years have you been the Principal at your school?

Alternative wording for Instructional leadership: How many years have you had an instructional leadership role in K-2 literacy and/or numeracy at your school?

Table 6: Years at current school

Years	Principals				Instructional leadership			
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
≤ 2 years	160	33%	188	36%	348	34%	174	34%
3-5 years	165	34%	168	32%	333	33%	299	58%
6-10 years	121	25%	123	23%	244	24%	40	8%
11+ years	39	8%	50	9%	89	9%	1	0%
Total	485	100%	529	100%	1014	100%	514	100%
Mean (years)	4.9		5.0		4.9		3.0	
Median (years)	4.0		4.0		4.0		3.0	
Std Deviation (years)	4.0		4.5		4.3		1.7	

3. How many years in total have you been a Principal?

Alternative wording for Instructional leadership: How many years in total (and across schools) have you taught K-2 students?

Table 7: Years of experience in total

Years	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
≤ 2 years	80	16%	91	17%	171	17%	6	1%
3-5 years	126	26%	149	28%	275	27%	54	11%
6-10 years	155	32%	156	29%	311	31%	130	25%
11+ years	124	26%	133	25%	257	25%	324	63%
Total	485	100%	529	100%	1014	100%	514	100%
Mean (years)	8.0		8.0		8.0		15.0	
Median (years)	7.0		6.0		6.0		15.0	
Std. Deviation (years)	6.1		6.3		6.2		8.2	

4. Same wording for Instructional leadership: Do you currently have any regular classroom teaching duties at your school?

Table 8: Classroom duties

Duties	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Yes, in K-2	60	12%	86	16%	146	14%	108	21%
Yes, but not in K-2	79	16%	59	11%	138	14%	26	5%
No	345	71%	384	73%	729	72%	380	74%
Total	484	100%	529	100%	1013	100%	514	100%

5. Same wording for Instructional leadership: Apart from yourself, is there anyone else in your school who has instructional leadership responsibilities in K-2 literacy and/or numeracy?

Table 9: People with instructional leadership responsibilities

Instructional leadership staff	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Yes, an Instructional Leader	360	75%	52	10%	412	41%	173	34%
Yes, an Assistant Principal	151	31%	316	60%	467	46%	69	13%
Yes, a Deputy Principal	84	17%	79	15%	163	16%	16	3%
Yes, another member of the school executive	64	13%	23	4%	87	9%	16	3%
Yes, a classroom teacher(s)	56	12%	90	17%	146	14%	17	3%
Yes, someone else (please specify below)	47	10%	37	7%	84	8%	16	3%
No, I'm the only one with this instructional leadership responsibility	11	2%	106	20%	117	12%	231	45%
Yes, the Principal [ILs only]	N/A						50	10%
Total number of positive responses**	773		703		1476		588	
Total number of respondents***	482	100%	529	100%	1011	100%	514	100%

Note: Results are sorted in descending order by Principals in AP schools.
** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

6. Same wording for Instructional leadership: In your school, how much focus is placed on annual planning to identify and meet the professional learning needs of teachers…?

Table 10: School-wide focus on annual planning

Annual planning focus	Principals				Instructional leadership			
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
With regard to K-2 literacy and/or numeracy assessment								
Little or no focus	5	1%	4	1%	9	1%	19	4%
Moderate focus	55	11%	85	17%	140	14%	95	19%
Strong focus	155	32%	178	35%	333	34%	180	36%
Very strong focus	264	55%	248	48%	512	52%	211	42%
Total	479	100%	515	100%	994	100%	505	100%
With regard to K-2 literacy and/or numeracy teaching strategies								
Little or no focus	2	0%	2	0%	4	0%	15	3%
Moderate focus	34	7%	63	12%	97	10%	62	12%
Strong focus	127	27%	169	33%	296	30%	144	28%
Very strong focus	315	66%	282	55%	597	60%	285	56%
Total	478	100%	516	100%	994	100%	506	100%

In your school, how much focus is placed on keeping up to date with evidence-based practices…?

Table 11: School-wide focus on evidence-based practices

Responses	Principals				Instructional leadership			
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
In K-2 literacy and/or numeracy assessment								
Little or no focus	4	1%	4	1%	8	1%	9	2%
Moderate focus	42	9%	72	14%	114	11%	69	14%
Strong focus	156	33%	190	37%	346	35%	156	31%
Very strong focus	276	58%	250	48%	526	53%	272	54%
Total	478	100%	516	100%	994	100%	506	100%
In K-2 literacy and/or numeracy teaching strategies								
Little or no focus	2	0%	1	0%	3	0%	8	2%
Moderate focus	34	7%	53	10%	87	9%	49	10%
Strong focus	133	28%	183	35%	316	32%	130	26%
Very strong focus	310	65%	279	54%	589	59%	320	63%
Total	479	100%	516	100%	995	100%	507	100%

In your school, how much focus is placed on…?

Table 12: School-wide focus on general K-2 literacy and numeracy practices

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Evaluating the effectiveness of K-2 literacy and/or numeracy teaching strategies								
Little or no focus	4	1%	7	1%	11	1%	7	1%
Moderate focus	46	10%	91	18%	137	14%	78	16%
Strong focus	171	36%	215	42%	386	39%	181	36%
Very strong focus	252	53%	194	38%	446	46%	236	47%
Total	473	100%	507	100%	980	100%	502	100%

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Providing release time for classroom teachers to develop their K-2 literacy and/or numeracy pedagogy and planning								
Little or no focus	18	4%	25	5%	43	4%	50	10%
Moderate focus	62	13%	107	21%	169	17%	107	21%
Strong focus	154	33%	172	34%	326	33%	157	31%
Very strong focus	238	50%	204	40%	442	45%	190	38%
Total	472	100%	508	100%	980	100%	504	100%
Meetings between school leaders to plan school resourcing based on K-2 student assessment data								
Little or no focus	14	3%	23	5%	37	4%	56	11%
Moderate focus	87	18%	139	28%	226	23%	134	27%
Strong focus	199	42%	186	38%	385	40%	173	34%
Very strong focus	174	37%	147	30%	321	33%	141	28%
Total	474	100%	495	100%	969	100%	504	100%
Meetings between school leaders and classroom teachers to plan teaching and learning strategies based on K-2 student assessment data								
Little or no focus	11	2%	15	3%	26	3%	31	6%
Moderate focus	54	11%	103	20%	157	16%	99	20%
Strong focus	162	34%	204	40%	366	37%	155	31%
Very strong focus	244	52%	184	36%	428	44%	220	44%
Total	471	100%	506	100%	977	100%	505	100%
Providing different learning activities to different groups of students, based on their learning needs								
Little or no focus	2	0%	3	1%	5	1%	9	2%
Moderate focus	28	6%	30	6%	58	6%	51	10%
Strong focus	185	39%	183	36%	368	38%	163	32%
Very strong focus	259	55%	291	57%	550	56%	281	56%
Total	474	100%	507	100%	981	100%	504	100%
Developing personal / individual learning plans for all students								
Little or no focus	36	8%	54	11%	90	9%	56	11%
Moderate focus	103	22%	141	28%	244	25%	150	30%
Strong focus	169	36%	142	28%	311	32%	166	33%
Very strong focus	165	35%	167	33%	332	34%	132	26%
Total	473	100%	504	100%	977	100%	504	100%
Developing personal / individual learning plans for certain students who require them								
Little or no focus	5	1%	1	0%	6	1%	9	2%
Moderate focus	25	5%	38	8%	63	6%	43	9%
Strong focus	172	36%	162	32%	334	34%	184	37%
Very strong focus	271	57%	304	60%	575	59%	268	53%
Total	473	100%	505	100%	978	100%	504	100%
Implementing targeted literacy and/or numeracy approaches or interventions for certain students who require them								
Little or no focus	2	0%	2	0%	4	0%	6	1%
Moderate focus	22	5%	49	10%	71	7%	47	9%
Strong focus	162	34%	157	31%	319	33%	147	29%
Very strong focus	286	61%	297	59%	583	60%	305	60%
Total	472	100%	505	100%	977	100%	505	100%

7. Same wording for Instructional leadership: For approaches that your school focuses on, what stage are they at in regard to annual planning to identify and meet the professional learning needs of teachers…?

Table 13: Stage schools are at with their focus on annual planning

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
With regard to K-2 literacy and/or numeracy assessment								
In the planning stages	13	3%	21	4%	34	4%	24	5%
Just started	37	8%	81	16%	118	12%	56	12%
In the middle of it	206	45%	245	50%	451	48%	225	47%

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Advanced, but there is more to do	187	41%	129	26%	316	33%	152	32%
Fully implemented / mature	15	3%	15	3%	30	3%	18	4%
Total	458	100%	491	100%	949	100%	475	100%
With regard to K-2 literacy and/or numeracy teaching strategies								
In the planning stages	12	3%	17	3%	29	3%	18	4%
Just started	25	5%	66	13%	91	10%	37	8%
In the middle of it	196	43%	241	49%	437	46%	210	44%
Advanced, but there is more to do	207	45%	155	31%	362	38%	195	41%
Fully implemented / mature	20	4%	15	3%	35	4%	20	4%
Total	460	100%	494	100%	954	100%	480	100%

For approaches that your school focuses on, what stage are they at in regard to keeping up to date with evidence-based practices…?

Table 14: Stage schools are at with their focus on evidence-based practices

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
In K-2 literacy and/or numeracy assessment								
In the planning stages	10	2%	15	3%	25	3%	11	2%
Just started	36	8%	80	16%	116	12%	48	10%
In the middle of it	194	42%	225	46%	419	44%	235	48%
Advanced, but there is more to do	200	44%	155	32%	355	37%	177	36%
Fully implemented / mature	18	4%	16	3%	34	4%	16	3%
Total	458	100%	491	100%	949	100%	487	100%
In K-2 literacy and/or numeracy teaching strategies								
In the planning stages	5	1%	11	2%	16	2%	5	1%
Just started	25	5%	64	13%	89	9%	31	6%
In the middle of it	185	40%	246	50%	431	45%	202	41%
Advanced, but there is more to do	225	49%	155	31%	380	40%	230	47%
Fully implemented / mature	21	5%	18	4%	39	4%	20	4%
Total	461	100%	494	100%	955	100%	488	100%

For approaches that your school focuses on, what stage are they at …?

Table 15: Stage schools are at with their focus on general K-2 literacy and numeracy practices

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Evaluating the effectiveness of K-2 literacy and/or numeracy teaching strategies								
In the planning stages	8	2%	19	4%	27	3%	15	3%
Just started	40	9%	106	22%	146	15%	53	11%
In the middle of it	205	45%	227	47%	432	46%	240	49%
Advanced, but there is more to do	190	41%	125	26%	315	33%	165	34%
Fully implemented / mature	15	3%	11	2%	26	3%	13	3%
Total	458	100%	488	100%	946	100%	486	100%
Providing release time for classroom teachers to develop their K-2 literacy and/or numeracy pedagogy and planning								
In the planning stages	17	4%	24	5%	41	4%	22	5%
Just started	32	7%	70	15%	102	11%	41	9%
In the middle of it	142	32%	193	41%	335	37%	173	39%
Advanced, but there is more to do	194	44%	144	31%	338	37%	160	36%

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Fully implemented / mature	59	13%	40	8%	99	11%	50	11%
Total	444	100%	471	100%	915	100%	446	100%
Meetings between school leaders to plan school resourcing based on K-2 student assessment data								
In the planning stages	10	2%	18	4%	28	3%	17	4%
Just started	41	9%	83	18%	124	14%	65	15%
In the middle of it	182	40%	216	47%	398	44%	189	43%
Advanced, but there is more to do	179	40%	125	27%	304	33%	140	32%
Fully implemented / mature	38	8%	20	4%	58	6%	30	7%
Total	450	100%	462	100%	912	100%	441	100%
Meetings between school leaders and classroom teachers to plan teaching and learning strategies based on K-2 student assessment data								
In the planning stages	8	2%	12	3%	20	2%	14	3%
Just started	34	8%	79	16%	113	12%	43	9%
In the middle of it	164	37%	226	47%	390	42%	179	38%
Advanced, but there is more to do	205	46%	145	30%	350	38%	199	43%
Fully implemented / mature	38	8%	18	4%	56	6%	31	7%
Total	449	100%	480	100%	929	100%	466	100%
Providing different learning activities to different groups of students, based on their learning needs								
In the planning stages	8	2%	5	1%	13	1%	4	1%
Just started	22	5%	40	8%	62	7%	36	7%
In the middle of it	187	41%	211	43%	398	42%	192	40%
Advanced, but there is more to do	206	45%	198	40%	404	42%	227	47%
Fully implemented / mature	38	8%	38	8%	76	8%	27	6%
Total	461	100%	492	100%	953	100%	486	100%
Developing personal / individual learning plans for all students								
In the planning stages	30	7%	33	7%	63	7%	37	8%
Just started	47	11%	75	17%	122	14%	67	15%
In the middle of it	186	44%	180	41%	366	42%	194	44%
Advanced, but there is more to do	133	31%	128	29%	261	30%	129	29%
Fully implemented / mature	30	7%	26	6%	56	6%	14	3%
Total	426	100%	442	100%	868	100%	441	100%
Developing personal / individual learning plans for certain students who require them								
In the planning stages	5	1%	4	1%	9	1%	2	0%
Just started	17	4%	25	5%	42	4%	27	6%
In the middle of it	151	33%	187	38%	338	36%	171	35%
Advanced, but there is more to do	227	50%	230	47%	457	48%	243	50%
Fully implemented / mature	58	13%	46	9%	104	11%	44	9%
Total	458	100%	492	100%	950	100%	487	100%
Implementing targeted literacy and/or numeracy approaches or interventions for certain students who require them								
In the planning stages	3	1%	3	1%	6	1%	5	1%
Just started	19	4%	43	9%	62	7%	27	6%
In the middle of it	141	31%	179	36%	320	34%	145	30%
Advanced, but there is more to do	237	52%	222	45%	459	48%	272	56%
Fully implemented / mature	59	13%	44	9%	103	11%	41	8%
Total	459	100%	491	100%	950	100%	490	100%

8. Principals only: How valuable does your school find professional networking as a way of supporting practice in K-2 literacy and numeracy?

Table 16: Professional networking

Activity	Principals					
	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Networking with Action Plan schools/ Early Action for Success (EAfS) schools						
As far as I'm aware, we don't do this	40	9%	362	73%	402	42%
We do this, but we don't get much out of it	63	14%	25	5%	88	9%
We get some value out of this	166	36%	63	13%	229	24%
We find this extremely valuable	194	42%	46	9%	240	25%
Total	463	100%	496	100%	959	100%
Networking with other schools						
As far as I'm aware, we don't do this	57	12%	83	17%	140	15%
We do this, but we don't get much out of it	33	7%	56	11%	89	9%
We get some value out of this	209	45%	197	40%	406	42%
We find this extremely valuable	164	35%	160	32%	324	34%
Total	463	100%	496	100%	959	100%

9. Same wording for Instructional leadership: To what extent do the following statements 'ring true' when it comes to the culture of teaching and learning around K-2 literacy and numeracy at your school? Our school culture…

Table 17: School culture

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Encourages K-2 teachers to understand the learning experience from students' perspectives								
Not at all	0	0%	4	1%	4	0%	5	1%
1	2	0%	7	1%	9	1%	5	1%
2	13	3%	20	4%	33	4%	21	4%
To a reasonable extent	91	20%	99	20%	190	20%	93	19%
4	98	21%	96	20%	194	21%	129	26%
5	133	29%	148	30%	281	30%	134	27%
Completely	119	26%	112	23%	231	25%	103	21%
Total	456	100%	486	100%	942	100%	490	100%
Supports K-2 teachers to focus on immediate student learning needs								
Not at all	0	0%	0	0%	0	0%	1	0%
1	1	0%	3	1%	4	0%	5	1%
2	2	0%	6	1%	8	1%	8	2%
To a reasonable extent	42	9%	61	13%	103	11%	53	11%
4	97	21%	93	19%	190	20%	99	20%
5	149	33%	171	35%	320	34%	168	34%
Completely	164	36%	154	32%	318	34%	158	32%
Total	455	100%	488	100%	943	100%	492	100%
Motivates K-2 teachers to consider new evidence-based teaching approaches								
Not at all	1	0%	1	0%	2	0%	6	1%
1	1	0%	3	1%	4	0%	4	1%
2	4	1%	18	4%	22	2%	19	4%
To a reasonable extent	62	14%	58	12%	120	13%	63	13%
4	82	18%	110	23%	192	20%	80	16%
5	154	34%	167	34%	321	34%	168	34%
Completely	153	33%	129	27%	282	30%	152	31%
Total	457	100%	486	100%	943	100%	492	100%

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Engenders trust between K-2 teachers when discussing student progress								
Not at all	0	0%	1	0%	1	0%	3	1%
1	4	1%	2	0%	6	1%	3	1%
2	3	1%	7	1%	10	1%	8	2%
To a reasonable extent	39	9%	48	10%	87	9%	43	9%
4	61	14%	87	18%	148	16%	62	13%
5	140	31%	146	31%	286	31%	147	30%
Completely	204	45%	187	39%	391	42%	222	45%
Total	451	100%	478	100%	929	100%	488	100%
Reflects a shared sense of what best practice instruction 'looks and feels like' in K-2 literacy and numeracy								
Not at all	0	0%	1	0%	1	0%	4	1%
1	3	1%	5	1%	8	1%	10	2%
2	10	2%	15	3%	25	3%	12	2%
To a reasonable extent	44	10%	67	14%	111	12%	60	12%
4	82	18%	102	21%	184	20%	84	17%
5	169	37%	170	35%	339	36%	172	35%
Completely	148	32%	124	26%	272	29%	149	30%
Total	456	100%	484	100%	940	100%	491	100%
Encourages parents and carers of students in K-2 to engage in conversations with K-2 teachers about learning								
Not at all	2	0%	1	0%	3	0%	2	0%
1	12	3%	7	1%	19	2%	13	3%
2	36	8%	30	6%	66	7%	43	9%
To a reasonable extent	106	23%	82	17%	188	20%	122	25%
4	100	22%	108	22%	208	22%	96	20%
5	123	27%	140	29%	263	28%	113	23%
Completely	79	17%	117	24%	196	21%	100	20%
Total	458	100%	485	100%	943	100%	489	100%
Supports collaboration between K-2 teachers and people with instructional leadership responsibilities								
Not at all	1	0%	1	0%	2	0%	2	0%
1	1	0%	6	1%	7	1%	14	3%
2	6	1%	28	6%	34	4%	13	3%
To a reasonable extent	29	6%	46	10%	75	8%	32	7%
4	43	9%	85	18%	128	14%	50	10%
5	134	29%	128	27%	262	28%	127	26%
Completely	241	53%	177	38%	418	45%	252	51%
Total	455	100%	471	100%	926	100%	490	100%
Encourages K-2 teachers to engage in reflective practice								
Not at all	1	0%	0	0%	1	0%	4	1%
1	0	0%	5	1%	5	1%	11	2%
2	9	2%	12	2%	21	2%	15	3%
To a reasonable extent	26	6%	46	10%	72	8%	40	8%
4	65	14%	99	20%	164	17%	78	16%
5	153	33%	155	32%	308	33%	150	31%
Completely	204	45%	166	34%	370	39%	192	39%
Total	458	100%	483	100%	941	100%	490	100%

10. Please think now about the professional learning opportunities available during the last four school terms for staff at your school with instructional leadership responsibilities in K-2 literacy and/or numeracy (including yourself, if relevant).

    Alternative wording for Instructional Leadership: Think just about the professional learning you have accessed during the last four school terms.

    How helpful has this professional learning been for…?

Table 18: Helpfulness of professional learning

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Understanding the learning needs of your students								
Not at all helpful	9	2%	4	1%	13	1%	4	1%
Somewhat helpful	58	13%	79	18%	137	15%	59	12%
Very helpful	187	42%	213	49%	400	45%	182	38%
Extremely helpful	200	45%	141	32%	341	38%	239	50%
Total	449	100%	437	100%	886	100%	482	100%
Understanding the learning needs of your teachers / colleagues								
Not at all helpful	9	2%	4	1%	13	1%	4	1%
Somewhat helpful	68	15%	93	22%	161	18%	89	18%
Very helpful	193	43%	207	48%	400	46%	191	40%
Extremely helpful	176	39%	128	30%	304	35%	198	41%
Total	446	100%	432	100%	878	100%	482	100%
Supporting reflection on leadership styles								
Not at all helpful	21	5%	17	4%	38	4%	22	5%
Somewhat helpful	136	31%	129	31%	265	31%	129	27%
Very helpful	172	39%	182	43%	354	41%	190	40%
Extremely helpful	112	25%	91	22%	203	24%	135	28%
Total	441	100%	419	100%	860	100%	476	100%
Supporting reflection on pedagogical practices								
Not at all helpful	6	1%	5	1%	11	1%	4	1%
Somewhat helpful	67	15%	93	21%	160	18%	58	12%
Very helpful	175	39%	213	48%	388	44%	191	40%
Extremely helpful	199	45%	132	30%	331	37%	228	47%
Total	447	100%	443	100%	890	100%	481	100%
Providing you and other school leaders with processes and structures to encourage teacher collaboration								
Not at all helpful	15	3%	7	2%	22	3%	17	4%
Somewhat helpful	98	22%	100	23%	198	23%	98	20%
Very helpful	156	35%	190	44%	346	39%	177	37%
Extremely helpful	176	40%	135	31%	311	35%	190	39%
Total	445	100%	432	100%	877	100%	482	100%
Providing you and other school leaders with processes and structures to facilitate professional conversations focused on student learning								
Not at all helpful	11	2%	9	2%	20	2%	9	2%
Somewhat helpful	78	17%	87	20%	165	19%	83	17%
Very helpful	162	36%	207	47%	369	42%	160	33%
Extremely helpful	195	44%	138	31%	333	38%	231	48%
Total	446	100%	441	100%	887	100%	483	100%
Understanding literacy and numeracy curricula								
Not at all helpful	8	2%	5	1%	13	1%	3	1%
Somewhat helpful	68	15%	79	18%	147	16%	49	10%
Very helpful	172	38%	218	49%	390	44%	161	34%
Extremely helpful	201	45%	142	32%	343	38%	267	56%
Total	449	100%	444	100%	893	100%	480	100%

11. Which of the following terms or phrases best describe the style of interaction between those with instructional leadership responsibilities in K-2 literacy and/or numeracy and K-2 teachers in your school?

    Alternative wording for Instructional leadership: Which of the following terms or phrases best describe your style of interaction with K-2 teachers in relation to their literacy and/or numeracy teaching?

Table 19: Occurrence of instructional leadership in schools

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Mentoring								
This doesn't happen	21	5%	27	6%	48	5%	6	1%
This happens	417	95%	423	94%	840	95%	463	99%
Total	438	100%	450	100%	888	100%	469	100%
Instructional coaching								
This doesn't happen	29	7%	101	24%	130	15%	13	3%
This happens	403	93%	323	76%	726	85%	441	97%
Total	432	100%	424	100%	856	100%	454	100%
Modelling								
This doesn't happen	14	3%	38	8%	52	6%	9	2%
This happens	425	97%	415	92%	840	94%	470	98%
Total	439	100%	453	100%	892	100%	479	100%
Observing and providing feedback								
This doesn't happen	14	3%	21	5%	35	4%	7	2%
This happens	428	97%	442	95%	870	96%	458	98%
Total	442	100%	463	100%	905	100%	465	100%
Providing expert/specialist advice								
This doesn't happen	23	5%	66	15%	89	10%	12	3%
This happens	404	95%	363	85%	767	90%	417	97%
Total	427	100%	429	100%	856	100%	429	100%
Supervising								
This doesn't happen	84	20%	36	8%	120	14%	201	48%
This happens	343	80%	424	92%	767	86%	214	52%
Total	427	100%	460	100%	887	100%	415	100%
Instructing								
This doesn't happen	40	9%	82	20%	122	15%	62	16%
This happens	384	91%	328	80%	712	85%	336	84%
Total	424	100%	410	100%	834	100%	398	100%
Providing peer support								
This doesn't happen	14	3%	30	7%	44	5%	16	3%
This happens	418	97%	418	93%	836	95%	444	97%
Total	432	100%	448	100%	880	100%	460	100%
Collaborating as a team member								
This doesn't happen	9	2%	8	2%	17	2%	7	1%
This happens	435	98%	457	98%	892	98%	473	99%
Total	444	100%	465	100%	909	100%	480	100%
Assisting with administration								
This doesn't happen	61	14%	77	18%	138	16%	73	17%
This happens	360	86%	346	82%	706	84%	356	83%
Total	421	100%	423	100%	844	100%	429	100%

12. How challenging are these issues at your school for you or other people with instructional leadership responsibilities in K-2 literacy and/or numeracy?
Alternative wording for Instructional leadership: How challenging are these issues at your school for you or other people with instructional leadership responsibilities in K-2 literacy and/or numeracy?

Table 20: Challenges for instructional leadership staff

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
The availability of professional learning that can be used with teachers								
Not challenging for us	78	17%	35	8%	113	13%	129	27%
1	74	17%	36	8%	110	12%	89	18%
2	85	19%	56	13%	141	16%	85	18%
Reasonably challenging for us	123	28%	164	37%	287	32%	110	23%
4	30	7%	48	11%	78	9%	29	6%

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
5	21	5%	48	11%	69	8%	22	5%
Extremely challenging for us	35	8%	58	13%	93	10%	21	4%
Total	446	100%	445	100%	891	100%	485	100%
The appropriateness of professional learning resources that can used with teachers, in view of the diverse learning needs of students								
Not challenging for us	60	13%	35	8%	95	11%	108	22%
1	98	22%	40	9%	138	15%	113	23%
2	82	18%	84	19%	166	19%	104	21%
Reasonably challenging for us	114	26%	145	32%	259	29%	93	19%
4	43	10%	63	14%	106	12%	38	8%
5	27	6%	50	11%	77	9%	18	4%
Extremely challenging for us	23	5%	30	7%	53	6%	10	2%
Total	447	100%	447	100%	894	100%	484	100%
The time available each week e.g. 'getting things done' within the allocated time								
Not challenging for us	22	5%	11	2%	33	4%	28	6%
1	27	6%	16	4%	43	5%	29	6%
2	41	9%	27	6%	68	8%	45	9%
Reasonably challenging for us	94	21%	98	22%	192	21%	136	28%
4	62	14%	43	9%	105	12%	62	13%
5	64	14%	72	16%	136	15%	65	13%
Extremely challenging for us	140	31%	186	41%	326	36%	121	25%
Total	450	100%	453	100%	903	100%	486	100%
Embedding a focus on numeracy to meet students' numeracy learning needs								
Not challenging for us	65	15%	44	10%	109	12%	103	21%
1	94	21%	56	12%	150	17%	93	19%
2	102	23%	110	24%	212	24%	125	26%
Reasonably challenging for us	94	21%	117	26%	211	23%	91	19%
4	50	11%	55	12%	105	12%	29	6%
5	22	5%	47	10%	69	8%	25	5%
Extremely challenging for us	21	5%	22	5%	43	5%	17	4%
Total	448	100%	451	100%	899	100%	483	100%
Embedding a focus on literacy to meet students' literacy learning needs								
Not challenging for us	90	20%	65	14%	155	17%	139	29%
1	118	26%	85	19%	203	22%	123	25%
2	114	25%	124	27%	238	26%	122	25%
Reasonably challenging for us	70	16%	98	22%	168	19%	65	13%
4	31	7%	42	9%	73	8%	19	4%
5	19	4%	25	6%	44	5%	12	2%
Extremely challenging for us	9	2%	14	3%	23	3%	5	1%
Total	451	100%	453	100%	904	100%	485	100%
Getting all staff 'on the same page' when it comes evidence-based approaches to K-2 learning								
Not challenging for us	88	19%	58	13%	146	16%	71	15%
1	70	15%	75	17%	145	16%	109	23%
2	98	22%	85	19%	183	20%	101	21%
Reasonably challenging for us	91	20%	86	19%	177	20%	80	17%
4	32	7%	44	10%	76	8%	28	6%
5	39	9%	49	11%	88	10%	45	9%
Extremely challenging for us	34	8%	57	13%	91	10%	50	10%
Total	452	100%	454	100%	906	100%	484	100%
Developing my/our own understanding of instructional leadership, and what the role entails								
Not challenging for us	102	23%	61	14%	163	18%	144	30%
1	114	25%	77	17%	191	21%	131	27%
2	93	21%	93	21%	186	21%	96	20%
Reasonably challenging for us	74	16%	95	21%	169	19%	58	12%
4	37	8%	49	11%	86	10%	27	6%
5	20	4%	41	9%	61	7%	20	4%
Extremely challenging for us	12	3%	29	7%	41	5%	11	2%
Total	452	100%	445	100%	897	100%	487	100%

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Building a shared understanding across the school of instructional leadership, and what the role entails								
Not challenging for us	76	17%	42	9%	118	13%	87	18%
1	109	24%	70	16%	179	20%	92	19%
2	86	19%	86	19%	172	19%	98	20%
Reasonably challenging for us	95	21%	99	22%	194	22%	90	19%
4	36	8%	52	12%	88	10%	36	7%
5	31	7%	53	12%	84	9%	33	7%
Extremely challenging for us	20	4%	41	9%	61	7%	46	10%
Total	453	100%	443	100%	896	100%	482	100%
Engaging the support of other school leaders/ executive when carrying out duties								
Not challenging for us	123	28%	81	19%	204	24%	166	35%
1	106	24%	85	20%	191	22%	95	20%
2	88	20%	72	17%	160	18%	82	17%
Reasonably challenging for us	61	14%	83	19%	144	17%	50	10%
4	23	5%	27	6%	50	6%	30	6%
5	16	4%	37	9%	53	6%	24	5%
Extremely challenging for us	20	5%	43	10%	63	7%	33	7%
Total	437	100%	428	100%	865	100%	480	100%
Classroom management alongside a focus on literacy and numeracy teaching								
Not challenging for us	78	17%	97	22%	175	19%	96	20%
1	101	23%	109	24%	210	23%	117	24%
2	89	20%	80	18%	169	19%	98	20%
Reasonably challenging for us	60	13%	74	16%	134	15%	78	16%
4	48	11%	35	8%	83	9%	35	7%
5	35	8%	32	7%	67	7%	23	5%
Extremely challenging for us	36	8%	24	5%	60	7%	35	7%
Total	447	100%	451	100%	898	100%	482	100%

13. Are there any other major challenges experienced by people in your school with instructional leadership responsibilities in K-2 literacy and/or numeracy? Data currently not available.
    Alternative wording for Instructional leadership: Are there any other major challenges experienced by you or other people in your school with instructional leadership responsibilities in K-2 literacy and/or numeracy?
    Data was analysed thematically and is reported on in the body of the report.
14. Same wording for Instructional leadership: Think now about the ways in which you and others with instructional leadership responsibilities in K-2 literacy and/or numeracy work with the K-2 teachers in your school.
    As part of this instructional leadership, how much focus is placed on…?

Table 21: Instructional leadership staff focus areas, 2019

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Meetings at a stage and/or class level to interpret student assessment data								
Little or no focus	13	3%	20	5%	33	4%	17	4%
Moderate focus	84	19%	153	35%	237	27%	112	23%
Strong focus	178	40%	155	35%	333	38%	193	40%
Very strong focus	168	38%	113	26%	281	32%	158	33%
Total	443	100%	441	100%	884	100%	480	100%
Meetings at a stage and/or class level to plan teaching strategies based on student assessment								
Little or no focus	10	2%	19	4%	29	3%	19	4%
Moderate focus	78	18%	125	28%	203	23%	102	21%
Strong focus	182	41%	178	40%	360	41%	199	42%
Very strong focus	173	39%	119	27%	292	33%	159	33%
Total	443	100%	441	100%	884	100%	479	100%
Facilitating (formal or informal) peer-to-peer discussions between teachers about student assessment data								
Little or no focus	17	4%	17	4%	34	4%	35	7%

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Moderate focus	95	21%	141	32%	236	27%	135	28%
Strong focus	188	42%	182	41%	370	42%	177	37%
Very strong focus	144	32%	101	23%	245	28%	131	27%
Total	444	100%	441	100%	885	100%	478	100%
Instructional coaching for K-2 teachers in classroom strategies for literacy and numeracy learning								
Little or no focus	16	4%	54	12%	70	8%	12	3%
Moderate focus	72	16%	150	34%	222	25%	71	15%
Strong focus	167	38%	154	35%	321	36%	189	39%
Very strong focus	190	43%	81	18%	271	31%	208	43%
Total	445	100%	439	100%	884	100%	480	100%
Providing feedback to K-2 teachers from classroom observations								
Little or no focus	13	3%	27	6%	40	5%	19	4%
Moderate focus	80	18%	148	33%	228	26%	102	21%
Strong focus	173	39%	174	39%	347	39%	196	41%
Very strong focus	179	40%	93	21%	272	31%	163	34%
Total	445	100%	442	100%	887	100%	480	100%
Team teaching and classroom modelling for K-2 teachers to assist with differentiated teaching techniques								
Little or no focus	20	5%	52	12%	72	8%	8	2%
Moderate focus	85	19%	132	30%	217	25%	83	17%
Strong focus	177	40%	160	36%	337	38%	179	37%
Very strong focus	160	36%	96	22%	256	29%	209	44%
Total	442	100%	440	100%	882	100%	479	100%
Advising teachers on classroom management strategies								
Little or no focus	46	10%	57	13%	103	12%	68	14%
Moderate focus	126	28%	153	35%	279	31%	186	39%
Strong focus	171	38%	144	33%	315	36%	143	30%
Very strong focus	102	23%	87	20%	189	21%	80	17%
Total	445	100%	441	100%	886	100%	477	100%
Supporting students in the classroom while the classroom teacher instructs								
Little or no focus	44	10%	65	15%	109	12%	109	23%
Moderate focus	111	25%	125	29%	236	27%	139	29%
Strong focus	174	39%	164	38%	338	38%	147	31%
Very strong focus	113	26%	83	19%	196	22%	83	17%
Total	442	100%	437	100%	879	100%	478	100%
Planning lessons collaboratively								
Little or no focus	27	6%	36	8%	63	7%	30	6%
Moderate focus	98	22%	106	24%	204	23%	132	27%
Strong focus	169	38%	160	36%	329	37%	177	37%
Very strong focus	149	34%	141	32%	290	33%	143	30%
Total	443	100%	443	100%	886	100%	482	100%
Inputting student assessment data into systems/databases								
Little or no focus	28	6%	47	11%	75	8%	44	9%
Moderate focus	90	20%	155	35%	245	28%	133	28%
Strong focus	178	40%	157	35%	335	38%	174	36%
Very strong focus	145	33%	84	19%	229	26%	131	27%
Total	441	100%	443	100%	884	100%	482	100%
Supporting reflection on literacy and numeracy practices								
Little or no focus								
Moderate focus	66	15%	122	28%	188	21%	79	16%
Strong focus	182	41%	183	42%	365	41%	192	40%
Very strong focus	188	43%	116	26%	304	34%	200	41%
Total	442	100%	440	100%	882	100%	483	100%
Supporting K-2 teachers to identify and select appropriate assessments for their students								
Little or no focus	13	3%	15	3%	28	3%	17	4%
Moderate focus	104	24%	161	37%	265	30%	148	31%
Strong focus	196	45%	177	40%	373	42%	196	41%
Very strong focus	126	29%	87	20%	213	24%	117	24%
Total	439	100%	440	100%	879	100%	478	100%
Supporting K-2 teachers to tailor or design assessments for their students								
Little or no focus	31	7%	40	9%	71	8%	37	8%

Activities	Principals						Instructional leaders	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Moderate focus	124	28%	172	39%	296	34%	190	40%
Strong focus	178	41%	159	36%	337	38%	166	35%
Very strong focus	104	24%	68	15%	172	20%	84	18%
Total	437	100%	439	100%	876	100%	477	100%
Supporting K-2 teachers to administer assessments with their students								
Little or no focus	31	7%	43	10%	74	8%	50	10%
Moderate focus	132	30%	171	39%	303	35%	179	38%
Strong focus	172	40%	152	35%	324	37%	167	35%
Very strong focus	100	23%	73	17%	173	20%	81	17%
Total	435	100%	439	100%	874	100%	477	100%
Supporting K-2 teachers to differentiate their teaching to accommodate the range of student needs in their class								
Little or no focus	9	2%	7	2%	16	2%	3	1%
Moderate focus	58	13%	83	19%	141	16%	49	10%
Strong focus	192	44%	198	45%	390	44%	196	41%
Very strong focus	178	41%	153	35%	331	38%	230	48%
Total	437	100%	441	100%	878	100%	478	100%
Supporting K-2 teachers to identify and select targeted intervention approaches for individual student needs								
Little or no focus	9	2%	8	2%	17	2%	8	2%
Moderate focus	55	13%	81	18%	136	15%	64	13%
Strong focus	193	44%	213	48%	406	46%	200	42%
Very strong focus	180	41%	141	32%	321	36%	206	43%
Total	437	100%	443	100%	880	100%	478	100%
Supporting K-2 teachers to tailor or design targeted intervention approaches for individual student needs								
Little or no focus	10	2%	12	3%	22	3%	17	4%
Moderate focus	68	16%	97	22%	165	19%	73	15%
Strong focus	183	42%	204	46%	387	44%	198	41%
Very strong focus	175	40%	129	29%	304	35%	190	40%
Total	436	100%	442	100%	878	100%	478	100%

15. Same wording for Instructional leadership: For the activities that instructional leadership focus on in your school, how much more work is needed so that K-2 teachers are enabled to deliver the most effective literacy and/or numeracy instruction?

Table 22: Additional work needed with teachers in 2019

Activities	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Meetings at a stage and/or class level to interpret student assessment data								
No more work is needed	29	7%	11	3%	40	5%	15	3%
A small amount of work is needed	136	32%	118	29%	254	30%	140	31%
A moderate amount of work is needed	194	46%	185	45%	379	45%	221	48%
A large amount of work is needed	52	12%	81	20%	133	16%	66	14%
A great deal of work is needed	14	3%	15	4%	29	3%	14	3%
Total	425	100%	410	100%	835	100%	456	100%
Meetings at a stage and/or class level to plan teaching strategies based on student assessment								
No more work is needed	19	4%	12	3%	31	4%	10	2%
A small amount of work is needed	174	41%	135	33%	309	37%	126	28%
A moderate amount of work is needed	162	38%	184	45%	346	41%	226	50%
A large amount of work is needed	55	13%	65	16%	120	14%	78	17%
A great deal of work is needed	17	4%	14	3%	31	4%	13	3%
Total	427	100%	410	100%	837	100%	453	100%

Activities	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Facilitating (formal or informal) peer-to-peer discussions between teachers about student assessment data								
No more work is needed	27	6%	16	4%	43	5%	14	3%
A small amount of work is needed	159	38%	123	30%	282	34%	135	31%
A moderate amount of work is needed	167	40%	189	46%	356	43%	205	47%
A large amount of work is needed	56	13%	70	17%	126	15%	70	16%
A great deal of work is needed	13	3%	15	4%	28	3%	13	3%
Total	422	100%	413	100%	835	100%	437	100%
Instructional coaching for K-2 teachers in classroom strategies for literacy and numeracy learning								
No more work is needed	31	7%	14	4%	45	6%	17	4%
A small amount of work is needed	150	35%	94	25%	244	31%	142	31%
A moderate amount of work is needed	172	41%	180	48%	352	44%	211	46%
A large amount of work is needed	56	13%	71	19%	127	16%	71	15%
A great deal of work is needed	15	4%	15	4%	30	4%	20	4%
Total	424	100%	374	100%	798	100%	461	100%
Providing feedback to K-2 teachers from classroom observations								
No more work is needed	32	7%	23	6%	55	7%	17	4%
A small amount of work is needed	162	38%	139	34%	301	36%	168	37%
A moderate amount of work is needed	173	41%	179	44%	352	42%	203	45%
A large amount of work is needed	50	12%	49	12%	99	12%	53	12%
A great deal of work is needed	10	2%	13	3%	23	3%	12	3%
Total	427	100%	403	100%	830	100%	453	100%
Team teaching and classroom modelling for K-2 teachers to assist with differentiated teaching techniques								
No more work is needed	35	8%	18	5%	53	7%	24	5%
A small amount of work is needed	146	35%	128	34%	274	35%	151	33%
A moderate amount of work is needed	168	40%	154	41%	322	41%	200	43%
A large amount of work is needed	56	13%	58	15%	114	14%	67	14%
A great deal of work is needed	11	3%	19	5%	30	4%	21	5%
Total	416	100%	377	100%	793	100%	463	100%
Advising teachers on classroom management strategies								
No more work is needed	54	14%	33	9%	87	11%	34	8%
A small amount of work is needed	157	40%	175	47%	332	43%	215	53%
A moderate amount of work is needed	131	33%	127	34%	258	34%	110	27%
A large amount of work is needed	40	10%	29	8%	69	9%	35	9%
A great deal of work is needed	12	3%	10	3%	22	3%	9	2%
Total	394	100%	374	100%	768	100%	403	100%
Supporting students in the classroom while the classroom teacher instructs								
No more work is needed	41	10%	34	9%	75	10%	47	13%
A small amount of work is needed	173	44%	159	44%	332	44%	181	50%
A moderate amount of work is needed	142	36%	122	34%	264	35%	104	29%

Activities	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
A large amount of work is needed	27	7%	40	11%	67	9%	24	7%
A great deal of work is needed	10	3%	8	2%	18	2%	7	2%
Total	393	100%	363	100%	756	100%	363	100%
Planning lessons collaboratively								
No more work is needed	40	10%	43	11%	83	10%	15	3%
A small amount of work is needed	153	37%	152	38%	305	38%	142	32%
A moderate amount of work is needed	144	35%	142	36%	286	35%	184	41%
A large amount of work is needed	54	13%	47	12%	101	13%	87	20%
A great deal of work is needed	19	5%	13	3%	32	4%	16	4%
Total	410	100%	397	100%	807	100%	444	100%
Inputting student assessment data into systems/databases								
No more work is needed	68	17%	26	7%	94	12%	44	10%
A small amount of work is needed	169	41%	128	33%	297	37%	188	44%
A moderate amount of work is needed	116	28%	157	41%	273	34%	135	31%
A large amount of work is needed	39	10%	62	16%	101	13%	52	12%
A great deal of work is needed	17	4%	12	3%	29	4%	10	2%
Total	409	100%	385	100%	794	100%	429	100%
Supporting reflection on literacy and numeracy practices								
No more work is needed	25	6%	24	6%	49	6%	10	2%
A small amount of work is needed	163	38%	132	32%	295	35%	147	32%
A moderate amount of work is needed	177	41%	178	43%	355	42%	205	44%
A large amount of work is needed	51	12%	63	15%	114	14%	86	19%
A great deal of work is needed	15	3%	14	3%	29	3%	14	3%
Total	431	100%	411	100%	842	100%	462	100%
Supporting K-2 teachers to identify and select appropriate assessments for their students								
No more work is needed	22	5%	17	4%	39	5%	10	2%
A small amount of work is needed	149	35%	137	33%	286	34%	122	27%
A moderate amount of work is needed	178	42%	175	42%	353	42%	226	49%
A large amount of work is needed	60	14%	74	18%	134	16%	80	18%
A great deal of work is needed	17	4%	13	3%	30	4%	19	4%
Total	426	100%	416	100%	842	100%	457	100%
Supporting K-2 teachers to tailor or design assessments for their students								
No more work is needed	14	3%	12	3%	26	3%	9	2%
A small amount of work is needed	133	33%	119	31%	252	32%	95	22%
A moderate amount of work is needed	178	44%	170	44%	348	44%	216	50%
A large amount of work is needed	66	16%	79	20%	145	18%	97	22%
A great deal of work is needed	15	4%	10	3%	25	3%	19	4%
Total	406	100%	390	100%	796	100%	436	100%

Activities	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Supporting K-2 teachers to administer assessments with their students								
No more work is needed	36	9%	41	11%	77	10%	27	6%
A small amount of work is needed	183	45%	154	40%	337	43%	172	41%
A moderate amount of work is needed	143	35%	136	35%	279	35%	161	38%
A large amount of work is needed	33	8%	48	12%	81	10%	51	12%
A great deal of work is needed	9	2%	8	2%	17	2%	13	3%
Total	404	100%	387	100%	791	100%	424	100%
Supporting K-2 teachers to differentiate their teaching to accommodate the range of student needs in their class								
No more work is needed	24	6%	22	5%	46	5%	13	3%
A small amount of work is needed	151	35%	149	35%	300	35%	145	31%
A moderate amount of work is needed	173	40%	170	40%	343	40%	207	44%
A large amount of work is needed	63	15%	67	16%	130	15%	87	18%
A great deal of work is needed	17	4%	17	4%	34	4%	19	4%
Total	428	100%	425	100%	853	100%	471	100%
Supporting K-2 teachers to identify and select targeted intervention approaches for individual student needs								
No more work is needed	18	4%	20	5%	38	4%	17	4%
A small amount of work is needed	166	39%	156	37%	322	38%	148	32%
A moderate amount of work is needed	171	40%	175	41%	346	41%	209	45%
A large amount of work is needed	61	14%	60	14%	121	14%	76	16%
A great deal of work is needed	12	3%	15	4%	27	3%	16	3%
Total	428	100%	426	100%	854	100%	466	100%
Supporting K-2 teachers to tailor or design targeted intervention approaches for individual student needs								
No more work is needed	15	4%	20	5%	35	4%	14	3%
A small amount of work is needed	160	38%	142	34%	302	36%	133	29%
A moderate amount of work is needed	167	39%	181	43%	348	41%	219	48%
A large amount of work is needed	70	16%	64	15%	134	16%	76	17%
A great deal of work is needed	14	3%	14	3%	28	3%	15	3%
Total	426	100%	421	100%	847	100%	457	100%

16. Instructional leadership only: Who is most directly responsible for doing/delivering these instructional leadership roles in your school?

Table 23: Persons responsible for specific instructional leadership activities

Activities	Instructional leadership	
	Number	%
Meetings at a stage and/or class level to interpret student assessment data		
I usually do this myself	407	83%
Usually delivered by the Principal	12	2%
Usually delivered by another member of the school executive	57	12%
Usually delivered by another specialist at my school	13	3%
Usually delivered by an external consultant	1	0%
Usually delivered by someone else	2	0%
Total	492	100%

Activities	Instructional leadership	
	Number	%
Meetings at a stage and/or class level to plan teaching strategies based on student assessment data		
I usually do this myself	390	80%
Usually delivered by the Principal	7	1%
Usually delivered by another member of the school executive	71	15%
Usually delivered by another specialist at my school	17	3%
Usually delivered by an external consultant	0	0%
Usually delivered by someone else	4	1%
Total	489	100%
Facilitating (formal or informal) peer-to-peer discussions between teachers about student assessment data		
I usually do this myself	383	81%
Usually delivered by the Principal	9	2%
Usually delivered by another member of the school executive	60	13%
Usually delivered by another specialist at my school	13	3%
Usually delivered by an external consultant	0	0%
Usually delivered by someone else	5	1%
Total	470	100%
Instructional coaching for K-2 teachers in classroom strategies for literacy and numeracy learning		
I usually do this myself	429	86%
Usually delivered by the Principal	4	1%
Usually delivered by another member of the school executive	34	7%
Usually delivered by another specialist at my school	17	3%
Usually delivered by an external consultant	9	2%
Usually delivered by someone else	4	1%
Total	497	100%
Providing feedback to K-2 teachers from classroom observations		
I usually do this myself	373	76%
Usually delivered by the Principal	16	3%
Usually delivered by another member of the school executive	69	14%
Usually delivered by another specialist at my school	16	3%
Usually delivered by an external consultant	4	1%
Usually delivered by someone else	10	2%
Total	488	100%
Team teaching and classroom modelling for K-2 teachers to assist with differentiated teaching techniques		
I usually do this myself	437	88%
Usually delivered by the Principal	4	1%
Usually delivered by another member of the school executive	34	7%
Usually delivered by another specialist at my school	18	4%
Usually delivered by an external consultant	2	0%
Usually delivered by someone else	3	1%
Total	498	100%
Advising teachers on classroom management strategies		
I usually do this myself	190	43%
Usually delivered by the Principal	26	6%
Usually delivered by another member of the school executive	178	40%
Usually delivered by another specialist at my school	33	8%
Usually delivered by an external consultant	2	0%
Usually delivered by someone else	11	3%
Total	440	100%
Supporting students in the classroom while the classroom teacher instructs		
I usually do this myself	210	53%
Usually delivered by the Principal	3	1%
Usually delivered by another member of the school executive	30	8%
Usually delivered by another specialist at my school	78	20%
Usually delivered by an external consultant	1	0%
Usually delivered by someone else	75	19%
Total	397	100%
Planning lessons collaboratively		
I usually do this myself	358	75%
Usually delivered by the Principal	5	1%
Usually delivered by another member of the school executive	78	16%

Activities	Instructional leadership	
	Number	%
Usually delivered by another specialist at my school	19	4%
Usually delivered by an external consultant	3	1%
Usually delivered by someone else	14	3%
Total	477	100%
Inputting student assessment data into systems/databases		
I usually do this myself	327	70%
Usually delivered by the Principal	4	1%
Usually delivered by another member of the school executive	42	9%
Usually delivered by another specialist at my school	22	5%
Usually delivered by an external consultant	1	0%
Usually delivered by someone else	69	15%
Total	465	100%
Supporting reflection on literacy and numeracy practices		
I usually do this myself	410	82%
Usually delivered by the Principal	23	5%
Usually delivered by another member of the school executive	42	8%
Usually delivered by another specialist at my school	17	3%
Usually delivered by an external consultant	3	1%
Usually delivered by someone else	4	1%
Total	499	100%
Supporting K-2 teachers to identify and select appropriate assessments for their students		
I usually do this myself	362	73%
Usually delivered by the Principal	9	2%
Usually delivered by another member of the school executive	88	18%
Usually delivered by another specialist at my school	23	5%
Usually delivered by an external consultant	3	1%
Usually delivered by someone else	9	2%
Total	494	100%
Supporting K-2 teachers to tailor or design assessments for their students		
I usually do this myself	341	73%
Usually delivered by the Principal	10	2%
Usually delivered by another member of the school executive	84	18%
Usually delivered by another specialist at my school	25	5%
Usually delivered by an external consultant	1	0%
Usually delivered by someone else	9	2%
Total	470	100%
Supporting K-2 teachers to administer assessments with their students		
I usually do this myself	322	70%
Usually delivered by the Principal	5	1%
Usually delivered by another member of the school executive	81	18%
Usually delivered by another specialist at my school	27	6%
Usually delivered by an external consultant	0	0%
Usually delivered by someone else	24	5%
Total	459	100%
Supporting K-2 teachers to differentiate their teaching to accommodate the range of student needs in their class		
I usually do this myself	427	84%
Usually delivered by the Principal	5	1%
Usually delivered by another member of the school executive	40	8%
Usually delivered by another specialist at my school	28	6%
Usually delivered by an external consultant	2	0%
Usually delivered by someone else	5	1%
Total	507	100%
Supporting K-2 teachers to identify and select targeted intervention approaches for individual student needs		
I usually do this myself	392	78%
Usually delivered by the Principal	4	1%
Usually delivered by another member of the school executive	41	8%
Usually delivered by another specialist at my school	50	10%
Usually delivered by an external consultant	3	1%
Usually delivered by someone else	12	2%
Total	502	100%

Activities	Instructional leadership	
	Number	%
Supporting K-2 teachers to tailor or design targeted intervention approaches for individual student needs		
I usually do this myself	379	77%
Usually delivered by the Principal	7	1%
Usually delivered by another member of the school executive	45	9%
Usually delivered by another specialist at my school	51	10%
Usually delivered by an external consultant	2	0%
Usually delivered by someone else	9	2%
Total	493	100%
Note: Total Instructional leadership respondents are higher for this question because Independent school principals were counted as ILs for the purpose of this question.		

17. Same wording for Instructional leadership: How helpful do K-2 staff in your school find the National Literacy and Numeracy Learning Progressions for...?

Table 24: Learning Progressions

Activities	Principals				Instructional leadership			
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Understanding student learning needs in literacy								
Not at all helpful	22	5%	29	7%	51	6%	21	5%
A little helpful	111	26%	147	37%	258	31%	125	28%
Fairly helpful	186	44%	155	39%	341	41%	187	41%
Extremely helpful	106	25%	69	17%	175	21%	121	27%
Total	425	100%	400	100%	825	100%	454	100%
Understanding student learning needs in numeracy								
Not at all helpful	21	5%	29	7%	50	6%	20	4%
A little helpful	113	27%	143	36%	256	31%	123	27%
Fairly helpful	183	43%	162	41%	345	42%	187	41%
Extremely helpful	107	25%	64	16%	171	21%	122	27%
Total	424	100%	398	100%	822	100%	452	100%

18. Same wording for Instructional leadership: PLAN2 is an online tool developed to record data collected from the National Literacy and Numeracy Learning Progressions and Best Start Kindergarten Assessment. How helpful do K-2 staff in your school find PLAN2 with...?

Table 25: PLAN2

Activities	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Analysing student progress								
Not at all helpful	26	6%	43	11%	69	9%	64	14%
A little helpful	121	29%	148	40%	269	34%	157	34%
Fairly helpful	181	43%	134	36%	315	40%	157	34%
Extremely helpful	92	22%	49	13%	141	18%	81	18%
Total	420	100%	374	100%	794	100%	459	100%
Informing planning of literacy and numeracy teaching								
Not at all helpful	28	7%	52	14%	80	10%	56	12%
A little helpful	113	27%	146	39%	259	32%	129	28%
Fairly helpful	189	45%	127	34%	316	39%	175	38%
Extremely helpful	93	22%	53	14%	146	18%	99	22%
Total	423	100%	378	100%	801	100%	459	100%
Supporting professional conversations focused on student learning								
Not at all helpful	28	7%	48	13%	76	10%	46	10%
A little helpful	102	24%	140	37%	242	30%	130	28%
Fairly helpful	196	47%	136	36%	332	42%	162	35%
Extremely helpful	94	22%	51	14%	145	18%	122	27%
Total	420	100%	375	100%	795	100%	460	100%

19. Principals only: What tools are used to assess literacy in K-2 at your school?

Table 26: Principal survey, literacy assessments used, 2019

Type of literacy assessment	Principals					
	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Best Start Kindergarten Assessment (Literacy)	431	99%	438	100%	869	100%
National Literacy Learning Progression	382	88%	296	68%	678	78%
Running Record	378	87%	396	90%	774	89%
PM Benchmarking	309	71%	376	86%	685	78%
Phonemic Awareness Checklist	235	54%	265	61%	500	57%
South Australia Spelling Test	207	48%	265	61%	472	54%
ESL Scales	159	37%	186	42%	345	40%
Phonics Screening Check	143	33%	162	37%	305	35%
PAT-R Comprehension	142	33%	155	35%	297	34%
Reading Eggs	127	29%	167	38%	294	34%
Waddington Tests	97	22%	142	32%	239	27%
PAT Punctuation & Grammar	66	15%	79	18%	145	17%
PAT-R Spelling	64	15%	75	17%	139	16%
PAT-R Vocabulary	54	12%	61	14%	115	13%
DIBELS Dynamic Indicators of Basic Early Literacy Skills)	36	8%	14	3%	50	6%
Tests of Reading Comprehension (TORCH)	29	7%	39	9%	68	8%
Developmental Reading Assessment (DRA)	11	3%	8	2%	19	2%
Other (at least one 'Other' response)	130	30%	145	33%	275	31%
Total number of positive responses**	3075		3357		6432	
Total number of respondents***	435		438		873	

Note: Results are sorted in descending order by AP schools.
** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

Table 27: Principal survey, other literacy assessments used, 2019

Assessments	Principals					
	AP schools		non-AP schools		Total schools	
	Number	% 'Other' responses	Number	% 'Other' responses	Number	% 'Other' responses
School-designed assessments*	13	6%	29	12%	42	10%
MultiLit**	19	9%	23	10%	42	10%
Language, Learning and Literacy (L3)	13	6%	21	9%	34	8%
York Assessment of Reading for Comprehension (YARC)	11	5%	15	6%	26	6%
Sound Waves	5	2%	16	7%	21	5%
Total number of 'Other' responses***	205		237		442	
Total number of respondents who provided an 'Other' response	130		145		275	

Note: Top five responses are based on total schools.
* 'School-designed assessments' groups a range of responses that described assessments developed within individual schools.
** 'MultiLit' groups all responses pertaining to the MultiLit range of programs, including PreLit, InitiaLit, MiniLit, MacqLit and WARL.
*** Respondents could provide up to three 'Other' responses, so the total number of responses is greater than the total number of respondents who provide an 'Other' response. Percentages are calculated based on the total number of responses.

20. Same wording for Instructional leadership: Considering the literacy assessments used in K-2 at your school, are you aware of any gaps in the support needed forK-2 teachers in the following areas?

Table 28: Principal and instructional leadership survey, additional support literacy assessments, 2019

Activities	Principals				Instructional leadership			
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Selecting assessments best suited to student need								
Yes, additional support needed	223	54%	228	57%	451	56%	240	56%
No, current support levels are adequate	189	46%	172	43%	361	44%	188	44%
Using assessments as intended								
Yes, additional support needed	140	34%	181	45%	321	39%	165	39%
No, current support levels are adequate	272	66%	225	55%	497	61%	255	61%
Routinely administering assessments into daily teaching and learning								
Yes, additional support needed	197	48%	219	54%	416	51%	226	52%
No, current support levels are adequate	214	52%	186	46%	400	49%	209	48%
Interpreting assessment data to understand student skills and needs								
Yes, additional support needed	218	52%	242	58%	460	55%	213	48%
No, current support levels are adequate	205	48%	174	42%	379	45%	235	52%
Interpreting assessment data to monitor student progress								
Yes, additional support needed	191	45%	233	56%	424	50%	187	42%
No, current support levels are adequate	236	55%	183	44%	419	50%	263	58%
Using assessment data to inform programming for their class as a whole								
Yes, additional support needed	206	48%	255	61%	461	54%	207	46%
No, current support levels are adequate	223	52%	164	39%	387	46%	242	54%
Using assessment data to identify which students may benefit from different modes of instruction (e.g. small group and/or one-on-one)								
Yes, additional support needed	206	49%	251	61%	457	55%	192	43%
No, current support levels are adequate	218	51%	160	39%	378	45%	252	57%
Using assessment data to inform and monitor personal / individual learning plans								
Yes, additional support needed	189	45%	221	53%	410	49%	182	42%
No, current support levels are adequate	235	55%	194	47%	429	51%	254	58%
Using assessment data to identify ways of supporting high achieving students								
Yes, additional support needed	270	63%	284	68%	554	66%	279	64%
No, current support levels are adequate	156	37%	133	32%	289	34%	159	36%
Deciding on suitable interventions that respond to student need								
Yes, additional support needed	237	56%	257	62%	494	59%	217	49%
No, current support levels are adequate	190	44%	159	38%	349	41%	222	51%

21. Principals only: What tools are used to assess numeracy in K-2 at your school? Select all that apply.

Table 29: Principal survey, numeracy assessments used, 2019

Type of numeracy assessment	Principals					
	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Best Start Kindergarten Assessment (Numeracy)	429	98%	435	100%	864	99%
SENA (Schedule for Early Number Assessment)*	327	75%	384	88%	711	81%
National Numeracy Learning Progression*	326	75%	257	59%	583	67%
PAT Maths*	136	31%	164	38%	300	34%
Mathletics*	120	27%	169	39%	289	33%
Early Years Learning Framework (EYLF)*	85	19%	53	12%	138	16%
International Competitions Assessment for Schools (ICAS)*	35	8%	77	18%	112	13%
Clinical Interview*	34	8%	12	3%	46	5%
Maths Building Blocks	31	7%	47	11%	78	9%
Maths Plus Test*	31	7%	61	14%	92	11%
Study Ladder*	26	6%	52	12%	78	9%
Essential Assessment	15	3%	16	4%	31	4%
Measures of Academic Progress (MAP)	2	0%	2	0%	4	0%
Patterns and Structure (PASA)	2	0%	0	0%	2	0%
Ravens Progressive Matrices	2	0%	0	0%	2	0%
AIS Early Numeracy Screening Tool [only asked of Independent schools]	32	7%	0	0%	32	4%
Other (at least one 'Other' response)	87	20%	105	24%	192	22%
Total number of positive responses**	1,749		1,862		3,611	
Total number of respondents***	437		437		874	

Note: Results are sorted in descending order by AP schools.
** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

Table 30: Principal survey, other numeracy assessments used, 2019

Assessments	Principals					
	AP schools		non-AP schools		Total schools	
	Number	% 'Other' responses	Number	% 'Other' responses	Number	% 'Other' responses
School-designed assessments*	15	13%	41	31%	56	22%
Mathematics Assessment Interview	16	14%	4	3%	20	8%
Targeted Early Numeracy (TEN)	6	5%	16	12%	22	9%
Matific	2	2%	10	8%	12	5%
Teacher observation	6	5%	6	5%	12	5%
Total number of 'Other' responses**	117		133		250	
Total number of respondents who provided an 'Other' response	87		105		192	

Note: Top five responses are based on total schools.
* 'School-designed assessments' groups a range of responses that described assessments developed within individual schools.
** Respondents could provide up to three 'Other' responses, so the total number of responses is greater than the total number of respondents who provide an 'Other' response. Percentages are calculated based on the total number of responses.

22. Same wording for Instructional leadership: Considering the numeracy assessments used in K-2 at your school, are you aware of any gaps in the support needed for K-2 teachers in the following areas?

Table 31: Additional support numeracy assessments

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Selecting assessments best suited to student need								
Yes, additional support needed	252	60%	258	62%	510	61%	259	58%
No, current support levels are adequate	166	40%	159	38%	325	39%	185	42%
Total	418	100%	417	100%	835	100%	444	100%
Using assessments as intended								
Yes, additional support needed	189	45%	201	48%	390	46%	182	43%
No, current support levels are adequate	234	55%	216	52%	450	54%	245	57%
Total	423	100%	417	100%	840	100%	427	100%
Routinely administering assessments into daily teaching and learning								
Yes, additional support needed	225	53%	235	56%	460	55%	251	57%
No, current support levels are adequate	198	47%	182	44%	380	45%	188	43%
Total	423	100%	417	100%	840	100%	439	100%
Interpreting assessment data to understand student skills and needs								
Yes, additional support needed	227	53%	248	59%	475	56%	233	52%
No, current support levels are adequate	201	47%	169	41%	370	44%	213	48%
Total	428	100%	417	100%	845	100%	446	100%
Interpreting assessment data to monitor student progress								
Yes, additional support needed	207	48%	235	56%	442	52%	207	47%
No, current support levels are adequate	222	52%	182	44%	404	48%	236	53%
Total	429	100%	417	100%	846	100%	443	100%
Using assessment data to inform programming for their class as a whole								
Yes, additional support needed	221	52%	254	61%	475	57%	231	52%
No, current support levels are adequate	205	48%	160	39%	365	43%	214	48%
Total	426	100%	414	100%	840	100%	445	100%
Using assessment data to identify which students may benefit from different modes of instruction (e.g. small group and/or one-on-one)								
Yes, additional support needed	231	54%	257	63%	488	59%	209	47%
No, current support levels are adequate	193	46%	152	37%	345	41%	232	53%
Total	424	100%	409	100%	833	100%	441	100%
Using assessment data to inform and monitor personal / individual learning plans								
Yes, additional support needed	213	50%	234	56%	447	53%	204	46%
No, current support levels are adequate	211	50%	183	44%	394	47%	235	54%
Total	424	100%	417	100%	841	100%	439	100%
Using assessment data to identify ways of supporting high achieving students								
Yes, additional support needed	278	66%	282	68%	560	67%	273	63%
No, current support levels are adequate	144	34%	134	32%	278	33%	163	37%
Total	422	100%	416	100%	838	100%	436	100%
Deciding on suitable interventions that respond to student need								
Yes, additional support needed	250	59%	274	66%	524	62%	241	54%
No, current support levels are adequate	174	41%	142	34%	316	38%	206	46%
Total	424	100%	416	100%	840	100%	447	100%

23. Same wording for Instructional leadership: What tools does your school use as targeted programs or interventions in K-2 literacy?

Table 32: Literacy interventions used

Interventions	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Language, Learning & Literacy (L3) Kindergarten	265	62%	216	50%	481	56%	306	66%
Language, Learning & Literacy (L3) Stage One	256	60%	177	41%	433	50%	290	63%
MiniLit Early Literacy Intervention	188	44%	208	48%	396	46%	163	35%
Jolly Phonics	116	27%	130	30%	246	29%	146	32%
Reading Recovery	91	21%	90	21%	181	21%	79	17%
Daily Five	78	18%	85	20%	163	19%	89	19%
Sound Waves	72	17%	124	29%	196	23%	71	15%
InitiaLit Whole-Class Literacy Program	43	10%	23	5%	66	8%	20	4%
Spelling Mastery	32	7%	35	8%	67	8%	25	5%
Getting Reading Right	23	5%	39	9%	62	7%	20	4%
Other (at least one 'Other' response)	115	27%	144	33%	259	30%	168	36%
None	3	1%	6	1%	9	1%	11	2%
Total number of positive responses**	1,330		1,347		2,677		1,501	
Total number of respondents***	430		432		862		463	

Note: Results are sorted in descending order by Principals in AP schools.
** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

Table 33: Other literacy interventions used

Interventions	Principals					
	AP schools		non-AP schools		Total schools	
	Number	% 'Other' responses	Number	% 'Other' responses	Number	% 'Other' responses
MultiLit	15	9%	26	12%	41	11%
School-designed program**	18	11%	22	10%	40	11%
Words Their Way	10	6%	13	6%	23	6%
THRASS	9	6%	2	1%	11	3%
SMART Spelling	7	4%	2	1%	9	2%
Total number of 'Other' responses***	163		216		379	
Total number of respondents who provided an 'Other' response	115		144		259	

Note: Top five responses are based on total schools.
* 'MultiLit' groups all responses pertaining to the MultiLit range of programs (excluding MiniLit and InitiaLit, which were listed as response options), including PreLit, MiniLit and MacqLit. Many of these respondents also simply listed 'MultiLit' more broadly as a response.
** 'School-designed program' groups a range of responses that described programs developed within individual schools.
*** Respondents could provide up to three 'Other' responses, so the total number of responses is greater than the total number of respondents who provide an 'Other' response. Percentages are calculated based on the total number of responses.

Table 34: Other literacy interventions used by instructional leadership staff

Top Interventions	Instructional leadership	
	Number	% 'Other' responses
MultiLit*	24	9%
School-designed program**	17	6%
Explicit instruction	12	4%
Words Their Way	12	4%
SMART Spelling	11	4%
Total number of 'Other' responses***	282	
Total number of respondents who provided an 'Other' response	168	

* 'MultiLit' groups all responses pertaining to the MultiLit range of programs (excluding MiniLit and InitiaLit, which were listed as response options), including PreLit, MiniLit and MacqLit. Many of these respondents also simply listed 'MultiLit' more broadly as a response.
** 'School-designed program' groups a range of responses that described programs developed within individual schools.
*** Respondents could provide up to three 'Other' responses, so the total number of responses is greater than the total number of respondents who provide an 'Other' response.

24. Same wording for Instructional leadership: In what ways, if at all, does your school modify intervention X?

Table 35: Principal and instructional leadership staff survey, modifications to literacy interventions, 2019

Daily Five	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Use for less time than intended	9	22%	12	32%	21	27%	8	17%
Use for more time than intended	3	7%	1	3%	4	5%	1	2%
Use with different stages or year groups	23	56%	21	57%	44	56%	18	38%
Use with a different group size	16	39%	17	46%	33	42%	12	26%
Modify in another way	5	12%	5	14%	10	13%	13	28%
We do not modify	7	17%	3	8%	10	13%	10	21%
Total positive responses**	63		59		122		62	
Total respondents***	41	100%	37	100%	78	100%	47	100%
Getting Reading Right								
Use for less time than intended	5	31%	1	4%	6	14%	4	25%
Use for more time than intended	1	6%	1	4%	2	5%	1	6%
Use with different stages or year groups	8	50%	4	14%	12	27%	4	25%
Use with a different group size	3	19%	8	29%	11	25%	2	13%
Modify in another way	2	13%	4	14%	6	14%	3	19%
We do not modify	4	25%	16	57%	20	45%	5	31%
Total positive responses**	23		34		57		19	
Total respondents***	16	100%	28	100%	44	100%	16	100%
InitiaLit Whole-Class Literacy Program								
Use for less time than intended	6	19%	7	41%	13	27%	1	8%
Use for more time than intended	1	3%	2	12%	3	6%	3	25%
Use with different stages or year groups	5	16%	3	18%	8	16%	3	25%
Use with a different group size	5	16%	5	29%	10	20%	2	17%
Modify in another way	8	25%	1	6%	9	18%	5	42%
We do not modify	17	53%	6	35%	23	47%	5	42%
Total positive responses**	42		24		66		19	
Total respondents***	32	100%	17	100%	49	100%	12	100%

Daily Five	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Jolly Phonics								
Use for less time than intended	35	46%	38	43%	73	45%	51	54%
Use for more time than intended	4	5%	5	6%	9	5%	7	7%
Use with different stages or year groups	30	39%	32	36%	62	38%	16	17%
Use with a different group size	25	33%	30	34%	55	34%	19	20%
Modify in another way	5	7%	16	18%	21	13%	29	31%
We do not modify	15	20%	17	19%	32	20%	15	16%
Total positive responses**	114		138		252		137	
Total respondents***	76	100%	88	100%	164	100%	95	100%
Language, Learning & Literacy (L3) Kindergarten								
Use for less time than intended	19	9%	33	18%	52	13%	23	8%
Use for more time than intended	28	13%	11	6%	39	10%	11	4%
Use with different stages or year groups	41	18%	30	16%	71	17%	27	10%
Use with a different group size	50	22%	43	23%	93	23%	22	8%
Modify in another way	36	16%	35	19%	71	17%	79	28%
We do not modify	122	55%	82	44%	204	50%	151	54%
Total positive responses**	296		234		530		313	
Total respondents***	223	100%	187	100%	410	100%	278	100%
Language, Learning & Literacy (L3) Stage One								
Use for less time than intended	18	9%	20	14%	38	11%	31	12%
Use for more time than intended	23	11%	8	6%	31	9%	9	3%
Use with different stages or year groups	50	24%	24	17%	74	21%	38	15%
Use with a different group size	42	20%	35	25%	77	22%	26	10%
Modify in another way	34	16%	25	18%	59	17%	72	27%
We do not modify	105	51%	58	41%	163	47%	133	51%
Total positive responses**	272		170		442		309	
Total respondents***	207	100%	140	100%	347	100%	262	100%
MiniLit Early Literacy Intervention								
Use for less time than intended	21	15%	26	16%	47	15%	19	18%
Use for more time than intended	11	8%	7	4%	18	6%	4	4%
Use with different stages or year groups	33	24%	46	28%	79	26%	27	26%
Use with a different group size	50	36%	75	46%	125	41%	25	24%
Modify in another way	15	11%	15	9%	30	10%	22	21%
We do not modify	61	44%	61	37%	122	40%	44	42%
Total positive responses**	191		230		421		141	
Total respondents***	140	100%	164	100%	304	100%	105	100%
Reading Recovery								
Use for less time than intended	6	9%	9	14%	15	11%	4	7%
Use for more time than intended	2	3%	10	16%	12	9%	0	0%
Use with different stages or year groups	14	21%	19	30%	33	25%	5	8%
Use with a different group size	9	13%	18	28%	27	21%	6	10%

Daily Five	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Modify in another way	12	18%	22	34%	34	26%	16	27%
We do not modify	39	58%	16	25%	55	42%	38	64%
Total positive responses**	82		94		176		69	
Total respondents***	67	100%	64	100%	131	100%	59	100%
Sound Waves								
Use for less time than intended	9	21%	20	23%	29	22%	13	33%
Use for more time than intended	5	12%	3	3%	8	6%	1	3%
Use with different stages or year groups	16	37%	25	28%	41	31%	9	23%
Use with a different group size	3	7%	12	14%	15	11%	8	20%
Modify in another way	3	7%	9	10%	12	9%	5	13%
We do not modify	19	44%	40	45%	59	45%	17	43%
Total positive responses**	55		109		164		53	
Total respondents***	43	100%	88	100%	131	100%	40	100%
Spelling Mastery								
Use for less time than intended	1	4%	3	15%	4	9%	4	40%
Use for more time than intended	0	0%	0	0%	0	0%	0	0%
Use with different stages or year groups	6	23%	8	40%	14	30%	3	30%
Use with a different group size	5	19%	10	50%	15	33%	2	20%
Modify in another way	3	12%	2	10%	5	11%	1	10%
We do not modify	13	50%	6	30%	19	41%	3	30%
Total positive responses**	28		29		57		13	
Total respondents***	26	100%	20	100%	46	100%	10	100%

** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

25. Same wording for Instructional leadership: What tools does your school use as targeted programs or interventions in K-2 numeracy?

Table 36: Principal and instructional leadership staff survey, numeracy interventions used, 2019

Interventions	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Targeted Early Numeracy (TEN)	224	56%	258	62%	482	59%	253	55%
Count Me In Too (CMIT)	153	38%	222	53%	375	46%	109	24%
Mathletics program	96	24%	140	33%	236	29%	95	21%
QuickSmart Numeracy	35	9%	18	4%	53	7%	29	6%
Learning in Early Numeracy (LIEN)	15	4%	7	2%	22	3%	2	0%
Count Me In Too Indigenous	3	1%	0	0%	3	0%	N/A	
Other (at least one 'Other' response)	115	29%	76	18%	191	23%	184	40%
None	39	10%	42	10%	81	10%	57	12%
Total number of positive responses**	707		776		1,483		777	
Total number of respondents***	402		419		821		457	100%

Note: Results are sorted in descending order by Principals in AP schools.
** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

Table 37: Principal survey, other numeracy interventions used, 2019

Interventions	Principals					
	AP schools		non-AP schools		Total schools	
	Number	% 'Other' responses	Number	% 'Other' responses	Number	% 'Other' responses
Extending Mathematical Understanding (EMU)	30	21%	4	4%	34	15%
School-designed program*	11	8%	11	12%	22	9%
Big Ideas in Number	16	11%	0	0%	16	7%
Building Numeracy Leadership (BNL)	16	11%	0	0%	16	7%
Number Talks	8	6%	3	3%	11	5%
Total number of 'Other' responses**	141		91		233	100%
Total number of respondents who provided an 'Other' response	115		76		191	

Note: Top five responses are based on total schools.
* 'School-designed program' groups a range of responses that described programs developed within individual schools.
** Respondents could provide up to three 'Other' responses, so the total number of responses is greater than the total number of respondents who provide an 'Other' response. Percentages are calculated based on the total number of responses.

Table 38: Instructional leadership staff survey, other numeracy interventions used, 2019

Top five 'Other' responses Instructional leadership survey	Instructional leadership	
	Number	% 'Other' responses
1. Extending Mathematical Understanding (EMU)	42	18%
2. Building Numeracy Leadership (BNL)	23	10%
3. Number Talks	22	9%
4. Big Ideas in Number	20	8%
5. School-designed program*	7	3%
Total number of 'Other' responses**	237	100%
Total number of respondents who provided an 'Other' response	184	

* 'School-designed program' groups a range of responses that described programs developed within individual schools.
** Respondents could provide up to three 'Other' responses, so the total number of responses is greater than the total number of respondents who provide an 'Other' response. Percentages are calculated based on the total number of responses.

26. Same wording for Instructional leadership: In what ways, if at all, does your school modify intervention X?

Table 39: Principal and instructional leadership staff survey, modifications to numeracy interventions, 2019

Interventions	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Count Me In Too (CMIT)								
Use for less time than intended	26	21%	55	28%	81	25%	16	16%
Use for more time than intended	10	8%	13	7%	23	7%	2	2%
Use with different stages or year groups	45	36%	61	31%	106	33%	29	29%
Use with a different group size	38	30%	68	34%	106	33%	41	41%
Modify in another way	8	6%	20	10%	28	9%	16	16%
We do not modify	35	28%	56	28%	91	28%	25	25%
Total positive responses**	162		273		435		129	
Total respondents***	126	100%	198	100%	324	100%	100	100%
Count Me In Too Indigenous								
Use for less time than intended	0	0%	0	0%	0	0%	0	0%
Use for more time than intended	0	0%	0	0%	0	0%	0	0%
Use with different stages or year groups	0	0%	0	0%	0	0%	0	0%
Use with a different group size	0	0%	0	0%	0	0%	0	0%
Modify in another way	0	0%	0	0%	0	0%	0	0%
We do not modify	1	100%	0	0%	1	100%	0	0%
Total positive responses**	1		0		1		0	

Interventions	Principals						Instructional leadership	
	AP		non-AP		Total		Total	
	Number	%	Number	%	Number	%	Number	%
Total respondents***	1	100%	0	0%	1	100%	0	0%
Learning in Early Numeracy (LIEN)								
Use for less time than intended	1	11%	0	0%	1	7%	0	0%
Use for more time than intended	0	0%	0	0%	0	0%	0	0%
Use with different stages or year groups	3	33%	1	20%	4	29%	0	0%
Use with a different group size	1	11%	3	60%	4	29%	1	50%
Modify in another way	0	0%	1	20%	1	7%	0	0%
We do not modify	5	56%	1	20%	6	43%	1	50%
Total positive responses**	10		6		16		2	
Total respondents***	9	100%	5	100%	14	100%	2	100%
Mathletics program								
Use for less time than intended	10	11%	30	24%	40	19%	18	21%
Use for more time than intended	3	3%	2	2%	5	2%	2	2%
Use with different stages or year groups	34	39%	42	33%	76	36%	27	32%
Use with a different group size	13	15%	29	23%	42	20%	23	27%
Modify in another way	10	11%	18	14%	28	13%	15	18%
We do not modify	30	34%	48	38%	78	36%	31	37%
Total positive responses**	100		169		269		116	
Total respondents***	87	100%	127	100%	214	100%	84	100%
QuickSmart Numeracy								
Use for less time than intended	4	13%	2	11%	6	12%	2	8%
Use for more time than intended	7	22%	1	6%	8	16%	0	0%
Use with different stages or year groups	9	28%	3	17%	12	24%	6	23%
Use with a different group size	13	41%	6	33%	19	38%	7	27%
Modify in another way	1	3%	1	6%	2	4%	2	8%
We do not modify	13	41%	8	44%	21	42%	13	50%
Total positive responses**	47		21		68		30	
Total respondents***	32	100%	18	100%	50	100%	26	100%
Targeted Early Numeracy (TEN)								
Use for less time than intended	33	17%	47	20%	80	19%	43	18%
Use for more time than intended	16	8%	19	8%	35	8%	14	6%
Use with different stages or year groups	52	27%	66	28%	118	28%	60	24%
Use with a different group size	62	32%	71	30%	133	31%	83	34%
Modify in another way	13	7%	26	11%	39	9%	57	23%
We do not modify	68	35%	83	35%	151	35%	63	26%
Total positive responses**	244		312		556		320	
Total respondents***	192	100%	235	100%	427	100%	245	100%

** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.

*** Percentages determined by the total number of respondents.

27. Same wording for Instructional leadership: Considering the ways your school caters for individual K-2 students' literacy and/or numeracy learning needs, are you aware of any gaps in the support needed for K-2 teachers in the following areas?

Table 40: Principal and instructional leadership staff survey, gaps in support needed for teachers, 2019

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Conducting student observations to further inform teaching strategies that cater to individual student needs								
Yes, additional support needed	199	49%	229	58%	428	53%	207	47%
No, current support levels are adequate	204	51%	169	42%	373	47%	233	53%
Total	403	100%	398	100%	801	100%	440	100%
Determining what (if any) externally-developed or purchased programs would best address specific learning needs								
Yes, additional support needed	228	60%	254	65%	482	63%	199	50%
No, current support levels are adequate	154	40%	134	35%	288	37%	202	50%
Total	382	100%	388	100%	770	100%	401	100%
Teaching to high-achieving students' learning needs								
Yes, additional support needed	300	72%	307	75%	607	74%	308	71%
No, current support levels are adequate	114	28%	101	25%	215	26%	126	29%
Total	414	100%	408	100%	822	100%	434	100%
Teaching students with additional or specific learning needs								
Yes, additional support needed	245	59%	239	58%	484	59%	263	59%
No, current support levels are adequate	171	41%	170	42%	341	41%	186	41%
Total	416	100%	409	100%	825	100%	449	100%
Teaching students according to their school readiness								
Yes, additional support needed	187	47%	181	45%	368	46%	200	46%
No, current support levels are adequate	215	53%	218	55%	433	54%	232	54%
Total	402	100%	399	100%	801	100%	432	100%
Providing one-on-one feedback to students								
Yes, additional support needed	218	53%	236	58%	454	55%	223	49%
No, current support levels are adequate	195	47%	170	42%	365	45%	231	51%
Total	413	100%	406	100%	819	100%	454	100%
Planning daily timetabling to incorporate one-on-one and small group instruction								
Yes, additional support needed	148	36%	183	45%	331	41%	152	34%
No, current support levels are adequate	261	64%	225	55%	486	59%	298	66%
Total	409	100%	408	100%	817	100%	450	100%
Providing students with problem-solving opportunities								
Yes, additional support needed	239	58%	265	65%	504	61%	282	63%
No, current support levels are adequate	176	42%	143	35%	319	39%	169	37%
Total	415	100%	408	100%	823	100%	451	100%
Taking part in open-ended questioning with students								
Yes, additional support needed	242	59%	271	67%	513	63%	276	61%
No, current support levels are adequate	167	41%	132	33%	299	37%	173	39%
Total	409	100%	403	100%	812	100%	449	100%

28. Same wording for Instructional leadership: Overall, in the last two years, have you seen any change in the capability of K-2 teachers at your school to cater for students' learning needs in literacy?

Table 41: Change in teacher capability literacy

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Their capability has increased greatly	293	75%	200	52%	493	63%	341	78%
Their capability has increased a little	83	21%	150	39%	233	30%	83	19%
Their capability is about the same	13	3%	32	8%	45	6%	9	2%
Their capability has decreased a little	2	1%	6	2%	8	1%	2	0%
Their capability has decreased greatly	1	0%	0	0%	1	0%	2	0%
Total	392	100%	388	100%	780	100%	437	100%

29. Same wording for Instructional leadership: Overall, in the last two years, have you seen any change in the capability of K-2 teachers at your school to cater for students' learning needs in numeracy?

Table 42: Change in teacher capability numeracy

Activities	Principals						Instructional leadership	
	AP schools		non-AP schools		Total schools		AP schools	
	Number	%	Number	%	Number	%	Number	%
Their capability has increased greatly	229	59%	123	32%	352	45%	263	60%
Their capability has increased a little	131	34%	184	48%	315	40%	151	35%
Their capability is about the same	26	7%	72	19%	98	13%	17	4%
Their capability has decreased a little	4	1%	7	2%	11	1%	4	1%
Their capability has decreased greatly	1	0%	1	0%	2	0%	1	0%
Total	391	100%	387	100%	778	100%	263	60%

C: K-2 teacher survey, 2019 – annotated questionnaire, and correlation analyses

Annotated questionnaire

The constructs upon which questions were developed include:

- Teacher skills and understanding to teach K-2 literacy and numeracy
- Pedagogy and teaching skills
- Confidence to teach K-2 literacy and numeracy
- Differentiated teaching (*based on the definition and elements of differentiated teaching on the NSW Education Standards Authority website*)

Nine-point scales that align with the structure of the Bandura Teacher Efficacy Scales were chosen for the surveys – these have been well tested and theoretically provide enough variation to detect differences between teachers and form year-to-year. The scales measure perceived importance for teaching practice, frequency of practice, confidence and perceived effectiveness of elements of teaching practice.

Survey data are not weighted to be representative of the general population of K-2 schools. The data are the aggregate of responses across government, Independent and Catholic schools. Responses under 'not applicable' and 'not sure/hard to say' are not displayed in the tables, or included in the analyses.

Table 43: Survey completion rate

Completion	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Did not finish survey	185	15%	343	18%	528	17%
Finished the survey	1,061	85%	1,518	82%	2,579	83%
Total	1,246	100%	1,861	100%	3,107	100%

1. For which year groups (or their equivalent) have you been a classroom teacher over the past 3-4 school terms?

Table 44: School grades taught

Response	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Kindergarten	504	41%	877	47%	1,381	45%
Year 1	587	48%	866	47%	1,453	47%
Year 2	538	44%	767	41%	1,305	42%
Other year groups	58	5%	65	4%	123	4%
Total number of positive responses**	1,687		2,575		4,262	
Total number of respondents***	1,221	100%	1,861	100%	3,082	100%

** Due to multiple selection, the total number of positive responses is greater than the total number of respondents.
*** Percentages determined by the total number of respondents.

2. In addition to being a K-2 classroom teacher, do you also have instructional leadership responsibilities in K-2 literacy and/or numeracy at your school?

Table 45: Instructional leadership responsibilities

Response	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
No	1,041	87%	1,506	81%	2,547	83%
Yes	163	14%	355	19%	518	17%
Total	1,204	100%	1,861	100%	3,065	100%

At which school are you currently teaching? For privacy reasons, data is not available.
For how many years have you been a K-2 classroom teacher at your school?

Table 46: Years at current school

Years	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
≤ 2 years	502	43%	688	37%	1190	39%
3-5 years	374	32%	524	29%	898	30%
6-10 years	174	15%	355	19%	529	18%
11+ years	131	11%	273	15%	404	13%
Total	1,181	100%	1,840	100%	3,021	100%
Mean (years)	5.0		5.6		5.4	
Median (years)	3.0		4.0		3.0	
Std. Deviation (years)	5.6		5.4		5.5	

3. For how many years in total have you been a K-2 classroom teacher?

Table 47: Years of experience in total

Years	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
≤ 2 years	280	24%	329	18%	609	20%
3-5 years	338	29%	415	23%	753	25%
6-10 years	261	22%	410	22%	671	22%
11+ years	302	26%	686	37%	988	33%
Total	1,181	100%	1,840	100%	3,021	100%
Mean (years)	8.4		10.5		9.7	
Median (years)	5.0		8.0		7.0	
Std. Deviation (years)	8.1		9.0		8.8	

4. How confident do you feel teaching K-2 literacy?

Table 48: Confidence in literacy in descending order: Confident and able to help others' scale point only, sorted in descending order by AP schools

Teaching activities	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Providing classroom instruction focused on early literacy skills	610	55%	1,101	64%	1,711	60%
Administering literacy assessments	605	54%	1,049	61%	1,654	58%
Providing students with a range of opportunities to practice and apply literacy skills and strategies	595	53%	1,078	63%	1,673	59%
Understanding and interpreting literacy assessment data	557	50%	946	55%	1,503	53%
Planning lessons using literacy assessment data	554	50%	936	55%	1,490	53%
Differentiating your teaching of literacy to accommodate the range of student needs in your class	555	50%	1,004	58%	1,559	55%
Providing students with feedback on their progress in literacy	543	49%	944	55%	1,487	52%
Tailoring or designing literacy assessments	521	47%	943	55%	1,464	52%
Understanding key literacy concepts and skills as outlined in the syllabus	517	46%	928	54%	1,445	51%
Providing and/or organising additional literacy support for certain students to meet their individual needs	488	44%	828	48%	1,316	46%

Table 49: Confidence in teaching literacy

Confidence	AP schools (n=1319)	Supplementary schools (n=202)	Non-AP schools (n=2018l
Tailoring or designing literacy assessments			
I find this challenging	9%	5%	10%
I'm comfortable with this	44%	47%	35%
I am confident with this and able to help others	47%	47%	55%
Administering literacy assessments			
I find this challenging	4%	2%	4%
I'm comfortable with this	42%	42%	34%
I am confident with this and able to help others	54%	55%	62%
Understanding and interpreting literacy assessment data			
I find this challenging	6%	8%	9%
I'm comfortable with this	44%	45%	36%
I am confident with this and able to help others	50%	48%	55%
Planning lessons using literacy assessment data			
I find this challenging	7%	7%	9%
I'm comfortable with this	43%	43%	37%
I am confident with this and able to help others	51%	50%	54%
Understanding key literacy concepts and skills as outlined in the syllabus			
I find this challenging	5%	4%	7%
I'm comfortable with this	47%	52%	39%
I am confident with this and able to help others	47%	44%	54%
Providing classroom instruction focused on early literacy skills (e.g. reading, spelling and writing skills)			
I find this challenging	4%	2%	5%
I'm comfortable with this	40%	41%	31%
I am confident with this and able to help others	56%	57%	64%
Providing students with a range of opportunities to practice and apply literacy skills and strategies			
I find this challenging	5%	4%	4%
I'm comfortable with this	41%	38%	34%
I am confident with this and able to help others	54%	58%	62%
Providing students with feedback on their progress in literacy			
I find this challenging	5%	7%	8%
I'm comfortable with this	45%	44%	38%
I am confident with this and able to help others	50%	49%	54%
Differentiating your teaching of literacy to accommodate the range of student needs in your class			
I find this challenging	10%	9%	11%
I'm comfortable with this	38%	40%	31%
I am confident with this and able to help others	52%	51%	58%
Providing and/or organising additional literacy support for certain students to meet their individual needs (e.g. through targeted intervention approaches)			
I find this challenging	13%	11%	16%
I'm comfortable with this	42%	44%	37%
I am confident with this and able to help others	45%	45%	48%

5. Think back over the past 3-4 school terms. Have you noticed any changes in your level of confidence in teaching K-2 literacy? [Activities piped from Question 6, omitting any items that were marked 'not applicable to my teaching context']

Table 50: Change in teacher confidence for literacy

Change in confidence	AP schools	Supplementary schools	Non-AP schools
Tailoring or designing literacy assessments			
I have lost confidence in this	5%	5%	5%
No real change	28%	34%	41%
My confidence has lifted	67%	61%	54%
Administering literacy assessments			
I have lost confidence in this	2%	1%	3%
No real change	31%	40%	44%
My confidence has lifted	67%	59%	53%
Understanding and interpreting literacy assessment data			
I have lost confidence in this	4%	3%	5%
No real change	24%	32%	38%
My confidence has lifted	72%	65%	57%
Planning lessons using literacy assessment data			
I have lost confidence in this	4%	2%	6%
No real change	24%	36%	39%
My confidence has lifted	71%	62%	55%
Understanding key literacy concepts and skills as outlined in the syllabus			
I have lost confidence in this	3%	4%	5%
No real change	25%	33%	40%
My confidence has lifted	72%	63%	55%
Providing classroom instruction focused on early literacy skills (e.g. reading, spelling and writing skills)			
I have lost confidence in this	3%	3%	3%
No real change	22%	28%	34%
My confidence has lifted	75%	69%	63%
Providing students with a range of opportunities to practice and apply literacy skills and strategies			
I have lost confidence in this	3%	3%	3%
No real change	23%	27%	34%
My confidence has lifted	74%	70%	63%
Providing students with feedback on their progress in literacy			
I have lost confidence in this	2%	2%	3%
No real change	26%	31%	36%
My confidence has lifted	71%	67%	61%
Differentiating your teaching of literacy to accommodate the range of student needs in your class			
I have lost confidence in this	5%	4%	6%
No real change	24%	26%	34%
My confidence has lifted	71%	70%	60%
Providing and/or organising additional literacy support for certain students to meet their individual needs (e.g. through targeted intervention approaches)			
I have lost confidence in this	5%	1%	6%
No real change	26%	38%	37%
My confidence has lifted	68%	61%	57%

6. How confident do you feel teaching K-2 numeracy?

Table 51: Teacher confidence for numeracy

Confidence	AP schools	Supplementary schools	Non-AP schools
Tailoring or designing numeracy assessments			
I find this challenging	9%	5%	9%
I'm comfortable with this	50%	52%	41%
I am confident with this and able to help others	42%	43%	51%
Administering numeracy assessments			
I find this challenging	5%	1%	4%
I'm comfortable with this	46%	47%	39%
I am confident with this and able to help others	49%	52%	56%
Understanding and interpreting numeracy assessment data			
I find this challenging	5%	2%	6%
I'm comfortable with this	48%	53%	42%
I am confident with this and able to help others	47%	45%	52%
Planning lessons using numeracy assessment data			
I find this challenging	8%	3%	8%
I'm comfortable with this	46%	52%	42%
I am confident with this and able to help others	47%	45%	50%
Understanding key numeracy concepts and skills as outlined in the syllabus			
I find this challenging	5%	2%	4%
I'm comfortable with this	47%	47%	41%
I am confident with this and able to help others	48%	50%	55%
Providing classroom instruction focused on early numeracy skills (e.g. number sense)			
I find this challenging	6%	2%	6%
I'm comfortable with this	47%	47%	43%
I am confident with this and able to help others	47%	51%	52%
Providing students with a range of opportunities to practice and apply numeracy skills and strategies			
I find this challenging	6%	4%	7%
I'm comfortable with this	46%	45%	41%
I am confident with this and able to help others	48%	52%	53%
Providing students with feedback on their progress in numeracy			
I find this challenging	8%	4%	9%
I'm comfortable with this	50%	52%	44%
I am confident with this and able to help others	42%	43%	47%
Differentiating your teaching of numeracy to accommodate the range of student needs in your class			
I find this challenging	11%	6%	12%
I'm comfortable with this	43%	50%	37%
I am confident with this and able to help others	46%	44%	50%
Providing and/or organising additional numeracy support for certain students to meet their individual needs (e.g. through targeted intervention approaches)			
I find this challenging	12%	9%	15%
I'm comfortable with this	49%	52%	43%
I am confident with this and able to help others	39%	39%	42%

7. Think back over the past 3-4 school terms. Have you noticed any changes in your level of confidence in teaching K-2 numeracy? [Activities piped from Question 8, omitting any items that were marked 'not applicable to my teaching context']

Table 52: Change in teacher confidence for numeracy

Change in confidence	AP schools	Supplementary schools	Non-AP schools
Tailoring or designing numeracy assessments			
I have lost confidence in this	5%	3%	4%
No real change	36%	46%	49%
My confidence has lifted	59%	51%	47%
Administering numeracy assessments			
I have lost confidence in this	4%	1%	3%
No real change	36%	48%	51%
My confidence has lifted	60%	52%	46%
Understanding and interpreting numeracy assessment data			
I have lost confidence in this	4%	3%	4%
No real change	31%	41%	47%
My confidence has lifted	65%	56%	49%
Planning lessons using numeracy assessment data			
I have lost confidence in this	4%	2%	5%
No real change	31%	45%	47%
My confidence has lifted	65%	53%	48%
Understanding key numeracy concepts and skills as outlined in the syllabus			
I have lost confidence in this	4%	2%	3%
No real change	32%	43%	48%
My confidence has lifted	64%	55%	49%
Providing classroom instruction focused on early numeracy skills (e.g. number sense)			
I have lost confidence in this	4%	1%	3%
No real change	28%	41%	44%
My confidence has lifted	68%	58%	53%
Providing students with a range of opportunities to practice and apply numeracy skills and strategies			
I have lost confidence in this	4%	1%	4%
No real change	30%	38%	44%
My confidence has lifted	66%	60%	52%
Providing students with feedback on their progress in numeracy			
I have lost confidence in this	4%	1%	4%
No real change	35%	44%	49%
My confidence has lifted	62%	55%	48%
Differentiating your teaching of numeracy to accommodate the range of student needs in your class			
I have lost confidence in this	5%	1%	6%
No real change	30%	42%	43%
My confidence has lifted	65%	57%	50%
Providing and/or organising additional numeracy support for certain students to meet their individual needs (e.g. through targeted intervention approaches)			
I have lost confidence in this	6%	2%	6%
No real change	34%	44%	49%
My confidence has lifted	60%	54%	45%

8. Table 53 shows a list of support and/or professional development activities that may be available in your school. What impact have these had on your teaching of K-2 literacy and/or numeracy over the past 3-4 school terms. If there are any you have not had access to, just select the 'not applicable' option.

Table 53: Teacher survey, helpfulness of professional learning and support in 2019

Activities	AP schools	Supplementary schools	non-AP schools
Having literacy and/or numeracy goals set for the school, based on student assessment data			
Made things harder/worse for my teaching	6%	6%	6%
Hasn't really made a difference to my teaching	14%	14%	22%
Has had some value for my teaching	39%	45%	43%
Has been very valuable for my teaching	40%	35%	29%
Receiving support from people with instructional leadership responsibilities in your school			
Made things harder/worse for my teaching	6%	3%	5%
Hasn't really made a difference to my teaching	11%	8%	18%
Has had some value for my teaching	26%	39%	33%
Has been very valuable for my teaching	58%	50%	44%
Receiving support from other teachers in your school			
Made things harder/worse for my teaching	1%	1%	1%
Hasn't really made a difference to my teaching	8%	7%	11%
Has had some value for my teaching	35%	31%	38%
Has been very valuable for my teaching	56%	62%	50%
Professional networking with teachers from other schools			
Made things harder/worse for my teaching	1%	0%	1%
Hasn't really made a difference to my teaching	19%	19%	22%
Has had some value for my teaching	39%	42%	40%
Has been very valuable for my teaching	41%	40%	36%
Participating in professional learning in literacy and/or numeracy			
Made things harder/worse for my teaching	1%	0%	1%
Hasn't really made a difference to my teaching	5%	9%	8%
Has had some value for my teaching	29%	32%	39%
Has been very valuable for my teaching	65%	60%	52%
Receiving support to enter student assessment into suitable systems/databases			
Made things harder/worse for my teaching	5%	4%	7%
Hasn't really made a difference to my teaching	19%	22%	25%
Has had some value for my teaching	35%	41%	36%
Has been very valuable for my teaching	41%	34%	32%
Meeting with teaching colleagues to analyse and interpret student assessment data			
Made things harder/worse for my teaching	3%	1%	4%
Hasn't really made a difference to my teaching	10%	9%	13%
Has had some value for my teaching	33%	43%	39%
Has been very valuable for my teaching	55%	47%	45%
Meeting with teaching colleagues to plan lessons based on student assessment data			
Made things harder/worse for my teaching	2%	3%	3%
Hasn't really made a difference to my teaching	8%	7%	13%
Has had some value for my teaching	33%	38%	35%
Has been very valuable for my teaching	57%	52%	50%
Taking release time from face-to-face teaching for analysis or planning			
Made things harder/worse for my teaching	3%	2%	3%
Hasn't really made a difference to my teaching	6%	7%	8%
Has had some value for my teaching	28%	40%	26%
Has been very valuable for my teaching	63%	51%	62%
Receiving instructional coaching on teaching strategies			
Made things harder/worse for my teaching	3%	3%	3%

Activities	AP schools	Supplementary schools	non-AP schools
Hasn't really made a difference to my teaching	9%	8%	13%
Has had some value for my teaching	30%	41%	33%
Has been very valuable for my teaching	57%	48%	51%
Observing model lessons that demonstrate differentiated teaching strategies			
Made things harder/worse for my teaching	1%	1%	1%
Hasn't really made a difference to my teaching	8%	5%	9%
Has had some value for my teaching	31%	38%	35%
Has been very valuable for my teaching	61%	56%	55%
Reflecting on your own teaching practices			
Made things harder/worse for my teaching	0%	1%	1%
Hasn't really made a difference to my teaching	4%	3%	5%
Has had some value for my teaching	29%	37%	39%
Has been very valuable for my teaching	67%	60%	55%
Receiving feedback on your teaching based on observation of your lessons			
Made things harder/worse for my teaching	2%	4%	1%
Hasn't really made a difference to my teaching	8%	8%	15%
Has had some value for my teaching	37%	35%	42%
Has been very valuable for my teaching	52%	53%	42%
Providing feedback to other teachers based on observation of their lessons			
Made things harder/worse for my teaching	1%	2%	1%
Hasn't really made a difference to my teaching	13%	12%	15%
Has had some value for my teaching	40%	45%	46%
Has been very valuable for my teaching	45%	40%	38%
Team teaching			
Made things harder/worse for my teaching	2%	2%	2%
Hasn't really made a difference to my teaching	7%	10%	9%
Has had some value for my teaching	29%	37%	35%
Has been very valuable for my teaching	61%	51%	54%
Interacting with parents and carers			
Made things harder/worse for my teaching	1%	1%	3%
Hasn't really made a difference to my teaching	23%	23%	26%
Has had some value for my teaching	40%	40%	41%
Has been very valuable for my teaching	35%	36%	30%

9. Apart from what you have already said, is there anything else that has had a positive impact on your teaching in K-2 literacy and/or numeracy over the past 3-4 school terms?
   Data was analysed thematically and is reported on in the body of the report.

Further analysis of confidence change

Reported teacher confidence and years of experience

A Spearman correlation analysis was conducted to explore the relationship between teaching experience and reported confidence. First, a confidence index was constructed for Questions 6 and 8, which asked about confidence in ten aspects of teaching literacy or numeracy. Each response option was assigned a numeric value, with higher values corresponding to higher confidence or greater change in confidence. Response options and their assigned values included: 'I find this challenging' (0); 'I am comfortable with this' (1); and 'I am confident with this and able to help others' (2).

The confidence index for each question was derived by taking the mean score across all applicable teaching aspects for each respondent. The differences in mean confidence change were not statistically significant and small in size.

Table 54: Teacher survey, descriptive statistics for confidence change indices by AP status

Descriptive statistics	Literacy			Numeracy		
	AP schools (n=1119)	Supplementary schools (n=168)	Non-AP schools (n=1427)	AP schools (n=1056)	Supplementary schools (n=164)	Non-AP schools (n=1408)
Mean change in confidence	1.9	1.8	1.7	1.8	1.7	1.6

These school groups also differed in terms of years of teaching experience among their K-2 staff and years of teaching correlated with change in confidence.

Table 55: Teacher survey, correlation between years of K-2 teaching experience and change in confidence indices

Confidence index	Spearman correlation with years of teaching experience		
	AP schools (n=1056)	Supplementary (n=164)	Non-AP schools (n=1637)
Confidence teaching K-2 literacy	0.13**	0.22**	0.23**
Confidence teaching K-2 numeracy	0.14**	0.21*	0.21**

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

To control for differences in teaching experience between AP and supplementary schools, we compare mean literacy and numeracy confidence change index scores for groups based on years of teaching experience. This analysis controlled for teacher experience by running the tests separately for four different teacher cohorts (those with ≤ 2 years of K-2 teaching experience; 3-5 years; 6-10 years; and 11+ years).

Table 56: Change in teacher confidence indices by AP status, controlling for teaching experience

Years of total teaching		AP status	Mean change	N
≤ 2 years	Literacy confidence change	AP school	2.0	250
		Supplementary school	1.9	32
	Numeracy confidence change	AP school	1.9	243
		Supplementary school	1.7	30
3-5 years	Literacy confidence change	AP school	2.1	305
		Supplementary school	1.9	33
	Numeracy confidence change	AP school	1.9	297
		Supplementary school	1.8	33
6-10 years	Literacy confidence change	AP school	1.9	252
		Supplementary school	1.9	44
	Numeracy confidence change	AP school	1.8	243
		Supplementary school	1.8	43
11+ years	Literacy confidence change	AP school	1.8	278
		Supplementary school	1.6	59
	Numeracy confidence change	AP school	1.7	273
		Supplementary school	1.5	58

For each group based on years of teaching experience these changes in overall confidence were not statistically significant.

D: K-2 Teacher Survey 2020 – annotated questionnaire

This survey data is not weighted to be representative of the general population of K-2 teachers across all sectors in NSW. The data presented is the aggregate of responses across all NSW government schools, and only AP Independent and Catholic schools. Responses under 'not applicable' and 'not sure/hard to say' are not displayed in the tables, or included in the analyses. The survey was distributed to government and catholic schools via CESE. While AIS distributed the survey to its AP schools.

Additionally, due to Covid impacts, it was not possible to replicate the 2019 survey in 2020. The 2020 surveys were redesigned and are shorter, using only a selection of questions from 2019 and some additional '2020-specific' questions.

Highlighted rows in the tables below highlight the top 3 responses for a particular question or an area of concern for an AP school.

Table 57. K-2 Survey completion rate

Completion	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Did not finish survey	79	15%	25	23%	104	17%
Finished the survey	439	85%	82	77%	521	83%
Total	518	100%	107	100%	625	100%

1. For which year groups (or their equivalent) have you been a classroom teacher over the past 3-4 school terms?

Table 58: Teacher experience by school level

Years	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Kindergarten	253	51%	46	45%	299	50%
Year 1	238	48%	52	51%	290	48%
Year 2	197	40%	51	50%	248	41%
Other year groups	37	7%	8	7%	45	8%
I have not been a classroom teacher over the past 3-4 school terms	18	4%	3	3%	21	4%
Total number of positive responses	743		160		903	
Total number of respondents	499	100%	102	100%	601	100%

2. In addition to being a K-2 classroom teacher, are you also a principal?

Table 59: Additional responsibility as a teacher

	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Principal	23	6%	5	6%	28	6%
Total number of respondents	364	100%	85	100%	449	100%

3. In addition to being a K-2 classroom teacher, do you also have instructional leadership responsibilities in K-2 literacy and/or numeracy at your school?

Table 60: Additional responsibility as an instructional leadership staff

	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Instructional leadership staff	81	17%	20	20%	101	18%
Total number of respondents	471	100%	98	100%	569	100%

4. For how many years in total have you been a K-2 classroom teacher?

Table 61: Total teaching experience in K-2

Years of experience	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
≤ 2 years	75	17%	10	11%	85	16%
3-5 years	113	25%	15	16%	128	24%
6-10 years	105	23%	26	28%	131	24%
11+ years	158	35%	42	45%	200	37%
Total	451	100%	93	100%	544	100%

5. Has your school been affected significantly by any of the following?

Table 62: Disruptive events to the school year in 2020

Event	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Black Summer bushfires	64	14%	23	25%	87	16%
Flooding	30	7%	14	15%	44	8%
COVID-19	394	88%	86	93%	480	89%
Other major disruptions	39	9%	5	5%	44	8%
Total number of positive responses	527		128		655	
Total number of respondents	449	100%	93	100%	542	100%

6. Has your school been affected significantly by any of the following?

Table 63: Extent of impact from disruptions on 2020

Has teaching been affected by these events	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Has had no effect	5	1%	0	0%	5	1%
Has had some effect	239	53%	55	59%	294	54%
Has had a really big effect	195	43%	37	40%	232	43%
Total	449	100%	93	100%	542	100%

7. Have the events of 2020 made the following things any more, or less, challenging?

Table 64: To what extent did disruptions in 2020 make different teaching activities challenging

Activities	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Student engagement						
A lot less/A little less challenging or No impact	55	13%	10	12%	65	13%
A little more challenging	214	49%	46	53%	260	50%
A lot more challenging	166	38%	31	36%	197	38%
Total	435	100%	87	100%	522	100%
Keeping Students on track to meet literacy and numeracy benchmarks						
A lot less/A little less challenging or No impact	27	6%	3	3%	30	6%
A little more challenging	152	35%	28	32%	180	35%
A lot more challenging	256	59%	56	64%	312	60%
Total	435	100%	87	100%	522	100%
Administering literacy and numeracy assessment						
A lot less/A little less challenging or No impact	70	16%	7	8%	77	15%
A little more challenging	199	46%	52	60%	251	48%
A lot more challenging	166	38%	28	32%	194	37%
Total	435	100%	87	100%	522	100%

Activities	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Planning lessons using assessment data						
A lot less/A little less challenging or No impact	89	21%	9	10%	98	19%
A little more challenging	198	46%	52	60%	250	48%
A lot more challenging	148	34%	26	30%	174	33%
Total	435	100%	87	100%	522	100%
Providing effective classroom instruction focused on early literacy and numeracy skills						
A lot less/A little less challenging or No impact	75	17%	8	9%	83	16%
A little more challenging	220	51%	52	61%	272	52%
A lot more challenging	140	32%	26	30%	166	32%
Total	435	100%	86	100%	521	100%
Provide students with a range of opportunities to practice and apply literacy and numeracy skills and strategies						
A lot less/A little less challenging or No impact	70	16%	11	13%	81	16%
A little more challenging	221	51%	51	59%	272	52%
A lot more challenging	144	33%	24	28%	168	32%
Total	435	100%	86	100%	521	100%
Providing students with feedback on their progress in literacy						
A lot less/A little less challenging or No impact	107	25%	16	18%	123	24%
A little more challenging	216	50%	55	63%	271	52%
A lot more challenging	112	26%	16	18%	128	25%
Total	435	100%	87	100%	522	100%
Differentiating your teaching to accommodate the range of student needs in your class						
A lot less/A little less challenging or No impact	99	23%	19	22%	118	23%
A little more challenging	205	47%	43	49%	248	48%
A lot more challenging	130	30%	25	29%	155	30%
Total	434	100%	87	100%	521	100%
Providing and/or organising additional support for certain students to meet their individual needs						
A lot less/A little less challenging or No impact	51	12%	14	16%	65	13%
A little more challenging	204	47%	37	43%	241	46%
A lot more challenging	178	41%	36	41%	214	41%
Total	433	100%	87	100%	520	100%
Engaging with parents and carers about their children's learning						
A lot less/A little less challenging or No impact	62	14%	10	12%	72	14%
A little more challenging	143	33%	24	28%	167	32%
A lot more challenging	226	52%	53	61%	279	54%
Total	431	100%	87	100%	518	100%
Collaborating with other teaching staff in your school						
A lot less/A little less challenging or No impact	198	46%	29	33%	227	44%
A little more challenging	164	38%	40	46%	204	39%
A lot more challenging	70	16%	18	21%	88	17%
Total	432	100%	87	100%	519	100%
Attending Professional learning						
A lot less/A little less challenging or No impact	67	16%	12	14%	79	15%
A little more challenging	125	29%	30	35%	155	30%
A lot more challenging	241	56%	45	52%	286	55%
Total	433	100%	87	100%	520	100%

Table 65: To what extent did disruptions in 2020 make different teaching activities challenging -- 'A lot more challenging' scale point only, sorted in descending order by AP schools

Teaching activities	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Keeping Students on track to meet literacy and numeracy benchmarks	256	59%	56	64%	312	60%
Attending Professional learning	241	56%	45	52%	286	55%
Engaging with parents and carers about their children's learning	226	52%	53	61%	279	54%
Providing and/or organising additional support for certain students to meet their individual needs	178	41%	36	41%	214	41%
Student engagement	166	38%	31	36%	197	38%
Administering literacy and numeracy assessments	166	38%	28	32%	194	37%

Teaching activities	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Planning lessons using assessment data	148	34%	26	30%	174	33%
Provide students with a range of opportunities to practice and apply literacy and numeracy skills and strategies	144	33%	24	28%	168	32%
Providing effective classroom instruction focused on early literacy and numeracy skills	140	32%	26	30%	166	32%
Differentiating your teaching to accommodate the range of student needs in your class	130	30%	25	29%	155	30%
Providing students with feedback on their progress in literacy	112	26%	16	18%	128	25%
Collaborating with other teaching staff in your school	70	16%	18	21%	88	17%

8. The next questions are about students' use of information and communication technology (ICT) when learning from home

Table 66: To what extent has access to and support with ICTs been impacted due to disruptions in 2020

Challenges	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
How challenging have students found it to access appropriate ICT resources while learning from home?						
0 - Not challenging	5	1%	1	1%	6	1%
1	9	2%	2	2%	11	2%
2	14	3%	3	4%	17	3%
3 - Reasonably challenging	81	19%	18	21%	99	19%
4	36	8%	12	14%	48	9%
5	82	19%	14	16%	96	18%
6 - Extremely challenging	205	47%	36	42%	241	46%
Total	435	100%	86	100%	521	100%
Mean(scores)	4.8		4.6		4.8	
Median(scores)	5.0		5.0		5.0	
Std. Deviation(scores)	1.5		1.5		1.5	
How challenging have you found it to support students with their ICT while learning from home?						
0 - Not challenging	8	2%	0	0%	8	2%
1	5	1%	1	1%	6	1%
2	20	5%	6	7%	26	5%
3 - Reasonably challenging	91	21%	16	19%	107	21%
4	44	10%	15	17%	59	11%
5	70	16%	16	19%	86	17%
6 - Extremely challenging	191	44%	32	37%	223	43%
Total	435	100%	86	100%	521	100%
Mean(scores)	4.6		4.6		4.6	
Median(scores)	5.0		5.0		5.0	
Std. Deviation(scores)	1.5		1.4		1.5	

9. Below is a list of support that K-2 instructional leadership may, or may not, have provided in your school. Please indicate how helpful you found each one for your teaching of K-2 literacy and/or numeracy during 2020

Table 67: Type of support provided by instructional leadership staff to K-2 teachers in 2020

Type of support	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Meeting with you to analyse and interpret student assessment data						
Made thing harder/worse	23	5%	1	1%	24	5%
Hasn't really made a difference	56	13%	13	16%	69	14%
Has had some value	112	27%	21	26%	133	26%
Had been very valuable	194	46%	27	33%	221	44%
Not applicable	38	9%	20	24%	58	12%
Total	423	100%	82	100%	505	100%

Type of support	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Meeting with you to plan lessons based on student assessment data						
Made thing harder/worse	21	5%	1	1%	22	4%
Hasn't really made a difference	60	14%	9	11%	69	14%
Has had some value	113	27%	25	31%	138	27%
Had been very valuable	153	36%	22	27%	175	35%
Not applicable	76	18%	25	31%	101	20%
Total	423	100%	82	100%	505	100%
Running professional learning in literacy/numeracy						
Made thing harder/worse	25	6%	2	2%	27	5%
Hasn't really made a difference	55	13%	10	12%	65	13%
Has had some value	110	26%	24	29%	134	27%
Had been very valuable	179	42%	24	29%	203	40%
Not applicable	54	13%	22	27%	76	15%
Total	423	100%	82	100%	505	100%
Providing support to enter student assessment data into suitable systems/database						
Made thing harder/worse	19	5%	1	1%	20	4%
Hasn't really made a difference	69	16%	15	18%	84	17%
Has had some value	97	23%	19	23%	116	23%
Had been very valuable	162	38%	21	26%	183	36%
Not applicable	76	18%	26	32%	102	20%
Total	423	100%	82	100%	505	100%
Providing instructional coaching on teaching strategies						
Made thing harder/worse	19	5%	1	1%	20	4%
Hasn't really made a difference	61	14%	11	13%	72	14%
Has had some value	98	23%	21	26%	119	24%
Had been very valuable	173	41%	22	27%	195	39%
Not applicable	72	17%	27	33%	99	19%
Total	423	100%	82	100%	505	100%
Modelling lessons that demonstrate differentiated teaching strategies						
Made thing harder/worse	20	5%	2	2%	22	4%
Hasn't really made a difference	56	13%	12	15%	68	14%
Has had some value	84	20%	16	20%	100	20%
Had been very valuable	145	34%	22	27%	167	33%
Not applicable	118	28%	30	37%	148	29%
Total	423	100%	82	100%	505	100%
Observing your lessons and providing feedback						
Made thing harder/worse	23	5%	4	5%	27	5%
Hasn't really made a difference	54	13%	9	11%	63	13%
Has had some value	90	21%	16	20%	106	21%
Had been very valuable	143	34%	21	26%	164	33%
Not applicable	113	27%	32	39%	145	29%
Total	423	100%	82	100%	518	100%
Team teaching with you						
Made thing harder/worse	15	4%	3	4%	18	4%
Hasn't really made a difference	45	11%	10	12%	55	11%
Has had some value	66	16%	13	16%	79	16%
Had been very valuable	157	37%	19	23%	176	35%
Not applicable	140	33%	37	45%	177	35%
Total	423	100%	82	100%	505	100%
Helping you develop online/home learning resource						
Made thing harder/worse	19	5%	4	5%	23	5%
Hasn't really made a difference	54	13%	11	13%	65	13%
Has had some value	96	23%	19	23%	115	23%
Had been very valuable	128	30%	19	23%	147	29%
Not applicable	126	30%	29	35%	155	31%
Total	423	100%	82	100%	505	100%
Providing you with ICT support						
Made thing harder/worse	18	4%	1	1%	19	4%
Hasn't really made a difference	65	15%	17	21%	82	16%
Has had some value	88	21%	14	17%	102	20%
Had been very valuable	95	23%	12	15%	107	21%
Not applicable	157	37%	38	46%	195	39%

Type of support	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Total	423	100%	82	100%	505	100%
Providing you with teacher wellbeing support						
Made thing harder/worse	22	5%	6	7%	28	6%
Hasn't really made a difference	53	12%	14	17%	67	13%
Has had some value	94	22%	20	24%	114	23%
Had been very valuable	153	36%	20	24%	173	34%
Not applicable	101	24%	22	27%	123	24%
Total	423	100%	82	100%	505	100%
Assisting you with administrative duties						
Made thing harder/worse	19	5%	2	2%	21	4%
Hasn't really made a difference	55	13%	17	21%	72	14%
Has had some value	87	21%	12	15%	99	20%
Had been very valuable	120	28%	15	18%	135	27%
Not applicable	142	34%	36	44%	178	35%
Total	423	100%	82	100%	505	100%
Assisting you with communicating with parents and carers						
Made thing harder/worse	17	4%	4	5%	21	4%
Hasn't really made a difference	71	17%	16	20%	87	17%
Has had some value	91	22%	21	26%	112	22%
Had been very valuable	116	27%	12	15%	128	25%
Not applicable	128	30%	29	35%	157	31%
Total	423	100%	82	100%	505	100%

Table 68: Most valuable types of support from instructional leadership staff in 2020 -- 'Had been very valuable' scale point only, sorted in descending order by AP schools

Instructional leadership support	AP schools		non-AP schools		Total schools	
	Number	%	Number	%	Number	%
Meeting with you to analyse and interpret student assessment data	194	46%	27	33%	221	44%
Running professional learning in literacy/numeracy	179	42%	24	27%	203	40%
Providing instructional coaching on teaching strategies	173	41%	22	27%	195	39%
Providing support to enter student assessment data into suitable systems/database	162	38%	21	26%	183	36%
Team teaching with you	157	37%	19	23%	176	35%
Meeting with you to plan lessons based on student assessment data	153	36%	22	27%	175	35%
Providing you with teacher wellbeing support	153	36%	20	24%	173	34%
Modelling lessons that demonstrate differentiated teaching strategies	145	34%	22	27%	167	33%
Observing your lessons and providing feedback	143	34%	21	26%	164	33%
Helping you develop online/home learning resource	128	30%	19	23%	147	29%
Assisting you with administrative duties	120	28%	15	18%	135	27%
Assisting you with communicating with parents and carers	116	27%	12	15%	128	25%
Providing you with ICT support	95	23%	12	15%	107	21%

E: Analysing the implementation and impact of LNAP Phase 2 four pillars

This section presents key findings on the implementation and impact of the four pillars of LNAP Phase 2. The findings presented are broad high-level trends across all three sectors. Most results are not disaggregated by sector, as the focus of the evaluation is explicitly cross-sectoral.

The section is presented in four sections, aligning with the four pillars of LNAP Phase 2:

1. Instructional leadership: Funded, or self-funded, roles designed to work with classroom teachers to build skills and knowledge in teaching and assessing literacy and numeracy in K-2; and to help teachers customise interventions for individual students.
2. Diagnostic assessment: Aimed at gathering data on students' knowledge, skills and understanding prior to instruction. This data was used to provide information for differentiation and targeted teaching; and to enable assessment of student performance over time.
3. Differentiated teaching: K-2 teachers tailored instruction to accommodate the different learning needs of all students in the class, so that students received the particular type of support needed to for them to learn.
4. Tiered interventions: A multi-tiered, tailored approach, ranging across whole-of-class, group and individual teaching based on identifying and supporting students with additional learning needs. The tiered interventions were broken into three specific levels, with Tier 1 relating to differentiated teaching within a whole class setting; Tier 2 Group teaching; and Tier 3 Individual teaching. There was an overlap between Pillar 3 and Tier 1 of Pillar 4.

Instructional leadership

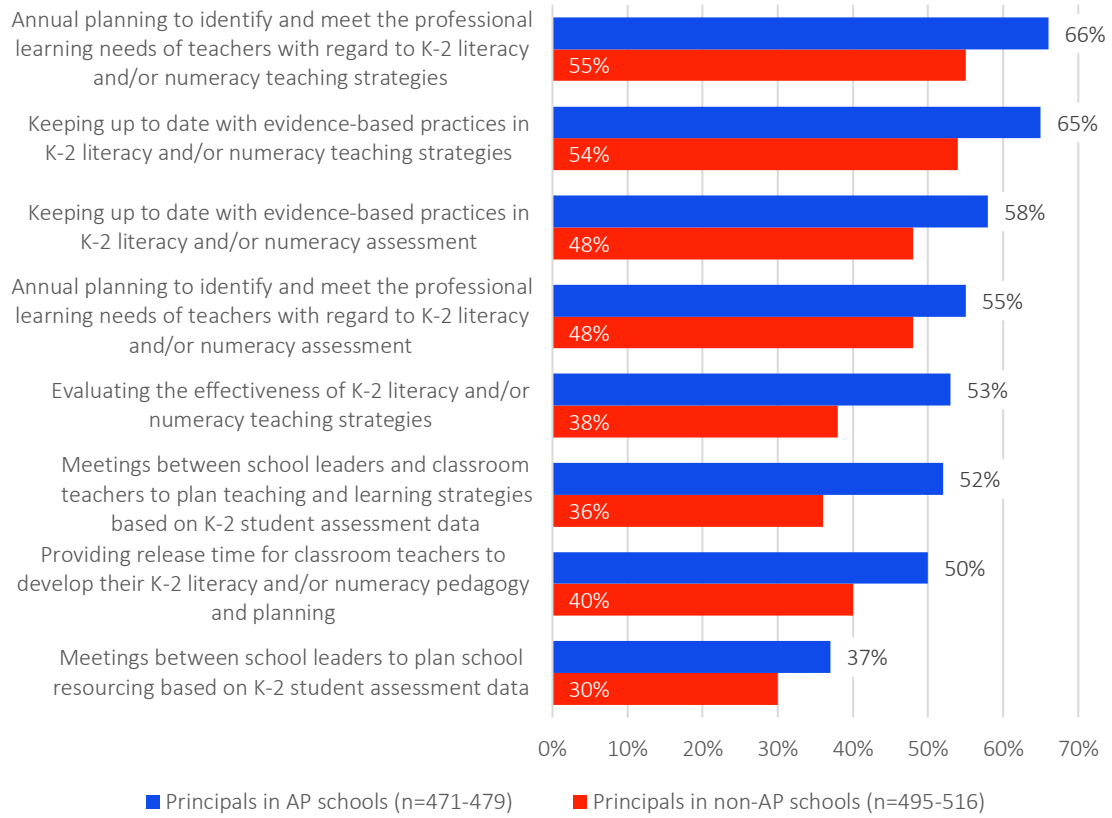
Surveys of both principals and instructional leadership staff asked respondents to review the extent to which instructional leadership placed a priority or focus on various activities.

Table 69: Instructional leadership responsibilities held in schools (all principals)

Survey responses	Principals in AP schools (n=482)	Principals in all non-AP schools (n=529)
Yes, others in the school have this responsibility (total)	98%	80%
An instructional leader	75%	10%
An assistant principal	31%	60%
A deputy principal	17%	15%
Another school executive	13%	4%
A classroom teacher(s)	12%	17%
Someone else	10%	7%
No, I'm the only one with this instructional leadership responsibility	2%	20%

Note: Due to multiple selection, the sum of percentages for each specific 'yes' response is greater than the total 'yes' percentage.

Figure 1: Schools placing a 'very strong' focus on instructional leadership priorities (all principals)



Note: Results are sorted in descending order by AP schools. This table excludes the other three scale points 'strong focus', 'moderate focus' and 'little or no focus'. A full breakdown of responses can be found in Section B.

Note: Results are sorted in descending order by AP schools. This table excludes the other three scale points 'strong focus', 'moderate focus' and 'little or no focus'. Consistently, the self-reported focus on instructional leadership at AP schools (the blue bars in the chart above) was greater than the self-reported focus at non-AP schools (the red bars in the chart above): the average. Instructional leadership were shown a list of 17 different strategies for working with K-2 teachers. This list of strategies was generated in consultation with the ERG; based on the role description for instructional leadership and other agreed upon support provided in schools.

Many of these strategies were widespread across AP schools, including providing support with differentiation (89% 'very strong' or 'strong' focus), helping teachers identify and select targeted intervention approaches (85%) and instructional coaching (82%).

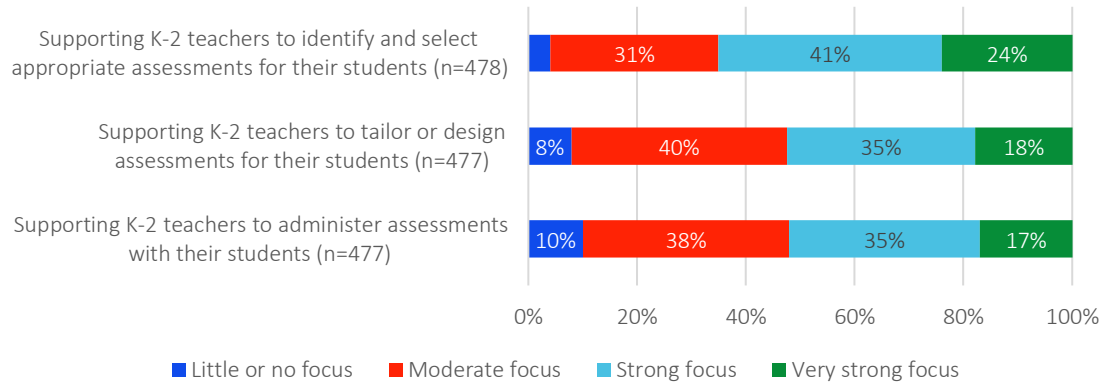
Table 70: Focus that those with instructional leadership responsibilities place on particular activities when working with K-2 teachers (instructional leadership staff)

Amount of focus placed on…	'Very strong focus' or 'strong focus'	Very strong focus	Base n
Supporting K-2 teachers to differentiate their teaching to accommodate the range of student needs in their class	89%	48%	478
Supporting K-2 teachers to identify and select targeted intervention approaches for individual student needs	85%	43%	478
Instructional coaching for K-2 teachers in classroom strategies for literacy and numeracy learning	82%	43%	480
Team teaching and classroom modelling for K-2 teachers to assist with differentiated teaching techniques	81%	44%	479
Supporting reflection on literacy and numeracy practices	81%	41%	483
Supporting K-2 teachers to tailor or design targeted intervention approaches for individual student needs	81%	40%	478
Providing feedback to K-2 teachers from classroom observations	75%	34%	480
Meetings at a stage and/or class level to plan teaching strategies based on student assessment	75%	33%	479
Meetings at a stage and/or class level to interpret student assessment data	73%	33%	480
Planning lessons collaboratively	67%	30%	482
Supporting K-2 teachers to identify and select appropriate assessments for their students	65%	24%	478
Facilitating (formal or informal) peer-to-peer discussions between teachers about student assessment data	64%	27%	478
Inputting student assessment data into systems/databases	63%	27%	482
Supporting K-2 teachers to tailor or design assessments for their students	53%	18%	477
Supporting K-2 teachers to administer assessments with their students	52%	17%	477
Supporting students in the classroom while the classroom teacher instructs	48%	17%	478
Advising teachers on classroom management strategies	47%	17%	477

Note: Results are sorted in descending order by 'very strong and strong focus'. This table excludes the bottom two scale points 'moderate focus' and 'little or no focus'. 'Base n' refers to the total number of responses for each strategy, used as the denominator in percentage calculations. A full breakdown of responses can be found in Section B.

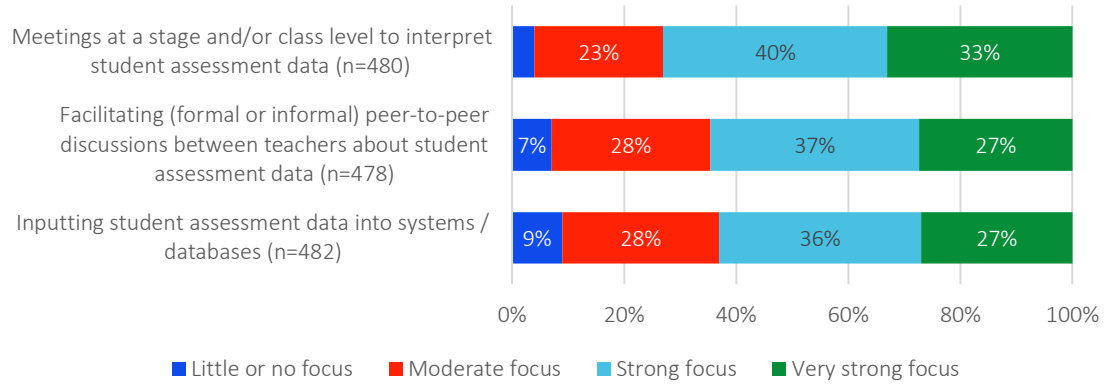
Over half of the practicing instructional leadership in our survey said that they placed a 'strong' or 'very strong' focus on supporting K-2 teachers with assessment. The focus was more on helping teachers identify and select appropriate assessments for their students (65% 'strong' or 'very strong' focus) than on tailoring or designing assessments (53%) or on supporting teachers to administer assessments (52%).

Figure 2: Instructional leadership focus on assessment (instructional leadership staff)



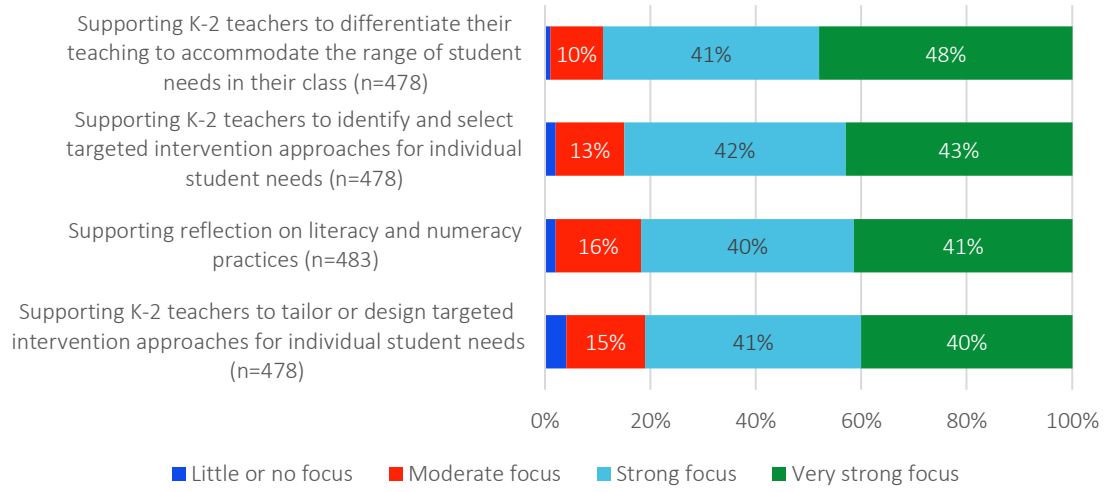
Closely linked with assessment is analysis of the data that assessment generates. Almost three-quarters of our surveyed instructional leadership said that they placed a 'strong' or 'very strong' focus on supporting K-2 teachers with data analysis. The focus here was more on running meetings at a stage or class level to interpret student assessment data (73% 'strong' or 'very strong' focus) than on facilitating peer-to-peer discussions on this topic (64%).

Figure 3: Instructional leadership focus on data analysis (instructional leadership staff)



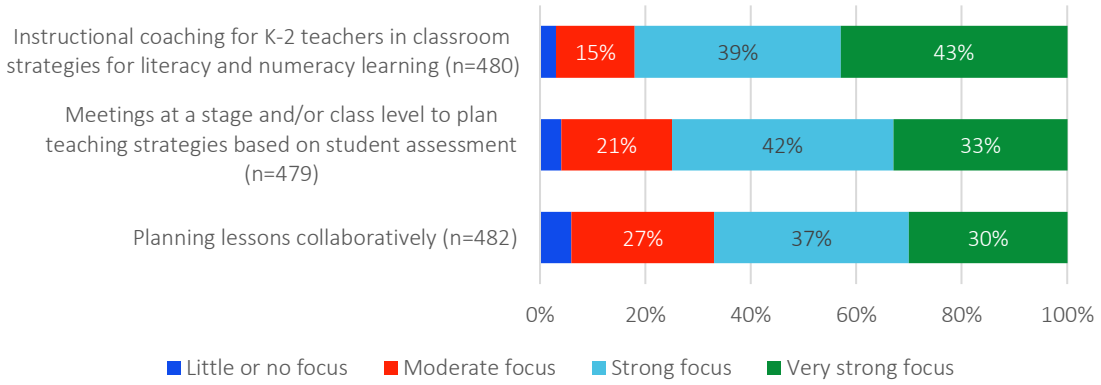
The broad category of 'instructional design' appears to be the strongest area of focus for instructional leadership staff. More than four in five instructional leadership said they placed a 'strong' or 'very strong' focus on supporting K-2 teachers to reflect on their literacy and numeracy practices (81%); differentiate their teaching for all students (Tier 1 – 89%); and either put in place targeted approaches for individual student needs (Tier 2 and 3) – either by selecting interventions (85%) or designing them (81%).

Figure 4: Instructional leadership focus on differentiated teaching and targeted interventions (instructional leadership staff)



Instructional leadership reported using a range of techniques for classroom instruction, including instructional coaching (82% 'strong' or 'very strong' focus), class or stage meetings (75%) and collaborative lesson planning (67%).

Figure 5: Instructional leadership techniques for supporting lesson planning (instructional leadership staff)



It was also found that there is a strong overall focus of instructional leadership staff on team teaching and modelling, with lesson observations being the most common instructional leadership.

Figure 6: Instructional leadership focus on team teaching and modelling (instructional leadership staff)

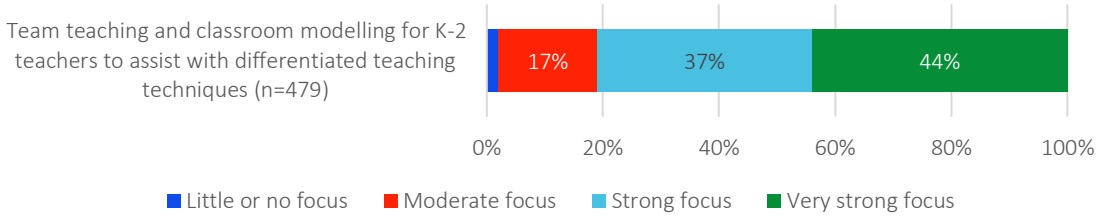
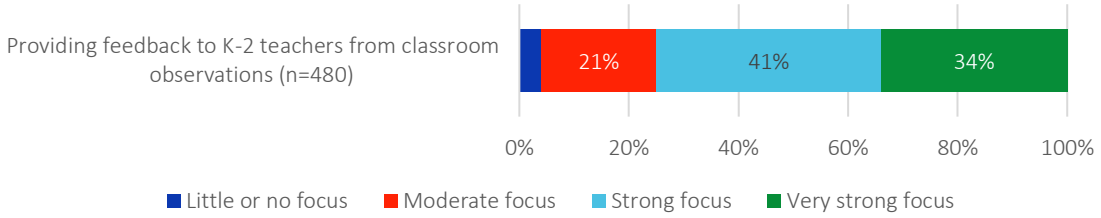
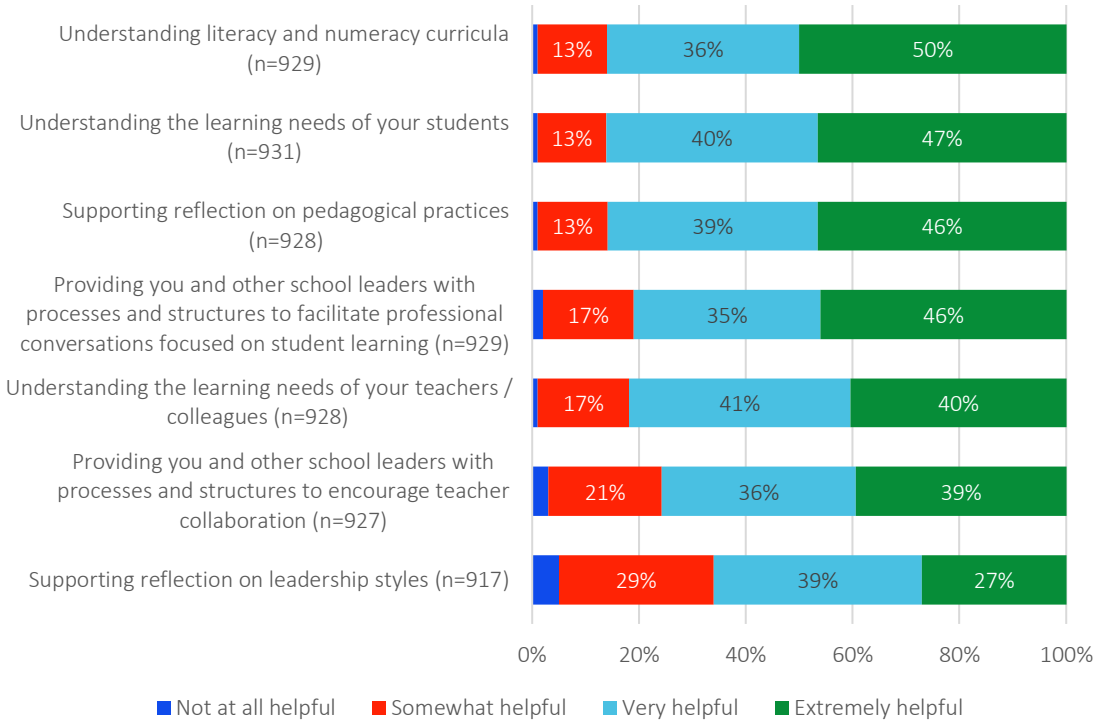


Figure 7: Instructional leadership focus on lesson observation and feedback (instructional leadership staff)



Professional learning for people in instructional leadership roles was generally well-regarded. The following figures show the perceived helpfulness of this professional learning, as rated by principals and instructional leadership in AP schools. These professional learning options were developed in consultation with members of the ERG. The breakdown of responses by principals and instructional leadership staff are provided in Section B.

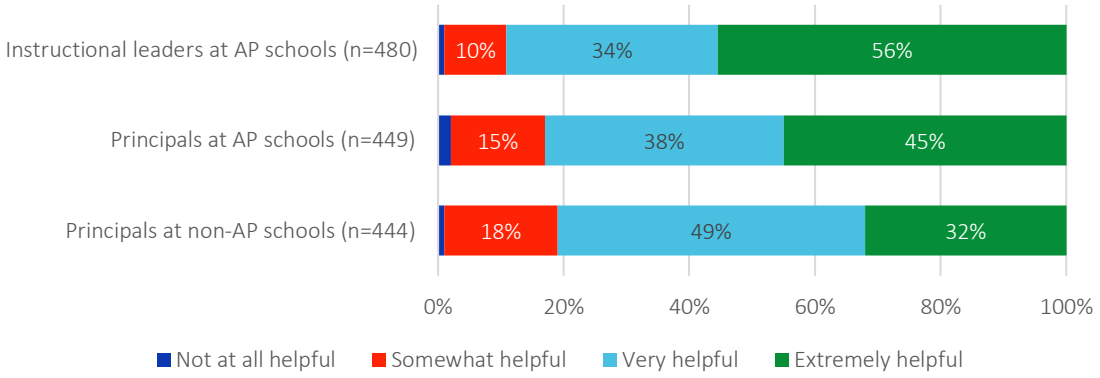
Figure 8: Helpfulness of professional learning opportunities (principals and instructional leadership staff combined from AP schools)



Note: Results are sorted in descending order by 'extremely helpful'. Percentages are combined between principals and instructional leadership from AP schools.

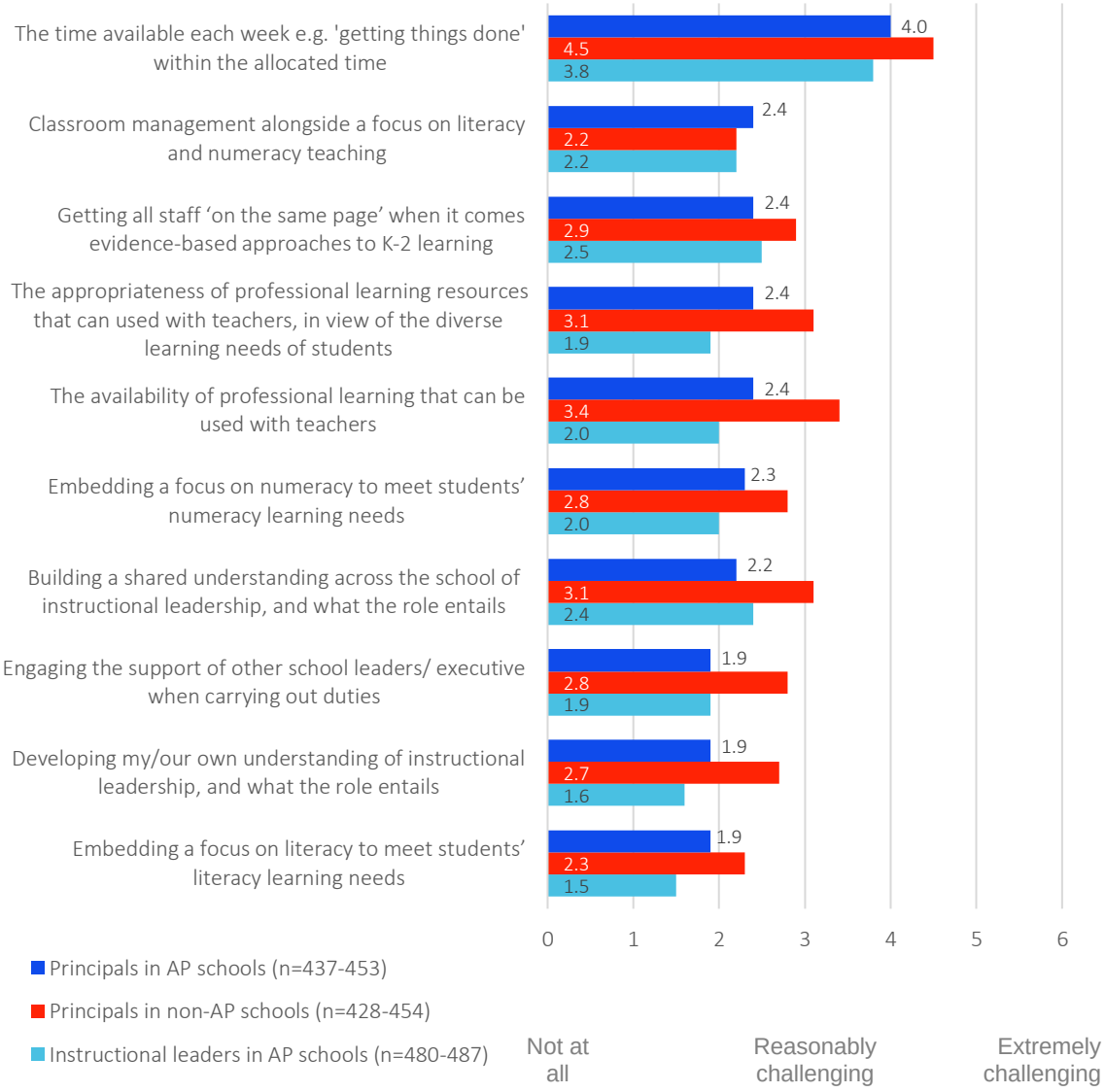
Figure 9 compares different sub-groups of respondents, which shows that at AP schools, instructional leadership staff thought more highly of the professional learning available to people with instructional leadership responsibilities than did principals. Consistent with other learning intentions, principals at non-AP schools were less likely to report that the professional learning they received was 'extremely helpful' compared to principals at AP schools.

Figure 9: Helpfulness of professional learning for understanding literacy and numeracy curricula (principals and instructional leadership staff)



In the survey, principals and instructional leadership staffs were shown a list of ten risks that qualitative research from school site visits in 2018 had found to be potential challenges for instructional leadership staff. **Figure 10** summarizes the key findings.

Figure 10: Mean rating of challenges faced by those with instructional leadership responsibilities (principals and instructional leadership staff)



The main message that school leadership staff gave about future directions for instructional leadership under LNAP Phase 2 was one of staying the course and bringing to fruition things that had been started, rather than changing direction. Most principals at AP schools (92%) said that their focus on instructional leadership was not yet fully implemented and mature. Most said that they were either 'in the middle of it' (39%) or that implementation was 'advanced, but there is more to do' (44%). Table 6 highlights the amount of work still needed for all instructional leadership activities to deliver effective K-2 literacy and numeracy instruction.

Table 71: The stage schools are at for implementing all instructional leadership activities (averaged for principals)

Stage of progress	Principals in AP schools (average n=454)	Principals in non-AP schools (average n=482)
In the planning stages	2%	3%
Just started	7%	14%
In the middle of it	39%	45%
Advanced, but there is more to do	44%	33%
Fully implemented / mature	8%	5%

Note: This table is an average across all of the activities.

Table 72: The amount of work still needed in implementing all instructional leadership activities so that K-2 teachers can deliver effective literacy and/or numeracy instruction (averaged for principals and instructional leadership staff AP schools)

Amount of work still needed	Principals in AP schools (average n=417)	Instructional leadership in AP schools (average n=443)
No more work is needed	7%	5%
A small amount of work is needed	38%	34%
A moderate amount of work is needed	39%	43%
A large amount of work is needed	12%	15%
A great deal of work is needed	3%	3%

Note: This table is an average across all of the activities listed.

Diagnostic assessment

This section presents key findings from principal and instructional leadership staff surveys on the stage and type and usefulness of diagnostic assessments currently being used.

Table 73: Helpfulness of the Progressions for understanding K-2 student learning needs in literacy and numeracy (all principals)

Helpfulness of the Progressions for...	Principals in AP schools (n=424-425)		Principals in all non-AP schools (n=398-400)	
	Fairly helpful	Extremely helpful	Fairly helpful	Extremely helpful
Understanding student learning needs in literacy	44%	25%	39%	17%
Understanding student learning needs in numeracy	43%	25%	41%	16%

Note: This table excludes the bottom two scale points 'not at all helpful' and 'a little helpful'. A full breakdown of responses can be found in Section B.

Table 74: Most commonly used literacy assessments used in schools (all principals)

Literacy assessments	Principals in AP schools (n=435)	Principals in all non-AP schools (n=438)
Best Start Kindergarten Assessment (Literacy)	99%	100%
National Literacy Learning Progression	88%	68%
Running Records	87%	90%
PM Benchmarking	71%	86%
Phonemic Awareness Checklist	54%	61%
South Australia Spelling Test	48%	61%
ESL Scales	37%	42%
Phonics Screening Check	33%	37%
PAT-R Comprehension	33%	35%
Reading Eggs	29%	38%

Note: Principals could select multiple assessments, with results sorted in descending order by AP schools. A complete breakdown of literacy diagnostic assessments being used in schools can be found in Section B.

Table 75: Most commonly used numeracy assessments used in schools (all principals)

Numeracy assessments	Principals in AP schools (n=437)	Principals in all non-AP schools (n=437)
Best Start Kindergarten Assessment (Numeracy)	98%	100%
SENA (Schedule for Early Number Assessment)	75%	88%
National Numeracy Learning Progression	75%	59%
PAT Maths	31%	38%
Mathletics	27%	39%
Early Years Learning Framework (EYLF)	19%	12%
International Competitions Assessment for Schools (ICAS)	8%	18%
Clinical interview	8%	3%
Maths Building Blocks	7%	11%
Maths Plus Test	7%	14%

Note: Principals could select multiple assessments, with results sorted in descending order by AP schools. A complete breakdown of numeracy diagnostic assessments being used in schools can be found in Section B.

Figure 11: Helpfulness of PLAN2 for K-2 teachers (principals and instructional leadership staff AP schools)

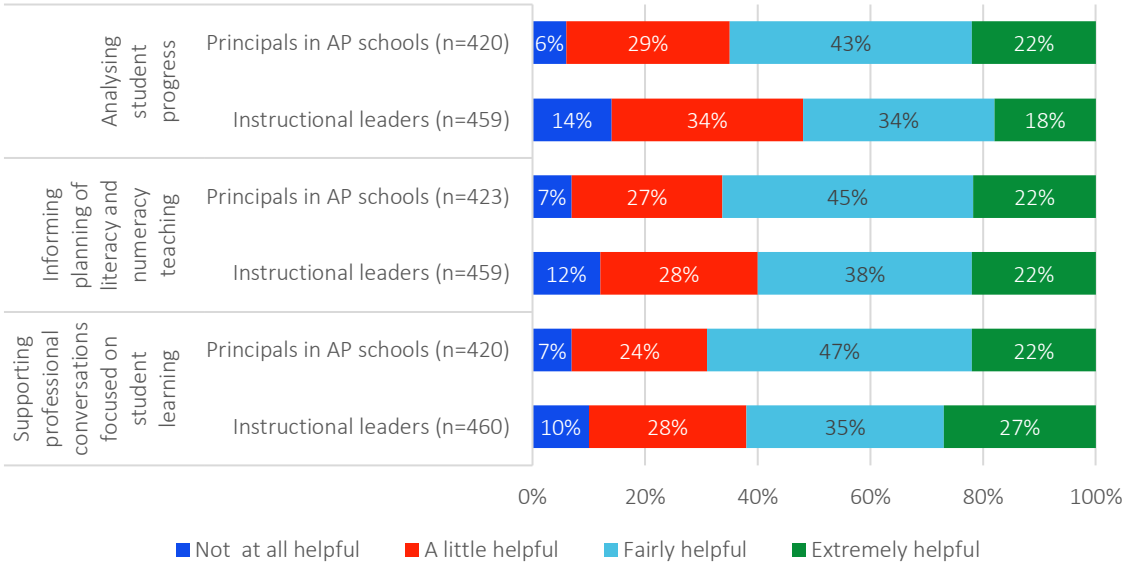


Table 76: Amount of work still needed for diagnostic assessments to facilitate or support K-2 teachers to deliver effective literacy and/or numeracy instruction (all principals)

Amount of work still needed for...	Principals in AP schools (n=404-426)		Principals in all non-AP schools (n=387-416)	
	A moderate amount	A large amount + a great deal	A moderate amount	A large amount + a great deal
Supporting K-2 teachers to administer assessments with their students	35%	10%	35%	14%
Supporting K-2 teachers to identify and select appropriate assessments for their students	42%	18%	42%	21%
Supporting K-2 teachers to tailor or design assessments for their students	44%	20%	44%	23%

Note: Sorted in descending order by AP schools for 'a large' and 'great deal' of work needed. This table excludes the bottom two scale points 'no more work is needed' and 'a small amount of work is needed'. A full breakdown of responses can be found in Section B.

Table 77: Gaps in the support for teachers with regard to diagnostic assessments being used in schools (all principals)

Gaps in the support needed for…	Principals in AP schools (n=411-429)		Principals in all non-AP schools (n=400-419)	
	Literacy	Numeracy	Literacy	Numeracy
Using assessment data to identify ways of supporting high achieving students	63%	66%	68%	68%
Deciding on suitable interventions that respond to student need	56%	59%	62%	66%
Selecting assessments best suited to student need	54%	60%	57%	62%
Interpreting assessment data to understand student skills and needs	52%	53%	58%	59%
Using assessment data to identify which students may benefit from different modes of instruction (e.g. small group and/or one-on-one)	49%	54%	61%	63%
Routinely administering assessments into daily teaching and learning	48%	53%	54%	56%
Using assessment data to inform programming for their class as a whole	48%	52%	61%	61%
Using assessment data to inform and monitor personal / individual learning plans	45%	50%	53%	56%
Interpreting assessment data to monitor student progress	45%	48%	56%	56%
Using assessments as intended	34%	45%	45%	48%

Note: Results are sorted in descending order by AP schools for literacy assessments. This was a binary choice, with the alternative being 'No, current support levels are adequate'. A full breakdown of responses can be found in Section B.

Differentiated teaching

This section focuses on differentiated teaching which is an ongoing focus of Phase 1 and 2 of LNAP and forms a key component of what instructional leadership and teachers focus on within all Tiers of intervention. Tables 78 to 81 highlight survey findings on differentiation in AP and non-AP schools.

Table 78: School focus on differentiated teaching activities (all principals)

School focus placed on…	Principals in AP schools (n=473-474)		Principals in all non-AP schools (n=504-507)	
	Strong focus	Very strong focus	Strong focus	Very strong focus
Providing different learning activities to different groups of students, based on their learning needs	39%	55%	36%	57%
Developing personal / individual learning plans for all students	36%	35%	28%	33%

Note: This table excludes the bottom two scale points 'little or no focus' and 'moderate focus'. A full breakdown of responses can be found in Section B

Table 79: Instructional leadership focus on differentiated teaching activities (all principals)

Instructional leadership focus placed on…	Principals in AP schools (n=437)		Principals in all non-AP schools (n=441)	
	Strong focus	Very strong focus	Strong focus	Very strong focus
Supporting K-2 teachers to differentiate their teaching to accommodate the range of student needs in their classroom	44%	41%	45%	35%

Note: This table excludes the bottom two scale points 'little or no focus' and 'moderate focus'. A full breakdown of responses can be found in Section B

Table 80: Stages schools are at for differentiated teaching activities (all principals)

Stage of progress	Developing personal / individual learning plans for all students		Providing different learning activities to different groups of students, based on their learning needs	
	Principals in AP schools (n=426)	Principals in all non-AP schools (n=442)	Principals in AP schools (n=461)	Principals in all non-AP schools (n=492)
In the planning stages	7%	7%	2%	1%
Just started	11%	17%	5%	8%
In the middle of it	44%	41%	41%	43%
Advanced, but there is more to do	31%	29%	45%	40%
Fully implemented / mature	7%	6%	8%	8%

Table 81: Amount of work still needed for differentiated teaching activities to support K-2 teachers in delivering effective literacy and/or numeracy instruction (all principals)

Amount of work still needed	Supporting K-2 teachers to differentiate their teaching to accommodate the range of student needs in their classroom	
	Principals in AP schools (n=428)	Principals in all non-AP schools (n=425)
No more work is needed	6%	5%
A small amount of work is needed	35%	35%
A moderate amount of work is needed	40%	40%
A large amount of work is needed	15%	16%
A great deal of work is needed	4%	4%

Tiered interventions

This section presents key survey findings on tiered intervention. A tiered approach to intervention is designed to provide teachers with the skills and tools to deliver targeted learning support for students that need it. Within LNAP Phase 2, the language of 'Tiered Interventions' is based on a three-tiered hierarchy in which:

- Tier 1 refers to high quality, differentiated whole-class instruction
- Tier 2 refers to strategic small group instruction for students identified as being at risk of not achieving minimum literacy and/or numeracy standards
- Tier 3 refers to intensive, individualised interventions for students with complex needs in relation to their acquisition of literacy and numeracy skills.

Table 82: Instructional leadership focus on tiered intervention activities (all principals)

Instructional leadership focus placed on…	Principals in AP schools (n=436-437)		Principals in all non-AP schools (n=442-443)	
	Strong focus	Very strong focus	Strong focus	Very strong focus
Supporting K-2 teachers to identify and select targeted intervention approaches for individual student needs	44%	41%	48%	32%
Supporting K-2 teachers to tailor or design targeted intervention approaches for individual student needs	42%	40%	46%	29%

Note: This table excludes the bottom two scale points 'little or no focus' and 'moderate focus'. A full breakdown of responses can be found in Section B.

Table 83: Targeted programs or interventions being used in schools for K-2 literacy (principals)

Targeted programs or interventions for literacy	Principals in AP schools (n=430)	Principals in non-AP schools (n=432)
Language, Learning & Literacy (L3) Kindergarten	62%	50%
Language, Learning & Literacy (L3) Stage One	60%	41%
MiniLit Early Literacy Intervention	44%	48%
Jolly Phonics	27%	30%
Reading Recovery	21%	21%
Daily Five	18%	20%
Sound Waves	17%	29%

Note: Principals could select multiple interventions, with results sorted in descending order by AP schools. A complete breakdown of literacy interventions being used in schools can be found in Section B.

Table 84: Targeted programs or interventions being used in schools for K-2 numeracy (all principals)

Targeted programs or interventions for numeracy	Principals in AP schools (n=402)	Principals in all non-AP schools (n=419)
Targeted Early Numeracy (TEN)	56%	62%
Count Me In Too (CMIT)	38%	53%
Mathletics program	24%	33%
QuickSmart Numeracy	9%	4%
Learning in Early Numeracy (LIEN)	4%	2%

Note: Principals could select multiple interventions, with results sorted in descending order by AP schools. A complete breakdown of numeracy interventions being used in schools can be found in Section B.

Table 85: Stages schools are at with tiered intervention approaches (all principals)

Stage of progress	Developing personal / individual learning plans for certain students who require them		Implementing targeted literacy and/or numeracy approaches or interventions for certain students who require them	
	Principals in AP schools (n=458)	Principals in all non-AP schools (n=492)	Principals in AP schools (n=459)	Principals in all non-AP schools (n=491)
In the planning stages	1%	1%	1%	1%
Just started	4%	5%	4%	9%
In the middle of it	33%	38%	31%	36%
Advanced, but there is more to do	50%	47%	52%	45%
Fully implemented / mature	13%	9%	13%	9%

Table 86: Amount of worked still needed for tiered intervention activities so that K-2 teachers can deliver effective literacy and/or numeracy instruction (all principals)

Amount of work still needed	Supporting K-2 teachers to identify and select targeted intervention approaches for individual student needs		Supporting K-2 teachers to tailor or design targeted intervention approaches for individual student needs	
	Principals in AP schools (n=428)	Principals in all non-AP schools (n=426)	Principals in AP schools (n=426)	Principals in all non-AP schools (n=421)
No more work is needed	4%	5%	4%	5%
A small amount of work is needed	39%	37%	38%	34%
A moderate amount of work is needed	40%	41%	39%	43%
A large amount of work is needed	14%	14%	16%	15%
A great deal of work is needed	3%	4%	3%	3%

Table 87: Gaps in the support needed for teachers with regard to catering for individual student learning needs (all principals)

Gaps in the support needed for…	Principals in all AP schools (n=382-416)	Principals in all non-AP schools (n=388-409)
Teaching to high-achieving students' learning needs	72%	75%
Determining what (if any) externally-developed or purchased programs would best address specific learning needs	60%	65%
Taking part in open-ended questioning with students	59%	67%
Teaching students with additional or specific learning needs	59%	58%
Providing students with problem-solving opportunities	58%	65%
Providing one-on-one feedback to students	53%	58%
Conducting student observations to further inform teaching strategies that cater to individual student needs	49%	58%
Teaching students according to their school readiness	47%	45%
Planning daily timetabling to incorporate one-on-one and small group instruction	36%	45%

Note: Results are sorted in descending order by AP schools. This was a binary choice, with the alternatives being 'Yes, additional support needed' and 'No, current support levels are adequate'.

F: Outcomes for teachers and schools

Teacher practice outcomes

The data provided in the following tables summarises key findings on teacher and school level outcomes from the K-2 teacher survey (2019). Its key implications have been discussed in detail in Section 4 of the Final report. This section groups different categories to present findings on the effect LNAP on teachers and schools specifically.

Figure 12: Value of data analysis and lesson planning on teaching (teachers in AP schools)

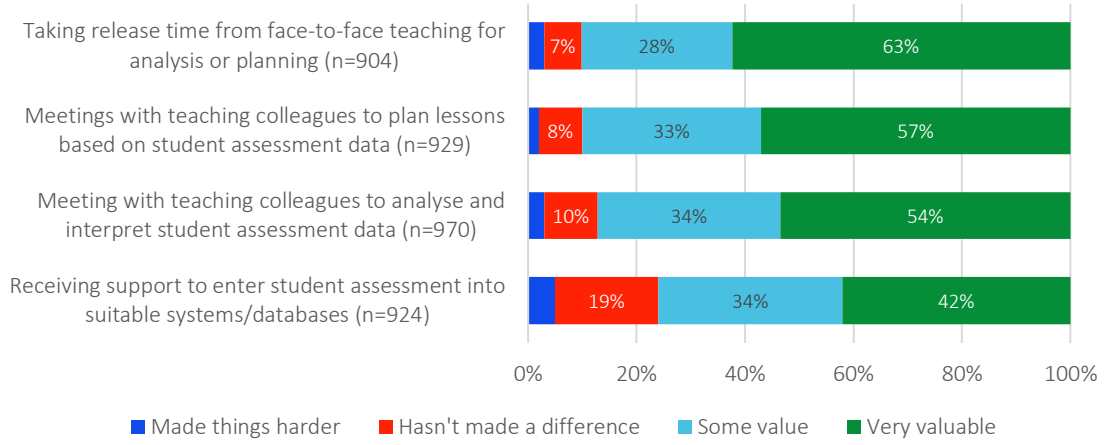


Figure 13: Value of team teaching and modelling on teaching (teachers in AP schools)

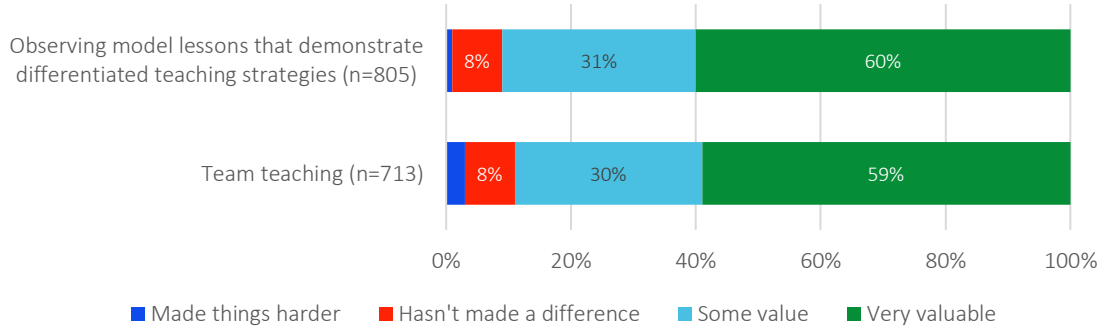


Figure 14: Value of professional learning and reflection on teaching (teachers in AP schools)

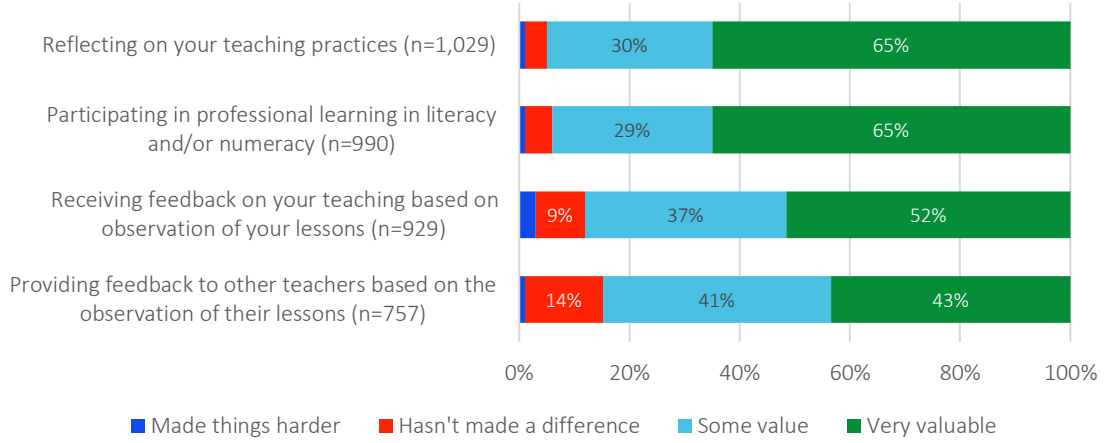


Figure 15: Value of peer-to-peer support on teaching (teachers in AP schools)

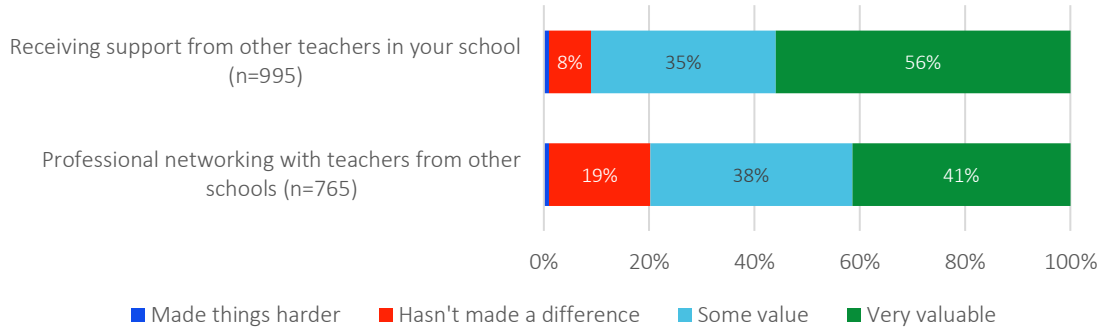


Figure 16: Value of instructional leadership and coaching on teaching (teachers in AP schools)

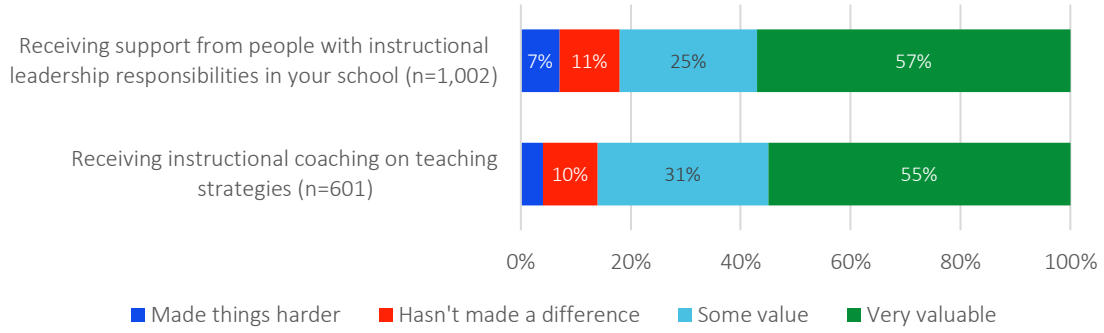


Figure 17: Value of interacting with parents and carers and having literacy and/or numeracy goals on teaching (teachers in AP schools)

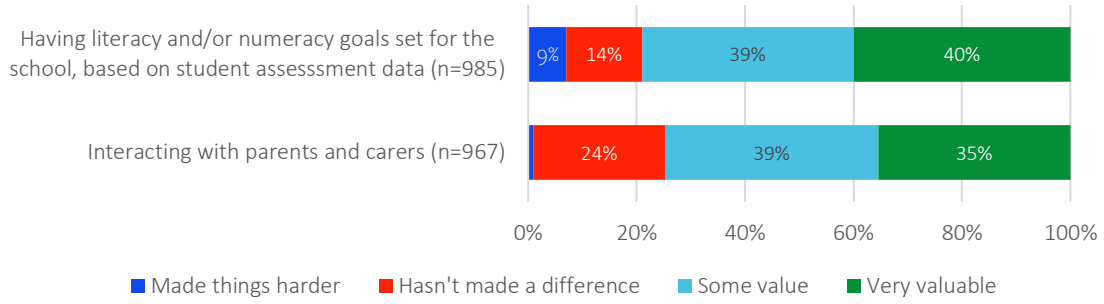


Figure 18: Change in teacher confidence in diagnostic assessment (teachers AP schools)

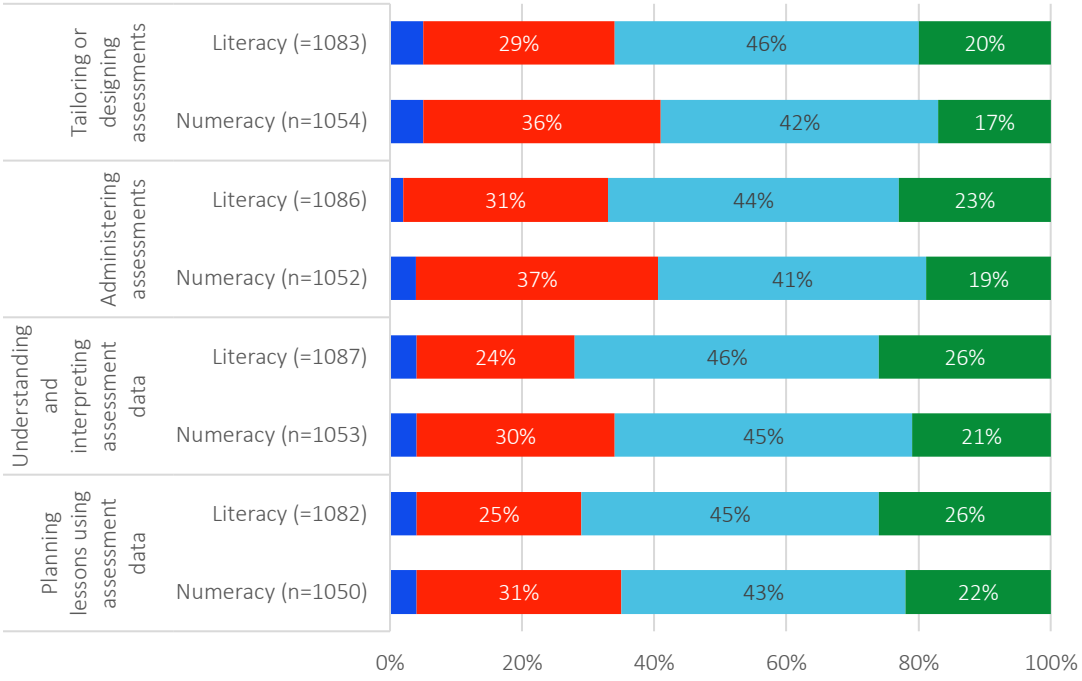


Figure 19: Change in teacher confidence in differentiated teaching (teachers AP schools)

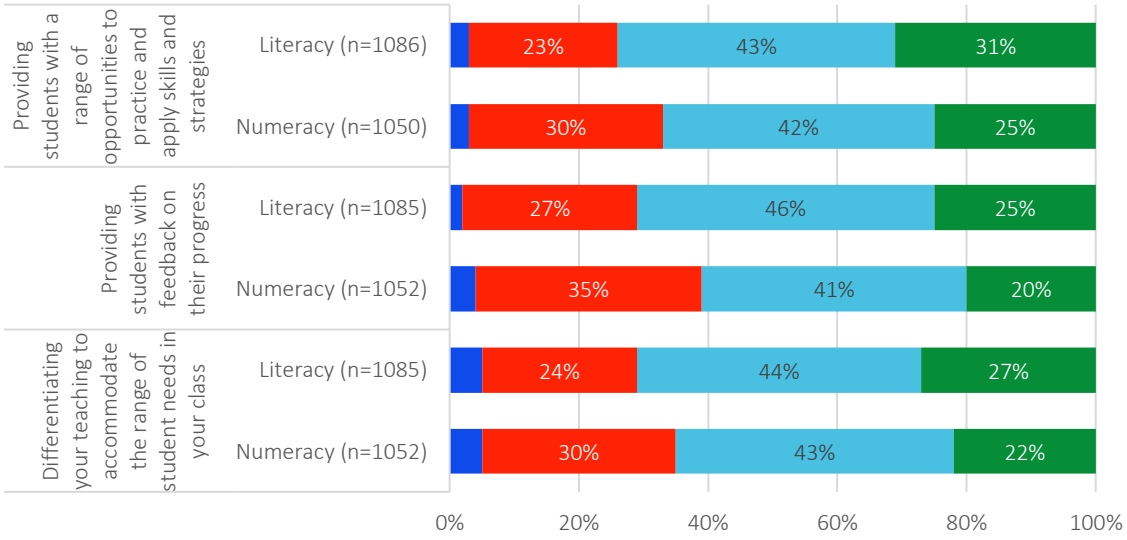


Figure 20: Change in teacher confidence in tiered intervention (teachers AP schools)

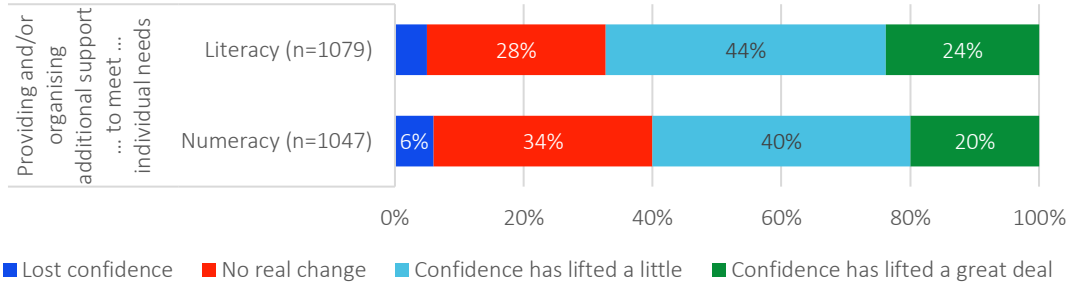
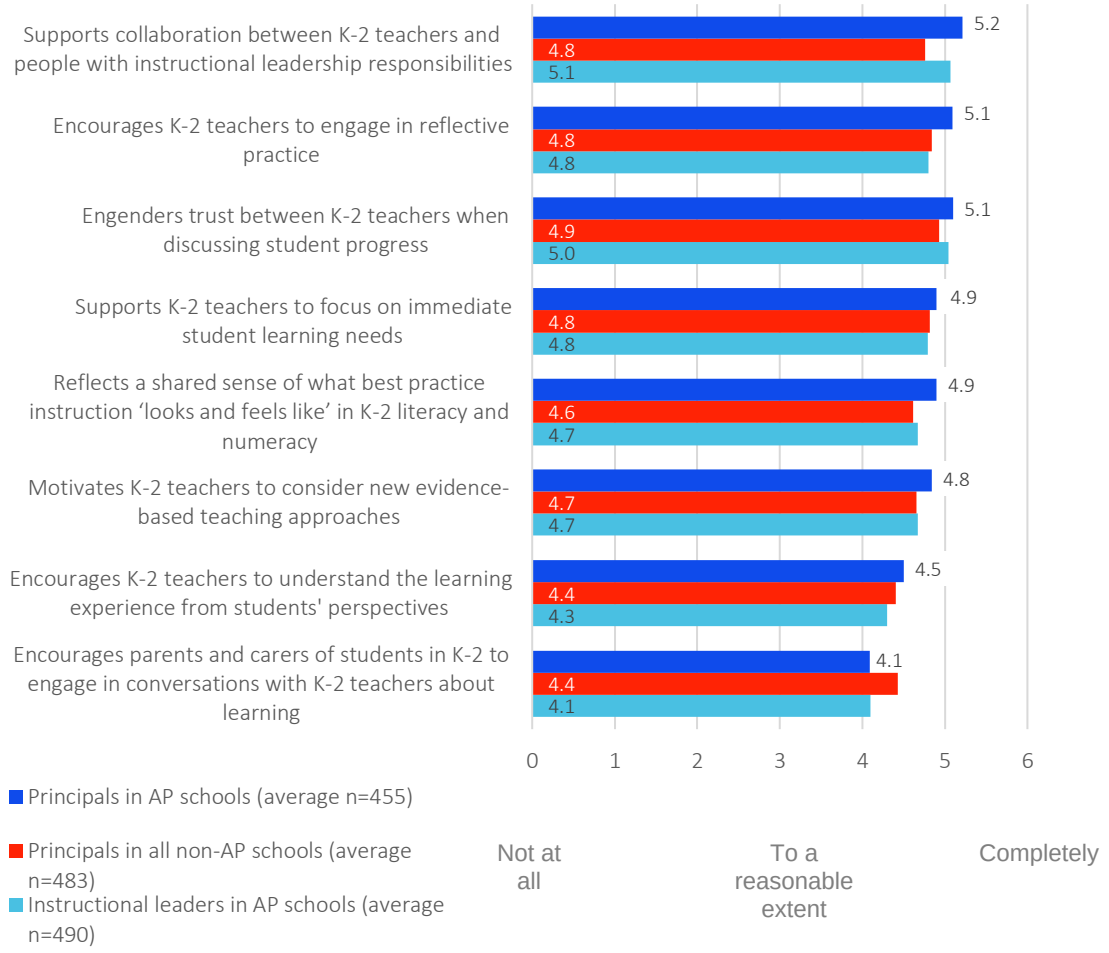


Table 88: Change in capability of teachers over the past two years (all principals)

Change in the capability of K-2 teachers to cater for students' learning needs in...	Principals in AP schools (n=391-392)		Principals in all non-AP schools (n=387-388)	
	Has increased a little	Has increased greatly	Has increased a little	Has increased greatly
Literacy	21%	75%	39%	52%
Numeracy	34%	59%	48%	32%

Note: This table excludes the three bottom scale points 'their capacity is about the same', 'their capacity has decreased slightly' and 'their capacity has decreased greatly'. Instructional leadership were also asked this question, giving very similar answers to principals in AP schools; a full breakdown of responses can be found in Section B.

Figure 21: School culture around teaching and learning for K-2 literacy and numeracy (all principals and instructional leadership staff)



Note: Results are sorted in descending order by AP schools. This table is an average across all of the activities listed in Question 9.

G: Selected qualitative data, 2019-21

This section provides selected qualitative data obtained via:

- Open-ended responses in 2019 and 2020 surveys with Principals, instructional leadership staff and K-2 teachers
- Online Forums
- School site visits (2019, 2020 and 2021)
- Key stakeholder interviews
- Results and Framing workshop

Throughout the evaluation, stakeholders were engaged in several ways to investigate the implementation and the changing impact of LNAP Phase 2 on student learning and teacher professional development outcomes. The first year of the evaluation (2018-2019) focused on questions around key enablers and challenges, while the last two years focused on the first signs of impact, and the overall sustainability of the LNAP Phase 2 practices in schools. It was encouraging to observe the growing reported confidence of school-based stakeholders with several aspects of the four pillars between 2019 and 2021. The 2020/21 consultations also provided rich data on the perceptions of school-based staff on COVID-19 impacts and how best to increase the overall resilience in teaching practice when in a state of 'learning from home'.

Implementation and the impact of COVID

> It's been great to work across the three sectors, and have an NSW position. It's been a unified approach and a great opportunity to strengthen relationship across sectors. **Key Stakeholder**

> The implementation has changed between phases because of the implementation of Best Start and Progressions. Looking back, we underestimated the importance of comms. **Key Stakeholder**

> Building of relationships is the most important part of the strategy's sustainability. People have come into Phase 2 a lot clearer, even if there's a lot of work to do with improving governance. **Key Stakeholder**

> ILs are meant to be leading so have to be across pedagogy, the syllabus and best practice. Due to increased practice of appointing ILs internally from within a school means ILs aren't always experts or the best leaders. We have to be careful of this. **Key Stakeholder**

> COVID impacted our teaching to a great extent. Transferring the type of teaching we do onto a home learning platform is very difficult because you're relying on a certain level of knowledge of parents and many don't have any of that knowledge. It was really hard to get that across. **K-2 teacher**

> It was an extremely stressful situation for us to make the switch to online teaching … we had to do a lot of learning ourselves. Now we feel more prepared. **Principal**

Instructional Leadership

> I think the disruption of staff does make a big difference with the program outcomes. **Instructional leadership staff**

> I have seen a lot of my colleagues go on to become principals and receive promotions out of the experiences that we've had in this particular initiative. **Instructional leadership staff**

> Both instructional leadership staff have provided immense support and guidance in my leadership journey. As a team, we work seamlessly and harmoniously to achieve the greatest outcomes for the students as we have developed and ongoing relationship based on trust and psychological safety. Without the IL's, I strongly believe that the impact on teacher and students' growth would decrease. Teacher wellbeing would fall because the IL's have worked shoulder-to-shoulder to support out this support, the demands and workload would become even more overwhelming. **Principal**

It's a big role, and sometimes it's difficult. I have to sacrifice those classroom visits and modelling because of things that happen during the day… I have to be flexible because it could be children's behaviour or the principal has to be out of the office and something's come up where I have to take over. Instructional leadership staff

So we might decide together, all right well, for this lesson… I am going to model how all this works. And the next lesson they might do it and then we could give the feedback as to how that worked. Instructional leadership staff

There are some issues in schools when the instructional leadership staff is an AP or a DP – the former is paid more, but they could be doing the same instructional leadership work; and there are some APs who work across schools implementing the LNAP but are paid less than an instructional leadership staff who is a DP in one school. There is also an issue of role creep especially with internal recruits who may continue to be expected to do their old role as well as ILs. Key Stakeholder

In our school, we have had 6 different instructional leadership staff. The original three leaders were fantastic but took jobs in other places (promotions). It's been very difficult to see someone you work closely with and have a rapport with, leave. It' the same for me since this. If anything, instructional leadership should have people working alongside you. That's when it is truly positive, valued and mutually respectful. That is when I made the most growth personally. K-2 teacher

Diagnostic assessment

At first it was a bit overwhelming and confronting but now we can see it is so useful in a class environment. K-2 teacher

I think the biggest change is moving from phase one to two. We were collecting data…however, we didn't really use the data to inform our teaching. In Phase 2, we have been using the data to inform our teaching to plan ahead so all students are achieving the outcome. Our IL has helped us with this… helping us with assessments, analysing the data from the assessments, and then using the data to plan forward, especially with literacy and numeracy. Principal

As a classroom teacher, I felt I was overwhelmed most times with the expectations set by the Department/programs where data was the main drive. Working collaboratively with my instructional leader, allowed for open conversations on data and progressions… key concepts became the focus every few weeks to drive these students to the required expectation. In this way, it did make for valuable professional development and up-skilled my teaching and explicitness in both numeracy and literacy. K-2 teacher

The amount of time required to enter data into PLAN2 is extremely challenging, actually taking time away from teachers planning relevant and appropriate lessons. Principal

We probably aren't doing any more assessments, but we're using what we do in a far better way. K-2 teacher

It can be challenging for schools and teachers to focus on using assessments to inform teaching when there are mixed messages about the function of assessments i.e. their use for performance measurement and evaluation. Instructional leadership staff

Progressions has created a lot of disruption due to its stalled introduction. Key Stakeholder

The feeling to be comfortable with it has been the biggest challenge in learning to use the progressions and then learning in establishing a system data system that work for us…We have changed the way we collected, collated and analysed progression data several times, and we're still doing it. Instructional leadership staff

The learning curve of learning the progressions has taken years. I think the work that we've done in terms of building a lot of it into the backend is important, but focusing on the comms on progressions is equally important. It doesn't have to be something that's considered to be this sort of monster that you can't get your head around. Really, I think, just some better comms, some better thinking beforehand about its practical applications and how best to utilise the data obtained from it. Key Stakeholder

Differentiated Teaching

As I have become more proficient in my teaching practices, I am able to see the growth and development in my students. My expectations for myself and for my students has also increased along with my confidence in teaching. K-2 teacher

I think teachers are using their data to differentiate a lot better than when I first began. I think, particularly with the higher end which was hard to achieve previously. Principal

I found from being in the classroom I really enjoy like the data wall and being able to be given time to look at the data to conduct differentiated teaching. K-2 teacher

Our instructional leadership staff teaches our Aboriginal students so we make sure that we use progressions to plot the growth of the students and provide appropriate differentiation when required. K-2 teacher

We know our kids far better now than we ever have and exactly where they are at with their learning. Instructional leadership staff

Tiered Interventions

Using data to differentiate our teaching is changing our mindset as well as our teaching…despite the disruptions that happened last year (i.e., 2020), we need to keep learning and improving. K-2 teacher

It's all based on what our data and our assessments show us. So, through our data and assessments, we have a look at where the students' needs are and we use that data to plan either one on one, small group or whole class intervention. Instructional leadership staff

We've realised that we really need to meet regularly with the learning support teachers so that we can together focus on particular areas as a result of our data analysis in helping to implement new interventions. Instructional leadership staff

There has been a change in support surrounding T2 and T3 interventions. Students are not always to be withdrawn. Phase 1 had a bigger focus on Tier 1 and 2. In Phase 2, schools are now focusing on whole-class instruction. Key Stakeholder

Teacher confidence and professional development

I have gained great confidence in my first year of teaching through the LNAP program. I have been given detailed feedback from experts in my school and they have guided me to be a better classroom teacher. K-2 teacher

We are very remote and PL is very difficult for us to access…there are always courses available in metropolitan areas but for rural and remote schools it is rare. On occasions when a course is offered it still entails over 3 hours travelling in a single journey. K-2 teacher

The model of instructional leadership has been the best professional learning that I have undertaken in my 40 years of teaching. It has changed my practices and my enjoyment of my teaching. K-2 teacher

As we are not an EAfS school we do not have equitable access to the same professional learning opportunities that embed effective evidence-based practice to achieve school excellence in literacy and numeracy. Support is not offered to ILs that are not part of EAfS and as such it is left to school leaders to find opportunities. Principal

My pedagogical knowledge definitely really increased. I reflect on the way I was teaching reading previously, and I've definitely shifted in the way that I would go and teach my class now. **K-2 teacher**

Previously we would physically visit a few schools and share knowledge, however with meetings and instruction moved to Zoom or Teams, our teachers have far more insight into how other schools are practicing instructional leadership. **Principal**

I think I've come from a place where I didn't like teaching maths and didn't feel confident in my ability to do it, but with the way she [the instructional leader] is showing us how to it that has totally changed. I love teaching maths now. **K-2 teacher**

I'm seeing in our teachers, the first one being the engagement of students, the engagement is absolutely incredible … compared to when I first took my first arrived here 6 years ago, I'm definitely seeing teachers feeding back at the right time with the right sort of direction for each child. **Principal**

It's been so comprehensive … it's not just the content, it's how to teach an assessment and to conduct an intervention… they haven't left anything out. **K-2 teacher**

LNAP driven change in school culture and sustainability of LNAP Phase 2

I want to the program continue, given that it got impacted by COVID. I really do have a fear for those students that you know are under how we actually are able to cater for them effectively when it's just left to the individual class teacher. **Principal**

I was involved earlier in the program as well and it's interesting to see the growth and the difference. I mean initially teachers well were sort of wondering whether it was all worth it, but now you know the end, they can see that it has been so. **Instructional leadership staff**

The networks that have been developed will continue because we've been on this journey together for the last four and a half years, and I am looking forward to seeing where we go from here. **Principal**

I feel like I have become a much better teacher than I would have if I hadn't been given this opportunity. **K-2 teacher**

Constant changes in the executive team over the 5 years has made it difficult to get a consistent and solid message about instructional leadership within the school. **K-2 teacher**

My experience working in the primary setting for 5 years has equipped me with knowledge and skills to teach K-2. I've learnt that you don't have to teach a certain way because somebody told you to do it that way. You do what works for your students because they are our focus at the end of the day. I cannot be dictated by everything what an IL will tell me. **K-2 teacher**

Look, we have to continue doing it (differentiated learning) on next year with no funding … I mean you've got all of that expertise and experience… Now I hope we build on it instead of wasting it. **Principal**

I'm probably my 25th year in education, 11th year as a principal, and I strongly, strongly believe that this is the best program so far for staff and students. I hope its learnings can continue even without the funding. In fact, I don't want to call it a program, it's really a cultural shift. **Principal**

H: Analyses of contributing factors for student attainment

This section presents the results of a series of Spearman correlation analyses exploring the relationship between school-level approaches to LNAP implementation and student attainment in terms of Year 3 NAPLAN reading and numeracy scores.

All data were analysed at the school level and are limited to government schools. AP and non-AP schools were analysed separately.

School-wide focus on instructional leadership priorities

Data on school-wide focus on instructional leadership priorities were obtained from the 2019 survey of principals at government schools. Response options included 'little to no focus', 'moderate focus', 'strong focus' and 'very strong focus'. 'Not sure/hard to say' responses were not included in the analysis. The correlation below indicates the extent to which changes in degree of focus in priorities were related with NAPLAN outcomes. The correlations range from 0-1, with any less than 0.1 considered negligible or weak correlation.

Table 89: Spearman correlation between degree of focus on instructional leadership priorities and NAPLAN reading outcomes – AP schools

IL priority	Correlation with 2019 school mean year 3 NAPLAN reading score	Correlation with 2018-19 change in school mean year 3 NAPLAN reading score
Annual planning for PL assessments	0.08	0.07
Annual planning for PL teaching strategies	0.05	0.06
Keeping up to date assessments	0.03	0.00
Keeping up to date teaching strategies	0.05	0.01
Evaluating teaching strategies	0.02	-0.03
Release time	-0.01	0.00
Meetings to plan resourcing	0.00	0.01
Meetings to plan teaching strategies	0.05	-0.01
Differentiating learning activities	-0.02	-0.03
Developing learning plans for all students	-0.10	-0.03
Developing learning plans for certain students	-0.03	0.00
Implementing targeted interventions	0.03	0.01

Note: This table includes no statistically significant correlation coefficients.

Table 90: Spearman correlation between degree of focus on instructional leadership priorities and NAPLAN numeracy outcomes – AP schools

Instructional leadership priority	Correlation with 2019 school mean year 3 NAPLAN numeracy score	Correlation with 2018-19 change in school mean year 3 NAPLAN numeracy score
Annual planning for PL assessments	0.08	0.04
Annual planning for PL teaching strategies	0.06	0.00
Keeping up to date assessments	0.07	-0.02
Keeping up to date teaching strategies	0.06	-0.06
Evaluating teaching strategies	0.06	-0.01
Release time	0.00	-0.04
Meetings to plan resourcing	0.00	0.01
Meetings to plan teaching strategies	0.02	-0.03
Differentiating learning activities	0.00	-0.02
Developing learning plans for all students	-0.09	0.02
Developing learning plans for certain students	0.01	0.00
Implementing targeted interventions	0.05	0.01

Note: This table includes no statistically significant correlation coefficients.

Instructional leadership focus

Data on degree of focus on instructional leadership strategies were obtained from the 2019 survey of principals at government schools. Response options included 'little to no focus', 'moderate focus', 'strong focus' and 'very strong focus'. 'Not sure/hard to say' responses were not included in the analysis.

Table 91: Spearman correlation -- degree of focus on instructional leadership strategies and NAPLAN reading – AP schools

Instructional leadership strategy	Correlation with 2019 school mean year 3 NAPLAN reading score	Correlation with 2018-19 change in school mean year 3 NAPLAN reading score
Meetings to interpret student data	0.03	0.00
Meetings to plan teaching strategies	0.04	-0.03
Facilitating peer to peer discussions	-0.01	-0.06
Instructional coaching	0.01	-0.08
Providing feedback	-0.01	-0.03
Team teaching and modelling	0.04	-0.04
Advising on classroom management	-0.02	-0.01
Supporting students in classroom	0.01	0.05
Planning lessons	-0.06	-0.06
Inputting student data	-0.03	0.02
Supporting reflection	-0.02	-0.10
Supporting identifying and selecting assessments	0.02	0.00
Supporting tailoring or designing of assessments	0.00	-0.02
Supporting administration of assessments	-0.02	-0.03
Supporting differentiation	-0.05	-0.10
Supporting identifying and selecting interventions	-0.03	-0.14*
Supporting tailoring or designing of interventions	-0.05	-0.11

* Indicates statistical significance at the 0.05 level; ** Indicates statistical significance at the 0.01 level.

Table 92: Spearman correlation – degree of focus on instructional leadership strategies and NAPLAN numeracy -- AP schools

Instructional leadership strategy	Correlation with 2019 school mean year 3 NAPLAN numeracy score	Correlation with 2018-19 change in school mean year 3 NAPLAN numeracy score
Meetings to interpret student data	0.01	-0.08
Meetings to plan teaching strategies	-0.01	-0.14*
Facilitating peer to peer discussions	0.01	-0.08
Instructional coaching	0.02	-0.09
Providing feedback	0.01	-0.04
Team teaching and modelling	0.04	-0.06
Advising on classroom management	-0.08	-0.02
Supporting students in classroom	0.02	-0.01
Planning lessons	-0.06	-0.07
Inputting student data	-0.05	0.01
Supporting reflection	-0.03	-0.15**
Supporting identifying and selecting assessments	0.03	-0.04
Supporting tailoring or designing of assessments	-0.02	-0.11
Supporting administration of assessments	0.01	-0.01
Supporting differentiation	-0.08	-0.13*
Supporting identifying and selecting interventions	-0.07	-0.16**
Supporting tailoring or designing of interventions	-0.08	-0.11

* Indicates statistical significance at the 0.05 level; ** Indicates statistical significance at the 0.01 level.

Stage of implementation of instructional leadership activities

Data on stage of implementation of instructional leadership activities were obtained from the 2019 survey of principals at government schools. Response options included 'in the planning stages', 'just started', 'in the middle of it', 'advanced, but there is more to do' and 'fully implemented/mature'. For this analysis, the scale points 'in the planning stages', 'just started' and 'in the middle of it' were aggregated into a single 'earlier stages' category; and 'advanced, but there is more to do', and 'fully implemented / mature' were aggregated into a single 'later stages' category'.

The following tables provide the correlation between instructional leadership activities and NAPLAN outcomes.

Table 93: Spearman correlation – stage of implementation of IL activities and NAPLAN reading outcomes – AP schools

Instructional leadership activity	Correlation with 2019 school mean year 3 NAPLAN reading score	Correlation with 2018-19 change in school mean year 3 NAPLAN reading score
Annual planning for PL assessments	0.06	-0.12*
Annual planning for PL teaching strategies	0.01	-0.15**
Keeping up to date assessments	0.01	-0.14*
Keeping up to date teaching strategies	0.02	-0.11
Evaluating teaching strategies	-0.02	-0.06
Release time	-0.01	-0.02
Meetings to plan resourcing	0.01	-0.04
Meetings to plan teaching strategies	0.00	-0.07
Differentiating learning activities	0.03	-0.01
Developing learning plans for all students	-0.07	-0.03
Developing learning plans for certain students	0.09	0.05
Implementing targeted interventions	0.02	-0.05

* Indicates statistical significance at the 0.05 level; ** Indicates statistical significance at the 0.01 level.

Table 94: Spearman correlation – stage of implementation of instructional leadership activities and NAPLAN numeracy outcomes – AP schools

Instructional leadership activity	Correlation with 2019 school mean year 3 NAPLAN numeracy score	Correlation with 2018-19 change in school mean year 3 NAPLAN numeracy scores
Annual planning for PL assessments	-0.03	-0.13*
Annual planning for PL teaching strategies	-0.02	-0.15*
Keeping up to date assessments	0.00	-0.10
Keeping up to date teaching strategies	0.01	-0.09
Evaluating teaching strategies	-0.07	-0.08
Release time	-0.03	-0.08
Meetings to plan resourcing	-0.07	-0.05
Meetings to plan teaching strategies	-0.05	-0.09
Differentiating learning activities	0.01	-0.01
Developing learning plans for all students	-0.06	0.02
Developing learning plans for certain students	0.06	0.05
Implementing targeted interventions	-0.02	-0.04

* Indicates statistical significance at the 0.05 level.

Teacher confidence

Teacher confidence data were derived from the K-2 teacher survey. Prior to the correlation analysis, we constructed a literacy confidence index and numeracy confidence index for each teacher as summary measures of their level of confidence across ten aspects of literacy and numeracy. Each response option to Questions 6 and 8 was assigned a numeric value, with higher values corresponding to higher confidence or greater change in confidence. Response options and their assigned values included: 'I find this challenging' (0); 'I am comfortable with this' (1); and 'I am confident with this and able to help others' (2). The confidence index for each question was derived by taking the mean score across all applicable teaching aspects for each respondent.

We also constructed indices of change in confidence for literacy and numeracy, following the same approach as above but drawing upon responses to K-2 teacher survey (2019) questions 7 and 9, with the following numeric values assigned: 'I have lost confidence' (0); 'No real change' (1); 'My confidence has lifted a little' (2); and 'My confidence has lifted a great deal' (3).

The two questions (7 and 9) were:

1. Think back over the past 3-4 school terms. Have you noticed any changes in your level of confidence in teaching K-2 literacy?
2. Think back over the past 3-4 school terms. Have you noticed any changes in your level of confidence in teaching K-2 numeracy?

Teacher indices of confidence and change in confidence were aggregated to the school level by taking the mean index score for teachers at each school. The results are presented in the following tables.

Table 95: Spearman correlation – school mean indices of teacher confidence in literacy and NAPLAN – AP schools

School mean teacher confidence index	Correlation with 2019 school mean year 3 NAPLAN score	Correlation with 2018-19 change in school mean year 3 NAPLAN score
Reading		
Confidence teaching literacy	0.08	0.11
Change in confidence teaching literacy	0.09	0.13*
Numeracy		
Confidence teaching numeracy	-0.11	-0.05
Change in confidence teaching numeracy	-0.09	-0.05

Note: This table includes no statistically significant correlation coefficients.

I: Year 3 NAPLAN analyses

Data sources

Government NAPLAN data were provided by NSW Department of Education. NAPLAN BSKA updated RASCH (22 June 2020), enrolment data (30 April 2020) and AP variables were merged and used in the analysis. We used all the data taken with BSKA scores (2010-2016) as student and school level control variables. Non-government NAPLAN data were also provided by the Department.

Variables used in statistical modelling of NAPLAN results

Table 96: Definitions for variables

Government school variables	Definition	Data issues/comments
LNAP Group 1	Schools starting LNAP in 2012 and 2013 (Phase 1)	No schools started LNAP in 2016. The initial effects of LNAP are expected to occur from the first year after joining
LNAP Group 2	Schools starting LNAP in 2014 (Phase 1)	
LNAP Group 3	Schools starting LNAP in 2015 (Phase 1)	
LNAP Group 4 and 5	Schools starting LNAP in 2017 and 2018 (Phase 2)	
Supplementary school	Schools that share similar characteristics with AP schools. They are used as a comparison group for the evaluation	These schools are required to use the Learning Progressions
Student age	Students' age in months, as recorded in BSKA.	A small proportion of ages in each year were non-valid entries, for example, birth year of 1910 Age ranges falling outside of NSW guidelines for Kindergarten enrolment were treated as missing variables
Student ATSI status	Students' Aboriginal and Torres Strait Islander status as recorded in BSKA	A small proportion of missing data each year for this variable
Student English support	If students require additional English support. Binary yes/no	A small proportion of missing data each year for this variable
Student gender	Students' gender status, as recorded in BSKA. Male and female only	No missing data for this variable
Student Socio Economic Advantage	Students' SEA based on parents/carers educational background and occupation, as recorded in BSKA.	A small proportion of missing data each year for this variable
School ICSEA	School Index of Community Socio-Educational Advantage Level. Score is based on the socio-educational background of students.	Schools' ICSEA ranges from 515 to 1218
School remoteness	Australian Statistical Geography Standard (ASGS) remoteness of school. Schools are classified as either metropolitan or non-metropolitan.	No missing data for this variable after applying selection criteria
Best Start Literacy	RASCH estimate of the combined literacy components of Best Start	Scores range from -5 to 5, with high bunching of data on -5.
Best Start Numeracy	RASCH estimate of the combined numeracy components of Best Start	Scores range from -5 to 5
NAPLAN Y3 Reading	NAPLAN Year 3 Reading score	Scores range from -101.90 to 1003.80
NAPLAN Y3 Numeracy	NAPLAN Year 3 Numeracy score	Scores range from -41.30 to 798.70
Student ATSI status	Students' Aboriginal and Torres Strait Islander status as recorded in NAPLAN Year 3	A small proportion of missing data each year for this variable.
Student gender	Students' gender status, as recorded in NAPLAN Year 3. Male and female only	A small proportion of missing data for this variable.

A demographic breakdown of the main school groups used in this analysis is presented in Section A of this Report.

Selection criteria for Section 5 statistical modelling

Students were included in the analysis if they met the following criteria:

- Remained at the same school from Kindergarten to Year 3 without any movements to other schools
- Did not repeat any years of schooling
- Commenced school at the age suggested by the Department's guidelines (for example, at the beginning of the school year if they turn 5 on or before 31 July that year and before their 6th birthday)
- Did not have missing values for any of the variables to be included in the model

Initially, the total number of students was 472,319 for the seven NAPLAN years (2013-2019). After choosing students based on the above criteria, the number of students used in the analysis were 331,577 (30% reduction).

Table 97: Selection criteria for students, NAPLAN Year 3 Reading, 2013-19 (government schools only)

Descriptive statistics	2013	2014	2015	2016	2017	2018	2019
Reading							
Initial number of students	54,306	56,563	59,496	61,234	60,642	60,786	61,596
After Year 3 Reading	52,235	54,444	57,102	58,782	58,033	58,175	58,979
Removed (%)	3.8%	3.7%	4.0%	4.0%	4.3%	4.3%	4.2%
Remaining (%)	96.2%	96.3%	96.0%	96.0%	95.7%	95.7%	95.8%
After BSKA Literacy and Numeracy	51,677	53,899	56,593	57,636	57,043	57,502	58,775
Removed (%)	1.0%	1.0%	0.9%	1.9%	1.6%	1.1%	0.3%
Remaining (%)	95.2%	95.3%	95.1%	94.1%	94.1%	94.6%	95.4%
After control variables (gender, ATSI, remoteness, student SEA, school ICSEA)	48,660	50,739	53,756	54,675	54,666	55,296	57,690
Removed (%)	5.6%	5.6%	4.8%	4.8%	3.9%	3.6%	1.8%
Remaining (%)	89.6%	89.7%	90.4%	89.3%	90.1%	91.0%	93.7%
After non-mover	40,165	41,750	44,248	45,031	45,090	45,860	47,913
Removed (%)	15.6%	15.9%	16.0%	15.7%	15.8%	15.5%	15.9%
Remaining (%)	74.0%	73.8%	74.4%	73.5%	74.4%	75.4%	77.8%
After up to Year 2	40,127	41,750	44,232	44,977	45,060	45,820	47,856
Removed (%)	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Remaining (%)	73.9%	73.8%	74.3%	73.5%	74.3%	75.4%	77.7%
After repeated grade	40,123	41,431	43,950	44,977	45,018	45,779	47,725
Removed (%)	0.0%	0.6%	0.5%	0.0%	0.1%	0.1%	0.2%
Remaining (%)	73.9%	73.2%	73.9%	73.5%	74.2%	75.3%	77.5%
After student age	39,874	41,219	43,722	44,723	44,803	45,521	47,449
Removed (%)	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Remaining (%)	73.4%	72.9%	73.5%	73.0%	73.9%	74.9%	77.0%
Numeracy							
Initial number of students	54,306	56,563	59,496	61,234	60,642	60,786	61,596
After Year 3 Numeracy	52,076	54,300	56,851	58,559	57,822	57,843	58,593
Removed (%)	4.1%	4.0%	4.4%	4.4%	4.7%	4.8%	4.9%
Remaining (%)	95.9%	96.0%	95.6%	95.6%	95.3%	95.2%	95.1%
After BSKA Literacy and Numeracy	51,520	53,756	56,342	57,419	56,838	57,169	58,393
Removed (%)	1.0%	1.0%	0.9%	1.9%	1.6%	1.1%	0.3%
Remaining (%)	94.9%	95.0%	94.7%	93.8%	93.7%	94.0%	94.8%
After control variables (gender, ATSI, remoteness, student SEA, school ICSEA)	48,509	50,601	53,535	54,473	54,472	54,979	57,313
Removed (%)	5.5%	5.6%	4.7%	4.8%	3.9%	3.6%	1.8%
Remaining (%)	89.3%	89.5%	90.0%	89.0%	89.8%	90.4%	93.0%
After non-mover	40,066	41,643	44,079	44,867	44,943	45,604	47,615
Removed (%)	15.5%	15.8%	15.9%	15.7%	15.7%	15.4%	15.7%
Remaining (%)	73.8%	73.6%	74.1%	73.3%	74.1%	75.0%	77.3%
After up to Year 2	40,028	41,643	44,063	44,814	44,912	45,563	47,557
Removed (%)	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%
Remaining (%)	73.7%	73.6%	74.1%	73.2%	74.1%	75.0%	77.2%
After repeated grade	40,024	41,328	43,783	44,771	44,869	45,520	47,427
Removed (%)	0.0%	0.6%	0.5%	0.1%	0.1%	0.1%	0.2%
Remaining (%)	73.7%	73.1%	73.6%	73.1%	74.0%	74.9%	77.0%
After student age	39,775	41,118	43,555	44,560	44,652	45,265	47,156
Removed (%)	0.5%	0.4%	0.4%	0.3%	0.4%	0.4%	0.4%
Remaining (%)	73.2%	72.7%	73.2%	72.8%	73.6%	74.5%	76.6%

Table 98: Profile of students included and excluded in the modelling analysis, 2019

Key variables	AP schools		Supplementary schools		Non-AP schools	
	Included	Excluded (number of students)	Included	Excluded (number of students)	Included	Excluded (number of students)
NAPLAN Y3 Reading (mean)	393	379 (4,196)	406	392 (710)	447	428 (7,825)
NAPLAN Y3 Numeracy (mean)	377	362 (4,071)	389	376 (676)	425	407 (7,564)
Best Start Literacy (mean)	-3.2	-3.5 (5,045)	-3.0	-3.2 (830)	-2.5	-2.9 (9,147)
Best Start Numeracy (mean)	-1.5	-1.9 (5,050)	-1.3	-1.7 (829)	-0.7	-1.2 (9,169)
Student SEA (mean)	7.1	6.4 (5,119)	7.7	7.1 (836)	9.5	8.7 (9349)
School ICSEA (mean)	924	906 (5,101)	957	956 (842)	1054	1,035 (8,970)
Student age (mean)	5.7	5.7 (5,176)	5.7	5.7 (842)	5.7	5.7 (9,,459)
ATSI % (Non-ATSI/ATSI)	86/14	77/23 (5,176)	92/8	86/14 (841)	97/3	92/8 (9,446)
Gender % (F/M)	49/51	46/54 (5,176)	48/52	48/52 (842	49/51	46/54 (9,459)
Remoteness % (Metropolitan/Non-Metropolitan)	62/38	64/36 (5,176)	54/46	56/44 (842)	80/20	78/22 (9,461)
English Support % (Not required/required)	71/29	(71/29) (5,010)	80/20	76/24 (822)	73/27	68/32 (9,048)
Student Numbers	11,126		2,168		35,831	

Mean Year 3 NAPLAN scores for government schools

Our approach was to build 3 statistical models in sequence, with each adding explanatory variables to assess the extent to which these changed the model estimates. In the Report we discussed the results for Model 3, which contained the multi-level analysis using all relevant variables, but we present the results for all three models here.

Model 1

We first modelled both the reading and numeracy Year 3 NAPLAN score for each year (2013-2019) to understand how much or little the LNAP program affected NAPLAN scores. Model 1 controlled for the groups of students that participated in the program (LNAP Groups 1-5) along with the comparison group (supplementary school). Difference-in-Difference graphs are provided to show the difference in performance for each group of students once the full effect took place (3+ years) in comparison to when they started. Groups 1-3 were different students to Groups 4 and 5. In LNAP Phase 1 there were 310 schools, in Phase 2 223 new schools were added.

For the dependent variables, we used the scaled NAPLAN Y3 reading and numeracy scores (the mean of NAPLAN 2013 reading and numeracy scores were first calculated, then subtracted from reading and numeracy scores of each year).

Table 99: Multilevel results for Model 1 with LNAP Groups, NAPLAN Year 3 Reading, 2013-2019 (all government schools)

Variables	Reading 2013		Reading 2014		Reading 2015		Reading 2016		Reading 2017		Reading 2018		Reading 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	10.5	<0.0005	11.4	<0.0005	17.2	<0.0005	13.7	<0.0005	20.5	<0.0005	20.4	<0.0005	19.5	<0.0005
LNAP Group 1 (started 2012/13)	-71.6	<0.0005	-85.4	<0.0005	-82.3	<0.0005	-78.2	<0.0005	-77.1	<0.0005	-76.3	<0.0005	-74.1	<0.0005
LNAP Group 2 (started 2014)	-54.5	<0.0005	-56.5	<0.0005	-59.1	<0.0005	-52.7	<0.0005	-55.2	<0.0005	-57.6	<0.0005	-55.9	<0.0005
LNAP Group 3 (started 2015)	-60.7	<0.0005	-71.9	<0.0005	-64.6	<0.0005	-61.0	<0.0005	-61.9	<0.0005	-54.9	<0.0005	-64.3	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-35.5	<0.0005	-41.8	<0.0005	-45.7	<0.0005	-42.5	<0.0005	-43.5	<0.0005	-41.5	<0.0005	-42.9	<0.0005
Supplementary schools	-26.6	<0.0005	-32.1	<0.0005	-34.6	<0.0005	-40.7	<0.0005	-36.2	<0.0005	-35.8	<0.0005	-37.8	<0.0005
Number of schools	1,585		1,573		1,580		1,579		1,572		1,568		1,561	
Number of students	42,178		43,512		45,882		47,094		46,614		47,142		48,086	
School level intercept	682.5		712.1		829.8		706.9		854.0		781.5		838.3	
Student level intercept	6107.7		6717.4		7153.3		6488.7		7508.7		7407.0		6941.3	

Table 100: Multilevel results for Model 1 with LNAP Groups, NAPLAN Year 3 Numeracy, 2013-2019 (all government schools)

Variables	Numeracy 2013		Numeracy 2014		Numeracy 2015		Numeracy 2016		Numeracy 2017		Numeracy 2018		Numeracy 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	8.8	<0.0005	13.8	<0.0005	7.9	<0.0005	10.7	<0.0005	18.8	<0.0005	15.2	<0.0005	17.1	<0.0005
LNAP Group 1 (started 2012/13)	-63.1	<0.0005	-73.2	<0.0005	-71.0	<0.0005	-67.5	<0.0005	-67.9	<0.0005	-66.4	<0.0005	-66.3	<0.0005
LNAP Group 2 (started 2014)	-46.6	<0.0005	-46.9	<0.0005	-50.7	<0.0005	-49.7	<0.0005	-47.6	<0.0005	-47.1	<0.0005	-49.4	<0.0005
LNAP Group 3 (started 2015)	-52.8	<0.0005	-61.2	<0.0005	-52.9	<0.0005	-53.5	<0.0005	-56.4	<0.0005	-48.2	<0.0005	-52.5	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-30.6	<0.0005	-36.4	<0.0005	-40.3	<0.0005	-38.7	<0.0005	-39.0	<0.0005	-35.8	<0.0005	-39.2	<0.0005
Supplementary schools	-24.6	<0.0005	-28.2	<0.0005	-30.5	<0.0005	-36.9	<0.0005	-29.5	<0.0005	-33.6	<0.0005	-32.1	<0.0005
Number of schools	1,586		1,574		1,580		1,580		1,571		1,567		1,563	
Number of students	42,074		43,402		45,701		46,920		46,450		46,876		47,791	
School level intercept	579.1		601.1		660.8		692.1		684.2		608.1		613.4	
Student level intercept	4472.6		5312.5		5784.4		5622.9		5229.6		4696.6		5138.1	

Model 2

For Model 2, we then included variables that provided some background information on the participating students: their gender, whether or not they are from an indigenous background, if they required English support and if they lived in a metropolitan area (refer to the Data Dictionary above for definitions of each variable). Each students' BSKA numeracy and literacy scores were also included. This allowed us to assess the influence of each of these additional variables on students NAPLAN results. We also created Difference-in-Difference graphs to show after removing other influences, how each group performs once they reach the full effect of LNAP in comparison to when they started the program.

All the continuous variables were scaled (the mean of continuous variables of NAPLAN 2013 were calculated first, then subtracted from each continuous variable for each year). Student level variables were centred on the student mean scores on the student level. The mean of NAPLAN 2013 School ICSEA was calculated on the school mean.

Table 101: Multilevel results for Model 2 with scaled variables, NAPLAN Year 3 Reading, 2013-19 (all government schools)

Variables	Reading 2013		Reading 2014		Reading 2015		Reading 2016		Reading 2017		Reading 2018		Reading 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	2.4	0.056	0.2	0.898	10.6	<0.0005	7.9	<0.0005	13.5	<0.0005	12.9	<0.0005	12.8	<0.0005
LNAP Group 1 (started 2012/13)	-0.7	0.838	-7.0	0.047	0.2	0.959	1.0	0.789	8.2	0.043	4.4	0.245	3.6	0.333
LNAP Group 2 (started 2014)	-3.7	0.271	1.8	0.609	3.8	0.290	6.2	0.082	11.1	0.0005	3.2	0.381	4.1	0.253
LNAP Group 3 (started 2015)	-9.1	0.002	-12.1	<0.0005	-1.4	0.666	3.1	0.319	11.7	0.001	9.2	0.0005	-1.4	0.666
LNAP Group 4 and 5 (started 2017/18)	-0.4	0.854	-1.1	0.614	0.0	0.997	-3.2	0.157	1.9	0.437	5.0	0.034	2.3	0.310
Supplementary schools	1.9	0.500	0.0	0.996	-0.1	0.973	-3.1	0.280	-2.3	0.481	0.6	0.838	1.6	0.594
Gender (ref: female)	-13.9	<0.0005	-7.6	<0.0005	-16.4	<0.0005	-17.7	<0.0005	-17.2	<0.0005	-12.9	<0.0005	-12.3	<0.0005
ATSI (ref: non-ATSI)	-10.3	<0.0005	-10.4	<0.0005	-12.8	<0.0005	-8.1	<0.0005	-9.4	<0.0005	-9.2	<0.0005	-7.9	<0.0005
English support (ref: not required)	9.6	<0.0005	7.5	<0.0005	11.4	<0.0005	12.5	<0.0005	12.5	<0.0005	10.2	<0.0005	14.3	<0.0005
Non-metropolitan (ref: metropolitan)	-1.7	0.245	-2.7	0.077	-3.9	0.015	-1.7	0.279	-1.8	0.305	-0.6	0.699	-4.0	0.013
Scaled school ICSEA	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005
Scaled student SEA	5.8	<0.0005	6.7	<0.0005	6.7	<0.0005	6.1	<0.0005	6.5	<0.0005	6.4	<0.0005	6.3	<0.0005
Scaled student age	-0.5	<0.0005	-0.1	0.250	-0.1	0.306	0.3	<0.0005	0.3	0.0005	0.2	0.088	0.3	<0.0005
Scaled Best Start Literacy	14.6	<0.0005	14.5	<0.0005	14.5	<0.0005	14.1	<0.0005	14.7	<0.0005	13.5	<0.0005	13.4	<0.0005
Scaled Best Start Numeracy	15.7	<0.0005	16.4	<0.0005	17.4	<0.0005	16.0	<0.0005	16.1	<0.0005	16.4	<0.0005	15.1	<0.0005
Number of schools	1,569		1,563		1,564		1,560		1,552		1,553		1,552	
Number of students	39,874		41,219		43,722		44,723		44,803		45,521		47,449	
School level intercept	326.3		343.4		386.1		371.7		460.8		374.3		381.2	
Student level intercept	4294.0		4795.1		5109.8		4602.8		5449.7		5500.7		5154.1	

Note: (1) Raw scores of scaled NAPLAN Y3 Reading were used in the analysis
(2) All continuous variables are scaled on their respective 2013 mean values to aid the interpretation of the results
(3) The number of schools and students are different for different NAPLAN years due to missing data across years

Table 102: Multilevel results for Model 2 with scaled variables, NAPLAN Year 3 Numeracy, 2013-19 (all government schools)

Variables	Numeracy 2013		Numeracy 2014		Numeracy 2015		Numeracy 2016		Numeracy 2017		Numeracy 2018		Numeracy 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	-9.1	<0.0005	-3.9	0.001	-11.0	<0.0005	-12.6	<0.0005	0.7	0.582	-4.1	0.001	0.5	0.690
LNAP Group 1 (started 2012/13)	-1.9	0.528	-7.6	0.020	-1.2	0.732	5.5	0.111	3.0	0.393	0.4	0.910	-1.5	0.652
LNAP Group 2 (started 2014)	-1.0	0.748	2.1	0.518	1.6	0.637	4.0	0.240	7.4	0.031	3.2	0.329	0.8	0.812
LNAP Group 3 (started 2015)	-8.5	0.001	-11.0	<0.0005	0.5	0.867	7.2	0.016	4.9	0.108	5.8	0.044	-0.4	0.895
LNAP Group 4 and 5 (started 2017/18)	0.0	0.997	-2.8	0.170	-2.0	0.355	-2.7	0.208	-1.2	0.588	2.6	0.209	-0.9	0.654
Supplementary schools	0.2	0.936	-1.2	0.641	-1.3	0.645	-2.3	0.405	-2.4	0.384	-3.4	0.207	0.2	0.933
Gender (ref: female)	5.2	<0.0005	6.9	<0.0005	8.3	<0.0005	12.1	<0.0005	6.1	<0.0005	8.3	<0.0005	9.0	<0.0005
ATSI (ref: non-ATSI)	-8.4	<0.0005	-8.2	<0.0005	-6.4	<0.0005	-4.6	0.002	-7.8	<0.0005	-6.8	<0.0005	-7.7	<0.0005
English support (ref: not required)	18.8	<0.0005	13.8	<0.0005	17.0	<0.0005	18.3	<0.0005	19.2	<0.0005	17.3	<0.0005	17.6	<0.0005
Non-metropolitan (ref: metropolitan)	0.0	0.979	0.1	0.964	-0.9	0.549	4.6	0.002	1.7	0.249	5.6	<0.0005	0.4	0.806
Scaled school ICSEA	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005
Scaled student SEA	5.2	<0.0005	5.4	<0.0005	5.6	<0.0005	5.6	<0.0005	5.7	<0.0005	5.4	<0.0005	5.4	<0.0005
Scaled student age	-0.5	<0.0005	-0.3	<0.0005	-0.2	0.002	-0.1	0.474	0.0	0.600	0.0	0.958	-0.1	0.049
Scaled Best Start Literacy	8.8	<0.0005	9.9	<0.0005	9.8	<0.0005	10.2	<0.0005	9.4	<0.0005	8.9	<0.0005	9.0	<0.0005
Scaled Best Start Numeracy	19.0	<0.0005	19.8	<0.0005	21.4	<0.0005	19.7	<0.0005	19.0	<0.0005	18.9	<0.0005	19.0	<0.0005
Number of schools	1,571		1,564		1,564		1,561		1,551		1,552		1,553	
Number of students	39,775		41,118		43,555		44,560		44,652		45,265		47,156	
School level intercept	291.8		315.4		366.2		349.6		375.2		354.7		322.0	
Student level intercept	2998.3		3630.3		3966.1		3904.0		3571.2		3110.6		3475.4	

Note: (1) Raw scores of scaled NAPLAN Y3 Numeracy were used in the analysis
(2) All continuous variables are scaled on their respective 2013 mean values to aid the interpretation of the results
(3) The number of schools and students are different for different NAPLAN years due to missing data across years

Model 3

Model 3 was based on the Model 2, but used scaled continuous variables at the student level (BSKA literacy, BSKA numeracy, student SEA, and age) which were centred for each school. School means of these scaled variables were also added in the model. As with Model 1 and Model 2, scaled NAPLAN Year 3 reading and numeracy were used. We provide Coefficient Wave plots and difference plots to see how each group performed. We also provide a set of Coefficient Comparison plots where we compare the coefficient values in Model 2 with those in Model 3, to see if the results changed. We see that the shape of these coefficient plots is remarkably similar between the two models, for both reading and numeracy results.

Table 103: Multilevel results for Model 3 with centered variables, NAPLAN Year 3 Reading, 2013-19 (all government schools)

Variables	Reading 2013		Reading 2014		Reading 2015		Reading 2016		Reading 2017		Reading 2018		Reading 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	2.0	0.093	-0.1	0.907	8.1	<0.0005	2.9	0.015	8.7	<0.0005	6.3	<0.0005	5.4	<0.0005
LNAP Group 1 (started 2012/13)	-4.2	0.176	-13.2	<0.0005	-2.7	0.393	-3.9	0.211	2.5	0.459	1.6	0.632	1.7	0.621
LNAP Group 2 (started 2014)	-5.0	0.100	-3.4	0.259	-0.3	0.924	3.3	0.268	4.5	0.171	0.0	0.994	2.0	0.530
LNAP Group 3 (started 2015)	-9.7	<0.0005	-15.4	<0.0005	-3.6	0.209	-4.3	0.106	2.6	0.385	4.0	0.169	-5.1	0.075
LNAP Group 4 and 5 (started 2017/18)	0.0	0.993	-2.0	0.284	0.1	0.966	-1.3	0.479	2.2	0.303	3.4	0.097	1.4	0.504
Supplementary schools	2.0	0.434	-2.2	0.381	0.1	0.973	-3.6	0.144	-2.8	0.295	-1.1	0.689	-0.4	0.894
Gender (ref: female)	-13.6	<0.0005	-7.3	<0.0005	-16.2	<0.0005	-17.4	<0.0005	-16.9	<0.0005	-12.7	<0.0005	-12.1	<0.0005
ATSI (ref: non-ATSI)	-9.8	<0.0005	-10.0	<0.0005	-12.4	<0.0005	-7.7	<0.0005	-8.5	<0.0005	-8.2	<0.0005	-7.4	<0.0005
English support (ref: not required)	8.2	<0.0005	5.7	<0.0005	10.2	<0.0005	11.2	<0.0005	11.5	<0.0005	9.4	<0.0005	13.7	<0.0005
Non-metropolitan (ref: metropolitan)	1.6	0.269	0.4	0.787	-1.3	0.378	0.5	0.725	0.8	0.632	2.5	0.115	0.0	0.995
Scaled school ICSEA	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005
Centred scaled student SEA	5.7	<0.0005	6.5	<0.0005	6.4	<0.0005	5.9	<0.0005	6.2	<0.0005	6.3	<0.0005	6.2	<0.0005
Centred scaled student age	-0.6	<0.0005	-0.2	0.052	-0.2	0.037	0.3	0.002	0.2	0.051	0.0	0.624	0.3	0.003
Centred scaled BSKA Literacy	15.8	<0.0005	15.9	<0.0005	15.8	<0.0005	15.3	<0.0005	16.2	<0.0005	14.7	<0.0005	14.4	<0.0005
Centred scaled BSKA Numeracy	15.6	<0.0005	16.4	<0.0005	17.5	<0.0005	16.1	<0.0005	16.3	<0.0005	16.6	<0.0005	15.3	<0.0005
Mean of scaled Best Start SEA	10.4	<0.0005	13.4	<0.0005	14.1	<0.0005	11.0	<0.0005	10.8	<0.0005	9.2	<0.0005	9.9	<0.0005
Mean of scaled student age	1.2	0.0005	1.4	0.002	2.3	<0.0005	2.5	<0.0005	2.2	<0.0005	2.6	<0.0005	2.2	<0.0005
Mean of scaled BSKA Literacy	4.0	<0.0005	2.6	0.002	3.3	<0.0005	2.5	0.002	2.2	0.009	2.4	0.008	3.8	<0.0005
Mean of scaled BSKA Numeracy	11.7	<0.0005	9.2	<0.0005	8.9	<0.0005	7.0	<0.0005	7.2	<0.0005	7.3	<0.0005	5.7	<0.0005
Number of schools	1,569		1,563		1,564		1,560		1,552		1,553		1,552	
Number of students	39,874		41,219		43,722		44,723		44,803		45,521		47,449	
School level intercept	226.6		199.7		235.5		201.1		254.5		231.9		255.7	
Student level intercept	4296.7		4796.5		5112.6		4607.8		5451.2		5499.4		5154.2	

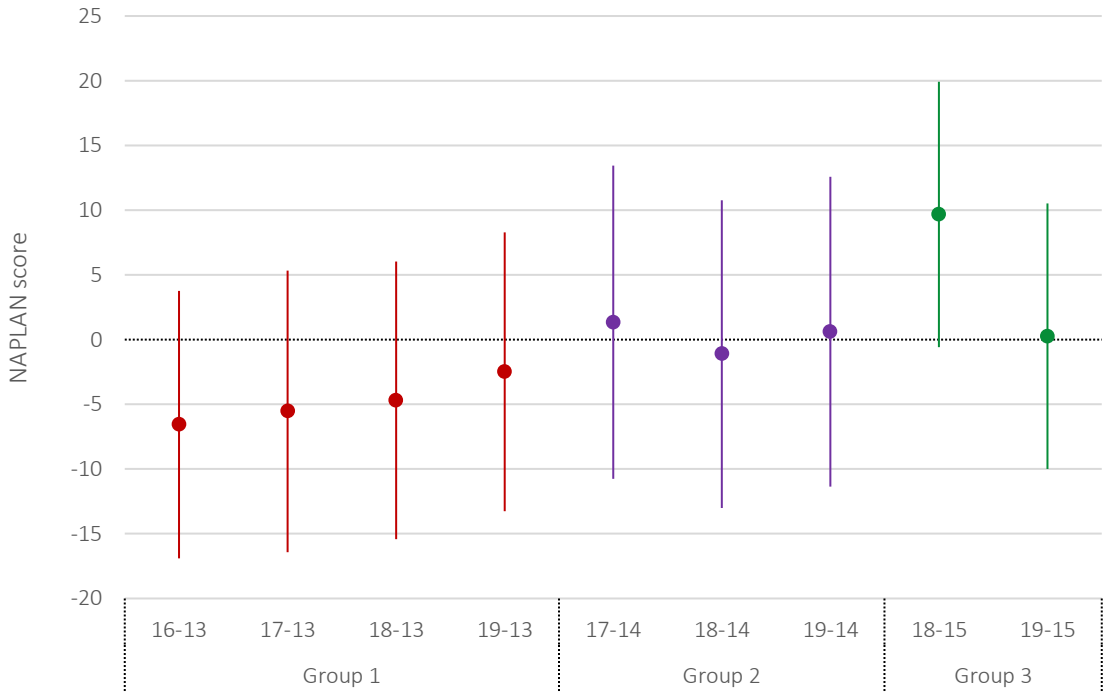
Note: (1) Raw scores of scaled NAPLAN Y3 Reading were used in the analysis
(2) School ICSEA are scaled on their respective 2013 mean values to aid the interpretation of the results
(3) Continuous variables of student level are centred on scaled variables in MLwiN
(4) The number of schools and students are different for different NAPLAN years due to missing data across years.

Table 104: Multilevel results for Model 3 with centered variables, NAPLAN Year 3 Numeracy, 2013-19 (all government schools)

Variables	Numeracy 2013		Numeracy 2014		Numeracy 2015		Numeracy 2016		Numeracy 2017		Numeracy 2018		Numeracy 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	-9.2	<0.0005	-3.9	0.001	-13.1	<0.0005	-16.6	<0.0005	-2.6	0.027	-9.6	<0.0005	-6.5	<0.0005
LNAP Group 1 (started 2012/13)	-5.0	0.086	-13.0	<0.0005	-5.1	0.100	1.2	0.701	-1.5	0.639	-2.3	0.439	-2.3	0.430
LNAP Group 2 (started 2014)	-2.1	0.474	-1.6	0.587	-1.8	0.553	2.4	0.425	2.6	0.378	1.3	0.663	-0.6	0.842
LNAP Group 3 (started 2015)	-9.4	<0.0005	-13.7	<0.0005	-2.6	0.339	1.7	0.542	-2.1	0.445	1.0	0.691	-3.5	0.170
LNAP Group 4 and 5 (started 2017/18)	-0.1	0.963	-3.4	0.073	-2.3	0.243	-1.3	0.514	-0.5	0.780	0.8	0.667	-2.1	0.247
Supplementary schools	0.3	0.911	-2.8	0.255	-1.2	0.623	-2.7	0.279	-1.9	0.430	-5.1	0.037	-1.6	0.500
Gender (ref: female)	5.3	<0.0005	7.1	<0.0005	8.5	<0.0005	12.3	<0.0005	6.2	<0.0005	8.3	<0.0005	9.1	<0.0005
ATSI (ref: non-ATSI)	-8.0	<0.0005	-7.9	<0.0005	-6.2	<0.0005	-4.1	0.0005	-7.3	<0.0005	-6.2	<0.0005	-7.2	<0.0005
English support (ref: not required)	18.2	<0.0005	12.8	<0.0005	16.0	<0.0005	17.6	<0.0005	18.8	<0.0005	16.7	<0.0005	17.2	<0.0005
Non-metropolitan (ref: metropolitan)	1.1	0.412	1.5	0.289	1.1	0.439	5.3	<0.0005	2.8	0.049	7.6	<0.0005	3.7	0.006
Scaled school ICSEA	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.1	<0.0005	0.2	<0.0005	0.1	<0.0005
Centred scaled student SEA	5.1	<0.0005	5.3	<0.0005	5.4	<0.0005	5.5	<0.0005	5.5	<0.0005	5.3	<0.0005	5.3	<0.0005
Centred scaled student age	-0.6	<0.0005	-0.4	<0.0005	-0.3	<0.0005	-0.1	0.088	-0.1	0.197	-0.1	0.300	-0.2	0.0005
Centred scaled BSKA Literacy	9.5	<0.0005	10.7	<0.0005	10.6	<0.0005	11.0	<0.0005	10.2	<0.0005	9.4	<0.0005	9.6	<0.0005
Centred scaled BSKA Numeracy	19.1	<0.0005	19.9	<0.0005	21.6	<0.0005	20.0	<0.0005	19.3	<0.0005	19.1	<0.0005	19.4	<0.0005
Mean of scaled Best Start SEA	8.4	<0.0005	10.9	<0.0005	12.2	<0.0005	9.8	<0.0005	11.3	<0.0005	6.5	<0.0005	7.6	<0.0005
Mean of scaled student age	1.5	<0.0005	1.1	0.010	1.7	<0.0005	2.2	<0.0005	1.7	<0.0005	2.1	<0.0005	1.7	<0.0005
Mean of scaled BSKA Literacy	2.8	<0.0005	2.5	0.002	1.8	0.028	2.5	0.001	1.5	0.051	2.2	0.0005	2.4	0.001
Mean of scaled BSKA Numeracy	11.9	<0.0005	11.5	<0.0005	10.2	<0.0005	9.1	<0.0005	8.4	<0.0005	8.1	<0.0005	7.6	<0.0005
Number of schools	1,571		1,564		1,564		1,561		1,551		1,552		1,553	
Number of students	39,775		41,118		43,555		44,560		44,652		45,265		47,156	
School level intercept	238.2		231.2		244.3		242.8		242.3		251.6		220.4	
Student level intercept	2997.8		3631.1		3966.5		3903.1		3570.8		3110.9		3473.7	

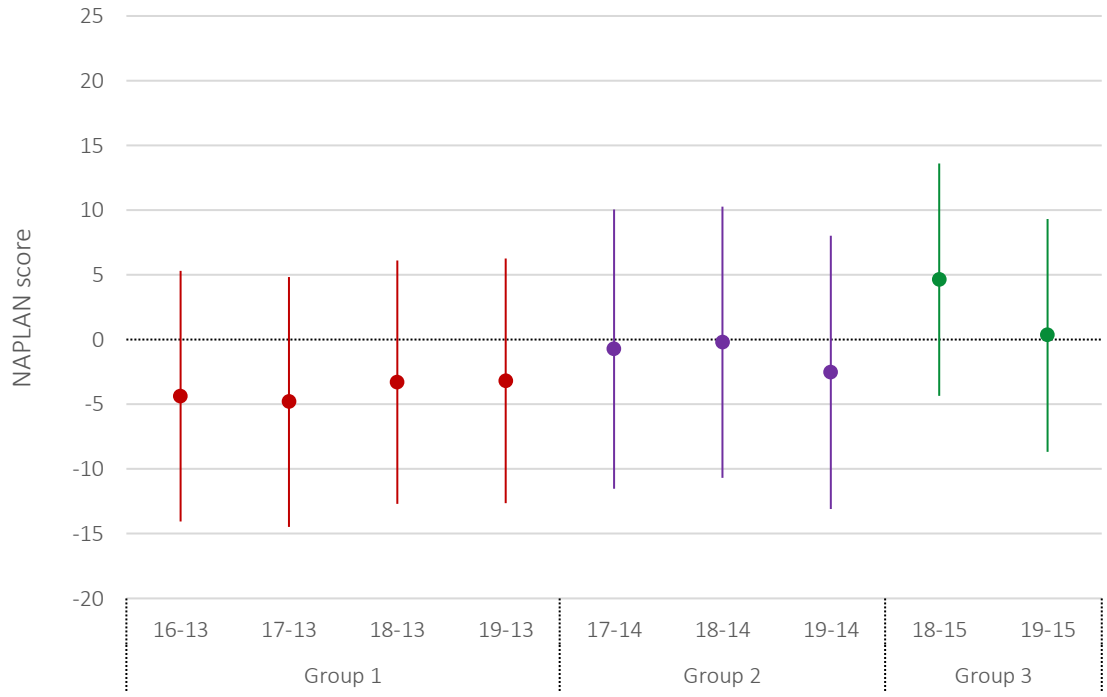
Note: (1) Raw scores of scaled NAPLAN Y3 Numeracy were used in the analysis
(2) School ICSEA are scaled on their respective 2013 mean values to aid the interpretation of the results
(3) Continuous variables of student level are centred on scaled variables in MLwiN
(4) The number of schools and students are different for different NAPLAN years due to missing data across years

Figure 22: Differences between AP and other non-AP schools for Model 1, NAPLAN Year 3 Reading, 2013-19 (all government schools)



Note: (1) Difference-in-difference is calculated three years after each LNAP group has started the program, allowing the full effect to take place. (2) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 23: Differences between AP and other non-AP schools for Model 1, NAPLAN Year 3 Numeracy, 2013-19 (all government schools)



Note: (1) Difference-in-difference is calculated three years after each LNAP group has started the program, allowing the full effect to take place. (2) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 24: Coefficient wave for Model 2, NAPLAN Year 3 Reading, LNAP Group 1, 2013-19 (all government schools)

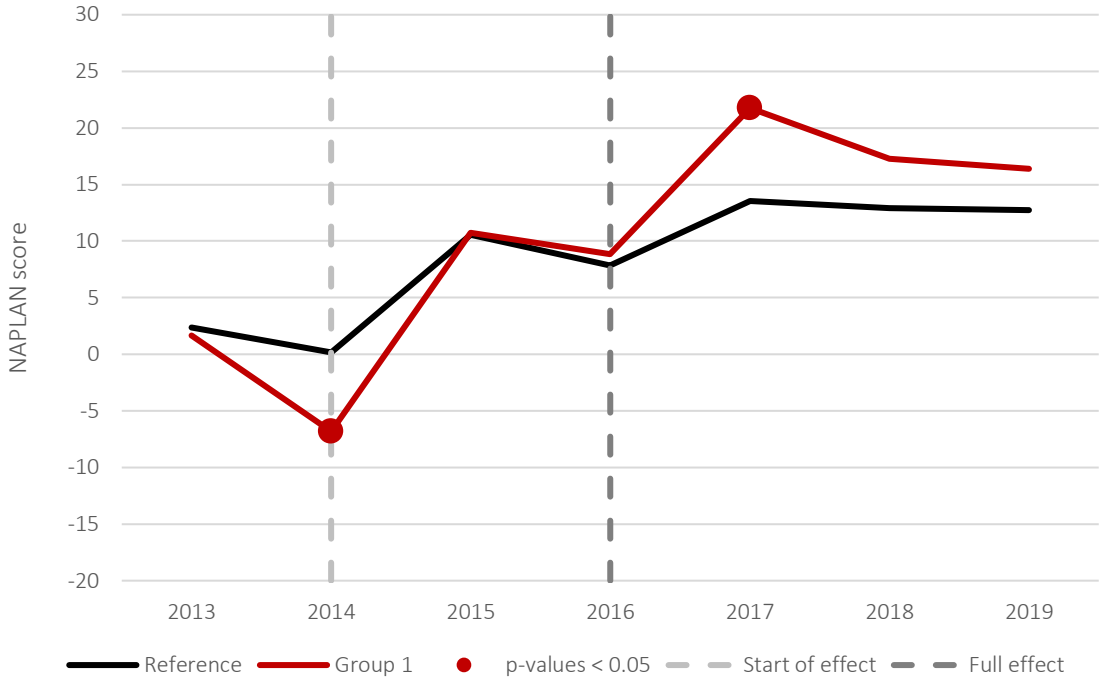


Figure 25: Coefficient wave for Model 2, NAPLAN Year 3 Reading, LNAP Group 2, 2013-19 (all government schools)

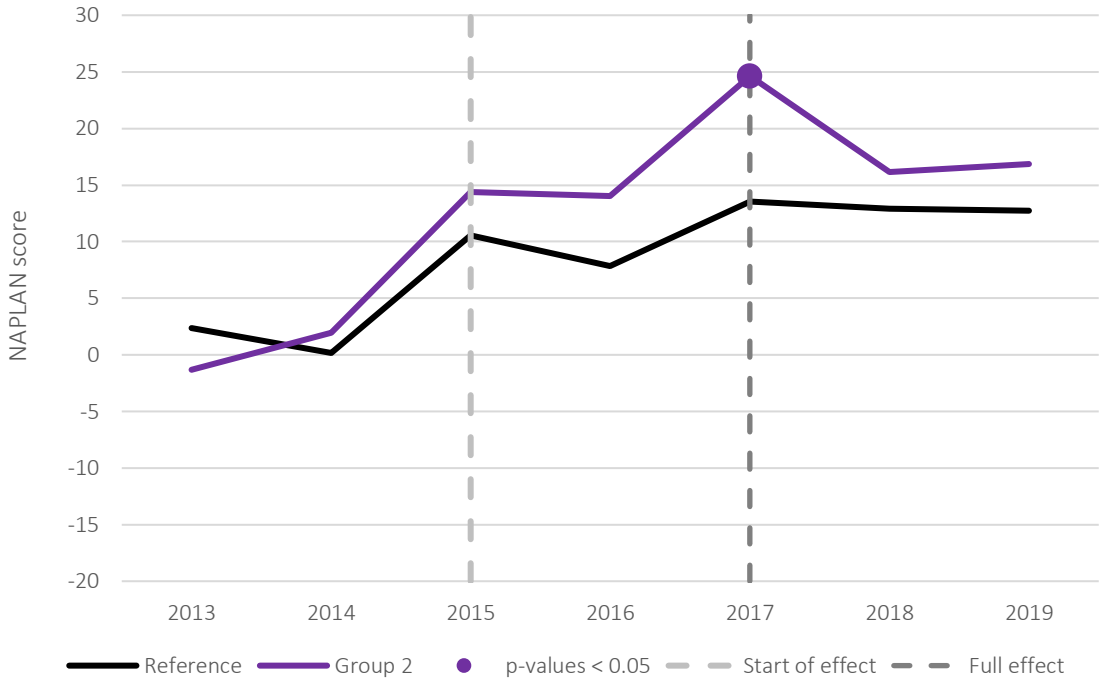


Figure 26: Coefficient wave for Model 2, NAPLAN Year 3 Reading, LNAP Group 3, 2013-19 (all government schools)

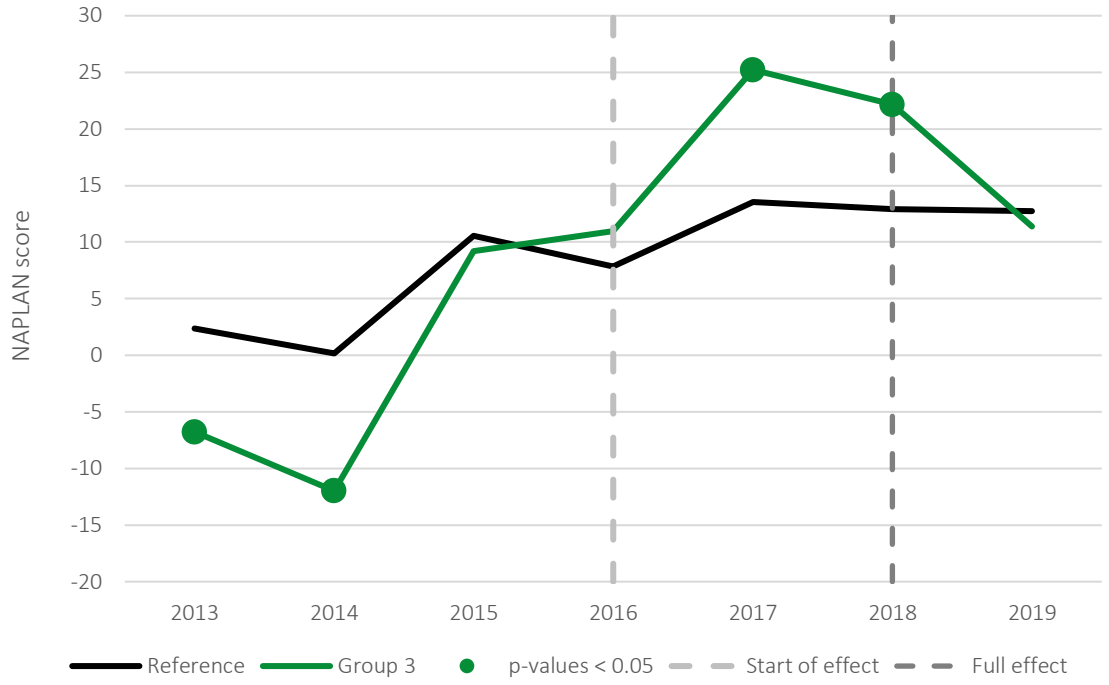


Figure 27: Coefficient wave for Model 2, NAPLAN Year 3 Numeracy, LNAP Group 1, 2013-19 (all government schools)

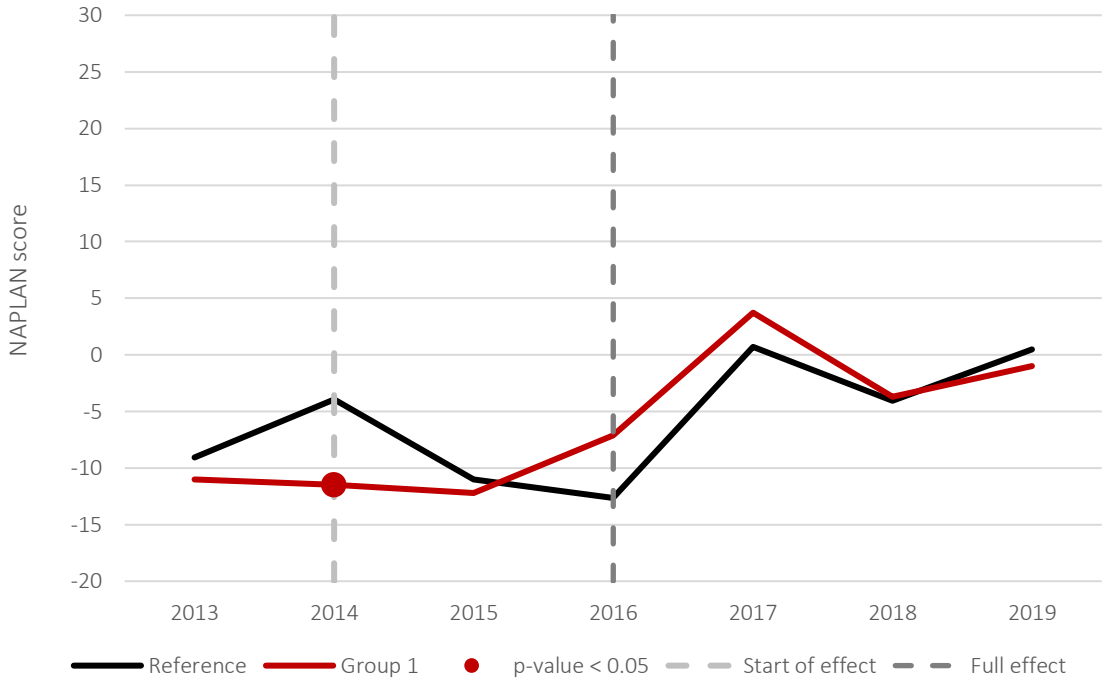


Figure 28: Coefficient wave for Model 2, NAPLAN Year 3 Numeracy, LNAP Group 2, 2013-19 (all government schools)

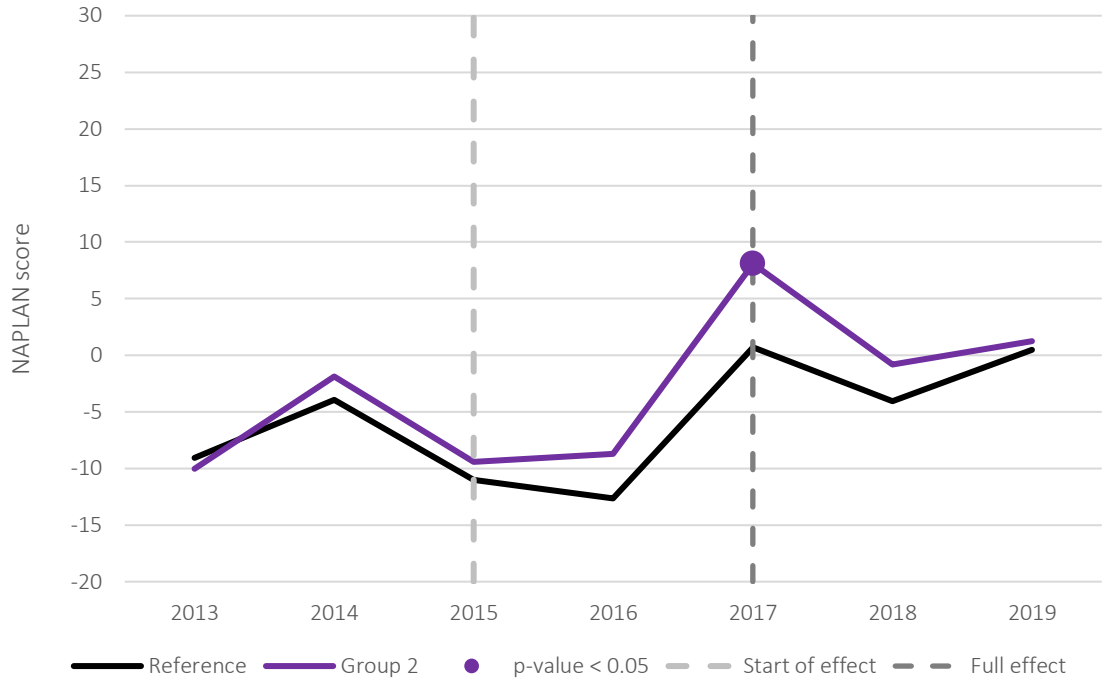


Figure 29: Coefficient wave for Model 2, NAPLAN Year 3 Numeracy, LNAP Group 3, 2013-19 (all government schools)

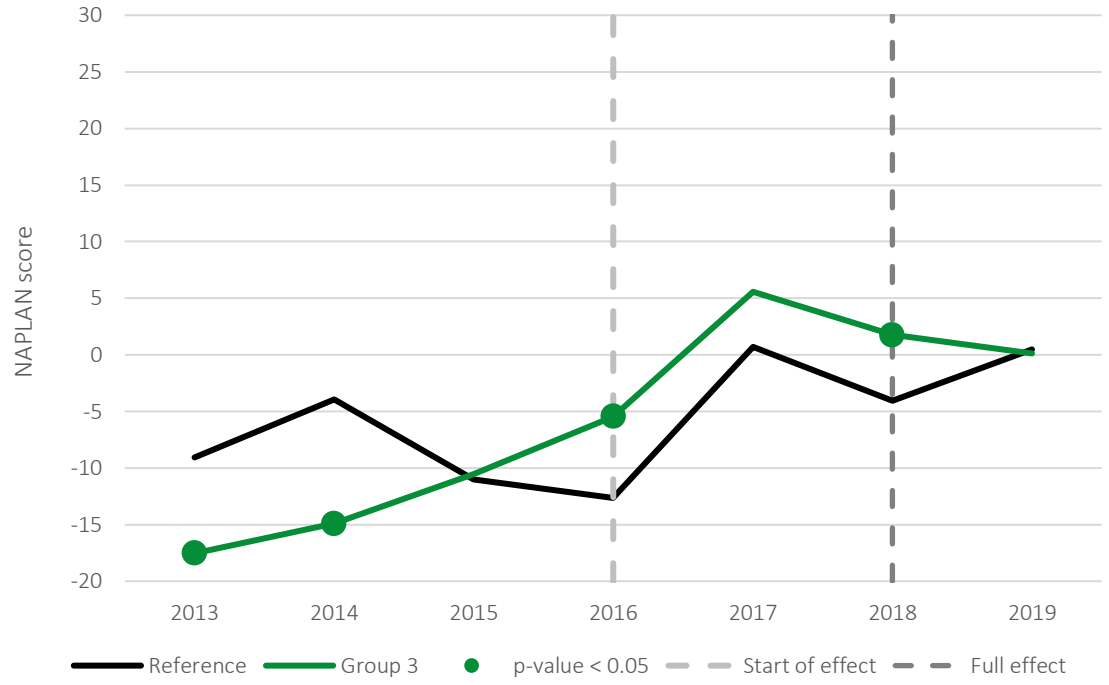
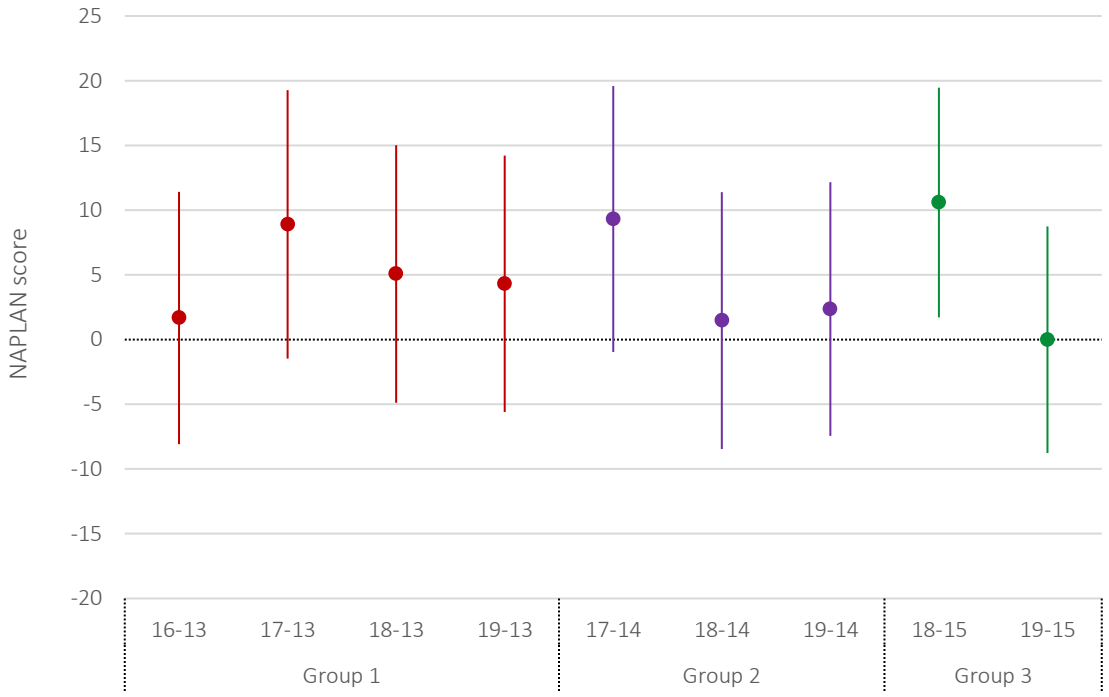
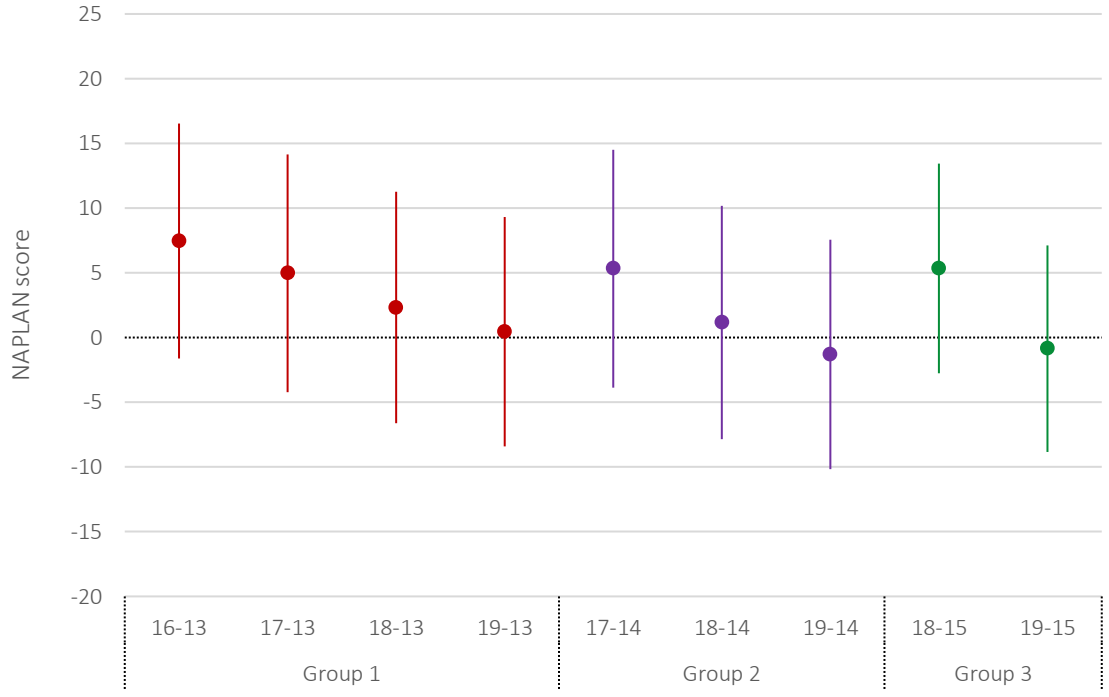


Figure 30: Differences between AP and non-AP schools for Model 2, NAPLAN Year 3 Reading, 2013-19 (all government schools)



Note: (1) Difference-in-difference is calculated three years after each LNAP group has started the program, allowing the full effect to take place. (2) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 31: Differences between AP and non-AP schools for Model 2, NAPLAN Year 3 Numeracy, 2013-19 (all government schools)



Note: (1) Difference-in-difference is calculated three years after each LNAP group has started the program, allowing the full effect to take place. (2) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 32: Coefficient wave for Model 3, NAPLAN Year 3 Reading, LNAP Group 1, 2013-19 (all government schools)

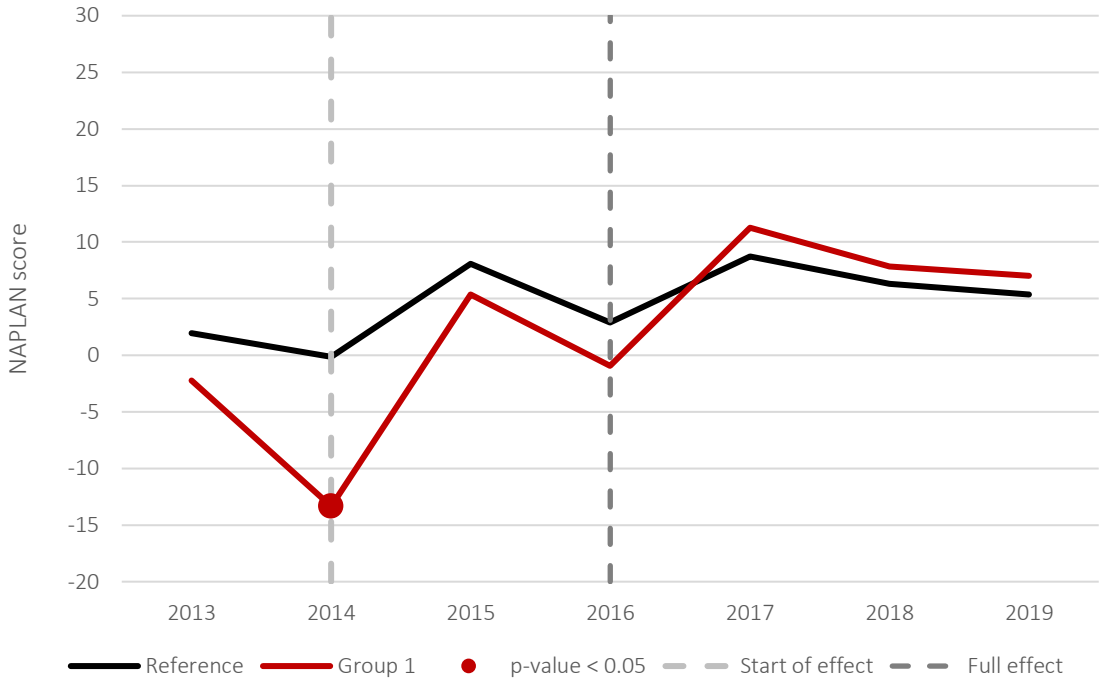


Figure 33: Coefficient wave for Model 3, NAPLAN Year 3 Reading, LNAP Group 2, 2013-19 (all government schools)

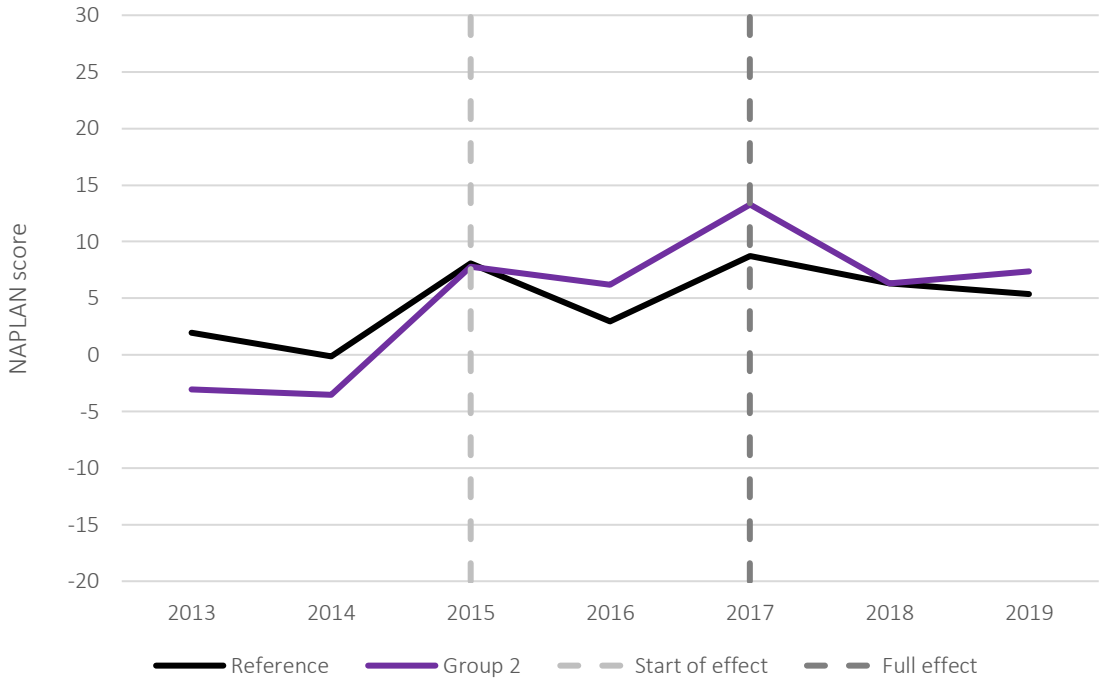


Figure 34: Coefficient wave for Model 3, NAPLAN Year 3 Reading, LNAP Group 3, 2013-19 (all government schools)

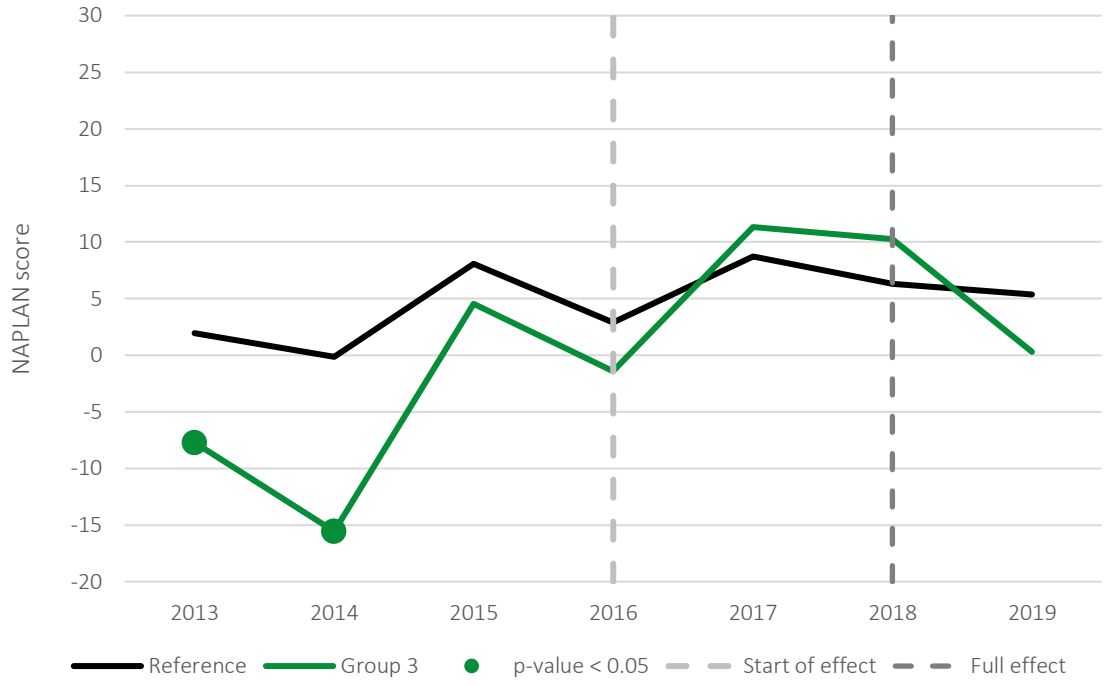


Figure 35: Coefficient wave for Model 3, NAPLAN Year 3 Numeracy, LNAP Group 1, 2013-19 (all government schools)

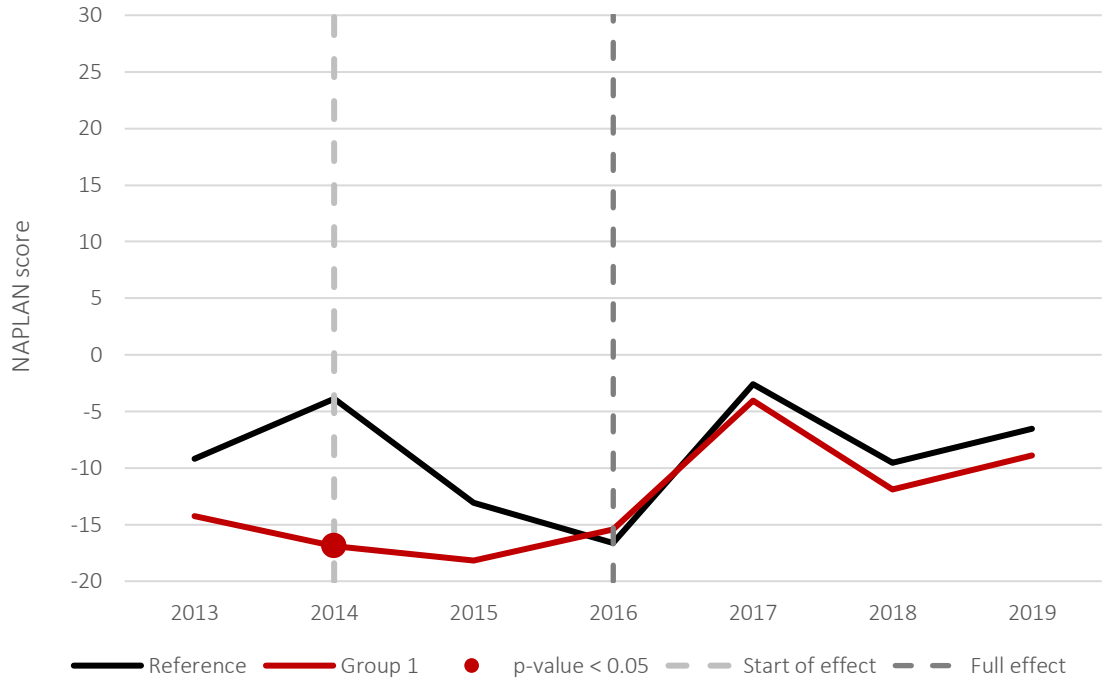


Figure 36: Coefficient wave for Model 3, NAPLAN Year 3 Numeracy, LNAP Group 2, 2013-19 (all government schools)

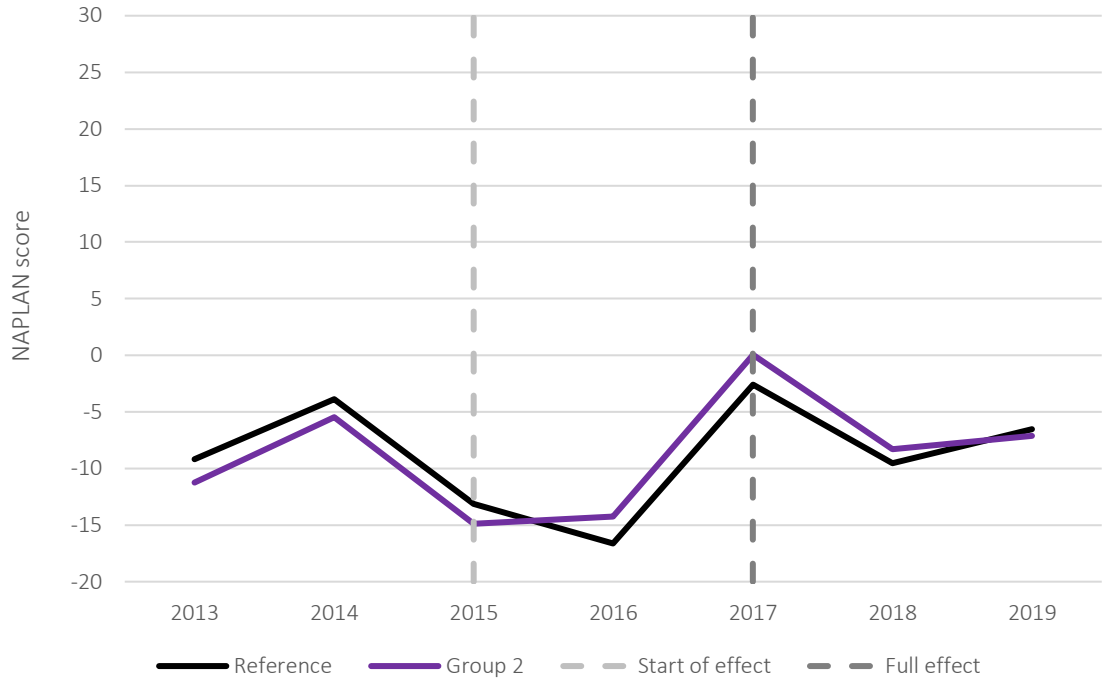


Figure 37: Coefficient wave for Model 3, NAPLAN Year 3 Numeracy, LNAP Group 3, 2013-19 (all government schools)

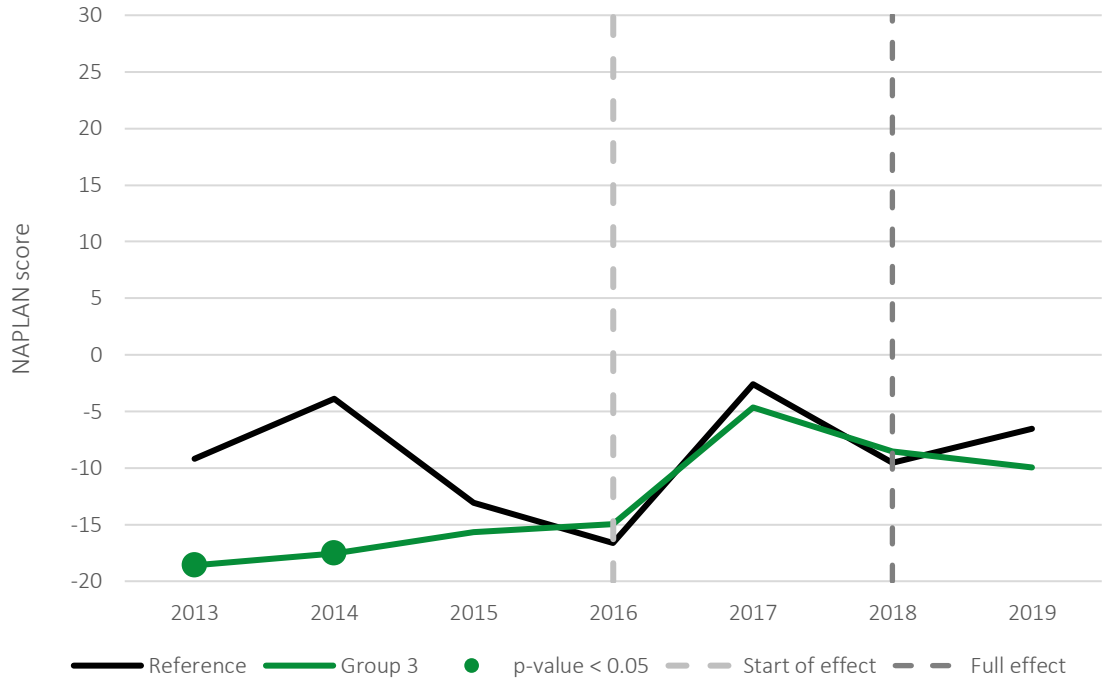
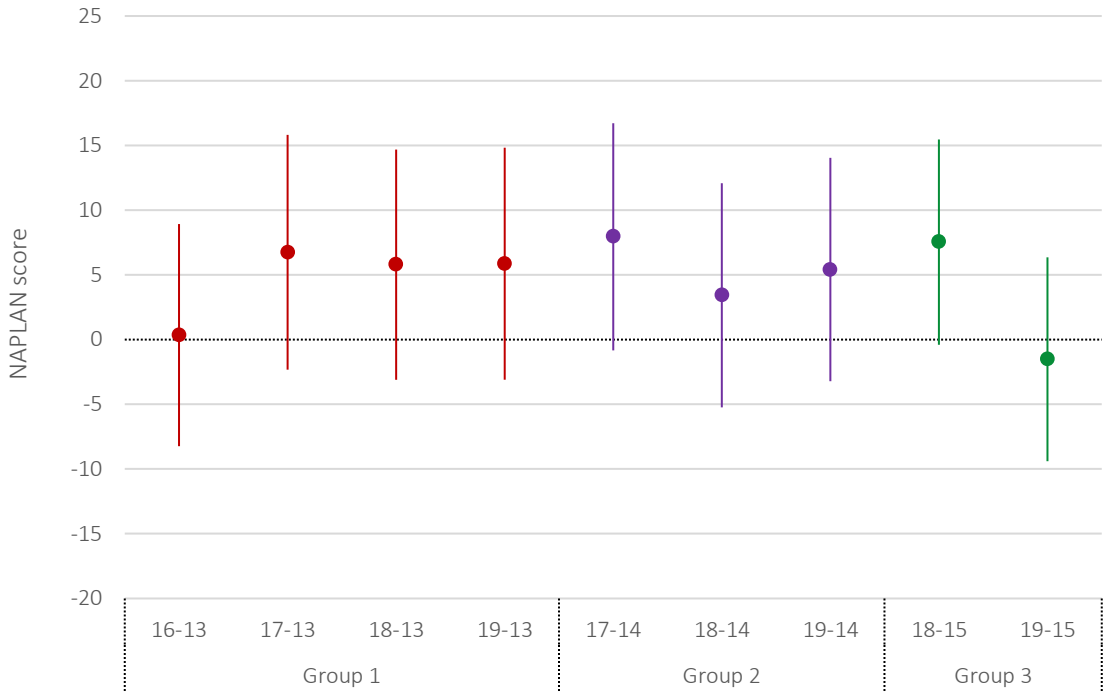
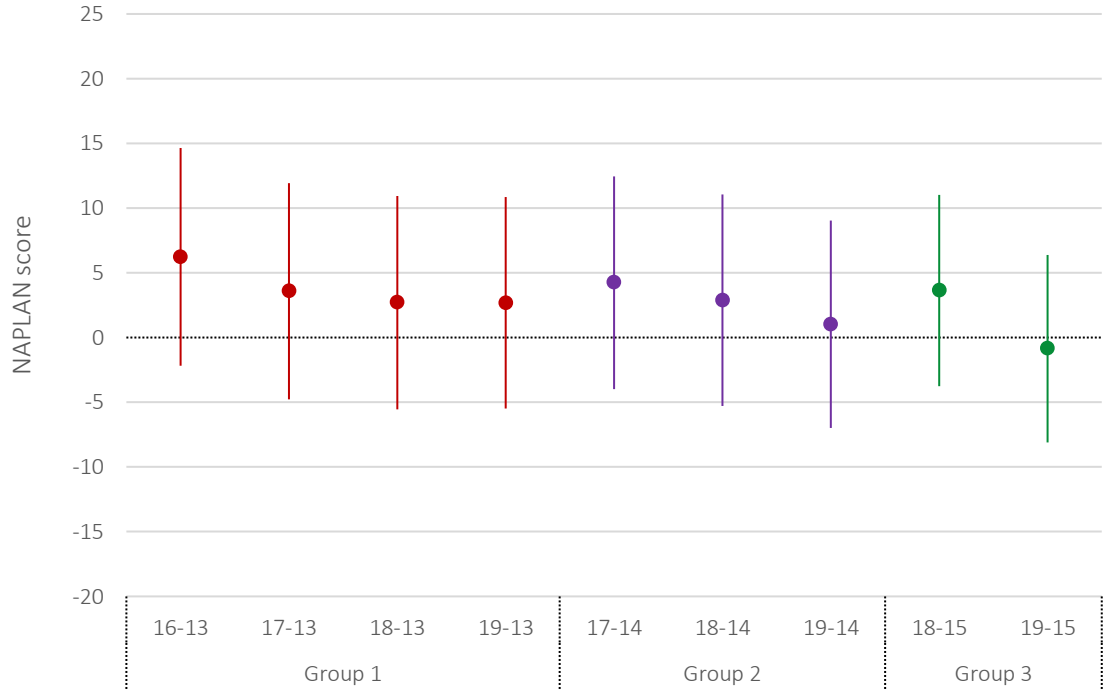


Figure 38: Differences between AP and non-AP schools for Model 3, NAPLAN Year 3 Reading, 2013-19 (all government schools)



Note: (1) Difference-in-difference is calculated three years after each LNAP group has started the program, allowing the full effect to take place. (2) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 39: Differences between AP and non-AP schools for Model 3, NAPLAN Year 3 Numeracy, 2013-19 (all government schools)



Note: (1) Difference-in-difference is calculated three years after each LNAP group has started the program, allowing the full effect to take place. (2) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 40: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, LNAP Group 1, 2013-19 (all government schools)

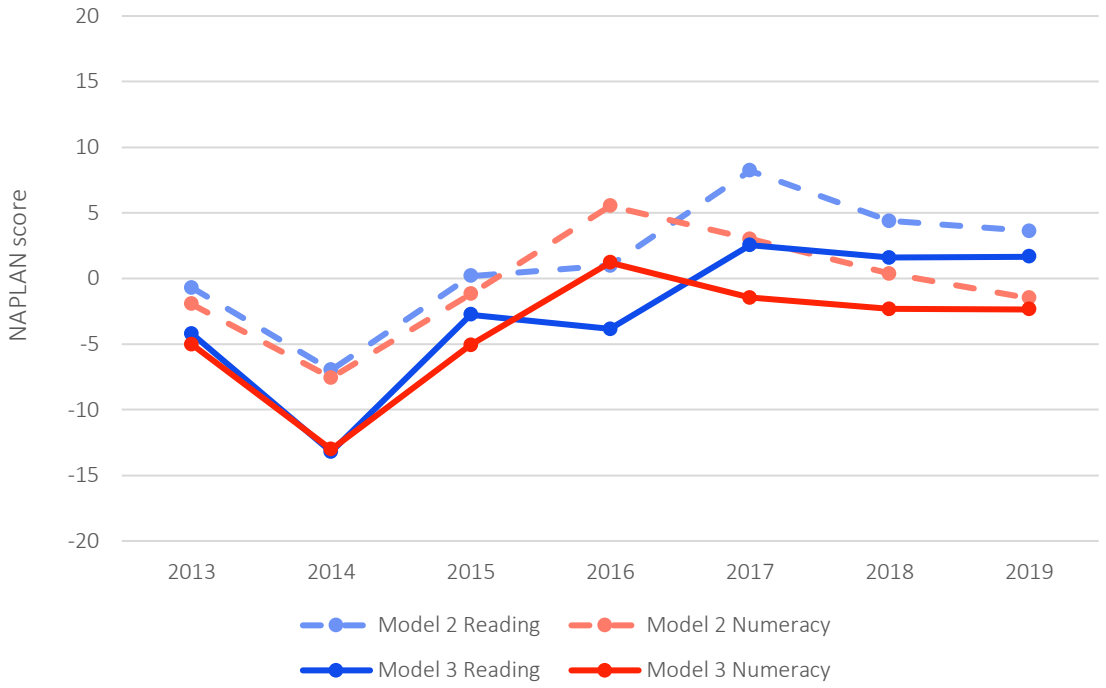


Figure 41: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, LNAP Group 2, 2013-19 (all government schools)

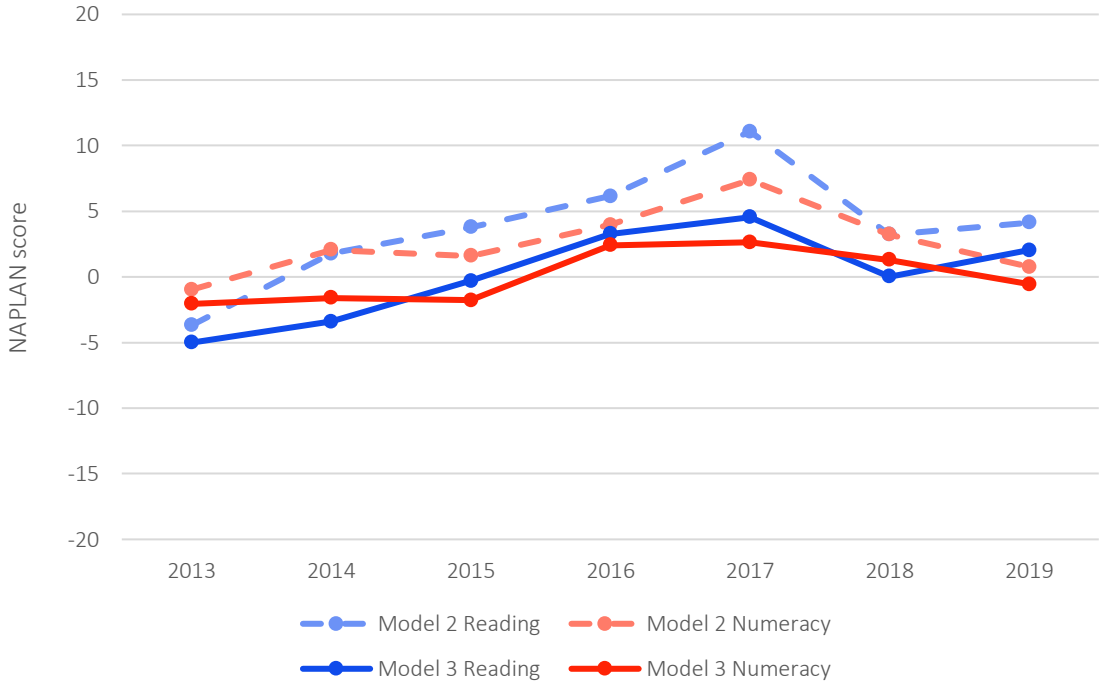


Figure 42: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, LNAP Group 3, 2013-19 (all government schools)

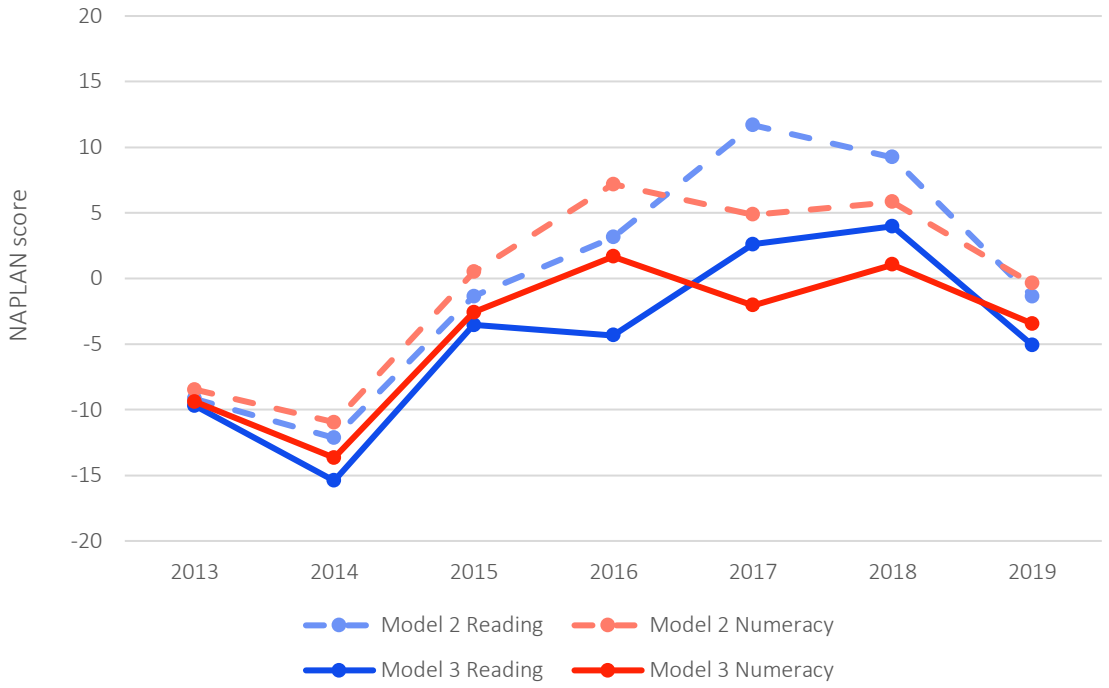


Figure 43: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, LNAP Group 4 and 5, 2013-19 (all government schools)

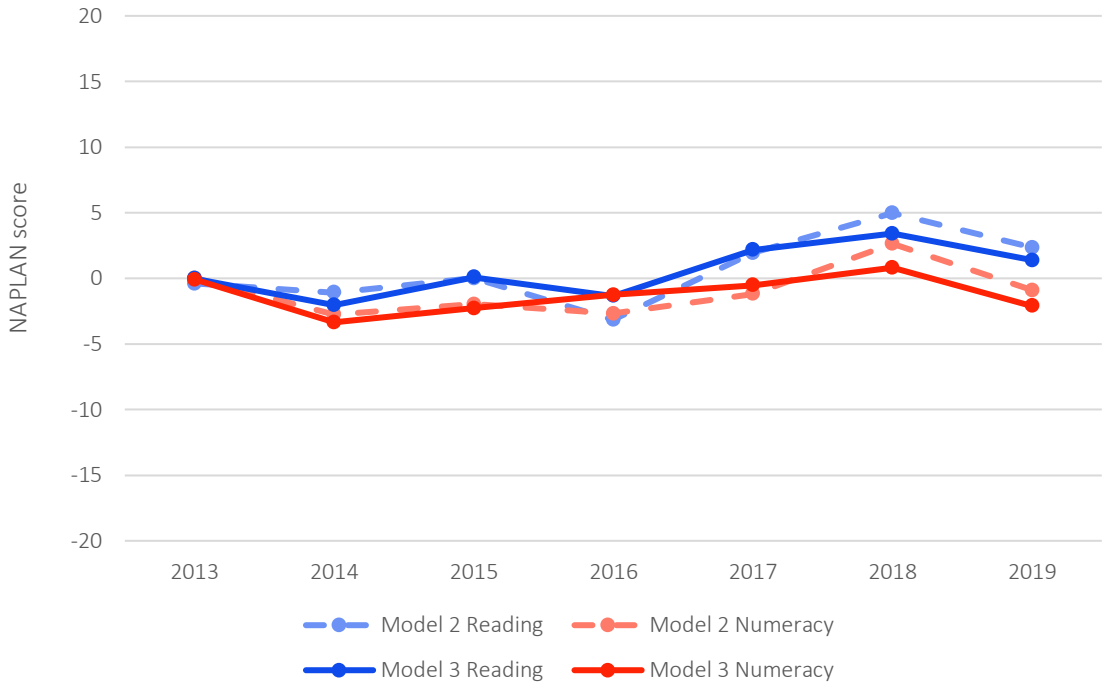


Figure 44: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, Supplementary schools, 2013-19 (all government schools)

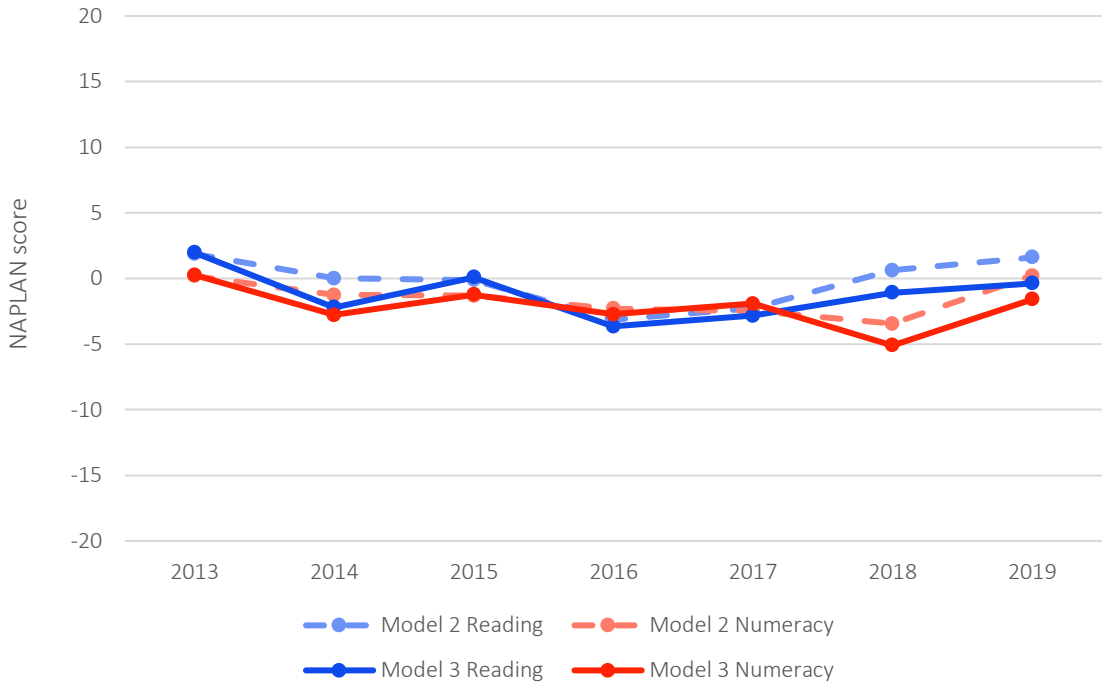


Figure 45: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, Gender, 2013-19 (all government schools)

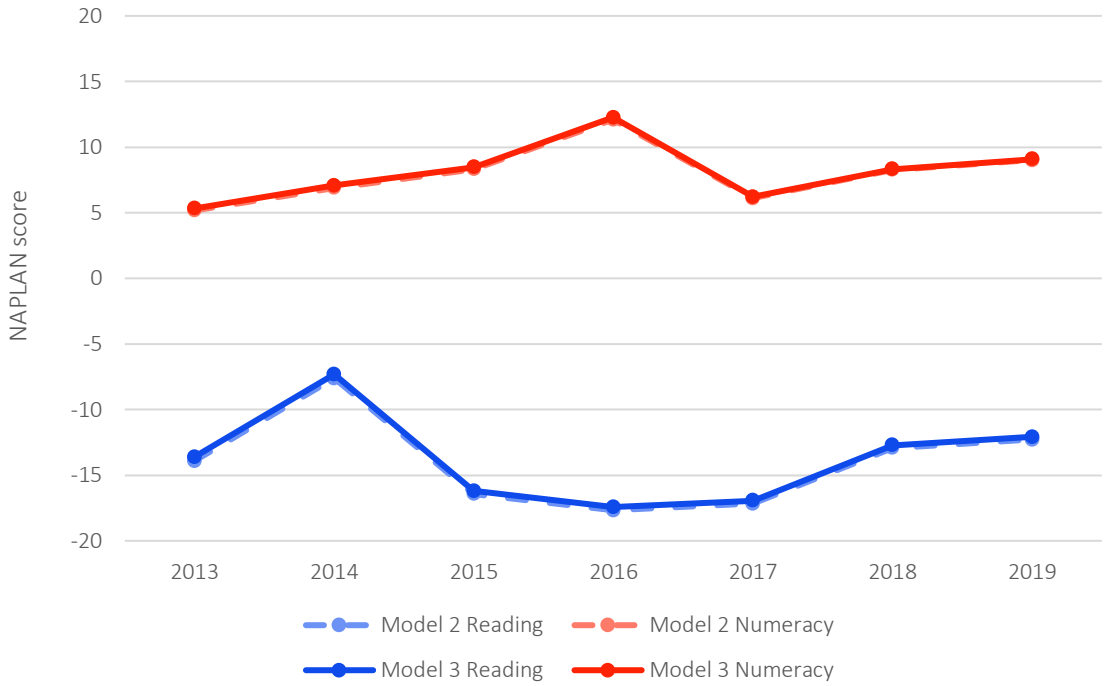


Figure 46: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, ATSI, 2013-19 (all government schools)

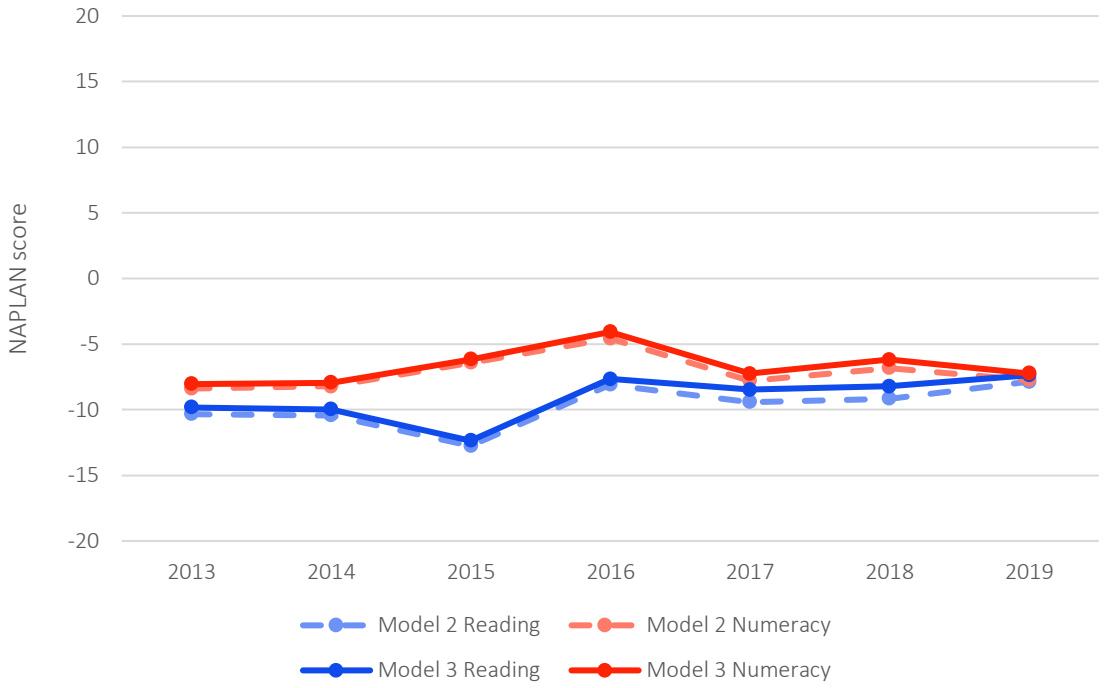


Figure 47: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, English Support, 2013-19 (all government schools)

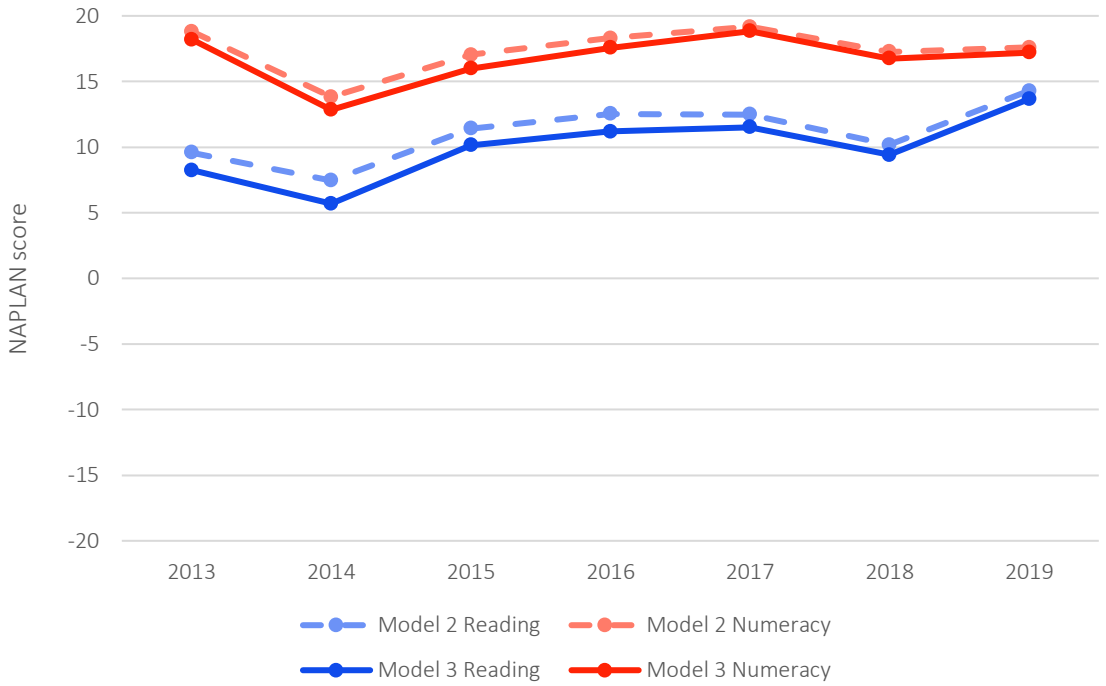


Figure 48: Coefficient comparison for Model 2 and 3, NAPLAN Year 3 Reading and Numeracy, Remoteness, 2013-19 (all government schools)

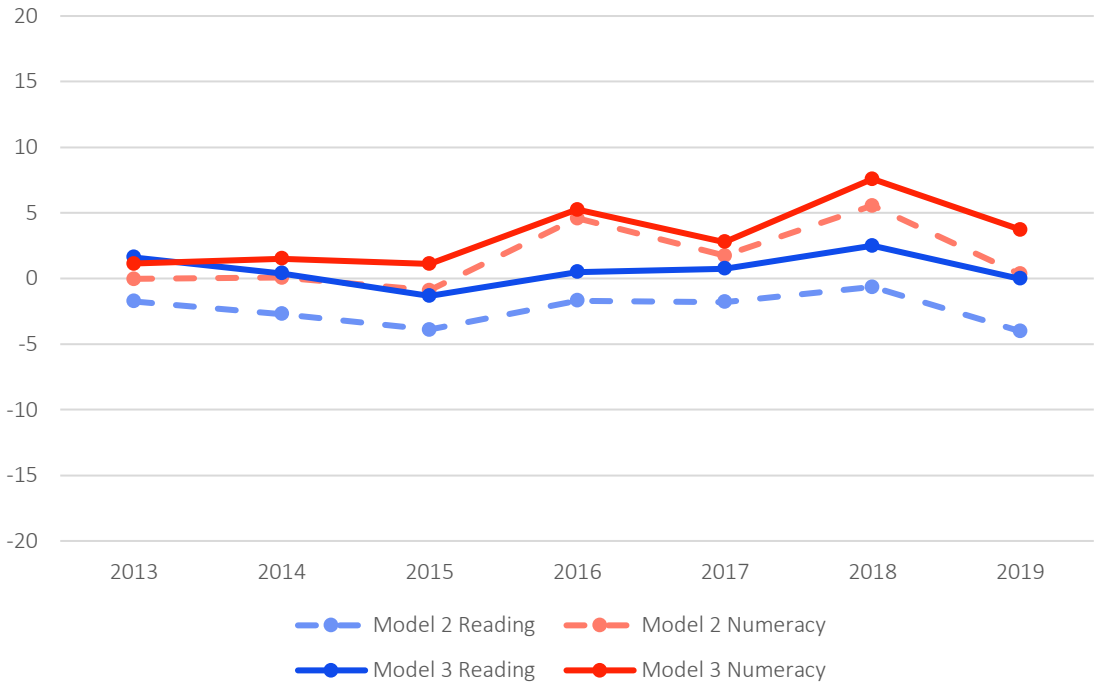


Table 105: Complex samples analysis for NAPLAN Year 3 Reading, 2013-19 (all government schools)

Variables	Reading 2013		Reading 2014		Reading 2015		Reading 2016		Reading 2017		Reading 2018		Reading 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	0.902	<0.0005	0.903	<0.0005	0.937	<0.0005	0.909	<0.0005	0.919	<0.0005	0.912	<0.0005	0.917	<0.0005
LNAP Group 1 (started 2012/13)	-0.087	<0.0005	-0.114	<0.0005	-0.083	<0.0005	-0.072	<0.0005	-0.043	0.016	-0.049	0.0005	-0.053	0.0005
LNAP Group 2 (started 2014)	-0.052	<0.0005	-0.057	<0.0005	-0.041	0.001	-0.027	0.045	-0.011	0.445	-0.043	0.007	-0.041	0.003
LNAP Group 3 (started 2015)	-0.092	<0.0005	-0.105	<0.0005	-0.06	<0.0005	-0.05	0.001	-0.026	0.087	-0.03	0.053	-0.072	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-0.018	0.023	-0.023	0.010	-0.012	0.078	-0.019	0.024	-0.01	0.211	-0.011	0.223	-0.016	0.044
Supplementary schools	0.01	0.294	-0.004	0.694	-0.018	0.021	-0.014	0.203	-0.022	0.017	0.007	0.527	-0.007	0.470
Gender (ref: female)	-0.054	<0.0005	-0.049	<0.0005	-0.054	<0.0005	-0.057	<0.0005	-0.052	<0.0005	-0.046	<0.0005	-0.046	<0.0005
ATSI (ref: non-ATSI)	-0.085	<0.0005	-0.088	<0.0005	-0.085	<0.0005	-0.053	<0.0005	-0.046	<0.0005	-0.063	<0.0005	-0.071	<0.0005
English support (ref: not required)	0.039	<0.0005	0.032	<0.0005	0.028	<0.0005	0.032	<0.0005	0.022	<0.0005	0.02	<0.0005	0.032	<0.0005
Remoteness	-0.002	0.721	-0.026	<0.0005	-0.01	0.046	-0.006	0.278	-0.004	0.432	0	0.986	-0.023	<0.0005
Scaled school ICSEA	9.40E-05	0.001	7.72E-05	0.024	3.85E-05	0.166	0	<0.0005	0	<0.0005	0	<0.0005	0	0.001
Scaled student Socio Economic Advantage	0.013	<0.0005	0.015	<0.0005	0.011	<0.0005	0.015	<0.0005	0.014	<0.0005	0.014	<0.0005	0.014	<0.0005
Scaled student age	-0.003	<0.0005	-0.001	0.004	-0.002	<0.0005	-0.001	0.007	0	0.195	-0.001	0.029	-0.001	0.072
Scaled BSKA Literacy	0.018	<0.0005	0.018	<0.0005	0.012	<0.0005	0.017	<0.0005	0.011	<0.0005	0.013	<0.0005	0.013	<0.0005
Scaled BSKA Numeracy	0.047	<0.0005	0.05	<0.0005	0.042	<0.0005	0.045	<0.0005	0.04	<0.0005	0.041	<0.0005	0.043	<0.0005

Note: (1) Bands of NAPLAN Y3 Reading and Numeracy were used in the analysis
(2) Reading bands are classified into dummy variables (Band 1 and Band 2/ Band 3, Band 4, Band 5 and Band 6)
(3) All continuous variables are scaled on their respective 2013 mean values to aid the interpretation of the results
(4) The number of schools and students are different for different NAPLAN years due to missing data across years

Table 106: Complex samples analysis for Year 3 Numeracy, 2013-19 (all government schools)

Variables	Numeracy 2013		Numeracy 2014		Numeracy 2015		Numeracy 2016		Numeracy 2017		Numeracy 2018		Numeracy 2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Intercept	0.905	<0.0005	0.875	<0.0005	0.841	<0.0005	0.85	<0.0005	0.888	<0.0005	0.879	<0.0005	0.893	<0.0005
LNAP Group 1 (started 2012/13)	-0.081	<0.0005	-0.121	<0.0005	-0.087	<0.0005	-0.07	<0.0005	-0.092	<0.0005	-0.069	<0.0005	-0.086	<0.0005
LNAP Group 2 (started 2014)	-0.041	0.003	-0.039	0.008	-0.052	0.001	0.001	0.917	-0.034	0.048	-0.03	0.042	-0.042	0.001
LNAP Group 3 (started 2015)	-0.103	<0.0005	-0.088	<0.0005	-0.051	0.001	-0.043	0.006	-0.057	<0.0005	-0.023	0.185	-0.051	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-0.012	0.140	-0.027	0.0005	-0.025	0.006	-0.021	0.024	-0.021	0.016	-0.012	0.180	-0.024	0.003
Supplementary schools	-0.012	0.231	-0.024	0.035	-0.023	0.065	-0.025	0.031	-0.034	0.007	-0.028	0.024	-0.002	0.871
Gender (ref: female)	-0.019	<0.0005	0.001	0.878	-0.003	0.406	0.012	<0.0005	-0.011	<0.0005	-0.003	0.386	-0.004	0.126
ATSI (ref: non-ATSI)	-0.08	<0.0005	-0.089	<0.0005	-0.079	<0.0005	-0.058	<0.0005	-0.075	<0.0005	-0.076	<0.0005	-0.084	<0.0005
English support (ref: not required)	0.023	<0.0005	0.022	<0.0005	0.018	0.001	0.008	0.141	0.015	0.002	0.006	0.173	0.008	0.071
Remoteness	-0.003	0.614	-0.013	0.034	0	0.962	0.006	0.282	0.0005	0.398	0.021	0.001	-0.002	0.726
Scaled school ICSEA	4.99E-05	0.100	3.63E-05	0.297	0	0.004	0	<0.0005	0	0.003	0	<0.0005	5.53E-05	0.148
Scaled student Socio Economic Advantage	0.013	<0.0005	0.015	<0.0005	0.018	<0.0005	0.016	<0.0005	0.016	<0.0005	0.015	<0.0005	0.017	<0.0005
Scaled student age	-0.002	<0.0005	-0.001	0.006	-0.002	<0.0005	-0.001	0.131	0	0.332	-0.001	0.137	-0.001	0.148
Scaled BSKA Literacy	0.016	<0.0005	0.02	<0.0005	0.021	<0.0005	0.017	<0.0005	0.013	<0.0005	0.017	<0.0005	0.016	<0.0005
Scaled BSKA Numeracy	0.05	<0.0005	0.056	<0.0005	0.065	<0.0005	0.055	<0.0005	0.05	<0.0005	0.052	<0.0005	0.051	<0.0005

Note: (1) Bands of NAPLAN Y3 Reading and Numeracy were used in the analysis
(2) Reading bands are classified into dummy variables (Band 1 and Band 2/ Band 3, Band 4, Band 5 and Band 6)
(3) All continuous variables are scaled on their respective 2013 mean values to aid the interpretation of the results
(4) The number of schools and students are different for different NAPLAN years due to missing data across years

Figure 49: Coefficient wave for proportion of students in Band 1 and 2 NAPLAN Year 3 Reading, LNAP Group 1, 2013-19 (all government schools)

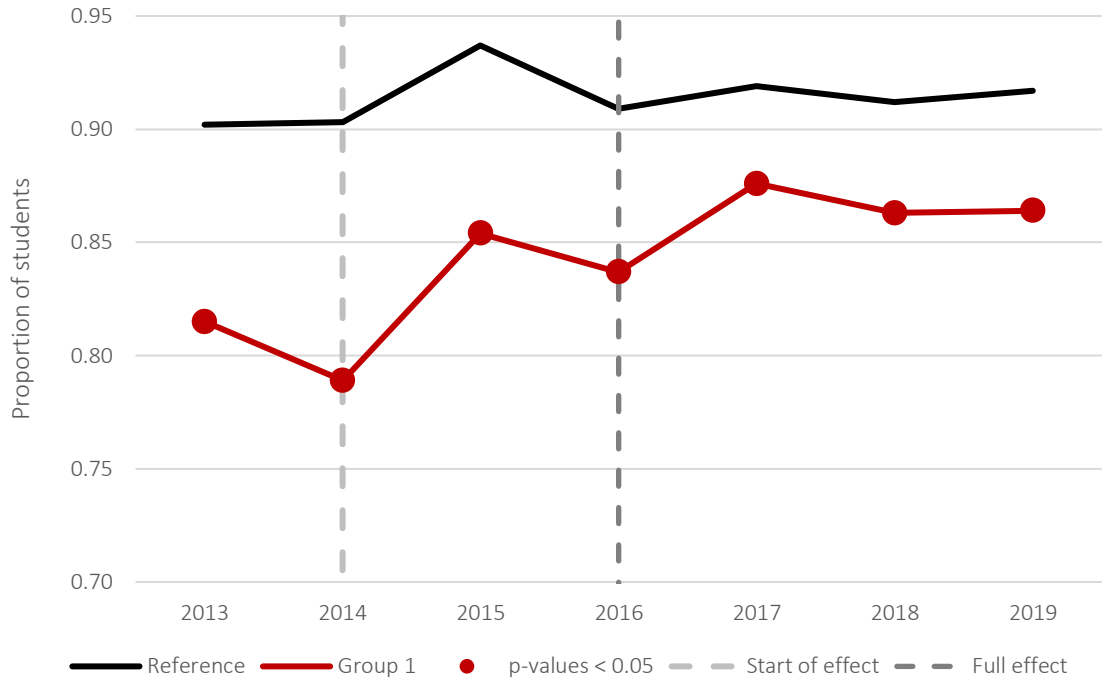


Figure 50: Coefficient wave for proportion of students in Band 1 and 2 NAPLAN Year 3 Reading, LNAP Group 2, 2013-19 (all government schools)

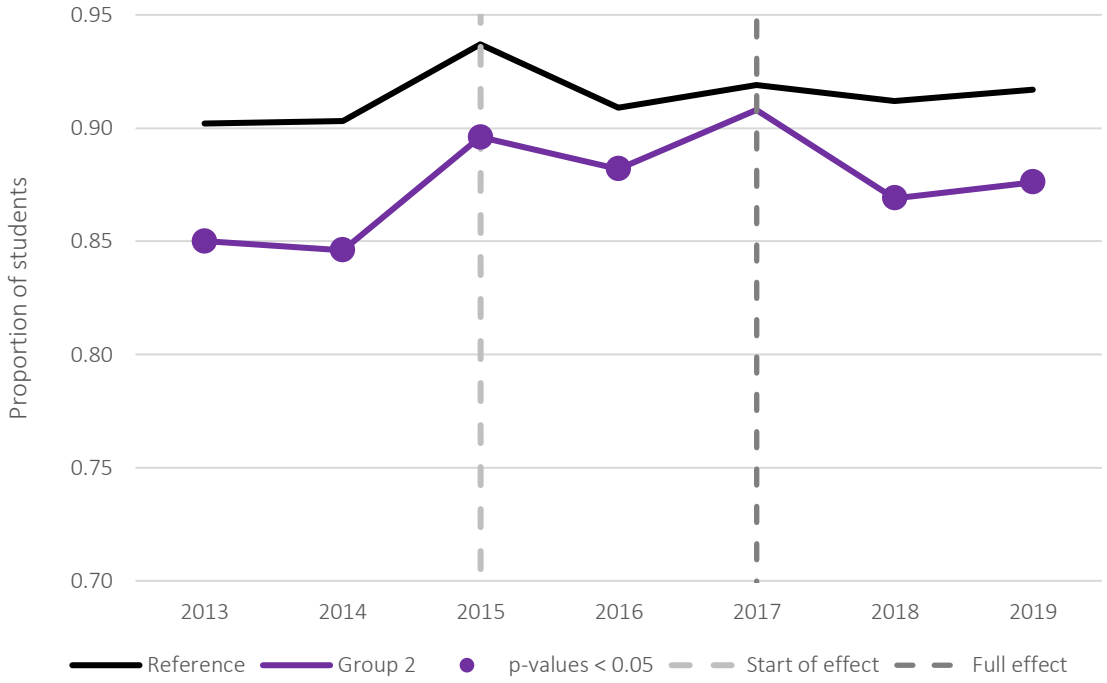


Figure 51: Coefficient wave for proportion of students in Band 1 and 2 NAPLAN Year 3 Reading, LNAP Group 3, 2013-19 (all government schools)

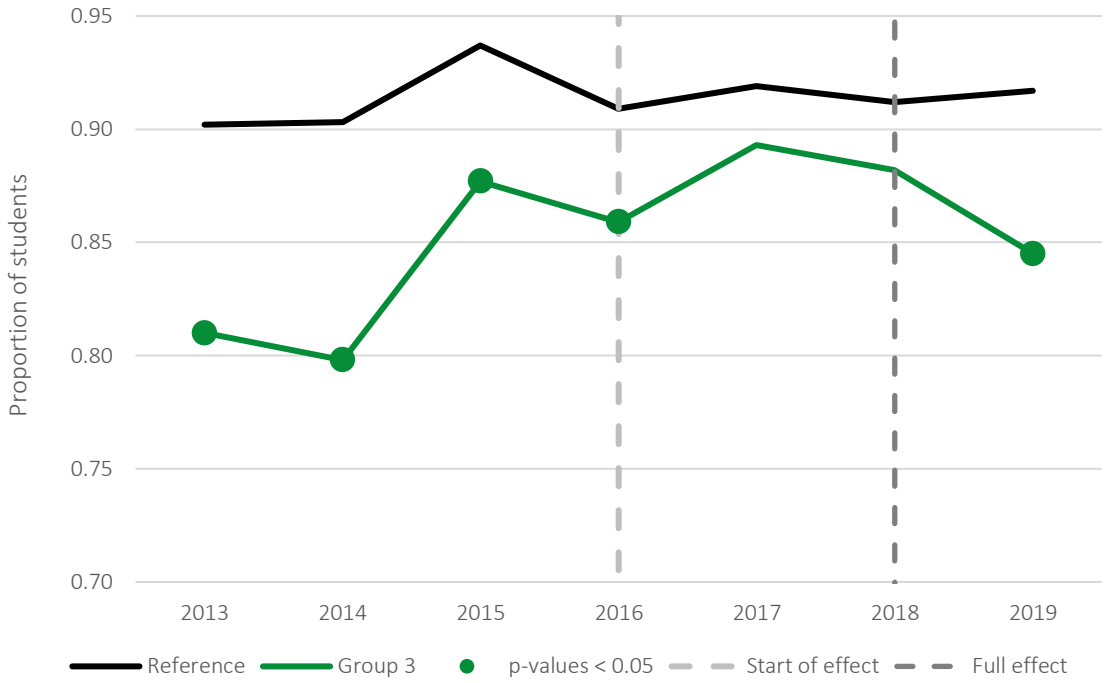


Figure 52: Coefficient wave for proportion of students in Band 1 and 2 NAPLAN Year 3 Numeracy, LNAP Group 1, 2013-19 (all government schools)

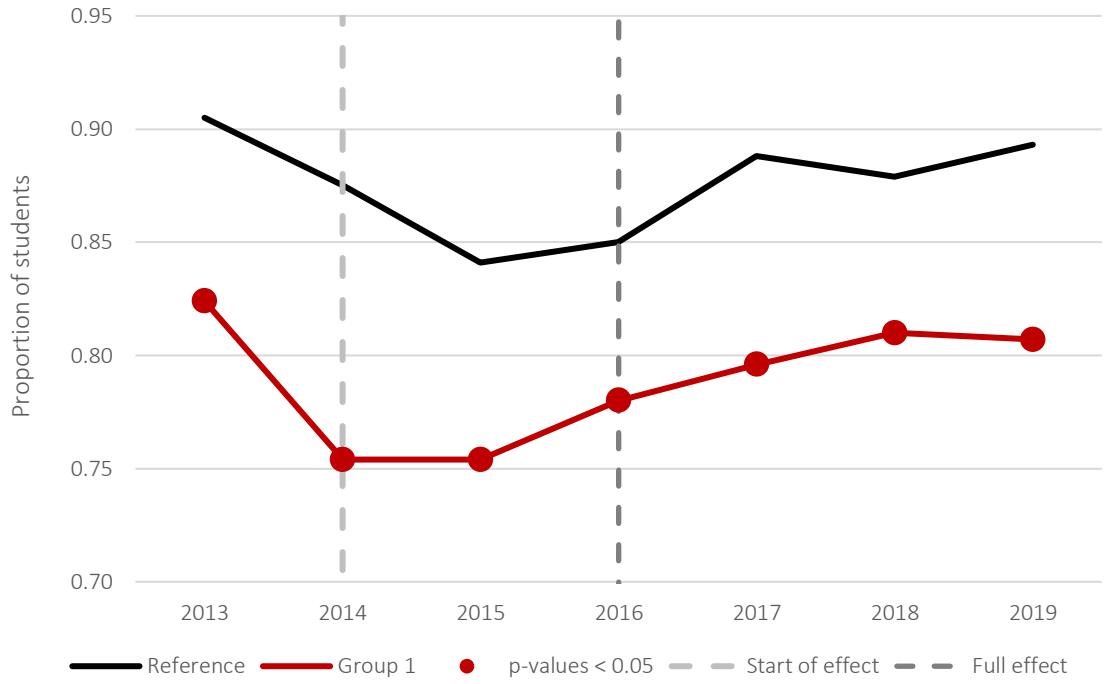


Figure 53: Coefficient wave for proportion of students in Band 1 and 2 NAPLAN Year 3 Numeracy, LNAP Group 2, 2013-19 (all government schools)

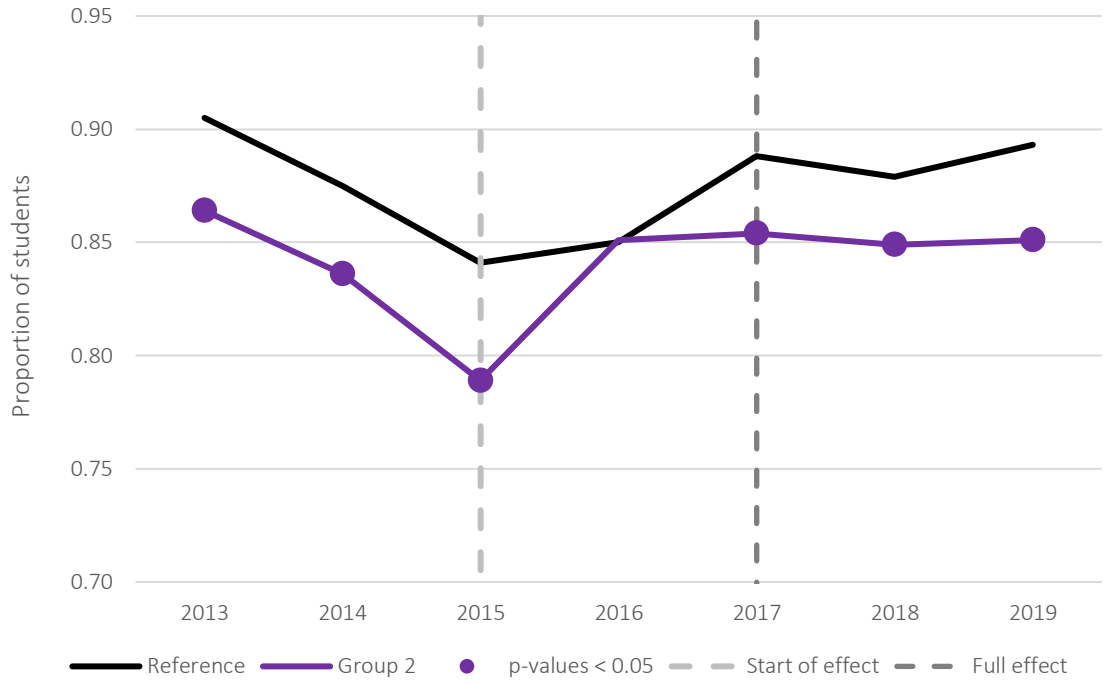


Figure 54: Coefficient wave for proportion of students in Band 1 and 2 NAPLAN Year 3 Numeracy, LNAP Group 3, 2013-19 (all government schools)

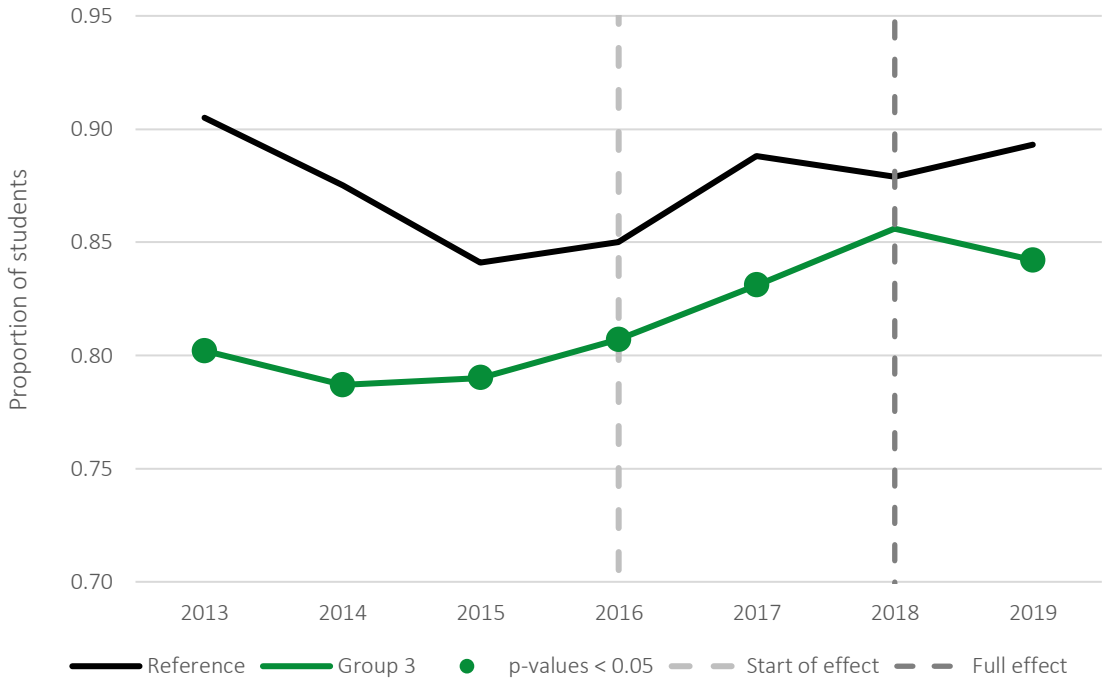


Figure 55: Difference between AP and non-AP schools for proportion of students in Band 1 and 2 NAPLAN Year 3 Reading, 2013-19 (all government schools)

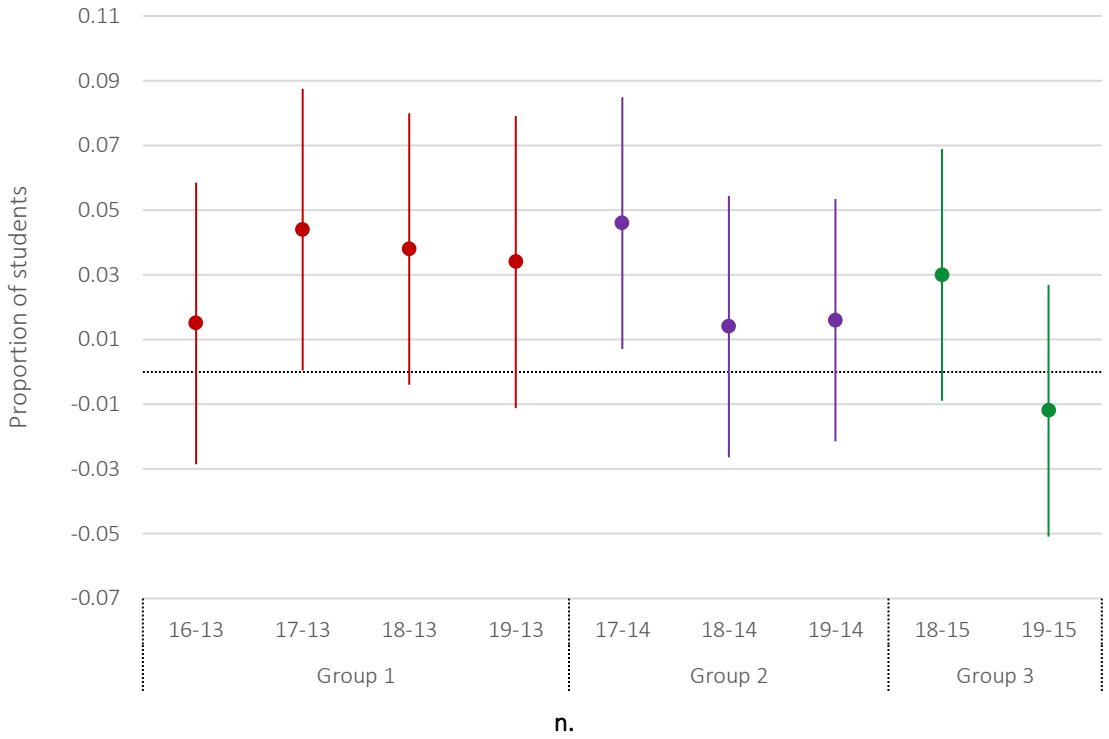


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Figure 56: Difference between AP and non-AP schools for proportion of students in Band 1 and 2 NAPLAN Year 3 Numeracy, 2013-19 (all government schools)

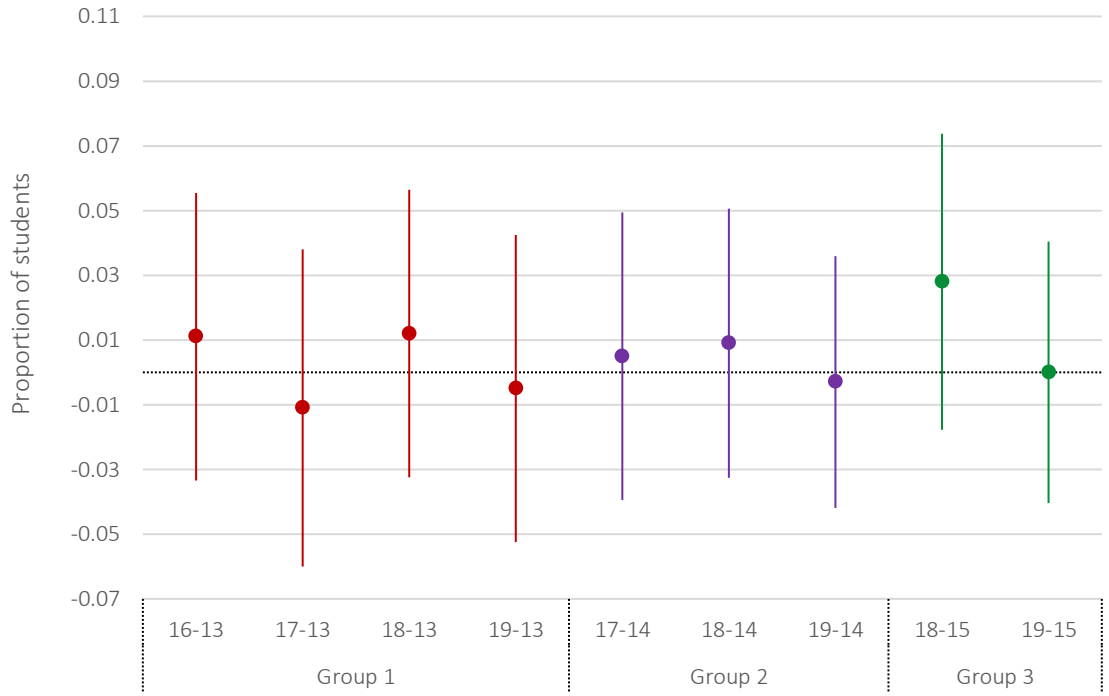


Table 107: Descriptive statistics for NAPLAN Year 3, 2013-19 (all government schools)

Statistics	2013	2014	2015	2016	2017	2018	2019
Reading							
Mean	424	423	429	427	435	435	434
Median	424	419	420	431	425	430	431
Std. Deviation	85.7	90.4	93.3	88.7	95.2	94.2	92.0
Student number	42,178	43,512	45,882	47,094	46,614	47,142	48,086
Numeracy							
Mean	404	408	402	406	415	411	413
Median	406	405	393	395	410	409	412
Std. Deviation	74.3	80.5	84.0	83.4	80.8	76.5	79.6
Student number	42,074	43,402	45,701	46,920	46,450	46,876	47,791

Table 108: Descriptive statistics for NAPLAN Year 3, AP and non-AP schools, 2013-19 (all government schools)

Statistics	2013		2014		2015		2016		2017		2018		2019	
	AP	Non-AP	AP	Non-AP	AP	Non-AP	AP	Non-AP	AP	Non-AP	AP	Non-AP	AP	Non-AP
Reading														
Mean	387	436	381	437	387	443	387	440	394	448	395	448	392	447
Median	380	435	375	442	384	444	383	442	400	438	400	445	391	445
Standard Deviation	79.7	84.1	86.9	87.2	86.5	91.4	84.0	86.4	87.7	93.9	90.0	91.9	85.3	90.2
Student Number	10,602	31,576	10,906	32,606	11,536	34346	11,476	35,618	11,226	35,388	11,227	35,915	11,429	36,657
Numeracy														
Mean	372	415	372	420	365	414	369	418	379	427	377	422	376	425
Median	365	416	369	416	357	405	362	406	377	421	374	418	373	422
Standard Deviation	69.0	72.9	77.4	77.9	77.2	82.6	71.8	83.4	74.9	79.1	71.5	74.8	73.5	78.0
Student Number	10,561	31,513	10,877	32,525	11,470	34,231	11,417	35,503	11,163	35,287	11,137	35,739	11,348	36,434

Table 109: Descriptive statistics, NAPLAN Year 3 Reading, LNAP groups and Supplementary schools, 2013-19

LNAP Groups	2013	2014	2015	2016	2017	2018	2019
LNAP Group 1 (started 2012/2013)							
Mean	366	355	365	364	372	374	373
Median	357	353	360	355	373	384	365
Std. Deviation	76.8	83.7	87.3	81.2	83.5	87.8	81.1
Student number	1,710	1,769	1,873	1,845	1,809	1,821	1,859
LNAP Group 2 (started 2014)							
Mean	381	380	386	386	393	388	389
Median	380	381	384	383	400	400	387
Std. Deviation	77.8	87.0	88.8	83.1	85.3	91.5	84.6
Student number	1,495	1,522	1,630	1,677	1,562	1,634	1,668
LNAP Group 3 (started 2015)							
Mean	374	367	378	376	383	388	379
Median	369	364	372	374	386	384	378
Std. Deviation	76.2	86.7	83.5	80.0	87.6	86.5	81.9
Student number	2,164	2,190	2,342	2,355	2,276	2,294	2,312
LNAP Group 4 and 5 (started 2017/18)							
Mean	401	396	399	400	407	407	405
Median	391	386	396	392	400	404	404
Std. Deviation	80.1	85.1	84.8	84.4	87.6	90.0	86.1
Student number	5,233	5,425	5,691	5,599	5,579	5,478	5,590
Supplementary schools							
Mean	409	402	406	398	406	407	406
Median	402	397	396	392	400	407	404
Std. Deviation	79.9	84.1	88.2	81.2	87.8	81.7	84.2
Student number	2,109	2,078	2,202	2,226	2,296	2,146	2,224

Table 110 Descriptive statistics for NAPLAN Year 3 Numeracy, LNAP groups and Supplementary schools, 2013-19

LNAP Groups	2013	2014	2015	2016	2017	2018	2019
LNAP Group 1 (started 2012/2013)							
Mean	352	348	345	349	359	358	360
Median	355	344	344	339	355	357	353
Std. Deviation	65.1	75.7	75.0	65.9	72.7	69.0	73.2
Student number	1,704	1,770	1,858	1,829	1,795	1,794	1,844
LNAP Group 2 (started 2014)							
Mean	368	372	365	367	378	374	373
Median	365	369	369	362	377	374	371
Std. Deviation	65.9	74.9	77.2	66.9	74.0	67.7	70.9
Student number	1,491	1,517	1,617	1,669	1,556	1,606	1,655
LNAP Group 3 (started 2015)							
Mean	361	361	359	361	368	371	370
Median	355	357	357	362	366	366	367
Std. Deviation	68.5	76.0	76.2	69.2	72.8	68.9	72.8
Student Number	2,152	2,183	2,318	2,339	2,261	2,282	2,292
LNAP Group 4 and 5 (started 2017/18)							
Mean	384	384	375	379	389	387	386
Median	385	381	369	373	388	383	384
Std. Deviation	68.8	76.8	76.8	74.4	74.9	72.8	73.3
Student number	5,214	5,407	5,677	5,580	5,551	5,455	5,557
Supplementary schools							
Mean	389	388	381	377	390	384	389
Median	385	381	381	373	388	383	392
Std. Deviation	68.8	74.4	76.1	72.8	73.6	68.4	71.2
Student number	2,087	2,075	2,194	2,217	2,284	2,123	2,199

NAPLAN Year 3 results for all sectors

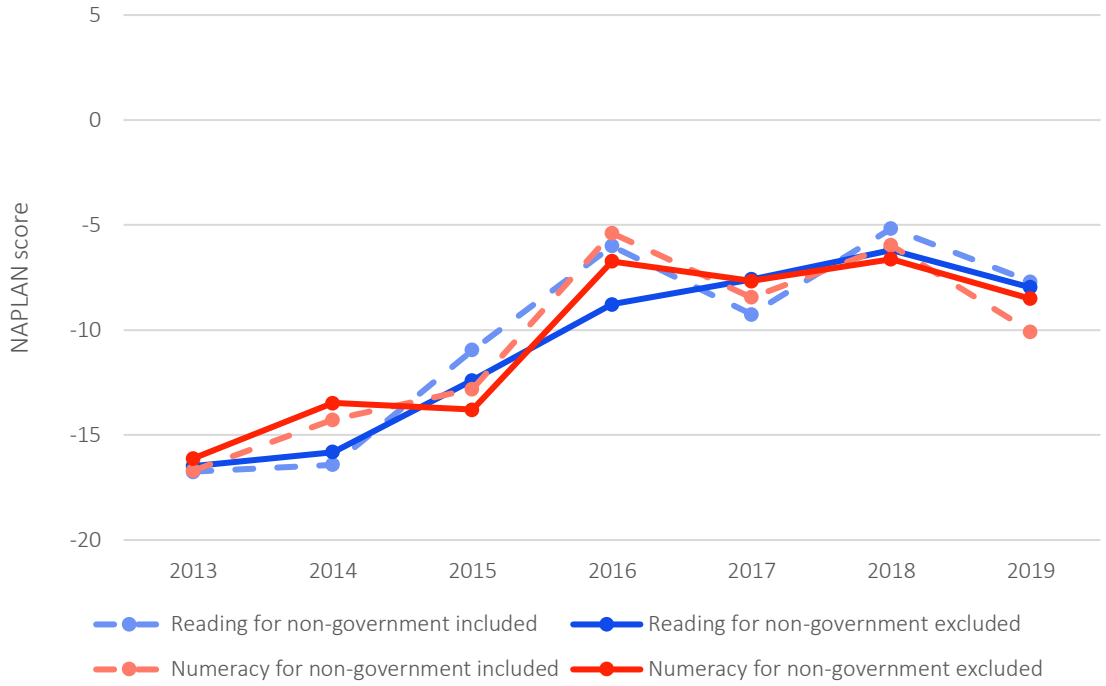
Table 111: Standardised regression for Model 1, NAPLAN Year 3, 2013-19 (all AP and supplementary schools)

Variables	2013		2014		2015		2016		2017		2018		2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Reading														
Intercept	178.8	<0.0005	143.4	<0.0005	143.1	<0.0005	137.8	<0.0005	149.4	<0.0005	121.8	<0.0005	156.6	<0.0005
LNAP Group 1 (started 2012/13)	-16.7	<0.0005	-16.4	<0.0005	-10.9	<0.0005	-6.0	0.002	-9.2	<0.0005	-5.2	0.013	-7.7	<0.0005
LNAP Group 2 (started 2014)	-11.7	<0.0005	-8.0	0.001	-6.5	0.003	0.9	0.662	0.1	0.950	-3.8	0.090	-7.1	0.001
LNAP Group 3 (started 2015)	-15.7	<0.0005	-18.2	<0.0005	-13.8	<0.0005	-11.0	<0.0005	-11.6	<0.0005	-4.9	0.023	-15.8	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-2.2	0.218	-3.0	0.115	-4.7	0.0005	0.9	0.575	-1.0	0.569	0.7	0.688	-1.7	0.300
Gender (ref: female)	-18.1	<0.0005	-14.1	<0.0005	-20.6	<0.0005	-19.8	<0.0005	-22.0	<0.0005	-16.1	<0.0005	-14.6	<0.0005
ATSI (ref: non-ATSI)	0.2	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005
School ICSEA	-27.3	<0.0005	-31.7	<0.0005	-30.8	<0.0005	-31.5	<0.0005	-27.5	<0.0005	-30.2	<0.0005	-26.7	<0.0005
Remoteness	11.2	<0.0005	11.0	<0.0005	8.1	<0.0005	7.0	<0.0005	7.8	<0.0005	14.4	<0.0005	7.3	<0.0005
Non-government (ref: government)	8.7	0.001	11.5	<0.0005	4.9	0.0005	5.8	0.001	9.4	<0.0005	11.3	<0.0005	12.3	<0.0005
Numeracy														
Intercept	201.9	<0.0005	164.2	<0.0005	175.8	<0.0005	151.3	<0.0005	161.3	<0.0005	153.1	<0.0005	171.9	<0.0005
LNAP Group 1 (started 2012/13)	-16.7	<0.0005	-14.3	<0.0005	-12.8	<0.0005	-5.4	0.002	-8.4	<0.0005	-6.0	<0.0005	-10.1	<0.0005
LNAP Group 2 (started 2014)	-10.7	<0.0005	-5.1	0.023	-5.1	0.011	-0.3	0.875	-1.6	0.399	-1.3	0.490	-8.3	<0.0005
LNAP Group 3 (started 2015)	-15.1	<0.0005	-13.2	<0.0005	-12.6	<0.0005	-6.6	<0.0005	-11.8	<0.0005	-5.6	0.001	-11.8	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-1.4	0.347	-1.2	0.484	-4.2	0.0005	1.4	0.329	-0.9	0.551	1.9	0.183	-3.9	0.007
Gender (ref: female)	-1.0	0.325	1.4	0.180	3.6	<0.0005	6.8	<0.0005	0.3	0.759	5.6	<0.0005	5.5	<0.0005
ATSI (ref: non-ATSI)	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005
School ICSEA	-26.8	<0.0005	-26.8	<0.0005	-25.0	<0.0005	-24.1	<0.0005	-25.7	<0.0005	-25.4	<0.0005	-24.1	<0.0005
Remoteness	6.2	<0.0005	8.9	<0.0005	6.3	<0.0005	10.2	<0.0005	8.7	<0.0005	13.0	<0.0005	9.6	<0.0005
Non-government (ref: government)	3.9	0.087	9.2	<0.0005	7.7	<0.0005	5.9	<0.0005	6.3	<0.0005	11.3	<0.0005	11.4	<0.0005

Table 112: Standardised regression for Model 2, NAPLAN Year 3, 2013-19 (all government schools)

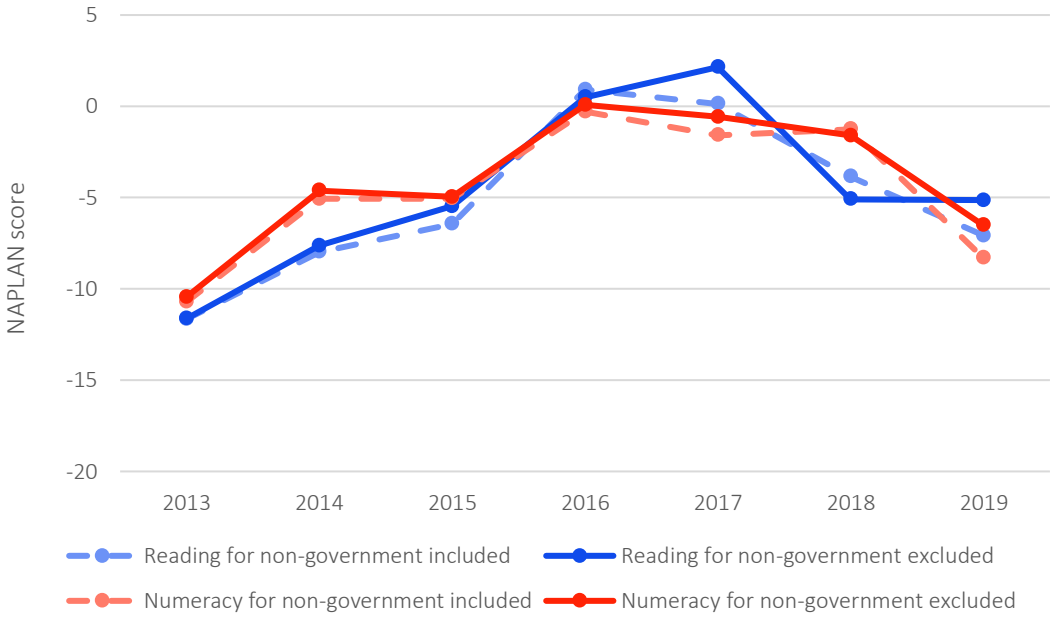
Variables	2013		2014		2015		2016		2017		2018		2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Reading														
Intercept	174.0	<0.0005	136.9	<0.0005	148.6	<0.0005	144.7	<0.0005	153.6	<0.0005	141.8	<0.0005	171.4	<0.0005
LNAP Group 1 (started 2012/13)	-16.5	<0.0005	-15.8	<0.0005	-12.4	<0.0005	-8.8	<0.0005	-7.6	0.002	-6.2	0.013	-8.0	0.001
LNAP Group 2 (started 2014)	-11.6	<0.0005	-7.6	0.002	-5.5	0.025	0.5	0.832	2.1	0.386	-5.1	0.044	-5.1	0.030
LNAP Group 3 (started 2015)	-15.3	<0.0005	-18.0	<0.0005	-13.0	<0.0005	-11.4	<0.0005	-9.6	<0.0005	-4.7	0.041	-14.9	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-2.0	0.260	-2.9	0.123	-2.7	0.146	1.5	0.398	1.9	0.314	2.6	0.187	0.3	0.856
Gender (ref: female)	-17.9	<0.0005	-14.5	<0.0005	-21.6	<0.0005	-20.2	<0.0005	-21.8	<0.0005	-16.3	<0.0005	-15.1	<0.0005
ATSI (ref: non-ATSI)	-26.8	<0.0005	-31.6	<0.0005	-32.0	<0.0005	-31.3	<0.0005	-28.8	<0.0005	-31.1	<0.0005	-26.5	<0.0005
School ICSEA	0.2	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005	0.3	<0.0005
Remoteness	12.7	<0.0005	10.9	<0.0005	8.5	<0.0005	6.7	<0.0005	9.0	<0.0005	13.8	<0.0005	5.0	<0.0005
Numeracy														
Intercept	196.3	<0.0005	156.8	<0.0005	174.6	<0.0005	153.9	<0.0005	160.5	<0.0005	167.8	<0.0005	181.3	<0.0005
LNAP Group 1 (started 2012/13)	-16.1	<0.0005	-13.5	<0.0005	-13.8	<0.0005	-6.7	0.001	-7.7	<0.0005	-6.6	0.001	-8.5	<0.0005
LNAP Group 2 (started 2014)	-10.4	<0.0005	-4.6	0.040	-5.0	0.025	0.1	0.969	-0.6	0.783	-1.6	0.427	-6.5	0.002
LNAP Group 3 (started 2015)	-14.7	<0.0005	-12.9	<0.0005	-12.0	<0.0005	-6.2	0.001	-10.9	<0.0005	-5.3	0.004	-10.8	<0.0005
LNAP Group 4 and 5 (started 2017/18)	-1.3	0.396	-1.1	0.508	-2.8	0.090	2.7	0.083	0.2	0.923	3.4	0.031	-2.3	0.158
Gender (ref: female)	-1.4	0.176	0.6	0.583	2.8	0.012	6.4	<0.0005	-0.7	0.525	4.7	<0.0005	4.0	<0.0005
ATSI (ref: non-ATSI)	-27.2	<0.0005	-27.3	<0.0005	-25.5	<0.0005	-23.8	<0.0005	-26.2	<0.0005	-25.5	<0.0005	-24.4	<0.0005
School ICSEA	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005	0.2	<0.0005
Remoteness	6.8	<0.0005	8.7	<0.0005	6.4	<0.0005	9.6	<0.0005	9.5	<0.0005	11.9	<0.0005	7.3	<0.0005

Figure 57: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, LNAP Group 1, 2013-19 (all AP and supplementary schools)



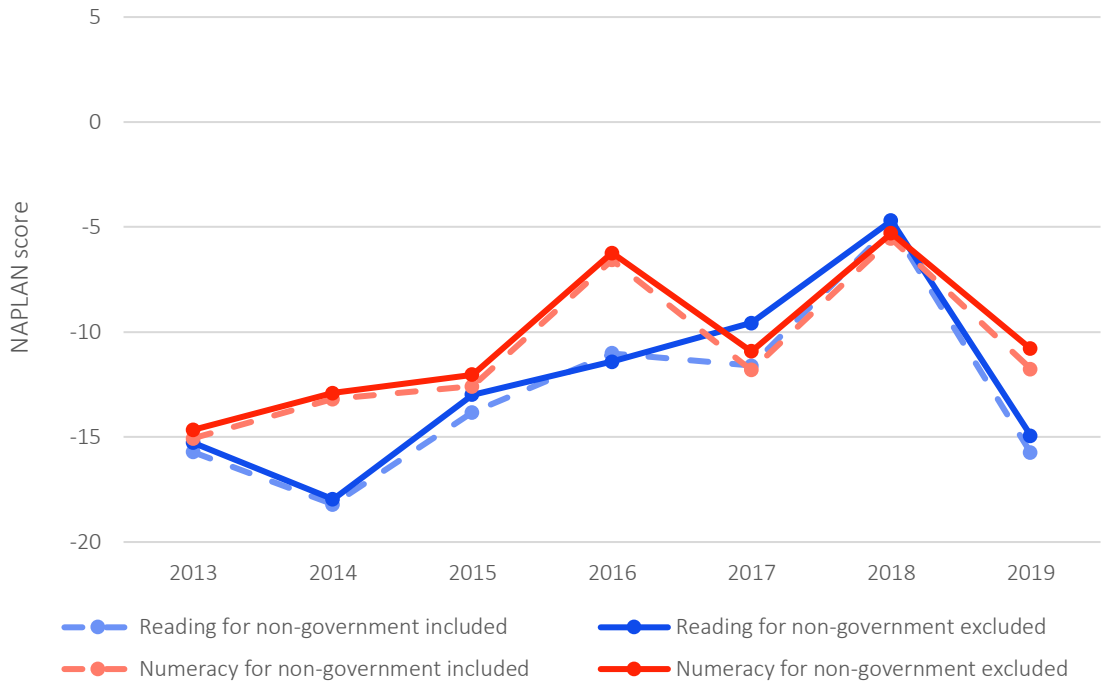
Note: The range used for this plot is between 5 and -20, which was chosen by rounding the smallest and largest group coefficients (LNAP Group 1, Group 2, Group 3, and Group 4 & 5) to the nearest 5.

Figure 58: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, LNAP Group 2, 2013-19 (all AP and supplementary schools)



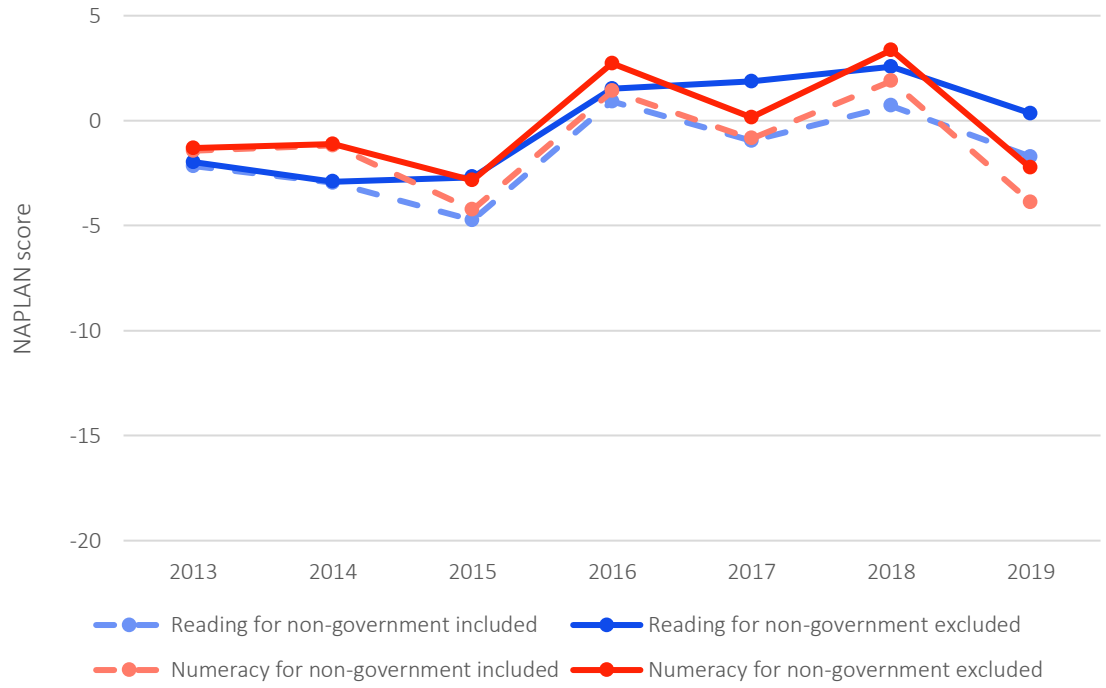
Note: The range used for this plot is between 5 and -20, which was chosen by rounding the smallest and largest group coefficients (LNAP Group 1, Group 2, Group 3, and Group 4 & 5) to the nearest 5.

Figure 59: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, LNAP Group 3, 2013-19 (all AP and supplementary schools)



Note: The range used for this plot is between 5 and -20, which was chosen by rounding the smallest and largest group coefficients (LNAP Group 1, Group 2, Group 3, and Group 4 & 5) to the nearest 5.

Figure 60: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, LNAP Group 4 and 5, 2013-19 (all AP and supplementary schools)



Note: The range used for this plot is between 5 and -20, which was chosen by rounding the smallest and largest group coefficients (LNAP Group 1, Group 2, Group 3, and Group 4 & 5) to the nearest 5.

Figure 61: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, Gender, 2013-19 (all AP and supplementary schools)

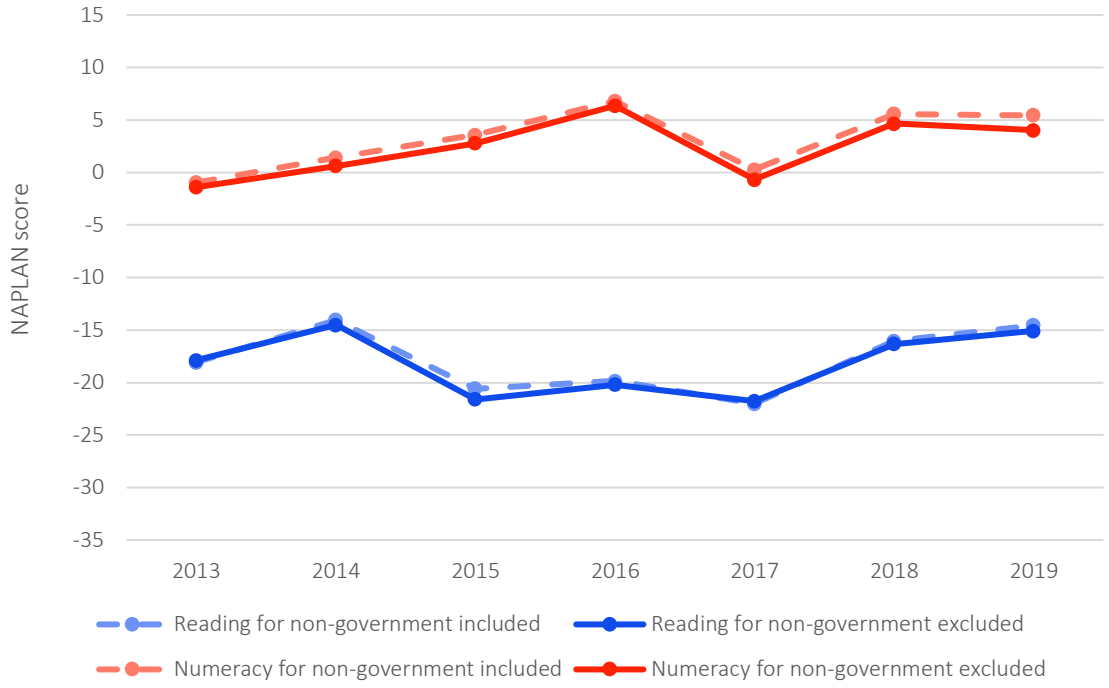


Figure 62: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, ATSI status, 2013-19 (all AP and supplementary schools)

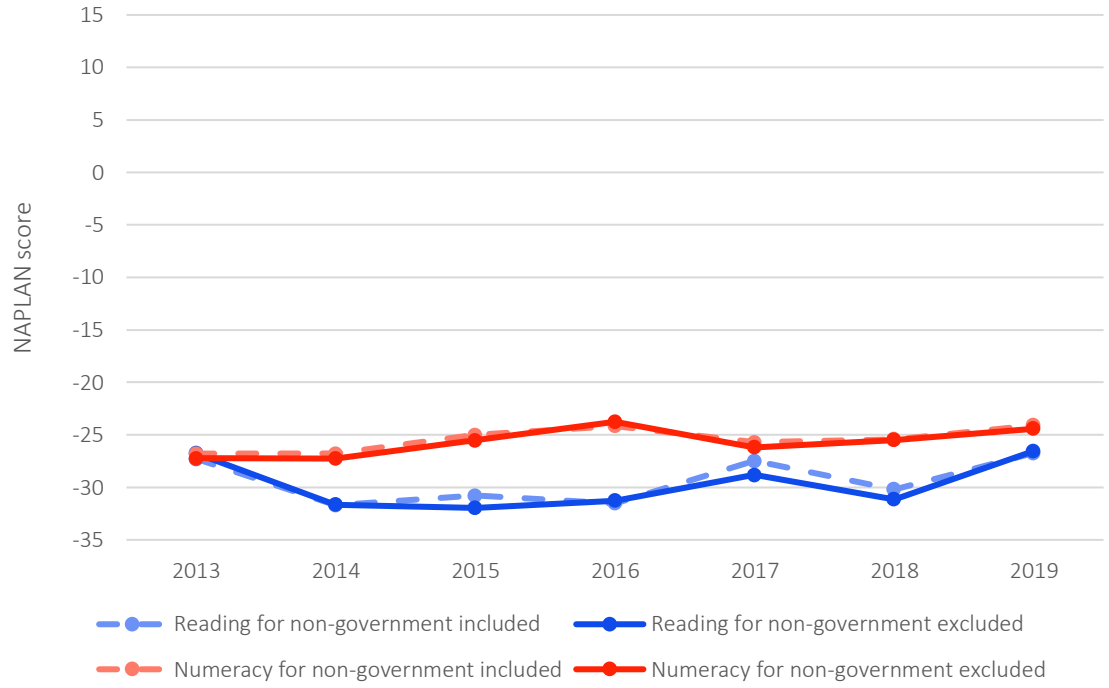


Figure 63: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, School ICSEA, 2013-19 (all AP and supplementary schools)

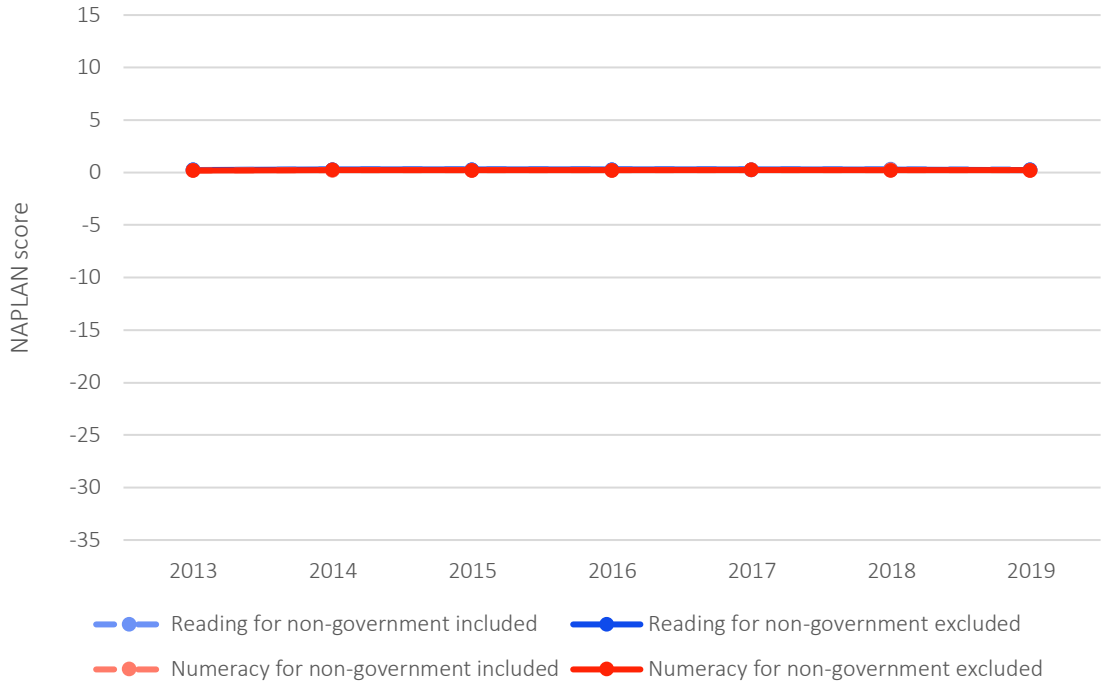


Figure 64: Coefficient comparison where one model includes non-government data and other excludes non-government data, NAPLAN Year 3 Reading and Numeracy, Remoteness, 2013-19 (all AP and supplementary schools)

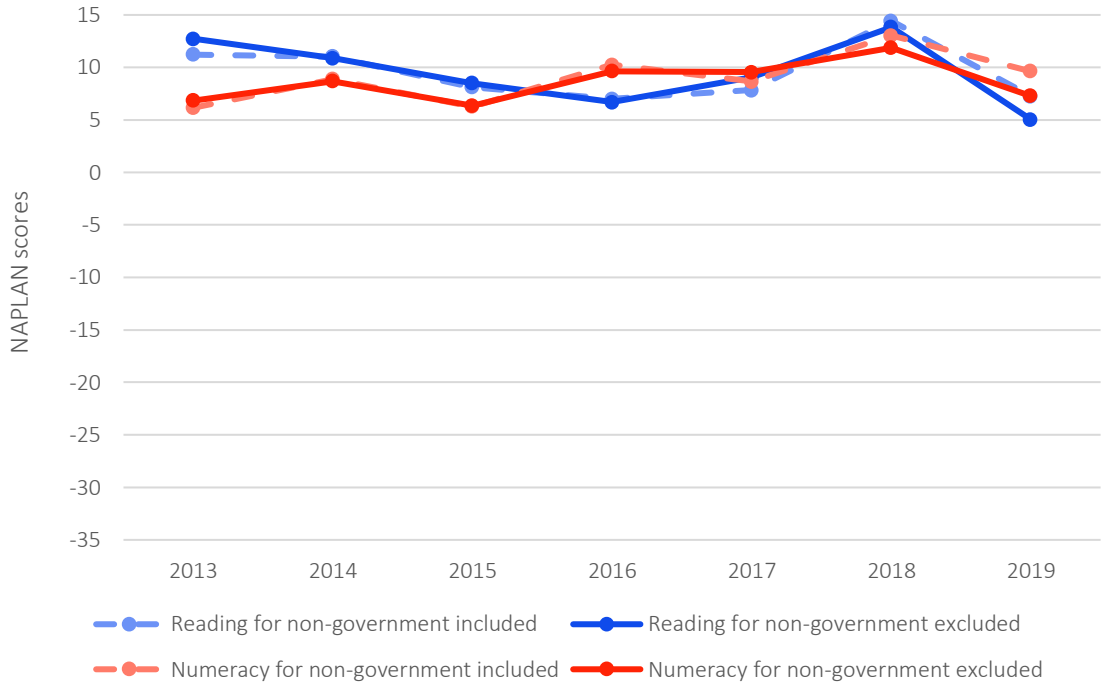


Table 113: Descriptive statistics for NAPLAN Year 3, 2013-19 (all AP and supplementary schools)

Descriptive statistics	2013	2014	2015	2016	2017	2018	2019
Reading							
Mean	388	382	392	391	399	401	399
Median	380	375	384	383	400	400	399
Std. Deviation	80.3	86.6	87.7	84.8	88.9	90.7	86.0
Student number	18,935	19,685	23,176	23,129	23,011	22,663	22,643
Numeracy							
Mean	372	371	368	372	382	381	381
Median	365	369	369	362	377	383	381
Std. Deviation	69.1	77.2	77.5	73.4	75.3	72.3	74.0
Student number	18,842	19,621	23,038	23,029	22,908	22,491	22,487

J: Year 5 NAPLAN analyses

Data sources

Government NAPLAN data were provided by the NSW Department of Education. NAPLAN BSKA updated RASCH (22 June 2020), enrolment data (30 April 2020) and AP variables (9 September 2019) were merged for the analysis. We used all data taken with BSKA scores (2010-2016) as the student and school level control variables. Non-government NAPLAN data were also provided by the Department.

Variables

Table 114: Definitions for variables

Government school variables	Definition	Data issues/comments
LNAP Group 1	Schools starting LNAP in 2012 and 2013 (Phase 1)	No schools started LNAP in 2016. The initial effects of LNAP are expected to occur from the first year after joining.
LNAP Group 2	Schools starting LNAP in 2014 (Phase 1)	
LNAP Group 3	Schools starting LNAP in 2015 (Phase 1)	
LNAP Group 4 and 5	Schools starting LNAP in 2017 and 2018 (Phase 2)	
Supplementary school	Schools that share similar characteristics with AP schools. They are used as a comparison group for the evaluation.	These schools are required to use the Learning Progressions.
Student age	Students' age in months, as recorded in BSKA.	A small proportion of ages in each year were non-valid entries, for example, birth year of 1910. Age ranges falling outside of NSW guidelines for Kindergarten enrolment were treated as missing variables.
Student ATSI status	Students' Aboriginal and Torres Strait Islander status as recorded in BSKA.	A small proportion of missing data each year for this variable.
Student English support	If students require additional English support. Binary yes/no.	A small proportion of missing data each year for this variable.
Student gender	Students' gender status, as recorded in BSKA. Male and female only.	No missing data for this variable.
Student Socio Economic Advantage	Students' SEA based on parents/carers educational background and occupation, as recorded in BSKA.	A small proportion of missing data each year for this variable.
School ICSEA	School Index of Community Socio-Educational Advantage Level. Score is based on the socio-educational background of students.	Schools' ICSEA ranges from 515 to 1218.
School remoteness	Australian Statistical Geography Standard (ASGS) remoteness of school. Schools are classified as either metropolitan or non-metropolitan.	No missing data for this variable after applying selection criteria.
Best Start Literacy	RASCH estimate of the combined literacy components of Best Start	Scores range from -5 to 5, with high bunching of data on -5.
Best Start Numeracy	RASCH estimate of the combined numeracy components of Best Start	Scores range from -5 to 5.
NAPLAN Y3 Reading	NAPLAN Year 3 Reading score	Scores range from -101.90 to 1003.80.
NAPLAN Y3 Numeracy	NAPLAN Year 3 Numeracy score	Scores range from -41.30 to 798.70.
NAPLAN Y5 Reading	NAPLAN Year 5 Reading score	Scores range from -29.70 to 1036.80.
NAPLAN Y5 Numeracy	NAPLAN Year 5 Numeracy score	Scores range from 152.90 to 834.30.

Selection criteria

Students were included in the analysis if they met the following criteria:

- Remained at the same school from Kindergarten to Year 5 without any movements to other schools
- Did not repeat any years of schooling
- Commenced school at the age suggested by the Department's guidelines (for example, at the beginning of the school year if they turn 5 on or before 31 July that year and before their 6th birthday)
- Did not have missing values for any of the variables to be included in the model
- Did not have negative values for Year 5 Reading and Numeracy scores

Initially, the total number of students was 548,694 for the seven NAPLAN years (2015-2019). After choosing students based on the above criteria, the number of students used in the analysis were 351,163 (36% reduction). The largest percentage of students get removed from the analysis due to moving schools any time between K and Year 5. This is the same conclusion as Year 3 (Section I). After selection we have roughly 64% left from the original number of participating students.

Table 115: Selection criteria for students, NAPLAN Year 5 Reading, 2015-19

Descriptive statistics	2015	2016	2017	2018	2019
Initial number of students	51,138	53,270	55,853	57,274	56,812
After Year 5 Reading	49,128	51,244	53,603	55,045	54.498
Removed (%)	3.9%	3.8%	4.0%	3.9%	4.1%
Remaining (%)	96.1%	96.2%	96.0%	96.1%	95.9%
After Year 3 Literacy and Numeracy	47,168	49,107	51,410	52,809	52,129
Removed (%)	3.8%	4.0%	3.9%	3.9%	4.2%
Remaining (%)	92.2%	92.2%	92.1%	92.2%	91.8%
After BSKA Literacy and Numeracy	46,699	48,651	50,968	51,788	51,265
Removed (%)	0.9%	0.9%	0.8%	1.8%	1.5%
Remaining (%)	91.3%	91.3%	91.3%	90.4%	90.2%
After control variables (gender, ATSI, remoteness, student SEA, school ICSEA)	44,030	45,926	48,550	49,241	49,260
Removed (%)	5.2%	5.1%	4.3%	4.4%	3.5%
Remaining (%)	86.1%	86.2%	86.9%	86.0%	86.7%
After non-mover	33,025	34,357	36,249	36,807	37,151
Removed (%)	21.5%	21.7%	22.0%	21.7%	21.3%
Remaining (%)	64.6%	64.5%	64.9%	64.3%	65.4%
After up to Year 2	32,999	34,357	36,241	36,767	37,131
Removed (%)	0.1%	0.0%	0.0%	0.1%	0.0%
Remaining (%)	64.5%	64.5%	64.9%	64.2%	65.4%
After repeated grade	32,997	34,085	36,020	36,731	37,097
Removed (%)	0.0%	0.5%	0.4%	0.1%	0.1%
Remaining (%)	64.5%	64.0%	64.5%	64.1%	65.3%
After student age	32,804	33,907	35,823	36,544	36,914
Removed (%)	0.4%	0.3%	0.4%	0.3%	0.3%
Remaining (%)	64.1%	63.7%	64.1%	63.8%	65.0%

Table 116: Selection criteria for students, NAPLAN Year 5 Numeracy, 2015-19

Descriptive statistics	2015	2016	2017	2018	2019
Initial number of students	51,138	53,270	55,853	57,274	56,812
After Year 5 Numeracy	48,956	51,049	53,422	54,599	54,110
Removed (%)	4.3%	4.2%	4.4%	4.7%	4.8%
Remaining (%)	95.7%	95.8%	95.6%	95.3%	95.2%
After Year 3 Literacy and Numeracy	46,995	48,905	51,251	52,386	51,754
Removed (%)	3.8%	4.0%	3.9%	3.9%	4.1%
Remaining (%)	91.9%	91.8%	91.8%	91.5%	91.1%
After BSKA Literacy and Numeracy	46,525	48,453	50,813	51,379	50,900
Removed (%)	0.9%	0.8%	0.8%	1.8%	1.5%
Remaining (%)	91.0%	91.0%	91.0%	89.7%	89.6%
After control variables (gender, ATSI, remoteness, student SEA, school ICSEA)	43,856	45,738	48,415	48,858	48,905
Removed (%)	5.2%	5.1%	4.3%	4.4%	3.5%
Remaining (%)	85.8%	85.9%	86.7%	85.3%	86.1%
After non-mover	32,909	34,224	36,156	36,546	36,916
Removed (%)	21.4%	21.6%	21.9%	21.5%	21.1%
Remaining (%)	64.4%	64.2%	64.7%	63.8%	65.0%
After up to Year 2	32,883	34,224	36,148	36,506	36,896
Removed (%)	0.1%	0.0%	0.0%	0.1%	0.0%
Remaining (%)	64.3%	64.2%	64.7%	63.7%	64.9%
After repeated grade	32,881	33,953	35,932	36,470	36,863
Removed (%)	0.0%	0.5%	0.4%	0.1%	0.1%
Remaining (%)	64.3%	63.7%	64.3%	63.7%	64.9%
After student age	32,690	33,777	35,733	36,289	36,682
Removed (%)	0.4%	0.3%	0.4%	0.3%	0.3%
Remaining (%)	63.9%	63.4%	64.0%	63.4%	64.6%

Table 117: Profile of students included and excluded in the modelling analysis, 2019

Key variables	AP schools		Supplementary schools		Non-AP schools	
	Included	Excluded (number of students)	Included	Excluded (number of students)	Included	Excluded (number of students)
NAPLAN Y5 Reading (mean)	472	462 (5,241)	486	477 (872)	519	513 (8,724)
NAPLAN Y5 Numeracy (mean)	467	456 (5,184)	477	474 (871)	512	509 (8,645)
NAPLAN Y3 Reading (mean)	395	381 (5,052)	406	398 (837)	448	442 (8,384)
NAPLAN Y3 Numeracy (mean)	379	366 (5,022)	389	386 (832)	426	423 (8,348)
Best Start Literacy (mean)	-3.2	-3.4 (5,410)	-2.9	-3.1 (919)	-2.3	-2.6 (8,827)
Best Start Numeracy (mean)	-1.5	-1.8 (5,417)	-1.1	-1.3 (918)	-0.7	-0.9 (8,844)
Student SEA (mean)	7.0	6.5 (5,552)	7.7	7.5 (922)	9.5	8.9 (9,002)
School ICSEA (mean)	925	912 (5,617)	964	966 (943)	1060	1,048 (8,894)
Student age (mean)	5.7	5.7 (5,698)	5.7	5.7 (943)	5.7	5.7 (9,203)
ATSI % (Non-ATSI/ATSI)	87/13	80/20 (5,653)	92/8	89/11 (931)	97/3	94/6 (9,136)
Gender % (F/M)	49/51	47/53 (5,698)	49/51	49/51 (943)	50/50	48/52 (9,203)
Remoteness % (Metropolitan/Non-Metropolitan)	61/39	64/36 (5,698)	50/50	57/43 (943)	81/19	80/20 (9,203)
English Support % (Not required/required)	71/29	72/28 (5,531)	83/17	76/24 (919)	76/24	69/31 (8,944)
Student Numbers	9,929		2,036		28,817	

Mean Year 5 NAPLAN scores for government schools

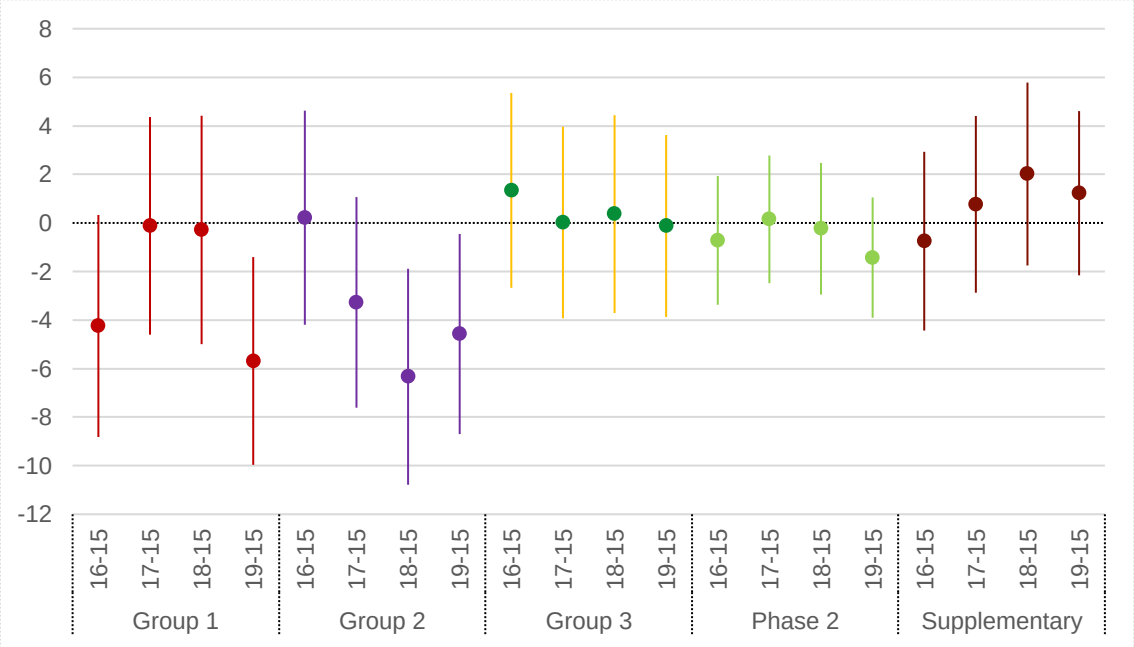
This model is based on the final regression analysis model for Year 5 NAPLAN:

- It starts with a set of binary variables Group 1, Group 2, Group 3, Phase 3 and Supplementary, these variables are included in the regression to see how each group has scored in the Year 5 NAPLAN
- It then includes variables which we believe may affect the students NAPLAN scores, such as gender, age, ATSI status, remoteness, and English support
- It also includes some other related scores as variables, such as Best Start literacy and numeracy scores, student SEA and school ICSEA scores and Year 3 literacy and numeracy scores. These are tests done before the Year 5 NAPLAN, and can be used to see if there is a relationship between previous scores and the current scores (current being Year 5)
- All scores are standardised by removing the mean of each variable, this is done to help stabilise the coefficient results
- Additionally, all scores are standardised again by removing the mean value of each variable in 2015 (first year for NAPLAN Yr5), these standardising is not done on top of the previous standardising (in the previous dot point), but as a separate set of variables, this set is to help stabilise the coefficient between years

Table 118: Multilevel results NAPLAN Year 5, 2015-2019 (all government schools)

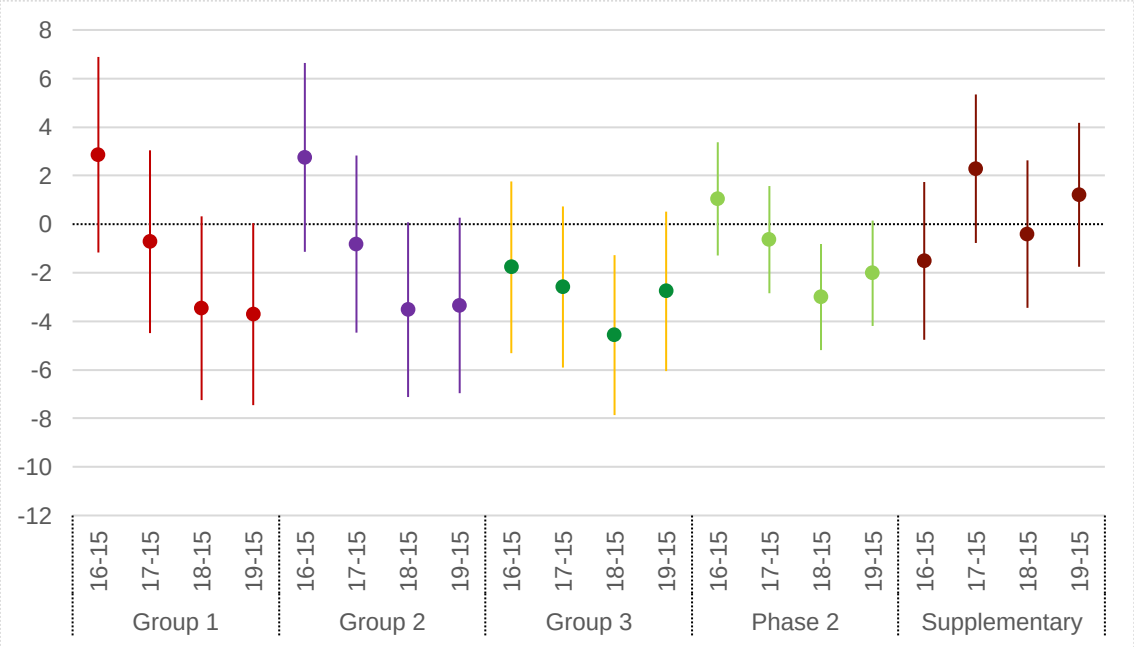
Variables	2015		2016		2017		2018		2019	
	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value	Coefficient	p value
Reading										
Intercept	-0.36	0.5	4.186	0	-1.212	0.03	-2.509	0	-3.401	0
LNAP Group 1 (started 2012/13)	0.426	0.793	-3.819	0.022	0.307	0.849	0.138	0.938	-5.259	0
LNAP Group 2 (started 2014)	1.452	0.354	1.668	0.302	-1.82	0.245	-4.884	0.003	-3.124	0.026
LNAP Group 3 (started 2015)	-0.553	0.701	0.788	0.588	-0.533	0.705	-0.19	0.899	-0.68	0.588
LNAP Group 4 and 5 (started 2017/18)	1.105	0.242	0.386	0.69	1.254	0.188	0.864	0.392	-0.322	0.702
Supplementary schools	0.185	0.888	-0.566		0.951	0.47	2.2	0.118	1.409	0.211
Number of schools		31,584		33,565		35,520		35,840		35,992
Number of students		32,771		33,883		35,800		36,503		36,879
School level intercept		154.019		283.044		350.986		122.564		60.434
Student level intercept		2,150.189		2,221.802		2,136.404		2,661.129		1,873.72
Reading										
Intercept	-9.532	0	-11.092	0	-7.055	0	-8.722	0	-16.602	0
LNAP Group 1 (started 2012/13)	1.275	0.374	4.136	0.005	0.553	0.664	-2.187	0.09	-2.432	0.054
LNAP Group 2 (started 2014)	0.57	0.681	3.321	0.019	-0.25	0.84	-2.952	0.014	-2.777	0.023
LNAP Group 3 (started 2015)	0.715	0.575	-1.062	0.406	-1.873	0.093	-3.855	0	-2.053	0.059
LNAP Group 4 and 5 (started 2017/18)	1.462	0.08	2.504	0.003	0.825	0.275	-1.54	0.037	-0.561	0.44
Supplementary schools	-1.048	0.365	-2.56	0.031	1.237	0.237	-1.456	0.158	0.162	0.868
Number of schools		31,481		33,435		35,433		35,595		35,777
Number of students		32,657		33,753		35,710		36,248		36,647
School level intercept		86		0		76.148		116.925		80.36
Student level intercept		1,709.458		1,929.185		1,490.269		1,360.197		1,359.628

Figure 65: Differences between AP and other non-AP schools for Model 1, NAPLAN Year 5 Reading, 2015-19



Note: (1) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 66: Differences between AP and other non-AP schools for Model 1, NAPLAN Year 5 Numeracy, 2013-19



Note: (1) LNAP Group 1 (started 2012/13), LNAP Group 2 (started 2014), and LNAP Group 3 (started 2015).

Figure 67: Coefficient wave for NAPLAN Year 5 Reading, LNAP Group 1, 2015-19

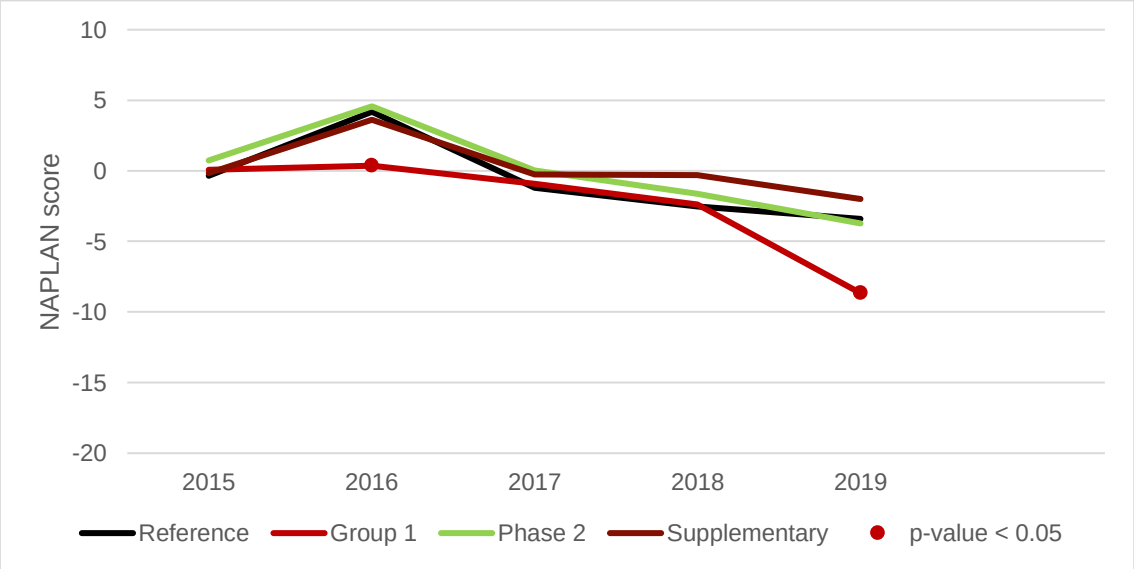


Figure 68: Coefficient wave for NAPLAN Year 5 Reading, LNAP Group 2, 2015 - 19

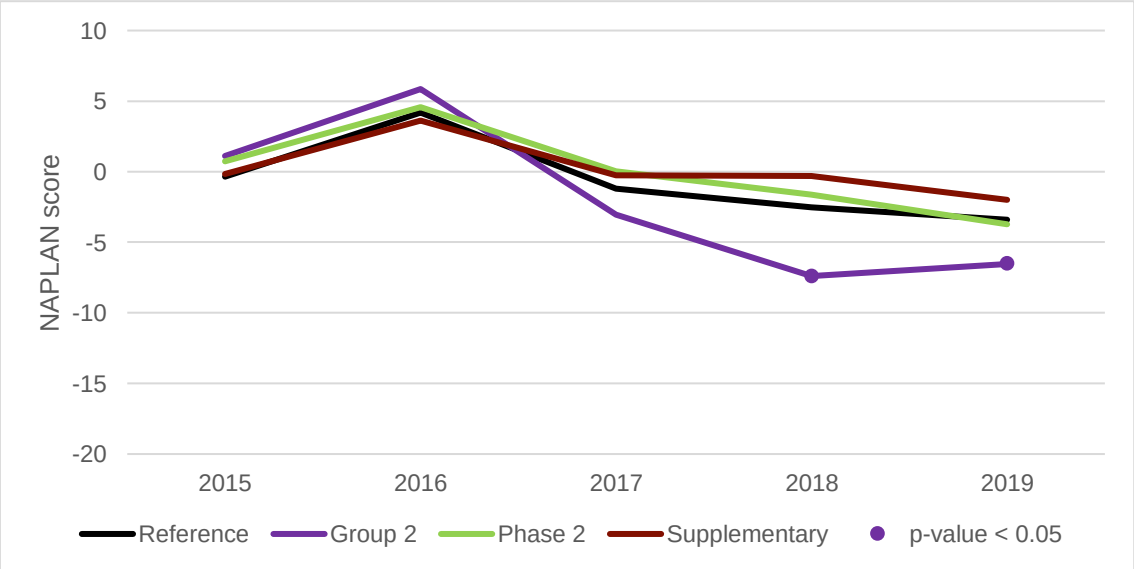


Figure 69: Coefficient wave for NAPLAN Year 5 Reading, LNAP Group 3, 2015-19

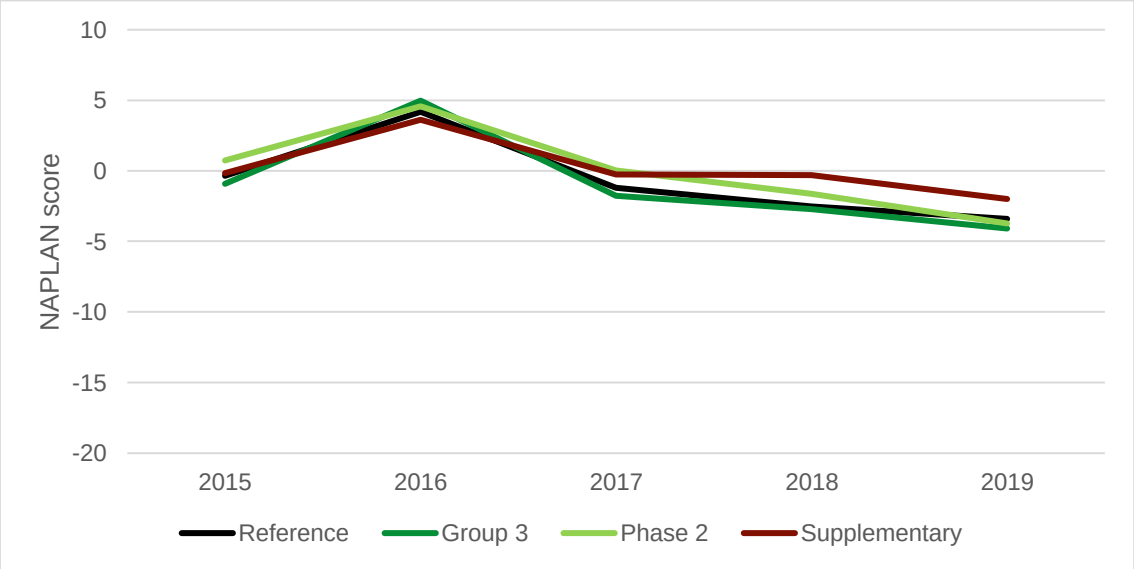


Figure 70: Coefficient wave for NAPLAN Year 5 Numeracy, LNAP Group 1, 2015-19

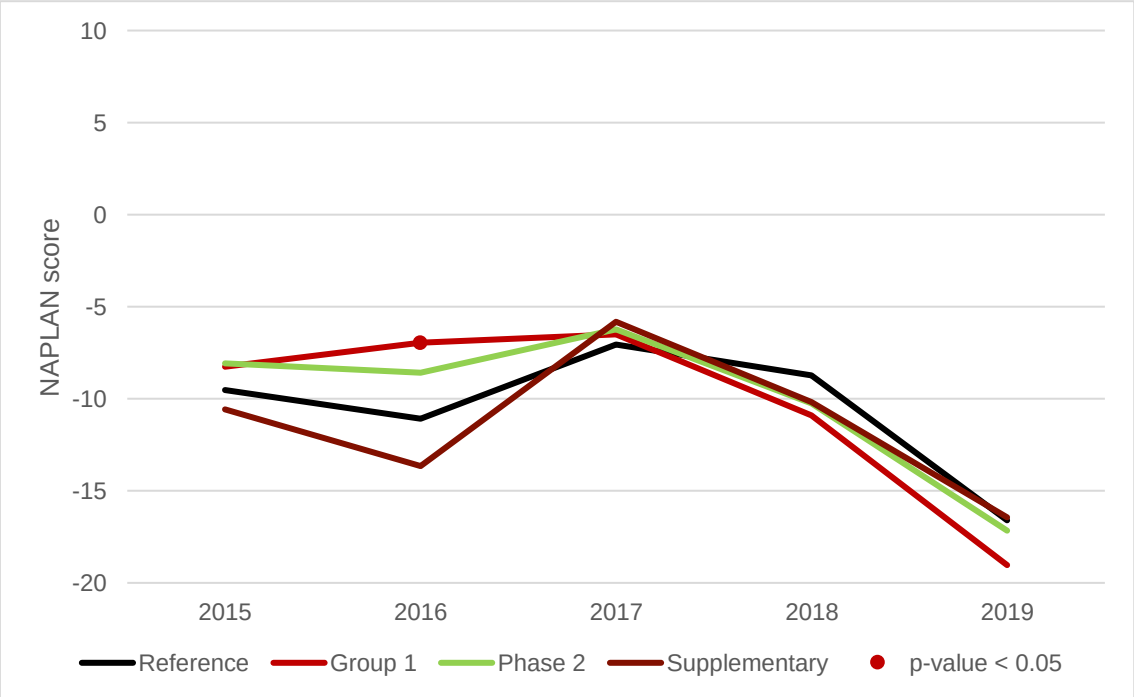


Figure 71: Coefficient wave for NAPLAN Year 5 Numeracy, LNAP Group 2, 2015-19

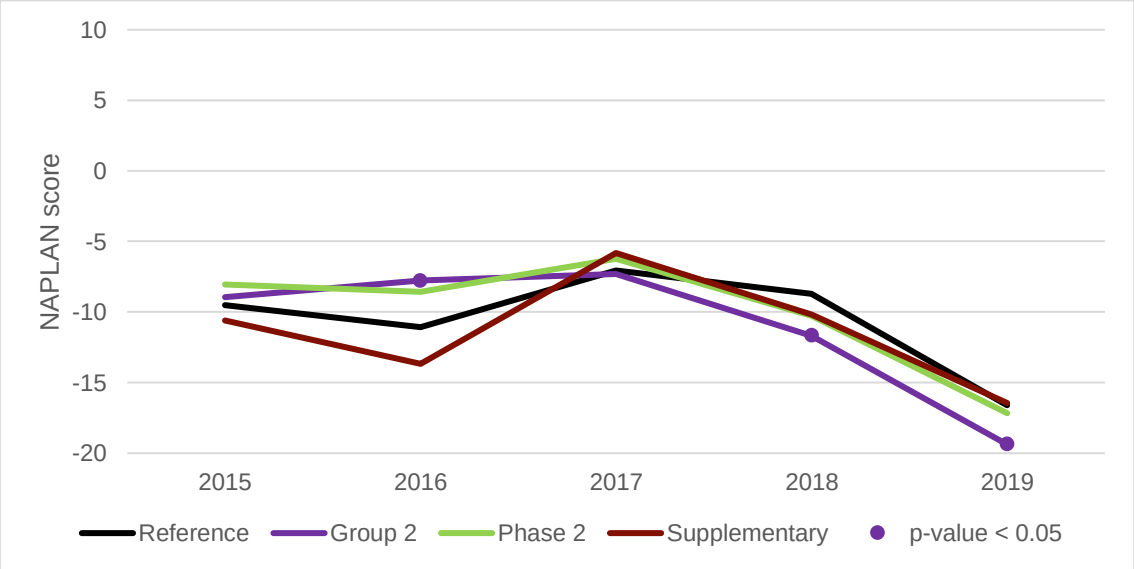


Figure 72: Coefficient wave for NAPLAN Year 5 Numeracy, LNAP Group 3, 2015-19

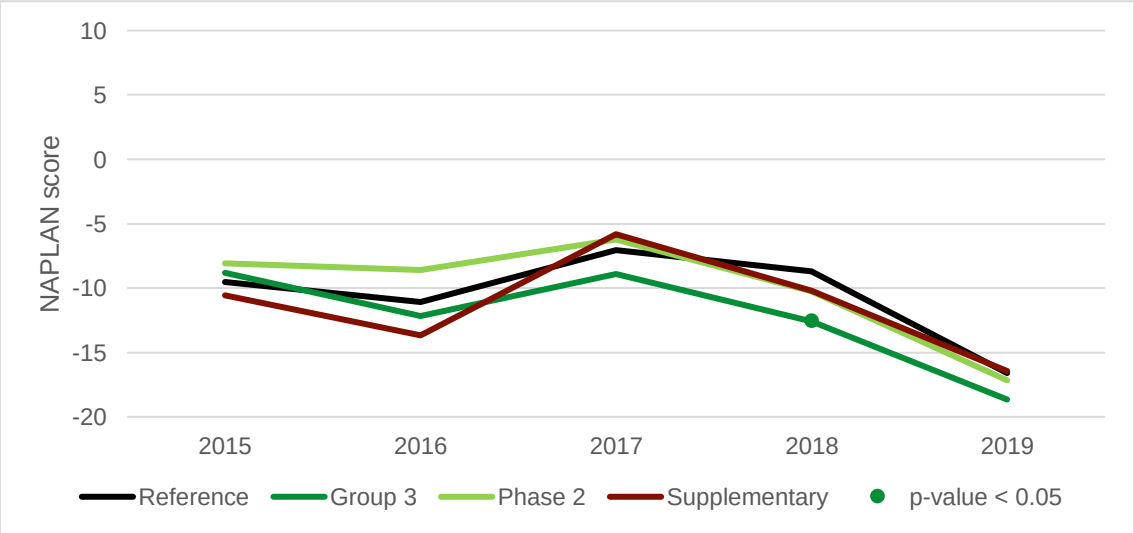


Table 119: Descriptive statistics for NAPLAN Year 5 Reading, 2015-19 (all government schools)

Descriptive statistics	2015	2016	2017	2018	2019
Literacy					
Mean	498	500	505	508	506
Median	490	597	500	512	507
Std. Deviation	82.8	82.9	83.3	85.5	74.2
Student number	35,438	36,548	38,468	39,313	39,273
Numeracy					
Mean	496	497	467	497	499
Median	493	493	463	492	497
Std. Deviation	74.2	77.6	70.8	69.6	70.5
Student number	35,314	36,418	38,364	39,035	39,030

Table 120: Descriptive statistics for NAPLAN Year 5 Reading, AP vs non-AP schools, 2015-19 (all government school

Descriptive statistics	2015		2016		2017		2018		2019	
	AP	Non-AP	AP	Non-AP	AP	Non-AP	AP	Non-AP	AP	Non-AP
Literacy										
Mean	462	510	463	512	468	518	470	520	472	517
Median	451	510	461	509	467	512	468	520	475	518
Standard Deviation	76.2	81.5	82.9	79.3	77.5	81.4	83.4	82.5	72.3	71.6
Student Number	8,802	26,636	9,148	27,400	9,596	28,872	9,534	29,779	9,402	29,871
Numeracy										
Mean	466	506	463	509	465	508	465	508	467	510
Median	460	501	461	501	464	500	462	504	462	505
Standard Deviation	67.7	73.5	67.0	76.7	64.4	70.0	63.3	68.3	64.2	69.3
Student Number	8,763	26,551	9,117	27,730	9,581	28,783	9,450	29,585	9,322	29,708

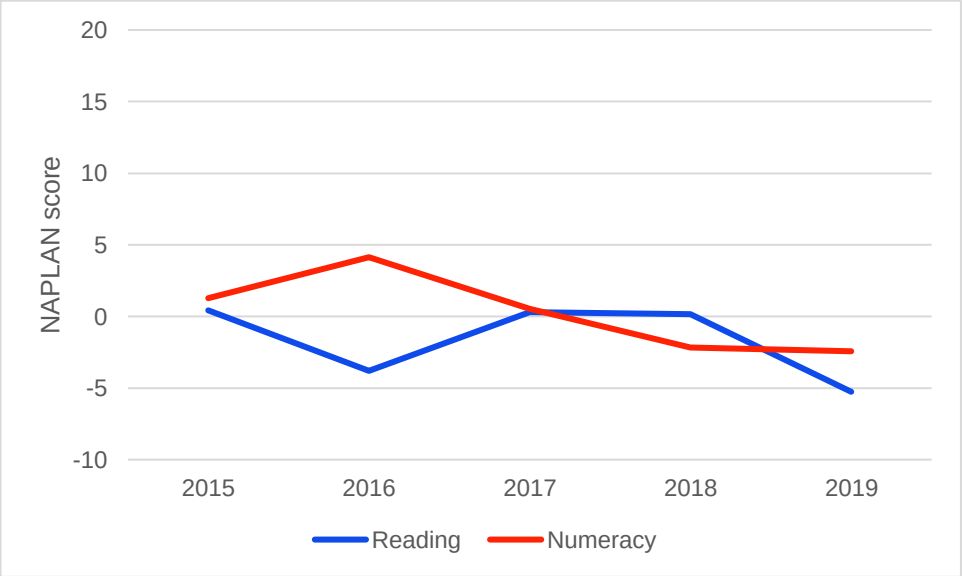
Table 121: Descriptive statistics for NAPLAN Year 5 Reading, LNAP groups and Supplementary schools, 2015-19

LNAP Groups	2015	2016	2017	2018	2019
LNAP Group 1 (started 2012/2013)					
Mean	440	434	445	449	449
Median	432	437	446	451	455
Std. Deviation	71.2	81.2	79.4	81.3	70.6
Student number	1,412	1,462	1,523	1,472	1,477
LNAP Group 2 (started 2014)					
Mean	458	465	465	464	469
Median	451	461	467	464	472
Std. Deviation	73.7	81.9	76.5	80.5	70.9
Student number	1,284	1,280	1,371	1,420	1,315
LNAP Group 3 (started 2015)					
Mean	450	454	460	459	466
Median	441	449	457	464	470
Std. Deviation	71.9	82.3	74.9	83.1	70.3
Student number	1,733	1,816	1,914	1,955	1,885
LNAP Group 4 and 5 (started 2017/18)					
Mean	475	476	479	482	483
Median	471	472	478	483	486
Std. Deviation	77.4	81.1	76.2	82.9	71.8
Student number	4,373	4,590	4,788	4,687	4,725
Supplementary schools					
Mean	480	482	483	482	486
Median	471	484	478	477	490
Std. Deviation	76.7	78.6	75.9	79.2	71.9
Student number	1,769	1,752	1,853	1,877	1,959

Table 122: Descriptive statistics for NAPLAN Year 5 Numeracy, LNAP groups and Supplementary schools, 2015-19

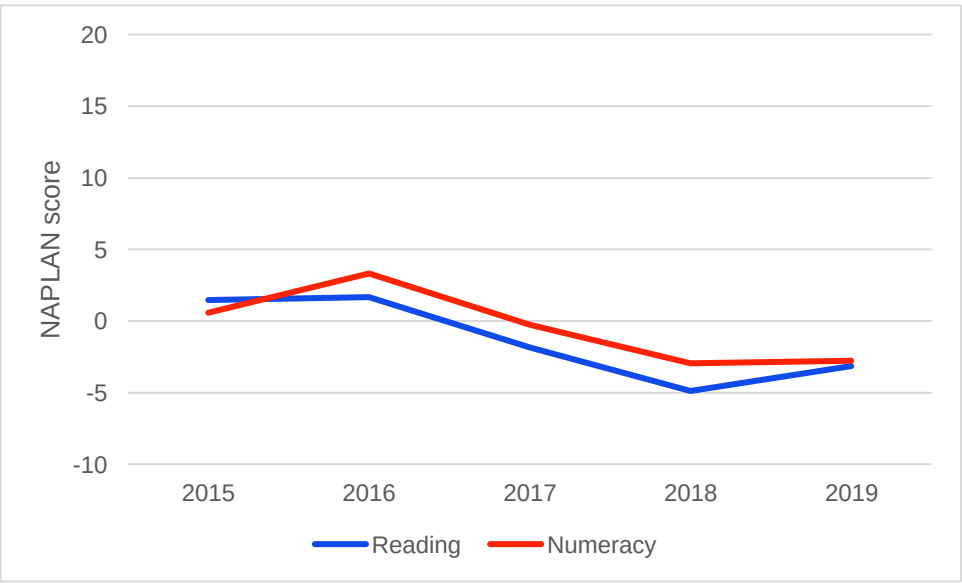
LNAP Groups	2015	2016	2017	2018	2019
LNAP Group 1 (started 2012/2013)					
Mean	446	439	446	477	446
Median	443	438	443	477	441
Std. Deviation	62.9	61.7	62.8	58.9	:60.9
Student number	1,404	1,453	1,523	1,454	1,464
LNAP Group 2 (started 2014)					
Mean	459	462	462	461	462
Median	452	461	457	455	459
Std. Deviation	63.9	63.6	61.7	59.1	60.0
Student number	1,273	1,274	1,363	1,402	1,303
LNAP Group 3 (started 2015)					
Mean	456	451	459	457	460
Median	452	445	450	455	458
Std. Deviation	66.0	67.6	62.4	61.2	60.7
Student Number	1,725	1,809	1,917	1,942	1,869
LNAP Group 4 and 5 (started 2017/18)					
Mean	477	475	475	475	477
Median	468	469	471	470	473
Std. Deviation	68.7	72.3	64.6	64.9	65.5
Student number	4,361	4,581	4,778	4,652	4,686
Supplementary schools					
Mean	478	474	478	472	477
Median	477	469	471	470	473
Std. Deviation	65.3	67.1	63.1	60.2	61.8
Student number	1,761	1,739	1,844	1,857	1,949

Figure 73: Coefficient comparison for government schools only between NAPLAN Year 5 Reading and Numeracy, LNAP Group 1, 2015-19 (all AP and supplementary schools)



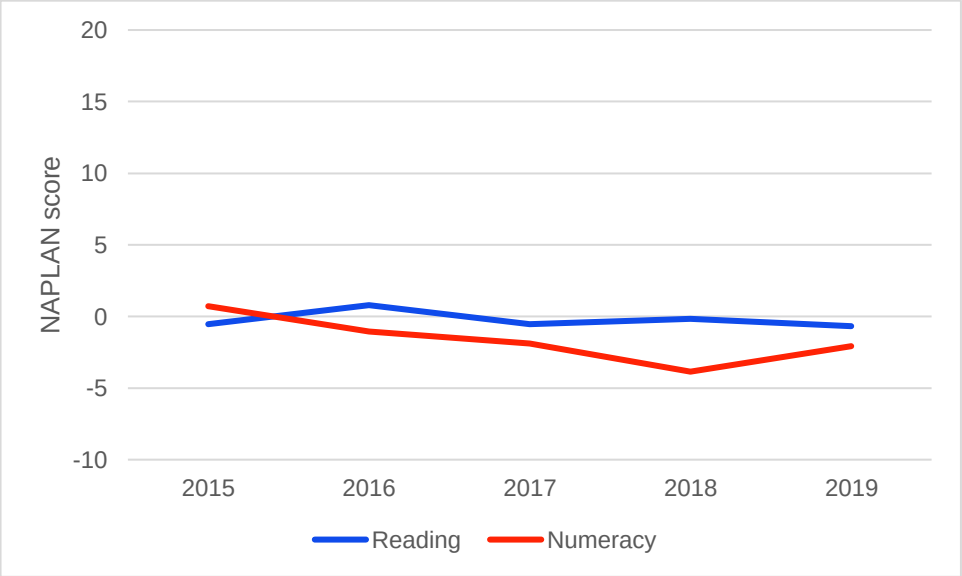
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 74: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, LNAP Group 2, 2015-19 (all AP and supplementary schools)



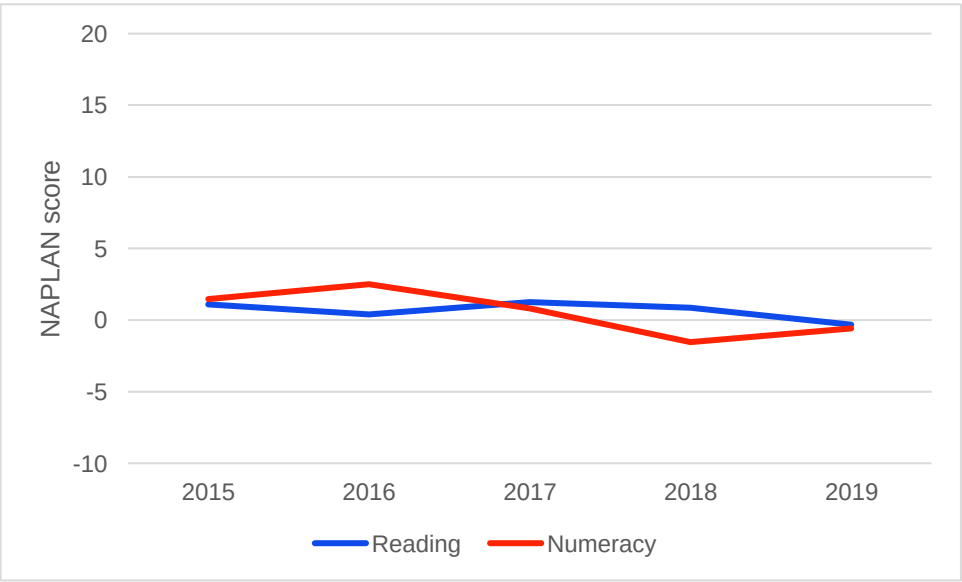
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 75: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, LNAP Group 3, 2015-19 (all AP and supplementary schools)



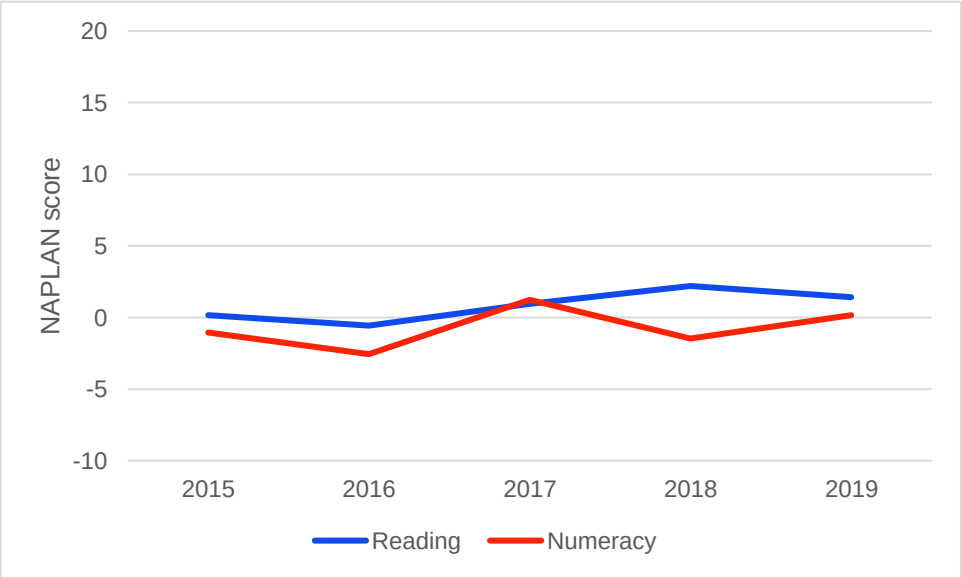
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 76: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, LNAP Group 4 & 5, 2015-19 (all AP and supplementary schools)



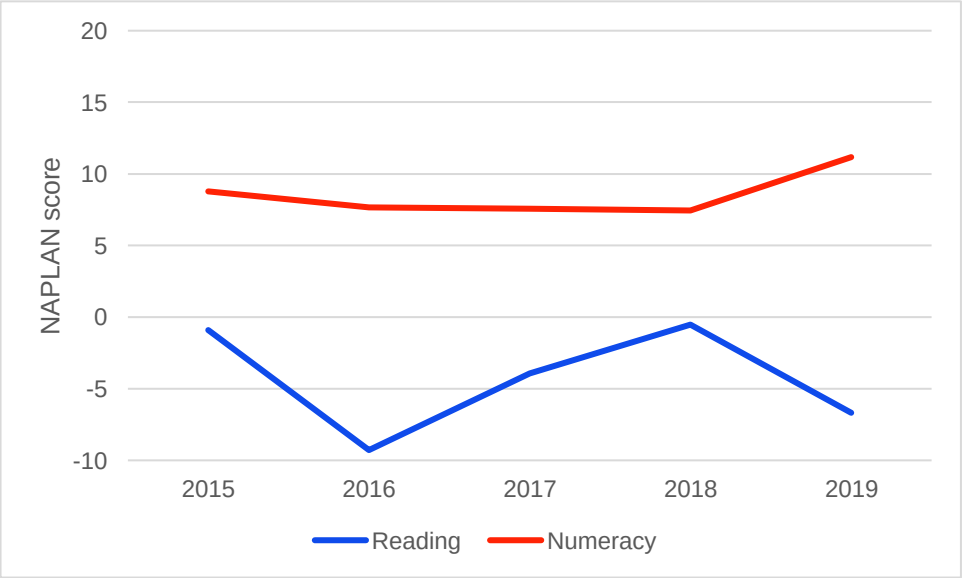
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 77: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, Supplementary schools, 2015-19 (all AP and supplementary schools)



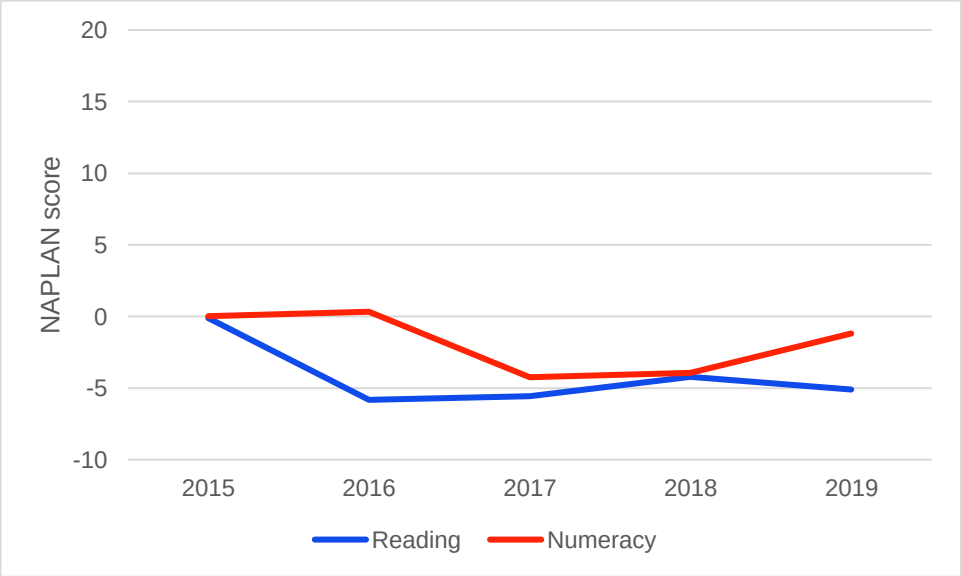
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 78: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, Gender, 2015-19 (all AP and supplementary schools)



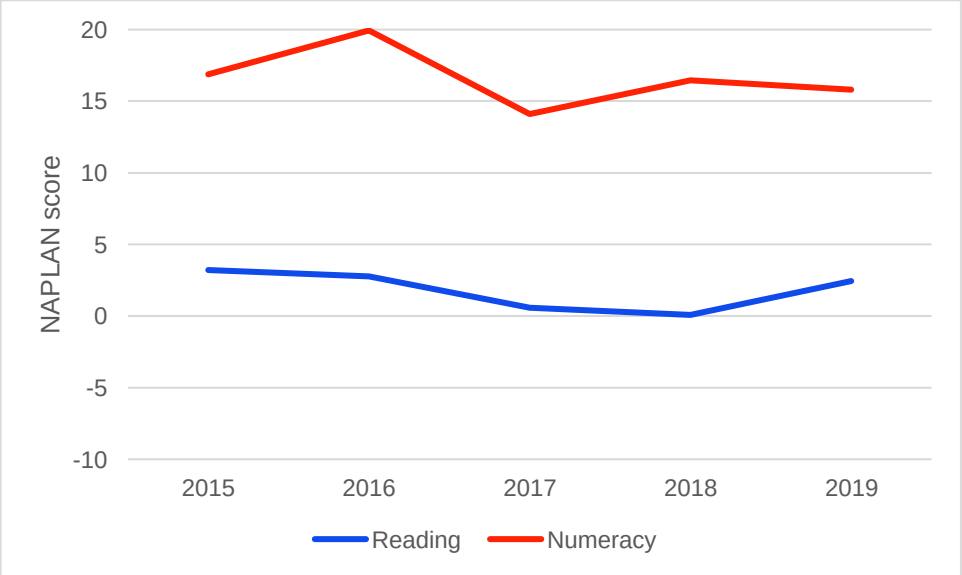
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 79: C Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, English support, 2015-19 (all AP and supplementary schools)



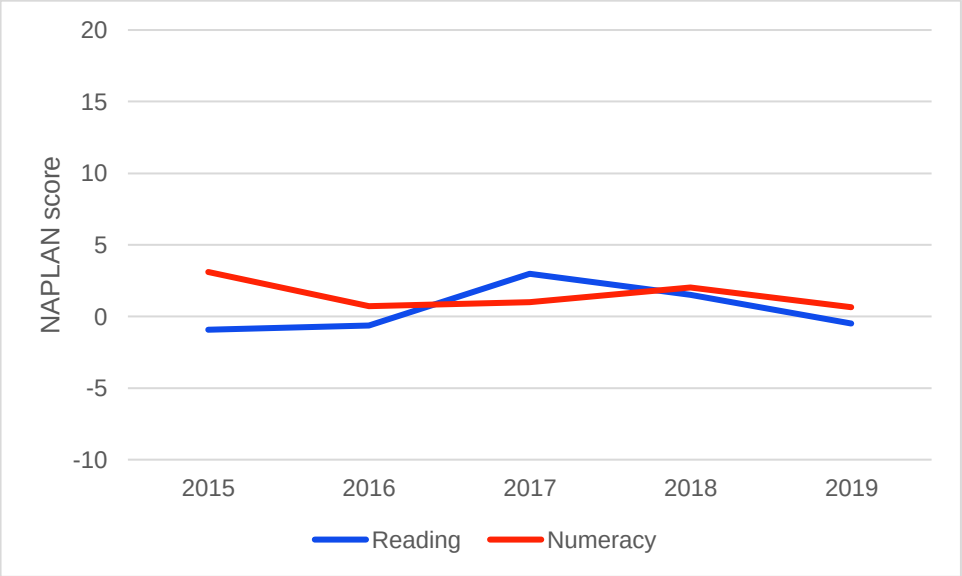
Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 80: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, English support, 2015-19 (all AP and supplementary schools)



Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

Figure 81: Coefficient comparison for government schools only, between NAPLAN Year 5 Reading and Numeracy, Remoteness, 2015-19 (all AP and supplementary schools)



Note: The range used for this plot is between 20 and -10, which was chosen by rounding the smallest and largest coefficients of all coefficient comparison graphs to the nearest 5.

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