

National Partnership Agreement on Literacy and Numeracy: Performance report for 2010

Report to the Council of Australian Governments

25 March 2011

National Partnership Agreement on Literacy and Numeracy: Performance report for 2010

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About the COAG Reform Council

The COAG Reform Council has been established by the Council of Australian Governments (COAG) as the key accountability body under the new arrangements for federal financial relations. The council is independent of individual governments and reports directly to COAG.

The COAG Reform Council's mission is to assist COAG to drive its reform agenda by strengthening public accountability of the performance of governments through independent and evidence-based monitoring, assessment and reporting.

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Valuable feedback was received from officers of the Commonwealth, State and Territory governments on the draft report.

25 March 2011

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The Hon Julia Gillard MP
Prime Minister
Parliament House
CANBERRA ACT 2600

Dear Prime Minister

On behalf of the COAG Reform Council, I am pleased to present our report *National Partnership on Literacy and Numeracy: Performance report for 2010*.

As required under clause 19 of the Intergovernmental Agreement on Federal Financial Relations, the council must independently assess whether jurisdictions have met pre-determined milestones and performance benchmarks contained in National Partnerships before reward funding is paid. While taking into account the assessment of the council, the final decision regarding reward payments lies with the Commonwealth.

This report assesses State and Territory performance for 2010 and is the first of two reports for this National Partnership. The council will submit the second report in early 2012.

Under clause 30, the council may also advise on where changes might be made to the performance reporting framework. The council has made a number of recommendations in this report to support simpler, standardised and transparent public performance reporting.

Consistent with the council's reporting responsibilities, the council will publicly release this report in April 2011.

Yours sincerely



Paul McClintock AO
Chairman

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Executive summary

National Partnership on Literacy and Numeracy

The National Partnership Agreement on Literacy and Numeracy (the National Partnership) between the Commonwealth, State and Territory governments aims to deliver sustained improvements in literacy and numeracy outcomes for all students, especially those who are falling behind (COAG 2008e, cl. 4).

The total funding under this National Partnership is \$540 million from 2008–09 to 2011–12, including reward payments of \$350 million available in the last two years.

The priority areas for reform are:

- effective and evidenced-based teaching of literacy and numeracy
- strong school leadership and whole school engagement with literacy and numeracy
- monitoring student and school literacy and numeracy performance to identify where support is needed (COAG 2008e, cl. 6).

The National Partnership represents a significant commitment by all governments to improve literacy and numeracy outcomes and is targeted at students and schools with low levels of achievement. Reforms in each State and Territory have been implemented since 2009 in over 1 000 schools, both government and non-government. This includes approximately 400 000 students, or 12 per cent of Australia's student population and 18 per cent of Australia's Indigenous student population (approximately 28 000 Indigenous students).

The National Partnership has been implemented in different ways in each State and Territory. Despite diversity of activity between States and Territories, there is a unifying focus on high quality literacy and numeracy teaching, combined with strong school leadership and whole school approaches, which together are needed to support students to develop effective, strong literacy and numeracy skills.

States and Territories have developed their own detailed implementation plans outlining the reforms they are introducing and the lists of participating schools. Annual reports and six-monthly progress reports provide detail of achievements and challenges to date. These reports are available at www.smarterschools.gov.au

Role of the COAG Reform Council

The COAG Reform Council (the council) has the role of assessing and publicly reporting the achievement of agreed performance benchmarks, before Commonwealth payments are made to States and Territories to reward improvements in student literacy and numeracy achievement.

This is the council's first of two assessment reports on the National Partnership. For National Partnerships with reward funding, the council's approach is to assess achievement according to a three tiered rating system (Table 1).

Table 1 Council's assessment ratings

Rating	Assessment
A	The performance benchmark has been achieved.
B	The performance benchmark has been only partially achieved. Where possible, the partial attainment will be quantified in terms of how much of the performance benchmark has been met.
C	No progress has been made towards the performance benchmark. OR No performance information was provided by the data collation body.

Assessment for 2010 reporting cycle

Chapters 3 to 10 report the assessment ratings for each State and Territory based on the achievement of agreed performance benchmarks under the National Partnership. All States and Territories agreed to reform targets for four mandated measures from the National Assessment Program on Literacy and Numeracy (NAPLAN), and all except South Australia and the ACT included reform targets for optional local measures.

Information on the reward framework for each State and Territory is provided in their respective chapter and summarised in Appendix B.

Context to assessment ratings

A summary of the council's assessment ratings for each State and Territory for the 2010 reporting cycle is provided in Box 1. In order to fairly interpret this information, the following background is important.

National Partnerships are a mechanism to enable national collaboration in key areas of reform. They are generally supported through bilateral implementation plans and are designed to allow necessary State and Territory flexibility in how objectives are achieved. The diverse reform strategies being implemented in each State and Territory are not intended to support a comparative analysis of performance. However, the public reporting of the achievement of targets is intended to transparently show the performance of all governments in meeting the high-level objectives and outcomes of the National Partnership.

The council considers there are two key issues which could hinder the public understanding of assessments in this report.

Variation in reward frameworks

The National Partnership provides a overarching multilateral framework. Each State and Territory is accorded flexibility to implement literacy and numeracy strategies most appropriate to their governments' policy settings and circumstances, providing that high-level outcomes are achieved. A degree of variation is important to the successful implementation of the National Partnership and the reward frameworks should reflect these necessary differences.

However, the National Partnership also states that while targets may vary according to each State or Territory's implementation plans, there will be consistency where possible in the measurement of improvement (COAG 2008e, cl.38). In some cases, the level of variation between State and Territory reward frameworks has hampered the council's role in assessing the achievement of pre-determined performance benchmarks, which has implications for improved public accountability.

For example, there is variation across States and Territories in:

- the proportion of participating schools and students
- the criteria for selecting participating schools
- the domains, year levels, size of student cohort, student characteristics and sectors selected for measurement
- the calculation of targets and methodologies for establishing baselines
- the starting point of the performance of participating schools
- the size of expected change over time
- the total number of targets, which targets ranges from 12 in NSW to 40 in South Australia.

Variation in level of ambition

The National Partnership requires that reform targets should be ambitious and aim for accelerated improvements for schools, school communities and students involved in the National Partnership reflecting the different starting points in State and Territory literacy and numeracy achievement (COAG 2008e, cl. 36). Each State and Territory bilaterally negotiated measures of improvement and reform targets with the Commonwealth Department of Education, Employment and Workplace Relations. As part of the negotiation process, the Australian Council for Educational Research was commissioned to provide independent advice on the proposed measures of improvement and reform targets for each State and Territory.

The council's role is to assess achievement or otherwise of predetermined performance benchmarks. As set out in table 1, the council rates the attainment of a performance benchmark according to three categories: benchmark has been achieved (A); some progress (B); no progress or no data (C). The council does not assess the degree of improvement in students' literacy and numeracy achievement in attaining the benchmark. For an individual jurisdiction, 'A' signifies the jurisdiction has achieved more progress than 'B', and 'B' more than 'C'.

However, *across jurisdictions* a jurisdiction receiving an ‘A’ has not necessarily achieved more than another jurisdiction which achieved a ‘B’ or even a ‘C’. This is because the assessment takes no account of the level of ambition or degree of difficulty associated with achieving the benchmark.

The council notes the strong references to ambition in both the Intergovernmental Agreement and the National Partnership, and the apparent variation in the level of ambition of State and Territory agreed reform targets. In addition to the potential lack of consistency with the objectives of the National Partnership, this variation affects the understanding of the council’s assessment ratings and the extent to which ‘A’, ‘B’ and ‘C’ ratings can be meaningfully compared across States and Territories. The comparability of ratings is critical to the council’s role in reporting on National Partnerships.

The council acknowledges that most targets for the first reporting cycle were agreed with only one year of NAPLAN data and during an intensive period of significant reform of federal financial relations. For the next reporting cycle—reporting 2011 NAPLAN results—it will be important to reflect on trends observed from 2008, 2009 and 2010 NAPLAN data in developing reform targets. This should include considerations of ambition, starting points for each jurisdiction and accelerated improvement, noting the literacy and numeracy achievement of States and Territories over time and the likely achievement for 2011.

These issues are further discussed in Chapter 11 which reports on where changes might be made to the performance reporting framework and makes recommendations for improvements.

Summary of assessment ratings for each State and Territory

A summary of the council's assessment ratings for each State and Territory for the 2010 reporting cycle is provided in Box 1. The council made 212 individual assessments in total.

Box 1 Summary of assessment ratings for each State and Territory, 2010 reporting cycle

New South Wales

New South Wales had a total of 12 assessments. The council has reported 11 'A' assessments and 1 'B' assessment.

Victoria

Victoria had a total of 34 assessments. The council has reported 6 'A' assessments, 11 'B' assessments and 17 'C' assessments.

Queensland

Queensland had a total of 20 assessments and the council has reported 20 'A' assessments.

Western Australia

Western Australia had a total of 29 assessments. The council has reported 19 'A' assessments, 2 'B' assessments and 8 'C' assessments.

South Australia

South Australia had a total of 40 assessments. The council has reported 31 'A' assessments, 1 'B' assessment and 8 'C' assessments.

Tasmania

Tasmania had a total of 18 assessments. The council has reported 13 'A' assessments, 2 'B' assessments and 3 'C' assessments.

Australian Capital Territory

The Australian Capital Territory had a total of 29 assessments. The council has reported 24 'A' assessments, 3 'B' assessments and 2 'C' assessments.

Northern Territory

The Northern Territory had a total of 30 assessments. The council has reported 13 'A' assessments, 9 'B' assessment and 8 'C' assessments.

Improvements to the performance reporting framework

In order to support improved public accountability, governments agreed to simpler, standardised and more transparent public performance reporting as part of all National Agreements and National Partnerships. The council has an important role to advise COAG on where changes might be made to improve the performance reporting framework.

Chapter 11 provides an assessment of the consistency of the National Partnership on Literacy and Numeracy's performance reporting framework with the principles in the Intergovernmental Agreement on Federal Financial Relations and the National Partnership. It makes a number of recommendations for improvements to the performance reporting framework reflecting on the council's experience in assessing performance in the first reporting cycle.

The council acknowledges that jurisdictions undertook, in a short period of time, extensive and ground-breaking development work to formulate the National Partnership and associated implementation plans and bilateral agreements. In these circumstances it can be difficult to ensure there is adequate clarity, transparency and consistency in the performance reporting framework.

Following this report, however, jurisdictions have an opportunity to review the performance reporting framework and for relevant ministers to consider any amendments that would improve the framework. The council considers that it is important to address identified problems with the first reporting cycle. In reviewing the performance reporting framework, including the targets for the second reporting cycle, the council urges jurisdictions to keep in mind the guidance of the Intergovernmental Agreement:

National Partnerships should set out clear, mutually agreed and ambitious performance benchmarks that can be assessed by the COAG Reform Council. These should be structured in a way that encourages the achievement of ambitious reform targets and continuous improvement in service delivery, and provide better outcomes than would otherwise be expected (COAG 2008d, cl. 19 (c) (iv)).

The council's recommendations for improvements to the performance reporting framework are set out in Box 2 and Box 3.

Box 2 Recommendation 1

The COAG Reform Council recommends that COAG agree that jurisdictions take into account the following issues when reviewing their reward framework for the second reporting cycle of the National Partnership on Literacy and Numeracy.

Clarity and transparency of reporting

- Sufficient detail and explanation of the methodologies behind calculations are included as part of State and Territory reward frameworks.
- Targets are transparent in their description of the actual change being measured.
- Targets are expressed as simply as possible so as to enhance the public's understanding of governments' performance.
- There is a consistent approach to technical matters such as issues of data quality, use of key terms, the effect of changes in participation and decimal places.

Level of ambition of reform targets

- NAPLAN targets are agreed which transparently reflect trends observed from 2008, 2009 and 2010 NAPLAN data and are considered accelerated improvements, noting each State and Territory's change over time and likely achievement for 2011.
- Where possible, reward frameworks for 2011 should continue to report changes for target groups which were included in reward frameworks for 2010.

Process of reporting against achievement of targets

- The provision of data to the council against the agreed measures of improvement and targets for 2011 is consistent with the agreed reward frameworks and coordinated across jurisdictions.
- The process for negotiating and agreeing to all improvement measures and targets is finalised prior to the availability of 2011 NAPLAN data.
- Reward frameworks are shared across States and Territories.
- Data are quality assured and verified prior to provision to the council.
- All NAPLAN performance data are drawn from the latest available version of the NAPLAN report, either preliminary or final report.

Box 3 Recommendation 2

The COAG Reform Council recommends that COAG agree that the council be consulted on the review of reward frameworks for advice on clarity and transparency for public reporting.

PART A: INTRODUCTION

Chapter 1. Introduction

The National Partnership Agreement on Literacy and Numeracy between the Commonwealth, State and Territory governments aims to deliver sustained improvements in literacy and numeracy outcomes for all students, especially those who are falling behind. The priority areas for reform are effective and evidence-based teaching of literacy and numeracy, strong school leadership and whole-school engagement with literacy and numeracy, and monitoring of student and school literacy and numeracy performance to identify where support is needed (COAG 2008e, cl.6).

The COAG Reform Council has the role of assessing and publicly reporting the achievement of agreed performance benchmarks, before Commonwealth payments are made to States and Territories to reward improvements in student literacy and numeracy achievement. This is the council's first of two assessment reports on the National Partnership.

This chapter provides a brief overview of the federal financial relations framework, the role of the council, particularly in assessing the performance of governments under the framework, and outlines the structure of this report.

1.1 Federal financial relations framework

The Intergovernmental Agreement on Federal Financial Relations (the Intergovernmental Agreement) provides the overarching framework for the Commonwealth's financial relations with the States and Territories. It establishes a foundation for governments to collaborate on policy development and service delivery, and to facilitate the implementation of economic and social reforms (COAG 2008a, cl. 1). To support improved collaborative working arrangements, the Intergovernmental Agreement establishes two forms of agreements between the Commonwealth and States and Territories—National Agreements and National Partnership Agreements (National Partnerships).

National Agreements establish the policy objectives in the key service sectors of healthcare, education, skills and workforce development, affordable housing, disability services and Indigenous reform. They set out the objectives, outcomes, outputs, performance indicators and—for all except the National Affordable Housing Agreement—performance benchmarks or targets which are mutually agreed between all jurisdictions. The National Agreements also clarify the roles and responsibilities of the Commonwealth, States and Territories in the delivery of services and the achievement of outcomes.

National Partnerships outline mutually agreed policy objectives related to the delivery of specified projects, to facilitate reforms or to reward those jurisdictions that deliver on nationally significant reforms or service delivery improvements (COAG 2008a, cl. 24). National Partnerships provide for, one or more, of three types of payment.

- Project payments, which support national objectives and provide a financial contribution to States and Territories for the delivery of specific projects.
- Facilitation payments, paid in advance of States and Territories implementing a reform, in recognition of administrative and other costs of undertaking the reform.

- Reward payments, to reward jurisdictions that deliver reform progress or continuous improvement in service delivery (COAG 2008d, cl. 19).

In agreeing to the federal financial relations framework, the Commonwealth and the States and Territories committed to enhanced accountability through simpler, standardised and more transparent public performance reporting, and a focus on the achievement of outcomes, efficient service delivery and timely public reporting (COAG 2008a, cl. 5 (b)). The Intergovernmental Agreement gives the council significant responsibilities for assessing and reporting on the performance of governments for National Agreements and National Partnerships.

1.2 Role of the COAG Reform Council

The council assists COAG to drive its national reform agenda by strengthening accountability for the achievement of results through independent and evidence-based monitoring, assessment and reporting on the performance of governments. The council is independent of individual governments and reports directly to COAG. The role of the council is, in part, to:

- publish performance information for all jurisdictions against National Agreement outcomes and performance benchmarks
- independently assess whether predetermined performance benchmarks have been achieved before a reward payment is made to reward nationally significant reforms under National Partnership Agreements (COAG 2008b, cl. 11 (a) (c)).

More specifically, the council reports to COAG on National Partnerships with reward funding and advises whether jurisdictions have met established performance benchmarks (either a milestone or target). The final decision on payments is made by the Commonwealth. Information on the council's assessment framework for National Partnerships with reward funding is provided in Appendix A.

1.3 Report outline

- Chapter 2 outlines the structure of the National Partnership and the council's approach to assessment.
- Chapters 3 to 10 provides the assessment for each State and Territory.
- Chapter 11 presents suggested improvements to the performance reporting framework, including recommendations for the second reporting cycle.
- Appendix A provides information on the council's assessment framework for National Partnerships with reward funding.
- Appendix B provides an overview of State and Territory reward frameworks.
- Appendix C lists the references used in this report.

Chapter 2. National Partnership on Literacy and Numeracy

2.1 Structure of the National Partnership

The National Partnership aims to deliver sustained improvements in literacy and numeracy outcomes for all students, especially those who are falling behind (COAG 2008e, cl. 4). The total funding under this National Partnership of \$540 million from 2008–09 to 2011–12 is to facilitate and reward literacy and numeracy models and approaches that clearly demonstrate evidence for accelerating improvement in student results (COAG 2008e, cl. 5). Reward funding of up to \$350 million is available in the last two years.

The National Partnership sets out:

- the objectives, outcomes and outputs to which the National Partnership contributes
- the roles and responsibilities of each jurisdiction in implementing the reforms under the National Partnership
- that implementation milestones, measures of improvement and performance benchmarks will be negotiated with States and Territories in the development of bilateral agreements and implementation plans
- the facilitation and reward funding under the National Partnership.

The National Partnership contributes to the core objectives outlined in Box 2.1

Box 2.1 Objectives of the National Partnership on Literacy and Numeracy

- Increased collaboration with State, Territory and non-government education systems in achieving national literacy and numeracy reform, with priority focus on those primary aged students most in need of support, especially Indigenous students.
- Identification and implementation of evidence-based interventions which achieve accelerated and sustained improvements in literacy and numeracy outcomes for students, particularly those falling behind.
- Working collaboratively with State, Territory and non-government education systems to inspire a renewed focus and Australia-wide awareness of the importance of increasing the literacy and numeracy skills of all students, with a particular focus on lifting performance in numeracy.
- Work towards achieving improvement in outcomes for schooling agreed by COAG and in the National Education Agreement and the National Declaration on Educational Goals for Young Australians.
- Achieve sustained improvements in educational outcomes in participating schools/school communities.

Source: COAG (2009) National Partnership Agreement on Literacy and Numeracy, cl. 17-21.

The National Partnership outlines priority areas for reform based on national and international research and stakeholder feedback of the key influences on student's literacy and numeracy learning outcomes. The priority areas for reform are:

- effective and evidenced-based teaching of literacy and numeracy
- strong school leadership and whole school engagement with literacy and numeracy
- monitoring student and school literacy and numeracy performance to identify where support is needed (COAG 2008e, cl. 6).

The National Partnership provides guidance for the development of implementation plans which detail the specific strategies for each participating State and Territory and form the basis of bilateral agreements (COAG 2008e, cl. 13). In developing implementation plans, States and Territories were required to select literacy and numeracy strategies which focused on the priority areas for reform outlined above. The National Partnership also includes a list of indicative actions to assist in the formulation of these strategies.

Further information on the implementation of the National Partnership in each State and Territory can be found at www.smarterschools.gov.au

2.2 Facilitation and reward funding

The National Partnership provides for two types of funding through facilitation and reward payments.

2.2.1 Facilitation funding

Over the first two years of the National Partnership, 2008–09 and 2009–10, \$150 million was provided to States and Territories to facilitate reforms aimed at delivering accelerated literacy and numeracy improvement, with a priority focus on primary aged students most in need of support, especially Indigenous students. The National Partnership also requires co-investment from States and Territories to match Commonwealth facilitation funding.

2.2.2 Reward funding

Over the last two years of the National Partnership, 2010–11 and 2011–12, up to \$350 million is available to States and Territories based on the achievement of predetermined performance benchmarks, as assessed by the COAG Reform Council. Under the National Partnership any unallocated reward funds from 2010–11 are rolled over to 2011–12.

2.2.3 Initial Commonwealth allocation

In addition to this funding, the National Partnership included an initial Commonwealth allocation of \$40 million for research initiatives targeted at improving teaching in literacy and numeracy, including \$13 million for the Australian Curriculum Assessment Reporting Authority.

2.3 Assessing performance under the National Partnership

The council is responsible for assessing the achievement of identified performance benchmarks (targets) linked to reward funding for each State and Territory. The council will deliver two assessment reports for the two reward reporting periods.

- 2010 (related to potential 2010–11 reward payment)
- 2011 (related to potential 2011–12 reward payment)

The council bases its assessment on the measures of improvement and reform targets as outlined in each State and Territory's reward template. The reward templates set out the reward framework for each State and Territory as per their implementation plan and/or bilateral agreement. States and Territories have an opportunity to amend their reward framework after this first report. Reform targets were agreed based on the overarching reward framework below.

Box 2.2 National Partnership on Literacy and Numeracy: reward framework

Mandated NAPLAN measures

Each State and Territory must develop targets for four mandated NAPLAN measures. NAPLAN is a set of nationally developed tests to measure student achievement in literacy and numeracy at Years 3, 5, 7 and 9. NAPLAN provides nationally comparable data at the student, school and State and Territory level. More information on NAPLAN is available at <http://www.naplan.edu.au>. The four mandated measures are outlined below.

1. Students at or above the national minimum standard (All students) (Reading/Numeracy)
2. Students above the national minimum standard (All students) (Reading/Numeracy)
3. Mean scale score (All students) (Reading/Numeracy)
4. Students at or above the national minimum standard (Indigenous students) (Reading/Numeracy).

Each jurisdiction agreed to targets linked to progress in various schools, domains (Reading or Numeracy), year levels and student cohorts. Baselines were agreed for each target, some of which include data from pre-NAPLAN test years.

Optional local measures

Local measures are designed to provide additional indicators of the effectiveness of interventions within a jurisdiction and reflect the emphasis of different groups of schools and/or States and Territories. For example, local measures include NAPLAN participation, student and teacher surveys and student attendance.

States and Territories were not required to use local measures. South Australia and the ACT elected to use the four mandated NAPLAN measures only.

Notes:

1. For mandated measure 2, the Northern Territory negotiated to report non-Indigenous students only instead of all students. For mandated measure 4, South Australia negotiated to use mean scale scores instead of students at or above the national minimum standard.

2.3.1 Provision of performance information

This section outlines the roles and responsibilities in relation to the provision of performance information to the council.

States and Territories

Under the National Partnership, States and Territories have responsibility for the provision of information related to performance and reporting requirements (COAG 2008e, cl. 34 (e)).

States and Territories provide the Commonwealth Department of Education, Employment and Workplace Relations with the relevant performance information for each measure of improvement and reform target. States and Territories are responsible for ensuring the accuracy of the data reported for each agreed measure of improvement and ensuring appropriate departmental sign-off.

Department of Education, Employment and Workplace Relations

The Commonwealth Department of Education, Employment and Workplace Relations is the collector of data that provides performance information to the council for assessment and reporting.

The Commonwealth Department of Education, Employment and Workplace Relations provides the council with one set of performance information for all States and Territories consistent with their reward template. Their role includes liaising with States and Territories to clarify measures of improvement, ensuring consistency of measures with agreed implementation plans, collating performance information and verifying final data against original confirmed templates.

2.3.2 Approach to assessment

The council is responsible for assessing the achievement of performance benchmarks (reform targets) as outlined in each jurisdiction's reward template. Consistent with the council's assessment framework for National Partnerships with reward funding, the council will assess achievement according to a three tiered rating system (Table 2.1).

Table 2.1 Council's assessment ratings

Rating	Assessment
A	The performance benchmark has been achieved.
B	The performance benchmark has been only partially achieved. Where possible, the partial attainment will be quantified in terms of how much of the performance benchmark has been met.
C	No progress has been made towards the performance benchmark. No performance information was provided by the data collation body.

Information on the council's approach to data quality and the implications this has for the council's approach to assessment is outlined below.

Approach to data quality

As part of its assessment, the council considers relevant data quality issues on a measure-by-measure basis and transparently reflects these in the assessment report. The council may seek additional information directly from jurisdictions and/or commission data collection agencies or subject-matter experts to assist with its assessment.

For this National Partnership, the council sought independent advice on two data quality issues which have implications for its approach to assessment—the degree of certainty associated with data and the effect of participation on the achievement of targets.

Degree of certainty associated with data

The data which support measures of improvement and targets under the National Partnership are generally subject to sampling, measurement and equating error. The council sought advice from independent experts in educational measurement in developing an approach to assessment which acknowledges the degree of certainty or uncertainty associated with these results.

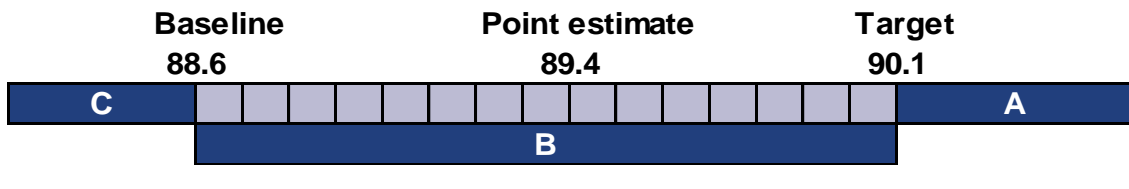
The council's approach assesses a jurisdiction's performance based on the point estimate/observed value for its measures (as the best estimate), but also acknowledges the inherent uncertainty associated with the point estimate. The council has adopted a linear model to determine the degree to which a result reflects the probable attainment. Box 2.3 outlines how the council's assessment ratings apply to this National Partnership, taking into account the degree of uncertainty.

Box 2.3 National Partnership on Literacy and Numeracy: Approach to assessment

- Where the observed value (point estimate) is equal to or above the target, the council will report an assessment rating of **A** (performance benchmark has been achieved). In these instances, there is a 50 per cent chance or more that the jurisdiction has met its target.
- Where the observed value (point estimate) is below the target and is equal to or below the baseline, the council will report an assessment rating of **C** (performance is the same or has gone backwards). In these instances, there is a 50 per cent chance or more that the jurisdiction is at or below its baseline.
- Where the observed value (point estimate) is between the baseline and the target, the council will report an assessment rating of **B** (performance benchmark has been partially achieved) and quantify the partial attainment, as a proportion to one decimal place, on the basis of linear interpolation. The straight line is between the baseline and the target. In these instances, there is a less than 50 per cent chance the jurisdiction met its target.
- *In the instance that targets have been set which are equal to or lower than the baseline, where the observed value is equal to or above the target the council will report an assessment rating of **A**, and where the observed value is below the target the council will report an assessment rating of **C**. The assessment rating of **B** will not be used.*

Figure 2.1 provides a pictorial example of how the approach to assessment applies to this report.

Figure 2.1 Approach to assessment: example



In this example, the point estimate (89.4 per cent) is above the baseline (88.6 per cent) but less than the target (90.1 per cent). A rating of B would be reported, noting partial attainment of 53.3 per cent. This is calculated as follows: $(89.4-88.6)/(90.1-88.6)\%$.

Changes in student participation

Student participation in NAPLAN varies from year to year, both nationally and within and between States and Territories. The council receives participation data for NAPLAN improvement measures included in the National Partnership and some local measures.

The Australian Council for Educational Research has advised that there is little evidence of a systematic relationship between participation rates and NAPLAN scores based on 2010 data at the jurisdictional level, and that any relationship between the two is likely to be complex.

In making its assessment, the council has considered changes in participation levels as contextual information to the achievement or otherwise of targets. The council has transparently reported changes in participation from the baseline to reporting year for each target and included a summary of State/Territory participation changes at the conclusion of each chapter.

2.4 Timeframes for assessment and reporting

Under the assessment framework for National Partnerships with reward funding, the council has three months to report to COAG (including one month consultation with jurisdictions) once the set of data has been received from the data collator. The data collator for this National Partnership is the Commonwealth Department of Education, Employment and Workplace Relations.

The council does not count the month of January for the purposes of the council's reporting timeframes.

The reporting timeframe for the National Partnership on Literacy and Numeracy is outlined in Table 2.2. This includes one week for data collation by the Commonwealth Department of Education, Employment and Workplace Relations.

Table 2.2 National Partnership on Literacy and Numeracy: Reporting timeframes

Reporting period	States and Territories provide data to DEEWR	DEEWR provide data to council	Council report to COAG
First reward assessment cycle - 2011			
2010	19 November 2010	26 November 2010	25 March 2011
Second reward assessment cycle - 2012			
2011	November 2011	November 2011	March 2012
Exact timing for second year reports will be confirmed in second year performance matrix.			

2.5 Information on assessment chapters

Chapters 3 to 10 report the assessment ratings for each State and Territory based on the achievement of reform targets under the National Partnership.

At the beginning of each chapter, relevant background is provided on the governance arrangements and selection of participating schools in each State and Territory. There is also a section which provides a brief overview of the reward framework, including the types of agreed measures and methodology. This is also summarised in Appendix B.

2.5.1 Key terms and presentation of assessment tables

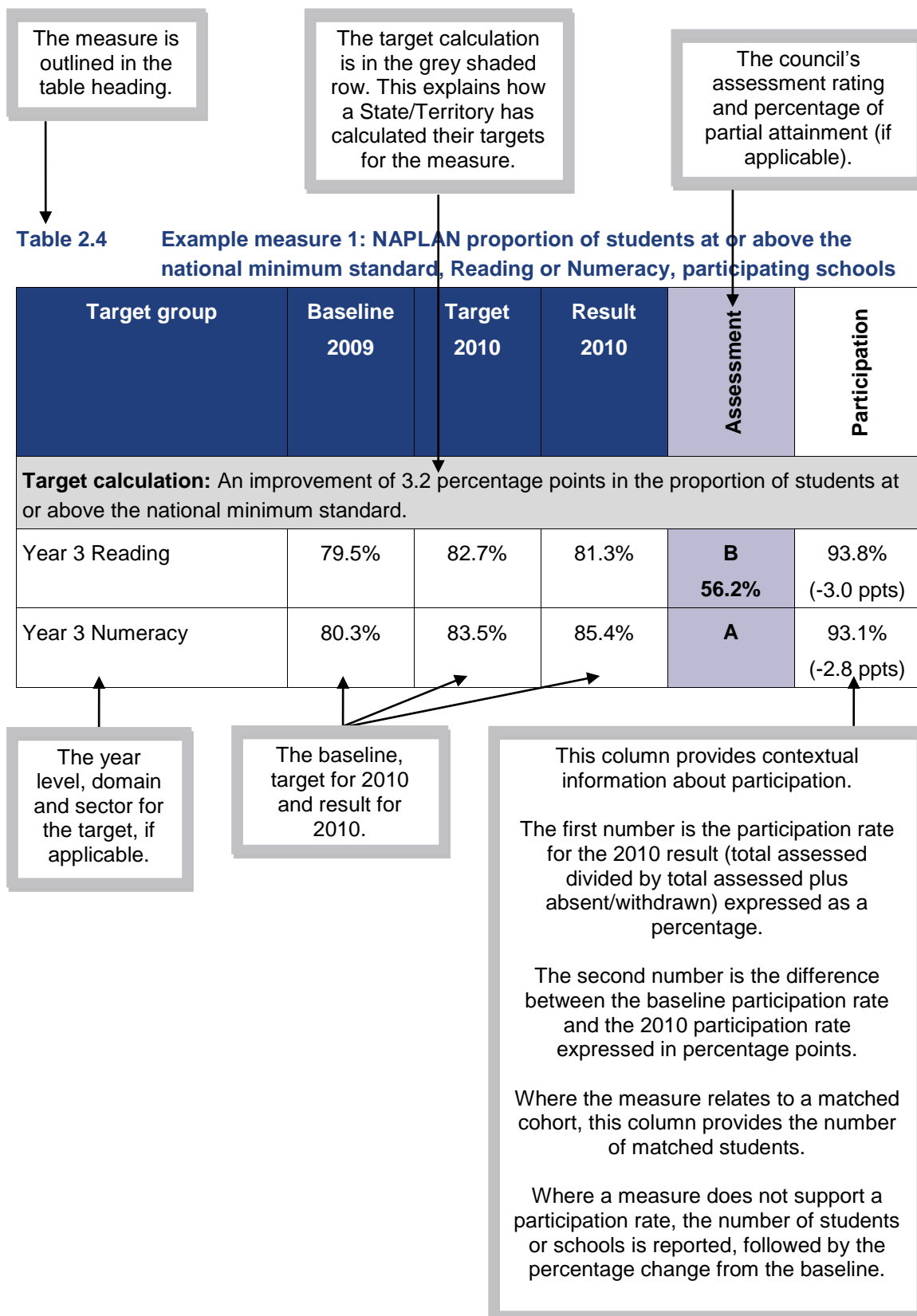
This section provides a list of key terminology used in the report, an explanation of each component of the assessment table and an overview of the treatment of decimal places.

Key terms

Table 2.3 Key terms and explanations

Key term	Explanation
Improvement	Measure of change in student achievement over time, e.g. Year 3 in 2008 compared to Year 3 in 2010.
Gain	Measure of change in student achievement over time for a group (cohort) of students, e.g. Year 3 in 2008 compared to Year 5 in 2010.
Matched students	Students who participated in NAPLAN in 2008 and 2010 and were in the same school in both years.
Domain	Type of NAPLAN test, e.g. Reading, Numeracy, Writing
Participating schools	Schools selected by States and Territories to participate in the National Partnership.
Percentage points (ppts)	The difference between two percentages is expressed as percentage points (or ppts).
Scale point (pts)	Points on the NAPLAN scale or other local test scales. The difference between mean scale scores is expressed as scale points (or pts).
Historical trend	The calculation of a pattern of achievement from previous years which often combines NAPLAN data with local assessments.
Participation rate	The total number of assessed students, divided by the total number of assessed plus absent/withdrawn students, expressed as a percentage.

Presentation of assessment tables



Reporting of decimal places

The council has based its assessment on data as it is presented in State and Territory templates. The council has not rounded or increased places in its assessment. Table 2.5 outlines how each State and Territory has reported decimal places for baselines, targets and results in each measure. It is important to note that there is no common treatment of decimal places across, and in some places within, State and Territory reward frameworks. In certain instances—particularly in Victoria—there is a mix of different rounding within the one reform target. Chapter 11 contains further discussion and recommendations on technical consistency for the second reporting cycle, including the reporting of decimal places.

Table 2.5 Overview of decimal rounding, by State and Territory

	Mandated NAPLAN measures (M)	Local measures (M)
NSW	M1, M2, M4: per cent; one decimal place M3: scale points; one decimal place	M1: scale points; one decimal place M2: per cent; baseline to one decimal place, target and result to whole numbers M3: per cent; whole numbers
Vic	M1, M2, M3, M4: There is no consistency in the treatment of decimal places for baselines, targets and results. This cannot be summarised in this table.	M1: per cent; baselines to two decimal places, targets/results to one decimal place M2: per cent; baseline and result to two decimal places, target to whole numbers
Qld	M1, M2, M4: per cent; one decimal place M3: scale points; one decimal place	M1, M2: scale points; one decimal place
WA	M1, M2, M4: per cent; one decimal place M3: scale points; one decimal place	M1: per cent; one decimal place M2: no data provided
SA	M1, M2: per cent; whole numbers M3, M4: scale points; one decimal place	No local measures
Tas	M1, M2, M4: per cent; two decimal places M3: scale points; one decimal place	M1: per cent; one decimal place M2: per cent; two decimal places M3: scale points; two decimal places
ACT	M1, M2, M4: per cent; baselines and targets to whole numbers, results to one decimal place M3: scale points; baselines and targets to whole numbers, results to one decimal place	No local measures
NT	M1, M2, M4: per cent; baselines rounded to between one and 13 decimal places, targets and results to one decimal place M3: scale points; targets to whole numbers, results to two decimal places	M1: scale points; targets to whole numbers, results one decimal place M2: per cent; baselines and targets to one decimal place, one result to whole number and one result to one decimal place

PART B: ASSESSMENT

Chapter 3. Assessment: New South Wales

Key points

- In New South Wales, there are 147 schools participating in the National Partnership, comprising 114 government schools, 26 Catholic schools and seven independent schools. This involves around 43 800 students, of which 4 400 are Indigenous.
- The NSW reward framework comprises the mandated NAPLAN measures and three local measures. There are 12 assessments in total.
- The council has reported 11 'A' assessments and 1 'B' assessment.

3.1 Background

The NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools collaborate to implement the National Partnership, including program development to cover all school sectors. The specific strategies NSW has selected to implement the three priority reforms under this National Partnership are to:

- assist teachers to use assessment data to improve student outcomes and to ensure intervention for those students falling behind, especially disadvantaged and Indigenous students
- train school leaders to build a continuous improvement culture, by increasing cross-sectoral involvement and professional development
- monitor student and school performance to identify where support is needed, including an annual independent analysis of student performance using NAPLAN data.

There are 147 schools participating in the National Partnership, comprising 114 government schools, 26 Catholic schools and seven independent schools. This involves around 43 800 students, of which 4 400 are Indigenous. Criteria used to identify eligible schools are below.

- For all schools, results from 2008 NAPLAN testing indicated that the proportion of Year 3 and 5 students at or below the national minimum standard in Reading or Numeracy was higher than the state proportion.
- For government and Catholic schools, both the school and regional administrative body demonstrated readiness and capacity to support significant school change, as determined by government regional offices and Catholic Education Commission diocesan offices.
- For government and Catholic schools, additional school characteristics were considered such as enrolment size, student language background, degree of disadvantage of a school or groups of schools, and the proportion of Indigenous students or students from refugee backgrounds.

3.2 Overview of reward framework

The NSW reward framework comprises the mandated NAPLAN measures and three local measures. There are 12 assessments in total.

NSW set NAPLAN targets that focus on improvements in the primary years of schooling in Reading and Numeracy, particularly for those students at or below the national minimum standard. Each participating school selected one focus domain. NSW's local measures focus on other elements of teaching and learning in literacy and numeracy for students, teachers and school leaders.

3.2.1 Mandated NAPLAN measures

For mandated NAPLAN measures 1, 2 and 4, NSW set targets to decrease the proportion of students at or below, or below, the national minimum standard. Instead of reporting the students at or above the national minimum standard in keeping with the measure, NSW selected to calculate and express the targets inversely to emphasise the decreasing proportion of students falling behind.

For mandated NAPLAN measure 3, the NSW target is to achieve a scale point improvement in the mean scale score.

These NAPLAN mandated measures apply for all students and for Indigenous students in participating schools. NSW calculated the baseline, target and result for each assessment by aggregating student scores in both domains and for both year levels.

3.2.2 Local measures

NSW agreed three local measures based on local assessments in literacy and numeracy teaching and learning.

Local measure 1: State literacy and numeracy testing

Local measure 1 is a standardised state-wide assessment in Reading and Numeracy developed by the NSW Department of Education and Training for the purposes of the National Partnership. Students in participating schools in all sectors take part in the assessments over an 18 month period. The Reading and Numeracy tests are similar to, but shorter than, the NSW Basic Skills Test and cover both domains. Assessment items are aligned to the NSW Basic Skills Test and are centrally marked.

The target reports student cohort achievement—cohorts are students in participating schools who completed an assessment in April 2009 as Year 2, 3 and 4 students, and again in August 2010 as Year 3, 4 and 5 students. This cohort will sit the test again in August 2011. The target is to decrease the rate at which students with low achievement in literacy and numeracy fall behind over time. The comparator is the difference between the gap in mean scores achieved for participating schools between Year 3 and 5 in the focus domain in the 2007 Basic Skills Test, and that achieved by the whole state. Baselines and targets are aggregations of student level mean scores.

Local measure 2: Data analysis skills assessment

Local measure 2 is an online self-assessment undertaken by teachers and principals on their use of data to improve teaching and learning methods. It provides participants with immediate feedback on their results, professional learning materials and a map of their development. It assesses data use in seven set domains and each domain ranges on a nominal scale of ‘phases’ between phase one (the lowest) and phase four (the highest).

The target is a percentage point decrease in the proportion of schools with teachers placed in phase one (the lowest) when the participant’s score is averaged across all domains.

Local measure 3: NSW Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy

Local measure 3 is a survey of school executive staff to highlight the capacity of school leaders to drive improvement in teaching in literacy and numeracy. Participants examine 25 individual statements about best practice in literacy and numeracy and indicate where they believe their school is performing against each statement on a nominal scale of ‘bands’ between band one (the lowest) and band four (the highest). The statements cover school leadership practices believed to have the greatest impact on student learning, as well as statements relating to staff communication and the involvement of parents and the community in student learning.

The target is a 50 per cent improvement in the proportion of schools where school leaders have improved by one band or more in at least half of the statements.

3.3 Assessment

The council’s assessment of NSW’s achievement against the four mandated NAPLAN measures and the three local measures is set out in Table 3.1 through to Table 3.7.

3.3.1 Mandated NAPLAN measures

Table 3.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: A decrease of 5.0 per cent of the proportion of students below the national minimum standard (equivalent to an increase of 0.6 percentage points in the proportion of students at or above the national minimum standard).					
Year 3 and Year 5 Reading and Numeracy	88.5%	89.1%	90.5%	A	98.9% (+0.2 pts)

Table 3.2 Mandated measure 2: NAPLAN, proportion of students above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: A decrease of 5.0 per cent of the proportion of students at or below the national minimum standard (equivalent to an increase of 1.6 percentage points in the proportion of students above the national minimum standard).					
Year 3 and Year 5 Reading and Numeracy	68.9%	70.5%	71.7%	A	98.9% (+0.2 ppts)

Table 3.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 10.0 scale points in the mean scale score.					
Year 3 and Year 5 Reading and Numeracy	414.8	424.8	423.7	B 89.0%	98.9% (+0.2 ppts)

Table 3.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: A decrease of 5.0 per cent of the proportion of Indigenous students below the national minimum standard (equivalent to an increase of 1.3 percentage points in the proportion of students at or above the national minimum standard).					
Year 3 and Year 5 Reading and Numeracy	74.9%	76.2%	79.7%	A	94.4% (+1.5 ppts)

3.3.2 Local measures

Table 3.5 Local measure 1: State literacy and numeracy testing, mean score, Literacy and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	No. of schools
Target calculation: A gain on trends observed from historical testing in the mean score.					
Year 2 to Year 3 Literacy	42.1	50.2	50.7	A	147 (0.0%)
Year 2 to Year 3 Numeracy	39.6	49.0	51.3	A	
Year 3 to Year 4 Literacy	48.5	53.6	54.0	A	
Year 3 to Year 4 Numeracy	47.6	53.5	56.6	A	
Year 4 to Year 5 Literacy	52.0	55.4	55.6	A	
Year 4 to Year 5 Numeracy	53.2	57.1	58.1	A	

Table 3.6 Local measure 2: Data analysis skills assessment, proportion per phase on a nominal scale, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	No. of schools
Target calculation: A decrease of 5.5 percentage points in the proportion of schools who have teachers placed in phase one (the lowest phase) when averaged across all domains.					
Teachers and principals	65.5%	60%	31%	A	147 (+27.8%)

Table 3.7 Local measure 3: NSW Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy, proportion per band on a nominal scale, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	No. of schools
Target calculation: An improvement of 50 per cent in the proportion of schools whose school leaders improve by one band or more in at least half of the 25 individual statements.					
School executive staff	-	50%	77%	A	125 (0.0%)

3.3.3 Participation

NSW provided participation data for all measures. NAPLAN participation rates were calculated including exempt students with assessed students, consistent with the calculation of participation rates in NAPLAN national testing, and are included in the assessment tables.

Mandated NAPLAN measures

NSW set combined targets for Year 3 and Year 5 in Reading and Numeracy. The changes in participation for all mandated measures between 2008 and 2010 are summarised below.

- The numbers of assessed students were relatively stable over time, with small decreases in the size of the cohort for all students between 2008 and 2010. However, the size of the cohort is very large—approximately 12 000 students. For Indigenous students, there was a small increase in the number of assessed students.
- Participation rates are very high in NSW and remained stable between 2008 and 2009. There was a small improvement of 0.2 percentage points for all students and an improvement of 1.5 percentage points for Indigenous students.

Local measures

For local measures 1, 2 and 3, participation data report the number of schools that were included in the calculation of the 2009 baseline and the 2010 result.

- For local measure 1, student achievement in state-based testing, 147 schools were included in both the baseline and the result.
- For local measure 2, assessment of data analysis by teachers, there was a large change in the number of schools participating between the 2009 baseline and 2010 results. 115 schools were included in the baseline and 147 schools were included in the result, resulting in an increase of 27.8 per cent between 2009 and 2010. This is because at the time of setting the target, only 115 schools had completed the initial assessment.
- For local measure 3 relating to school leadership, 125 schools were included for both the baseline and the result.

Notes on methodology for targets:

NSW mandated NAPLAN measure 1 and 2:

The 2010 target is based on aggregating proportions per school in both year levels and both domains to produce a single baseline and target. Participating schools nominated a focus domain of either Reading or Numeracy. Data were reported by NSW as proportions at or above, or above the national minimum standard.

NSW mandated NAPLAN measure 3:

The 2010 target is based on calculating mean scale scores for Year 3 students and Year 5 students separately and the average of these two means was obtained to account for the fluctuation in relative numbers of students in each target group between 2008 and 2010.

NSW mandated NAPLAN measure 4:

The 2010 target is as per mandated measure 1 and 2. This measure is applied to the aggregated results for Indigenous students in Year 3 and Year 5 and divided by the total number of Indigenous students.

NSW local measure 1:

The 2010 target is based on the gain being equal to or greater than the difference between the gap in mean scores achieved for this group of schools between Year 3 and 5 in the focus domain in the 2007 Basic Skills Test, and that achieved by the whole state. In addition, as improvement in student achievement is not linear, a factor of 0.6 is applied to the two year gain figure (Year 3 to 5) to calculate expected gains from Year 3 to Year 4, and 0.4 for expected gains from Year 4 to Year 5. The calculation is multiplied by 1.5 to account for an 18 month testing period, rather than the single year. The gain figure for Year 2 is calculated by multiplying the expected gain for Year 3 to Year 4 by a factor of 1.6.

NSW local measure 2:

The target for 2010 is based on the proportion of individual schools who have teachers in phase one (the lowest phase) when averaged across all domains.

NSW local measure 3:

The target for 2010 is based on providing participating schools with a school profile and a set of practical measures for school improvement against the framework. Data were captured at the beginning of the Team Leadership for School Improvement course in 2010. Initial assessments were combined with other school and student data to assist individual schools to build their schools plans for this National Partnership.

Chapter 4. Assessment: Victoria

Key points

- In Victoria, there are 492 schools participating in the National Partnership, comprising 329 government schools, 122 Catholic schools and 41 independent schools. This involves around 184 500 students, of which 4 100 are Indigenous. This includes schools and students participating in the National Partnership on Low Socio-economic School Communities reflecting the integrated implementation of the two National Partnerships.
- Victoria's reward framework comprises the mandated NAPLAN measures and two local measures. There are 34 assessments in total.
- The council has reported 6 'A' assessments, 11 'B' assessments and 17 'C' assessments.

4.1 Background

In Victoria, the implementation of this National Partnership has been integrated with the initiatives being pursued under the National Partnerships on teacher quality and low socio-economic status school communities. All three sectors have participated in the development of an integrated implementation plan for these three National Partnership and the governance arrangements.

In implementing the priority reforms under this National Partnership, Victoria has focused on three key reform priorities within its integrated plan.

- Building leadership and teacher capacity through the provision of specialist skills and knowledge, including literacy and numeracy experts, leadership training, mentoring and coaching expertise and assessment and data managers.
- Recognising and responding to individual learning needs by supporting schools to more effectively monitor individual student performance and promote learning that is connected to the wider community.
- Building school-community engagement to support collaborative approaches between schools, business, parents and communities.

There are 492 schools participating in the National Partnership, comprising 329 government schools, 122 Catholic schools and 41 independent schools. This involves around 184 500 students, of which 4 100 are Indigenous. School selection criteria differed between the sectors.

- For the government and Catholic sectors, schools with a concentration of students achieving below the national minimum standard were given priority, with further consideration given to measures of need and socio-economic status.
- Independent schools were included if they had a demonstrated need and were able to demonstrate capacity to implement programs under the National Partnership.

4.2 Overview of reward framework

Victoria's reward framework comprises the mandated NAPLAN measures and two local measures. There are 34 assessments in total.

Victoria set targets for Reading and Numeracy for participating schools for Years 3, 5, 7, and 9. The local measures of staff and student attitudes about teaching and learning are for participating government and Catholic schools only. Victoria has used 2009 as the baseline year for all targets.

4.2.1 Mandated NAPLAN measures

For the mandated measures 1, 2 and 3, targets are based on reducing the gap in achievement between participating schools and the performance of all schools in the state by 25 per cent. For mandated measure 4, the target is to reduce the gap between Indigenous students and all students in participating schools by 25 per cent.

In Victoria, the targets for the mandated measures include all students participating across both the Literacy and Numeracy and Low Socio-economic Status School Communities National Partnerships. Schools were generally included in only one of these two National Partnerships.

4.2.2 Local measures

Victoria has two local measures based on surveys of staff and student in participating government and Catholic schools. Targets have been set which aim to have participating schools improving at the same rate as all government schools.

Local Measure 1: Learning Environment Factor

The Learning Environment Factor is a measure drawn from the Staff Opinion Survey conducted in the government and Catholic sectors. The questionnaire consists of over 80 questions grouped into 20 factors, one of which is the Learning Environment Factor comprising four questions. It examines staff perceptions about the school's learning environment and overall climate and has been empirically linked to improved student learning outcomes in Victoria.

The target for improvement was calculated by considering data for participating government schools for the period 2004 to 2009. For these schools, the average annual change over this period was 1.2 per cent. For all government schools, the average annual change was 1.4 per cent. The target is a 1.4 per cent improvement between 2009 and 2010 for participating schools.

Local Measure 2: Teaching and Learning Index

The Teaching and Learning Index is a composite measure of students' perceptions from the Attitudes to School Survey conducted in the government and Catholic school sectors. All students in Year 5 and 6 in primary schools and all students in Years 7 to 12 in secondary schools complete the survey. The questions are grouped into three major factors covering wellbeing, teaching and learning and student relationships.

The target for improvement was calculated by considering data from the Teaching and Learning Index for participating government schools for the period 2006 to 2009. For these schools the average annual change over this period was 0.9 per cent. For all government schools the average annual change was 1.2 per cent. The target is 1.2 per cent improvement between 2009 and 2010 for participating schools.

4.3 Assessment

The council's assessment of Victoria's achievement against the four mandated NAPLAN measures and the two local measures is set out in Table 4.1 through to Table 4.6.

4.3.1 Mandated NAPLAN measures

Table 4.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in the proportion of students at or above the national minimum standard equivalent to a decrease of 25 per cent of the 2009 gap between students in participating schools and all students.					
Year 3 Reading	92.3%	92.98%	91.5%	C	91.9% (-1.7 ppts)
Year 5 Reading	89.2%	90.20%	88.3%	C	93.1% (-0.6 ppts)
Year 7 Reading	91.4%	92.23%	92.9%	A	93.2% (-0.3 ppts)
Year 9 Reading	87.6%	88.95%	86.9%	C	87.5% (-0.9 ppts)
Year 3 Numeracy	90.2%	91.10%	92.3%	A	91.5% (-1.5 ppts)
Year 5 Numeracy	92.8%	93.50%	92.3%	C	93.0% (0.0 ppts)
Year 7 Numeracy	93.7%	94.25%	94.1%	B 72.7%	92.8% (-0.4 ppts)
Year 9 Numeracy	94.2%	94.70%	90.9%	C	87.7% (-0.7 ppts)

Table 4.2 Mandated measure 2: NAPLAN, proportion of students above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in the proportion of students above the national minimum standard equivalent to a decrease of 25 per cent of the 2009 gap between students in participating schools and all students.					
Year 3 Reading	81.3%	82.98%	80.6%	C	91.9% (-1.7 ppts)
Year 5 Reading	73.6%	75.93%	72.3%	C	93.1% (-0.6 ppts)
Year 7 Reading	73.1%	75.63%	74.3%	B 47.4%	93.2% (-0.3 ppts)
Year 9 Reading	67.4%	70.68%	61.6%	C	87.5% (-0.9 ppts)
Year 3 Numeracy	76.6%	78.55%	78.3%	B 87.2%	91.5% (-1.5 ppts)
Year 5 Numeracy	73.7%	75.93%	77.7%	A	93.0% (0.0 ppts)
Year 7 Numeracy	74.5%	76.83%	75.6%	B 47.2%	92.8% (-0.4 ppts)
Year 9 Numeracy	74.9%	77.40%	69.9%	C	87.7% (-0.7 ppts)

Table 4.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in the mean scale score equivalent to a decrease of 25 per cent of the 2009 gap between students in participating schools and all students.					
Year 3 Reading	404.9	411.63	406.0	B 16.3%	91.9% (-1.7 ppts)
Year 5 Reading	482.7	488.65	479.5	C	93.1% (-0.6 ppts)
Year 7 Reading	521.9	528.40	526.4	B 69.2%	93.2% (-0.3 ppts)
Year 9 Reading	561.1	568.05	556.7	C	87.5% (-0.9 ppts)
Year 3 Numeracy	389.7	395.18	390.7	B 18.2%	91.5% (-1.5 ppts)
Year 5 Numeracy	477.1	482.18	484.0	A	93.0% (0.0 ppts)
Year 7 Numeracy	526.1	532.28	527.9	B 29.1%	92.8% (-0.4 ppts)
Year 9 Numeracy	572.2	578.78	568.6	C	87.7% (-0.7 ppts)

Table 4.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in the proportion of Indigenous students at or above the national minimum standard equivalent to a decrease of 25 per cent of the 2009 gap between Indigenous students and all students in participating schools.					
Year 3 Reading	83.9%	86.00%	82.0%	C	81.4% (-5.2 ppts)
Year 5 Reading	79.0%	81.55%	74.8%	C	86.6% (-3.0 ppts)
Year 7 Reading	79.8%	82.70%	86.1%	A	84.4% (-4.5 ppts)
Year 9 Reading	77.5%	80.03%	73.3%	C	66.7% (-3.4 ppts)
Year 3 Numeracy	82.1%	84.13%	83.0%	B 44.3%	81.4% (-5.2 ppts)
Year 5 Numeracy	85.8%	87.55%	85.2%	C	86.3% (+0.8 ppts)
Year 7 Numeracy	82.1%	85.00%	84.4%	B 79.3%	82.2% (-3.2 ppts)
Year 9 Numeracy	85.6%	87.75%	80.2%	C	69.7% (-2.2 ppts)

4.3.2 Local measures

Table 4.5 Local measure 1: Learning Environment Factor, aggregate average score on a 100 point scale, participating government and Catholic schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	No. of staff
Target calculation: An improvement of 1.4 per cent on the 2009 aggregate average score on the Learning Environment Factor.					
Teachers' opinions	69.53	70.5	70.5	A	No data provided

Table 4.6 Local measure 2: Teaching and Learning Index, aggregate average score on a 100 point scale, participating government and Catholic schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 1.2 per cent on the 2009 aggregate average score on the Teaching and Learning Index.					
Students' opinions Years 5 - 12	72.13	73	72.45	B 36.8%	No data provided

4.3.3 Participation

Victoria provided participation data for all NAPLAN measures. No participation data were provided for the two local measures. NAPLAN participation rates were calculated including exempt students with assessed students, consistent with the calculation of participation rates in NAPLAN national testing, and are included in the assessment tables above.

Mandated NAPLAN measures

Victoria set targets for Years 3, 5, 7 and 9 students for Reading and Numeracy. The changes in participation for all mandated measures between 2009 and 2010 are summarised below.

- For measures 1, 2 and 3, there were similar numbers of assessed students across year levels and domains and they were relatively stable over time. The size of the cohort is over 12 000 in Years 3 and 5 and over 15 000 students in Years 7 and 9. There were large numbers of absent and withdrawn students, for example, up to 2 176 students in Year 9 Reading or 12 per cent.
- For all measures, the participation rates decreased except one which was the same between 2009 and 2010. The decreases were between -0.3 and -1.7 percentage points for all students. For Indigenous students, there were decreases of up to -5.2 percentage points, except Year 5 Numeracy which increased by 0.2 percentage points.

Local measures

Local measures 1 and 2 are surveys of staff and student opinions about teaching and learning. Victoria did not provide participation data for the local measures. No observations can be made about the size of the survey cohorts or changes in participation between 2009 and 2010.

Notes on methodology for targets:

VIC mandated NAPLAN measure 1 and 2:

The 2010 target is based on improving the proportion of students meeting the national minimum standard by the percentage point equivalent of 25 per cent of the 2009 gap between students in participating schools and all Victorian students.

VIC mandated NAPLAN measure 3:

The 2010 target is based on improving the mean scale score of students in participating schools by the equivalent of 25 per cent of the 2009 gap between students in participating schools and all Victorian students.

VIC mandated NAPLAN measure 4:

The 2010 target is based on improving the proportion of Indigenous students at or above the national minimum standard by the percentage point equivalent of 25 per cent of the 2009 gap between Indigenous students and all students in participating schools. Exempt students are included as assessed students and deemed to be below the national minimum standard.

VIC local measure 1:

The measure is based on four questions from the Staff Opinion Survey. The answers are responses on a scale of one to five, where one is strongly disagree and five is strongly agree. The combined score on this scale is converted to a 100 point scale, where the value of one on the scale equals zero and the value of five equals 100. The 2010 target is based on an improvement of 1.4 per cent on the aggregated average 2009 score on the 100 point scale. 1.4 per cent is the government schools' annual rate of improvement between 2004 and 2009. The target applies to government and Catholic schools only.

VIC local measure 2:

The measure is based on six factors from the Staff Opinion Survey. The answers are responses on a scale of one to five where one is strongly disagree and five is strongly agree. The combined score on this scale is converted to a 100 point scale, where the value of one on the scale equals zero and the value of five equals 100. The 2010 target is based on an improvement of 1.2 per cent on the 2009 score, which is the all government schools annual rate of improvement between 2006 and 2009. The target applies to government and Catholic schools only.

Chapter 5. Assessment: Queensland

Key points

- In Queensland, there are 279 schools participating in the National Partnership, comprising 210 government schools, 41 Catholic schools and 28 independent schools. This involves around 120 500 students, of which 13 000 are Indigenous.
- Queensland's reward framework comprises the mandated NAPLAN measures and two local measures. There are 20 assessments in total.
- The council has reported 20 'A' assessments.

5.1 Background

In Queensland, the implementation of this National Partnership is closely linked with the two other Smarter Schools National Partnerships—teacher quality and low socio-economic school communities. Representatives from the government, Catholic and independent schools sectors collaborated to develop the final implementation plan through the cross-sector Chief Executive Office Governance Committee.

Queensland has selected a number of specific strategies to implement the three priority reforms under this National Partnership.

- Build strong leadership and effective teams to renew and re-focus on curriculum, through principal forums and literacy leadership programs and training.
- Engage school communities in the literacy and numeracy education of their children by providing information to families and e-learning resources for schools.
- Deliver professional development for teachers by engaging literacy and numeracy coaches, providing all Year 4 to 7 teachers in government schools with five days of literacy training and offering vacation-based professional development for teachers.
- Improve student learning by assessing and monitoring student progress and providing increased intervention resources to regions for local initiatives.

There are 279 schools participating in the National Partnership, comprising 210 government schools, 41 Catholic schools and 28 independent schools. This involves around 120 500 students, of which 13 000 are Indigenous. Criteria differed across the sectors.

- For all schools, NAPLAN data indicated a considerable proportion of students at or below the national minimum standard, for instance, at least 10 per cent or higher.
- For government schools, there were additional considerations including the proportion of Indigenous students or students eligible for English as a Second Language support, geographic spread including remoteness, and school size.
- For Catholic schools, additional considerations included the proportion of Indigenous students, and those schools not already included in the National Partnership for Low-Socio-Economic Status Schools Communities.

- For independent schools, additional criteria included the proportion of Indigenous students or students eligible for English as a Second Language support, and students from low socio-economic backgrounds.

5.2 Overview of reward framework

Queensland's reward framework comprises the mandated NAPLAN measures and two local measures. There are 20 assessments in total.

Queensland's targets reflect a focus on early intervention and, as a result, improvement and gain are reported for Years 3 and 5 only. Indigenous student achievement is a key component of the selected local measures.

5.2.1 Mandated NAPLAN measures

At the time of negotiation, Queensland set targets which recognised that the state faced a challenge to arrest an historical decline in student achievement in Reading and Numeracy. In the years leading to the 2009 NAPLAN results, Queensland's performance on state-based assessments showed a consistent declining trend in student results. The final implementation plan notes the marked gap in achievement for Years 3 and 5 students in Queensland compared with other States and Territories, although the difference is less in Years 7 and 9.

Consequently, Queensland's targets are on a downwards trending scale, with all targets set lower than the baselines. Projections of decline were calculated by comparing data for participating schools with the decline projected for the whole state for the same period based on trends observed from historical data. The historical data combined data from state-based assessments with 2008 NAPLAN data to establish a trend between 2006 and 2009.

For mandated NAPLAN measures 1, 2, 3 and 4, targets are improvements in the proportion of students at or above, or above, the national minimum standard and improvements in the mean scale score. The target is to halve the gap between the baseline and the lower projection, either as a proportion of students or mean scale score points, as applicable. Baselines are 2008 NAPLAN results. Participating schools nominated either Reading or Numeracy.

5.2.2 Local measures

Queensland has two local measures based on state reading assessments—the Progressive Achievement Test—Reading Comprehension and the Development Reading Assessment 2. These assessments measure student gain using a standardised reading age.

A small random sample of between 10 and 20 participating schools is reported for each local measure. Pre-testing and post-testing occurred in stages over a 12 month period through late 2009 and 2010 and results were calculated when they became available in Term 4 2010.

Local measure 1: Progressive Achievement Test – Reading Comprehension

Local measure 1 is a local achievement test of reading comprehension tracked over 12 months produced by the Australian Council for Educational Research. The target calculates scale point

gains between pre-test and post-test results for all students in participating schools. It also calculates scale point gains between pre-test and post-test results for 20 per cent of the Year 5 Indigenous student cohort in Queensland, who are based in 20 or more randomly sampled participating schools. This gain must be equal to or greater than the average gain for the non-Indigenous population in the same schools in the same test year.

Local measure 2: Development Reading Assessment 2

Local measure 2 is a local diagnostic test of reading tracked over 12 months. This test assists teachers in assessing and documenting primary students' development over time and identifying issues to guide interventions. The target calculates a scale point gain in pre-test and post-test results for a Year 5 student cohort in 20 randomly sampled participating schools.

5.3 Assessment

The council's assessment of Queensland's achievement against the four mandated NAPLAN measures and the two local measures is set out in Table 5.1 through to Table 5.6.

5.3.1 Mandated NAPLAN measures

Table 5.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 50 per cent on trends observed from historical testing in the proportion of students at or above the national minimum standard.					
Year 3 Reading	82.1%	81.5%	88.9%	A	95.2% (-2.5 ppts)
Year 5 Reading	78.0%	77.6%	81.2%	A	96.0% (-1.8 ppts)
Year 3 Numeracy	86.0%	85.9%	91.1%	A	95.0% (-1.9 ppts)
Year 5 Numeracy	85.1%	84.0%	88.4%	A	95.5% (-1.8 ppts)

Table 5.2 Mandated measure 2: NAPLAN, proportion of students above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 50 per cent on trends observed from historical testing in the proportion of students above the national minimum standard.					
Year 3 Reading	56.6%	56.0%	69.1%	A	95.2% (-2.5 ppts)
Year 5 Reading	60.0%	59.6%	60.4%	A	96.0% (-1.8 ppts)
Target calculation: An improvement of 50 per cent on trends observed from historical testing in the proportion of students above the national minimum standard.					
Year 3 Numeracy	66.6%	66.5%	70.0%	A	95.0% (-1.9 ppts)
Year 5 Numeracy	58.6%	57.5%	68.8%	A	95.5% (-1.8 ppts)

Table 5.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 50 per cent on trends observed from historical testing in the mean scale score.					
Year 3 Reading	350.3	348.6	376.6	A	95.2% (-2.5 ppts)
Year 5 Reading	446.9	445.8	453.0	A	96.0% (-1.8 ppts)
Year 3 Numeracy	349.9	348.0	365.6	A	95.0% (-1.9 ppts)
Year 5 Numeracy	443.0	439.0	459.2	A	95.5% (-1.8 ppts)

Table 5.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 50 per cent on trends observed from historical testing in the proportion of Indigenous students at or above the national minimum standard.					
Year 3 Reading	67.8%	67.2%	76.7%	A	92.4% (-3.8 ppts)
Year 5 Reading	56.6%	56.2%	60.2%	A	93.8% (-6.0 ppts)
Year 3 Numeracy	70.5%	70.4%	79.3%	A	91.3% (-2.7 ppts)
Year 5 Numeracy	69.6%	68.5%	70.8%	A	91.7% (-7.9 ppts)

5.3.2 Local measures

Table 5.5 Local measure 1: Progressive Achievement Test–Reading Comprehension, mean score, 20 randomly sampled participating schools

Target group	Baseline 2010	Target 2010	Result 2010	Assessment	No. of students
Target calculation: An improvement of 6.5 scale points in mean scores in test results.					
Year 3	99.8	106.3	110.4	A	867 (+1.4%)
Target calculation: An improvement of 3.5 scale points in mean scores in test results.					
Year 5	115.5	119.0	124.4	A	1266 (+0.6%)
Target calculation: An improvement of 5.5 scale points in mean scores in test results for at least 20 per cent of Year 5 Indigenous students.					
Year 5	109.1	114.6	116.8	A	776 (-1.5%)

Table 5.6 Local measure 2: Development Reading Assessment 2, mean score, 10 randomly sampled participating schools

Target group	Baseline 2010	Target 2010	Result 2010	Assessment	No. of students
Target calculation: An improvement of 6.0 scale points in mean scores between pre-test and post-test results.					
Year 5	70.8	76.8	82.9	A	175 (0.0 pts)

5.3.3 Participation

Queensland provided participation data for all measures. Participation rates were calculated including exempt students with assessed students, consistent with the calculation of participation rates in NAPLAN national reporting, and are included in the assessment tables above.

Mandated NAPLAN measures

Queensland set targets for Year 3 and Year 5 in Reading and Numeracy. The changes in participation for all mandated measures between 2008 and 2010 are summarised below.

- For measures 1, 2 and 3, the number of assessed students in Year 3 decreased between 2008 and 2010 by approximately 5 000 students or 38 per cent. There were similar numbers of assessed students for Year 5 between 2008 and 2009.
- For measure 4, the number of assessed Indigenous students in Year 3 also decreased between 2008 and 2010 by approximately 500 students or 38 per cent. There was a slight increase for Year 5.
- The participation rates for all measures decreased. The decreases were between -1.8 and -2.5 percentage points for all students, and -2.7 and -7.9 percentage points for Indigenous students. There were similar, but smaller order declines, for all Queensland students between 2008 and 2010.

Local measures

Queensland set gain targets for Year 3 and Year 5 students in Reading, examining changes in student results in state-based reading tests that were each administered at the beginning and end of 2010.

- For local measure 1, a reading comprehension assessment, the number of participating students remained stable during the assessment year.
- For local measure 2, data for 175 Year 5 students from 10 randomly sampled schools were included for both the baseline and the result, with no change in the number of students.

Notes on methodology for targets:

QLD mandated NAPLAN measure 1, 2, 3 and 4:

The 2010 target is based on comparing data for participating schools with the decline projected for the whole state for the same period based on trends observed from historical data. In the years leading to the 2009 NAPLAN results, Queensland's performance on the state-based assessments showed a consistent declining trend in student results. Taking into consideration the observed declining trend and the 2008 NAPLAN results, Queensland indicated a need to change its performance and to arrest decline.

The methodology included the development of statistical adjustment factors that allowed for the inclusion of historical trajectories, present in the 2004–07 state-based test results. The resulting adjustment factors and NAPLAN 2008 test results were combined in a linear regression equation that was used to project the state's targets.

QLD local measure 1 and 2:

The 2010 target is based on scale point gains in pre-test and post-test results for randomly sampled schools.

For the local measure 1 target relating to Indigenous students, the gains were calculated to be equal to or greater than the average gain for the non-Indigenous population in the sampled schools. In 2010, the average gain for non-Indigenous students was 5.5 scale points in 2010. The numbers of schools included in this measure was extended beyond 20 until the desired number of students, that is 20 per cent of the Year 5 Indigenous student population, was reached.

Chapter 6. Assessment: Western Australia

Key points

- In Western Australia, there are 188 schools participating in the National Partnership, comprising 83 government schools, 85 Catholic schools and 20 independent schools. This involves around 89 300 students, of which 4 100 are Indigenous.
- Western Australia's reward framework comprises the mandated NAPLAN measures and two local measures. There are 29 assessments in total.
- The council has reported 19 'A' assessments, 2 'B' assessments and 8 'C' assessments.

6.1 Background

Western Australia has developed a state-wide plan for implementing the National Partnership across the three sectors of schooling. The plan emphasises that while there is a state-wide approach to reform strategies, there is diversity in implementation at the system, local area and school level.

The three priority reform areas under the National Partnership are being implemented through a number of different programs, such as:

- specialist literacy and numeracy teachers to provide leadership and work with classroom teachers in assisting students at risk
- targeted literacy and numeracy intervention for individual students who require one-to-one support
- Reading Recovery which is an early intervention program for students in their second year of formal schooling
- improving the use of data by principals and teachers to improve student outcomes.

There are 188 schools participating in the National Partnership, comprising 83 government schools, 85 Catholic schools and 20 independent schools. This involves around 89 300 students, of which 4 100 are Indigenous.

Schools with the highest proportions of students achieving at or below the national minimum standard were selected to participate. In selecting participating schools, the Year 3 student cohort was allocated double weighting to recognise the focus on early intervention.

6.2 Overview of reward framework

Western Australia's reward framework comprises the mandated NAPLAN measures and two local measures. There are 29 assessments in total.

NAPLAN targets for Reading and Numeracy were agreed for each year of testing in the primary years of schooling—Years 3, 5, and 7. Local measures include a student growth measure of Reading and Numeracy and an attendance measure.

6.2.1 Mandated NAPLAN measures

For mandated NAPLAN measures 1, 2, and 4 the targets are improvements in the proportion of students at and above, or above, the national minimum standard. The improvements have generally been set at 2 percentage points except for NAPLAN measure 1, where a threshold of 94 per cent has been adopted, representing the ceiling beyond which further improvements may be difficult to achieve.

For mandated NAPLAN measure 3, Western Australia has two types of targets.

- **Improvement in mean scale scores.** For Year 3 Reading and Numeracy, the 2010 target is an improvement of 2 per cent on the 2008 mean scale score for Year 3 students. This equates to an increase of 7.6 scale points in Reading and 7.5 scale points in Numeracy.
- **Gain for a cohort.** For gain measures for the Year 3 to Year 5 and Year 5 to Year 7 cohorts, the targets are set against the average gain in mean scale scores from 2004–2008 in reading and numeracy testing. Pre-NAPLAN state assessments were combined with 2008 NAPLAN results to create an average gain for participating schools only. The target is for a 5 per cent increase between 2008 and 2010 over the average gain experienced between 2004 and 2008. This equates to an increase of between 3.2 and 4.1 scale points.

6.2.2 Local measures

For the optional local measures, Western Australia agreed to measure progress using two local measures.

Local Measure 1: Student attendance

Local measure 1 is a student attendance measure in participating schools. The 2010 target is to increase by two percentage points the number of students attending 90 per cent of the time or more.

Local measure 2: Growth in Reading and Numeracy achievement

The council received no baseline, targets or results for local measure 2.

Western Australia wrote to the Commonwealth formally requesting that this measure of improvement and four corresponding targets be removed after the data became available and when analysis concluded that the methodology for growth measures was not appropriate for submission to the Commonwealth government. Western Australia did not submit performance data for these targets.

6.3 Assessment

The council's assessment of Western Australia's achievement against the four mandated NAPLAN measures and the two local measures is set out in Table 6.1 through to Table 6.6.

6.3.1 Mandated NAPLAN measures

Table 6.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 2.0 percentage points in the proportion of students at or above the national minimum standard.					
Year 3 Reading	90.0%	92.0%	92.8%	A	95.9% (+0.4 ppts)
Year 5 Reading	87.2%	89.2%	87.9%	B 35.0%	96.5% (+0.7 ppts)
Year 5 Numeracy	90.1%	92.1%	92.9%	A	95.9% (+0.3 ppts)
Target calculation: An improvement of 1.3 percentage points in the proportion of students at or above the national minimum standard.					
Year 7 Reading	93.7%	95.0%	95.2%	A	96.2% (+0.4 ppts)
Target calculation: An improvement of 1.8 percentage points in the proportion of students at or above the national minimum standard.					
Year 3 Numeracy	93.4%	95.2%	95.2%	A	95.2% (+0.2 ppts)
Target calculation: Maintain the proportion of students at or above the national minimum standard at no less than 94 per cent.					
Year 7 Numeracy	96.4%	94.0%	96.4%	A	96.0% (+0.4 ppts)

Table 6.2 Mandated measure 2: NAPLAN, proportion of students above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 2.0 percentage points in the proportion of students above the national minimum standard.					
Year 3 Reading	71.6%	73.6%	77.9%	A	95.9% (+0.4 ppts)
Year 5 Reading	71.9%	73.9%	70.7%	C	96.5% (+0.7 ppts)
Year 7 Reading	76.2%	78.2%	79.5%	A	96.3% (+0.4 ppts)
Year 3 Numeracy	80.1%	82.1%	76.8%	C	95.3% (+0.2 ppts)
Year 5 Numeracy	66.3%	68.3%	75.6%	A	95.9% (+0.3 ppts)
Year 7 Numeracy	74.2%	76.2%	81.5%	A	96.0% (+0.4 ppts)

Table 6.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 2.0 per cent in the mean scale score.					
Year 3 Reading	378.9	386.5	394.2	A	95.9% (+0.4 ppts)
Year 3 Numeracy	373.3	380.8	377.4	B 54.7%	95.2% (+0.2 ppts)
Target group	Baseline 2004–08	Target 2010	Result 2010	Assessment	Students (n)
Target calculation: A gain of 5.0 per cent on trends observed from historical testing in the mean scale score for the matched cohort.					
Year 3 to Year 5 Reading	80.6	84.7	89.6	A	7119
Year 5 to Year 7 Reading	64.3	67.5	70.0	A	6074
Year 3 to Year 5 Numeracy	69.5	73.0	95.5	A	7075
Year 5 to Year 7 Numeracy	76.5	80.3	84.6	A	6064

Table 6.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 2.0 percentage points in the proportion of Indigenous students at or above the national minimum standard.					
Year 3 Reading	63.8%	65.8%	74.3%	A	89.5% (+0.9 ppts)
Year 5 Reading	54.2%	56.2%	62.0%	A	90.3% (+4.1 ppts)
Year 7 Reading	71.0%	73.0%	82.0%	A	86.4% (0.0 ppts)
Year 3 Numeracy	78.2%	80.2%	81.4%	A	87.2% (+0.9 ppts)
Year 5 Numeracy	65.6%	67.6%	69.5%	A	88.2% (+2.4 ppts)
Year 7 Numeracy	84.8%	86.8%	84.6%	C	86.7% (+2.1 ppts)

6.3.2 Local measures

Table 6.5 Local measure 1: School attendance, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	No. of students
Target calculation An improvement of 2.0 percentage points in the proportion of students attending school 90 per cent or more of the time.					
All students	81.2%	83.2%	80.8%	C	49 643 (+6.0%)

Table 6.6 Local measure 2: Growth in Reading and Numeracy achievement, participating schools

Target group	Baseline 2004–08	Target 2010	Result 2010	Assessment	Participation
Target calculation: A gain 5.0 per cent in the mean scale score in 75 per cent of participating schools.					
Year 3 to Year 5 Reading	No data provided	No data provided	No data provided	C (no data)	-
Year 5 to Year 7 Reading	No data provided	No data provided	No data provided	C (no data)	-
Year 3 to Year 5 Numeracy	No data provided	No data provided	No data provided	C (no data)	-
Year 5 to Year 7 Numeracy	No data provided	No data provided	No data provided	C (no data)	-

6.3.3 Participation

Western Australia provided participation data for all measures, except for local measure two. Participation rates have been calculated including exempt students with assessed students, consistent with the calculation of participation rates in the NAPLAN national reporting, and are included in the assessment tables above.

Mandated NAPLAN measures

Western Australia set targets for Years 3, 5 and 7 in Reading and Numeracy. The changes in participation for all mandated measures between 2008 and 2010 are summarised below.

- For measures 1, 2 and 3, there were similar numbers of assessed students across year levels and domains and they were relatively stable over time, except for Year 7 which decreased by about 1 000 students or 15 per cent. The size of the cohort for all measures was approximately between 6 000 and 7 000 students.
- For measure 4, there were small decreases in the number of assessed Indigenous students. The largest decrease was for Year 7 Reading—a decrease from 369 to 311 students.
- The participation rate for all measures increased. The increases ranged from 0.2 to 4.1 percentage points.

Local measures

- For local measure 1, school attendance, participation data are student numbers. Between 2009 and 2010, the assessed cohort increased by about 2 000 students or 6 per cent.
- For local measure 2, no data were provided and therefore no observations can be made.

Notes on methodology for targets:

WA mandated NAPLAN measure 1:

For the 2010 targets, year levels have an improvement target of 2.0 percentage points increase from 2008, except in year levels where the threshold of 94 per cent is reached, and the target increase is reduced to attain the ceiling. The targets for Year 7 Reading and Year 3 Numeracy were revised above this threshold after baseline figures were adjusted upwards.

WA mandated NAPLAN measure 2:

For the 2010 targets, all year levels have an improvement target of 2.0 percentage points increase from 2008.

WA mandated NAPLAN measure 3:

The 2010 improvement target for Year 3 is a 2.0 per cent increase over the 2008 mean scale score. For gain targets for Year 3 to Year 5 and Years 5 to Year 7, historical state-based testing data (WALNA) for 2004 to 2007, equated to the NAPLAN scale, was used to set the target. The 2010 gain targets are based on trends in average growth from 2004–2008 for the relevant cohort (Year 3 to Year 5, Year 5 to Year 7) and a 5 per cent increase on average growth was adopted as the target.

WA mandated NAPLAN measure 4:

For the 2010 targets for Indigenous students, all year levels have an improvement target of 2.0 percentage points increase from baseline 2008. For mandated measures 1, 2, and 4, exempt students are included in assessed student numbers.

WA local measure 1:

The 2010 target is based on an improvement of 2.0 percentage points in the overall aggregate of students attending 90 per cent of school days across all participating schools.

WA local measure 2:

This measure is a gain measure for matched cohorts of students. Targets were set based on average gain from 2004 to 2008, using historical state-based testing. WA did not provide data for assessment.

Chapter 7. Assessment: South Australia

Key points

- In South Australia, there are 78 schools participating in the National Partnership, comprising 37 government schools, 21 Catholic schools and 20 independent schools. This involves around 25 700 students, of which 700 are Indigenous.
- South Australia's reward framework comprises the mandated NAPLAN measures only, with one amendment to the mandated NAPLAN measure for Indigenous students. South Australia did not include any local measures. There are 40 assessments in total.
- The council has reported 31 'A' assessments, 1 'B' assessment and 8 'C' assessments.

7.1 Background

In South Australia, a ministerial advisory council with representatives from the government, Catholic and independent school sectors, provides leadership and direction on the implementation of the National Partnership. The strategies South Australia has selected to implement the three priority reforms under this National Partnership are:

- enhance professional development for school leaders and teachers
- engage literacy and numeracy coordinating field officers and leaders
- create networks of expert literacy and numeracy coaches
- build and share effective practice
- implement individualised case management for students
- support parental engagement.

There are 78 schools participating in the National Partnership, comprising 37 government schools, 21 Catholic schools and 20 independent schools. This involves around 25 700 students, of which 700 are Indigenous. Most of these schools are primary schools and/or R–12 schools. In South Australia, Year 7 is part of the primary school system. Criteria for school selection differed between the sectors.

- For government schools, 2008 NAPLAN testing and state-level testing in the four years prior indicated potential for significant improvement, when compared with similar schools. Additional considerations included whether schools were in categories 3 to 6 of the South Australian Index of Disadvantage and the number of Indigenous students.
- Catholic schools which were not selected for the National Partnership on Low Socio-economic Status School Communities, were considered based on relative disadvantage. Other factors included particular target groups in primary schools, the number of Indigenous students and NAPLAN results. Rural communities were also a focus for inclusion.
- Independent schools were invited based on consideration of the South Australian Index of Disadvantage, demonstrated need and governing council commitment to participation in the National Partnership.

7.2 Overview of reward framework

South Australia's reward framework comprises the mandated NAPLAN measures only, with one amendment to the mandated NAPLAN measure for Indigenous students. South Australia did not include any local measures. There are 40 assessments in total.

South Australia set targets for Years 3, 5, 7 and 9 in Reading and Numeracy with a focus on the primary years of schooling. Participating schools nominated either a Reading or Numeracy focus.

7.2.1 Mandated NAPLAN measures

For mandated NAPLAN measures 1 and 2, South Australia's targets are improvements in the proportion of students at or above, or above, the national minimum standard in participating schools.

For mandated NAPLAN measure 3, the targets are gains in the mean scale score for matched cohorts of students in participating schools. The gain must equal or exceed the projected mean scale score gains for all students in South Australia from 2008 to 2010. Students have been matched both within schools and across schools in the same schooling sector in order to maximise the size of the matched cohort.

For mandated NAPLAN measure 4, the targets are gains in the mean scale score for matched Indigenous students—not the proportion of Indigenous students at or above the national minimum standard, as per the mandated measure. The gain must equal or exceed the projected mean scale score gain for all Indigenous students in South Australia from 2008 to 2010.

The process of matching students has resulted in declines in student numbers in the cohort for the 2010 results. The assessment tables report the number of students in the final matched cohort for whom the results rely. It is noted that in some years the initial 2008 cohort is already a small number of students. For four targets using the number of matched Year 9 Indigenous students, the initial number of students is small and those remaining in 2010 fewer than five, and therefore the baseline and 2010 results cannot be reported.

7.3 Assessment

The council's assessment of South Australia's achievement against the four mandated NAPLAN measures is set out in Table 7.1 through to Table 7.4.

7.3.1 Mandated NAPLAN measures

Table 7.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in the proportion of students at or above the national minimum standard, between 2008 and 2010. The 2010 target for participating schools is equal to the state proportion for all students in 2008.					
Year 3 Reading	91%	94%	95%	A	92.8% (-5.2 ppts)
Year 5 Reading	88%	90%	89%	B 50.0%	94.7% (-3.5 ppts)
Year 7 Reading	94%	95%	96%	A	95.8% (-1.7 ppts)
Year 9 Reading	96%	94%	92%	C	95.6% (+0.4 ppts)
Year 3 Numeracy	96%	95%	96%	A	91.3% (-4.3 ppts)
Year 5 Numeracy	90%	92%	94%	A	94.7% (-1.2 ppts)
Year 7 Numeracy	97%	97%	97%	A	96.1% (+1.1 ppts)
Year 9 Numeracy	92%	94%	96%	A	93.7% (-2.9 ppts)

Table 7.2 Mandated measure 2: NAPLAN, proportion of students above the minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in the proportion of students above the national minimum standard, between 2008 and 2010. The 2010 target for participating schools is equal to the state proportion for all students in 2008.					
Year 3 Reading	75%	80%	81%	A	92.8% (-5.2 ppts)
Year 5 Reading	73%	77%	67%	C	94.7% (-3.5 ppts)
Year 7 Reading	76%	80%	81%	A	95.8% (-1.7 ppts)
Year 9 Reading	78%	77%	69%	C	95.6% (0.4 ppts)
Year 3 Numeracy	83%	85%	78%	C	91.3% (-4.3 ppts)
Year 5 Numeracy	63%	70%	78%	A	94.7% (-1.2 ppts)
Year 7 Numeracy	70%	79%	79%	A	96.1% (+1.1 ppts)
Year 9 Numeracy	69%	72%	77%	A	93.7% (-2.9 ppts)

Table 7.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Matched students (n)
Target calculation: A gain in mean scale score for matched students, between 2008 and 2010, equal to the projected state mean gain 2008–2010, for all students.					
Year 3 to Year 5 Reading	390.2	467.9	469.6	A	736
Year 5 to Year 7 Reading	470.7	526.7	540.3	A	599
Year 7 to Year 9 Reading	533.5	576.1	576.4	A	107
Year 3 to Year 5 Numeracy	379.4	451.5	470.0	A	1010
Year 5 to Year 7 Numeracy	444.7	520.7	525.6	A	776
Year 7 to Year 9 Numeracy	529.5	565.6	581.3	A	40
Target calculation: A gain in mean scale score, between 2008 and 2010, for matched students who were at or below the national minimum standard in 2008, equal to the projected state mean gain 2008–2010 for the corresponding cohort in all schools.					
Year 3 to Year 5 Reading	277.8	376.9	397.1	A	165
Year 5 to Year 7 Reading	381.7	445.6	476.3	A	161
Year 7 to Year 9 Reading	448.7	497.5	517.4	A	25
Year 3 to Year 5 Numeracy	287.1	393.3	402.3	A	156
Year 5 to Year 7 Numeracy	390.2	450.7	483.3	A	298
Year 7 to Year 9 Numeracy	456.4	506.0	530.3	A	8

Table 7.4 Mandated measure 4: NAPLAN, mean scale score, Reading and Numeracy, Indigenous students, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Matched students (n)
Target calculation: A gain in mean scale score for matched Indigenous students in participating schools equal to the projected state mean gain 2008–2010, for all Indigenous students.					
Year 3 to Year 5 Reading	355.9	431.6	446.1	A	22
Year 5 to Year 7 Reading	422.8	482.3	498.9	A	16
Year 7 to Year 9 Reading	No data provided	No data provided	No data provided	C (no data)	< 5
Year 3 to Year 5 Numeracy	355.5	435.9	453.3	A	24
Year 5 to Year 7 Numeracy	429.5	491.4	508.0	A	11
Year 7 to Year 9 Numeracy	No data provided	No data provided	No data provided	C (no data)	< 5
Target calculation: A gain in mean scale score, between 2008 and 2010, for matched Indigenous students who were at or below national minimum standard in 2008 equal to the projected state mean gain 2008–2010 for the corresponding Indigenous cohort in all schools.					
Year 3 to Year 5 Reading	272.7	358.2	403.8	A	7
Year 5 to Year 7 Reading	378.5	451.8	467.1	A	7
Year 7 to Year 9 Reading	No data provided	No data provided	No data provided	C (no data)	< 5
Year 3 to Year 5 Numeracy	293.4	397.9	409.2	A	8
Year 5 to Year 7 Numeracy	393.0	455.1	480.3	A	5
Year 7 to Year 9 Numeracy	No data provided	No data provided	No data provided	C (no data)	< 5

Notes:

1. For the Year 7 to Year 9 Reading and Numeracy targets, no data were provided by South Australia as student numbers fell below five.

7.3.2 Participation

South Australia provided participation data for all measures. Participation rates reported in Tables 7.1 and 7.2 were calculated including exempt students, consistent with the practice of calculating participation rates in NAPLAN national reporting.

However the 2008 baseline results, 2010 targets and 2010 results exclude exempt students and only those students who sat the test were included in the calculations. The reason for non-inclusion of exempt students is sound because the setting of targets preceded the selection of schools and year levels and the number of exempt students could therefore not be estimated. Exempt students are treated in an identical way for each of the three relevant data items—baselines, targets and 2010 results.

Mandated NAPLAN measures

South Australia set targets for Years 3, 5, 7 and 9 in Reading and Numeracy. The changes in participation between 2008 and 2010 are summarised below.

- For Years 3, 5, and 7 there were greater numbers of assessed students for Numeracy than for Reading as schools focused on either Reading or Numeracy and there was a greater emphasis overall on Numeracy in primary schools in South Australia. The numbers of assessed students in each domain remained relatively stable over time.
- Participation rates in Reading declined between 2008 and 2010 by over 5 percentage points in Year 3, and over 3 percentage points in Year 5. There was a similar, but smaller order decline for all South Australian students of 3.2 percentage points at Year 3 and 2.3 percentage points at Year 5. For both year levels, these declines in participation were greater than the targeted improvement in percentage points for the proportion of students at or above the national minimum standard.

For measures 3 and 4, which are gain measures for matched students, the losses to the cohort of matched students resulted in the following issues.

- Some assessments rely on results from less than 10 students.
- Data for four targets could not be reported due to student numbers falling below five.

Notes on methodology for targets:

SA mandated NAPLAN measures 1 and 2:

The 2010 target is that the proportion of students in participating schools at or above, or above, the national minimum standard will equal the proportion of all students in the state at or above the national minimum standard in 2008. Exempt students were excluded from the target calculation and therefore excluded from baseline and results.

SA mandated NAPLAN measure 3:

The first gain target is for all assessed students in participating schools in the relevant year level. The second gain target is for assessed students in participating schools who were at or below the national minimum standard in 2008.

SA mandated NAPLAN measure 4:

Mandated NAPLAN measure 4 relates to Indigenous students only and is for all assessed students in participating schools in the relevant year level. Baseline and results reported are for matched students in the cohort, that is, students for whom results could be tracked from 2010 back to 2008. The number of Indigenous students in Year 9 which could be matched was less than five.

Chapter 8. Assessment: Tasmania

Key points

- In Tasmania, there are 72 schools participating in the National Partnership, comprising 49 government schools, seven Catholic schools and 16 independent schools. This involves around 21 500 students, of which 1 700 are Indigenous.
- Tasmania's reward framework comprises the mandated NAPLAN measures and three local measures. There are 18 assessments in total.
- The council has reported 13 'A' assessments, 2 'B' assessment and 3 'C' assessments.

8.1 Background

In Tasmania, the National Partnership implementation plan was developed collaboratively by a project team with representation from all three sectors of schooling. The approach groups schools together as networks and forms partnerships with school communities to support students and their families in an integrated way. In implementing the three priority reforms under this National Partnership, Tasmania is focusing on:

- improving Year 7 and 9 NAPLAN results by targeting interventions from Years 5 to 8
- improving support for students in the transition from Years 6 to 7
- professional development for teaching staff which prioritises differentiated teaching for individual student need
- building the capability of teachers to alter teaching practice so that improvement is sustainable
- addressing the needs of Indigenous students
- building on literacy and numeracy pilot projects.

There are 72 schools participating in the National Partnership, comprising 49 government schools, seven Catholic schools and 16 independent schools. This involves around 21 500 students, of which 1 700 are Indigenous. The method for school selection differed between the sectors.

- For government and Catholic schools, secondary schools were selected based on the proportion of students at or below the national minimum standard in Reading and Numeracy in 2008 NAPLAN. Feeder primary schools with similar levels of student need were identified to form literacy and numeracy networks. There are eight networks of participating schools in the government sector and three in the Catholic sector comprising at least one secondary school and one or more primary schools. Proportions of Indigenous students were also considered.
- For independent schools, schools elected to participate in a number of programs depending on identified need and commitment to training and implementation.

8.2 Overview of reward framework

Tasmania's reward framework comprises the mandated NAPLAN measures and three local measures. There are 18 assessments in total.

Tasmania set targets for Year 5 and Year 7 in Reading and Numeracy, comprising primary feeder and secondary schools, reflecting the formation of the school networks.

8.2.1 Mandated NAPLAN measures

For mandated NAPLAN measures 1, 2 and 4, the targets are percentage point improvements in the proportion of students at or above, or above, the national minimum standard. For mandated NAPLAN measure 4, achievement is reported for Year 5 and Year 7 in Reading and Numeracy combined as one data item, due to the relatively small numbers of students.

For mandated NAPLAN measure 3, the targets are scale point gains in the mean scale scores in Reading and Numeracy between 2008 and 2010.

8.2.2 Local measures

For the local measures, Tasmania agreed to measure progress using three local measures.

Local measure 1: Student attendance in Year 6 and Year 7

Local measure 1 reports the student attendance rate for Year 6 and Year 7 as two data items, aggregated over participating schools. The baseline result is the average student attendance rate for terms 1 and 2 for each of Year 6 and Year 7 in participating schools for 2009. The 2010 target is to maintain 2009 levels of attendance, which will arrest a trend in declining attendance rates experienced since 2004 (government schools only).

Local measure 2: NAPLAN Writing in Year 5 and Year 7

NAPLAN results for 2008 indicate that Writing is a priority area for improvement in Tasmania. Local measure 2 reports the proportion of students at or above the national minimum standard. The target is a two percentage point increase in Year 5 and 7 results between 2008 and 2010.

Local measure 3: Teacher ratings of Indigenous students achievement

Local measure 3 reports teacher ratings of Indigenous students' performance in English and Mathematics in participating government schools. A mid-year rating is taken to ensure data availability and timely reporting.

The scale is a vertical 15 stage scale with each stage representing approximately one year of schooling. The improvement measure is to reduce the gap between the average score of all Indigenous students in participating government schools and the average of all students in all government schools. The year levels include Years 5, 6, 7, and 8 and ratings are aggregated over these years due to small student numbers. At the 2009 baseline, the gap was 1.16 stages on the scale, equivalent to just more than a year of learning. The 2010 target is to reduce this gap by 10 per cent or more, that is by 0.12 on the scale.

8.3 Assessment

The council's assessment of Tasmania's achievement against the four mandated NAPLAN measures and the three local measures is set out in Table 8.1 through to Table 8.7.

8.3.1 Mandated NAPLAN measures

Table 8.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 1.0 percentage points in the proportion of students at or above the national minimum standard.					
Year 5 Reading	78.20%	79.20%	81.99%	A	97.0% (-0.1 ppts)
Year 7 Reading	87.99%	88.99%	88.71%	B 72.0%	93.8% (+1.0 ppts)
Year 5 Numeracy	85.17%	86.17%	87.30%	A	96.7% (+0.5 ppts)
Year 7 Numeracy	91.46%	92.46%	90.92%	C	93.8% (+0.1 ppts)

Table 8.2 Mandated measure 2: NAPLAN, proportion of students above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation An improvement of 2.0 percentage points in the proportion of students above the national minimum standard.					
Year 5 Reading	59.66%	61.66%	61.78%	A	97.0% (-0.1ppts)
Year 7 Reading	62.77%	64.77%	69.96%	A	93.8% (+1.0 ppts)
Year 5 Numeracy	57.16%	59.16%	67.47%	A	96.7% (+0.5 ppts)
Year 7 Numeracy	61.13%	63.13%	65.68%	A	93.8% (+0.1 ppts)

Table 8.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement in mean scale score of 4.0 scale points.					
Year 5 Reading	445.2	449.2	457.2	A	97.0% (-0.1ppts)
Year 7 Reading	503.3	507.3	520.1	A	93.8% (+1.0 ppts)
Year 5 Numeracy	442.7	446.7	456.1	A	96.7% (+0.5 ppts)
Year 7 Numeracy	503.5	507.5	511.1	A	93.8% (+0.1 ppts)

Table 8.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 2.0 percentage points in the aggregate proportion of students in Year 5 and Year 7 at or above the national minimum standard in Reading and Numeracy combined.					
Year 5 and Year 7 Reading and Numeracy	79.15%	81.15%	76.92%	C	92.2% (-1.6 pts)

8.3.2 Local measures

Table 8.5 Local measure 1: Student attendance, percentage in participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Number of students
Target calculation: Maintain the student attendance rate for Year 6 and Year 7 students between 2009 and 2010.					
Year 6	91.2%	91.2%	92.3%	A	2262
Year 7	85.4%	85.4%	88.7%	A	(+0.01%)

Table 8.6 Local measure 2: NAPLAN, the proportion of students at or above the national minimum standard, Writing, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 2.0 percentage points in the proportion of students above the national minimum standard.					
Year 5 Writing	84.55%	86.55%	86.69%	A	97.3% (+0.6 ppts)
Year 7 Writing	81.46%	83.46%	82.62%	B 58.0%	95.2% (+3.2 ppts)

Table 8.7 Local measure 3: Moderated teacher ratings, gap between Indigenous and all students, English and Mathematics, participating government schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	No. of students
Target calculation A reduction of 10 per cent in the mean gap on a 15 point rating scale between Indigenous students and all students in all government schools in teacher ratings for English and Mathematics assessments.					
Years 5, 6, 7 and 8	1.16	1.04	1.16	C	933 (-12.0%)

8.3.3 Participation

Tasmania provided participation data for all measures. Participation rates were calculated including exempt students with assessed students, consistent with the calculation of participation rates in NAPLAN national reporting, and are included in the assessment tables above.

Mandated NAPLAN measures

Tasmania set targets for Year 5 and Year 7 Reading and Numeracy. The changes in participation for all mandated measures between 2008 and 2010 are summarised below.

- There were similar numbers of assessed students across year levels and domains and they were relatively stable over time. The size of the assessed cohort ranges from 1 241 to 1 460 for all students, and 494 to 542 for Indigenous students.
- Participation rates also remained relatively stable with small improvements, up to one percentage point, in both years and domains between 2008 and 2010, with the exception of Year 5 Reading where there was a small decline of 0.1 percentage points.

Local measures

- For local measure 1, student attendance, there was little change in participating student numbers between 2008 and 2010—an increase of only six students.
- For local measure 2, NAPLAN Writing for Years 5 and 7, participation rates in each year improved between 2008 and 2010.
- For local measure 3, teacher ratings of Indigenous students' performance in Years 5, 6, 7, and 8, results for 1 060 students were reported in the 2009 baseline. In 2010 there were 933 results reported, a moderate reduction given the span across levels of schooling and numbers of schools.

Notes on methodology for targets:

TAS mandated NAPLAN measure 1 and 2 and 4:

All year levels have an improvement target of 1.0 percentage points for measure 1, and 2 percentage points for measures 2 and 4. The rationale for the size of the increase in the final implementation plan is one percentage point per year for measures 2 and 4 and 0.5 percentage points per year for measure 1, as this cohort is already close to 100 per cent. Exempt students are included as assessed in measure 1,2 and 4.

TAS mandated NAPLAN measure 3:

The 2010 target is an improvement of 2.0 scale points per year for all year levels equating to 4 scale points between 2008 and 2010.

TAS local measure 1:

The 2010 target is to maintain the student attendance rate for Year 6 and Year 7 students at the baseline level of 2009, to arrest a pattern of declining attendance. The final implementation plan provides data from 2004 to support this target.

TAS local measure 2:

The 2010 target for NAPLAN Writing has the same improvement target of 1.0 percentage points per year and a similar rationale to mandated measure 2 and 4.

TAS local measure 3:

The target is based on the mean gap between Indigenous students in participating schools and all students in Tasmania in the 2009 local moderated teacher rating, at comparable year levels. In 2009, the mean gap was 1.16 on a 15 point rating scale and the 2010 target was to reduce this gap by 10 per cent, that is 0.116 points, bringing the target to 1.04 in 2010.

Chapter 9. Assessment: Australian Capital Territory

Key points

- In the ACT, there are 26 schools participating in the National Partnership, comprising 13 government schools, seven Catholic schools and six independent schools. This involves around 12 900 students, of which 260 are Indigenous.
- The ACT's reward framework comprises the mandated NAPLAN measures only. The ACT did not include any local measures. There are 29 assessments in total.
- The council has reported 24 'A' assessments, 3 'B' assessment and 2 'C' assessments.

9.1 Background

The ACT Department of Education and Training collaborates with the Catholic and independent sectors in the implementation of the National Partnership through a formal cross-sectoral working party. ACT has selected the following strategies to implement the priority reforms.

- Create dedicated literacy and numeracy officer and coordinator positions to develop individual school strategies to improve student performance using diagnostic data.
- Train teachers in literacy and numeracy programs so they can track, monitor and plan for student improvement.
- Generate school plans that reflect literacy and numeracy priorities, and train school leaders in how to develop best practice and monitor school targets.
- Train schools in the effective use of the school measurement, assessment and reporting toolkit for NAPLAN analysis and school planning.
- Implement the Count Me In Too and First Steps programs, which have accompanying data-use features, as the system-based teaching literacy and numeracy programs in all schools.

There are 26 schools participating in the National Partnership, comprising 13 government schools, seven Catholic schools and six independent schools. This involves around 12 900 students, of which 260 are Indigenous. Criteria used to identify eligible schools are listed below.

- For government and Catholic schools, 2008 NAPLAN data indicated a considerable proportion of students at or below the national minimum standard in Reading and Numeracy in Years 3, 5 and 7. There was also consideration of student population characteristics including the proportion of Indigenous students, students eligible for English as a Second Language support, students with disability and/or students from low socio-economic backgrounds.
- For Independent schools, 2008 NAPLAN data indicated a considerable proportion of students at or below the national minimum standard in Reading and Numeracy. Independent schools also provided some additional self-assessment.

9.2 Overview of reward framework

The ACT's reward framework comprises the mandated NAPLAN measures only. The ACT did not include any local measures. There are 29 assessments in total.

The ACT set targets for Years 3 and 5 students in Reading and Numeracy for all three sectors of schooling.

9.2.1 Mandated NAPLAN measures

For mandated NAPLAN measures 1, 2 and 4, targets are to achieve a percentage point improvement in the proportion of students at or above, or above, the national minimum standard. For measure 4, achievement for Indigenous students is reported for all ACT government schools, rather than just participating schools, due to the relatively low numbers of Indigenous students in the ACT.

Targets for mandated NAPLAN measure 3 report mean scale scores in two ways as outlined below.

- **Gain for a non-matched cohort.** The baseline is the mean gain between the 2006 local assessment and 2008 NAPLAN for the particular cohort. The target is for the gain in mean scale scores between 2008 and 2010 NAPLAN testing to exceed the baseline gain for the same cohort. Baselines and targets are reported as the gain in scale score points.
- **Improvement in mean scale scores.** The baseline is 2008 NAPLAN and baselines and targets are reported as aggregated mean scale scores.

The ACT has also divided targets by school sector.

- Government schools—12 targets, all mandated NAPLAN measures, up to 508 students.
- Catholic schools—11 targets, three mandated NAPLAN measures, up to 386 students.
- Independent schools—6 targets, two mandated NAPLAN measures, up to 478 students.

9.3 Assessment

The council's assessment of the ACT's achievement against the four mandated NAPLAN measures is set out in Table 9.1 through to Table 9.4.

9.3.1 Mandated NAPLAN measures

Table 9.1 Mandated measure 1: NAPLAN, proportion of students at or above the national minimum standard, Reading and Numeracy, participating schools, by school sector (Government and Catholic)

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 1 percentage point in the proportion of students at or above the national minimum standard.					
Year 3 Reading Government	91%	92%	93.6%	A	94.0% (0.0 ppts)
Year 5 Reading Government	90%	91%	89.0%	C	91.5% (-4.9 ppts)
Year 5 Numeracy Government	91%	92%	92.5%	A	91.9% (-4.1 ppts)
Year 3 Reading Catholic	97%	98%	98.9%	A	97.8% (+0.5 ppts)
Year 5 Reading Catholic	93%	94%	95.5%	A	96.7% (-1.9 ppts)
Year 5 Numeracy Catholic	95%	96%	97.2%	A	96.2% (-0.8 ppts)

Table 9.2 Mandated measure 2: NAPLAN, proportion of students above the national minimum standard, Reading and Numeracy, participating schools, by school sector (Government, Catholic and Independent)

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 1 percentage point in the proportion of students above the national minimum standard.					
Year 3 Reading Government	75%	76%	78.7%	A	94.0% (0.0 ppts)
Year 5 Reading Government	72%	73%	75.0%	A	91.5% (-4.9 ppts)
Year 5 Numeracy Government	64%	65%	74.0%	A	91.9% (-4.1 ppts)
Year 3 Reading Catholic	85%	86%	92.9%	A	97.8% (+0.5 ppts)
Year 5 Reading Catholic	83%	84%	83.7%	B 70.0%	96.7% (-1.9 ppts)
Year 5 Numeracy Catholic	77%	78%	84.8%	A	96.2% (-0.8 ppts)
Year 5 Reading Independent	92%	93%	91.0%	C	95.5% (+0.1 ppts)
Year 5 Numeracy Independent	92%	93%	93.5%	A	95.9% (+0.3 ppts)

Table 9.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools, by school sector (Government, Catholic and Independent)

Target group	Baseline 2006–08	Target 2010	Result 2010	Assessment	Matched students (n)
Target calculation: A gain of 4 scale points on trends observed from historical testing, in the average gain in the mean scale score for the matched cohort between 2008 and 2010.					
Year 3 to Year 5 Reading Government	81	85	91.6	A	331
Year 3 to Year 5 Numeracy Government	65	69	80.3	A	326
Year 3 to Year 5 Reading Catholic	81	85	90.7	A	299
Year 3 to 5 Numeracy Catholic	69	73	89.6	A	295
Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 4 scale points in the mean scale score.					
Year 3 Reading Government	383	387	398.7	A	94.0% (+0.8 ppts)
Year 5 Reading Government	470	474	477.2	A	91.5% (-4.9 ppts)
Year 5 Numeracy Government	450	454	468.6	A	91.9% (-4.1 ppts)
Year 3 Reading Catholic	407	411	437.3	A	97.8% (+0.5 ppts)
Year 5 Reading Catholic	489	493	498.4	A	96.7% (-1.9 ppts)
Year 5 Numeracy Catholic	465	469	484.1	A	96.2% (-0.8 ppts)
Year 3 Reading Independent	459	463	501.0	A	81.9% (+5.6 ppts)

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 4 scale points in the mean scale score.					
Year 5 Reading Independent	528	532	528.6	B 15.0%	95.5% (+2.0 ppts)
Year 3 Numeracy Independent	452	456	474.5	A	82.4% (+5.6 ppts)
Year 5 Numeracy Independent	522	526	525.2	B 80.0%	95.9% (+0.3 ppts)

Table 9.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above the national minimum standard, Reading, government schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 1 percentage point in the proportion of Indigenous students at or above the national minimum standard.					
Year 3 Reading Government	82%	83%	90.0%	A	90.9% (+2.3 ppts)

9.3.2 Participation

The ACT provided participation data for all measures. However, there was some missing data for exempt students. Participation rates reported in Tables 9.1, 9.2 and 9.4 were calculated including exempt students, consistent with the practice of calculating participation rates in NAPLAN national reporting.

However the 2008 baseline results, 2010 targets and 2010 results exclude exempt students and only those students who sat the test were included in the calculations.

Mandated NAPLAN measures

The ACT set targets across Year 3 and Year 5 in Reading and Numeracy by school sector. The changes in participation for all mandated measures between 2008 and 2010 are summarised below.

- For all measures, there were similar numbers of assessed students across year levels and domains and they were relatively stable over time. The size of the student cohorts reported were no larger than 508 students. For Indigenous students, there were 78 assessed students in 2008 and 70 in 2010.
- There was variation in participation rates between 2008 and 2010. The largest decline was in the government sector in Year 5 Reading (-4.9 percentage points).

Notes on methodology for targets:

ACT mandated NAPLAN measure 1, 2 and 4:

The 2010 targets are a one percentage point improvement in the proportion of students at or above the national minimum standard, the proportion of students above the national minimum standard and the proportion of Indigenous students at or above the national minimum standard.

ACT mandated NAPLAN measure 3:

The 2010 target is based on achieving gains greater than those observed from historical testing, based on Year 3 to Year 5 results in Reading and Numeracy in the local assessment for a previous cohort between 2006 and 2008. ACT equated results from the local assessment (ACT Assessment Program or ACTAP) with the NAPLAN scale. ACTAP Year 3 results provided the baseline for the calculation of gain scores relative to NAPLAN 2008 Year 5 results.

Chapter 10. Assessment: Northern Territory

Key points

- In the Northern Territory, there are 19 schools participating in the National Partnership, comprising 17 government schools and two Catholic schools. This involves around 6 500 students, of which approximately 1 900 are Indigenous.
- The Northern Territory's reward framework comprises the mandated NAPLAN measures and two local measures using NAPLAN data. There are 30 assessments in total.
- The council has reported 13 'A' assessments, 9 'B' assessment and 8 'C' assessments.

10.1 Background

In the Northern Territory, collaboration between the Department of Education and Training and the non-government sectors is facilitated through the Non-Government Schools Ministerial Advisory Council. There is cross-sectoral agreement on the overarching reform strategy and participation in initiatives, with implementation aligned to the particular needs of each sector. The specific strategies the Northern Territory has selected to implement the three priority reforms under this National Partnership are listed below.

- Generate evidence-based intervention and programs at the school and regional level to support accelerated improvement in participating schools.
- Develop an evidence-based practices framework that defines the critical features of effective literacy and numeracy programs and informs system development.
- Recruit regional assessment-for-learning coaches who will provide mentoring and support for schools in the use of data to inform teaching and learning.
- Improve diagnostic and data systems to increase the availability and use of data in schools.
- Develop the Principals as Literacy Leaders and Leading Aligned Numeracy Development programs.

There are 19 schools participating in the National Partnership, comprising 17 government schools and two Catholic schools. This involves around 6 500 students, of which approximately 1 900 are Indigenous. Criteria used to identify eligible schools are listed below.

- 2008 NAPLAN results for the whole school and/or the Indigenous cohort indicated a capacity for improvement or the 2005–2007 Multi-level Assessment Program results showed an upwards trajectory.
- Schools demonstrated a potential for accelerated improvement, through improvement-focussed leadership and the sustainable management of the socio-economic factors enabling learning to the point where student achievement was the dominant focus of effort.
- More than 20 per cent of the student population were Indigenous.
- Schools needed to have at least 10 students participating in NAPLAN testing in each year level and a total school population of more than 50 students.

10.2 Overview of reward framework

The Northern Territory's reward framework comprises the mandated NAPLAN measures and two local measures using NAPLAN data. There are 30 assessments in total.

The Northern Territory set targets across Years 3, 5, 7 and 9 in Reading and Numeracy. There is a focus on Indigenous student achievement, reflecting the high proportion of Indigenous students in the Northern Territory. The Northern Territory selected 2008 and 2009 baselines.

10.2.1 Mandated NAPLAN measures

For the mandated NAPLAN measures 1, 2 and 4, the targets are percentage point improvements in the proportion of students at or above, or above, the national minimum standard. The targets are for all students, non-Indigenous and Indigenous students in participating schools, in selected years and domains.

For measure 3, the Northern Territory set targets which calculate mean scale score gains for matched cohorts from Year 3 to Year 5 for all students in participating schools. The targets are to achieve gains which exceed trends observed from historical testing data. The comparator is the 2005–2007 Multi-level Assessment Program results for this cohort which were equated to the NAPLAN scale. Targets were agreed based on a scale point gain from the baseline, rather than reporting whole mean scale scores.

10.2.2 Local measures

For the optional local measures, the Northern Territory set targets using NAPLAN data to report gains in Reading and Numeracy for Indigenous and non-Indigenous student cohorts moving from Year 3 to Year 5.

Local measure 1: NAPLAN mean scale scores

As for mandated NAPLAN measure 3 above, local measure 1 focuses on mean scale score gains for matched student cohorts moving from Year 3 to Year 5. This applies to a matched cohort of up to 136 Indigenous students and a matched cohort of up to 296 non-Indigenous students in both Reading and Numeracy. The target is for these gains to exceed the trends observed from historical testing data. The comparator and metric for presenting results is as stated above for the mandated NAPLAN measure 3.

Local measure 2: NAPLAN participation rates

Local measure 2 reports percentage point gains in NAPLAN participation rates for Indigenous and non-Indigenous students in all participating schools. For the Indigenous cohort, the target is to halve the gap in participation rates between Indigenous and non-Indigenous students. For the non-Indigenous cohort, the target is to halve the gap in participation between Northern Territory students and all Australian students. Results for assessment are aggregated for both Reading and Numeracy.

10.3 Assessment

The council's assessment of the Northern Territory's achievement against the four mandated NAPLAN measures and the two local measures is set out in Table 10.1 through to Table 10.6.

10.3.1 Mandated NAPLAN measures

Table 10.1 Mandated measure 1: NAPLAN, proportion of all students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 3.2 percentage points in the proportion of students at or above the national minimum standard.					
Year 3 Reading	79.5%	82.7%	81.3%	B 56.2%	93.8% (-3.0 ppts)
Year 3 Numeracy	80.3%	83.5%	85.4%	A	93.1% (-2.8 ppts)
Target calculation: An improvement of 3.1 percentage points in the proportion of students at or above the national minimum standard.					
Year 5 Reading	76.6%	79.7%	74.9%	C	94.9% (-3.6 ppts)
Year 7 Reading	79.2%	82.3%	81.3%	B 67.7%	92.6% (-2.3 ppts)
Year 7 Numeracy	79.3%	82.4%	84.0%	A	91.9% (-3.5 ppts)
Target calculation: An improvement of 3.5 percentage points in the proportion of students at or above the national minimum standard.					
Year 5 Numeracy	86.3%	89.8%	81.5%	C	94.0% (-3.5 ppts)

Table 10.2 Mandated measure 2: NAPLAN, proportion of non-Indigenous students above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 3.0 percentage points in the proportion of non-Indigenous students above the national minimum standard.					
Year 3 Reading	69.3%	72.3%	67.8%	C	96.4% (-2.0 ppts)
Target calculation: An improvement of 2.8 percentage points in the proportion of non-Indigenous students above the national minimum standard.					
Year 5 Reading	65.9%	68.7%	66.1%	B 7.1%	97.4% (-1.8 ppts)
Year 7 Reading	58.7%	61.5%	63.1%	A	97.8% (-0.1 ppts)
Year 7 Numeracy	58.7%	61.5%	65.1%	A	95.6% (-2.3 ppts)
Target calculation: An improvement of 2.7 percentage points in the proportion of non-Indigenous students above the national minimum standard.					
Year 9 Reading	57.7%	60.4%	61.9%	A	91.8% (-3.8 ppts)
Year 5 Numeracy	68.2%	70.9%	70.7%	B 92.6%	96.4% (-2.5 ppts)
Target calculation: An improvement of 2.6 percentage points in the proportion of non-Indigenous students above the national minimum standard.					
Year 3 Numeracy	65.5%	68.1%	67.8%	B 88.5%	96.0% (-1.9 ppts)
Target calculation: An improvement of 2.9 percentage points in the proportion of non-Indigenous students above the national minimum standard.					
Year 9 Numeracy	69.5%	72.4%	61.1%	C	89.7% (-4.4 ppts)

Table 10.3 Mandated measure 3: NAPLAN, mean scale score, Reading and Numeracy, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Matched students (n)
Target calculation: A gain of 80 scale points in the mean scale score for the matched cohort.					
Year 3 to Year 5 Reading	-	80	102.3	A	424
Year 3 to Year 5 Numeracy	-	80	90.2	A	429

Table 10.4 Mandated measure 4: NAPLAN, proportion of Indigenous students at or above the national minimum standard, Reading and Numeracy, participating schools

Target group	Baseline 2009	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 3.8 percentage points in the proportion of Indigenous students at or above the national minimum standard.					
Year 3 Reading	65.0%	68.8%	70.0%	A	89.3% (-4.5 ppts)
Year 7 Reading	71.0%	74.8%	68.4%	C	82.6% (-7.0 ppts)
Target calculation: An improvement of 4.0 percentage points in the proportion of Indigenous students at or above the national minimum standard.					
Year 5 Reading	59.9%	63.9%	58.2%	C	90.4% (-6.8 ppts)
Target calculation: An improvement of 3.7 percentage points in the proportion of Indigenous students at or above the national minimum standard.					
Year 9 Reading	68.5%	72.2%	69.6%	B 29.7%	67.6% (-23.9 ppts)
Year 5 Numeracy	76.7%	80.4%	69.0%	C	89.6% (-5.1 ppts)
Year 7 Numeracy	70.0%	73.7%	70.5%	B 13.5%	84.8% (-6.1 ppts)
Year 9 Numeracy	71.7%	75.4%	71.4%	C	72.1% (-17.8 ppts)
Target calculation: An improvement of 3.5 percentage points in the proportion of Indigenous students at or above the national minimum standard.					
Year 3 Numeracy	65.5%	69.0%	75.4%	A	88.0% (-3.9 ppts)

10.3.2 Local measures

Table 10.5 Local measure 1: NAPLAN, mean scale score, Reading and Numeracy, Indigenous and non-Indigenous students, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Matched students (n)
Target calculation: A gain of 75 scale points in the mean scale score for the matched cohort.					
Year 3 to Year 5 Reading Indigenous students	-	75	101.2	A	128
Target calculation: A gain of 65 scale points in the mean scale score for the matched cohort.					
Year 3 to Year 5 Numeracy Indigenous students	-	65	92.4	A	136
Target calculation: A gain of 85 scale points in the mean scale score for the matched cohort.					
Year 3 to Year 5 Reading Non-Indigenous students	-	85	103.4	A	296
Year 3 to Year 5 Numeracy Non-Indigenous students	-	85	88.0	A	293

Table 10.6 Local measure 2: NAPLAN, participation rates, Reading and Numeracy, Indigenous and non-Indigenous students, participating schools

Target group	Baseline 2008	Target 2010	Result 2010	Assessment	Participation
Target calculation: An improvement of 9.0 percentage points in participation rates, averaged across both domains.					
Year 3 to Year 5 Reading and Numeracy Indigenous students	85.5%	94.5%	90%	B 50.0%	90.0% (+4.5 pts)
Target calculation: An improvement of 3.0 percentage points in participation rates, averaged across both domains.					
Year 3 to Year 5 Reading and Numeracy Non-Indigenous students	94.7%	97.7%	96.9%	B 73.3%	96.9% (+2.2 pts)

10.3.3 Participation

The Northern Territory provided participation data for all measures. Participation rates were calculated including exempt students with assessed students, consistent with the calculation of participation rates in NAPLAN national reporting, and are included in the assessment tables above.

Mandated NAPLAN measures

The Northern Territory set targets for Years 3, 5, 7 and 9 in Reading and Numeracy. The changes in participation for all mandated measures are summarised below.

- For measures 1, 2 and 4, there were similar numbers of assessed students across year levels and domains and they were relatively stable over time.
- For measure 3, which is a gain measure for matched students, there were approximately 400 assessed students.
- The participation rates for all measures decreased. The decreases were between -1.8 and -2.5 percentage points for all students, and -2.7 and -7.9 percentage points for Indigenous students. There were similar, but smaller order declines, for all Northern Territory students between 2008 and 2010.

Local measures

Local measure 1 and 2 examine NAPLAN data for Indigenous and non-Indigenous students in participating schools who are moving from Year 3 to Year 5. Targets report improvements and gains in Reading and Numeracy between 2008 and 2010.

- Local measure 1 reports the size of the matched cohort, which was between 128 and 136 Indigenous students and between 293 and 296 students.
- For local measure 2, the participation rate increased between 2.2 percentage points and 4.5 percentage points.

Notes on methodology for targets:

NT mandated NAPLAN measures 1, 2 and 4:

The 2010 targets have been derived using a s-curve methodology for the period 2008–12 adding stretch to the Northern Territory-wide target to the approximate boundary of statistical significance (95 per cent confidence interval). For example, for all students Year 3 Reading, the Northern Territory-wide target from 2009 to 2010 is 1.4 per cent. For the target group, this increase would be 3.2 per cent which is 1.8 per cent above the Northern Territory-wide target and approximate boundary of statistical significance.

NT mandated NAPLAN measure 3, NT local measure 1:

The 2010 targets are based on calculating gains for the target group which exceeds the gains observed from historical testing data for this cohort from 2005 to 2007 in Multi-level Assessment Program testing, when equated to the NAPLAN scale, by at least a 0.2 standard deviation. For the local measure, the matched data includes students who attempted two tests at the same school, and excludes students who achieved the highest or lowest possible raw score on one or both tests.

NT local measure 2:

The 2010 target is based on halving the gap in participation rates between Indigenous students and non-Indigenous Northern Territory students by 2010. For non-Indigenous students, the target closes the participation gap between non-Indigenous Northern Territory and all Australian students for participating schools.

PART C: IMPROVEMENTS TO THE PERFORMANCE REPORTING FRAMEWORK

Chapter 11. Improvements to the performance reporting framework

A key objective of the Intergovernmental Agreement on Federal Financial Relations is improved accountability of governments to the community for the delivery of services, the quality and efficiency of these services and the achievement of outcomes. In order to achieve this, governments agreed to simpler, standardised and more transparent public performance reporting as part of all National Agreements and National Partnerships.

The COAG Reform Council has an important role to advise COAG on where changes might be made to improve the performance reporting framework (COAG 2008c, cl. 30). The council undertakes this task in its reports on National Agreements and National Partnerships with reward funding, and as part of its annual report on progress which presents the council's views on improvements across the whole COAG reform agenda.

Given the council's responsibility to assess whether pre-determined milestones and performance benchmarks have been achieved in reward National Partnerships, in this report the council has focused on the adequacy of the performance reporting framework to assist improved public accountability, and simple, standardised and transparent reporting.

This chapter:

- provides an overview of the performance reporting framework for the National Partnership Agreement on Literacy and Numeracy, comprising the measures and reform targets for each State and Territory
- provides an assessment of the performance reporting framework's consistency with the principles of the Intergovernmental Agreement and National Partnership
- makes recommendations for improvements to the performance reporting framework, reflecting the council's experience in assessing performance in the first reporting cycle.

11.1 Overview of the performance reporting framework

The National Partnership Agreement on Literacy and Numeracy provides the multilateral framework which sets out the overarching objectives, outputs, outcomes, priority areas for reform, and reporting, financial and governance arrangements. It also provides guidance for the development of implementation plans which detail the specific strategies for each participating State and Territory and form the basis of bilateral agreements (COAG 2008e, cl. 13).

The National Partnership was signed in January 2009, covering the period 1 January 2009 to 31 December 2012. All bilateral agreements and implementation plans were signed by January 2010.

11.1.1 Measures and reform targets

To achieve sustained improvements in literacy and numeracy, the National Partnership identifies three priority areas for reform and indicative actions for each area (summarised in section 2.1). In developing implementation plans to achieve the objectives of the National Partnership, States and Territories were required to select literacy and numeracy strategies which focused on these priority areas. Implementation plans were also required to identify the measures of improvement and reform targets to be achieved for reward funding, including the timelines for achievement. The council's assessment of the performance of States and Territories against these reform targets is considered by the Commonwealth when it makes decisions on reward payments.

The council bases its independent assessment on agreed measures of improvement and reform targets for each State and Territory. The following points briefly summarise the process of agreeing State and Territory reward frameworks.

- Each State and Territory bilaterally negotiated measures of improvement and reform targets with the Commonwealth Department of Education, Employment and Workplace Relations. States and Territories were required to set targets for four mandated NAPLAN measures and had the option of including additional local measures.
- The Australian Council for Educational Research was commissioned to provide independent advice, as an input to the negotiation process, on the proposed measures of improvement and reform targets for each State and Territory. This advice considered whether the proposed measures and targets represented an accelerated improvement as required by the National Partnership. This advice also canvassed whether targets were realistic and sustainable.
- For the mandated NAPLAN measures:
 - each State and Territory negotiated its own targets for participating schools for various domains, year levels, student cohorts and sectors
 - each State and Territory negotiated baselines for each target, some of which included data from pre-NAPLAN test years and/or non-National Partnership schools
 - in total, there are 182 State and Territory targets for mandated NAPLAN measures
 - the number of targets for each State and Territory ranges from 4 to 40.
- For the optional local measures:
 - all jurisdictions except South Australia and the ACT negotiated local measures, which were based on targets for a wide range of measures, including NAPLAN participation, student attendance, state-based literacy and numeracy assessments and staff/student surveys
 - in total, there are 30 State and Territory targets for local measures
 - the number of targets for each State and Territory ranges from 2 to 8.

Table 11.1 provides a summary of the measures and reform targets for each State and Territory.

Table 11.1 Summary of State and Territory 2010 reward frameworks¹

NSW	Vic	Qld	WA	SA	Tas	ACT	NT
Number of mandated NAPLAN measures							
4	4	4	4	4	4	4	4
Number of local measures							
3	2	2	2	0	3	0	2
Number of targets for NAPLAN measures							
4	32	16	24	40	13	29	24
Number of targets for local measures							
8	2	4	5	na	5	na	6
Total number of targets							
12	34	20	29	40	18	29	30
Number and proportion of participating schools in National Partnership							
147 (5%)	492 (22%)	279 (16%)	188 (18%)	78 (10%)	72 (26%)	26 (20%)	19 (10%)
Number and proportion² of participating students in National Partnership							
43 825 (4%)	184 506 (22%)	120 541 (17%)	89 305 (25%)	25 733 (10%)	21 541 (26%)	12 916 (22%)	6 526 (16%)
Number and proportion³ of participating Indigenous students in National Partnership							
4 422 (9%)	4 122 (42%)	13 010 (28%)	4 139 (18%)	731 (8%)	1 672 (32%)	261 (20%)	1 919 (11%)
Baselines for NAPLAN measures							
2008	2009	2008	2008 2004–08	2008	2008	2008 2006–08	2008 2009
Baselines for local measures							
2009	2009	2010	2009 2004–08	na	2008 2009	na	2008

Notes:

1. Numbers and proportions of schools and students participating in National Partnership as provided by States and Territories.
2. As a proportion of all students in the relevant State or Territory.
3. As a proportion of Indigenous students in the relevant State or Territory.
4. Data for Victoria include schools and students participating in the National Partnership for Literacy and Numeracy and the National Partnership for Low Socio-economic School Communities reflecting their integrated implementation of these National Partnerships.
5. 'na' – not applicable.

11.1.2 Variation in reward frameworks

Table 11.1 shows the variation in reward frameworks across States and Territories.

The National Partnership provides an overarching multilateral framework. Each State and Territory is accorded the necessary flexibility to implement literacy and numeracy strategies most appropriate to their governments' policy settings and circumstances, providing that high-level outcomes are achieved. A degree of variation is important to the successful implementation of the National Partnership and the measurements frameworks should reflect these necessary differences.

However, the National Partnership also states that while targets may vary according to each State or Territory's implementation plans, there will be consistency where possible in the measurement of improvement (COAG 2008e, cl. 38). In some cases, the level of variation between State and Territory reward frameworks has hampered the council's role in assessing the achievement of pre-determined performance benchmarks, which has implications for improved public accountability.

For example, there is variation across States and Territories in:

- the proportion of participating schools and students
- the criteria for selecting participating schools
- the domains, year levels, size of student cohort, student characteristics and sectors selected for measurement
- the calculation of targets and methodologies for establishing baselines
- the starting point of the performance of participating schools
- the size of expected change over time
- the total number of targets, which targets ranges from 12 in NSW to 40 in South Australia.

Further detail on each State/Territory reward framework is at Appendix B. These issues are further discussed in section 11.2 with reference to the consistency of the performance reporting framework with the Intergovernmental Agreement and National Partnership on Literacy and Numeracy.

11.2 Consistency with the Intergovernmental Agreement and National Partnership on Literacy and Numeracy

This section provides an assessment of the performance reporting framework's consistency with the principles and guidance in the Intergovernmental Agreement and the National Partnership on Literacy and Numeracy. It discusses three issues related to the performance reporting framework and the council's role to report the achievement of benchmarks.

- Clarity and transparency of reporting
- Level of ambition of reform targets
- Process of reporting against achievement of targets.

11.2.1 Clarity and transparency of reporting

A key objective of the Intergovernmental Agreement is to enhance the accountability of governments to the public through simpler, standardised and more transparent public performance reporting for all jurisdictions (COAG 2008a, cl. 1). The Intergovernmental Agreement also states that performance reporting should reduce confusion in interpreting performance and that National Partnerships should be drafted in plain English prose so as to enhance the public's understanding of governments' performance (COAG 2008d, cl. 20).

The Federal Finances Circular, *Developing National Partnerships*, sets out guidance on the appropriate development of National Partnerships under the framework of the Intergovernmental Agreement (Commonwealth of Australia 2010). The circular makes it clear that, to be consistent with the Intergovernmental Agreement, performance measures and targets in National Partnerships should be few in number, understandable, and clear and unambiguous to inform the community about how governments are progressing towards achieving the objectives, outcomes or outputs of the National Partnership (Commonwealth of Australia 2010, pp. 22–23).

As an independent reporting entity, the council has an important role in assisting COAG in improving public accountability through its performance reports on National Agreements and National Partnerships. While the measurement of literacy and numeracy achievement is inherently technical, the council considers the measures and targets agreed under the National Partnership for Literacy and Numeracy are unnecessarily complicated and/or unclear, which reduces the level of transparency of public reporting. There are a large number of measures and targets and many cannot be understood without substantial background knowledge and/or additional information.

The council's key concerns are:

- The basis for a number of targets is difficult to understand from a public reporting perspective. This is particularly relevant for those States and Territories who agreed targets and baselines based on computed trends which often combined state-based assessments with NAPLAN data. For example,
 - Northern Territory agreed to targets based on trends observed from historical testing using a local assessment which had been equated to the NAPLAN scale.
 - Queensland established projections of decline for 2010 for each of its mandated NAPLAN measures by calculating the mean decline over time using two different tests to establish a combined trend between 2006 and 2009—a local assessment in 2006 and 2007 and NAPLAN results in 2008 and 2009.

While these approaches may be methodologically sound, the complexity of these calculations reduces the level of clarity and transparency.

- Some target calculations aggregate data in a way that reduces transparency by making it difficult to ascertain the kinds of improvements taking place in particular year levels and domains for larger cohorts of students. For example,

- NSW’s targets for mandated NAPLAN measures aggregate results for Year 3 **and** Year 5 in Reading **and** Numeracy as one data item which reports achievement for over 12 000 students.
- A number of target calculations do not present a transparent picture of the nature of the change being measured. For example,
 - Victoria’s reward framework is based on reducing the gap in achievement between National Partnership students in 2010 and all Victorian students in 2009. The target is set as a 25 per cent reduction in the gap. The size of this reduction is added to the 2009 baseline to produce a 2010 target. The 2010 gap is unreported so there are no data to support the contention that the gap is closing. These shifts between concepts and calculations have created a complex picture of achievement.
 - Queensland, Western Australia, the ACT and the Northern Territory present cohort gain targets as the size of the scale point change (i.e. 81 scale points) without any reference to the mean scale score for the baseline and 2010 result. NSW also report data for local measure 3 without any baseline data.
- Some target calculations would benefit from rewording to state more simply the change being measured. For example, NSW’s local measure 1 sets a target to decrease the rate at which students with low achievement in literacy and numeracy fall behind over time, ascertained by historical testing. However, the definition of this measure is difficult to understand:

Schools will achieve growth equal to or greater than a figure halfway between the mean growth achieved for this group of schools in 2007 and that achieved by the state for the relevant domains in the 2007 Basic Skills Test. Mean growth figures are derived from the 2007 Basic Skills Test for Year 3 to Year 5 (NSW local measure 1).

- There is an overall lack of technical consistency in reward frameworks which reduces the transparency of public reporting.
 - There is no common approach to issues of data quality, including the treatment of certainty around performance data.
 - There is inconsistent use of key terms such as improvement, gain and growth, and per cent and percentage points. Some target calculations contain simple errors which inadvertently confuse the meaning of the agreed targets, such as stating the incorrect baseline or metric.
 - There is no consideration in the National Partnership or implementation plans of changes in the participation rates between the baseline year and the results year, and the interaction of these data with achievement.
 - There is inconsistency across States and Territories in the treatment of exempt students and whether they are included as ‘below the national minimum standard’—consistent with national reporting—or excluded.
 - There is no common treatment of decimal places, including sometimes within the one State or Territory reform target.

Jurisdictions have an opportunity to amend their measures and targets after this first report, and the council recommends this is done taking into account the issues discussed in this chapter. The Federal Finances Circular, *Developing National Partnerships*, states that the COAG Reform Council and the Productivity Commission Secretariat for the Review of Government Service Provision must be consulted on the design of the performance measures and targets in National Partnerships (Commonwealth of Australia 2010, p. 5). While this advice was released after the negotiation process, consultation could be part of any subsequent amendments to the measures and targets.

11.2.2 Level of ambition

The Intergovernmental Agreement states that National Partnerships should be structured in a way that encourages the achievement of ambitious reform targets and continuous improvement in service delivery, and provide better outcomes than would otherwise be expected (COAG 2008d, cl. 19(c) (i) (iv)). The National Partnership outlines that reform targets should be ambitious and aim for accelerated improvements for schools, school communities and students involved in the National Partnership reflecting the different starting points in State and Territory literacy and numeracy achievement (COAG 2008e, cl. 37).

Each State and Territory bilaterally negotiated measures of improvement and reform targets with the Commonwealth Department of Education, Employment and Workplace Relations. As part of the negotiation process, the Australian Council for Educational Research was commissioned to provide independent advice on the proposed measures of improvement and reform targets for each State and Territory, including whether these represented an accelerated improvement as required by the National Partnership.

In reporting on National Partnerships, the council's role is to assess achievement or otherwise of predetermined performance benchmarks. The council rates the attainment of a performance benchmark according to three categories: benchmark has been achieved (A); some progress (B); no progress or no data (C). The council does not assess the degree of improvement in students' literacy and numeracy achievement in attaining the benchmark. For an individual jurisdiction, 'A' signifies the jurisdiction has achieved more progress than 'B', and 'B' more than 'C'.

However, *across jurisdictions* a jurisdiction receiving an 'A' has not necessarily achieved more than another jurisdiction which achieved a 'B' or even a 'C'. This is because the assessment takes no account of the level of ambition or degree of difficulty associated with achieving the benchmark.

The council notes the strong references to ambition in both the Intergovernmental Agreement and the National Partnership, and the apparent variation in the level of ambition of State and Territory agreed reform targets. In addition to the potential lack of consistency with the objectives of the National Partnership, this variation affects the understanding of the council's assessment ratings and the extent to which 'A', 'B' and 'C' ratings can be meaningfully compared across States and Territories. The comparability of ratings is critical to the council's role in reporting on National Partnerships.

For example, based on historical data that projected a continuing decline in students' literacy and numeracy results, Queensland agreed to reform targets for 2010 which were lower than their 2008 baseline. Queensland exceeded all their targets and the council reported 20 'A' assessment ratings. In comparison, Victoria agreed to arguably more ambitious reform targets for 2010 which aimed to reduce the 2009 gap between participating schools and all schools. For Victoria, the council reported six 'A' assessment ratings, 11 'B' assessment ratings and 17 'C' assessment ratings. Victoria also agreed to a 2009 baseline, unlike most States which agreed to 2008, which halved the time over which change was reported. From a public accountability perspective, comparing the council's assessment ratings for these two jurisdictions does not assist in understanding the ambition or otherwise of the reform targets or the level of achievement of improvement in literacy and numeracy outcomes.

Further, some reform targets were agreed based on maintaining existing achievement or small improvements—for mandated NAPLAN measures, as little as 0.5 percentage points (Victoria) and 4 scale points (Tasmania and ACT). Queensland, Western Australia and South Australia contained one or more targets lower than their baselines. As targets involved different calculations and trends to determine improvement, it is difficult for the council, and the public, to determine whether targets are actual accelerated improvements. The complexity of measures and targets which were agreed compound this lack of transparency. This raises questions about the extent to which these targets encouraged 'outcomes better than would otherwise be expected' (COAG 2008d, cl. 19).

The council acknowledges that most targets for the first reporting cycle were agreed with only one year of NAPLAN data and during an intensive period of significant reform of federal financial relations. For the next reporting cycle—reporting 2011 NAPLAN results—it will be important to reflect on trends observed from 2008, 2009 and 2010 NAPLAN data in developing reform targets. This should include considerations of ambition, starting points for each jurisdiction and accelerated improvement, noting the literacy and numeracy achievement of States and Territories over time and the likely achievement for 2011. Where possible, reward frameworks for 2011 should continue to report changes for target groups which were included in reward frameworks for 2010. This should be balanced with considerations of clarity and transparency, and the comments above relating to ambition.

Reward frameworks were bilaterally negotiated between States and the Commonwealth with no opportunity for collaboration and scrutiny. The council considers that the sharing of reward frameworks between jurisdictions so that States and Territories are aware of the types of measures and targets negotiated by other jurisdictions will assist in a better understanding of good design and the potential for accelerated improvements for schools, school communities and students.

11.2.3 Process of reporting against achievement of targets

Under the National Partnership, States and Territories are responsible for the provision of performance information against the agreed measures of improvement and reform targets (COAG 2008e, cl. 34 (e)). The provision of performance information to the council was coordinated by the Commonwealth Department of Education, Employment and Workplace Relations as the data collator for this National Partnership.

While the council received one set of performance information in a timely and coordinated manner from the Commonwealth Department of Education, Employment and Workplace Relations, there were a number of administrative and process complexities which complicated the assessment of achievement and reporting against reform targets. These are summarised below.

- Reward frameworks for each State and Territory are included in bilateral agreements and implementation plans to varying degrees. Some implementation plans include finalised reward frameworks, some include frameworks that have since been amended or clarified and are no longer accurate, and some implementation plans have no reward frameworks included.
- There were changes to reward frameworks and data after the 2010 NAPLAN data had become available. For example, Western Australia wrote to the Commonwealth formally requesting that a measure of improvement and four corresponding targets be removed after the data became available and when analysis concluded that the methodology for growth measures was not appropriate for submission to the Commonwealth. Western Australia did not submit performance data for these targets.
- Measures and reform targets were bilaterally negotiated between States, Territories and the Commonwealth with no opportunity for collaboration and scrutiny.
- There were numerous last minute changes to agreed templates which set out each State and Territory's reward framework. There were still some missing data items in the final set provided to the council.
- The baselines, targets and results are calculated by States and Territories who have access to the relevant data for the group of participating schools. Neither the data collator nor the council have access to these data and are not able to verify or undertake quality assurance for the data provided.
- Preliminary NAPLAN data are released in about September each year and then final data are released in the following December which can result in a number of corrections and amendments. There were differences across jurisdictions in the use of 'draft' or 'final' NAPLAN data for baselines, targets and results.

11.3 Recommendations for improvements to the performance reporting framework for the second cycle

The council acknowledges that jurisdictions undertook, in a short period of time, extensive and ground-breaking development work to formulate the National Partnership and associated implementation plans and bilateral agreements. In these circumstances it can be difficult to ensure there is adequate clarity, transparency and consistency in the performance reporting framework.

Following this report, however, jurisdictions have an opportunity to review the performance reporting framework and for relevant ministers to consider any amendments that would improve the framework. The council considers that it is important to address identified problems with the first reporting cycle, taking into account the issues discussed in this chapter:

- clarity and transparency of reporting
- level of ambition of reform targets
- process of reporting against achievement of targets.

In reviewing the performance reporting framework, including the targets for the second reporting cycle, the council urges jurisdictions to keep in mind the guidance of the Intergovernmental Agreement:

National Partnerships should set out clear, mutually agreed and ambitious performance benchmarks that can be assessed by the COAG Reform Council. These should be structured in a way that encourages the achievement of ambitious reform targets and continuous improvement in service delivery, and provide better outcomes than would otherwise be expected (COAG 2008d, cl. 19 (c) (iv)).

The council's recommendations for improvements to the performance reporting framework are set out in Box 11.1 and Box 11.2.

Box 11.1 Recommendation 1

The COAG Reform Council recommends that COAG agree that jurisdictions take into account the following issues when reviewing their reward framework for the second reporting cycle of the National Partnership on Literacy and Numeracy.

Clarity and transparency of reporting

- Sufficient detail and explanation of the methodologies behind calculations are included as part of State and Territory reward frameworks.
- Targets are transparent in their description of the actual change being measured.
- Targets are expressed as simply as possible so as to enhance the public's understanding of governments' performance.
- There is a consistent approach to technical matters such as issues of data quality, use of key terms, the effect of changes in participation and decimal places.

Level of ambition of reform targets

- NAPLAN targets are agreed which transparently reflect trends observed from 2008, 2009 and 2010 NAPLAN data and are considered accelerated improvements, noting each State and Territory's change over time and likely achievement for 2011.
- Where possible, reward frameworks for 2011 should continue to report changes for target groups which were included in reward frameworks for 2010.

Process of reporting against achievement of targets

- The provision of data to the council against the agreed measures of improvement and targets for 2011 is consistent with the agreed reward frameworks and coordinated across jurisdictions.
- The process for negotiating and agreeing to all improvement measures and targets is finalised prior to the availability of 2011 NAPLAN data.
- Reward frameworks are shared across States and Territories.
- Data are quality assured and verified prior to provision to the council.
- All NAPLAN performance data are drawn from the latest available version of the NAPLAN report, either preliminary or final report.

Box 11.2 Recommendation 2

The COAG Reform Council recommends that COAG agree that the council be consulted on the review of reward frameworks for advice on clarity and transparency for public reporting.

Appendix A. Assessment framework for National Partnerships with reward funding

Each National Partnership with reward funding specifies a role for the COAG Reform Council in the assessment of achievement against predetermined performance benchmarks.

The council's assessment task will differ between National Partnerships, and for some National Partnerships, differ over time. However, all assessments are underpinned by a common process and set of assessment principles, except the National Partnership to Deliver a Seamless National Economy.

There are three steps in the process for assessment reporting under National Partnerships as outlined below.

1. Apply consistent assessment principles
2. Develop a matrix of performance information for each National Partnership
3. Report on achievement of performance benchmarks.

A.1 Apply consistent assessment principles

The council's approach to reporting National Partnerships with reward payments is guided by a set of assessment principles.

The assessment principles are summarised in Table A.1 below.

Table A.1 Assessment principles

COAG Reform Council assessment principles	
Data collation	
Principle 1	The data collation body, agreed in the matrix of performance information, will provide one set of performance information to the COAG Reform Council. The council will base its assessment on this set of information. The council's three-month reporting timeframe commences from the date the set of information is received.
Quantitative data	
Principle 2	Performance data used for assessment purposes will be based on the agreed matrix of performance information for each National Partnership.
Qualitative information	
Principle 3	Performance information on the achievement of reform initiatives that are non-quantifiable will be based on jurisdictions' reports against performance benchmarks (milestones and/or targets) agreed in implementation plans and the matrix of performance information.

COAG Reform Council assessment principles	
Evidence to support assessment	
Principle 4	The COAG Reform Council may request additional information directly from jurisdictions where necessary to assist the assessment of performance benchmarks (milestones and/or targets).
Principle 5	The COAG Reform Council may draw on existing subject experts or commission technical experts when an assessment of performance is required.
Assessment of achievement	
Principle 6	Assessment of achievement of performance benchmarks (milestones and/or targets) specified within a National Partnership Agreement by a jurisdiction will be done on a measure-by-measure basis consistent with the implementation plan. That is, there will be no summative assessment across all measures of improvement.
Principle 7	The COAG Reform Council will adopt a three tiered rating system for assessing achievement: <ul style="list-style-type: none"> • A – the performance benchmark has been achieved • B – the performance benchmark has been only partially achieved (where possible, partial attainment will be quantified in terms of how much of the performance benchmark has been met) • C – no progress has been made towards the performance benchmark or no performance information was received from the data collation body.
Principle 8	The COAG Reform Council’s approach to assessment will consider relevant data quality issues which will be transparently reflected in the draft and final assessment reports.
Reporting of achievement	
Principle 9	The COAG Reform Council reports to the Prime Minister as the Chair of COAG.
Principle 10	The COAG Reform Council will report within three months of receiving performance information (including one month of consultation with jurisdictions). The council will aim to report in less than three months—particularly for less complex National Partnerships.
Principle 11	The COAG Reform Council’s assessment reports on National Partnerships with reward funding will be publicly released one month after their submission to the Prime Minister.
Principle 12	Where applicable, early completion and partial attainment of performance benchmarks will be reported in the next scheduled progress or assessment report on the relevant National Partnership.

A.2 Develop a matrix of performance information for each National Partnership

The council will develop a matrix for performance information for each National Partnership with reward funding prior to reporting on the National Partnership.

A matrix of performance information establishes the specific framework for assessment, consistent with the council's overarching assessment principles. It includes the following:

- overview of the National Partnership
- assessment and reporting components, including:
 - performance information: roles and responsibilities—this identifies the source of the performance information, as well as the role and responsibilities of the States and Territories, the Commonwealth and the Steering Committee for the Review of Government Service Provision in providing and collating performance information
 - assessment—information of what the council will be assessing under the National Partnership
 - approach to data quality
 - reporting timeframes including the schedule for assessment reports, and progress reports if applicable
 - consultation arrangements.
- measures of improvement and performance benchmarks (milestones and/or targets)
 - for all jurisdictions, the common measure/s of improvement and jurisdictional benchmarks
 - for specific jurisdictions, if the National Partnership allows for a differential approach, the agreed measure/s of improvement, and jurisdictional benchmarks.

This matrix will be circulated to jurisdictions for one month consultation prior to the commencement of each assessment period.

A.3 Report on achievement of performance benchmarks

The council will report on the achievement of performance benchmarks in its assessment report for each National Partnership. The three months reporting period commences following the receipt of performance information from the relevant data collation body, allowing for the standard one month consultation with jurisdictions on the draft assessment report.

Assessment reports are submitted to COAG and released publicly approximately one month later. The council may report through individual assessment or progress reports, or as part of an omnibus report covering multiple National Partnerships.

Appendix B. Summary of State and Territory reward frameworks

Table B.1 and Table B.2 provide an overview of State and Territory reward frameworks as agreed for the National Partnership on Literacy and Numeracy.

Table B.1 summarises the reward frameworks for the four mandated NAPLAN measures and Table B.2 summarises the reward frameworks for the optional local measures.

Table B.1 2010 reward frameworks, mandated NAPLAN measures

Participating ¹ schools/students	Assessed students ² and baseline year	Target groups	Target calculation
NSW – 4 targets for mandated measures			
147 schools 43 825 students 4% of NSW students	Measures 1–3: 12 442 Measure 4: 1 098 Baseline: 2008	Years 3 and 5 Literacy <i>or</i> Numeracy Targets are aggregations of year levels and domains	Measures 1, 2 and 4: per cent decrease in proportions at or below, or below Measure 3: scale point improvement
Victoria³ – 32 targets for mandated measures			
492 schools 184 506 students 22% of Vic students	Measure 1–3: 15 742 Measure 4: 335 Baseline: 2009	Years 3, 5, 7 and 9 Literacy <i>and</i> Numeracy	Measures 1–4: per cent improvement in scores, based on 2009 gap between participating students and all Victorian students
Queensland – 16 targets for mandated measures			
279 schools 120 541 students 17% of Qld students	Measure 1–3: 12 745 Measure 4: 1 388 Baseline: 2008	Years 3 and 5 Literacy <i>and</i> Numeracy	Measure 1–4: per cent improvement on a projected decline, based on historical trend
Western Australia – 24 targets for mandated measures			
188 schools 89 305 students 25% of WA students	Measure 1–3: 7 570 Measure 4: 423 Baseline: 2008 or 2004–08	Years 3, 5 and 7 Literacy <i>and</i> Numeracy	Measures 1, 2 and 4: percentage point improvement, plus one maintenance target Measure 3: per cent improvement and gain

Participating ¹ schools/students	Assessed students ² and baseline year	Target groups	Target calculation
South Australia – 40 targets for mandated measures			
78 schools 25 733 students 10% of SA students	Measure 1–3: 1 151 Measure 4: 24 Baseline: 2008	Years 3, 5, 7 and 9 Literacy <i>or</i> Numeracy	Measures 1–4: improvement and scale point gain, based on historical trend
Tasmania – 13 targets for mandated measures			
72 schools 21 541 students 26% of Tas students	Measure 1–3: 1 434 Measure 4: 542 Baseline: 2008	Years 5 and 7 Literacy <i>and</i> Numeracy	Measures 1, 2 and 4: percentage point improvement Measure 3: scale point gain
ACT – 29 targets for mandated measures			
26 schools 12 916 students 22% of ACT students	Measure 1–3: 508 Measure 4: 78 (across all Govt schools) Baseline: 2008 or 2006–08	Years 3 and 5 Literacy <i>and</i> Numeracy Targets are set for individual school sectors	Measure 1, 2 and 4: percentage point improvement Measure 3: scale point improvement and gain
Northern Territory – 24 targets for mandated measures			
19 schools 6 526 students 16% of NT students	Measure 1–3: 773 Measure 4: 243 Baseline: 2008 or 2009	Years 3, 5, 7 and 9 Literacy <i>and</i> Numeracy	Measure 1, 2 and 4: percentage point improvements Measure 3: scale point gain, based on historical trend

Notes:

1. Numbers and proportions of schools and students participating in National Partnership as provided by States and Territories.
2. Indicates highest number of students assessed in the baselines for each measure. Numbers may vary within a measure depending on baseline years, target groups and methodology used in individual target calculations.
3. Data for Victoria include schools and students participating in the National Partnership for Literacy and Numeracy and the National Partnership for Low Socio-economic School Communities reflecting their integrated implementation of these National Partnerships.

Table B.2 2010 reward frameworks, local measures

Assessed participants ¹ and baseline year	Type of local measure	Target calculation
NSW – 8 targets for local measures		
Measure 1: 147 schools Measure 2: 115 schools Measure 3: 125 schools Baseline: 2009	Measure 1: Years 2, 3, 4 and 5, state literacy and numeracy test Measure 2: Teachers and principals, survey on data use Measure 3: School executive staff, survey on best practice	Measure 1: scale point gains, based on historical trend Measure 2: percentage point improvement by school Measure 3: per cent improvement by school
Victoria – 2 targets for local measures		
Measure 1: Not reported Measure 2: Not reported Baseline: 2009	Measure 1: Teachers, survey on Learning Environment Factor Measure 2: Years 5-12, survey on Teaching and Learning Index	Measure 1 and 2: per cent improvement in scores
Queensland – 4 targets for local measures		
Measure 1: 1 259 Measure 2: 175 Baseline: 2010	Measures 1 and 2: Years 3 and 5, state reading tests, randomly sampled participating schools	Measures 1 and 2: scale point improvement between two tests in 2010
Western Australia – 5 targets for local measures		
Measure 1: 47 038 Baseline: 2009 Measure 2: Not reported	Measure 1: All students in participating schools, school attendance	Measure 1: percentage point improvement in proportion attending 90% or more
Tasmania – 5 targets for local measures		
Measure 1: 2 256 Measure 2: 1 430 Measure 3: 1 060 Baseline: 2008 or 2009	Measure 1: Year 6 and Year 7, student attendance rates Measure 2: Year 5 and Year 7, NAPLAN writing Measure 3: Years 5–8, teacher ratings of Indigenous student achievement	Measure 1: maintain terms 1 and 2 attendance rates Measure 2: percentage point improvement in the proportion above the national minimum standard Measure 3: per cent reduction in the gap
Northern Territory – 6 targets for local measures		
Measure 1: 296 Measure 2: 510 Baseline: 2008	Years 3 and 5 NAPLAN mean scale scores and participation rates	Measure 1: scale point gain Measure 2: percentage point improvements

Notes:

1. Indicates highest number of participants (ie students, schools, teachers etc) assessed in the baselines for each measure. Numbers may vary within a measure depending on baseline years, target groups and methodology used in individual target calculations.

Appendix C. References

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