



Government of South Australia

Department for Education and
Child Development

South Australian Accelerated Literacy Program

(SAALP)

Final report

January 2014

Including longitudinal data

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Definitions

Normed cohort: large sample of students whose test results are used as the basis of comparison of performance, on the assumption that a roughly similar range of human performance can be expected for any student group.

Matched cohort: two consecutive test instances are completed by the same group of students so that the improvement is matched to the same students by EDID.

Apparent growth: difference in achievement between one test score and the next when the two test instances are not necessarily completed by the same cohort of students.

Test instance: one instance of a test being conducted for a particular year level in a particular year.

Stanine: a way of summarising the percentile rank from the results of the norm group. So, Stanine 4 and above is exactly the same as saying “the 23rd percentile and above in the norm group”. Performance between stanine 4-6 is regarded as reading at year-level appropriate level. Stanines 1-3 are below year-level appropriate level, stanines 7-9 are above year-level appropriate level.

ATSI: Students of Aboriginal and Torres Strait Islander descent

Introduction:

Foundations

The South Australian Accelerated Literacy Program (SAALP) began in 2006 with the restructure of the Aboriginal Education Unit where it was originally based. A salary was provided by in the Learning Outcomes and Curriculum Group, but most of the budget was funded by schools involved. The funding contributed by schools peaked at 85% in 2007. By 2013, schools contributed 57%, with the remainder covered by the DECD Numeracy and Literacy Unit. In addition to consultant salary and travel costs were covered, contributions were used to build school capacity through ongoing professional development. The necessity for schools to contribute significant funds has been a strength of the program, providing motivation for school leadership to steer and monitor school implementation of the pedagogy and make sure that they are getting value for money.

The program is unusual in that it was initiated by schools. Principals already involved through an Aboriginal Education initiative lobbied to create the position in head office, and the steering committee, comprised largely of principals, actively lobbied to maintain funding each year. In 2010, the DECD Chief Executive agreed to provide funding for three years.

Accelerated Literacy resources are the intellectual property of the Commonwealth of Australia, developed as part of the National Accelerated Literacy Program. DECD uses NALP materials with their permission. SAALP has not received Commonwealth funding and was not part of NALP.

The Accelerated Literacy Program began as 'Scaffolded Literacy' at the University of Canberra. This earlier title better reflects its approach. Accelerated Literacy is based on socio-cultural constructivist principles, notably influenced by the work of Vygotsky and Bruner, with understandings of language and literacy based on Halliday's systemic functional linguistics. Unfortunately, political imperatives led to a change of name. The program has always suffered from this: 'Accelerated' suggests a quick fix, which it certainly isn't, and understandably invokes cynicism from those who understand the context of disadvantage. The label 'pedagogy' doesn't attract funding, whereas a 'program' can. 'Program' implies something packaged and complete, a magic bullet, which it is not. The pedagogy has continued to evolve over the years, as teachers become strengthened in their understanding of the principles and theory behind the pedagogy, and are able to refine the teaching routine.

The program was available to schools with high levels of social disadvantage, but applications were only accepted if the program could supply a high quality consultant in that geographical region. 35 schools became involved in the first year. By 2008, 63 schools were involved, and at the end of 2013 when the program was closed 43 schools were involved. In total, 83 schools have been part of SAALP. Schools signed up for a minimum of two years. The average length of time in the program was 5.1 years.

Implementation model

The program was offered to schools with the highest levels of educational disadvantage: 1-4. Priority was given where possible to schools with high Indigenous enrolments. By definition, this meant that the program concentrated on many schools with high student transience, high teacher turnover and short-term contracts, and least teacher experience. Many regional schools were training a high proportion of new staff every two years. This fact should be born in mind when looking at our student outcome data.

The program provided a consultant for each school, in the first instance spending the equivalent of one day per fortnight with teachers. The expectations were negotiated before sign-up: all teachers involved would attend four days of *Introduction to Accelerated Literacy*. Consultants would plan with, observe and provide feedback to classroom teachers implementing Accelerated Literacy pedagogy. Classroom observation was a non-negotiable, and schools would arrange release time for teachers so that they could meet with the consultant.

The rigour of this program means that it is not one that should ever be mandated. Because the demand for consultant support outweighed supply each year meant that the program could negotiate to work with schools who were most likely to observe fidelity of implementation.

The size of the program depended on the availability of quality AL consultants who were willing to travel intrastate to support the outlying schools. A significant part of the program's budget covered the costs of travel and accommodation for metropolitan consultants to support regional schools.

SAALP provided flexible levels of support to sites, which proved to be a boon for schools and a logistical issue for the program: schools could move from intensive support (1 day per fortnight), to half-intensive (1 day per month) to self-supporting (internal support) as their internal capacity increased. In reality, leaders who were serious about rigour and quality recognised that reduced external support gradually diminished the rigour of implementation in the school, and many schools maintained intensive support or even more for the duration of the program. In 2013, the consultants had decided that half-intensive would be phased out, as two visits per term were just not sufficient to maintain momentum.

In 2007, SAALP commissioned Gill Westthorp to identify implementation factors in the South Australian Program which correlated with student Literacy outcomes from the national LAN test. This report is available on the DECD Accelerated Literacy webpage as well as on the ALPAA website.

Professional learning

The core of SAALP was its ongoing professional learning. The priority was to build teacher capacity through ongoing, consistent but increasingly challenging professional learning for teachers in the areas of language and literacy, and learning theory. This included provision of support within the school and the classroom, but also through workshops and ongoing courses.

The initial training carries a cost to the school of \$262 for four days which is good value. All subsequent professional learning is free to teachers who are willing to put in the time. Any surplus funds were reinvested in building teacher capacity through additional optional professional learning. This additional input builds literacy leadership in the school.

The following professional learning provided a strong basis for classroom teaching of language and literacy.

Introduction to Accelerated Literacy

1487 teachers have participated in 'Introduction to Accelerated Literacy' over the past six years. These four days of professional learning were developed by the National Accelerated Literacy Program, and have been adapted for the South Australian context. Teachers attend half of these four days as part of their required 37.5 hours of professional learning in their own time. In this way we have been able to train large groups from the one school with minimum disruption. The training is only available to teachers in SAALP schools with access to ongoing consultant support and has been developed to work in conjunction with that ongoing support.

Text analysis workshops

Each October holidays, half-day year-level specific text analysis workshops have been offered at Cowandilla Primary School. While the program provides a large number of teacher support documents for beginning AL teachers, it was never the intention that they would stay dependent on these resources. The ability to analyse texts is fundamental for teachers moving to independence in intentional, explicit and systematic teaching and learning of language and literacy.

The texts selected for analysis have varied from narrative, to Science text types, and more recently, with the implementation of the Australian Curriculum, History, Poetry and response to text. The workshops are a platform for aspiring literacy leaders to present formally to small groups of teachers.

Curriculum Leaders' Days

Three times per year, identified AL curriculum leaders from schools gather to 'push the envelope'. In order that the program did not become stagnant or complacent, it was important that the intellectual and practical capacity of our leaders was harnessed to continue to develop thinking and practice. Topics for Curriculum Leaders' Days have included making links between SAALP and other DECD policies, understanding theories about comprehension and spelling, assessment, and using AL pedagogy in learning areas like Science and History.

SA Accreditation in Accelerated Literacy

South Australian Accreditation in Accelerated Literacy is a post-graduate level course carrying a notional 85 PD hours. It is the first of the four subjects previously offered as part of the Graduate Certificate in Accelerated Literacy through Charles Darwin University. By offering this equivalent course internally through DECD, teachers did not incur a HECS debt. They were supported through the process by their school's AL consultant. Accreditation lasts for two years, and then teachers have to go through an additional process to retain their

accreditation. 189 teachers have been accredited. In 2013, 105 have current accreditation, indicative of the number of teachers who have gone for reaccreditation over the past six years. Accreditation has proved to be an important contribution for teacher promotion to curriculum leadership positions, as well as assisting with the transfer process in Accelerated Literacy schools.

Graduate Certificate in Accelerated Literacy

For some years, Charles Darwin University offered a Graduate Certificate in Accelerated Literacy to support the National Accelerated Literacy Program. SAALP offered various financial incentives to teachers to complete this certificate: They were given advanced standing for SAALP Accreditation and the DECD course 'How Language Works'. This left only two subjects to complete. They were offered a HECS reimbursement scholarship on completion of their final subject. Well over 50 teachers completed the Graduate Certificate in South Australia, making a significant contribution to DECD with their knowledge of socio-cultural Vygotskian theory, Bernstein's educational sociology, and Halliday's systemic functional linguistics. All long-term AL consultants had completed a Graduate Certificate in AL. This was important in providing a consistent perspective and metalanguage around the teaching and learning of language and literacy.

In 2013, with CDU no longer offering this course, the third subject was offered internally through SAALP to SA teachers. 9 teachers began the subject, and 5 completed it. It will not be possible to offer the fourth subject in 2014 as planned. Nevertheless, the level of engagement in this intellectually challenging course provides evidence of the capacity of South Australian teachers to engage rigorously with educational theory.

Teachers as Literacy Leaders

A program such as SAALP depends entirely on the availability of highly skilled and knowledgeable consultants. Their work is demanding, intense, and requires considerable travel. Succession was a priority from the beginning of the program. As well as scholarships for the Graduate Certificate, scholarships were offered every two years in the form of teacher release days to experienced Accelerated Literacy teachers interested in curriculum leadership. TALL consisted of a number of days of professional workshops on leadership, as well as work-shadowing consultants in schools. Participants were required to contribute to SAALP in some way, either through offering text analysis workshops, or through delivering PD in their own regions.

This was a succession strategy that didn't meet its goal. Although many teachers took part and found it very valuable, they tended to take up curriculum leadership positions in schools, rather than the high pressure positions of AL consultant.

Student outcomes

The following data have been collected annually:

Year levels	Assessment tools	Timeline	Measurement
Year 1	Running Records	Annually: September	% students reading at year-level
Year 2	Running Records	Annually: September	% students reading at year-level Growth of SAALP matched cohort since previous test (Low/Middle/Upper growth)
Year 3-10	TORCH (Testing of Reading Comprehension, ACER)	Annually: November 2008-2012	SAALP mean score cf ACER normed cohort Growth of SAALP matched cohort cf apparent growth of ACER normed cohort
Years 3-10	PAT-R (new in 2013, recommended by DECD)	February (baseline) and November 2013	SAALP mean score cf ACER normed cohort Growth of SAALP matched cohort cf apparent growth of ACER normed cohort Includes disaggregation for Indigenous students
Years 3, 5, 7, and 9	NAPLAN Literacy, all aspects	Annual: May	% students at and above NMS cf same index of disadvantage Growth of SAALP matched cohort in Reading cf same index of disadvantage (Low/Middle/Upper growth) Effect size using matched pairs, all aspects of Literacy cf DECD Effect size Includes disaggregation for Indigenous students

Caveats to the data analysis

Running records: no comparative data with students at the same index of disadvantage are available. Instead, SAALP performance from 2010-2013 has been compared with DECD as a whole. The socio-economic status of SAALP schools needs to be taken into consideration when comparing these data sets.

TORCH and PAT-R: ACER was contracted to provide the TORCH and PAT-R analysis each year. In their analysis, the SAALP student growth is measured from matched cohorts (i.e. only those students who have completed two consecutive tests). The comparative growth for the normed cohort is calculated by finding the difference between year level mean scores. The ACER reports can be viewed on the DECD Accelerated Literacy webpage.

NAPLAN: Because SAALP works with students in high levels of disadvantage, it was decided early on in the program that our NAPLAN outcomes would be compared with non-SAALP

students in the same index of disadvantage, rather than DECD as a whole. This has become increasingly 'muddy', as schools move in and out of the program, as Accelerated Literacy trained teachers move from school to school, and as students move from class to class, from AL-trained to untrained teachers and back again. It has proved impossible to contain the Accelerated Literacy influence within SAALP data when the comparative cohort is likely to have AL influences as well. The charts showing % of students at and above National Minimum Standard, and student growth in Reading come from this data set and its complexities must be taken into account.

Effect size, as promoted by Hattie's *Visible Learning* (2012) has become increasingly recognised within DECD as a valuable measure of program quality. Rather than measuring a single performance, effect size measures student performance growth, taking into account the standard deviation, or the span of student performance in any cohort. Effect size for all aspects of NAPLAN Literacy has been calculated for SAALP since 2010, and compared with the DECD effect size in NAPLAN. Effect size has also been calculated for Aboriginal students. The Aboriginal cohort within SAALP was small in 2013, so effect size for this year must be regarded with caution.

Summary of student outcomes

Running records: SAALP data show that there is clear improvement within the program in % of students reading at or above year level in both Years 1 and 2 from 2010-2013. There is also an increase in the number of students In Year 2 showing Middle or High growth from 2010-2013.

TORCH and PAT-R: the ACER reports 2010-2013 show consistently that SAALP mean scores are generally below the mean scores for each year level in the normed cohort. However, just as consistent are the higher rates of growth demonstrated by SAALP students in most years in most year levels. ACER also analysed the performance of students in the lowest 10% of our student cohort. The data show that approximately half of our students in the lowest 10% have shifted out of that decile in the next test (refer ACER SAALP analyses, [DECD Accelerated Literacy website](#)).

NAPLAN: The percentage of SAALP students at or above national minimum standard (NMS) is not markedly different from the percentage at and above NMS in like schools: From 2010-2012, A greater percentage of SAALP students performed at and above NMS in 6 out of 12 test instances in Reading, and 5 out of 12 instances in Writing. A greater percentage of SAALP Aboriginal students performed at and above NMS in 8 out 12 test instances in Reading and 10 out of 14 test instances in Writing. This may be accounted for in part by the inability to isolate AL pedagogic influence only to those students who happen to be in an AL class at the time of the NAPLAN test. At the time of publishing this report, the percentage of students at and above NMS for 2013 is not available. This report will be updated when it is.

More encouraging is SAALP student growth in NAPLAN reading. This data is available for 2012 and 2013. SAALP students showed more Middle and High growth than like schools in all year levels for both years.

Finally, the SAALP effect size data shows a greater effect size for SAALP when compared to DECD in all aspects of Literacy, for all year levels for the past two years. The effect size for SAALP Aboriginal students is also greater in 2012 in all aspects of literacy for all year levels. (The small number of students in the 2013 cohort precludes the 2013 data from inclusion in comment.) The consistency of this data is testament to the determination and persistence of teachers, school leadership and consultants in improving knowledge and practice around scaffolded pedagogy and language and literacy.

A frequent response to the SAALP data is that the improvement is not great enough to justify the cost. (The cost is approximately \$80 per student per year, not including teacher release time.) However, to maintain consistently higher growth than the comparison group using two different assessment tools, and to show consistently greater effect size in NAPLAN than the DECD effect size across a number of years is a significant achievement.

Learning from SAALP

Although the program has come to an end, the learning from the program implementation over eight years should be noted. What has helped, what has hindered, and what next?

Evaluations

SAALP has been involved in three evaluations in its eight years. The first, by Walsh and Barnett (2005) preceded the program. It evaluated the pedagogy in the schools involved in the Aboriginal Education initiative, and recommended that the pedagogy continue in Learning Outcomes and Curriculum. This report led to the formation of SAALP. The report was qualitative. No student data was available.

Effective Implementation of Accelerated Literacy pedagogy (Westthorp, 2007) looked at the implementation factors which had a correlation with NAPLAN outcomes to identify best practice in implementation.

The ACIL Tasman evaluation (2010) strengthened the program by identifying areas of improvement needed in Early Years literacy teaching and learning. The program developed a more systematic approach to the decoding aspects of reading, including phonemic awareness. The improvement is evident in the increasing percentage of students reading at an appropriate level in Years 1 and 2 (refer to Running Records results, p14).

Importance of school leadership

There is no doubt that the implementation of scaffolding pedagogy is difficult. It challenges and unsettles teachers' practices despite the fact that their current pedagogy might not have been so unsuccessful for educationally disadvantaged learners. In our experience, teachers have had enough of AL after about one term, and are ready to try something else. Strong school leadership is imperative: for convincing teachers to begin the journey, for keeping them on track for two years as they master the pedagogy, for helping them when they struggle, and for maintaining high expectations for disadvantaged learners over the long term. It is even better if they have a strong understanding of language and literacy and its

role in the curriculum. Leadership attendance at our professional learning is highly encouraged. Requiring schools to self-fund to a significant level was a necessary, but ultimately very useful strategy for supporting principals to keep pushing towards quality teaching.

Importance of volunteerism

SAALP has been criticised as a 'boutique' program, that it isn't for everyone. It is true that Scaffolded pedagogy requires intellectual engagement by teachers. It also requires that they live through a period of discomfort as their understanding of pedagogy develops. They are subjected to observations by an outsider consultant who also gives feedback and helps them to plan. Teachers have to volunteer for this journey. The resentment that develops when they are made to take part often renders the consulting process often unworkable, and doesn't produce outcomes for the investment.

However, it possible for a whole staff to become involved over time. Here is the process that the SAALP consultants would consider generally the most effective:

1. Before making a decision, the principal makes sure that key teachers get to observe AL pedagogy in a high performing school, and talk to AL practitioners in the classroom.
2. Key teachers share findings with the rest of the staff.
3. Formal presentation on the program and what is required so that teachers know what they're getting into.
4. In the first year, consultant works with the willing, even if it's not the whole staff. Gradually other staff get interested and pick up on the renewed enthusiasm for teaching (or leave).
5. In the second year, consultant support expands to the second wave of teachers. At this point, any new teachers are appointed on condition that this is an AL school, that they agree to be trained in Accelerated Literacy pedagogy, and that willingness to be observed and receive feedback is a condition of employment. Westthorp's research shows that this level of volunteerism still has a positive correlation with student outcomes.
6. At this point, the most experienced AL teachers begin to support new teachers in some way, e.g. through planning. Ownership has to pass to teachers from principal and consultant for it to be sustainable.
7. The principal has to continually remind staff that they chose this, that yes the journey is difficult, and that we are doing it for the students.

The rigour of this program means that it should not be mandated, and should only expand at the rate that the program can access quality consultants. Success is contingent on this factor, and overlooking this means any scaling up is likely to fail.

Fidelity of implementation

A frequent criticism of Accelerated Literacy pedagogy is that it is too hard, that the fidelity of implementation required is impossible to achieve. Scaffolded pedagogy is a system. It is a logical and systematic approach to teaching Literacy that helps teachers to cover Reading, Writing, and Spelling and Oral language in a systematic way. Picking the parts that are easy

to do and ignoring the more difficult aspects is not going to help in achieving outcomes for students.

For this reason, the four days of workshops were only available to teachers in SAALP schools who then had access to consultant support. The training had to be followed up with in-classroom support. The workshops on their own were insufficient support for teachers.

This meant that quality consultants were central to effective implementation and succession planning through our professional learning and scholarship programs was an important part of program implementation.

The teaching of literacy is complex, particularly for marginalised students. This creates a real and understandable dilemma for leaders in hard-to-staff schools: knowing that teachers in the most disadvantaged schools often only stay for a short time, does the principal invest in a comprehensive program that requires time and effort to implement, but provides consistency for students despite teacher turnover, or is there something simpler?

Importance of quality data

The collection and processing of data takes an enormous amount of time. It takes time to set up assessment processes in schools, and good communication and good systems are paramount. At the other end, the ability to access program level data in good time can also be an issue in a large institution, and relationships with the data people are paramount.

If at all possible, sufficient funding to access external data analysis is very useful as it is perceived as objective. In the case of SAALP, employing ACER each year to analyse the TORCH data has been valuable in providing that external perspective.

Importance of building DECD capacity

Although the program has stayed small, its impact on DECD literacy programs has been significant. As well as a large number of SAALP accredited teachers winning leadership positions in schools, there are also a number of coaches with AL training employed in other DECD literacy and pedagogy initiatives. Considering that the program covered at most only 10% of DECD schools, the impact of AL-trained literacy leaders is important to acknowledge. In addition, the presence of this socio-constructivist program has acted as a catalyst for vigorous discussions about pedagogy and language, supporting educators to debate and work towards common understandings. This has become particularly relevant since the introduction of the Australian Curriculum and its theoretical base.

Accelerated Literacy Practitioners' Association of Australia

An indication of the ongoing conviction from the grass roots that scaffolded pedagogy has something worth pursuing is the recently formed Accelerated Literacy Practitioners' Association of Australia (ALPAA). School and individual memberships come from Western Australia, Northern Territory, Queensland, New South Wales, South Australia, Victoria and the ACT. It is hoped that this association can continue supporting schools with scaffolded

pedagogy. Through the website www.alpaa.com.au, professional learning opportunities, text notes and other resources are available for members.

Accelerated Literacy is left with a certain stigma after eight years of implementation. Its focus on a systematic routine, on building common knowledge through whole class activity, on giving teachers permission to 'tell' rather than leave students to 'discover' has left it open to criticisms of prescription, failing to differentiate, and worst of all, suffering from teacher directed learning.

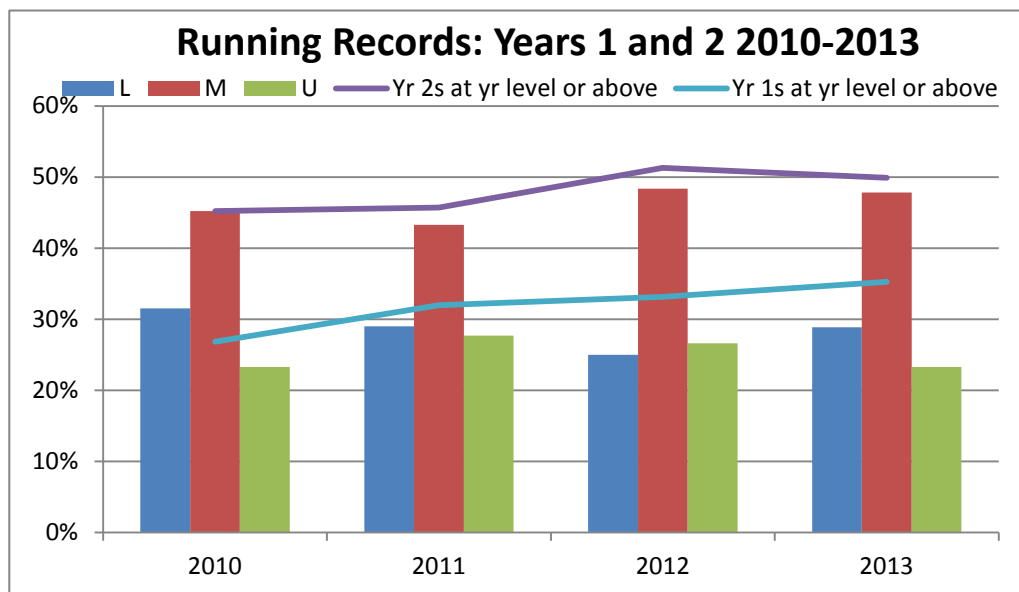
Now that the program is no longer centrally funded by any state or territory jurisdiction, the association members committed to scaffolding can reclaim the original intention of the pedagogy; that is to provide systematic scaffolded support for marginalised students in the teaching and learning of language and literacy.

SAALP

**Student
outcomes**

2010-2013

Running records: Low, Middle and High Growth, and students reading at age-appropriate level



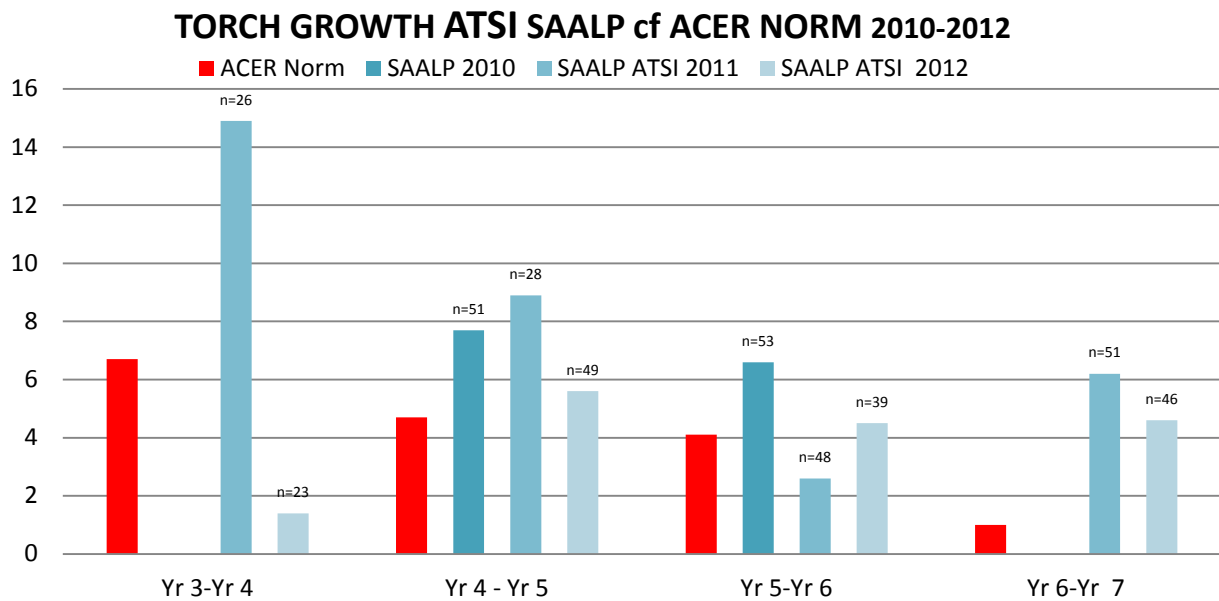
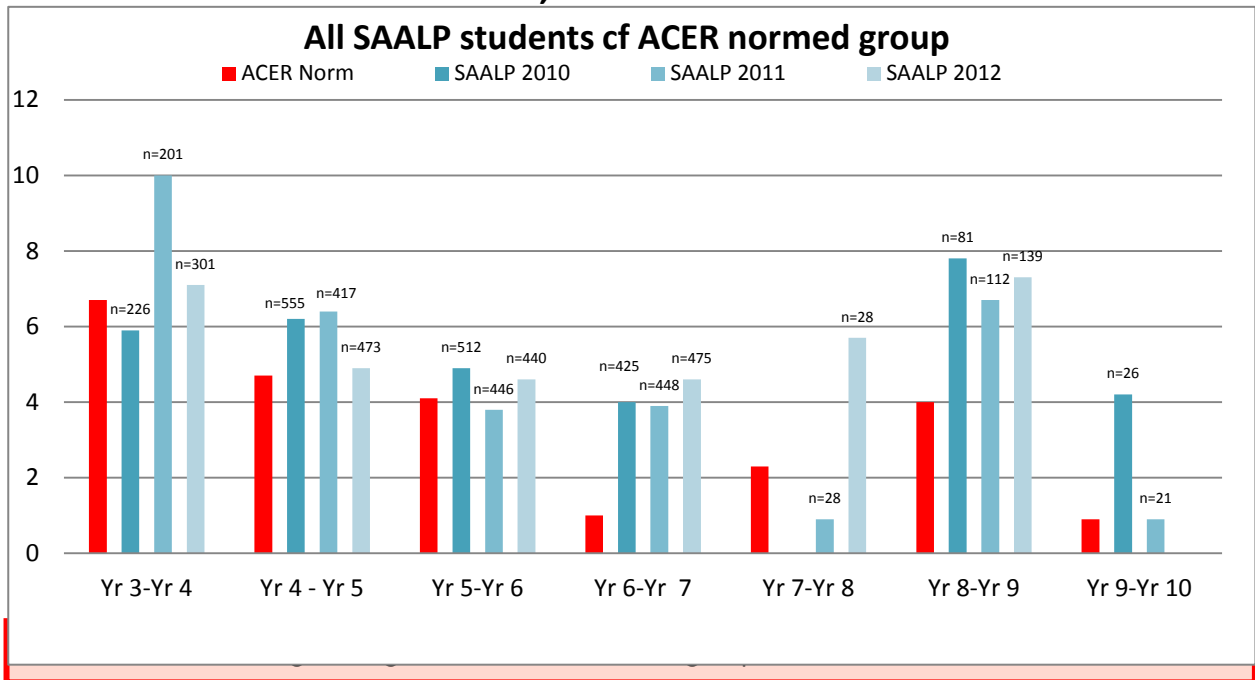
The chart above provides two sets of information about Year 1 and Year 2 SAALP student performance in Running Records. The lines show the % of students reading at or above year level in Year 1 and Year 2. The columns show the Year 2 reading growth.

The blue line shows the number of SAALP Year 1 students reading at or above year-level. The purple line shows the number of Year 2 students reading at or above year-level. These lines show a trend from 2010-2013 of an increased % of students reading at or above year level.

Year 2 student growth is compared with students performing at the same level in their Year 1 test. Student growth is either low compared with students at the same level, middle, that is showing average growth, or high. The columns show the % of Year 2 students demonstrating Low, Middle or High growth since their last test 12 months previous. The columns show a gradual increase from 2010-2013 in the % of students demonstrating Middle and Upper growth.

SAALP works with disadvantaged students, many of whom have very little experience with literate discourse before they come to school. The chart above suggests that SAALP teachers are gradually getting better at scaffolding students into literate discourse.

TORCH Reading Comprehension Test SAALP student growth cf ACER normed group 2010, 2011 and 2012



SAALP Aboriginal students show greater growth than the normed group in 8 out of 10 test instances.

Source: ACER: SAALP TORCH Comprehension analyses 2010, 2011, 2012

These charts measure the growth of SAALP matched students (two consecutive tests) across 12 months, compared with the apparent growth of the ACER normed group. The red column represents the ACER normed cohort growth. Each blue column represents one year: 2010, 2011 and 2012.

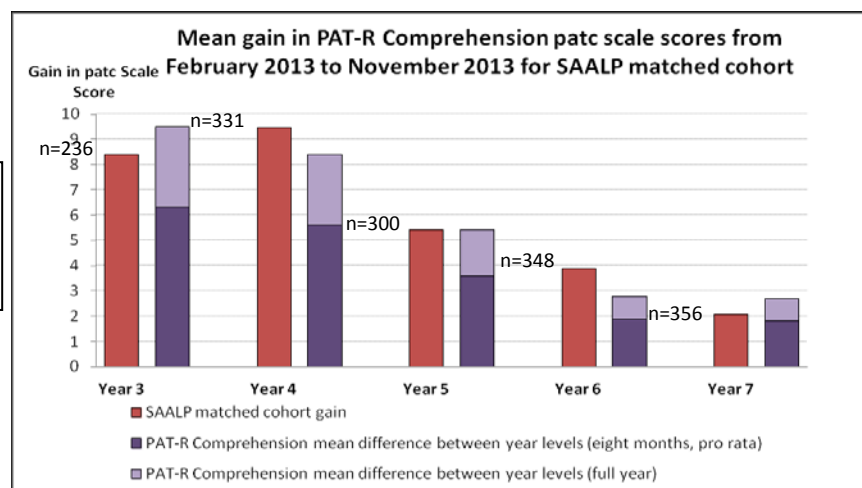
The top chart shows that SAALP students show greater growth than the normed group in 15 out of 19 test instances. These changes are statistically significant with 95% confidence (ACER report). The bottom chart shows that SAALP Aboriginal students show greater growth than the normed cohort in 8 out of 10 test instances. Because of the small numbers of students, not all of these data are statistically significant and should be treated with caution.

PAT-R Reading Comprehension Test 2013

In 2013, as the result of a departmental recommendation, SAALP changed its annual reading comprehension assessment from TORCH to PAT-R, an online ACER reading comprehension test. Baseline data was collected in February 2013, and students retested in October-November 2013. Similarly to TORCH, the SAALP mean scores for each year level in PAT-R were lower than the normed cohort. The growth data are encouraging, as is evident in the charts below.

The gap between tests in 2013 for SAALP students was only 8 months, while the apparent growth from the normed sample was 12 months. For this reason, in the charts below, the normed sample columns are marked pro-rata at the approximate 8-month mark to allow for a more reasonable comparison.

Source: ACER (2014)
SAALP PAT-R
Comprehension
Growth Analysis Feb
– Nov 2013 p12

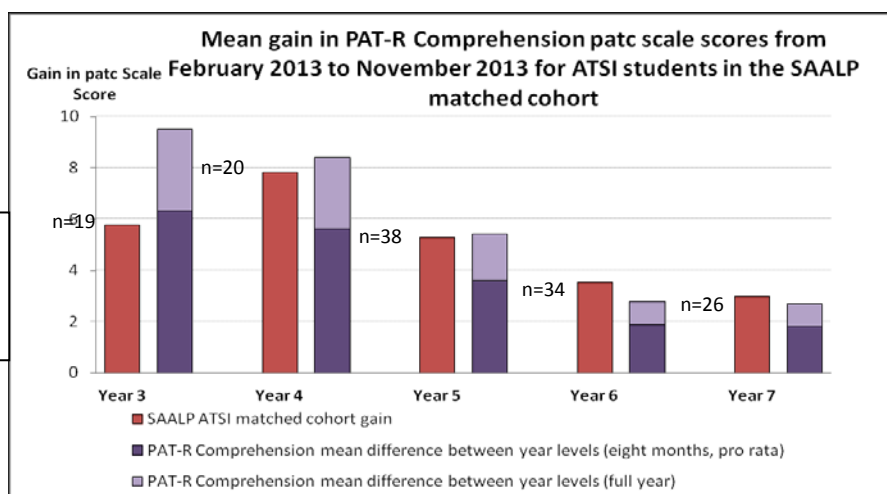


SAALP students demonstrate greater pro-rata growth in 5 out of 5 test instances.

The chart above shows that SAALP Year 3 and year 7 achieved in 8 months slightly less than a full year's apparent growth from the normed sample, While SAALP Year 4, 5, and 6 achieved a full year's growth or more in 8 months.

The chart comparing SAALP Aboriginal students with the normed cohort is included below. However, please note that the due to the small sample size for each year level, these data should be used with caution. A small sample means that one or two students with particularly large gains (positive or negative) in each year level may substantially alter the mean gain.

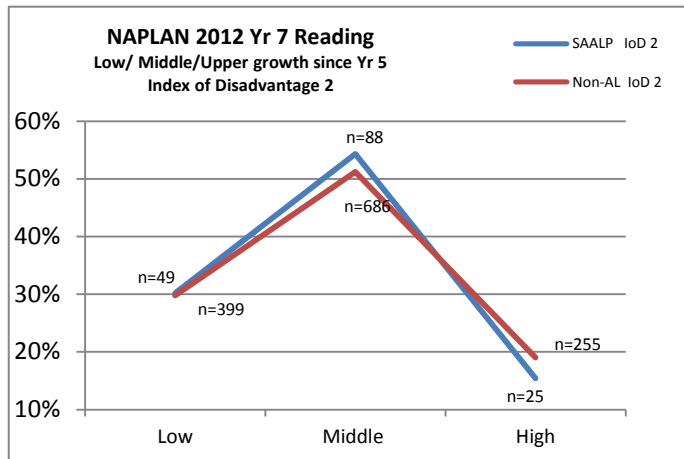
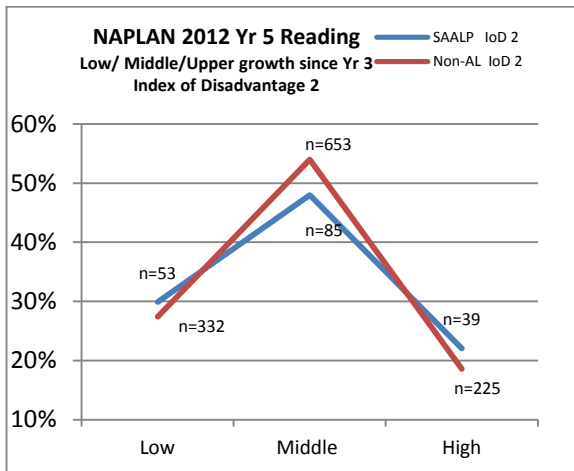
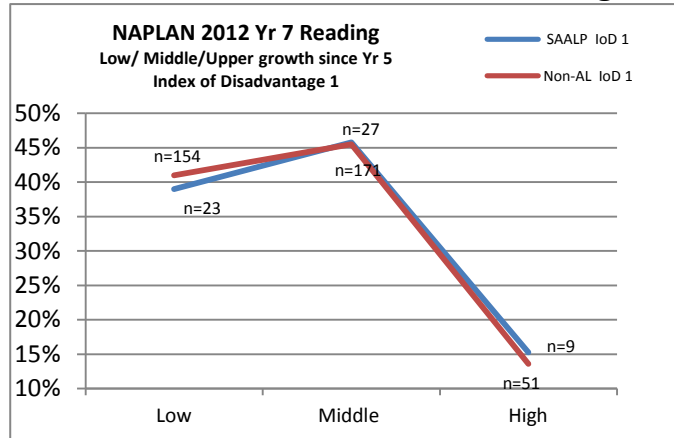
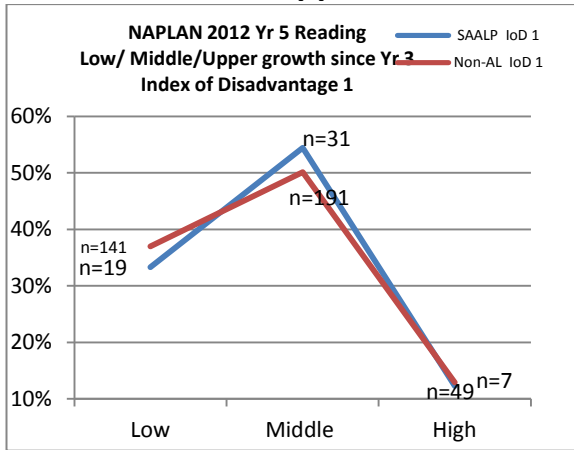
Source: ACER (2014)
SAALP PAT-R
Comprehension
Growth Analysis Feb
– Nov 2013 p19



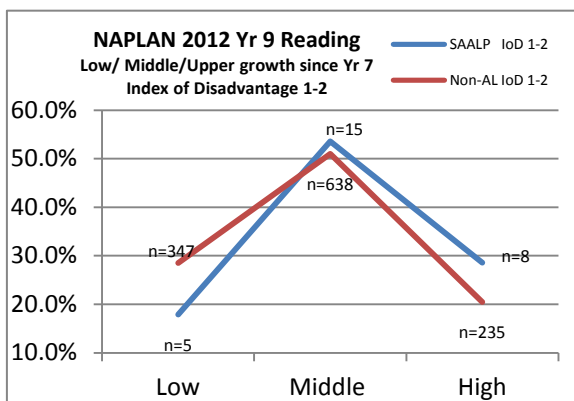
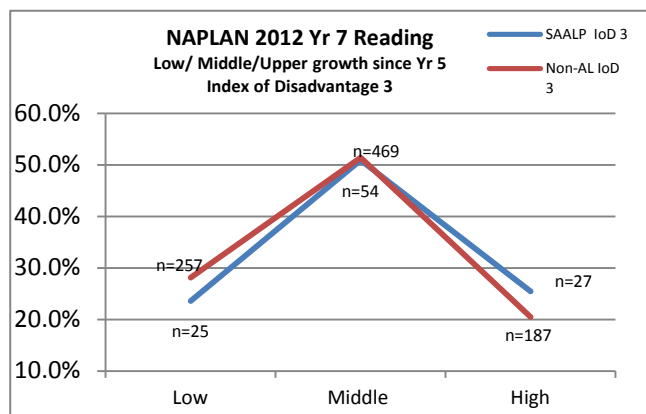
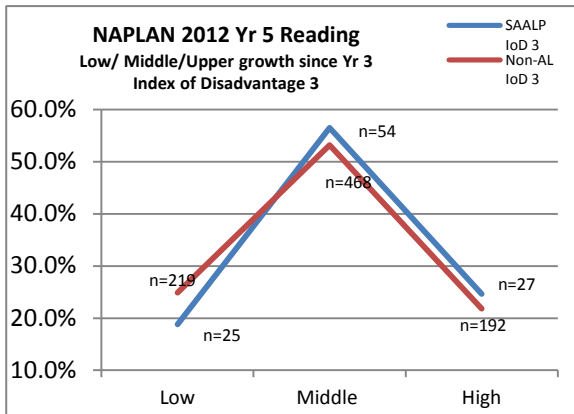
SAALP ATSI students demonstrate greater pro-rata growth in 4 out of 5 test instances.

NAPLAN Reading 2012

Low/Middle/Upper Growth SAALP cf non-SAALP, same index of Disadvantage



SAALP students show *less* Low growth in 5 out of 7 test instances. They show *more* Middle or High growth in 7 out of 7 test instances.

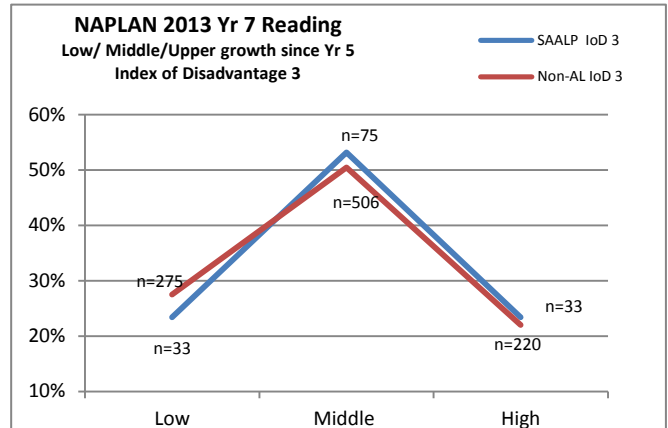
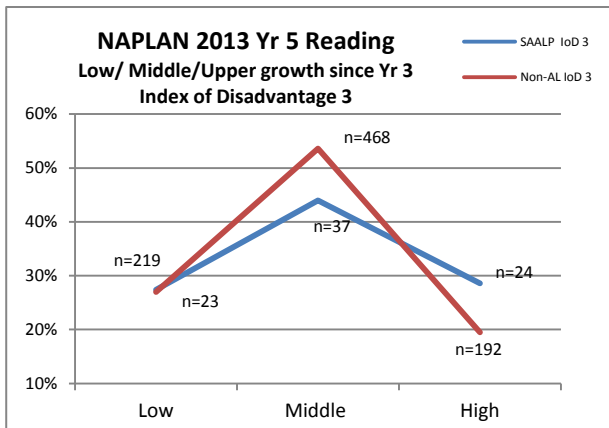
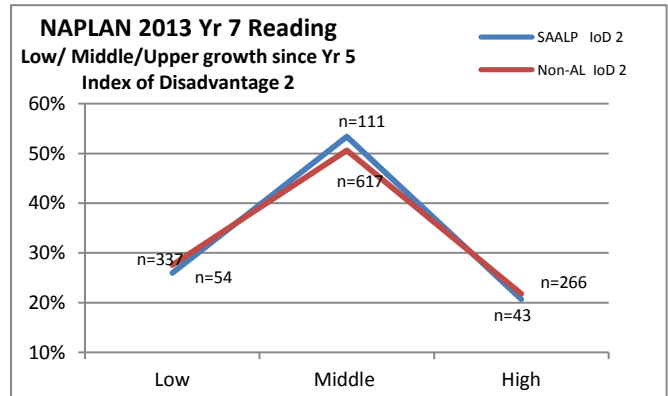
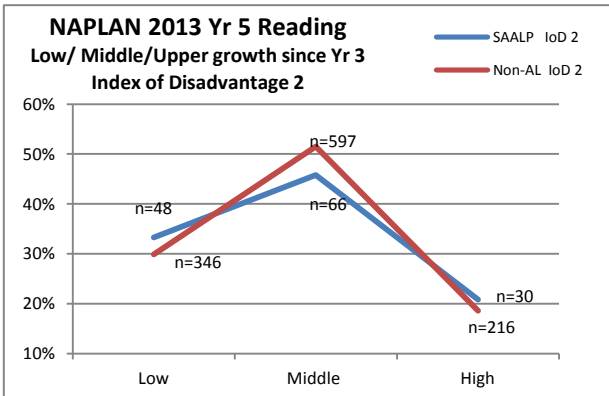
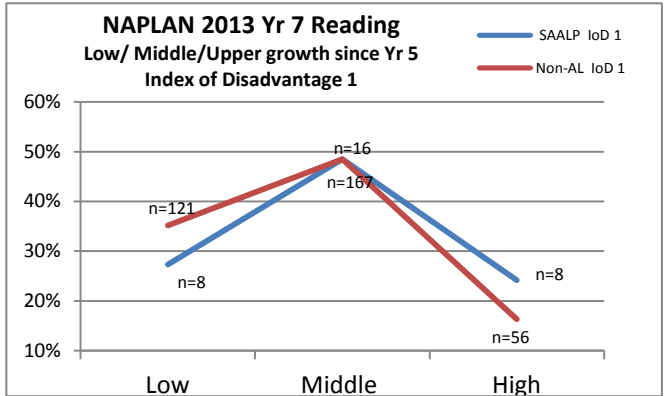


Source: NAPLAN data and LMU Growth provided by DECD DMIS, analysis by Nick Sutherland, Data Manager, DECD National Partnerships Program.

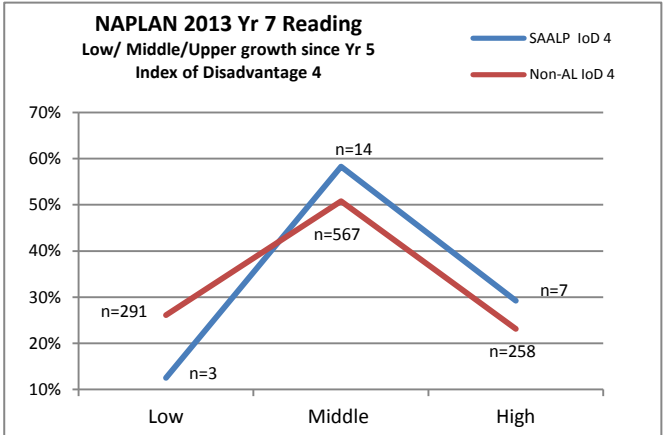
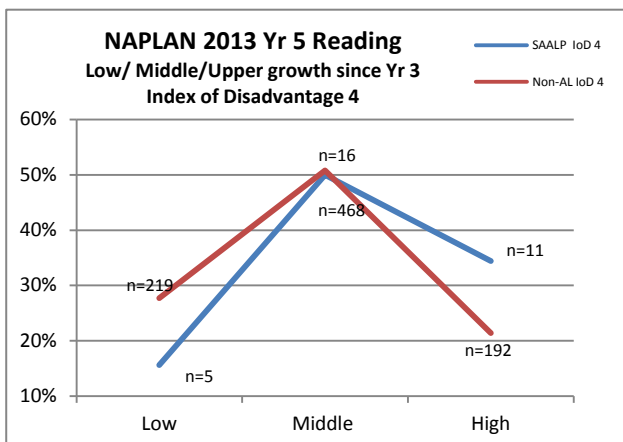
NAPLAN Reading 2013

Low/Middle/Upper Growth SAALP cf non-SAALP, same index of Disadvantage

These charts show NAPLAN Reading growth for 2013. Students are compared with other DECD students with the same baseline scores in the previous NAPLAN Reading test to determine whether they have achieved average (middle 50%, low (lowest 25% or high (highest 25) growth. They show the Low/Middle and High growth of SAALP students in Index of Disadvantage 1-4, compared with the same IoD. SAALP students show *less* Low growth in 5 out of 7 test instances. They show *more* Middle or High growth in 7 out of 7 test instances.



SAALP students show *less* Low growth in 5 out of 7 test instances. They show *more* Middle or High growth in 7 out of 7 test instances.



Source: NAPLAN data and LMU Growth provided by DECD DMIS, analysis by Nick Sutherland, Data Manager, DECD National Partnerships Program.

NAPLAN all aspects 2010-2013

2-year Effect size SAALP cf DECD (green indicates SAALP greater effect size)

		2010			2011			2012			2013		
Test	Yr Cohorts	DECD	SAALP	n=	DECD	SAALP	n=	DECD	SAALP	n=	DECD	SAALP	n=
Reading	Yr 3 to Yr 5	0.91	1.16	666	0.92	1.06	484	0.98	1.04	341	1.16	1.75	269
	Yr 5 to Yr 7	0.89	0.77	585	0.66	0.75	509	0.81	0.90	351	0.77	1.48	404
	Yr 7 to Yr 9	0.46	0.61	150	0.51	0.46	144	0.35	0.53	111	n/a	n/a	n/a
Writing	Yr 3 to Yr 5	0.90	0.98	650	0.75	0.84	459	0.77	0.90	329	0.85	1.04	261
	Yr 5 to Yr 7	0.76	0.9	570	0.58	0.57	481	0.52	0.72	343	0.61	0.95	396
	Yr 7 to Yr 9	0.27	0.47	131	0.13	0.46	134	0.06	0.56	101	n/a	n/a	n/a
Spelling	Yr 3 to Yr 5	1.07	1.01	680	0.98	1.08	497	1.19	1.21	338	1.16	2.19	274
	Yr 5 to Yr 7	0.81	1.05	592	0.75	0.73	521	0.77	0.82	363	0.93	1.88	407
	Yr 7 to Yr 9	0.43	0.38	153	0.48	0.48	153	0.38	0.56	116	n/a	n/a	n/a
G&P	Yr 3 to Yr 5	0.97	1.11	656	0.88	1.00	482	0.83	0.93	327	0.99	1.43	272
	Yr 5 to Yr 7	0.54	0.68	574	0.51	0.63	508	0.70	0.85	356	0.51	0.91	389
	Yr 7 to Yr 9	0.51	0.50	154	0.38	0.50	145	0.42	0.66	112	n/a	n/a	n/a

SAALP students demonstrate a greater effect size than DECD in 8 out of 12 test instances in 2010 and 2011, 12 out of 12 test instances in 2012 and 8 out of 8 test instances in 2013.

Sources:

2010
 DECD: NAPLAN growth effect size from DECD Quality Improvement and Effectiveness
 SAALP: NAPLAN data provided by DECD Data and Educational Management, growth effect size calculated by Nick Sutherland, Data Manager, Quality Improvement and Effectiveness

2011
 DECD NAPLAN effect size from DECD Quality Improvement and Effectiveness
 SAALP: NAPLAN data provided by DECD Data and Educational Measurement, effect size calculated by Nick Sutherland, Data Manager, Quality Improvement and Effectiveness

2012 and 2013
 DECD NAPLAN effect size from Data Warehouse
 SAALP: NAPLAN data provided by DECD Data and Educational Measurement, effect size calculated by Nick Sutherland, Data Manager, DECD Numeracy Literacy National Partnerships

This table shows the effect size across two years for SAALP students cf DECD in 2010, 2011, 2012 and 2013. Effect size is calculated by dividing average growth by average standard deviation (Hattie, 2011). The data show that SAALP students demonstrate a greater effect size than DECD in 8 out of 12 test instances in 2010 and 2011, 12 out of 12 test instances in 2012 and 8 out of 8 test instances in 2013.

NAPLAN all aspects 2010-2013

2-year Effect size ATSI SAALP cf ATSI DECD (green indicates SAALP greater effect size)

		2010			2011			2012			2013		
Test	Yr	ATSI DECS	ATSI SAALP	n=	ATSI DECS	ATSI SAALP	n=	ATSI DECD	ATSI SAALP	n=	ATSI DECD	ATSI SAALP	n=
Reading	3-5	1.04	1.23	77	1.07	2.25	40	0.96	1.25	39	1.32	2.18	23
	5-7	1.02	1.37	65	0.97	0.94	59	1.01	1.23	37	0.85	1.59	27
	7-9	0.55	n/a	n/a	0.65	n/a	n/a	0.45	n/a	n/a	n/a	n/a	n/a
Writing	3-5	0.74	0.92	71	0.59	1.21	40	0.67	0.96	39	0.50	1.05	20
	5-7	0.52	0.82	63	0.30	0.54	51	0.55	0.85	35	0.44	1.01	24
	7-9	0.08	n/a	n/a	-0.04	n/a	n/a	0.08	n/a	n/a	n/a	n/a	n/a
Spelling	3-5	1.09	1.16	77	1.05	2.4	48	1.16	1.31	39	1.15	2.65	23
	5-7	0.75	0.8	67	0.75	0.74	59	0.84	0.95	38	0.86	1.84	27
	7-9	0.41	n/a	n/a	0.50	n/a	n/a	0.36	n/a	n/a	n/a	n/a	n/a
G&P	3-5	0.86	1.01	72	0.78	1.98	42	0.76	1.21	37	1.06	1.84	22
	5-7	0.58	0.74	64	0.63	0.56	56	0.89	1.24	37	0.55	1.30	25
	7-9	0.51	n/a	n/a	0.49	n/a	n/a	0.60	n/a	n/a	n/a	n/a	n/a

SAALP demonstrates a greater effect size for Aboriginal students when compared with the DECD effect size for Aboriginal students in 8 out of 8 test instances in 2010, 4 out of 8 test instances in 2011, and 8 out of 8 test instances in 2012 and 2013. (Please note that 2013 data is shaded because student cohorts are below 30, and data should be viewed with caution.)

Sources:
 2010
 DECD: NAPLAN growth effect size from DECD QIE
 SAALP: NAPLAN data provided by DECD Data and Educational Management, growth effect size calculated by Nick Sutherland, QIE

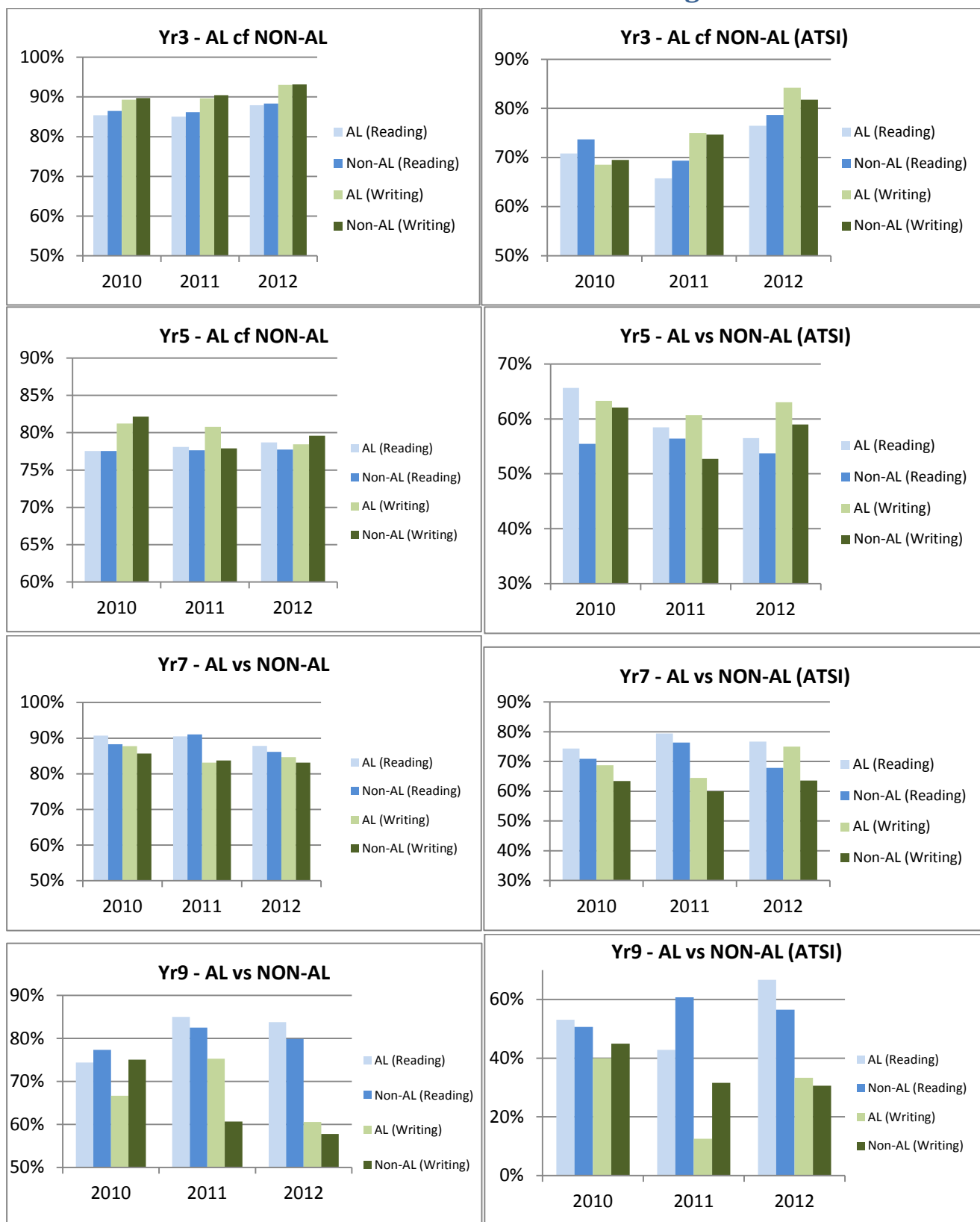
2011
 DECD NAPLAN effect size from DECD Quality Improvement and Effectiveness
 SAALP: NAPLAN data provided by DECD Data and Educational Measurement, effect size calculated by QIE

2012 and 2013
 DECD NAPLAN effect size from Data Warehouse
 SAALP: NAPLAN data provided by DECD Data and Educational Measurement, effect size calculated by Nick Sutherland, Data Manager, Numeracy Literacy National Partnerships

This table shows the effect size for SAALP Aboriginal students cf all DECD Aboriginal students in 2010 to 2013. Effect size is calculated by dividing average growth by average standard deviation (Hattie, 2011). The data show that SAALP demonstrates a greater effect size for Aboriginal students when compared with the DECD effect size for Aboriginal students in 8 out of 8 test instances in 2010, 4 out of 8 test instances in 2011, and 8 out of 8 test instances in 2012 and 2013. *Please note Aboriginal cohort is small in 2013, and effect size must be treated with caution when numbers are less than 30.*

% students at and above national minimum standard in NAPLAN

SAALP cf non-SAALP Index of disadvantage 1-3



Please be aware of the scale changes between graphs. SAALP students show greater % of students at and above NMS in 6 out of 12 test instances in Reading, and 5 out of 12 instances in Writing. SAALP Aboriginal students show greater % of students at and above NMS in 8 out of 12 test instances in Reading and 10 out of 14 test instances in Writing. As previously noted, the data for these charts is 'muddied' in that the comparative 'non-SAALP' group of students includes SAALP and previous SAALP students from the same index of disadvantage.

