

**New South Wales - Reward Targets - 2011 - National Partnership on Literacy and Numeracy**

Mandated NAPLAN Measures	Target Group	2008 NAPLAN Result	2009 NAPLAN Result (baseline)	2010 NAPLAN Result	2011 NAPLAN Target	Weighting
Students at or above national minimum standard (ALL) (Reading and Numeracy)	Aggregated Year 3 and 5 Reading and Numeracy <sup>(1)</sup>	88.5%	91.7%	90.5%	92.1%	10.0%
	Year 3 Reading <sup>(2)</sup>	90.6%	93.5%	92.9%		
	Year 5 Reading <sup>(2)</sup>	83.3%	88.8%	85.3%		
	Year 3 Numeracy <sup>(2)</sup>	92.6%	91.0%	94.6%		
	Year 5 Numeracy <sup>(2)</sup>	91.3%	94.8%	92.6%		
Students above national minimum standard (ALL) (Reading and Numeracy)	Aggregated Year 3 and 5 Reading and Numeracy <sup>(1)</sup>	68.9%	74.4%	71.7%	75.7%	25.0%
	Year 3 Reading <sup>(2)</sup>	69.0%	78.1%	76.0%		
	Year 5 Reading <sup>(2)</sup>	64.9%	70.9%	65.6%		
	Year 3 Numeracy <sup>(2)</sup>	79.8%	75.7%	75.6%		
	Year 5 Numeracy <sup>(2)</sup>	66.4%	72.5%	72.2%		
Mean Scale Score (ALL) (Reading and Numeracy)	Aggregated Year 3 and 5 Reading and Numeracy <sup>(1)</sup>	414.8	426.9	423.7	436.9	25.0%
	Year 3 Reading <sup>(2)</sup>	372.5	385.5	388.5		
	Year 5 Reading <sup>(2)</sup>	456.3	471.1	462.0		
	Year 3 Numeracy <sup>(2)</sup>	377.0	379.2	376.2		
	Year 5 Numeracy <sup>(2)</sup>	454.3	465.6	465.0		
Students at or above national minimum standard (INDIGENOUS) (Reading and Numeracy)	Aggregated Year 3 and 5 Reading and Numeracy <sup>(1)</sup>	74.9%	81.6	79.7%	82.5%	10.0%
	Year 3 Reading <sup>(2)</sup>	80.5%	83.8%	82.9%		
	Year 5 Reading <sup>(2)</sup>	63.9%	76.3%	69.8%		
	Year 3 Numeracy <sup>(2)</sup>	81.3%	78.8%	87.7%		
	Year 5 Numeracy <sup>(2)</sup>	82.2%	91.3%	84.8%		
					<b>Sub Total NAPLAN Measures Weighting</b>	<b>70.0%</b>

Local Measures	Target Group	2008 Result	2009 Result	2010 Result	2011 Target	Weighting
Mean Scale Score (ALL) (State literacy and numeracy testing)	Year 3 to 4 Literacy	not applicable	42.1	50.7 <sup>(3)</sup>	53.6	10.0%
	Year 3 to 4 Numeracy	not applicable	39.5	51.3 <sup>(3)</sup>	53.0	
	Year 4 to 5 Literacy	not applicable	48.5	54.0 <sup>(3)</sup>	55.8	
	Year 4 to 5 Numeracy	not applicable	47.6	56.6 <sup>(3)</sup>	56.1	
	Year 5 to 6 Literacy	not applicable	52.0	55.6 <sup>(3)</sup>	57.1	
	Year 5 to 6 Numeracy	not applicable	53.2	58.1 <sup>(3)</sup>	59.1	
Data Analysis Skills Assessment	Teachers and principals	not applicable	65.5% <sup>(3)</sup>	31.0%	50.0%	10.0%
Leadership capacity to lead improvement in teaching <sup>(4)</sup>	School executive staff	not applicable	not applicable	77.0%	80.0%	10.0%
					<b>Sub Total Local Measures Weighting</b>	<b>30.0%</b>
					<b>Total Weighting</b>	<b>100.0%</b>

**Footnotes:**

1. CRC performance assessment and the determination of reward funding to be paid will be based on performance against aggregated targets.
2. Disaggregated data is provided for transparency purposes only and will not be considered in the CRC assessment nor in the determination of reward funding to be paid.
3. These results will form the baseline for CRC's performance assessment and the determination of reward funding to be paid.
4. The baseline for Local Measure 3 is the status before the initiative commenced. A zero baseline will be used.

**Approved Variations:**

- Not applicable as NSW has maintained targets in their Final Implementation Plan.

**Additional Notes from New South Wales:**

- **Mandated NAPLAN Measure 1:** All students at or above national minimum standard. 102 NP schools have chosen reading as their 'focus domain' and 45 have chosen numeracy. Between 2009 and 2011 the percentage of students below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for students in Year 3 and Year 5.
- **Mandated NAPLAN Measure 2:** All students above national minimum standard. 102 NP schools have chosen reading as their 'focus domain' and 45 have chosen numeracy. Between 2009 and 2011 the percentage of students at or below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for students in Year 3 and Year 5.
- **Mandated NAPLAN Measure 3:** All students mean scale score. 102 NP schools have chosen reading as their 'focus domain' and 45 have chosen numeracy. The average of the Year 3 and Year 5 mean scores for the 'focus domain' will be increased by at least 10 scale scores. This is approximately equivalent to a 5% increase in the number of NAPLAN items answered correctly.
- **Mandated NAPLAN Measure 4:** Indigenous students at or above national minimum standard. 102 NP schools have chosen reading as their 'focus domain' and 45 have chosen numeracy. Between 2009 and 2011 the percentage of Indigenous students below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for Indigenous students.
- **Local Measure 1:** Standardised assessment in reading and numeracy to measure progress of a larger group of students than those covered by NAPLAN. The tests were administered to students in Years 2, 3 and 4 in 2009 and will follow the progress of this group of students into 2011. 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 BST. Mean growth figures are derived from the 2007 BST for Year 3 to Year 5. The targets reflect one year of growth (from August 2010 to August 2011) rather than the 18 months reporting from April 2009 to August 2010.
- **Local Measure 2:** Online self assessment of the use of data to improve pedagogy. The target for the end of term 3, 2011 is for all schools to lower the percentage of staff in phase 1 in a minimum of 3 of the domains which will reduce the average to 50.0% in phase 1 across all 7 domains.
- **Local Measure 3:** Assessment of school practice in literacy and numeracy using the Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy (Analytic Framework). This instrument articulates 25 statements of best practice at levels (bands) in literacy and numeracy. In 2010, 77.0% of participating schools improved at least one level (band), in at least 50.0% of the 25 individual statements of the Analytical Framework. It is expected that, when data is gathered in 2011 that at least 80.0% of participating schools will improve at least one level (band), in at least 80.0% of the 25 individual statements of the Analytical Framework.