NSW Department of Education

COVID Intensive Learning Support Program

Phase 3 Evaluation – Technical report

Centre for Education Statistics and Evaluation

December 2023

Centre for Education Statistics and Evaluation

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- driving capability uplift in the use of data and evidence as part of everyday practice
- trialling innovative initiatives to improve student outcomes.

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We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

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Glossary

Term	Meaning
ARIA+	Accessibility/Remoteness Index of Australia
CESE	Centre for Education Statistics and Evaluation
Check-in Assessment	Annual statewide assessments for students in year levels 3 to 9
CI	Confidence interval
COVID ILSP	COVID Intensive Learning Support Program
DEL	Director, Educational Leadership at NSW Department of Education
EAL/D	English as an additional language or dialect
FOEI	Family Occupation and Education Index: a school-level measure of socio-educational advantage
GEE	Generalised estimating equation: a statistical tool to estimate the effects of predictors on an outcome, while accounting for clustering between and within observations
IFS	Integration funding support: funding provided to schools to implement adjustments for disability for particular students
IfSR	Interview for Student Reasoning
LASSO	Least Absolute Shrinkage and Selection Operator: a statistical tool to determine the most important predictors of an outcome, while simultaneously estimating their effects
LaST	Learning and support teacher
LBOTE	Language background other than English
NAPLAN	National Assessment Program – Literacy and Numeracy
PAT	Progressive Achievement Tests
PLAN2	Planning Literacy and Numeracy: internal software platform for recording student participation in the program, as well as teacher observations about the National Literacy and Numeracy Learning Progressions and other assessments
SE	Standard error
SLSO	School learning support officer

Appendix 1: **Detailed data collection and analysis methods**

Ethics and privacy review

The information governance team in the department's Data Reform unit reviewed and provided feedback on the participant information materials and data collection instruments for the staff survey, student survey, and interviews and focus groups with staff and students. The COVID ILSP team assisted with internal liaison. Information was collected and stored in compliance with the Department of Education's Privacy Policy, ARTD's Privacy Policy, and applicable legislation.

Staff survey

Background

The staff survey aimed to understand how NSW government schools have implemented the COVID ILSP, the barriers and enablers to implementation, and staff experience of the program. Questions focused on implementation, barriers and enablers, perceived impacts for staff capabilities and school practices, use of assessments to monitor student progress, and staff perceived impacts for students. ARTD developed the survey questions, with the department providing review and input. Some questions were adapted from the 2021 survey to enable comparison between 2021 and 2022, but the sampling design was cross-sectional.

The target participants for the survey were:

- school principals
- ILSP coordinators
- ILSP educators
- classroom teachers with students in their classes who were receiving, or had previously received, small group tuition through the COVID ILSP.

As there is no centralised record of which individuals perform the COVID ILSP coordination role at each school, coordinators were identified from respondents in the other categories, based on their responses to the survey's screening questions. Principals, coordinators, educators and teachers received different sets of questions. Appendix 2 shows the staff survey questionnaire and the respondents for each question. All questions were voluntary.

Sampling approach

Before the surveys were distributed, we developed a sampling frame consisting of all members of the target groups (principals, ILSP educators, and classroom teachers). Individuals were grouped into strata defined by their School Performance Directorate, school type and school size. A proportional random stratified sample was drawn with the following sampling fractions:

- Principals and educators each had a sampling fraction of 1, meaning that all identified principals and educators were invited to participate.
- For classroom teachers, a sampling fraction of ⅛ was used to get a sample size as close to 10,000 as possible.

Required sample sizes were estimated using response rates to previous surveys, targeting a desired margin of error of 5%.

Since only a sample of classroom teachers were invited to participate, the sample may not represent all classroom teachers in NSW public schools. For example, if certain subgroups of schools or teachers were less likely to participate in the survey, the outcome measurement in the sample may not match the outcome measurement in the population. To minimise potential selection issues associated with this, the department's evaluation team developed survey sample weights and provided them to ARTD. The sample weights were the inverse of an individual's probability of being selected from the frame.

Survey distribution and response rate

The department programmed the survey in the Qualtrics platform and distributed the survey by email during Week 2 of Term 4 2022. The survey closed in Week 4 of Term 4. Table 1 provides summary statistics for survey invitees and respondents.

Table 1

Response rates and sample sizes for the staff survey

Population	Invited	Eligible responses[1]	Response rate
Educators	4,899	975	20%
Principals	2,184	613	28%
Teachers	10,002	485	5%
Coordinators	–	738 (identified among other respondents)	–
Total invitees	**17,805**	**2,073**	**12%**

1 Eligible responses were those with at least one answer provided after the qualifying questions.

Adjustment for non-response

To assess for non-response bias, ARTD analysed the survey results in collaboration with ARTD associate, Spillover Data Consultancy, using a logistic regression to estimate individual propensity to respond. In this logistic regression model, the response variable was a binary indicator representing the response status of each staff member invited to participate. The model inputs were:

- each combination of School Performance Directorate, school type and school size (the stratum information)
- the variable identifying each survey group (principals, ILSP educators, and classroom teachers).

The model's ability to capture the pattern in the response rate was assessed using the area under the receiver operating characteristic curve (AU ROC). Using an AU ROC threshold of 0.6, we found that the model for the combined sampling frame was able to predict an individual's propensity to respond, given what we knew about their stratum and target population (AU ROC 0.78). That is, respondents and invited non-respondents had different characteristics, which means that weights needed to be generated to control for potential non-response bias. These weights were calculated as the inverse of the predicted probability of responding, based on the results of the logistic regression model.

The product of each individual's non-response weight and their original sample weight was used as their analysis weight. After the analysis weights were applied, logistic regression was no longer able to accurately predict an individual's likelihood of responding, based on their stratum and population information (AU ROC 0.59). This satisfied us that we had controlled for non-response bias, to the extent possible with the information we had about each member of the population.

Analysis

ARTD analysed the survey results in collaboration with ARTD associate, Spillover Data Consultancy. Closed-response items were analysed quantitatively and 95% confidence intervals were computed for all percentages. ARTD also conducted statistical testing of selected cross-tabulations.

For open-text responses, ARTD thematically coded responses and counted the number of responses in each thematic category. As the number of survey responses was larger than anticipated, departmental staff assisted with the open-text analysis.

Complete counts of results for each survey question are available in Appendix 7: Staff survey results (page 65).

Student surveys

Background

The student survey aimed to assess participating students' perception of the impact of the COVID ILSP.

For students under the age of 16, explicit opt-in parental consent was required before the survey was distributed. Schools distributed and collected consent material. Due to the opt-in nature of the survey, we were limited to a convenience sample and we did not develop a formal sampling frame or weighting procedure.

The survey was short to make it as accessible as possible for participating students from all years, and response items included words and pictures. There were 5 questions:

- school attended
- year at school
- student's experience of tutoring sessions
- effect on learning
- effect on engagement in school generally.

Students were advised that if they wanted help to complete the survey, they could ask the ILSP educator for help. Educators were instructed not to lead the students' answers, to protect the confidentiality of students' answers, and to remind students they could stop doing the survey if it caused distress.

Appendix 3 shows the student survey questionnaires. The wording of the final question, on the effect of the program on engagement in school, varied slightly between primary school and secondary school students. All questions were voluntary.

Survey distribution and response rate

The student survey was conducted online and was anonymous. School principals and ILSP educators and coordinators were informed about the survey and provided with the survey link via the COVID ILSP Microsoft Teams site, the Staff Noticeboard, departmental Intranet, email and Yammer (an internal social networking platform). Educators were asked to invite students to complete the survey during a tutoring session.

Table 2

Summary statistics for the student survey

Item	Student category	Number	Total
Responses	Primary school students	3,460	
	Secondary school students	1,567	**5,027**
Number of schools represented in responses	Primary schools	227	
	Secondary schools	77	**304**

The 5,027 respondents represent approximately 3.6% of the 138,268 students known to have participated in the program in 2022.

Analysis

We analysed student surveys using descriptive quantitative analysis. Because we were limited to a convenience sample, we did not adjust for non-response or sampling biases, and we have not assigned any statistical properties to our estimates (for example, confidence intervals or p-values).

Responses to each question are in Appendix 8: Student survey results (page 115).

Field visits to schools

Schools were visited to gain a rich understanding of schools' varied experiences and approaches to the COVID ILSP, including insights into the challenges schools had faced in delivering the program, and the strategies schools had used to overcome these challenges.

The department and ARTD selected a diverse group of 10 schools for the field visits. Table 3 outlines the approach to selecting schools. To minimise burden on school staff schools visited in the Phase 2 evaluation in 2021 were excluded from face-to-face visits in 2022.

The department developed a shortlist of candidate schools using expert advice from the COVID ILSP school support team and an algorithm based on the selection criteria. For the final selection, the department and ARTD also considered feasibility within time and budget constraints. The department contacted the relevant director, educational leadership and then the principal of each school to invite the school to participate. After the principal agreed, ARTD then contacted each school to arrange a suitable date. Table 4 lists the schools visited.

Of the 10 schools visited, 9 of the 10 school visits were in person. One intended face-to-face visit was held online to reduce the demands on the school. The visits were during Weeks 2 to 5 of Term 4 2022.

Table 3

Approach to selecting schools for field visits

Criteria	Approach to selection
Types of schools	Mix of school types: • primary schools • secondary schools • schools for specific purposes • central/community schools • Connected Communities schools
SPDs	Spread across School Performance Directorates (SPDs)
Delivery model for COVID ILSP	Diversity of approaches to program delivery: • online tuition model • SLSOs • private tuition provider • educator non-teachers • pre-service teachers • allied health professionals
Demographic criteria	Include schools with: • high representation of students identifying as Aboriginal and/or Torres Strait Islander • high representation of LBOTE students • highest proportion of socioeconomic disadvantage
Size of schools	Diversity of different sized schools

Table 4

Schools that participated in field visits

School	School type	SPD	School size quartile[2]	Delivery model
Bankstown Hospital School	School for specific purposes	Metropolitan South and West	n/a	Hospital school
Bowraville Central School	Central	Connected Communities	2	SLSOs, pre-service teachers
Cabramatta High School	Secondary	Metropolitan South and West	4	SLSOs
Eagle Vale High School	Secondary	Regional South	3	External provider
Edgeworth Heights Public School	Primary	Regional North	3	SLSOs
Lethbridge Park Public School	Primary	Connected Communities	3	SLSOs, allied health
The Ponds School	School for specific purposes	Metropolitan North	2	SLSOs
Toomelah Public School	Primary	Connected Communities	1	Online tuition
Vincentia High School	Secondary	Regional South	4	Pre-service teachers
Windang Public School	Primary	Regional South	2	Allied health

Interviews and focus group discussions were conducted with staff and students at each school to explore:

- the models used to deliver the program
- staff and students' experience of participating in the program, including any effects on other aspects of students' school experience
- aspects of the program which were beneficial or not
- contextual factors (including compliance with guidelines) that may have impacted the effectiveness of the school's program
- strategies used to address challenges in implementation
- any changes to schools' learning and support approaches as a result of the program

2 Size quartiles are in order of increasing school size. Quartile 1 contains the smallest schools, and quartile 4 the largest.

- schools' experiences of using assessments to measure student improvement
- development of leadership skills across a school as a result of the program
- distinctive aspects of the small group tuition approach to learning and support.

Individual or group interviews were conducted with school leaders and coordinators. Focus groups were conducted with educators and classroom teachers, and with participating students. The guides for the interviews and focus groups with students and staff are in Appendix 4 and Appendix 5. The structure of each visit was guided by the participating school. The total time spent at each school varied from 2 to 7 hours.

Two ARTD team members attended each interview or focus group. Detailed notes were taken and audio from the interviews and focus groups was recorded with the consent of participants. The audio recordings were transcribed for analysis, and then destroyed.

Interviews with school leaders and coordinators

The interviews with school leaders and coordinators focused on how the program was coordinated and implemented, the challenges that were encountered, and the methods that were used to overcome challenges. Typically, a shared interview was conducted with the coordinator and the school principal, lasting from 30 to 60 minutes.

Focus groups with educators and classroom teachers

Focus groups with educators and classroom teachers centred on the day-to-day implementation and functioning of the program, including difficulties encountered and strategies to overcome these difficulties. Educators also provided a firsthand recount of the relationships developed with students, and anecdotes of student improvement. This provided insight into how the program functioned from a practical perspective, and explored issues associated with the model of taking students out of class and the in-class model.

Focus groups were generally 45 to 60 minutes each, with some key participants interviewed individually for a shorter time when they were available. At some schools with more ILSP staff, more than one focus group was conducted. The number of participants in each interview or focus group varied from one to 6.

Focus groups with participating students

Students were interviewed using specifically designed participatory engagement techniques to foster inclusion and diversity of voice. Techniques were adapted for the school context, and included using pictures to 'show the impact of the program and how it worked, card sorting to structure conversations, and post-it notes for students to share responses if they preferred not to speak in a group. A member of staff from the school was present at all student sessions, including appropriate cultural and linguistic support where appropriate. Students were invited to participate by the school and the school facilitated the process of obtaining written consent from parents and carers.

Student focus groups were 30 to 60 minutes each and had 3 to 9 participants a group. At some schools we conducted 2 focus groups based on student availability and consent form response rate.

Analysis of qualitative data

We analysed qualitative data from all interviews and focus groups with school staff and students using NVivo software, which allowed coding of themes, school attributes and sentiment. We developed the coding framework from the key evaluation questions and the areas defined in ARTD's scope of works, supplemented with additional thematic codes that emerged from the data.

Online focus groups and interviews

Following the in-person field visits, we held online interviews and/or focus groups with principals, coordinators, educators and teachers at 10 additional schools during Weeks 5 to 8 of Term 4 2022.

The online interviews and/or focus groups aimed to further expand the diversity of the qualitative sample, and to explore specific schools in a targeted way. We also used the online data collection to explore the questions and themes that had arisen from the earlier field visits. A shortlist of schools was developed that included schools from the following categories:

- schools that were visited as part of the Phase 2 evaluation in 2021, to explore any changes that had occurred in 2022
- schools nominated by the COVID ILSP school support team (these were a mix of schools that had demonstrated strong achievement in implementing the program and schools that had experienced challenges)
- schools that had been selected by the algorithm developed to choose schools for field visits, but not included in the final list for field visits
- schools that had spent a low proportion of their allocated budget for the COVID ILSP (10% to 35%).

As for the field visits, the department contacted the relevant director, educational leadership and then the principal to invite each school to participate. In some cases, the director recommended a substitute school. After the principal agreed, ARTD then contacted the schools to arrange a suitable date.

Table 5 lists the schools that participated in the online interviews and focus groups. Interviews and focus groups were 45 to 90 minutes.

Analysis

As for the qualitative data from the school visits, we analysed data from online focus groups and interviews with school staff using NVivo software, which allowed coding of themes, school attributes and sentiment. The coding framework was developed from the key evaluation questions and the areas defined in ARTD's scope of works, supplemented with additional thematic codes that emerged from the data.

Table 5

Schools that participated in online interviews and focus groups

School	School type	SPD	School size quartile[3]	Delivery model
Bourke Public School	Primary	Connected Communities	2	SLSOs
Brisbane Water Secondary College (Umina Campus)	Secondary	Regional North	4	Pre-service teachers, SLSOs
Broken Hill Public School	Primary	Rural South and West	2	SLSOs
Cronulla Public School	Primary	Metropolitan South and West	3	Teachers
Gilgandra High School	Secondary	Regional North and West	2	Teachers
Griffith East Public School	Primary	Rural South and West	3	SLSOs
Punchbowl Public School	Primary	Metropolitan South	4	SLSOs, allied health
Riverstone High School	Secondary	Metropolitan North	3	SLSOs
Taree West Public School	Primary	Regional North and West	3	Teachers
Tenterfield High School	Secondary	Rural North	2	SLSOs, teachers

3 Size quartiles are in order of increasing school size. Quartile 1 contains the smallest schools, and quartile 4 the largest.

Parent/carer interviews

The parent/carer interviews aimed to obtain parents' and carers' perspectives and observations on any impacts of the COVID ILSP for their children. ARTD asked schools that took part in field visits, interviews and focus groups to invite parents/carers to participate in a telephone interview. Schools distributed information and consent materials to parents/carers and provided ARTD with the contact details of parents/carers who agreed to participate.

ARTD conducted a small group of 9 parent/carer interviews in Weeks 8 to 10 of Term 4 2022. Each telephone interview was 10 to 15 minutes. The interview guide is in Appendix 6.

Analysis

We thematically coded qualitative data from the parent/carer interviews using a simplified version of the coding framework used for the staff and student interviews.

Analysis of student academic growth

Analysis framework

The evaluation of the COVID ILSP's impact on academic outcomes estimated the difference in academic growth from 2021 to 2022 in participating students compared to similar non-participating students. The Check-in assessment's Reading domain was used as the measure of growth in COVID ILSP participants who received literacy-focused tuition, and the Numeracy domain was used for those participants who received numeracy-focused tuition.

The analysis had several key steps:

1. Sampling schools, and subsequent efforts to improve data quality within the sample
2. Sample weighting
3. Propensity score matching and weights transfer
4. Difference-in-difference analysis using generalised estimating equations.

The rationale and process for each of these steps is outlined in the following sections.

Propensity score matching and post-matching modelling using generalised estimating equations were used to control for confounding baseline and demographic differences between participating and non-participating students. Post-stratified weights were used in the post-matching modelling to adjust for imbalances in the sampling.

The contrast in academic growth between students who were selected to participate, and those who were not, allows us to infer the impact of the program. This is known as inferring the average treatment effect in the treated (ATT). This informs methodological choices including:

- focusing on participating students when estimating sample size
- during propensity score matching, keeping the participating students, and dropping any non-matched non-participating students
- transferring post-stratified weights directly from participating to non-participating students
- only needing to impute participating students when exploring imputation based alternative methods.

We explored several alternative modelling approaches to ensure that the findings are robust. The alternative approaches followed the same basic framework but changed one element at a time to explore how different analytical decisions might affect assessment of outcomes. This included changes in the sampling, weighting, models used for matching and modelling, and the treatment of missing data. The alternative modelling approaches are discussed in the section Alternative modelling approaches, following.

Sampling approach

Poor data quality has been a consistent concern in previous evaluations of the COVID ILSP, and was identified as an impediment to the monitoring of program implementation by the Audit Office of New South Wales (2021:17). Data quality issues included incomplete or missing student participation data and tuition group properties.

To improve data quality, the design of the Phase 3 outcome evaluation was developed around the goal of verifying school data, and contacting schools to offer support to correct issues in their data. This is the approach often used in large-scale clinical trials.

Due to the scale of the program, it was only feasible to contact a sample of schools to support their data quality, rather than every school that implemented the program. A sample of schools was randomly selected as the basis for evaluating the impact of the COVID ILSP on students' academic outcomes. Data quality at these schools was improved by direct contact from the COVID ILSP team to school staff to correct anomalies, with moderate success.

The sample of schools was drawn with several opposing constraints:

- to ensure good coverage of schools, and their differing tuition contexts
- to minimise the number of schools in the sample to ensure that the data cleaning process was feasible, given the size of the program team
- to ensure a sufficiently large sample of students to have statistical power to detect program effects.

To achieve wide coverage of schools, we used stratified sampling. Strata were formed by crossing quantiles of COVID ILSP funding per student, enrolment size and school remoteness. One additional stratum was made specifically for schools for specific purposes and central schools, to avoid the formation of small strata.

We conducted Monte Carlo simulations to determine the necessary number of schools sampled per strata, while achieving our desired statistical power. Using data and estimates from the Phase 2 evaluation in 2021, we estimated the sample size required. We targeted 80% power to detect a 0.2 effect size in student academic growth, after correction for multiple comparisons for a familywise false-positive rate of 0.05. A key assumption of the simulations was that students would receive tuition in both literacy and numeracy, as in 2021 the program's data collection tools did not generally allow for students to be identified as receiving only one or the other type of tuition.

The Monte Carlo power simulations were repeated for every year level from Year 4 to Year 9. Table 6 shows the required number of students per year level from sampled schools, and the actual number of students after data cleaning and collection was complete.

Table 6

Required sample sizes per year level to achieve desired power, and actual sample sizes after participation data was collected

Year level	Schools sampled	Required number of participating students	Actual number of participating students in literacy	Actual number of participating students in numeracy
4	185	2,257	1,197	785
5	187	2,322	1,207	892
6	169	1,720	682	478
7	81	1,803	643	598
8	87	2,162	826	882
9	71	1,610	503	525
Total	**282**	**11,874**	**5,058**	**4,110**

After schools reported their participating students, the observed sample sizes were smaller than predicted, given the number of schools in the sample. This was primarily because some students were reported as receiving either only literacy or numeracy tuition, and our sample size simulations had assumed that a student would receive both. After Check-in results became available, an additional 33% of sampled students had to be excluded from analysis because these students received small group tuition in 2022, but were not administered the Check-in assessment in either or both 2021 and 2022. Because an estimation of academic growth requires both a starting and ending point, growth for these students could not be measured and they were not included in our analysis.

Generating weights

The unit of sampling was the school, not the students themselves. The number of participants in a school could only be estimated using previous 2021 values. This meant the number of students contributed by each school in 2022 could vary from the number we anticipated when designing the study. Furthermore, school properties, such as enrolment and funding amount, may have changed by the time the participation data was collected compared to when the sampling scheme was applied and the data cleaning process begun.

Therefore, we applied weights post-hoc, despite strata being formed prior to sampling (Kolenikov 2016).. New groupings were formed which were still mutually exclusive, but we slightly adjusted them to ensure there was at least one sampled school in each stratum. Despite efforts to ensure that all suspected non-sampled participating students were represented by the sample, some students in the population likely did not have representatives in the sample. Despite their representative strata having multiple sampled schools, those schools did not report **any** of their participating students.

It was possible for strata to have no participating students; however, this would not affect the average treatment effect inferential framework of this evaluation which focuses on the participating students.

Weights were calculated as:

$$w_k = \left(\frac{n_k}{N_k}\right)^{-1}$$

where n_k is the number of participating students sampled in the kth stratum, and N_k is the number of participating students in the kth stratum. Weights only consider the participating students, as each non-participating student receives the weight of the participating student to whom they match (refer to section 'Weights transfer', following.

These weights are a simple form of inverse probability weighting using strata formed post-hoc. Their purpose is to adjust for any over or under sampling. The sum of the weights equals the total population of known participating students. Note that these weights are different from weighting schemes used in the propensity score matching literature where participating students always have the weight of 1 and only matched controls have varying weights. In this case, having a weight of 1 merely means that all participating students in this stratum are already included in the sample and as such do not require any adjustment.

Propensity score matching

Propensity score matching aims to ensure comparisons are made between similar students. The comparison group can be used to infer what the outcomes of participating students would have been like if they had not been participants. The comparison group fulfils a similar role to a control group in an experimental design.

We matched each participating student in the sample to a similar non-participating student, based on demographic, academic and school characteristics. Participating students were matched to non-participants within their year level, within the sample of schools who had undertaken data cleaning. For example, each Year 4 literacy tuition student was matched to a similar Year 4 student who did not participate in the program at all. Different sets of matches were made for participating students in Year 5 literacy, Year 5 numeracy, and so on. All participants and matched non-participants came from the same sample of 289 schools that had their data quality improved by the program team.

The probability of a student being selected for the program was modelled against the variables listed below. All variables were entered into this propensity model as main effects, although imbalances on interactions were still checked.

This results in the following model equation:

$$logit\left(\frac{P}{1-P}\right) = \boldsymbol{X\beta}$$

where P is the estimated probability of being selected for the program, $\boldsymbol{\beta}$ are the coefficients estimated by logistic regression, and $\boldsymbol{X}$ are the following covariates on which students were matched.

Student properties

- Gender
- EAL/D status
- LBOTE status
- Aboriginality
- Socio-Educational Advantage (student-level SEA, distinct from school-level FOEI)
- Integrated Funding Support status
- Semester 1 2022 attendance rate
- Baseline 2021 Check-in reading score
- Baseline 2021 Check-in numeracy score
- 2022 Check-in attempt dates

School properties

- School type
- ARIA+ (school remoteness)
- FOEI (school-level socio-educational advantage)
- Number of full-time teaching staff (2021)
- Number of full-time non-teaching staff (2021)
- Total enrolments (2022)
- Percentage of female enrolments (2022)
- Percentage of Indigenous enrolments (2022)
- Percentage of LBOTE enrolments (2022)
- Total gross school income per student (2021)
- Average attendance rate within the school (2022)

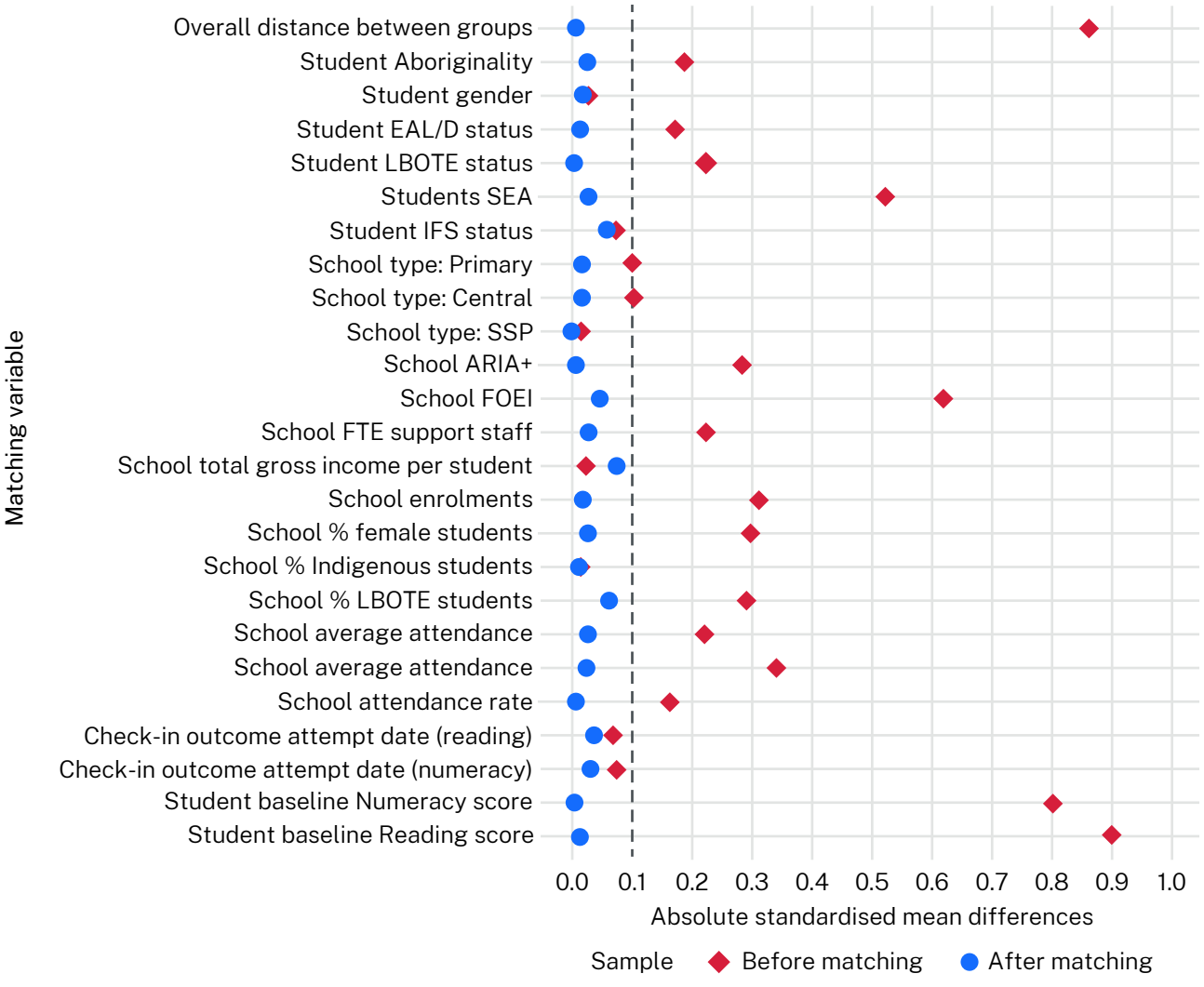
The resulting log-odds was used as the distance metric on which to match students. Matching was conducted through 1-nearest-neighbour matching without replacement. All participating students and their non-participating matches were kept, while non-matching non-participating students were dropped from further analysis.

Students participating in Year 9 numeracy required a slightly less strenuous model which excluded the school type and the school size as predictors of propensity to be participants. This sacrificed one matching criterion to gain superior balance on the remaining criteria. Matching was still conducted without replacement and any non-matched non-participants were dropped from further analysis.

For all year levels, participants and their matched non-participants achieved balance on the covariates listed above. For each covariate, the standardised absolute mean difference between participants and matched non-participants was less than 0.1 standard deviation. Figure 1 is an example of covariate balance for a single analysis, before and after matching.

Figure 1

Difference between participants and non-participating comparison group before and after propensity score matching for the Year 4 literacy analysis



Weights transfer

After matching of participating and non-participating students, post-stratified weights were transferred from each participating student to their corresponding matched non-participant. Weight transfer is recommended (Lenis et al. 2017) to reduce any biases introduced through sampling.

Post-match modelling took these weights into account. The minimisation of errors which estimates $\hat{\beta}$ is adjusted for the fact each student observation is weighted by its stratum weights. These weights varied by year level and domain, and are listed in Table 7, Table 8, Table 9 and Table 10.

Table 7

Literacy weights for primary school year levels

Stratum			Year 4 weight	Year 5 weight	Year 6 weight
Funding per student	School size	School remoteness			
Highest	Biggest	Major Cities	1	1	1
Highest	Medium	Major Cities	6.61	7.90	8.19
Highest	Medium	Regional	4.13	3.35	6.24
Highest	Smallest	Major Cities	9.35	9.63	8.22
Highest	Smallest	Regional	4.68	4.50	4.57
Highest	Smallest	Remote	2.92	3.88	3.60
Lowest	Biggest	Major Cities	18.71	–	6
Lowest	Medium	Major Cities	8.41	10.65	9.58
Lowest	Medium	Regional	1.67	1	1
Lowest	Smallest	Major Cities	7.86	3	4.50

Table 8

Literacy weights for secondary school year levels

Stratum			Year 7 weight	Year 8 weight	Year 9 weight
Funding per student	School size	School remoteness			
Highest	Biggest	Major Cities	–	12.54	10.08
Highest	Medium	Major Cities	11.11	7.46	7.79
Highest	Medium	Regional	2.78	3.64	2.10
Highest	Smallest	Major Cities	1.20	1.17	1.31
Highest	Smallest	Regional	7.13	4.24	3.56
Highest	Smallest	Remote	1.10	1.06	2
Lowest	Biggest	Major Cities	13.77	27	10.52
Lowest	Biggest	Regional	1	1	1
Lowest	Medium	Major Cities	4	4	8
Medium	Biggest	Major Cities	7.02	6.21	7.84
Medium	Biggest	Regional	8.48	10.86	8.13
Medium	Medium	Major Cities	3.38	2.69	2.7
Medium	Medium	Regional	2.10	3.45	9.14
Medium	Smallest	Regional	1.9	1.11	1

Table 9

Numeracy weights for primary school year levels

Stratum			Year 4 weight	Year 5 weight	Year 6 weight
Funding per student	School size	School remoteness			
Highest	Biggest	Major Cities	1.79	1	1
Highest	Medium	Major Cities	6.78	5.93	4.49
Highest	Medium	Regional	4.18	4.23	10.92
Highest	Smallest	Major Cities	10.82	6.57	5.83
Highest	Smallest	Regional	4.81	5.67	3.96
Highest	Smallest	Remote	6	–	–
Lowest	Biggest	Major Cities	–	–	–
Lowest	Medium	Major Cities	10.62	17.38	18.75
Lowest	Medium	Regional	2	1	1
Lowest	Smallest	Major Cities	4.85	4.50	3.60
Medium	Biggest	Major Cities	1.47	1.56	5.43
Medium	Biggest	Regional	1	1	–
Medium	Medium	Major Cities	8.97	4.87	12.74
Medium	Medium	Regional	8.29	5.46	6.91
Medium	Smallest	Major Cities	4.20	4.75	4.02
Medium	Smallest	Regional	4.68	4.63	3.24
Medium	Smallest	Remote	–	1	–

Table 10

Numeracy weights for secondary school year levels

Stratum			Year 7 weight	Year 8 weight	Year 9 weight
Funding per student	School size	School remoteness			
Highest	Biggest	Major Cities	–	3.71	20.71
Highest	Medium	Major Cities	13.14	6.90	10.82
Highest	Medium	Regional	3.31	3.88	1.80
Highest	Smallest	Major Cities	1.09	1.29	1.24
Highest	Smallest	Regional	2.95	2.18	2.42
Highest	Smallest	Remote	1.09	1	–
Lowest	Biggest	Major Cities	7.51	11.03	5.96
Lowest	Biggest	Regional	1	1	1
Lowest	Medium	Major Cities	1	3.50	–
Medium	Biggest	Major Cities	5.71	7.47	6.70
Medium	Biggest	Regional	1.54	1.71	2.77
Medium	Medium	Major Cities	6.73	3.07	2.05
Medium	Medium	Regional	21.71	9.35	17.02
Medium	Smallest	Regional	1.72	1.28	1.75

Post-match modelling of the program impact on academic growth

We performed post-match modelling of academic growth with linear regressions using generalised estimating equations. This approach gives population-averaged estimates of the effect of the program. Because students in different year levels and domains grow at different, non-comparable rates, we fit a separate model for each year level and domain, with 12 models in total.

To compare the differences in growth between participants and non-participants, we included an interaction term between the timepoints of the outcome measure (baseline and outcome), and these 2 groups. This results in the following model equation:

$$Y_{jt} = \beta_0 + \beta_1 \times TIME_{jt} + \beta_2 \times GROUP_{jt} + \beta_3 \times \left(TIME_{jt} \times GROUP_{jt}\right) + \boldsymbol{X\gamma} + \epsilon_{jt}$$

where Y_{jt} represents assessment score of student j in calendar year t; $GROUP_{jt}$ is an indicator variable taking the value 1 if student j participated in COVID ILSP and 0 otherwise; $TIME_{jt}$ is an indicator variable for the timepoint, which equals 0 for observations at baseline and 1 for observations at outcome; $\boldsymbol{X}$ are all other potential confounders and $\boldsymbol{\gamma}$ are their corresponding coefficients, and ϵ_{jt} is the error term. All $\boldsymbol{X}$ are listed in Table 93 (for literacy models) and Table 94 (for numeracy models).

Each year group's baseline and outcome assessment scores were standardised against the baseline sample standard deviation of that year group, within each domain, to allow comparison of effect sizes.

Given that each student has 2 observations, one at baseline in 2021 and one at outcome in 2022, the appropriate correlation structure is a 2×2 matrix $\hat{\boldsymbol{W}} = \begin{bmatrix} 1 & \rho \\ \rho & 1 \end{bmatrix}$, where ρ the correlation parameter between observations from the same student. The same $\hat{\boldsymbol{W}}$ matrix is used to estimate the associated robust standard errors.

We conducted hypothesis testing on β_3 as that interaction term is the coefficient which determines if the academic growth of participating students was significantly larger than the growth of non-participating students. Because there were 12 hypothesis tests across the 6 year levels and 2 domains of interest, we applied a Bonferroni correction was applied. The reported confidence intervals therefore use the threshold $\alpha = {}^{0.05}/_{12} \approx 0.004167$.

As a sense check for the generalised estimating equation modelling process, similar linear mixed effects models were fit with a nested random intercept per student per school. The estimated coefficients and their standard errors were the same as the generalised estimating equations approach to the first decimal place.

Alternative modelling approaches

We explored alternative modelling strategies to see if the results we observed could be attributed to our analytical decisions. Once alternative analyses were conducted, no formal sensitivity analysis was conducted when it was clear there were no meaningful differences between the conclusions that we could draw from the different modelling strategies.

Table 11 shows other methodological decisions possible, and the pros and cons of each choice. Full model outputs are in Appendix 9: Model coefficients. The results do not meaningfully change through any of these analytical options.

Table 11

Strengths and weaknesses of methodological alternatives

Methodological alternative	Strengths	Weaknesses
Ignore sampling weights	The sampling weights used relied on population-level counts of participants, which are known to be unreliable due to incomplete reporting.	Ignoring weights would ignore the possibility that some types of schools are overrepresented in the sample.
Ignore sample and use entire population	Improves perceived accuracy of estimates.	Schools are known to systematically underreport participating students. Schools outside of the sample did not benefit from the intensive data cleaning support provided by the COVID ILSP team. Measurement error not incorporated into estimated standard errors.
Ignore researcher chosen model and use an automated variable selection procedure (LASSO) to select propensity score models	Researcher chosen variables on which to match students and control differences are based on research and intuition but may not actually be relevant. This can lead to overfit models and an overly-demanding matching process. Automated procedures can select a reduced number of variables which are still relevant to matching.	Reduced model may not include all variables of research interest, or all levels of encoded categorical variables.
Use imputed values to recover students' missing Check-in scores	33% of sampled students were missing either baseline or outcome Check-in scores. If these students were systematically different from those who completed Check-in, their absence could alter the estimated effect of the program. Multiple imputation may, under some circumstances, correct this bias.	Relies on simulation of Check-in results for students who truly did not participate in Check-in assessment. Sensitive to choice of imputation model. Assumes Check-in data is missing at random, which is a strong and untestable assumption.

Alternative: population model and unweighted model

The population model uses all participating students and finds matches for them in the whole population, before applying the same model. The population model ignores weights because it uses all students. This alternative is useful to see if the sampling introduced any bias to the estimates, however it has the risk of introducing its own biases due to unreliable data, especially unreported participating students who are incorrectly labelled as non-participating students.

The unweighted model used the same matching and post-match modelling procedure as the main analysis but excludes the weights, and assumes that the sample was equivalent to a simple random sample.

Alternative: LASSO model selection

As an alternative to researcher selected variables which might have produced an over-specified model, we used LASSO regressions to explore simpler, reduced models.

We performed 2 LASSO regressions to select variables: one regression selected variables most predictive of participation status, to be used in propensity score matching; and the second regression selected variables most predictive of Check-in results. We used 5-fold cross validation to determine the number of variables selected. We then combined these variables into one model equation and used it to both match the students and model Check-in after the matching. We produced a new model for each year level and area of focus combination. Table 100 (**PAGE 140**) and Table 101 (**PAGE 142**) show variables used in each final post-match model for literacy and numeracy, respectively.

Alternative: multiple imputation

We used multiple imputation to explore the possibility that students with lower academic performance were systematically missing from the Check-in data. If those students benefited from the program but were excluded due to missing baseline data, this could bias results. A third (33%) of students had to be excluded from analysis due to missing either their baseline or endpoint Check-in results, despite most of their other information being complete, including their program participation and demographics. Using an imputation procedure to preserve these observations would improve precision of estimates.

We followed standard multiple imputation procedures. For each analysis of a year level and domain, 10 imputations were conducted and pooled using Rubin's rules and chained equation (van Buuren 2018). Total tuition dosage and group size were also used to impute missing values. For each univariate imputation, the equations used 2-level predictive mean matching (Vink et al. 2015) to account for schools' clustering effects. Imputed values in one variable were then used to update missing values in the next variable, cycling through all variables. This process was repeated for 10 iterations to ensure convergence in the multivariate structure of the imputed values.

We explicitly included the dependent variables, Check-in scores, in the imputation process (Little 1992; Moons et al. 2006). Only values for participating students were imputed. Given the relative ease of finding matching non-participating students, it was not necessary to impute values for them. For a non-participating student to be matched to a participating student, the non-participating student had to have complete data in the first place.

Only student-level data required imputation. The missing data that we imputed where necessary was:

- Check-in reading score in 2021 and the date of the assessment
- Check-in reading score in 2022 and the date of the assessment
- Check-in numeracy score in 2021 and the date of the assessment
- Check-in numeracy score in 2022 and the date of the assessment
- Attendance rate in Semester 1 2022
- Socio-Educational Advantage.

Originally, the evaluation design intended to include students who were known to be participants but where their tuition focus (either literacy or numeracy) was not recorded. Without information on which tuition intervention they received, we do not know which Check-in measure (reading or numeracy) to evaluate the student on. Unfortunately, imputing tuition focus, then matching and modelling, leads to varying sample sizes between each imputation. In different imputations, different students may be assigned to literacy or numeracy tuition. It is uncertain how this may affect Rubin's rules to pool imputed estimates. In the absence of any existing statistical literature on this case, we excluded students from the analysis when we had no information at all about their tuition focus.

Analysis of student attendance as proxy for engagement

The analysis of student absences, as a proxy of student engagement, followed largely the same processes as the analysis of student academic outcomes:

1. We drew a sample and calculated sample weights.
2. We applied propensity score matching and transferred the sample weights to the matched non-participants.
3. We developed a post-match model and conducted hypothesis testing on the coefficient of interest.

The following sections only highlight where this analysis diverged from the analysis of academic outcomes.

Sampling and generating post-stratified weights

For attendance, participating students were not divided into their tuition focus because number of absences is an equally relevant measure of student engagement regardless of whether the student was tutored in literacy or numeracy. This resulted in larger sample sizes for each analysis, shown in Table 12. Given the new sample sizes, we also revised the sample weights (Table 13 and Table 14).

As described in the section 'Propensity score matching' following, we matched participants on their baseline academic performance, using Check-in results. Therefore, the sample was drawn only from students in year levels that performed Check-in in 2021.

Table 12

Sample sizes for attendance analysis

Year level	Schools sampled	Participants
4	185	1,687
5	187	1,850
6	169	1,057
7	81	1,317
8	87	1,585
9	71	1,258
Total	**282**	**8,754**

Table 13

Attendance weights for primary school year levels

Stratum			Year 4 weight	Year 5 weight	Year 6 weight
Funding per student	School size	School remoteness			
Highest	Biggest	Major Cities	1.35	1	1
Highest	Medium	Major Cities	6.80	7.05	7.22
Highest	Medium	Regional	5.05	3.80	7.36
Highest	Smallest	Major Cities	9.47	8.61	8.01
Highest	Smallest	Regional	4.65	5.29	4.65
Highest	Smallest	Remote	3.25	3.92	5.30
Lowest	Biggest	Major Cities	22.14	51	7.80
Lowest	Medium	Major Cities	7.46	10.37	11.63
Lowest	Medium	Regional	2.56	1	1
Lowest	Smallest	Major Cities	6.33	3.68	4.27
Medium	Biggest	Major Cities	1.68	1.80	3
Medium	Biggest	Regional	1	1	–
Medium	Medium	Major Cities	8.92	4.85	5.53
Medium	Medium	Regional	5.12	6.63	7.38
Medium	Smallest	Major Cities	6.34	6.34	5.11
Medium	Smallest	Regional	5.11	3.93	3.02
Medium	Smallest	Remote	–	1	–

Table 14

Attendance weights for secondary school year levels

Stratum			Year 7 weight	Year 8 weight	Year 9 weight
Funding per student	School size	School remoteness			
Highest	Biggest	Major Cities	93.10	7.20	11.63
Highest	Medium	Major Cities	8.72	6.10	7.75
Highest	Medium	Regional	3.55	4.50	2.26
Highest	Smallest	Major Cities	1.13	1.33	1.37
Highest	Smallest	Regional	3.91	3.24	2.97
Highest	Smallest	Remote	1.18	1.14	–
Lowest	Biggest	Major Cities	11.94	13.16	8.62
Lowest	Biggest	Regional	1	1	1
Lowest	Medium	Major Cities	3.33	2.46	2.19
Medium	Biggest	Major Cities	7.09	5.52	5.10
Medium	Biggest	Regional	3.45	3.65	4.43
Medium	Medium	Major Cities	3.32	3.28	2.82
Medium	Medium	Regional	3.13	4.06	8.80
Medium	Smallest	Regional	2.16	1.24	1.08
Other school			4.46	4.99	6.56

Propensity score matching

We used the same process of propensity score matching for attendance as for academic outcomes. Check-in attempt dates were no longer relevant, and only absences in Term 1 2022 rather than the whole semester were used for matching. Unlike the academic outcome analysis, the matching model for Year 9 needed no special adjustment as their initial matches were satisfactory.

Participants were matched to non-participants on the following variables.

Student properties

- Gender
- EAL/D status
- LBOTE status
- Socio-Educational Advantage
- Integrated funding support (disability) status
- Days absent in Term 1 2022
- Baseline 2021 Check-in reading
- Baseline 2021 Check-in numeracy

School properties

- School type
- ARIA+
- FOEI (2021)
- Number of full-time teaching staff (2021)
- Number of full-time non-teaching staff (2021)
- Total enrolments (2021)
- Percentage of female enrolments (2021)
- Percentage of Indigenous enrolments (2021)
- Percentage of LBOTE enrolments (2021)
- Total gross income per student (2021)
- Average attendance rate within the school (2021)

Post-match modelling

The post-match modelling for absences differed substantially from the approach for academic outcomes.

The post-match model for absences was a weighted negative-binomial generalised linear model, with a log-link, fit using generalised estimating equations. The negative-binomial approach was the most appropriate distribution for absences, which is count data that cannot go below 0. The generalised estimating equations approach gives population averaged estimates of the effect of the program. This resulted in the following model equation:

$$Y_j = \exp\left\{\beta_0 + \ln \alpha_j + \beta_1 \times GROUP_j \times \boldsymbol{X}\boldsymbol{\gamma} + \epsilon_j\right\}$$

where Y represents the number of absences for student j. $\ln \alpha_j$ is an offset term representing the number of days student j is enrolled in Term 4 2022; it is in the natural log scale. $GROUP_j$ is an indicator variable taking the value 1 if student j participated in the program and 0 otherwise. $\boldsymbol{X}$ are all other potential confounders and $\boldsymbol{\gamma}$ are their corresponding coefficients, and ϵ_j is the error term. All $\boldsymbol{X}$ are listed in Table 95.

Because the model is exponentiated, it is interpreted in multiplicative terms, that is, increases in the right-hand side are proportional to percentage changes in Y_j.

Given that students are more correlated within schools than between schools, the appropriate correlation structure is a $n \times n$ matrix $\hat{\boldsymbol{W}} = \begin{bmatrix} 1 & \dots & \rho \\ \vdots & \ddots & \vdots \\ \rho & \dots & 1 \end{bmatrix}$ for each school, where ρ is the correlation parameter between observations from the same school, and n varies according to the number of observations per school. The same $\hat{\boldsymbol{W}}$ matrix is used to estimate the associated robust standard errors.

We conducted hypothesis testing on β_1 as that is the coefficient which determines if the number of absences of participating students was significantly larger than the the absences of non-participating students. Because there were 6 hypothesis tests for attendance (one for each year level), we applied a Bonferroni correction, and for confidence intervals we used $\alpha = {}^{0.05}/_{6} \approx 0.0083$.

Appendix 2: Staff survey questionnaires

Survey introduction

Welcome to the 2022 survey for [principals / educators / teachers] about the COVID Intensive Learning Support Program (COVID ILSP).

The NSW Department of Education would like to hear your views about the program, and its impact for students, staff and schools. In your answers, please focus on your experiences during 2022.

About the 2022 survey

The survey focuses on:

- the impact of the program on student learning and engagement
- the impact of specific tuition approaches for particular cohorts and school contexts
- changes to school practices or staff capabilities as a result of the program
- changes to schools' learning and support approaches as a result of the program
- schools' implementation and use of assessments (either internal and/or third party) to measure student improvement
- development of leadership skills across a school as a result of the program.

Your responses are vital for improving the department's understanding of the impact of the COVID ILSP. We will use the results to improve learning support in the future. **Participation in this survey is voluntary**. There will be no consequences to you as an individual if you do not participate.

Privacy and information collected

The deidentified survey results will be shared with ARTD Consultants. ARTD and the Department of Education will write a report about the evaluation and will include the survey results in this report. The results may also be used in future publications and presentations. No individual or school will be identified in publications or reports. Any information provided in the survey will be used, disclosed, stored, retained and disposed of consistent with privacy legislation and other relevant laws. Data will be stored securely in NSW by the NSW Department of Education and on ARTD's secure server. For further information on ARTD's Privacy Policy, see Privacy Policy | ARTD. For information on the NSW Department of Education's Privacy Policy and privacy management see Privacy and Privacy information and forms. If you have any questions or concerns, please contact the program's Lead Evaluator, Cecile Casanova (COVIDIntensiveLearningSupportSurvey@det.nsw.edu.au).

All information and data collected through the survey will be combined with those from other survey participants. No school or individual will be identified in any publications or reports.

Staff survey questions

Table 15

Staff survey questions and logic

The following symbols indicate that the question was included in the survey for the relevant group of respondents:

P Principals/coordinators E Educators T Teachers

No.	Question	Response options	Respondent group	Programming instructions
1	Are you currently a school principal?	Yes No	P	If 'No', skip Q3
2	Are you currently your school's COVID ILSP coordinator?	Yes No	P	If 'No' to both Q1 and Q2, go to end of survey
3	Please select the school where you are currently the principal.	Drop down lists: School type School name	P	Skip next question
4	Please select the school where you are currently the COVID ILSP coordinator.	Drop down lists: School type School name	P	
5	Does your role involve delivering small group tuition for the COVID intensive learning support program?	Yes No	E	
6	Are you currently your school's COVID ILSP coordinator?	Yes No	E	If 'No' to Q5 and Q6, go to Q11
7	Which of the following options best describes how you have been employed in the COVID ILSP?	Teacher School Learning Support Officer (SLSO) Educational paraprofessional Educator (non-teacher)	E	

No.	Question	Response options	Respondent group	Programming instructions
8	Which of the following best describes your qualifications?	Accredited teacher Retired teacher (without NESA accreditation) Educational paraprofessional School Learning Support Officer (SLSO) University student studying Bachelor of Teaching University student studying Master of Teaching University academic Other (please specify)	E	
9	Please select the main school where you are delivering small group tuition. (If you deliver small group tuition at more than one school, please select the school you are most familiar with and answer the rest of the survey about the school you have selected.)	Drop down lists: School type School name	E	
10	How long have you been delivering small group tuition for the COVID intensive learning support program?	Less than 2 school terms At least 2 school terms but less than 4 school terms More than 4 school terms	E	
11	Are you currently a classroom teacher at a public school in NSW?	Yes No	T	
12	Are you currently your school's COVID ILSP coordinator?	Yes No	T	If 'Yes', include coordinator questions for this respondent If 'No' to Q11 and Q12, go to end of survey

No.	Question	Response options	Respondent group	Programming instructions
13	Please select the school where you are currently a classroom teacher. (If you teach at more than one school, please select the school you are most familiar with and answer the rest of the survey about the school you have selected.)	Drop down lists: School type School name	T	
14	Do you have students in any of your classes that are currently receiving, or have previously received, small group tuition through the COVID intensive learning support program?	Yes No Unsure	T	If 'No' or 'Unsure' go to end of survey
15	What impact has the COVID ILSP had on the learning progress of students?	Greatly increased learning progress Somewhat increased learning progress Neither increased nor decreased learning progress Somewhat decreased learning progress Greatly decreased learning progress	P E T	
16	You indicated that COVID ILSP had [insert response option from previous question]. Which of the following types of evidence do you have to support this? (Select all that apply)	Assessment results Observations Teacher judgment Student progress against the literacy and numeracy learning progressions Student engagement Other (please specify) None of the above	P E T	If 'Assessment results' is chosen, go to next question Otherwise, skip next question

No.	Question	Response options	Respondent group	Programming instructions
17	What assessments have you used to monitor student progress? (Select all that apply)	NAPLAN Check-in assessments DoE short assessments Literacy and Numeracy Learning Progressions data HSC minimum standards Third party assessments (for example, PAT tests) – Please specify which third party assessments Class-based assessments Unsure Other (please specify)	P E T	
18	What impact has the COVID ILSP had on: Student engagement Student motivation Student confidence Student attitude towards school Student attendance Student peer relationships Student homework behaviour	Greatly improved Slightly improved Neither improved nor worsened Somewhat worsened Greatly worsened	E T	
19	Did you feel sufficiently trained / prepared to start teaching small group tuition?	I had sufficient training I didn't have sufficient training, but had some training I had no training	E	
20	Have you used any of the following resources? (Select all that apply)	COVID ILSP professional learning modules COVID ILSP expert series COVID ILSP website COVID ILSP Microsoft Teams space COVID ILSP Coffee Catch Ups None of the above	P E	

No.	Question	Response options	Respondent group	Programming instructions
21	How helpful have the COVID ILSP resources been for: Your knowledge of evidence-based best practice in literacy Your knowledge of evidence-based best practice in numeracy Your understanding of reporting requirements Your ability to engage students in small group tuition Your ability to find answers to questions about the program Exchanging ideas about the program Changing staff practice Improving your data use/skills Your knowledge of different assessment techniques Your knowledge of students and how they learn Your understanding of PLAN2 Your knowledge of the learning progressions	Very helpful Somewhat helpful Neither helpful nor unhelpful Somewhat unhelpful Very unhelpful	P E	
22	Do you agree with the following statements about the impact of COVID ILSP on staff delivering the program? Staff are upskilling in evidence-based best practice in literacy Staff are upskilling in evidence-based best practice in numeracy Staff are upskilling in their use of data Staff have improved their knowledge of what works best in small group tuition Staff capabilities around the use of PLAN2 have improved Staff use of the learning progressions has improved	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	P	

No.	Question	Response options	Respondent group	Programming instructions
23	Do you agree with the following statements about the impact of COVID ILSP on you as a staff member? I am upskilling in evidence-based best practice in literacy I am upskilling in evidence-based best practice in numeracy I am upskilling in my use of data I have improved my knowledge of what works best in small group tuition My capabilities around the use of PLAN2 have improved My use of the learning progressions has improved	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	E T	
24	What impact, if any, has the COVID ILSP had on the following? Leadership capability in the school Collaboration among staff	Greatly improved Somewhat improved No impact Slightly worsened Greatly worsened	P	
25	What impact, if any, has the COVID ILSP had on you regarding: Your leadership skills Your collaboration with other staff	Greatly improved Somewhat improved No impact Slightly worsened Greatly worsened	E T	
26	Which staff did your school employ during 2022 to deliver small group tuition? (Select all that apply)	Qualified teachers SLSOs Non-teacher educators (for example retired teachers or university students studying education) Educational paraprofessionals Third party tuition providers Allied health professionals None of the above	P	

No.	Question	Response options	Respondent group	Programming instructions
27	What have been the most significant challenges in delivering the COVID ILSP during 2022? (Choose up to 3)	Recruiting educators with appropriate training and skills Frequent absences due to COVID or other illnesses Finding a suitable time for students to attend tuition sessions Finding a suitable space for educators to deliver tuition sessions Student attendance at tuition sessions Collaboration and communication among program staff and teachers Other (please describe)	P E T	Allow multiple responses, maximum of 3
28	Has your school changed the approach to delivering the COVID ILSP since the program began?	Yes No Unsure	P E T	If 'No' or 'Unsure' skip next 2 questions
29	What kind of changes has your school made? (Select all that apply)	Smaller tuition groups Larger tuition groups Recruited different types of people as educators Changed scheduling of classes to a different time Shorter session time for tuition groups Longer session time for tuition groups Changed how we identify students to take part in the program Other (please describe)	P E T	Limit comment box to 3 lines of text

No.	Question	Response options	Respondent group	Programming instructions
30	What were the reasons for the changes your school has made? (Select all that apply)	Solve staffing problems Improve student learning Student feedback Staff feedback Other (please describe)	P E T	If 'No' or 'Unsure' skip next 2 questions
31	Has your school changed approaches to other types of learning support (not just for the COVID intensive learning support program) since the program began?	Yes No Unsure	P E T	If 'No' or 'Unsure' skip next 2 questions
32	How has your school changed approaches to other types of learning support? (Select all that apply)	Introduced small group tuition outside the COVID ILSP Used data to track student progress outside the COVID ILSP Other (please specify)	P E T	Limit comment box to 3 lines of text
33	What were the reasons for the changes you have made to other types of learning support?	Solve staffing problems Improve student learning Student feedback Staff feedback Other (please describe)	P E T	Limit comment box to 3 lines of text

No.	Question	Response options	Respondent group	Programming instructions
34	What have been the most important factors in small group tuition for increasing the learning progress of students? (choose up to 3)	Qualifications/ experience of educators Educators' ability to motivate students Quality of relationship between educator and student Frequency of sessions Total hours of sessions Identifying the students best suited to the program Using data to keep track of students' progress Collaboration between ILSP educator and class teacher Other (please describe)	P E T	Limit comment box to 3 lines of text
35	Please add any other comments about the impact of the COVID ILSP for students, staff or the school.	Comment box	P E T	Limit comment box to 3 lines of text

Appendix 3: **Student survey questionnaires**

Primary school student survey

Introductory text

Hi there! Thanks for clicking on the link to the **COVID intensive learning support program student survey**.

You have been asked to complete this survey because you have taken part in small group tutoring sessions. The survey is part of an evaluation of the program and will help the department understand what worked well in the program and what could be done better.

We are interested in your thoughts and feelings about the small group tutoring sessions. There are no right or wrong answers and your teachers and tutors will not see your answers to these questions.

The survey will take **about 5 minutes**.

It's up to you if you want to do the survey. If you don't want to do it, you don't have to.

Two clickable buttons:

No, I don't want to do the survey **Finish**	Yes, I want to do the survey **Start**

Survey

1. **What school do you go to?** (drop down option)
2. **What year are you in?** (multiple choice option)

   Kindergarten

   Year 1

   Year 2

   Year 3

   Year 4

   Year 5

   Year 6

3. **How did you feel about the tutoring sessions?**
   Please choose the answer that best fits how you feel.
   (multiple choice option)


I really didn't like it


I didn't like it


Neither liked nor disliked it


I liked it


I really liked it

4. **How have the tutoring sessions changed your learning at school?**
   (multiple choice option)


A lot worse


A little worse


Stayed the same


A little better


A little better

5. **Has the tutoring changed how much you like school?**
   (multiple choice option)


I like school more


I feel the same as before about school


I like school less


I don't know

Secondary school student survey

Introductory text

Hi there! Thanks for clicking on the link to the **COVID intensive learning support program student survey**.

You have been asked to complete this survey because you have taken part in small group tutoring sessions. The survey is part of an evaluation of the program and will help the department understand what worked well in the program and what could be done better.

We are interested in your thoughts and feelings about the small group tutoring sessions. There are no right or wrong answers and your teachers and tutors will not see your answers to these questions.

The survey will take **about 5 minutes**.

It's up to you if you want to do the survey. If you don't want to do it, you don't have to.

Two clickable buttons:

No, I don't want to do the survey	Yes, I want to do the survey
Finish	**Start**

Survey

1. **What school do you go to?** (drop down option)
2. **What year are you in?** (multiple choice option)

   Year 7

   Year 8

   Year 9

   Year 10

   Year 11

   Year 12

3. **How did you feel about the tutoring sessions?**
   Please choose the answer that best fits how you feel.
   (multiple choice option)


I really didn't like it


I didn't like it


Neither liked nor disliked it


I liked it


I really liked it

4. **How have the tutoring sessions changed your learning at school?**
   (multiple choice option)


A lot worse


A little worse


Stayed the same


A little better


A little better

5. **Has the tutoring changed how you have engaged with school?**
   (multiple choice option)


I like school more


I feel the same as before about school


I like school less


I don't know

Appendix 4: **Staff interview and focus group guide**

Interviewer's introduction

Thank you for having us here to discuss your experience in implementing the COVID intensive learning support program. We are from ARTD Consultants, an independent consulting firm who have been engaged by the Department of Education to support the department's evaluation of the program.

The purpose of the evaluation is to understand the effectiveness of small group tuition as a strategy for addressing additional learning needs for students disrupted by COVID-19.

Our aim today is to understand your experience of the COVID ILSP. We will talk about the choices you made in delivering the program; the impact on student learning and engagement; impacts for school staff, what worked well and what might be done differently.

Before we begin, we wanted to check if you are comfortable for us to record this focus group? This is for note taking purposes and your feedback is confidential. We will not use any individual's name or any school's name in our report without written consent.

Interview questions

Implementation

Can you provide an overview of how your school is implementing the COVID intensive learning support program?

> **Prompt:**
> For example, frequency and duration of sessions, size of groups, structure of lessons

Why did you take this approach – what were the factors driving your choices?

Has your approach changed over time?

> **Prompt:**
> What changes were made?
> What were the reasons for the changes?

How did you choose which students to engage in the program?

Do you think this has been effective?

How are you monitoring student progress?

> **Prompt:**
> For example, PLAN2, learning Progressions, and/or Assessments
> Is there anything you would like to do differently with assessment?

What factors do you feel contribute most to the success of the program?

Prompt:
For example, length or frequency of sessions; qualifications and skills of tutors; the mode of delivery; collaboration between all stakeholders involved

What are the main challenges or limitations you have experienced with the program? – thinking particularly about this year, rather than last year?

Prompt to discuss challenges other than recruitment/staff shortages

(If not raised) Were COVID ISLP staff redeployed away from COVID ILSP due to staff shortages at any point?

Prompt:
How often did that happen in your school?
What was the impact on the implementation of the program?
What was the impact on the learning progress for the students?
Were cycles disrupted? Cancelled? Rescheduled?

What strategies have you used to address these challenges in implementation?

Have these strategies been successful?

Do you feel you have the teaching and learning resources, assessment tools, and professional learning assistance to effectively deliver this program?

Prompt:
Those whose roles involve delivering small group tuition – did you feel well prepared when you started doing this?
Is there anything else that could have been provided to better assist you in delivering the program?

(If not raised) Were you a part of the statewide COVID ILSP MS Teams platform, or did you draw on resources from this?

Did you use the COVID ILSP website?

How useful was the information on the website?

Did you attend any of the live professional learning sessions, or use any of the recordings?

Impacts

What impact has COVID ILSP had on student learning?

Prompt:

How do you know this? Can you provide any examples?

Are students transferring tuition skills to the classroom? How can you tell? What are classroom teachers noticing?

Are there students for which you didn't notice any impact/shift despite attending small group tuitions? Why do you think that is?

Have some students attended more than one cycle of small tuition? Why was that? What were the results?

Have you found the ILSP more effective or less effective for different groups of students?

Why do you think this is the case?

Prompt:

For example, Aboriginal and/or Torres Strait Islander students

Early years students (preschool to Year 2)

Students with additional learning needs

Students with English as an additional language or dialect

HSC students

Students from low socioeconomic backgrounds

What impact has COVID ILSP had on student engagement (for example, confidence, motivation, behaviour, attendance, etc.)?

Prompt:

How do you know this? Can you provide any examples?

Do you think that attending small group tuition was associated with any stigma or shame?

If so, what did the school do to try to address this?

Have you found that particular tuition approaches or modes of delivery work better than others? Which ones?

Prompt:

For example, In-class assistance vs kids taken out of their usual class or before/after school

If relevant at this school: online delivery, third party provider, allied health professionals as educators

Are there things about your particular school that have made a difference to how you've implemented the ILSP or how well it's worked here?

Prompt:

Your students, your community, particular staff members, factors outside your control

Has your school's involvement in the program prompted you to change the way you go about teaching or helped develop any new capabilities?

Prompt:

Explore – was there any learning support in your school before COVID ILSP?

If so, has the program led to any change in the way your school approaches learning and support?

What have been the impacts of the program for school staff?

Prompt:

Impact on skills

Impact on wellbeing

Impact on job satisfaction?

Did you appoint a coordinator for the program?

If yes, did this appointment change school leadership in any way?

For coordinator interview only:

Did the appointment develop your leadership skills?

Will it lead to further leadership opportunities?

Were any of the program resources particularly helpful or influential for staff?

Are there aspects of the program you will try to keep in your school/practice after/ if the program stops?

Is there anything else you would like to discuss today before we finish up?

Appendix 5: **Student interview guide**

Facilitator's introduction

Thanks so much for joining us here today to share your ideas about the Intensive Learning Support you've had over the past year following the COVID lockdowns.

Today, you're the teacher – we want to learn about your experience and your ideas. We know it can be tricky to remember what you felt about something you've done a while ago when you are put on the spot so we thought we would do some activities to help you think about it and let the creative side of your brain takeover.

There's no right or wrong way to do it and, although we are going to do some activities, the main point of them is to get some ideas flowing and I'll be jotting your ideas down on some post-it notes at the end.

We're going to collect all the ideas people have shared with us about the intensive learning support program, how it worked, what could have been better. At the end of the year we will write a report based on the ideas, but we won't share anyone's name.

And because we want everyone to feel safe to share their honest thoughts, we ask everyone here today not to talk about what other people said outside of the room.

We want to make sure that everyone's ideas are listened to, so we'd like you to keep doing all the things you normally do in the classroom to give everyone a go – listen when they are talking, be respectful and all that.

Of course, you don't have to do any of this if you don't want to – just let us know and you can leave.

So the plan for today is:

- Choose one of these activities to do for the next 35 minutes.
- Ideally we will have about 4–5 people in each group.
- Work together to think about these questions.

Activity 1 – Cartoon

This is someone in class before they started ILSP

This is what they loved about tutoring

This is what wasn't great

This is that person doing their schoolwork now

What was expected versus what was surprising in tutoring

The best tutoring program in the world

Activity 2 – Picture brainstorm

Grab a poster and cut out some magazine pictures to tell a story about your experience of ILSP learning support.

Things to think about might be:

- How you felt about school and learning before tutoring and how you feel now in the classroom or doing your homework.
- What was good about tutoring and what could have been better?
- Was it what you expected or were there surprises?
- If you were designing the best tutoring program in the world, what would it look like?

Activity 3 – Advertisement for the best learning support program in the world

Tell us in an ad design, a jingle/rap or a 30 second video/TikTok what makes the best learning support / tutoring program in the world.

You could think about who are the people who might get the most out of the tutoring / who you are aiming to reach with your ad?

You might compare great tutoring with not-so-great lessons.

You could show what you get out of it and how you feel at the end of it.

Appendix 6: **Parent/carer interview guide**

Introduction

Thanks so much for agreeing to talk to us about your child's experience with the intensive learning support program offered after the COVID lockdowns interrupted so much schooling. I'm from a company called ARTD, and we are helping the Department of Education to evaluate the program to learn about what has worked well for students in small group learning and what could be improved.

We're really keen to hear about your child's experience with the program and your own thoughts about how small group learning has been used in your child's school – particularly what's been helpful and not so helpful. We're using the information to write a report for the department but it's important for you to know that all the information we are gathering is going to be deidentified in the report – we won't identify you. So, we'd love you to speak freely and honestly. You don't have to answer any question you don't want to, and you can stop the interview at any point.

All your feedback will be confidential. ARTD and the department are committed to protecting your privacy and will comply with the relevant laws.

The interview will take about 15 minutes. Do you have any questions about the purpose of the interview or how your answers will be used?

Can I please confirm, do you agree to go ahead for the interview?

[If interviewee says no, do not proceed]

If you don't mind, I would also like to record the interview – just to help with the note taking. We won't be sharing this with the department. We will also destroy the recording once we have completed our evaluation. Are you happy for us to do that?

[Insert record of verbal consent]

Interview questions

Implementation

We understand that you may not be across all of the details, but could you please tell us what you know about how the small group learning program works in your school – how does your child get learning support?

Prompt: for example,
Withdrawn from class
Before or after school
Tuition during class.

Impacts

How does your child feel about attending the small group tuition sessions?

Prompt:
Why?
Has this changed over time?

Do you think the learning support has helped your child's learning? [If not, why not?]

Prompt:
How do you know this?
Can you provide any examples?

Have you noticed any changes in the way your child talks about learning or school since being involved in small group learning?

Prompt:
For example, have you noticed any changes in their confidence?
How do you know this?
Can you provide any examples?

Context

Do you think there are particular things about your child's school that shaped the way the small group learning worked?

Prompt:
Your community, particular staff members, factors outside the school's control

What are the things about the program that you think have helped your child the most?

Prompt: for example,
Number of sessions per week
Short or long sessions
Anything your child liked about the tutor
Having extra help in class / out of class
Tutor and class teacher worked together

What do you think could have been done better to provide more help for your child?

Prompt:
Were there things that made it difficult to provide the help your child needed?

Is there anything else you would like to tell us about the program and your experience before we finish up?

Appendix 7: **Staff survey results**

Table 16

Which of the following options best describes how you have been employed in the COVID ILSP? n=1,126

Response	Respondents	Weighted percentage	SE[4]	95% CI Lower bound	95% CI Upper bound	Raw count
Teacher	Educators	71.27	1.38	68.49	73.91	804
School learning support officer (SLSO)	Educators	19.1	1.19	16.86	21.55	218
Educational paraprofessional	Educators	7.05	0.79	5.66	8.76	77
Educator (non-teacher)	Educators	2.58	0.5	1.76	3.75	27

Table 17

Which of the following best describes your qualifications? n=1,125

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Accredited teacher	Educators	69.01	1.41	66.17	71.71	780
School learning support officer (SLSO)	Educators	13.1	1.02	11.22	15.24	150
University student studying Bachelor of Teaching	Educators	9.11	0.89	7.51	11.01	98
University student studying Master of Teaching	Educators	2.15	0.45	1.42	3.25	23
Educational paraprofessional	Educators	1.22	0.33	0.71	2.08	14
University academic	Educators	0.99	0.3	0.55	1.8	11
Retired teacher (without NESA accreditation)	Educators	0.98	0.3	0.54	1.78	11
Other (please specify)	Educators	3.43	0.56	2.49	4.72	38

4 Standard error of the weighted estimate

Table 18

Which of the following best describes your qualifications? Other (please specify)
n=38 free-text responses

Response	Raw count
University student or recent graduate	10
Retired accredited teacher	9
Provisional accreditation (working towards accreditation)	8
Teacher	8
Other (individual responses)	3

Table 19

How long have you been delivering small group tuition for the COVID ILSP? n=1,114

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
More than 4 school terms	Educators	52.07	1.54	49.06	55.07	579
At least 2 school terms but less than 4 school terms	Educators	40.42	1.51	37.5	43.41	453
Less than 2 school terms	Educators	7.51	0.81	6.06	9.27	82

Table 20

What impact has the COVID ILSP had on the learning progress of students? n=2,811

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly increased learning progress	Principals	56.86	1.58	53.74	59.94	603
	Coordinators	51.25	5.42	40.72	61.67	430
	Educators	56.50	1.46	53.61	59.34	690
	Teachers	43.99	2.16	39.81	48.26	252
Somewhat increased learning progress	Principals	37.68	1.55	34.69	40.76	389
	Coordinators	45.97	5.42	35.67	56.62	275
	Educators	39.51	1.44	36.72	42.37	477
	Teachers	36.76	2.11	32.73	40.99	202
Neither increased nor decreased learning progress	Principals	5.01	0.73	3.75	6.67	45
	Coordinators	1.82	1.42	0.39	8.05	26
	Educators	3.02	0.51	2.17	4.18	36
	Teachers	16.60	1.66	13.6	20.1	88
Somewhat decreased learning progress	Principals	0.45	0.23	0.17	1.2	4
	Coordinators	0.96	0.85	0.17	5.34	7
	Educators	0.78	0.28	0.39	1.58	8
	Teachers	1.83	0.56	1	3.32	11
Greatly decreased learning progress	Principals	0.00	0	0	0	0
	Coordinators	0.00	0	0	0	0
	Educators	0.19	0.14	0.05	0.78	2
	Teachers	0.82	0.41	0.3	2.19	4

Table 21

You indicated that the COVID ILSP has {insert response from previous question}. Which of the following types of evidence do you have to support this? (Select all that apply)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Observations (n=2,333)	Principals	81.44	1.26	78.83	83.79	841
	Coordinators	84.59	3.91	75.29	90.82	638
	Educators	87.76	0.98	85.71	89.56	1,053
	Teachers	81.56	1.71	77.97	84.69	43
Assessment results (n=2,156)	Principals	84.09	1.22	81.55	86.33	878
	Coordinators	80	4.32	70.19	87.17	595
	Educators	74.25	1.31	71.6	76.73	899
	Teachers	68.74	2.08	64.52	72.66	379
Teacher judgment (n=2,109)	Principals	79.82	1.29	77.18	82.23	816
	Coordinators	73.65	4.88	63.06	82.07	572
	Educators	72.84	1.32	70.18	75.35	870
	Teachers	78	1.85	74.17	81.41	423
Student engagement (n=1,967)	Principals	68.04	1.5	65.03	70.91	701
	Coordinators	75.39	4.85	64.73	83.65	534
	Educators	76.04	1.26	73.48	78.42	909
	Teachers	65.44	2.12	61.18	69.46	357
Student progress against the literacy and numeracy learning progressions (n=1,752)	Principals	67.11	1.53	64.05	70.04	708
	Coordinators	66.06	5.25	55.15	75.5	485
	Educators	62.53	1.44	59.67	65.31	755
	Teachers	51.9	2.22	47.55	56.22	289
Other (please specify) (n=346)	Principals	13.03	1.09	11.04	15.32	132
	Coordinators	16.69	4.18	9.99	26.55	103
	Educators	13.92	1.03	12.02	16.06	165
	Teachers	9.47	1.32	7.19	12.39	49

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
None of the above (n=7)	Principals	0.21	0.15	0.05	0.88	2
	Coordinators	0.01	0.01	0	0.1	1
	Educators	0.06	0.06	0.01	0.45	1
	Teachers	0.64	0.32	0.24	1.71	4

Table 22

You indicated that the COVID ILSP has {insert response from previous question}. Which of the following types of evidence do you have to support this? (Select all that apply)
n=342 coded free-text responses

Response	Raw count
Student engagement and confidence levels	92
Assessments (including PAT assessments, EA , PLAN2 data, Check-in assessments)	50
Comments about staff shortages	31
Student feedback	29
Improvements in student skills, and progress in class	27
Teacher feedback	26
NAPLAN results	24
Parent feedback	21
N/A response	18
Achievement of minimum standards	13
Better school practices being developed	4
Comments about students progressing at different speeds	4
COVID ILSP team feedback	2
Students are not showing improvement from COVID ILSP	2
Students being taken off the program due to increases in literacy and numeracy skills	2
Other (individual responses)	14

Table 23

What assessments have you used to monitor student progress? (Select all that apply)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Check-in assessments (n=1,455)	Principals	80.94	1.4	78.05	83.53	716
	Coordinators	66.53	5.83	54.33	76.85	429
	Educators	56.43	1.7	53.07	59.74	508
	Teachers	62.11	2.61	56.88	67.07	231
Class-based assessments (n=1,494)	Principals	74.37	1.52	71.27	77.24	651
	Coordinators	73.02	5.42	61.22	82.27	423
	Educators	60.33	1.68	57	63.58	540
	Teachers	82.03	2.05	77.65	85.7	303
Literacy and Numeracy Learning Progressions data (n=1,436)	Principals	71.89	1.58	68.69	74.88	636
	Coordinators	66.8	5.98	54.25	77.35	416
	Educators	63.92	1.65	60.63	67.09	573
	Teachers	60.06	2.64	54.78	65.12	227
NAPLAN (n=1,042)	Principals	60.92	1.71	57.52	64.21	544
	Coordinators	47.22	6.14	35.56	59.19	319
	Educators	37.9	1.66	34.71	41.21	346
	Teachers	41.46	2.64	36.39	46.71	152
Third party assessments (for example, PAT tests) – please specify which third-party assessments (n=720)	Principals	42.4	1.72	39.07	45.79	378
	Coordinators	41.41	6.03	30.28	53.5	249
	Educators	26.25	1.5	23.41	29.3	239
	Teachers	26.9	2.36	22.54	31.76	103
DoE [Department of Education] short assessments (n=669)	Principals	34.06	1.64	30.93	37.34	305
	Coordinators	35.97	5.92	25.35	48.18	229
	Educators	28.6	1.54	25.68	31.71	263
	Teachers	27.87	2.42	23.39	32.85	101

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
HSC minimum standards (n=199)	Principals	8.57	0.97	6.85	10.67	75
	Coordinators	5.03	2.31	2.01	12.01	41
	Educators	11.06	1.09	9.1	13.39	95
	Teachers	7.93	1.45	5.51	11.27	29
Other (please specify) (n=583)	Principals	26.71	1.54	23.79	29.84	232
	Coordinators	39.04	6.05	28	51.32	196
	Educators	32.61	1.61	29.52	35.85	290
	Teachers	16.62	2.01	13.04	20.95	61
Unsure (n=12)	Principals	0.34	0.24	0.08	1.33	2
	Coordinators	0	0	0	0	0
	Educators	0.91	0.32	0.45	1.82	8
	Teachers	0.48	0.36	0.11	2.05	2

Table 24

What assessments have you used to monitor student progress? (Other)
n=579 free-text responses

Response	Raw count
PAT	112
MacqLit/MiniLit	106
Essential assessment	67
Internal school-based assessments	52
Phonological awareness diagnostic test	42
IfSR	29
PM benchmarking	29
Dibels	25
WARN/L	22
SENA	20
YARC	19
Spelling tests	19
Work samples	16
Observations	15
Running records	11
CARS/STARS program	9
QuickSmart Assessments	8
DoE assessments	7
SWANS	7
HSC results	6
Little learners	6
Formative assessment	2
Torch tests	2
Best start data	2
Other (individual responses)	71

Table 25

What impact has the COVID ILSP had on student confidence? n=1,646

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	58.63	1.49	55.68	61.52	691
	Teachers	44.34	2.31	39.86	48.91	224
Somewhat improved	Educators	35.79	1.45	33	38.69	406
	Teachers	34.66	2.23	30.43	39.16	167
Neither improved nor worsened	Educators	3.87	0.59	2.88	5.2	44
	Teachers	18.09	1.83	14.76	21.97	83
Somewhat worsened	Educators	1.25	0.35	0.72	2.17	13
	Teachers	2.03	0.69	1.04	3.93	9
Greatly worsened	Educators	0.45	0.2	0.19	1.09	5
	Teachers	0.88	0.44	0.33	2.32	4

Table 26

What impact has the COVID ILSP had on student engagement? n=1,651

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	50.58	1.51	47.62	53.52	590
	Teachers	34.48	2.21	30.29	38.92	172
Somewhat improved	Educators	41.85	1.49	38.96	44.79	486
	Teachers	39.92	2.28	35.54	44.47	196
Neither improved nor worsened	Educators	6.07	0.72	4.81	7.64	70
	Teachers	21.63	1.94	18.07	25.67	103
Somewhat worsened	Educators	1.14	0.34	0.64	2.03	12
	Teachers	1.9	0.64	0.98	3.64	9
Greatly worsened	Educators	0.36	0.18	0.14	0.97	4
	Teachers	2.07	0.7	1.07	4	9

Table 27

What impact has the COVID ILSP had on student motivation? n=1,643

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	43.35	1.49	40.45	46.3	509
	Teachers	30.97	2.15	26.91	35.33	153
Somewhat improved	Educators	46.91	1.51	43.97	49.88	539
	Teachers	41.64	2.3	37.21	46.2	207
Neither improved nor worsened	Educators	8.28	0.84	6.78	10.08	93
	Teachers	23.37	2	19.67	27.53	109
Somewhat worsened	Educators	0.91	0.31	0.47	1.77	9
	Teachers	2.92	0.81	1.69	5.02	13
Greatly worsened	Educators	0.54	0.22	0.24	1.21	6
	Teachers	1.1	0.5	0.45	2.67	5

Table 28

What impact has the COVID ILSP had on student attitude towards school? n=1,637

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	31.21	1.4	28.54	34.01	364
	Teachers	26.17	2.04	22.37	30.36	130
Somewhat improved	Educators	47.95	1.51	45	50.91	556
	Teachers	38.94	2.28	34.57	43.5	190
Neither improved nor worsened	Educators	19.04	1.2	16.8	21.49	214
	Teachers	31.43	2.19	27.31	35.87	149
Somewhat worsened	Educators	1.37	0.37	0.81	2.32	14
	Teachers	2.53	0.76	1.39	4.55	11
Greatly worsened	Educators	0.43	0.19	0.18	1.04	5
	Teachers	0.93	0.47	0.35	2.48	4

Table 29

What impact has the COVID ILSP had on student peer relationships? n=1,639

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	23.11	1.27	20.72	25.7	270
	Teachers	17.65	1.75	14.47	21.35	89
Somewhat improved	Educators	40.47	1.48	37.61	43.41	474
	Teachers	30.17	2.14	26.14	34.54	147
Neither improved nor worsened	Educators	35.06	1.45	32.28	37.96	395
	Teachers	47.79	2.34	43.24	52.38	230
Somewhat worsened	Educators	1.25	0.35	0.72	2.17	13
	Teachers	3.53	0.89	2.15	5.75	16
Greatly worsened	Educators	0.1	0.1	0.01	0.7	1
	Teachers	0.85	0.42	0.32	2.25	4

Table 30

What impact has the COVID ILSP had on student attendance? n=1,633

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	16.64	1.14	14.53	18.99	187
	Teachers	15.32	1.65	12.36	18.83	78
Somewhat improved	Educators	33.57	1.43	30.83	36.42	391
	Teachers	26.42	2.05	22.6	30.63	131
Neither improved nor worsened	Educators	47.69	1.51	44.74	50.66	548
	Teachers	55.12	2.32	50.53	59.62	262
Somewhat worsened	Educators	1.89	0.43	1.21	2.94	20
	Teachers	2.01	0.69	1.02	3.91	9
Greatly worsened	Educators	0.2	0.14	0.05	0.81	2
	Teachers	1.14	0.51	0.47	2.72	5

Table 31

What impact has the COVID ILSP had on student homework behaviour? n=1,630

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	11.57	0.98	9.79	13.62	129
	Teachers	11.04	1.45	8.5	14.22	55
Somewhat improved	Educators	26.87	1.34	24.32	29.59	307
	Teachers	22.03	1.93	18.47	26.05	107
Neither improved nor worsened	Educators	60.32	1.49	57.37	63.19	697
	Teachers	64.22	2.24	59.71	68.48	310
Somewhat worsened	Educators	1.05	0.32	0.57	1.92	11
	Teachers	1.85	0.67	0.91	3.74	8
Greatly worsened	Educators	0.19	0.13	0.05	0.75	2
	Teachers	0.86	0.43	0.32	2.28	4

Table 32

Did you feel sufficiently trained/prepared to start teaching small group tuition? n=1,088

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
I had sufficient training	Educators	72.71	1.39	69.9	75.34	794
I didn't have sufficient training, but had some training	Educators	17.33	1.18	15.14	19.77	187
I had no training	Educators	9.96	0.93	8.28	11.95	107

Table 33

Have you used any of the following resources? (Select all that apply) n=2,177

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
COVID ILSP website (n=1,239)	Principals	66.65	1.53	63.58	69.58	688
	Coordinators	54.75	5.53	43.86	65.2	440
	Educators	46.52	1.55	43.5	49.56	513
COVID ILSP professional learning modules (n=1,252)	Principals	58.32	1.6	55.15	61.42	609
	Coordinators	65.09	5.3	54.12	74.66	446
	Educators	54.14	1.55	51.1	57.16	598
COVID ILSP Microsoft Teams space (n=1,010)	Principals	48.01	1.61	44.86	51.17	503
	Coordinators	57.33	5.51	46.36	67.63	405
	Educators	42.26	1.53	39.29	45.29	466
COVID ILSP Coffee Catch Ups (n=403)	Principals	13.47	1.09	11.48	15.74	143
	Coordinators	23.9	4.74	15.85	34.36	147
	Educators	22.01	1.28	19.6	24.62	244
COVID ILSP expert series (n=335)	Principals	10.87	0.97	9.11	12.93	120
	Coordinators	15.75	3.79	9.65	24.66	138
	Educators	17.78	1.17	15.61	20.19	204
None of the above (n=472)	Principals	15.13	1.18	12.96	17.6	145
	Coordinators	17.58	4.38	10.55	27.85	113
	Educators	28.89	1.41	26.21	31.73	315

Table 34

How helpful have the COVID ILSP resources been for your ability to find answers to questions about the program? n=2,059

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	25.72	1.44	23.01	28.64	254
	Coordinators	26.85	4.96	18.28	37.58	202
	Educators	27.58	1.42	24.88	30.46	287
Somewhat helpful	Principals	47.88	1.66	44.64	51.13	463
	Coordinators	40.39	5.51	30.2	51.48	313
	Educators	42.12	1.58	39.06	45.24	430
Neither helpful nor unhelpful	Principals	18.64	1.32	16.19	21.36	170
	Coordinators	28.52	5.31	19.31	39.95	129
	Educators	26.87	1.41	24.2	29.72	281
Somewhat unhelpful	Principals	5.82	0.78	4.47	7.54	55
	Coordinators	1.31	0.81	0.38	4.34	37
	Educators	2.49	0.51	1.66	3.71	24
Very unhelpful	Principals	1.94	0.45	1.23	3.07	19
	Coordinators	2.93	1.94	0.79	10.28	13
	Educators	0.94	0.3	0.5	1.76	10

Table 35

How helpful have the COVID ILSP resources been for your knowledge of evidence-based best practice in literacy? n=2,059

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	24.43	1.4	21.78	27.28	247
	Coordinators	23.09	4.6	15.3	33.3	192
	Educators	30.58	1.47	27.77	33.53	318
Somewhat helpful	Principals	48.92	1.65	45.69	52.17	467
	Coordinators	43.78	5.61	33.25	54.9	336
	Educators	43.36	1.59	40.28	46.5	441
Neither helpful nor unhelpful	Principals	19.51	1.32	17.04	22.23	183
	Coordinators	26.76	5.24	17.78	38.18	118
	Educators	23.27	1.35	20.72	26.03	239
Somewhat unhelpful	Principals	4.08	0.65	2.97	5.57	39
	Coordinators	1.22	0.83	0.32	4.52	24
	Educators	1.93	0.44	1.24	3	20
Very unhelpful	Principals	3.07	0.56	2.14	4.37	31
	Coordinators	5.14	2.78	1.74	14.21	23
	Educators	0.86	0.29	0.44	1.68	9

Table 36

How helpful have the COVID ILSP resources been for your understanding of reporting requirements?
n=2,056

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	27.12	1.47	24.35	30.09	267
	Coordinators	29.74	5.27	20.51	40.97	199
	Educators	29.21	1.46	26.44	32.15	301
Somewhat helpful	Principals	45.89	1.65	42.68	49.14	442
	Coordinators	32.82	5.12	23.66	43.51	319
	Educators	40.89	1.57	37.85	44.01	420
Neither helpful nor unhelpful	Principals	20.17	1.35	17.66	22.94	187
	Coordinators	31.36	5.35	21.92	42.65	135
	Educators	27.28	1.42	24.57	30.16	281
Somewhat unhelpful	Principals	3.5	0.6	2.49	4.89	34
	Coordinators	1.12	0.81	0.27	4.51	22
	Educators	1.63	0.41	0.99	2.67	16
Very unhelpful	Principals	3.32	0.59	2.33	4.69	32
	Coordinators	4.96	2.72	1.66	13.92	19
	Educators	0.99	0.32	0.53	1.85	10

Table 37

How helpful have the COVID ILSP resources been for your knowledge of evidence-based best practice in numeracy? n=2,046

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	22.42	1.36	19.86	25.2	226
	Coordinators	20.54	4.43	13.19	30.55	177
	Educators	27.54	1.43	24.83	30.43	288
Somewhat helpful	Principals	49	1.66	45.76	52.24	469
	Coordinators	40.16	5.51	29.98	51.27	323
	Educators	39.86	1.58	36.81	42.99	400
Neither helpful nor unhelpful	Principals	21.47	1.37	18.89	24.28	200
	Coordinators	34.52	5.52	24.61	45.98	145
	Educators	30.25	1.48	27.42	33.23	304
Somewhat unhelpful	Principals	4.08	0.65	2.98	5.57	39
	Coordinators	1.21	0.81	0.33	4.41	26
	Educators	1.37	0.37	0.8	2.33	14
Very unhelpful	Principals	3.04	0.56	2.11	4.36	30
	Coordinators	3.57	2.38	0.94	12.57	18
	Educators	0.98	0.31	0.52	1.83	10

Table 38

How helpful have the COVID ILSP resources been for your ability to engage students in small group tuition? n=2,058

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	30.44	1.52	27.56	33.49	301
	Coordinators	26.98	4.82	18.61	37.39	221
	Educators	37.38	1.54	34.4	40.45	389
Somewhat helpful	Principals	36.54	1.6	33.46	39.73	348
	Coordinators	28.43	5.02	19.67	39.2	259
	Educators	34.93	1.53	32	37.98	356
Neither helpful nor unhelpful	Principals	25.64	1.46	22.88	28.6	241
	Coordinators	36.43	5.56	26.36	47.84	165
	Educators	25.58	1.39	22.94	28.4	265
Somewhat unhelpful	Principals	4.89	0.72	3.65	6.51	46
	Coordinators	2.69	1.6	0.83	8.38	35
	Educators	1.45	0.38	0.86	2.43	15
Very unhelpful	Principals	2.5	0.52	1.66	3.73	24
	Coordinators	5.46	3	1.82	15.3	14
	Educators	0.66	0.26	0.31	1.41	7

Table 39

How helpful have the COVID ILSP resources been for improving your data use / skills? n=2,048

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	24.33	1.42	21.66	27.21	237
	Coordinators	23.66	4.84	15.49	34.39	188
	Educators	33.5	1.51	30.61	36.51	350
Somewhat helpful	Principals	40.41	1.63	37.26	43.64	390
	Coordinators	30.53	5.03	21.63	41.17	291
	Educators	37.1	1.55	34.12	40.19	378
Neither helpful nor unhelpful	Principals	28.09	1.5	25.23	31.13	262
	Coordinators	40.34	5.71	29.81	51.84	170
	Educators	26.6	1.42	23.91	29.47	270
Somewhat unhelpful	Principals	4.46	0.67	3.31	5.98	44
	Coordinators	1.81	1.43	0.38	8.18	26
	Educators	1.81	0.43	1.13	2.89	18
Very unhelpful	Principals	2.72	0.55	1.82	4.03	25
	Coordinators	3.66	2.44	0.97	12.88	16
	Educators	0.99	0.32	0.53	1.85	10

Table 40

How helpful have the COVID ILSP resources been for your knowledge of different assessment techniques? n=2,054

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	18.61	1.28	16.23	21.26	182
	Coordinators	16.28	4.08	9.76	25.9	142
	Educators	27.89	1.43	25.17	30.78	291
Somewhat helpful	Principals	43.03	1.64	39.84	46.28	414
	Coordinators	32.57	5.13	23.4	43.29	309
	Educators	43.01	1.59	39.93	46.14	437
Neither helpful nor unhelpful	Principals	31.8	1.55	28.84	34.91	301
	Coordinators	45.08	5.68	34.35	56.28	201
	Educators	26.78	1.41	24.1	29.64	277
Somewhat unhelpful	Principals	4.52	0.69	3.34	6.08	43
	Coordinators	2.58	1.6	0.76	8.43	30
	Educators	1.39	0.38	0.81	2.36	14
Very unhelpful	Principals	2.04	0.47	1.29	3.21	19
	Coordinators	3.5	2.38	0.9	12.61	11
	Educators	0.94	0.3	0.5	1.76	10

Table 41

How helpful have the COVID ILSP resources been for your knowledge of the learning progressions?
n=2,053

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	22.44	1.37	19.86	25.24	222
	Coordinators	24.74	4.8	16.54	35.28	186
	Educators	34.88	1.52	31.96	37.91	365
Somewhat helpful	Principals	38.51	1.61	35.4	41.72	372
	Coordinators	33.39	5.25	23.98	44.34	292
	Educators	38.94	1.57	35.91	42.05	390
Neither helpful nor unhelpful	Principals	31.34	1.55	28.39	34.45	295
	Coordinators	36.55	5.53	26.51	47.9	176
	Educators	23.76	1.36	21.2	26.53	246
Somewhat unhelpful	Principals	5.46	0.76	4.15	7.17	50
	Coordinators	0.4	0.1	0.25	0.65	26
	Educators	1.46	0.38	0.87	2.44	15
Very unhelpful	Principals	2.25	0.49	1.47	3.43	22
	Coordinators	4.92	2.72	1.63	13.93	14
	Educators	0.96	0.31	0.51	1.8	10

Table 42

How helpful have the COVID ILSP resources been for your understanding of PLAN2? n=2,054

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	22.1	1.36	19.55	24.89	220
	Coordinators	29.19	5.08	20.29	40.04	205
	Educators	36.27	1.54	33.32	39.33	378
Somewhat helpful	Principals	38.5	1.61	35.39	41.7	375
	Coordinators	35.41	5.38	25.68	46.51	283
	Educators	33.47	1.52	30.56	36.5	337
Neither helpful nor unhelpful	Principals	31.25	1.55	28.29	34.37	290
	Coordinators	30.06	5.26	20.83	41.24	163
	Educators	26.8	1.41	24.12	29.67	278
Somewhat unhelpful	Principals	5.31	0.76	4	7.01	48
	Coordinators	0.4	0.09	0.25	0.63	28
	Educators	2.12	0.47	1.38	3.25	21
Very unhelpful	Principals	2.84	0.55	1.94	4.15	27
	Coordinators	4.94	2.72	1.65	13.92	15
	Educators	1.34	0.36	0.79	2.28	14

Table 43

How helpful have the COVID ILSP resources been for changing staff practice? n=2,049

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	19.08	1.28	16.68	21.72	191
	Coordinators	14.02	3.69	8.21	22.92	126
	Educators	16.15	1.18	13.97	18.59	166
Somewhat helpful	Principals	39.01	1.61	35.9	42.22	380
	Coordinators	29.54	5.04	20.68	40.26	269
	Educators	34.49	1.53	31.56	37.54	353
Neither helpful nor unhelpful	Principals	34.6	1.59	31.54	37.79	319
	Coordinators	52.57	5.63	41.58	63.31	258
	Educators	46.21	1.6	43.1	49.36	471
Somewhat unhelpful	Principals	4.61	0.69	3.42	6.17	45
	Coordinators	0.4	0.09	0.25	0.63	27
	Educators	2.26	0.47	1.51	3.39	24
Very unhelpful	Principals	2.71	0.55	1.82	4.01	25
	Coordinators	3.48	2.33	0.92	12.35	14
	Educators	0.89	0.3	0.46	1.72	9

Table 44

How helpful have the COVID ILSP resources been for your knowledge of students and how they learn?
n=2,053

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	18.14	1.27	15.78	20.75	178
	Coordinators	15.26	3.82	9.16	24.34	146
	Educators	32.52	1.5	29.66	35.52	336
Somewhat helpful	Principals	39.58	1.62	36.45	42.81	383
	Coordinators	33.51	5.27	24.07	44.48	290
	Educators	37.13	1.55	34.15	40.22	378
Neither helpful nor unhelpful	Principals	35.73	1.6	32.67	38.92	336
	Coordinators	47.36	5.67	36.54	58.43	222
	Educators	28.12	1.43	25.4	31.02	291
Somewhat unhelpful	Principals	4.66	0.7	3.47	6.25	44
	Coordinators	0.34	0.08	0.21	0.54	24
	Educators	1.16	0.35	0.65	2.08	12
Very unhelpful	Principals	1.88	0.45	1.17	3.01	18
	Coordinators	3.54	2.38	0.93	12.57	12
	Educators	1.06	0.33	0.58	1.93	11

Table 45

How helpful have the COVID ILSP resources been for exchanging ideas about the program? n=2,052

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Very helpful	Principals	18.88	1.28	16.49	21.52	188
	Coordinators	11.78	3.43	6.54	20.32	136
	Educators	24.21	1.37	21.63	27.01	249
Somewhat helpful	Principals	37.97	1.61	34.88	41.17	371
	Coordinators	34.65	5.29	25.11	45.62	284
	Educators	35.7	1.53	32.76	38.76	369
Neither helpful nor unhelpful	Principals	35.57	1.6	32.51	38.76	332
	Coordinators	50.01	5.66	39.09	60.94	229
	Educators	37.27	1.55	34.28	40.36	379
Somewhat unhelpful	Principals	5.22	0.75	3.92	6.91	48
	Coordinators	1.96	1.56	0.4	8.95	30
	Educators	1.85	0.44	1.16	2.95	18
Very unhelpful	Principals	2.36	0.51	1.54	3.6	22
	Coordinators	1.59	1.37	0.29	8.28	14
	Educators	0.96	0.31	0.51	1.79	10

Table 46

Do you agree with the following statements about the impact of the COVID ILSP on staff delivering the program? Staff are upskilling in their use of data. n=1,267

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Principals	47.16	1.64	43.96	50.39	473
	Coordinators	46.44	5.69	35.64	57.58	309
Somewhat agree	Principals	39.67	1.61	36.56	42.88	381
	Coordinators	36.61	5.35	26.86	47.58	291
Neither agree nor disagree	Principals	9.46	0.99	7.69	11.58	87
	Coordinators	15.27	4.37	8.5	25.91	78
Somewhat disagree	Principals	2.29	0.52	1.47	3.56	20
	Coordinators	0.18	0.06	0.09	0.36	10
Strongly disagree	Principals	1.42	0.38	0.83	2.41	14
	Coordinators	1.51	1.38	0.24	8.7	9

Table 47

Do you agree with the following statements about the impact of the COVID ILSP on you as a staff member? I am upskilling in my use of data. n=1,567

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Educators	49.42	1.54	46.39	52.44	551
	Teachers	28.51	2.15	24.49	32.9	135
Somewhat agree	Educators	36.52	1.49	33.65	39.49	399
	Teachers	34.53	2.28	30.2	39.13	159
Neither agree nor disagree	Educators	11.34	0.98	9.56	13.4	126
	Teachers	27.74	2.16	23.71	32.18	125
Somewhat disagree	Educators	1.59	0.38	1	2.54	18
	Teachers	3.26	0.82	1.98	5.32	16
Strongly disagree	Educators	1.13	0.35	0.61	2.05	11
	Teachers	5.96	1.14	4.08	8.62	27

Table 48

Do you agree with the following statements about the impact of the COVID ILSP on staff delivering the program? Staff are upskilling in evidence-based best practice in literacy. n=1,268

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Principals	42.61	1.62	39.46	45.81	432
	Coordinators	41.79	5.6	31.37	52.99	302
Somewhat agree	Principals	41.79	1.63	38.64	45.02	397
	Coordinators	41.1	5.58	30.76	52.3	282
Neither agree nor disagree	Principals	11.82	1.08	9.86	14.1	111
	Coordinators	16.78	4.45	9.75	27.35	95
Somewhat disagree	Principals	2.26	0.5	1.46	3.47	21
	Coordinators	0.21	0.07	0.11	0.42	11
Strongly disagree	Principals	1.53	0.4	0.91	2.54	15
	Coordinators	0.11	0.05	0.05	0.26	8

Table 49

Do you agree with the following statements about the impact of the COVID ILSP on you as a staff member? I am upskilling in evidence-based best practice in literacy. n=1,564

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Educators	44.79	1.54	41.8	47.81	500
	Teachers	26.37	2.08	22.49	30.66	127
Somewhat agree	Educators	35.68	1.48	32.82	38.63	390
	Teachers	33	2.26	28.73	37.57	151
Neither agree nor disagree	Educators	16.25	1.14	14.13	18.61	177
	Teachers	29.27	2.2	25.15	33.75	133
Somewhat disagree	Educators	1.53	0.38	0.94	2.47	17
	Teachers	5.25	1.09	3.48	7.84	23
Strongly disagree	Educators	1.77	0.42	1.1	2.82	18
	Teachers	6.12	1.15	4.22	8.79	28

Table 50

Do you agree with the following statements about the impact of the COVID ILSP on staff delivering the program? Staff have improved their knowledge of what works best in small group tuition. n=1,269

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Principals	42.08	1.62	38.94	45.28	428
	Coordinators	45.11	5.64	34.46	56.23	297
Somewhat agree	Principals	40.55	1.62	37.41	43.76	389
	Coordinators	34.65	5.4	24.94	45.84	279
Neither agree nor disagree	Principals	12.93	1.13	10.87	15.31	119
	Coordinators	19.85	4.75	12.12	30.77	98
Somewhat disagree	Principals	3.14	0.61	2.14	4.57	27
	Coordinators	0.26	0.08	0.15	0.46	16
Strongly disagree	Principals	1.31	0.37	0.75	2.27	13
	Coordinators	0.13	0.05	0.05	0.3	8

Table 51

Do you agree with the following statements about the impact of the COVID ILSP on you as a staff member? I have improved my knowledge of what works best in small group tuition. n=1,568

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Educators	54.75	1.54	51.72	57.74	611
	Teachers	27.51	2.14	23.52	31.89	129
Somewhat agree	Educators	32.32	1.44	29.56	35.22	358
	Teachers	32.66	2.24	28.43	37.2	153
Neither agree nor disagree	Educators	11.18	0.98	9.4	13.25	120
	Teachers	29.81	2.22	25.66	34.33	133
Somewhat disagree	Educators	0.93	0.3	0.5	1.75	10
	Teachers	5	1.04	3.31	7.48	23
Strongly disagree	Educators	0.81	0.29	0.39	1.65	8
	Teachers	5.01	1.04	3.32	7.51	23

Table 52

Do you agree with the following statements about the impact of the COVID ILSP on staff delivering the program? Staff are upskilling in evidence-based best practice in numeracy. n=1,263

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Principals	37.25	1.58	34.21	40.41	379
	Coordinators	33.15	5.39	23.53	44.42	248
Somewhat agree	Principals	44.08	1.64	40.89	47.31	420
	Coordinators	36.63	5.42	26.77	47.75	291
Neither agree nor disagree	Principals	14.72	1.19	12.53	17.22	135
	Coordinators	29.9	5.28	20.66	41.14	135
Somewhat disagree	Principals	2.42	0.51	1.6	3.65	23
	Coordinators	0.23	0.07	0.13	0.43	14
Strongly disagree	Principals	1.53	0.4	0.91	2.55	15
	Coordinators	0.08	0.04	0.03	0.22	6

Table 53

Do you agree with the following statements about the impact of the COVID ILSP on you as a staff member? I am upskilling in evidence-based best practice in numeracy. n=1,555

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Educators	38.86	1.51	35.94	41.86	430
	Teachers	24.72	2.04	20.94	28.94	119
Somewhat agree	Educators	33.26	1.46	30.46	36.19	363
	Teachers	30.55	2.22	26.37	35.08	137
Neither agree nor disagree	Educators	23.66	1.32	21.16	26.35	255
	Teachers	32.91	2.25	28.65	37.47	153
Somewhat disagree	Educators	2.44	0.48	1.67	3.57	27
	Teachers	5.36	1.09	3.58	7.93	24
Strongly disagree	Educators	1.77	0.42	1.11	2.83	18
	Teachers	6.47	1.19	4.49	9.22	29

Table 54

Do you agree with the following statements about the impact of the COVID ILSP on staff delivering the program? Staff capabilities around the use of PLAN2 have improved. n=1,264

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Principals	35.42	1.56	32.42	38.54	361
	Coordinators	43.94	5.68	33.28	55.2	272
Somewhat agree	Principals	38.12	1.6	35.03	41.3	369
	Coordinators	30.68	5.06	21.73	41.37	254
Neither agree nor disagree	Principals	19.75	1.34	17.25	22.51	181
	Coordinators	20.26	4.69	12.58	30.98	129
Somewhat disagree	Principals	4.21	0.69	3.05	5.78	38
	Coordinators	1.95	1.56	0.4	8.95	26
Strongly disagree	Principals	2.51	0.53	1.66	3.78	23
	Coordinators	3.16	2.07	0.86	10.92	14

Table 55

Do you agree with the following statements about the impact of the COVID ILSP on you as a staff member? My capabilities around the use of PLAN2 have improved. n=1,567

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Educators	43.9	1.53	40.92	46.92	491
	Teachers	22.3	1.97	18.68	26.4	107
Somewhat agree	Educators	30.33	1.42	27.62	33.19	333
	Teachers	27.14	2.13	23.17	31.51	126
Neither agree nor disagree	Educators	21.12	1.26	18.75	23.7	233
	Teachers	37.26	2.33	32.82	41.92	170
Somewhat disagree	Educators	1.89	0.43	1.21	2.94	20
	Teachers	5.98	1.14	4.1	8.66	27
Strongly disagree	Educators	2.76	0.52	1.9	4	28
	Teachers	7.32	1.26	5.19	10.22	32

Table 56

Do you agree with the following statements about the impact of the COVID ILSP on staff delivering the program? Staff use of the learning progressions has improved. n=1,268

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Principals	35.75	1.57	32.74	38.88	364
	Coordinators	38.09	5.56	27.92	49.42	263
Somewhat agree	Principals	37.89	1.6	34.81	41.08	366
	Coordinators	34.43	5.26	24.95	45.34	261
Neither agree nor disagree	Principals	20.18	1.34	17.68	22.93	189
	Coordinators	22.31	4.9	14.17	33.32	134
Somewhat disagree	Principals	4.39	0.7	3.2	6	39
	Coordinators	2.03	1.56	0.45	8.78	29
Strongly disagree	Principals	1.78	0.43	1.11	2.87	17
	Coordinators	3.14	2.06	0.85	10.93	11

Table 57

Do you agree with the following statements about the impact of the COVID ILSP on you as a staff member? My use of the learning progressions has improved. n=1,567

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Strongly agree	Educators	44.25	1.53	41.26	47.27	491
	Teachers	21.72	1.96	18.13	25.79	104
Somewhat agree	Educators	34.92	1.47	32.09	37.86	382
	Teachers	31.98	2.24	27.76	36.53	146
Neither agree nor disagree	Educators	18.13	1.18	15.92	20.57	204
	Teachers	35.1	2.29	30.75	39.71	163
Somewhat disagree	Educators	1.38	0.36	0.83	2.31	15
	Teachers	4.78	1.04	3.11	7.28	21
Strongly disagree	Educators	1.32	0.37	0.76	2.29	13
	Teachers	6.42	1.19	4.44	9.19	28

Table 58

What impact, if any, has the COVID ILSP had on the following? Leadership capability in the school. n=1,265

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Principals	21.28	1.33	18.79	24.01	214
	Coordinators	23.02	4.76	15.01	33.63	138
Somewhat improved	Principals	46.89	1.64	43.69	50.11	462
	Coordinators	32.57	5.31	23.12	43.7	298
No impact	Principals	31.66	1.54	28.72	34.76	302
	Coordinators	44.34	5.73	33.58	55.66	252
Slightly worsened	Principals	0.07	0.07	0.01	0.47	1
	Coordinators	0.03	0.02	0.01	0.14	2
Greatly worsened	Principals	0.1	0.1	0.01	0.73	1
	Coordinators	0.03	0.03	0	0.23	1

Table 59

What impact, if any, has the COVID ILSP had on you regarding your leadership skills? n=1,568

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	32.89	1.45	30.11	35.78	364
	Teachers	11.8	1.55	9.08	15.19	54
Somewhat improved	Educators	37.6	1.49	34.71	40.57	416
	Teachers	27.11	2.13	23.14	31.49	126
No impact	Educators	28.56	1.39	25.92	31.36	319
	Teachers	60.19	2.35	55.5	64.7	275
Slightly worsened	Educators	0.73	0.26	0.36	1.46	8
	Teachers	0.68	0.39	0.22	2.08	3
Greatly worsened	Educators	0.23	0.16	0.06	0.93	2
	Teachers	0.22	0.22	0.03	1.58	1

Table 60

What impact, if any, has the COVID ILSP had on the following? Collaboration among staff. n=1,264

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Principals	36.99	1.57	33.96	40.13	376
	Coordinators	33.66	5.28	24.19	44.66	242
Somewhat improved	Principals	44.76	1.63	41.58	47.99	437
	Coordinators	43.21	5.71	32.52	54.57	331
No impact	Principals	18.04	1.29	15.64	20.73	165
	Coordinators	23.04	4.93	14.78	34.05	114
Slightly worsened	Principals	0.1	0.1	0.01	0.73	1
	Coordinators	0.06	0.04	0.01	0.24	2
Greatly worsened	Principals	0.1	0.1	0.01	0.73	1
	Coordinators	0.03	0.03	0	0.23	1

Table 61

What impact, if any, has the COVID ILSP had on you regarding your collaboration with other staff? n=1,571

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Greatly improved	Educators	51.57	1.54	48.54	54.58	580
	Teachers	25.59	2.08	21.73	29.86	121
Somewhat improved	Educators	35.85	1.48	33	38.8	393
	Teachers	34.82	2.3	30.46	39.44	159
No impact	Educators	11.41	0.98	9.62	13.49	125
	Teachers	37.73	2.33	33.28	42.41	172
Slightly worsened	Educators	1.07	0.32	0.6	1.91	12
	Teachers	1.64	0.63	0.77	3.45	7
Greatly worsened	Educators	0.1	0.1	0.01	0.73	1
	Teachers	0.22	0.22	0.03	1.58	1

Table 62

Which staff did your school employ during 2022 to deliver small group tuition? (Select all that apply)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Qualified teachers (n=1,125)	Principals	87.36	1.12	85	89.4	870
	Coordinators	84.4	4.17	74.39	90.97	601
SLSOs (n=524)	Principals	42.48	1.62	39.33	45.68	415
	Coordinators	35.77	5.38	26.02	46.86	283
Non-teacher educators (for example, retired teachers or university students studying education) (n=127)	Principals	8.94	0.94	7.26	10.97	86
	Coordinators	10.73	3.7	5.34	20.39	70
Educational paraprofessionals (n=80)	Principals	5.2	0.72	3.96	6.8	52
	Coordinators	6.97	2.72	3.19	14.59	42
Third party tuition providers (n=15)	Principals	1.01	0.32	0.54	1.89	10
	Coordinators	1.72	1.55	0.29	9.54	8
Allied health professionals (n=26)	Principals	2.2	0.5	1.41	3.41	20
	Coordinators	2.88	1.87	0.79	9.93	12
None of the above (n=14)	Principals	1.2	0.38	0.64	2.23	10
	Coordinators	1.77	1.59	0.3	9.73	9

Table 63

What have been the most significant challenges in delivering the COVID ILSP during 2022? (Choose up to 3)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Frequent absences due to COVID or other illnesses (n=1,770)	Principals	74.14	1.46	71.18	76.9	733
	Coordinators	73.52	5.14	62.34	82.32	490
	Educators	67.61	1.45	64.7	70.39	751
	Teachers	61.6	2.35	56.9	66.09	286

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Recruiting educators with appropriate training and skills (n=707)	Principals	43.02	1.64	39.84	46.25	405
	Coordinators	39.71	5.79	29.08	51.41	223
	Educators	13.6	1.07	11.64	15.83	146
	Teachers	34.95	2.3	30.58	39.59	156
Student attendance at tuition sessions (n=841)	Principals	28.75	1.48	25.94	31.72	290
	Coordinators	28.84	5.21	19.77	40	220
	Educators	39.01	1.51	36.09	42.01	429
	Teachers	27.39	2.17	23.34	31.84	122
Finding a suitable space for educators to deliver tuition sessions (n=579)	Principals	16.84	1.22	14.58	19.37	170
	Coordinators	21.32	4.75	13.46	32.07	127
	Educators	26.31	1.36	23.74	29.06	292
	Teachers	23.97	2.02	20.24	28.15	117
Finding a suitable time for students to attend tuition sessions (n=775)	Principals	15.61	1.2	13.41	18.1	152
	Coordinators	28.68	5.39	19.35	40.27	152
	Educators	38.32	1.51	35.41	41.31	417
	Teachers	46.21	2.41	41.54	50.95	206
Collaboration and communication among program staff and teachers (n=374)	Principals	8.54	0.93	6.9	10.54	82
	Coordinators	2.27	0.98	0.97	5.23	67
	Educators	18.78	1.21	16.51	21.27	204
	Teachers	19.94	1.95	16.38	24.05	88
Other (please describe) (n=489)	Principals	18.59	1.28	16.2	21.24	180
	Coordinators	33.4	5.52	23.56	44.94	167
	Educators	21.07	1.25	18.72	23.62	236
	Teachers	15.73	1.74	12.62	19.45	73

Table 64

What have been the most significant challenges in delivering the COVID ILSP during 2022? (Choose up to 3) Other (please describe) n=486 free-text responses

Response	Raw count
COVID ILSP tutors needing to be redeployed to cover classes due to shortage of casual teachers and staff absences	236
General comments about the challenge of staff shortages	56
No challenges	42
Timetabling lessons due to other school activities	30
Not enough funding to deliver the program as intended to the number of students that require support	28
Student absences	28
Withdrawing students from class causes disruption to classroom learning	19
Too much time required to do paperwork / admin / data collection and entry	16
Generating staff buy-in to the program, and fostering collaboration	12
Challenges with space and infrastructure / resources at the school	7
School impacted by floods	7
Data collection methods / rationale was not suitable	6
Disruptive student behaviour during tutoring	6
Uncertainty of whether funding will continue	6
Students not wanting to go to tutoring	4
Upskilling tutors in data collection and entry	3
Stigma associated with COVID ILSP	3
Unique circumstances of schools for specific purposes / hospital schools (for example, short enrolments)	3
Lack of support from parents	2
Creating successful groups of students that will work well together	2
Other (individual responses)	12

Table 65

Has your school changed the approach to delivering the COVID ILSP since the program began? n=2,568

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Yes	All roles	42.71	2.19	38.47	47.06	1,360
No	All roles	25.51	1.92	21.94	29.45	729
Unsure	All roles	31.78	2.1	27.81	36.04	479

Table 66

What kind of changes has your school made? (Select all that apply) n=1,348

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Changed how we identify students to take part in the program	All roles	55.62	3.38	48.93	62.11	788
Smaller tuition groups	All roles	52.83	3.38	46.19	59.38	674
Changed scheduling of classes to a different time	All roles	41.74	3.33	35.38	48.38	550
Recruited different types of people as educators	All roles	29.85	3.11	24.14	36.28	436
Shorter session time for tuition groups	All roles	15.13	2.39	11.02	20.43	285
Longer session time for tuition groups	All roles	8.72	1.85	5.71	13.1	135
Larger tuition groups	All roles	8.5	1.95	5.38	13.18	125
Other (please describe)	All roles	13.38	2.25	9.54	18.45	257

Table 67

What kind of changes has your school made? Other (please describe)
n=252 thematically coded free-text responses

Response	Raw count
Program was stopped / unable to run due to teacher absences	42
In-class support, as opposed to removing students from class for support	36
Program schedule / timing adjustments	33
Individualised support	31
Changed content of tutoring	25
Data usage	19
Change in range of students	17
Staff changes	17
Increased identification of students in need	15
Specialised additional classes	12
Mixed delivery	11
Utilising external programs (for example, MiniLit/MacqLit)	11
Changed method of learning in tutoring	11
Greater collaboration with classroom teachers	10
SLSO utilisation	10
Size of groups	6
Online delivery of support	5
Support generalised to all students	5
Professional learning / upskilling of staff	4
Changes in utilisation of funding	3
Moved to withdrawal method	3
Consistency	3
Communication with parents	2
Use of teaching sprint tools	2
Increased communication	2

Response	Raw count
N/A	2
Updating resources used for COVID ILSP	1
Unsure	1
Other (individual responses)	8

Table 68

What were the reasons for the changes your school has made? (Select all that apply) n=1,345

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Improve student learning	All roles	73.99	3.01	67.67	79.45	1,046
Staff feedback	All roles	46.33	3.37	39.81	52.97	647
Solve staffing problems	All roles	41.34	3.34	34.98	48.01	537
Student feedback	All roles	22.9	2.82	17.84	28.9	319
Other (please describe)	All roles	7.99	1.84	5.04	12.43	132

Table 69

What were the reasons for the changes your school has made? Other (please describe) n=128 thematically coded free-text responses

Response	Raw count
Change in range of students covered	16
Student engagement and attendance	12
Change of focus in tutoring	12
Reaching goals or targets / student outcome	11
Better target student needs	11
Results from data and assessments	10
Reflection on impacts from previous year and student improvements	9
Inability to recruit staff due to staff shortages	9
Better utilisation of staff skills	9
Executive / management involvement	7
Better alignment with and less disruption to classroom learning	9
Increased time for student support	5
Time constraints or scheduling issues	5
Budget constraints	5
Unsure / N/A	5
Staff feedback	5
Parent feedback	4
Increased identification of students in need	4
Individualised support	3
Foster staff professional learning or upskilling	3
Class withdrawal	2
Program was unable to run	2
Staff changes	2
Student feedback	2
Opportunity for innovation	1
Staff reflection on what is working well and can be improved	1
Online support	1

Table 70

Was your school changed approaches to other types of learning support (not just for the COVID ILSP) since the program began? n=2,536

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Yes	Principals	60.28	1.61	57.08	63.4	600
	Coordinators	42.23	5.62	31.76	53.45	360
	Educators	34.83	1.47	32.01	37.77	389
	Teachers	37.16	2.32	32.73	41.82	175
No	Principals	36.15	1.58	33.11	39.31	347
	Coordinators	42.75	5.73	32.05	54.17	247
	Educators	18.8	1.22	16.52	21.3	204
	Teachers	29.55	2.22	25.39	34.08	131
Unsure	Principals	3.56	0.62	2.53	5	34
	Coordinators	15.02	3.94	8.8	24.44	85
	Educators	46.37	1.54	43.36	49.41	506
	Teachers	33.29	2.28	28.97	37.9	150

Table 71

How has your school changed approaches to other types of learning support? (Select all that apply)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Used data to track student progress outside the COVID ILSP (n=846)	Principals	77.2	1.78	73.52	80.5	455
	Coordinators	80.54	6.72	64.09	90.57	257
	Educators	74.7	2.34	69.84	79.02	280
	Teachers	66.18	3.75	58.49	73.11	111
Introduced small group tuition outside the COVID ILSP (n=622)	Principals	54.65	2.11	50.48	58.75	328
	Coordinators	70.14	7.82	53.03	83.01	193
	Educators	50.1	2.67	44.88	55.32	188
	Teachers	63.47	3.82	55.71	70.58	106
Other (please specify) (n=176)	Principals	16.37	1.57	13.52	19.69	97
	Coordinators	23.27	7.67	11.55	41.32	69
	Educators	14.03	1.86	10.76	18.1	51
	Teachers	16.85	3.04	11.7	23.67	28

Table 72

How has your school changed approaches to other types of learning support? Other (please specify)
n=166 thematically coded free-text responses

Response	Raw count
Targeted support for different student abilities and needs	27
Introduced other support and intervention programs	25
Introduction of more targeted small group work in class	22
Introduced other resources such as MacqLit/MiniLit, InitiaLit	17
Increased data collection and analysis	16
Expanding learning support	12
Greater focus on upskilling and professional learning	12
Classroom based interventions	12
Increased LaST staff	11
Program restructure	10
Identification of students needing support	10
Increased use of SLSOs	10
ILSP utilised to support prior goals	8
Support staff used to cover staff absences	7
Executive involvement in learning support	6
Greater staff collaboration	6
Greater focus on High Potential and Gifted Education programs	6
Unsure	5
Reduced, or no, learning support programs due to lack of staff	5
Learning Lounge / Learning HUB	3
Learning sprint	3
PLAN2	3
Literacy and Numeracy program introduction	3
Increased funding	2
Changes to learning support policy and procedures	1

Table 73

What were the reasons for the changes you have made to other types of learning support? (Select all that apply)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Improve student learning (n=1,038)	Principals	91.53	1.2	88.85	93.6	547
	Coordinators	98.96	0.3	98.16	99.41	332
	Educators	90.09	1.62	86.44	92.85	344
	Teachers	85.88	2.71	79.69	90.41	147
Staff feedback (n=517)	Principals	48.18	2.11	44.07	52.31	295
	Coordinators	44.17	8.59	28.55	61.03	153
	Educators	39.56	2.59	34.6	44.73	149
	Teachers	43.69	3.93	36.19	51.48	73
Student feedback (n=252)	Principals	23.14	1.77	19.86	26.79	140
	Coordinators	17.69	5.96	8.78	32.43	70
	Educators	20.08	2.11	16.25	24.54	77
	Teachers	20.3	3.18	14.77	27.24	35
Solve staffing problems (n=241)	Principals	24.22	1.82	20.82	27.96	142
	Coordinators	18.75	6.35	9.25	34.32	70
	Educators	16.64	2	13.08	20.93	61
	Teachers	22.26	3.3	16.46	29.39	38
Other (please describe) (n=66)	Principals	6.15	1.01	4.44	8.47	37
	Coordinators	0.74	0.23	0.41	1.35	20
	Educators	5.79	1.23	3.79	8.73	22
	Teachers	3.91	1.49	1.83	8.15	7

Table 74

What were the reasons for the changes you have made to other types of learning support? Other (please describe) n=58 thematically coded free-text responses

Response	Raw count
Data tracking / collection / analysis / utilisation	13
General professional learning and upskilling	7
Differentiated learning, grouping students based on learning needs	5
Targeted/intensive small group learning	5
Not sure / N/A	5
Consistency and frequency	4
Communication and collaboration between different staff	4
Student welfare, engagement, attendance	3
Parent feedback	3
School leadership/executive involvement	3
Staff shortages	3
Policy, practice, procedure	2
PLAN2	2
Increased student support	2
Adequate funding	2
Behaviour management	1
InitiaLit	1
Lack of funding	1
Time out of class	1
Role changes	1
Program evaluation	1
CESE ‘what works best’ information	1
Increase period time	1

Table 75

What have been the most important factors in small group tuition for increasing the learning progress of students? (Choose up to 3)

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Frequency of sessions (n=1,308)	Principals	49.78	1.64	46.56	53	496
	Coordinators	52.03	5.79	40.76	63.1	354
	Educators	50.81	1.54	47.79	53.83	563
	Teachers	53.8	2.42	49.03	58.5	249
Quality of relationship between educator and student (n=1,266)	Principals	46.23	1.64	43.03	49.45	449
	Coordinators	49.06	5.81	37.91	60.3	333
	Educators	56.54	1.53	53.52	59.51	625
	Teachers	43	2.41	38.36	47.77	192
Using data to keep track of students' progress (n=956)	Principals	45.05	1.63	41.87	48.26	449
	Coordinators	43.4	5.74	32.66	54.8	283
	Educators	31.28	1.42	28.56	34.14	353
	Teachers	33.44	2.28	29.13	38.05	154
Identifying the students best suited to the program (n=1,147)	Principals	41.45	1.62	38.31	44.66	405
	Coordinators	44.78	5.78	33.9	56.18	278
	Educators	45.89	1.54	42.9	48.92	513
	Teachers	49.55	2.42	44.82	54.3	229
Qualifications/ experience of educators (n=865)	Principals	41.65	1.62	38.51	44.85	408
	Coordinators	42.03	5.71	31.42	53.44	279
	Educators	28.36	1.39	25.72	31.16	315
	Teachers	31.85	2.27	27.58	36.45	142
Collaboration between ILSP educator and class teacher (n=761)	Principals	29.69	1.5	26.83	32.71	292
	Coordinators	21.29	4.7	13.5	31.91	209
	Educators	31.24	1.44	28.5	34.12	339
	Teachers	28.41	2.18	24.33	32.86	130

Response	Respondents	Weighted percentage	SE	95% CI Lower bound	95% CI Upper bound	Raw count
Educators' ability to motivate students (n=686)	Principals	20.39	1.33	17.9	23.13	195
	Coordinators	28.97	5.28	19.78	40.29	163
	Educators	34.66	1.47	31.83	37.59	378
	Teachers	26.26	2.16	22.24	30.71	113
Total hours of sessions (n=206)	Principals	7.87	0.88	6.31	9.78	78
	Coordinators	5.09	2.28	2.08	11.93	64
	Educators	7.32	0.81	5.88	9.06	80
	Teachers	10.9	1.53	8.25	14.27	48
Other (please describe) (n=88)	Principals	3.79	0.64	2.71	5.27	35
	Coordinators	2.57	2.02	0.54	11.36	28
	Educators	3.72	0.58	2.73	5.05	41
	Teachers	2.91	0.85	1.63	5.12	12

Table 76

What have been the most important factors in small group tuition for increasing the learning progress of students? Other (please describe) n=86 thematically coded free-text responses

Response	Raw count
Staff availability	14
Targeted/individual focus	9
Collaboration between ILSP and other school staff	9
Staff ability/skill	8
Ability-based learning	7
All of the above	7
N/A	7
Low group numbers	7
Coordination with class subject/teacher	6
Student mindset – motivation and engagement	5
Student attendance	4
Length of time	4
Consistency, frequency and uninterrupted time	4
Funding for staff	3
Don't know	3
Staff–student relationship	2
Safe space / student wellbeing	2
Supervision of staff	2
Avoiding clashes with core class	2
Student selection	2
Data tracking	2
Part of school routine	1
Parent perception	1
Behaviour management	1

Table 77

Please add any other comments about the impact of the COVID ILSP for students, staff or the school. Free-text responses, categorised by role: n=512 principals; n=357 coordinators; n=517 educators; n=164 teachers

Response theme	Principals	Coordinators[5]	Educators	Classroom teachers	Total responses with theme
Funding should continue	187	115	130	42	**359**
Academic benefits/ improved student learning outcomes/ COVID ILSP filled in learning gaps students had	114	88	144	27	**285**
Positive comments in general	113	65	97	25	**235**
Staff absences and teacher shortage has meant schools couldn't run the program or ran with less frequency as they couldn't recruit COVID ILSP tutors, or they had to cover other lessons	116	66	71	37	**224**
Improvements in student confidence and engagement	40	47	121	26	**187**
Schools are reaching more students and more students are accessing learning	65	52	64	24	**153**
Small group tutoring is a beneficial way of learning for students	37	50	87	16	**140**
COVID ILSP has been beneficial for the school – upskilling of teachers, focus on learning support	51	34	38	10	**99**
Learning deficits resulting from COVID will continue for much longer than only 2 years, meaning it will take longer to catch these students up	31	25	27	7	**65**

5 Coordinator responses are drawn from respondents in the other categories, and to avoid double-counting, do not contribute to the total.

Response theme	Principals	Coordinators[5]	Educators	Classroom teachers	Total responses with theme
Increased collaboration and support between teachers and COVID ILSP staff	16	16	31	2	**49**
COVID ILSP tutor was highly skilled, and this is beneficial	21	17	14	4	**39**
Disruptive pulling students from class	4	4	14	18	**36**
School culture and training was not conducive to effective implementation	6	12	15	10	**31**
The guidelines of staff recruitment for COVID ILSP are too rigid	10	7	10	6	**26**
Administrative burden (for example, collecting and analysing student data, navigating DoE resources)	10	15	9	3	**22**
School is now at the point where they have a successful process established	10	6	4	0	**14**
DoE resources were good	5	7	6	3	**14**
Students disengaged and no impact on students	4	6	4	6	**14**
DoE resources and guidance not helpful or appropriate	2	2	5	1	**8**
Other funding related comments	3	2	2	2	**7**

Appendix 8: **Student survey results**

Table 78

Primary school student survey n=3,460

Question	Response	Percentage	Raw count
What year are you in?	Kindergarten	2	78
	Year 1	16	558
	Year 2	19	657
	Year 3	19	641
	Year 4	22	773
	Year 5	13	462
	Year 6	8	285
How did you feel about the tutoring sessions?	I really liked it	46	1,547
	I liked it	40	1,334
	Neither liked it nor disliked it	10	342
	I didn't like it	2	76
	I really didn't like it	1	31
How have the tutoring sessions changed your learning at school?	A lot better	49	1,627
	A little better	40	1,328
	Stayed the same	10	318
	A little worse	1	24
	A lot worse	0	5
Has the tutoring changed how much you like school?	I like school more	52	1,727
	I feel the same as before about school	28	925
	I like school less	3	98
	I don't know	17	550

Table 79

Secondary school student survey n=1,567

Question	Response	Percentage	Raw count
What year are you in?	Year 7	30.1	471
	Year 8	33.8	529
	Year 9	19.2	300
	Year 10	12.8	201
	Year 11	2.0	32
	Year 12	2.0	32
	I really liked it	31.6	476
How did you feel about the tutoring sessions?	I liked it	41.8	628
	Neither liked it nor disliked it	20.7	311
	I didn't like it	3.5	53
	I really didn't like it	2.4	36
	A lot better	29.5	438
How have the tutoring sessions changed your learning at school?	A little better	49.4	735
	Stayed the same	19.3	287
	A little worse	1.0	15
	A lot worse	0.8	12
	It has helped me to be more engaged at school	46.1	679
Has the tutoring changed how much you like school?	My level of engagement has stayed the same	37.1	546
	I am now less engaged at school	2.0	29
	I don't know	14.9	219

Results by year level K to 12

Table 80

Year K n=78

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	58.0	40
	I liked it	37.7	26
	Neither liked it nor disliked it	4.3	3
	I didn't like it	0.0	0
	I really didn't like it	0.0	0
How have the tutoring sessions changed your learning at school?	A lot better	64.7	44
	A little better	29.4	20
	Stayed the same	5.9	4
	A little worse	0.0	0
	A lot worse	0.0	0
Has the tutoring changed how much you like school?	I like school more	69.6	48
	I feel the same as before about school	15.9	11
	I like school less	2.9	2
	I don't know	11.6	8

Table 81

Year 1 n=558

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	63.6	337
	I liked it	29.1	154
	Neither liked it nor disliked it	5.1	27
	I didn't like it	1.1	6
	I really didn't like it	1.1	6
How have the tutoring sessions changed your learning at school?	A lot better	69.8	367
	A little better	23.2	122
	Stayed the same	6.5	34
	A little worse	0.2	1
	A lot worse	0.4	2
Has the tutoring changed how much you like school?	I like school more	69.8	366
	I feel the same as before about school	12.2	64
	I like school less	1.5	8
	I don't know	16.4	86

Table 82

Year 2 n=657

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	55.7	355
	I liked it	35.6	227
	Neither liked it nor disliked it	6.3	40
	I didn't like it	1.7	11
	I really didn't like it	0.6	4
How have the tutoring sessions changed your learning at school?	A lot better	57.6	361
	A little better	31.9	200
	Stayed the same	9.1	57
	A little worse	1.4	9
	A lot worse	0.0	0
Has the tutoring changed how much you like school?	I like school more	63.8	402
	I feel the same as before about school	15.4	97
	I like school less	3.5	22
	I don't know	17.3	109

Table 83

Year 3 n=641

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	42.7	265
	I liked it	45.0	279
	Neither liked it nor disliked it	8.5	53
	I didn't like it	2.7	17
	I really didn't like it	1.0	6
How have the tutoring sessions changed your learning at school?	A lot better	45.2	277
	A little better	44.2	271
	Stayed the same	9.6	59
	A little worse	1.0	6
	A lot worse	0.0	0
Has the tutoring changed how much you like school?	I like school more	54.8	337
	I feel the same as before about school	22.1	136
	I like school less	1.5	9
	I don't know	21.6	133

Table 84

Year 4 n=773

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	41.4	315
	I liked it	42.4	322
	Neither liked it nor disliked it	13.2	100
	I didn't like it	2.2	17
	I really didn't like it	0.8	6
How have the tutoring sessions changed your learning at school?	A lot better	44.2	333
	A little better	46.8	353
	Stayed the same	8.5	64
	A little worse	0.4	3
	A lot worse	0.1	1
Has the tutoring changed how much you like school?	I like school more	43.4	328
	I feel the same as before about school	37.1	280
	I like school less	3.7	28
	I don't know	15.8	119

Table 85

Year 5 n=462

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	34.7	152
	I liked it	46.3	203
	Neither liked it nor disliked it	14.8	65
	I didn't like it	3.0	13
	I really didn't like it	1.1	5
How have the tutoring sessions changed your learning at school?	A lot better	35.0	153
	A little better	51.9	227
	Stayed the same	12.6	55
	A little worse	0.5	2
	A lot worse	0.0	0
Has the tutoring changed how much you like school?	I like school more	38.4	167
	I feel the same as before about school	44.8	195
	I like school less	3.4	15
	I don't know	13.3	58

Table 86

Year 6 n=285

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	30.4	83
	I liked it	44.0	120
	Neither liked it nor disliked it	19.8	54
	I didn't like it	4.4	12
	I really didn't like it	1.5	4
How have the tutoring sessions changed your learning at school?	A lot better	33.1	90
	A little better	48.9	133
	Stayed the same	16.5	45
	A little worse	1.1	3
	A lot worse	0.4	1
Has the tutoring changed how much you like school?	I like school more	28.7	77
	I feel the same as before about school	52.6	141
	I like school less	5.2	14
	I don't know	13.4	36

Table 87

Year 7 n=471

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	32.2	145
	I liked it	43.3	195
	Neither liked it nor disliked it	18.7	84
	I didn't like it	3.6	16
	I really didn't like it	2.2	10
How have the tutoring sessions changed your learning at school?	A lot better	30.3	134
	A little better	51.6	228
	Stayed the same	17.6	78
	A little worse	0.2	1
	A lot worse	0.2	1
Has the tutoring changed how much you have engaged with school?	It has helped me to be more engaged at school	46.2	203
	My level of engagement has stayed the same	35.1	154
	I am now less engaged at school	0.7	3
	I don't know	18.0	79

Table 88

Year 8 n=529

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	29.9	154
	I liked it	41.4	213
	Neither liked it nor disliked it	23.9	123
	I didn't like it	2.5	13
	I really didn't like it	2.3	12
How have the tutoring sessions changed your learning at school?	A lot better	24.9	128
	A little better	49.6	255
	Stayed the same	23.0	118
	A little worse	1.6	8
	A lot worse	1.0	5
Has the tutoring changed how much you have engaged with school?	It has helped me to be more engaged at school	43.9	223
	My level of engagement has stayed the same	40.2	204
	I am now less engaged at school	3.0	15
	I don't know	13.0	66

Table 89

Year 9 n=300

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	27.0	78
	I liked it	40.8	118
	Neither liked it nor disliked it	22.1	64
	I didn't like it	6.2	18
	I really didn't like it	3.8	11
How have the tutoring sessions changed your learning at school?	A lot better	28.9	82
	A little better	49.6	141
	Stayed the same	18.3	52
	A little worse	1.4	4
	A lot worse	1.8	5
Has the tutoring changed how much you have engaged with school?	It has helped me to be more engaged at school	39.1	110
	My level of engagement has stayed the same	39.1	110
	I am now less engaged at school	3.6	10
	I don't know	18.1	51

Table 90

Year 10 n=201

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	33.3	63
	I liked it	43.9	83
	Neither liked it nor disliked it	19.0	36
	I didn't like it	2.6	5
	I really didn't like it	1.1	2
How have the tutoring sessions changed your learning at school?	A lot better	33.3	63
	A little better	46.6	88
	Stayed the same	18.5	35
	A little worse	1.1	2
	A lot worse	0.5	1
Has the tutoring changed how much you have engaged with school?	It has helped me to be more engaged at school	51.6	97
	My level of engagement has stayed the same	36.2	68
	I am now less engaged at school	0.5	1
	I don't know	11.7	22

Table 91

Year 11 n=32

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	48.3	14
	I liked it	48.3	14
	Neither liked it nor disliked it	3.4	1
	I didn't like it	0.0	0
	I really didn't like it	0.0	0
How have the tutoring sessions changed your learning at school?	A lot better	48.3	14
	A little better	51.7	15
	Stayed the same	0.0	0
	A little worse	0.0	0
	A lot worse	0.0	0
Has the tutoring changed how much you have engaged with school?	It has helped me to be more engaged at school	79.3	23
	My level of engagement has stayed the same	20.7	6
	I am now less engaged at school	0.0	0
	I don't know	0.0	0

Table 92

Year 12 n=32

Question	Response	Percentage	Raw count
How did you feel about the tutoring sessions?	I really liked it	70.0	21
	I liked it	16.7	5
	Neither liked it nor disliked it	10.0	3
	I didn't like it	3.3	1
	I really didn't like it	0.0	0
How have the tutoring sessions changed your learning at school?	A lot better	59.3	16
	A little better	29.6	8
	Stayed the same	11.1	3
	A little worse	0.0	0
	A lot worse	0.0	0
Has the tutoring changed how much you have engaged with school?	It has helped me to be more engaged at school	84.6	22
	My level of engagement has stayed the same	11.5	3
	I am now less engaged at school	0.0	0
	I don't know	3.8	1

Appendix 9: **Model coefficients for outcome evaluation**

Academic growth

Literacy

Table 93

Generalised estimating equation model coefficients for analysis of program effect on literacy growth

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.46 [0.42]	1.59 [0.40]	0.58 [0.50]	2.60 [0.44]	3.54 [0.43]	2.20 [0.58]
Timepoint: outcome	0.68 [0.03]	0.47 [0.02]	0.33 [0.03]	0.30 [0.03]	0.30 [0.03]	0.33 [0.04]
Student participation status	−0.01 [0.03]	0.01 [0.02]	−0.03 [0.03]	−0.06 [0.03]	-5.2×10^{-3} [0.03]	0.06 [0.04]
Student baseline reading score	0.01 [2.3×10^{-4}]	0.01 [2.0×10^{-4}]	0.01 [3.1×10^{-4}]	0.01 [3.2×10^{-4}]	0.01 [2.8×10^{-4}]	0.01 [4.4×10^{-4}]
Student Aboriginality	0.05 [0.03]	-1.3×10^{-3} [0.03]	−0.09 [0.04]	−0.03 [0.04]	−0.04 [0.04]	−0.02 [0.05]
Student gender: male	−0.29 [0.02]	−0.31 [0.02]	−0.28 [0.02]	−0.22 [0.03]	−0.22 [0.02]	−0.23 [0.03]
Student EAL/D status	−0.08 [0.05]	−0.05 [0.05]	−0.14 [0.05]	−0.13 [0.06]	−0.24 [0.04]	−0.21 [0.05]
Student LBOTE status	0.08 [0.05]	-7.3×10^{-4} [0.05]	−0.03 [0.05]	0.05 [0.06]	0.13 [0.04]	0.05 [0.05]
Student SEA	0.03 [4.2×10^{-3}]	0.04 [4.2×10^{-3}]	0.03 [5.0×10^{-3}]	0.04 [5.4×10^{-3}]	0.03 [4.7×10^{-3}]	0.02 [6.1×10^{-3}]
Student IFS status	0.02 [0.05]	−0.09 [0.06]	−0.22 [0.08]	0.22 [0.11]	−0.14 [0.09]	−0.47 [0.13]
School ARIA+	0.01 [8.4×10^{-3}]	−0.01 [9.3×10^{-3}]	−0.02 [0.01]	0.05 [0.01]	5.4×10^{-3} [0.02]	−0.03 [0.02]
School FOEI	4.1×10^{-4} [3.2×10^{-4}]	5.3×10^{-4} [3.2×10^{-4}]	-5.6×10^{-4} [3.9×10^{-4}]	-2.0×10^{-3} [7.2×10^{-4}]	7.0×10^{-4} [5.7×10^{-4}]	-1.6×10^{-3} [6.9×10^{-4}]
School FTE teachers	-2.1×10^{-3} [3.6×10^{-3}]	-3.1×10^{-3} [3.4×10^{-3}]	3.6×10^{-3} [4.5×10^{-3}]	3.3×10^{-3} [2.7×10^{-3}]	2.9×10^{-3} [2.8×10^{-3}]	-4.3×10^{-3} [3.0×10^{-3}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School FTE support staff	0.01 [6.3×10^{-3}]	5.6×10^{-3} [6.3×10^{-3}]	1.9×10^{-3} [7.8×10^{-3}]	−0.02 [6.1×10^{-3}]	-8.6×10^{-3} [4.8×10^{-3}]	0.01 [5.8×10^{-3}]
School total gross income per student	-9.1×10^{-7} [2.9×10^{-6}]	2.6×10^{-6} [2.4×10^{-6}]	4.5×10^{-7} [4.3×10^{-6}]	-2.7×10^{-6} [4.8×10^{-6}]	-1.1×10^{-6} [5.4×10^{-6}]	6.9×10^{-6} [5.3×10^{-6}]
School enrolments	-1.1×10^{-4} [1.9×10^{-4}]	-2.4×10^{-5} [1.8×10^{-4}]	-4.1×10^{-4} [2.7×10^{-4}]	-3.0×10^{-5} [1.7×10^{-4}]	-1.7×10^{-4} [1.9×10^{-4}]	1.7×10^{-4} [1.9×10^{-4}]
School % female students	0.55 [0.30]	1.16 [0.28]	1.11 [0.34]	−0.29 [0.12]	−0.32 [0.08]	0.10 [0.09]
School % Indigenous students	−0.61 [0.12]	−0.34 [0.11]	0.01 [0.14]	−0.33 [0.23]	−0.62 [0.23]	−0.87 [0.28]
School % LBOTE students	0.01 [0.05]	0.05 [0.06]	0.06 [0.06]	−0.08 [0.08]	0.05 [0.07]	−0.04 [0.08]
School average attendance	5.1×10^{-4} [4.0×10^{-3}]	1.0×10^{-3} [3.8×10^{-3}]	8.5×10^{-3} [4.7×10^{-3}]	-7.7×10^{-3} [4.9×10^{-3}]	−0.01 [4.6×10^{-3}]	−0.01 [6.0×10^{-3}]
Student attendance rate	−0.07 [0.10]	−0.06 [0.10]	−0.13 [0.12]	0.33 [0.13]	0.08 [0.10]	−0.13 [0.12]
Check-in outcome attempt date (reading)	5.2×10^{-4} [2.4×10^{-3}]	-2.8×10^{-3} [2.2×10^{-3}]	1.6×10^{-3} [3.3×10^{-3}]	8.5×10^{-4} [2.3×10^{-3}]	-5.7×10^{-3} [2.0×10^{-3}]	−0.01 [3.2×10^{-3}]
Check-in outcome attempt date (numeracy)	-3.3×10^{-3} [2.4×10^{-3}]	4.1×10^{-3} [2.3×10^{-3}]	-2.6×10^{-3} [3.2×10^{-3}]	-3.1×10^{-3} [2.1×10^{-3}]	-1.3×10^{-3} [2.1×10^{-3}]	9.1×10^{-3} [3.1×10^{-3}]
Student participation status X timepoint	−0.05 [0.04]	−0.06 [0.03]	−0.05 [0.04]	−0.11 [0.05]	-1.2×10^{-4} [0.04]	−0.11 [0.05]

Numeracy

Table 94

Generalised estimating equation model coefficients for analysis of program effect on numeracy growth

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.99 [0.57]	0.89 [0.41]	0.23 [0.58]	2.72 [0.40]	3.60 [0.35]	4.84 [0.61]
Timepoint: outcome	0.64 [0.03]	0.53 [0.02]	0.39 [0.04]	0.38 [0.03]	0.35 [0.02]	0.31 [0.04]
Student participation status	4.5×10^{-3} [0.03]	0.04 [0.02]	−0.02 [0.04]	−0.04 [0.03]	−0.01 [0.02]	−0.02 [0.04]
Student baseline reading score	9.6×10^{-3} [2.5×10^{-4}]	7.8×10^{-3} [1.9×10^{-4}]	8.5×10^{-3} [2.6×10^{-4}]	5.9×10^{-3} [2.1×10^{-4}]	9.1×10^{-3} [1.9×10^{-4}]	9.5×10^{-3} [2.8×10^{-4}]
Student Aboriginality	−0.09 [0.04]	−0.04 [0.03]	-6.2×10^{-3} [0.04]	−0.10 [0.03]	−0.10 [0.03]	−0.14 [0.05]
Student gender: male	0.24 [0.02]	0.23 [0.02]	0.29 [0.03]	0.20 [0.02]	0.16 [0.02]	0.19 [0.03]
Student EAL/D status	−0.04 [0.06]	−0.08 [0.05]	0.08 [0.07]	2.0×10^{-3} [0.04]	−0.04 [0.03]	−0.05 [0.05]
Student LBOTE status	−0.03 [0.06]	0.07 [0.04]	−0.02 [0.07]	0.10 [0.04]	−0.03 [0.03]	0.12 [0.05]
Student SEA	0.02 [5.2×10^{-3}]	0.03 [4.2×10^{-3}]	0.03 [5.9×10^{-3}]	0.03 [4.3×10^{-3}]	0.02 [3.8×10^{-3}]	0.03 [6.4×10^{-3}]
Student IFS status	−0.37 [0.07]	−0.12 [0.06]	−0.12 [0.17]	−0.11 [0.07]	−0.03 [0.07]	0.44 [0.15]
School ARIA+	0.04 [0.01]	−0.04 [0.01]	−0.03 [0.01]	−0.02 [0.01]	−0.02 [9.5×10^{-3}]	−0.06 [0.03]
School FOEI	2.0×10^{-4} [4.3×10^{-4}]	7.7×10^{-4} [3.4×10^{-4}]	9.5×10^{-4} [4.9×10^{-4}]	-3.1×10^{-4} [4.6×10^{-4}]	-9.0×10^{-4} [4.5×10^{-4}]	-1.3×10^{-3} [6.4×10^{-4}]
School FTE teachers	3.3×10^{-3} [4.9×10^{-3}]	0.01 [3.4×10^{-3}]	1.6×10^{-3} [6.2×10^{-3}]	-7.5×10^{-3} [2.0×10^{-3}]	2.8×10^{-3} [1.5×10^{-3}]	4.3×10^{-3} [3.3×10^{-3}]
School FTE support staff	0.01 [8.2×10^{-3}]	7.1×10^{-4} [6.1×10^{-3}]	0.02 [0.01]	0.01 [4.9×10^{-3}]	-8.4×10^{-3} [3.5×10^{-3}]	−0.03 [6.1×10^{-3}]
School total gross income per student	-1.8×10^{-6} [4.8×10^{-6}]	-2.0×10^{-6} [4.1×10^{-6}]	6.5×10^{-6} [5.5×10^{-6}]	9.6×10^{-6} [4.1×10^{-6}]	1.9×10^{-6} [2.8×10^{-6}]	1.7×10^{-5} [6.7×10^{-6}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School enrolments	-2.7×10^{-4} [2.8×10^{-4}]	-5.8×10^{-4} [2.0×10^{-4}]	-3.7×10^{-4} [3.6×10^{-4}]	2.7×10^{-4} [1.4×10^{-4}]	-1.2×10^{-4} [1.1×10^{-4}]	5.7×10^{-4} [2.3×10^{-4}]
School % female students	0.40 [0.36]	−0.57 [0.31]	0.26 [0.42]	0.11 [0.06]	−0.02 [0.05]	0.29 [0.09]
School % Indigenous students	−0.50 [0.16]	0.18 [0.14]	−0.22 [0.19]	−0.21 [0.20]	0.05 [0.16]	0.40 [0.33]
School % LBOTE students	−0.06 [0.07]	−0.05 [0.06]	−0.06 [0.08]	−0.05 [0.06]	0.06 [0.05]	−0.18 [0.09]
School average attendance	-6.7×10^{-5} [5.3×10^{-3}]	0.02 [3.9×10^{-3}]	0.02 [6.0×10^{-3}]	0.01 [4.6×10^{-3}]	1.5×10^{-3} [3.7×10^{-3}]	-3.7×10^{-3} [6.6×10^{-3}]
Student attendance rate	0.68 [0.13]	0.52 [0.09]	0.93 [0.14]	0.29 [0.10]	0.28 [0.08]	0.59 [0.12]
Check-in outcome attempt date (reading)	−0.01 [3.0×10^{-3}]	-2.8×10^{-3} [2.2×10^{-3}]	9.9×10^{-3} [4.2×10^{-3}]	-6.5×10^{-4} [2.0×10^{-3}]	1.3×10^{-3} [1.9×10^{-3}]	-2.8×10^{-5} [3.5×10^{-3}]
Check-in outcome attempt date (numeracy)	0.01 [2.8×10^{-3}]	-3.9×10^{-4} [2.3×10^{-3}]	−0.01 [4.1×10^{-3}]	7.7×10^{-4} [2.0×10^{-3}]	-5.8×10^{-3} [1.8×10^{-3}]	-6.2×10^{-3} [3.6×10^{-3}]
Student participation status X timepoint	−0.04 [0.04]	−0.08 [0.03]	−0.11 [0.05]	−0.06 [0.04]	-1.7×10^{-3} [0.03]	-8.0×10^{-3} [0.05]

Attendance

Table 95

Negative binomial generalised estimating equation model coefficients for analysis of program effect on attendance

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	−2.42 [0.91]	−2.00 [0.92]	−3.54 [1.04]	0.25 [0.87]	−1.35 [0.68]	−1.53 [0.79]
Student participation status	−0.10 [0.04]	−0.02 [0.04]	−0.01 [0.05]	8.9×10^{-3} [0.04]	−0.04 [0.03]	6.7×10^{-3} [0.05]
Student Aboriginality	0.08 [0.05]	0.04 [0.04]	0.11 [0.07]	0.10 [0.05]	0.05 [0.06]	0.11 [0.04]
Student gender: male	0.10 [0.04]	−0.03 [0.04]	-1.8×10^{-3} [0.05]	−0.05 [0.06]	-6.4×10^{-3} [0.04]	0.04 [0.04]
Student EAL/D status	−0.04 [0.12]	7.1×10^{-3} [0.16]	0.05 [0.13]	0.03 [0.11]	0.04 [0.08]	0.06 [0.10]
Student LBOTE status	0.14 [0.10]	−0.02 [0.13]	−0.03 [0.11]	4.6×10^{-3} [0.11]	−0.06 [0.10]	−0.07 [0.08]
Student SEA	-2.5×10^{-3} [9.6×10^{-3}]	−0.02 [9.5×10^{-3}]	−0.02 [0.01]	−0.04 [0.01]	−0.03 [0.01]	−0.03 [0.01]
Student IFS status	−0.04 [0.10]	0.09 [0.11]	−0.15 [0.14]	−0.05 [0.14]	-1.0×10^{-3} [0.14]	0.20 [0.15]
School ARIA+	−0.01 [0.02]	0.03 [0.02]	−0.03 [0.02]	0.02 [0.02]	0.03 [0.02]	−0.03 [0.03]
School FOEI	-1.2×10^{-3} [7.7×10^{-4}]	6.2×10^{-4} [7.0×10^{-4}]	1.2×10^{-4} [9.8×10^{-4}]	-3.6×10^{-4} [1.1×10^{-3}]	-4.1×10^{-4} [9.5×10^{-4}]	-1.7×10^{-3} [1.7×10^{-3}]
School FTE teachers	3.8×10^{-3} [6.9×10^{-3}]	−0.01 [7.9×10^{-3}]	5.1×10^{-3} [8.5×10^{-3}]	-2.0×10^{-3} [3.7×10^{-3}]	-1.1×10^{-3} [2.8×10^{-3}]	4.5×10^{-3} [4.3×10^{-3}]
School FTE support staff	−0.01 [0.01]	0.01 [0.01]	-2.4×10^{-4} [0.02]	3.5×10^{-4} [7.7×10^{-3}]	7.2×10^{-3} [7.0×10^{-3}]	3.7×10^{-3} [8.9×10^{-3}]
School total gross income per student	1.2×10^{-6} [8.6×10^{-6}]	5.1×10^{-6} [5.0×10^{-6}]	9.2×10^{-6} [6.1×10^{-6}]	-3.2×10^{-6} [4.6×10^{-6}]	-4.7×10^{-6} [5.6×10^{-6}]	-1.8×10^{-6} [5.3×10^{-6}]
School enrolments	-1.8×10^{-4} [3.4×10^{-4}]	8.4×10^{-4} [4.0×10^{-4}]	-3.4×10^{-4} [4.7×10^{-4}]	-6.0×10^{-5} [2.4×10^{-4}]	-9.3×10^{-5} [2.1×10^{-4}]	-5.2×10^{-4} [2.5×10^{-4}]
School % female students	0.17 [0.61]	−0.61 [0.66]	−0.27 [0.66]	−0.43 [0.14]	0.02 [0.12]	0.16 [0.17]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School % Indigenous students	0.81 [0.24]	0.11 [0.25]	0.16 [0.26]	−0.54 [0.33]	0.21 [0.31]	0.60 [0.42]
School % LBOTE students	−0.04 [0.13]	−0.07 [0.16]	−0.17 [0.12]	−0.16 [0.14]	0.04 [0.13]	0.17 [0.15]
School average attendance	4.4×10^{-3} [9.0×10^{-3}]	6.1×10^{-3} [8.6×10^{-3}]	0.02 [9.9×10^{-3}]	−0.02 [9.1×10^{-3}]	-1.5×10^{-3} [7.1×10^{-3}]	4.1×10^{-3} [7.8×10^{-3}]
Student baseline absences	0.03 [2.9×10^{-3}]	0.04 [2.8×10^{-3}]	0.05 [3.7×10^{-3}]	0.05 [2.5×10^{-3}]	0.05 [2.7×10^{-3}]	0.04 [3.2×10^{-3}]
Student baseline numeracy score	-3.1×10^{-4} [6.9×10^{-4}]	-1.2×10^{-3} [5.8×10^{-4}]	5.3×10^{-4} [8.4×10^{-4}]	-9.4×10^{-4} [9.1×10^{-4}]	-7.3×10^{-4} [9.0×10^{-4}]	-5.9×10^{-4} [8.9×10^{-4}]
Student baseline reading score	-3.2×10^{-4} [6.3×10^{-4}]	-1.7×10^{-4} [5.9×10^{-4}]	-7.4×10^{-4} [5.1×10^{-4}]	1.7×10^{-4} [6.9×10^{-4}]	-4.5×10^{-4} [5.3×10^{-4}]	-9.3×10^{-4} [5.8×10^{-4}]

Alternative models

In all of the following tables, baseline and outcome Check-in coefficients were computed from scores which were standardised on the standard deviation of the baseline.

Table 96

Unweighted analyses – reading

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.18 [0.42]	2.13 [0.40]	1.27 [0.50]	1.67 [0.45]	2.81 [0.42]	1.77 [0.56]
Timepoint: outcome	0.68 [0.03]	0.46 [0.02]	0.31 [0.03]	0.31 [0.03]	0.31 [0.03]	0.31 [0.04]
Student participation status	7.3×10^{-3} [0.03]	1.6×10^{-3} [0.02]	−0.04 [0.03]	−0.03 [0.03]	9.8×10^{-3} [0.03]	4.2×10^{-3} [0.04]
Student baseline reading score	0.01 [2.3×10^{-4}]	0.01 [2.1×10^{-4}]	0.01 [3.1×10^{-4}]	0.01 [3.4×10^{-4}]	0.01 [2.9×10^{-4}]	0.01 [4.3×10^{-4}]
Student Aboriginality	0.02 [0.03]	-8.2×10^{-3} [0.03]	−0.07 [0.04]	−0.07 [0.04]	−0.02 [0.03]	−0.02 [0.04]
Student gender: male	−0.29 [0.02]	−0.30 [0.02]	−0.26 [0.02]	−0.25 [0.03]	−0.20 [0.02]	−0.22 [0.03]
Student EAL/D status	−0.08 [0.05]	−0.07 [0.05]	−0.15 [0.06]	−0.22 [0.07]	−0.23 [0.04]	−0.20 [0.05]
Student LBOTE status	0.06 [0.05]	0.02 [0.05]	−0.03 [0.05]	0.11 [0.06]	0.11 [0.04]	0.02 [0.05]
Student SEA	0.03 [4.2×10^{-3}]	0.03 [4.1×10^{-3}]	0.02 [5.1×10^{-3}]	0.04 [5.6×10^{-3}]	0.03 [4.9×10^{-3}]	0.03 [6.0×10^{-3}]
Student IFS status	0.04 [0.05]	−0.09 [0.06]	−0.11 [0.09]	0.21 [0.11]	−0.15 [0.09]	−0.58 [0.14]
School ARIA+	0.01 [8.3×10^{-3}]	−0.01 [9.3×10^{-3}]	-6.8×10^{-3} [0.01]	0.02 [0.01]	−0.02 [0.01]	−0.02 [0.02]
School FOEI	3.4×10^{-4} [3.3×10^{-4}]	1.0×10^{-4} [3.2×10^{-4}]	-1.2×10^{-3} [4.0×10^{-4}]	-7.9×10^{-4} [7.7×10^{-4}]	5.2×10^{-4} [5.7×10^{-4}]	-1.5×10^{-3} [7.0×10^{-4}]
School FTE teachers	-2.4×10^{-3} [3.4×10^{-3}]	-2.3×10^{-3} [3.2×10^{-3}]	1.1×10^{-3} [4.4×10^{-3}]	4.1×10^{-3} [2.8×10^{-3}]	2.2×10^{-3} [2.4×10^{-3}]	-2.7×10^{-3} [3.0×10^{-3}]
School FTE support staff	0.02 [6.2×10^{-3}]	5.9×10^{-3} [6.4×10^{-3}]	0.01 [8.0×10^{-3}]	−0.02 [6.2×10^{-3}]	-7.0×10^{-3} [4.7×10^{-3}]	0.01 [6.1×10^{-3}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School total gross income per student	1.7×10^{-6} [2.9×10^{-6}]	1.7×10^{-6} [2.3×10^{-6}]	-5.3×10^{-6} [4.3×10^{-6}]	1.6×10^{-6} [4.7×10^{-6}]	1.5×10^{-6} [4.5×10^{-6}]	4.6×10^{-6} [5.4×10^{-6}]
School enrolments	-4.5×10^{-5} [1.7×10^{-4}]	-1.2×10^{-4} [1.6×10^{-4}]	-4.2×10^{-4} [2.6×10^{-4}]	2.7×10^{-6} [1.8×10^{-4}]	-1.1×10^{-4} [1.6×10^{-4}]	8.6×10^{-5} [1.9×10^{-4}]
School % female students	0.10 [0.30]	1.09 [0.28]	0.99 [0.33]	−0.09 [0.11]	−0.19 [0.07]	−0.01 [0.09]
School % Indigenous students	−0.67 [0.12]	−0.37 [0.11]	0.01 [0.14]	−0.20 [0.24]	−0.61 [0.23]	−0.76 [0.28]
School % LBOTE students	-4.1×10^{-3} [0.05]	0.01 [0.06]	0.11 [0.07]	−0.12 [0.08]	-8.8×10^{-3} [0.06]	4.9×10^{-3} [0.08]
School average attendance	4.4×10^{-3} [3.9×10^{-3}]	-4.2×10^{-3} [3.8×10^{-3}]	1.8×10^{-3} [4.6×10^{-3}]	-1.1×10^{-5} [5.0×10^{-3}]	-9.4×10^{-3} [4.5×10^{-3}]	−0.01 [5.7×10^{-3}]
Student attendance rate	−0.09 [0.10]	0.03 [0.09]	−0.09 [0.12]	0.18 [0.13]	0.12 [0.10]	−0.11 [0.11]
Check-in outcome attempt date (reading)	1.7×10^{-3} [2.4×10^{-3}]	$-2.8 \times 1^{0-3}$ [2.3×10^{-3}]	2.6×10^{-4} [3.4×10^{-3}]	2.0×10^{-4} [2.3×10^{-3}]	-5.4×10^{-3} [2.1×10^{-3}]	−0.01 [3.1×10^{-3}]
Check-in outcome attempt date (numeracy)	-2.1×10^{-3} [2.4×10^{-3}]	4.2×10^{-3} [2.3×10^{-3}]	-2.9×10^{-3} [3.3×10^{-3}]	-2.1×10^{-3} [2.2×10^{-3}]	-1.6×10^{-3} [2.2×10^{-3}]	9.1×10^{-3} [3.0×10^{-3}]
Student participation status X timepoint	−0.06 [0.04]	−0.07 [0.03]	−0.04 [0.04]	−0.08 [0.05]	−9.3 × 10 [0.04]	−0.02 [0.05]

Table 97

Unweighted analyses – numeracy

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.05 [0.59]	0.99 [0.42]	0.67 [0.56]	2.78 [0.39]	3.49 [0.33]	4.82 [0.56]
Timepoint: outcome	0.63 [0.03]	0.51 [0.02]	0.40 [0.04]	0.37 [0.03]	0.35 [0.02]	0.32 [0.04]
Student participation status	−0.02 [0.03]	5.4×10^{-3} [0.02]	8.6×10^{-4} [0.04]	5.1×10^{-3} [0.03]	5.6×10^{-3} [0.02]	0.01 [0.04]
Student baseline reading score	9.7×10^{-3} [2.5×10^{-4}]	7.8×10^{-3} [1.9×10^{-4}]	8.4×10^{-3} [2.5×10^{-4}]	6.3×10^{-3} [2.0×10^{-4}]	9.1×10^{-3} [1.9×10^{-4}]	9.5×10^{-3} [2.8×10^{-4}]
Student Aboriginality	−0.09 [0.04]	−0.03 [0.03]	0.02 [0.04]	−0.06 [0.03]	−0.12 [0.03]	−0.16 [0.05]
Student gender: male	0.28 [0.02]	0.25 [0.02]]	0.29 [0.03]]	0.17 [0.02]]	0.15 [0.02]	0.23 [0.03]
Student EAL/D status	−0.02 [0.06]	−0.08 [0.05]	0.03 [0.07]	−0.03 [0.04]	−0.05 [0.03]	-4.8×10^{-3} [0.05]
Student LBOTE status	−0.01 [0.06]	0.10 [0.04]	2.8×10^{-3} [0.07]	0.11 [0.04]	0.01 [0.03]	0.06 [0.05]
Student SEA	0.02 [5.3×10^{-3}]	0.03 [4.2×10^{-3}]	0.03 [5.7×10^{-3}]	0.03 [4.4×10^{-3}]	0.03 [3.9×10^{-3}]	0.03 [6.6×10^{-3}]
Student IFS status	−0.40 [0.07]	−0.13 [0.06]	−0.18 [0.16]	−0.13 [0.07]	-2.5×10^{-3} [0.07]	0.43 [0.14]
School ARIA+	0.03 [0.01]	−0.04 [0.01]	-8.2×10^{-3} [0.01]	-8.7×10^{-3} [8.5×10^{-3}]	−0.02 [7.4×10^{-3}]	−0.03 [0.02]
School FOEI	-2.7×10^{-4} [4.3×10^{-4}]	4.8×10^{-4} [3.4×10^{-4}]	8.3×10^{-4} [4.9×10^{-4}]	-5.6×10^{-4} [5.1×10^{-4}]	-6.2×10^{-4} [4.8×10^{-4}]	-1.5×10^{-3} [6.7×10^{-4}]
School FTE teachers	-5.6×10^{-3} [4.9×10^{-3}]	0.01 [3.4×10^{-3}]	-1.7×10^{-4} [5.8×10^{-3}]	-6.1×10^{-3} [1.9×10^{-3}]	2.6×10^{-3} [1.7×10^{-3}]	4.8×10^{-3} [3.3×10^{-3}]
School FTE support staff	0.03 [8.3×10^{-3}]	3.7×10^{-3} [6.1×10^{-3}]	0.02 [0.01]	0.01 [5.0×10^{-3}]	−0.01 [3.7×10^{-3}]	−0.03 [7.5×10^{-3}]
School total gross income per student	3.2×10^{-6} [4.7×10^{-6}]	-3.2×10^{-6} [4.0×10^{-6}]	6.5×10^{-6} [5.0×10^{-6}]	8.4×10^{-6} [3.8×10^{-6}]	5.1×10^{-6} [2.9×10^{-6}]	1.4×10^{-5} [5.8×10^{-6}]
School enrolments	1.5×10^{-4} [2.6×10^{-4}]	-8.7×10^{-4} [1.9×10^{-4}]	-3.0×10^{-4} [3.5×10^{-4}]	2.6×10^{-4} [1.3×10^{-4}]	5.0×10^{-5} [1.1×10^{-4}]	5.4×10^{-4} [2.2×10^{-4}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School % female students	0.34 [0.39]	−0.47 [0.31]	−0.16 [0.41]	0.08 [0.06]	−0.01 [0.05]	0.20 [0.10]
School % Indigenous students	−0.37 [0.16]	0.19 [0.14]	−0.31 [0.18]	−0.29 [0.20]	−0.09 [0.17]	0.40 [0.33]
School % LBOTE students	6.7×10^{-3} [0.07]	−0.06 [0.06]	2.0×10^{-3} [0.09]	−0.07 [0.06]	−0.07 [0.05]	−0.15 [0.08]
School average attendance	8.8×10^{-3} [5.5×10^{-3}]	0.02 [3.9×10^{-3}]	0.02 [5.6×10^{-3}]	0.01 [4.6×10^{-3}]	5.6×10^{-4} [3.6×10^{-3}]	-1.8×10^{-3} [6.2×10^{-3}]
Student attendance rate	0.69 [0.13]	0.60 [0.09]	0.75 [0.13]	0.24 [0.09]	0.32 [0.07]	0.54 [0.12]
Check-in outcome attempt date (reading)	-4.3×10^{-3} [3.0×10^{-3}]	-2.6×10^{-3} [2.3×10^{-3}]	9.3×10^{-3} [4.1×10^{-3}]	-4.6×10^{-4} [1.9×10^{-3}]	-9.4×10^{-4} [1.8×10^{-3}]	5.9×10^{-4} [3.4×10^{-3}]
Check-in outcome attempt date (numeracy)	6.0×10^{-3} [2.9×10^{-3}]	-1.3×10^{-3} [2.3×10^{-3}]	-9.9×10^{-3} [4.1×10^{-3}]	1.7×10^{-4} [1.8×10^{-3}]	-2.5×10^{-3} [1.8×10^{-3}]	-5.0×10^{-3} [3.6×10^{-3}]
Student participation status X timepoint	−0.02 [0.05]	−0.05 [0.04]	−0.10 [0.05]	−0.05 [0.04]	1.5×10^{-3} [0.03]	−0.04 [0.06]

Table 98

Full-population analyses – reading

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	0.63 [0.19]	2.04 [0.18]	1.28 [0.22]	1.28 [0.19]	1.14 [0.19]	−0.14 [0.23]
Timepoint: outcome	0.66 [0.01]	0.45 [0.01]	0.33 [0.01]	0.30 [0.01]	0.31 [0.01]	0.34 [0.02]
Student participation status	−0.01 [0.01]	−0.02 [0.01]	−0.01 [0.01]	0.01 [0.01]	7.4×10^{-3} [0.01]	4.8×10^{-3} [0.02]
Student baseline reading score	0.01 $[9.9 \times 10^{-5}]$	0.01 $[9.2 \times 10^{-5}]$	0.01 $[1.4 \times 10^{-4}]$	0.01 $[1.3 \times 10^{-4}]$	0.01 $[1.3 \times 10^{-4}]$	0.01 $[1.8 \times 10^{-4}]$
Student Aboriginality	−0.04 [0.01]	−0.03 [0.01]	−0.08 [0.02]	−0.09 [0.02]	−0.07 [0.02]	−0.10 [0.02]
Student gender: male	−0.24 $[7.9 \times 10^{-3}]$	−0.30 $[7.9 \times 10^{-3}]$	−0.25 $[9.9 \times 10^{-3}]$	−0.28 [0.01]	−0.23 [0.01]	−0.22 [0.01]
Student EAL/D status	−0.07 [0.02]	−0.13 [0.02]	−0.10 [0.03]	−0.12 [0.02]	−0.18 [0.02]	−0.15 [0.02]
Student LBOTE status	0.05 [0.02]	0.08 [0.02]	-1.1×10^{-3} [0.02]	0.02 [0.02]	0.05 [0.02]	-6.6×10^{-3} [0.02]
Student SEA	0.03 $[1.9 \times 10^{-3}]$	0.03 $[1.9 \times 10^{-3}]$	0.04 $[2.3 \times 10^{-3}]$	0.04 $[2.4 \times 10^{-3}]$	0.03 $[2.3 \times 10^{-3}]$	0.03 $[2.8 \times 10^{-3}]$
Student IFS status	−0.05 [0.03]	−0.06 [0.03]	−0.05 [0.03]	−0.02 [0.03]	0.02 [0.04]	0.06 [0.04]
School type: Primary	−0.11 [0.03]	−0.06 [0.03]	−0.02 [0.04]	–	–	–
School type: SSP	0.33 [0.24]	−0.05 [0.15]	−0.20 [0.13]	−0.37 [0.16]	−0.16 [0.15]	0.04 [0.13]
School ARIA+	−0.02 $[4.4 \times 10^{-3}]$	−0.02 $[4.6 \times 10^{-3}]$	0.01 $[5.2 \times 10^{-3}]$	-4.9×10^{-3} $[6.8 \times 10^{-3}]$	−0.04 $[8.1 \times 10^{-3}]$	−0.03 [0.01]
School FOEI	7.0×10^{-4} $[1.5 \times 10^{-4}]$	2.3×10^{-4} $[1.5 \times 10^{-4}]$	6.3×10^{-4} $[1.9 \times 10^{-4}]$	5.3×10^{-4} $[2.7 \times 10^{-4}]$	3.3×10^{-4} $[2.5 \times 10^{-4}]$	8.1×10^{-4} $[3.1 \times 10^{-4}]$
School FTE teachers	-4.3×10^{-3} $[1.5 \times 10^{-3}]$	-1.3×10^{-4} $[1.5 \times 10^{-3}]$	-5.1×10^{-3} $[1.8 \times 10^{-3}]$	-1.1×10^{-3} $[1.0 \times 10^{-3}]$	1.6×10^{-3} $[1.4 \times 10^{-3}]$	-2.2×10^{-3} $[1.5 \times 10^{-3}]$
School FTE support staff	8.8×10^{-3} $[2.4 \times 10^{-3}]$	1.3×10^{-3} $[2.4 \times 10^{-3}]$	5.7×10^{-3} $[3.2 \times 10^{-3}]$	3.8×10^{-3} $[2.4 \times 10^{-3}]$	1.4×10^{-3} $[2.5 \times 10^{-3}]$	2.5×10^{-3} $[3.0 \times 10^{-3}]$

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School total gross income per student	1.6×10^{-6} [1.2×10^{-6}]	1.5×10^{-6} [1.2×10^{-6}]	2.5×10^{-7} [1.1×10^{-6}]	9.4×10^{-7} [2.0×10^{-6}]	4.7×10^{-6} [2.1×10^{-6}]	1.5×10^{-6} [2.5×10^{-6}]
School enrolments	9.7×10^{-5} [8.3×10^{-5}]	-2.0×10^{-4} [8.7×10^{-5}]	8.4×10^{-5} [1.0×10^{-4}]	-9.2×10^{-5} [6.8×10^{-5}]	-9.4×10^{-5} [8.0×10^{-5}]	6.4×10^{-5} [9.0×10^{-5}]
School % female students	0.03 [0.11]	0.57 [0.11]	0.40 [0.13]	0.03 [0.05]	−0.03 [0.04]	-1.4×10^{-3} [0.05]
School % Indigenous students	−0.19 [0.06]	−0.09 [0.05]	−0.20 [0.07]	−0.19 [0.10]	0.06 [0.10]	0.07 [0.11]
School % LBOTE students	0.02 [0.02]	−0.02 [0.02]	0.03 [0.03]	−0.05 [0.03]	0.02 [0.03]	-7.1×10^{-3} [0.04]
School average attendance	0.01 [2.0×10^{-3}]	4.2×10^{-3} [1.9×10^{-3}]	2.7×10^{-3} [2.3×10^{-3}]	5.7×10^{-3} [2.0×10^{-3}]	3.9×10^{-3} [2.0×10^{-3}]	6.6×10^{-3} [2.3×10^{-3}]
Student attendance rate	-4.7×10^{-3} [0.04]	−0.12 [0.04]	−0.14 [0.05]	0.17 [0.05]	0.08 [0.05]	0.05 [0.05]
Check-in outcome attempt date (reading)	-3.4×10^{-3} [9.6×10^{-4}]	-2.0×10^{-3} [9.8×10^{-4}]	-1.9×10^{-3} [1.5×10^{-3}]	-4.5×10^{-3} [8.5×10^{-4}]	-5.5×10^{-3} [8.8×10^{-4}]	-7.1×10^{-3} [1.1×10^{-3}]
Check-in outcome attempt date (numeracy)	1.2×10^{-3} [9.7×10^{-4}]	-8.1×10^{-4} [9.8×10^{-4}]	3.9×10^{-4} [1.5×10^{-3}]	2.4×10^{-3} [8.6×10^{-4}]	3.6×10^{-3} [8.9×10^{-4}]	4.0×10^{-3} [1.1×10^{-3}]
Student participation status X timepoint	−0.02 [0.02]	−0.04 [0.02]	−0.03 [0.02]	−0.03 [0.02]	−0.04 [0.02]	−0.03 [0.02]
School type: secondary	–	–	–	7.0×10^{-3} [0.03]	−0.07 [0.03]	0.07 [0.03]

Table 99

Full population analyses – numeracy

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	0.57 [0.23]	0.88 [0.19]	2.03 [0.23]	3.17 [0.18]	3.18 [0.19]	4.73 [0.24]
Timepoint: outcome	0.63 [0.01]	0.49 [0.01]	0.43 [0.01]	0.33 [0.01]	0.38 [0.01]	0.30 [0.02]
Student participation status	6.1×10^{-3} [0.01]	-1.2×10^{-3} [0.01]	0.02 [0.01]	6.1×10^{-3} [0.01]	5.1×10^{-3} [0.01]	0.03 [0.02]
Student baseline reading score	9.3×10^{-3} [9.8×10^{-5}]	7.7×10^{-3} [8.4×10^{-5}]	7.4×10^{-3} [1.1×10^{-4}]	7.3×10^{-3} [9.5×10^{-5}]	8.7×10^{-3} [1.0×10^{-4}]	8.7×10^{-3} [1.3×10^{-4}]
Student Aboriginality	−0.06 [0.02]	−0.06 [0.01]	−0.03 [0.02]	−0.02 [0.01]	−0.05 [0.02]	−0.06 [0.02]
Student gender: male	0.22 [9.5×10^{-3}]	0.25 [8.1×10^{-3}]	0.20 [0.01]	0.21 [9.4×10^{-3}]	0.17 [9.6×10^{-3}]	0.24 [0.01]
Student EAL/D status	0.01 [0.02]	−0.02 [0.02]	−0.03 [0.02]	5.6×10^{-3} [0.02]	−0.06 [0.02]	2.0×10^{-3} [0.02]
Student LBOTE status	6.3×10^{-3} [0.02]	0.03 [0.02]	0.04 [0.02]	0.06 [0.02]	0.05 [0.02]	2.0×10^{-3} [0.02]
Student SEA	0.04 [2.3×10^{-3}]	0.03 [1.9×10^{-3}]	0.03 [2.4×10^{-3}]	0.03 [2.1×10^{-3}]	0.03 [2.1×10^{-3}]	0.03 [3.1×10^{-3}]
Student IFS status	−0.24 [0.03]	−0.20 [0.03]	−0.15 [0.03]	−0.09 [0.03]	−0.10 [0.04]	−0.14 [0.05]
School type: Primary	−0.10 [0.04]	−0.22 [0.03]	−0.14 [0.04]	–	–	–
School ARIA+	0.02 [5.4×10^{-3}]	-5.2×10^{-3} [4.7×10^{-3}]	-1.1×10^{-3} [5.5×10^{-3}]	−0.02 [6.0×10^{-3}]	-9.1×10^{-3} [5.9×10^{-3}]	−0.02 [0.01]
School FOEI	4.9×10^{-4} [1.8×10^{-4}]	9.6×10^{-4} [1.6×10^{-4}]	7.6×10^{-4} [1.9×10^{-4}]	-6.5×10^{-4} [2.3×10^{-4}]	-8.0×10^{-4} [2.3×10^{-4}]	-1.1×10^{-3} [3.4×10^{-4}]
School FTE teachers	1.5×10^{-3} [1.9×10^{-3}]	-4.7×10^{-3} [1.7×10^{-3}]	2.0×10^{-3} [1.9×10^{-3}]	2.4×10^{-3} [7.4×10^{-4}]	5.6×10^{-4} [9.8×10^{-4}]	3.4×10^{-3} [1.4×10^{-3}]
School FTE support staff	-2.1×10^{-3} [3.1×10^{-3}]	-5.6×10^{-4} [2.5×10^{-3}]	-5.8×10^{-3} [3.5×10^{-3}]	-8.4×10^{-3} [2.1×10^{-3}]	-4.0×10^{-3} [2.1×10^{-3}]	-9.1×10^{-3} [3.3×10^{-3}]
School total gross income per student	2.9×10^{-6} [1.7×10^{-6}]	-2.1×10^{-6} [1.5×10^{-6}]	-9.4×10^{-7} [1.3×10^{-6}]	4.1×10^{-7} [1.8×10^{-6}]	3.6×10^{-6} [1.9×10^{-6}]	-1.1×10^{-6} [2.8×10^{-6}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School enrolments	-1.5×10^{-5} [1.1×10^{-4}]	2.9×10^{-4} [9.6×10^{-5}]	-1.3×10^{-4} [1.1×10^{-4}]	-6.4×10^{-5} [5.5×10^{-5}]	5.8×10^{-5} [6.3×10^{-5}]	5.7×10^{-7} [9.2×10^{-5}]
School % female students	0.02 [0.14]	−0.49 [0.12]	−0.22 [0.15]	0.02 [0.03]	4.7×10^{-3} [0.03]	0.14 [0.05]
School % Indigenous students	0.01 [0.07]	0.09 [0.06]	0.07 [0.07]	−0.03 [0.09]	0.06 [0.09]	0.56 [0.12]
School % LBOTE students	−0.08 [0.03]	0.05 [0.02]	0.08 [0.03]	−0.11 [0.03]	1.0×10^{-3} [0.03]	1.9×10^{-3} [0.04]
School average attendance	0.02 [2.4×10^{-3}]	0.02 [1.9×10^{-3}]	0.02 [2.5×10^{-3}]	3.4×10^{-3} [1.9×10^{-3}]	1.2×10^{-3} [1.9×10^{-3}]	4.2×10^{-3} [2.5×10^{-3}]
Student attendance rate	0.53 [0.05]	0.56 [0.04]	0.50 [0.05]	0.40 [0.04]	0.49 [0.04]	0.57 [0.06]
Check-in outcome attempt date (reading)	-8.1×10^{-4} [1.2×10^{-3}]	3.0×10^{-4} [9.6×10^{-4}]	-1.6×10^{-3} [1.6×10^{-3}]	-1.5×10^{-3} [7.7×10^{-4}]	-2.7×10^{-4} [8.4×10^{-4}]	-2.2×10^{-3} [1.2×10^{-3}]
Check-in outcome attempt date (numeracy)	2.5×10^{-3} [1.1×10^{-3}]	1.1×10^{-4} [9.5×10^{-4}]	-1.3×10^{-3} [1.6×10^{-3}]	7.1×10^{-4} [7.7×10^{-4}]	-1.6×10^{-3} [8.5×10^{-4}]	-6.4×10^{-4} [1.2×10^{-3}]
Student participation status X timepoint	−0.04 [0.02]	−0.02 [0.02]	−0.07 [0.02]	−0.05 [0.02]	−0.04 [0.02]	−0.03 [0.03]
School type: SSP	–	–	0.06 [0.26]	0.30 [0.20]	−0.33 [0.15]	0.15 [0.22]
School type: secondary	–	–	–	7.1×10^{-4} [0.03	0.04 [0.04	0.10 [0.04]

Table 100

LASSO-selected models – reading

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.60 [0.10]	1.82 [0.17]	1.77 [0.49]	2.27 [0.42]	2.25 [0.16]	−0.21 [0.42]
Student participation status	−0.02 [0.03]	0.01 [0.03]	−0.02 [0.03]	−0.03 [0.03]	−0.07 [0.03]	0.06 [0.04]
Timepoint: outcome	0.67 [0.03]	0.47 [0.03]	0.31 [0.03]	0.27 [0.03]	0.28 [0.03]	0.35 [0.04]
School ARIA+	-7.0×10^{-3} $[7.5 \times 10^{-3}]$	–	–	0.02 [0.01]	-5.8×10^{-3} [0.01]	-9.1×10^{-3} [0.01]
School FOEI	-7.0×10^{-5} $[2.7 \times 10^{-4}]$	6.7×10^{-4} $[3.1 \times 10^{-4}]$	-1.0×10^{-3} $[3.5 \times 10^{-4}]$	-1.3×10^{-3} $[6.1 \times 10^{-4}]$	1.5×10^{-3} $[4.0 \times 10^{-4}]$	-3.3×10^{-5} $[5.9 \times 10^{-4}]$
School total gross income per student	-3.8×10^{-6} $[2.7 \times 10^{-6}]$	–	-2.3×10^{-6} $[3.3 \times 10^{-6}]$	–	–	–
School enrolments	-1.0×10^{-3} $[4.4 \times 10^{-5}]$	-1.1×10^{-4} $[4.4 \times 10^{-5}]$	-2.5×10^{-4} $[6.2 \times 10^{-5}]$	7.7×10^{-5} $[1.2 \times 10^{-4}]$	–	-8.6×10^{-5} $[8.4 \times 10^{-5}]$
Student baseline numeracy score	0.01 $[2.3 \times 10^{-4}]$	0.01 $[2.1 \times 10^{-4}]$	0.01 $[3.0 \times 10^{-4}]$	0.01 $[3.3 \times 10^{-4}]$	0.01 $[2.8 \times 10^{-4}]$	0.01 $[4.3 \times 10^{-4}]$
Student gender: male	−0.27 [0.02]	−0.31 [0.02]	−0.24 [0.02]	−0.21 [0.02]	–	−0.27 [0.03]
Student SEA	0.03 $[4.1 \times 10^{-3}]$	0.03 $[4.2 \times 10^{-3}]$	0.03 $[4.9 \times 10^{-3}]$	0.04 $[5.4 \times 10^{-3}]$	0.03 $[4.8 \times 10^{-3}]$	0.03 $[6.2 \times 10^{-3}]$
Student participation status X timepoint	−0.04 [0.04]	−0.06 [0.04]	−0.03 [0.04]	−0.07 [0.05]	0.02 [0.04]	−0.14 [0.05]
School % female students	–	0.98 [0.28]	0.60 [0.35]	–	−0.10 [0.07]	0.16 [0.10]
School % Indigenous students	–	−0.53 [0.10]	–	–	−1.01 [0.17	–
School % LBOTE students	–	−0.13 [0.04]	–	−0.11 [0.06]	–	–
Check-in outcome attempt date (numeracy)	–	5.6×10^{-4} $[1.4 \times 10^{-3}]$	–	-4.1×10^{-3} $[2.1 \times 10^{-3}]$	1.6×10^{-4} $[2.0 \times 10^{-3}]$	–
School average attendance	–	–	-2.1×10^{-3} $[4.4 \times 10^{-3}]$	-3.2×10^{-3} $[4.4 \times 10^{-3}]$	–	0.01 $[4.3 \times 10^{-3}]$

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School FTE teachers	–	–	–	4.0×10^{-4} [2.2×10^{-3}]	2.8×10^{-3} [1.3×10^{-3}]	–
Student attendance rate	–	–	–	0.20 [0.12]	–	−0.41 [0.12]
Student Aboriginality	–	–	–	−0.03 [0.04]	0.08 [0.04]–	−0.41 [0.12]
School FTE support staff	–	–	–	−0.01 [6.1×10^{-3}]	−0.02 [4.4×10^{-3}]	5.2×10^{-3} [3.5×10^{-3}]
Check-in outcome attempt date (reading)	–	–	–	-1.1×10^{-3} [2.2×10^{-3}]	-4.0×10^{-3} [2.1×10^{-3}]	-5.1×10^{-3} [1.6×10^{-3}]
Student EAL/D status	–	–	–	–	−0.19 [0.03]	−0.11 [0.04]
Student IFS status	–	–	–	–	−0.31 [0.10]	–

Table 101

LASSO-selected models – numeracy

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	0.69 [0.43]	1.57 [0.33]	0.06 [0.52]	2.91 [0.36]	4.08 [0.32]	5.80 [0.58]
Student participation status	-3.7×10^{-3} [0.03]	0.03 [0.02]	−0.04 [0.04]	-3.5×10^{-3} [0.03]	0.01 [0.02]	−0.05 [0.04]
Timepoint: outcome	0.65 [0.03]	0.51 [0.02]	0.39 [0.03]	0.38 [0.03]	0.36 [0.02]	0.33 [0.04]
Student SEA	0.02 $[5.3 \times 10^{-3}]$	0.03 $[4.1 \times 10^{-3}]$	0.03 $[5.6 \times 10^{-3}]$	0.04 $[4.4 \times 10^{-3}]$	0.02 $[3.8 \times 10^{-3}]$	0.04 $[6.5 \times 10^{-3}]$
School FOEI	6.7×10^{-4} $[3.5 \times 10^{-4}]$	5.7×10^{-4} $[3.3 \times 10^{-4}]$	1.4×10^{-3} $[4.3 \times 10^{-4}]$	5.9×10^{-4} $[4.6 \times 10^{-4}]$	-9.2×10^{-4} $[4.4 \times 10^{-4}]$	-1.7×10^{-3} $[6.4 \times 10^{-4}]$
School enrolments	1.1×10^{-4} $[5.6 \times 10^{-5}]$	1.1×10^{-4} $[4.4 \times 10^{-5}]$	-3.6×10^{-4} $[1.0 \times 10^{-4}]$	7.8×10^{-5} $[1.3 \times 10^{-4}]$	–	–
Student gender: male	0.23 [0.02]	0.22 [0.02]	0.28 [0.03]	–	0.18 [0.02]	–
Student EAL/D status	0.02 [0.06]	–	–	–	−0.03 [0.03]	-9.0×10^{-3} [0.05]
Student LBOTE status	−0.08 [0.05]	-8.6×10^{-3} [0.03]	-4.4×10^{-3} [0.04]	0.12 [0.03]	−0.01 [0.03]	0.13 [0.04]
School % LBOTE students	0.04 [0.06]	−0.01 [0.05]	0.10 [0.06]	−0.11 [0.05]	0.03 [0.05]	–
School average attendance	0.01 $[4.9 \times 10^{-3}]$	9.0×10^{-3} $[3.6 \times 10^{-3}]$	0.03 $[5.9 \times 10^{-3}]$	0.02 $[4.3 \times 10^{-3}]$	-6.8×10^{-3} $[3.3 \times 10^{-3}]$	-8.9×10^{-3} $[6.2 \times 10^{-3}]$
Student attendance rate	0.89 [0.13]	0.53 [0.09]	0.63 [0.13]	0.36 [0.10]	0.53 [0.08]	0.65 [0.13]
Student baseline reading score	9.8×10^{-3} $[2.4 \times 10^{-4}]$	7.7×10^{-3} $[1.8 \times 10^{-4}]$	7.9×10^{-3} $[2.5 \times 10^{-4}]$	5.5×10^{-3} $[2.1 \times 10^{-4}]$	8.9×10^{-3} $[2.0 \times 10^{-4}]$	9.0×10^{-3} $[2.9 \times 10^{-4}]$
Student participation status X timepoint	−0.05 [0.05]	−0.05 [0.03]	−0.11 [0.05]	−0.07 [0.04]	-8.9×10^{-3} [0.03]	−0.03 [0.06]
School ARIA+	–	−0.02 $[9.5 \times 10^{-3}]$	-4.0×10^{-3} [0.01]	–	–	−0.04 [0.02]
School % Indigenous students	–	0.14 [0.13]	–	–	−0.32 [0.14]	5.8×10^{-3} [0.28]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Check-in outcome attempt date (reading)	–	-4.1×10^{-3} [1.4×10^{-3}]	–	-1.3×10^{-3} [1.9×10^{-3}]	–	-1.4×10^{-3} [1.6×10^{-3}]
Student IFS status	–	–	0.20 [0.12]	–	–	–
School FTE support staff	–	–	0.02 [6.9×10^{-3}]	0.01 [5.1×10^{-3}]	−0.01 [3.5×10^{-3}]	–
Check-in outcome attempt date (numeracy)	–	–	−0.01 [2.8×10^{-3}]	-2.4×10^{-3} [1.8×10^{-3}]	-5.7×10^{-3} [9.1×10^{-4}]	–
School FTE teachers	–	–	–	-3.4×10^{-3} [1.8×10^{-3}]	4.2×10^{-3} [1.1×10^{-3}]	1.6×10^{-3} [9.0×10^{-4}]
School total gross income per student	–	–	–	3.2×10^{-7} [3.3×10^{-6}]	2.9×10^{-6} [1.8×10^{-6}]	-1.4×10^{-6} [3.7×10^{-6}]
School % female students	–	–	–	−0.10 [0.05]	–	0.06 [0.09]
Student Aboriginality	–	–	–	−0.15 [0.03]	–	–

Table 102

Multiple imputation models – reading

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.31 [0.66]	2.32 [0.60]	1.22 [0.65]	2.76 [0.73]	3.12 [0.65]	2.07 [0.96]
Timepoint: outcome	0.67 [0.02]	0.43 [0.02]	0.32 [0.03]	0.27 [0.04]	0.28 [0.03]	0.31 [0.04]
Student participation status	0.04 [0.03]	0.06 [0.03]	0.01 [0.03]	0.04 [0.04]	0.08 [0.03]	0.15 [0.04]
Student baseline numeracy score	0.01 [3.9×10^{-4}]	0.01 [3.3×10^{-4}]	0.01 [4.7×10^{-4}]	0.01 [5.9×10^{-4}]	0.01 [5.4×10^{-4}]	0.01 [7.6×10^{-4}]
Student Aboriginality	0.03 [0.04]	−0.03 [0.04]	−0.07 [0.05]	−0.03 [0.06]	0.02 [0.06]	−0.09 [0.07]
Student gender: male	−0.24 [0.03]	−0.29 [0.03]	−0.23 [0.03]	−0.22 [0.04]	−0.21 [0.04]	−0.23 [0.05]
Student EAL/D status	−0.13 [0.07]	−0.14 [0.09]	−0.11 [0.10]	−0.04 [0.09]	−0.19 [0.06]	−0.20 [0.07]
Student LBOTE status	0.12 [0.07]	0.09 [0.08]	-8.2×10^{-3} [0.09]	-8.9×10^{-3} [0.08]	0.06 [0.06]	0.03 [0.08]
Student SEA	0.03 [6.2×10^{-3}]	0.03 [6.3×10^{-3}]	0.03 [7.8×10^{-3}]	0.04 [8.9×10^{-3}]	0.03 [9.0×10^{-3}]	0.03 [0.01]
Student IFS status	0.06 [0.08]	−0.10 [0.10]	−0.15 [0.12]	0.03 [0.15]	−0.12 [0.21]	−0.33 [0.24]
School ARIA+	6.1×10^{-3} [0.01]	−0.01 [0.01]	-6.7×10^{-3} [0.02]	0.02 [0.02]	7.6×10^{-3} [0.02]	-2.1×10^{-3} [0.03]
School FOEI	4.2×10^{-4} [5.1×10^{-4}]	3.1×10^{-4} [5.1×10^{-4}]	-5.4×10^{-4} [6.5×10^{-4}]	-1.3×10^{-3} [1.1×10^{-3}]	1.2×10^{-4} [8.7×10^{-4}]	-1.5×10^{-3} [1.1×10^{-3}]
School FTE teachers	6.3×10^{-3} [5.2×10^{-3}]	-1.5×10^{-3} [5.6×10^{-3}]	2.1×10^{-3} [6.0×10^{-3}]	3.1×10^{-4} [3.8×10^{-3}]	2.8×10^{-4} [3.9×10^{-3}]	-2.2×10^{-3} [5.7×10^{-3}]
School FTE support staff	-2.7×10^{-3} [9.4×10^{-3}]	5.3×10^{-3} [9.3×10^{-3}]	5.1×10^{-3} [0.01]	−0.01 [8.1×10^{-3}]	-8.6×10^{-3} [6.6×10^{-3}]	0.01 [9.8×10^{-3}]
School total gross income per student	1.9×10^{-6} [4.4×10^{-6}]	4.0×10^{-6} [3.1×10^{-6}]	-4.6×10^{-7} [5.9×10^{-6}]	5.0×10^{-6} [5.9×10^{-6}]	5.2×10^{-6} [7.7×10^{-6}]	-7.9×10^{-7} [9.2×10^{-6}]
School enrolments	-4.2×10^{-4} [2.7×10^{-4}]	-8.3×10^{-5} [2.8×10^{-4}]	-4.1×10^{-4} [3.6×10^{-4}]	1.6×10^{-4} [2.7×10^{-4}]	8.4×10^{-5} [2.7×10^{-4}]	-7.9×10^{-5} [3.4×10^{-4}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School % female students	0.38 [0.41]	0.67 [0.42]	0.70 [0.48]	−0.04 [0.15]	−0.23 [0.11]	0.19 [0.17]
School % Indigenous students	−0.54 [0.15]	−0.40 [0.16]	−0.07 [0.23]	−0.35 [0.40]	−0.90 [0.40]	−0.65 [0.44]
School % LBOTE students	−0.03 [0.08]	−0.03 [0.09]	0.02 [0.10]	−0.14 [0.13]	0.08 [0.09]	0.05 [0.11]
School average attendance	4.7×10^{-3} [6.1×10^{-3}]	-3.6×10^{-3} [5.7×10^{-3}]	2.9×10^{-3} [6.1×10^{-3}]	-8.6×10^{-3} [7.7×10^{-3}]	-9.8×10^{-3} [7.8×10^{-3}]	-8.5×10^{-3} [9.2×10^{-3}]
Student attendance rate	−0.06 [0.14]	−0.02 [0.16]	0.06 [0.17]	0.14 [0.21]	−0.08 [0.16]	−0.13 [0.17]
Check-in outcome attempt date (reading)	-8.2×10^{-4} [3.2×10^{-3}]	5.6×10^{-5} [3.7×10^{-3}]	2.1×10^{-3} [4.1×10^{-3}]	-7.6×10^{-4} [3.5×10^{-3}]	-1.8×10^{-3} [3.8×10^{-3}]	−0.02 [4.4×10^{-3}]
Check-in outcome attempt date (numeracy)	-5.0×10^{-3} [3.6×10^{-3}]	1.0×10^{-3} [3.8×10^{-3}]	-1.7×10^{-3} [4.2×10^{-3}]	-3.1×10^{-3} [3.1×10^{-3}]	-2.8×10^{-3} [3.8×10^{-3}]	9.4×10^{-3} [4.8×10^{-3}]
Student participation status X timepoint	−0.03 [0.03]	−0.02 [0.03]	−0.03 [0.04]	−0.08 [0.05]	0.02 [0.04]	−0.08 [0.05]

Table 103

Multiple imputation models – numeracy

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
Intercept	1.60 [0.84]	1.33 [0.64]	0.34 [0.98]	3.02 [0.60]	3.73 [0.58]	5.52 [1.02]
Timepoint: outcome	0.65 [0.03]	0.51 [0.02]	0.36 [0.03]	0.37 [0.03]	0.36 [0.02]	0.32 [0.05]
Student participation status	0.04 [0.03]	0.06 [0.03]	0.01 [0.05]	−0.01 [0.04]	0.05 [0.03]	0.22 [0.05]
Student baseline numeracy score	9.3×10^{-3} [4.0×10^{-4}]	7.4×10^{-3} [3.4×10^{-4}]	8.0×10^{-3} [6.1×10^{-4}]	5.8×10^{-3} [4.0×10^{-4}]	8.7×10^{-3} [3.6×10^{-4}]	8.8×10^{-3} [5.5×10^{-4}]
Student Aboriginality	−0.06 [0.06]	−0.08 [0.04]	0.01 [0.06]	−0.10 [0.05]	−0.07 [0.04]	−0.15 [0.08]
Student gender: male	0.23 [0.03]	0.22 [0.03]	0.23 [0.04]	0.18 [0.04]	0.16 [0.03]	0.19 [0.05]
Student EAL/D status	−0.03 [0.11]	−0.03 [0.09]	0.04 [0.13]	-4.5×10^{-4} [0.07]	−0.01 [0.05]	5.1×10^{-3} [0.10]
Student LBOTE status	−0.01 [0.10]	0.01 [0.08]	0.06 [0.13]	0.13 [0.08]	-1.2×10^{-3} [0.06]	0.16 [0.09]
Student SEA	0.03 [8.5×10^{-3}]	0.03 [7.5×10^{-3}]	0.03 [9.7×10^{-3}]	0.03 [6.7×10^{-3}]	0.03 [5.8×10^{-3}]	0.02 [0.01]
Student IFS status	−0.30 [0.11]	−0.14 [0.09]	−0.13 [0.15]	−0.10 [0.09]	0.01 [0.11]	0.33 [0.25]
School ARIA+	0.03 [0.02]	−0.03 [0.02]	−0.01 [0.02]	-7.9×10^{-4} [0.02]	−0.02 [0.01]	−0.05 [0.04]
School FOEI	4.8×10^{-4} [6.1×10^{-4}]	1.0×10^{-3} [6.7×10^{-4}]	9.8×10^{-4} [8.9×10^{-4}]	5.2×10^{-5} [8.0×10^{-4}]	-3.4×10^{-4} [7.4×10^{-4}]	-1.3×10^{-3} [1.1×10^{-3}]
School FTE teachers	0.01 [8.2×10^{-3}]	7.8×10^{-3} [5.3×10^{-3}]	5.7×10^{-3} [0.01]	-4.3×10^{-3} [3.2×10^{-3}]	2.9×10^{-3} [2.6×10^{-3}]	6.1×10^{-3} [3.7×10^{-3}]
School FTE support staff	−0.01 [0.01]	-2.2×10^{-3} [9.2×10^{-3}]	3.4×10^{-3} [0.02]	0.01 [9.0×10^{-3}]	−0.01 [5.6×10^{-3}]	−0.03 [9.4×10^{-3}]
School total gross income per student	-1.3×10^{-6} [7.4×10^{-6}]	-9.5×10^{-7} [5.8×10^{-6}]	8.9×10^{-6} [8.6×10^{-6}]	-2.9×10^{-6} [8.0×10^{-6}]	4.5×10^{-6} [5.0×10^{-6}]	9.8×10^{-6} [7.3×10^{-6}]
School enrolments	-6.8×10^{-4} [4.7×10^{-4}]	-3.9×10^{-4} [3.4×10^{-4}]	-4.8×10^{-4} [6.7×10^{-4}]	-3.8×10^{-5} [2.8×10^{-4}]	-4.1×10^{-5} [1.8×10^{-4}]	3.3×10^{-4} [2.9×10^{-4}]

Term	Year 4 [SE]	Year 5 [SE]	Year 6 [SE]	Year 7 [SE]	Year 8 [SE]	Year 9 [SE]
School % female students	0.45 [0.56]	−0.54 [0.45]	0.16 [0.69]	0.06 [0.11]	0.03 [0.08]	0.11 [0.16]
School % Indigenous students	−0.33 [0.30]	0.03 [0.23]	−0.17 [0.31]	−0.21 [0.31]	−0.22 [0.29]	0.26 [0.49]
School % LBOTE students	−0.07 [0.11]	−0.09 [0.11]	−0.08 [0.15]	−0.11 [0.10]	−0.01 [0.09]	−0.25 [0.14]
School average attendance	4.4×10^{-3} [8.2×10^{-3}]	0.02 [6.5×10^{-3}]	0.03 [9.7×10^{-3}]	0.01 [6.8×10^{-3}]	-2.9×10^{-4} [6.1×10^{-3}]	-7.5×10^{-3} [0.01]
Student attendance rate	0.64 [0.19]	0.47 [0.16]	0.77 [0.25]	0.48 [0.17]	0.41 [0.11]	0.63 [0.20]
Check-in outcome attempt date (reading)	-4.6×10^{-3} [4.3×10^{-3}]	-3.8×10^{-3} [3.1×10^{-3}]	7.6×10^{-3} [7.9×10^{-3}]	-5.1×10^{-3} [3.5×10^{-3}]	1.3×10^{-3} [3.3×10^{-3}]	2.4×10^{-3} [5.5×10^{-3}]
Check-in outcome attempt date (numeracy)	3.5×10^{-3} [4.3×10^{-3}]	-4.5×10^{-4} [3.2×10^{-3}]	−0.01 [7.7×10^{-3}]	3.9×10^{-3} [3.1×10^{-3}]	-6.1×10^{-3} [3.2×10^{-3}]	-4.4×10^{-3} [6.2×10^{-3}]
Student participation status X timepoint	−0.07 [0.04]	−0.06 [0.03]	−0.10 [0.04]	−0.05 [0.04]	−0.02 [0.03]	−0.05 [0.06]

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