# COVID Intensive Learning Support Program

Phase 2 evaluation technical report 2021

Centre for Education Statistics and Evaluation

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Centre for Education Statistics and Evaluation

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- trialling innovative initiatives to improve student outcomes.

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Acknowledgements

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

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Appendix 1:
Process evaluation data sources

Term 4 COVID Intensive Learning Support Program surveys

Principals/coordinators, classroom teachers, educators and students were surveyed in Term 4 2021 to understand the impact of the COVID Intensive Learning Support Program (COVID ILSP). The survey asked participants about:

- the impact the program had on students' learning progress
- the impact of the program on student engagement, motivation and attitudes towards school
- the methods used to monitor student progress
- participant experiences of the program as it was delivered during learning from home in Terms 3 and 4 of 2021.

Data collection: NSW teachers and students were under learning from home orders in both Terms 3 and 4 in 2021, therefore surveys were distributed through COVID ILSP Microsoft Teams channels and advertised in SchoolBiz from Weeks 1 to 3 in Term 4 2021.

Engagement with the surveys was restricted as there were limitations on contacting schools during the learning from home period. Staff could not be contacted directly to invite their responses which would have allowed researchers to gain a representative sample. Where possible, additional weights are used to adjust the aggregated results to be representative of the staff population.

Respondents' school name was collected in the surveys, allowing for the construction of post-hoc models to assess survey representativeness and, where needed, to assign school weights. Inverse probability weights were generated by modelling the response rate against relevant school characteristics for all schools participating in the program. The modelled characteristics were:

- School Performance directorate
- type of schooling (primary and infants schools, secondary schools, community and central schools, schools for specific purposes and other school types)
- school remoteness by the Australian Statistical Geography Standard (ASGS) remoteness classification
- school Index of Community Socio-Educational Advantage (ICSEA)
- school student enrolment headcount.

One logistic regression model was fit for each of the principal/coordinator survey, the classroom teacher survey and the educator survey. The models' ability to capture the pattern in the response rate were assessed using the area under the receiver operating characteristic curve (AU ROC). The magnitude and variability of the respondent weights was also assessed (Table 1).

▌Table 1

Model and weight summary for post-hoc response rate models

Survey	Model AU ROC	Weights (responding schools only)			
		Mean	SD	Minimum	Maximum
Principal/Coordinator	0.61	3.2	1.29	0.59	19.92
Educator	0.64	11.0	5.03	4.77	56.08
Classroom teacher	0.55	–	–	–	–

Using an AU ROC threshold of 0.6, the model for the classroom teacher survey was deemed non-predictive (AU ROC 0.55). No school weights were generated for the classroom teacher survey, and the responses are therefore presented as their raw proportions and counts.

Inverse probability weights were generated for schools in the principal/coordinator and educator surveys, using the predicted responses probabilities from their respective logistic regression models.

Principal/Coordinator survey: The Principal/Coordinator survey received 777 responses representing 643 schools. A total of 211 respondents indicated that they were both their school's principal and COVID ILSP coordinator, 238 were school principals only, and 328 were COVID ILSP coordinators only. The true population of coordinators is unknown, so the school's response rate was used to generate weights to achieve representative balance across schools as there is one principal per school. Approximately 29% of schools responded to the survey.

Educator survey: The educator survey received 867 responses representing 484 schools. Responses were weighted to achieve representative balance across school characteristics. Approximately 10% of the overall population of COVID ILSP educators responded to the survey.

Teacher survey: The teacher survey received 909 responses representing 280 schools. Responses were not weighted, as modelled weights adjusting for response rate were not reliable. Approximately 1% of the total population of classroom teachers from schools participating in the program responded to the survey.

Student survey: Two surveys were distributed to students' classroom teachers through SchoolBiz, one for primary students and one for secondary students, to collect information from students on their experience of the COVID ILSP program. There were 152 primary student responses and 176 secondary student responses, most of which came from 9 schools. This very small sample size means information is not representative and therefore cannot be included for reporting.

Data analysis: Responses from survey data were checked for sample representativeness and analysed quantitatively for multiple choice, check all that apply, Likert scales and matrix-style questions. Thematic qualitative analysis was undertaken for all open text responses. Confidence intervals for survey responses have been tabulated and can be found in Appendix 8: Survey results.

Focus groups

Data collection: 11 schools were invited to participate in focus group interviews due to their high engagement with the program communication channels and/or via their Director, Educational Leadership. Only 9 of the 11 schools participated. Educators delivering the program formed one group, parents in another group, and students in a group. Focus group interviews were semi-structured and conducted remotely, but not recorded.

Data analysis: Interview notes were manually coded for themes observed. The notes were broken down into fragments consisting of phrases and sentences. Every fragment was read and then grouped with other fragments under themes, and then further grouped according to the sentiment of the theme. Each new fragment was classified under a theme, and if the fragment did not fit under existing themes a new theme was added. The process was repeated until all responses were classified.

Recruitment

Work Breakdown Structure-Internal Order Solution (WBS-IOS) is a project management tool for schools to assign staff against tasks. Schools could hire staff and use WBS-IOS to assign them against the COVID ILSP in a particular role, such as teacher or School learning and support officer (SLSO). Schools could also use a journaling system to assign staff against the program which takes some time to update in the WBS-IOS system, but the expectation was that by the time of this evaluation, WBS-IOS had accounted for almost all staff.

Data collection: Schools' assignment data was collected at Term 4 Week 10. This data does not directly capture an educator's qualifications. However, the position description, which determines their salaried pay was used as a proxy of their credentials. Although there was great interest in how many university students and academics were hired, the data does not allow for that fine-grained reporting. They are both classified as casual non-school administrative and support non-teachers in the system.

The positions as they are listed in the WBS-IOS system and as they classified in this evaluation are:

Teacher
- Aboriginal education officer
- Assistant principal
- Casual teacher
- Deputy principal
- Head teacher
- Instructional leader
- Teacher.

Relevantly qualified educators
- Casual non-school administrative and support non-teachers
- Educational paraprofessionals.

School learning and support officers
- School learning and support officers.

Data analysis: Minor adjustments had to be made to classify educators who worked multiple positions to their highest level of credentials. The proportion of educators who were accredited teachers, relevantly qualified educators and SLSOs was then calculated.

Student information

Data collection: Using census date student enrolment data, students' characteristics were collected. The collected variables were:

- year level
- Aboriginality status
- gender
- English as an Additional Language or Dialect (EAL/D) phase
- Language Background Other Than English (LBOTE) status
- absences in Term 3 2020 and Term 4 2020.

Data analysis: These variables were used to analyse what types of students were selected to participate in the program control. Additionally, student characteristics data were used to control for confounding effects in the outcome evaluation.

PLAN2 data

PLAN2 (Planning Literacy and Numeracy) is an application on the department's Assessing Literacy and Numeracy software platform, designed for monitoring and analysing student strengths and areas for growth using the National Literacy and Numeracy Learning Progressions. It supports the identification of learning priorities for targeted teaching. PLAN2 was intended, at a minimum, to give a complete list of participating students and their area of focus.

Data collection: Schools were instructed that use of the PLAN2 platform was optional for the COVID ILSP. Where schools used PLAN2, typically individual student PLAN2 data were collected for key learning areas across a weekly learning cycle.

Data analysis: Data from PLAN2 was used to keep track of participating students. For the process evaluation this data was also analysed to examine the number of student participants, the nominated key learning area (literacy or numeracy), the mode of the number of student tutoring groups and the length of learning cycles.

SPaRO data

School Planning and Reporting Online (SPaRO) is an online reporting system used by NSW public schools. Every school uses SPaRO to undertake and complete school planning, self-assessment, annual reflecting and reporting.

Data collection: Fields in the online reporting system were modified so that schools could report the areas of focus of students and their total student counts. However, to identify individual students, schools were instructed to upload a spreadsheet of individual students. Like PLAN2, schools were instructed that, for the purposes of reporting for COVID ILSP, the use of SPaRO was optional.

Data analysis: Data from SPaRO was used to keep track of participating students. Although the platform had been modified to accommodate reporting areas of focus, schools would bulk report their student groups, limiting this evaluation's ability to discern if the area of focus undertaken was either literacy or numeracy. SPaRO also could not record tutoring session length or frequency in a way that facilitated aggregation. Despite these inconsistencies, some individual student data could be recovered from SPaRO, and so, where possible, the reporting platform was used to identify participating students for outcome evaluation.

Appendix 2:
Methodology for reporting of participating students

Dual reporting system

Initially, only PLAN2 was the recommended choice for reporting individual student details, with the understanding that they would be aggregated to a total of student placements. However, many schools found that it was unsuitable for their school context. As a result, the SPaRO system which all schools use and are familiar with was amended to be able to record details of students participating in the program.

This created a system whereby schools could report in 2 places. Schools were instructed to only report in one system; however, by the end of Term 4, 889 schools had reported in both systems. This made it difficult to tell what the total number of students per school was as both systems competed as the source of truth on student totals. It is unclear if a school's total in 2 systems referred to the same lot of students reported in 2 systems, or 2 different sets of students reported in 2 systems.

It was decided that the highest of either PLAN2 or SPaRO would be used to contribute to student totals. This counting method ensured that the total count was neither overcounting nor undercounting students. An additional 5 schools still had not reported any student details in any system by the end of Term 4.

Figure 1

Schools' reporting data in 2021
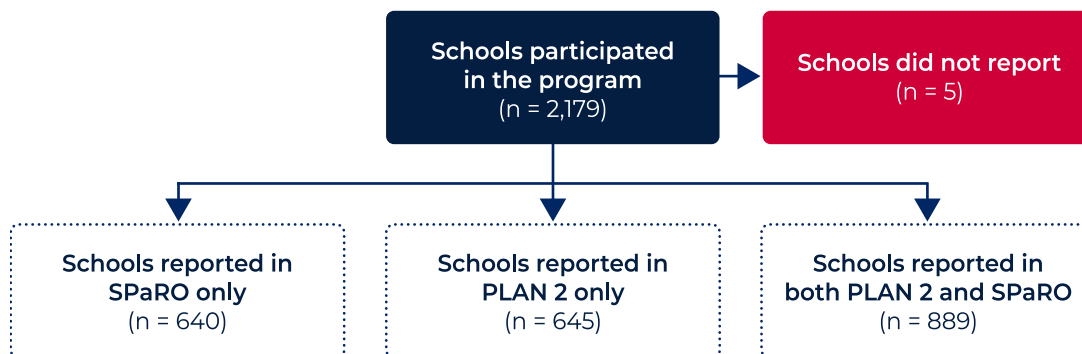
Missing treatment status as a result of school misreporting

Some schools reported a total number in SPaRO and then provided an individualised spreadsheet for student participation that did not match, giving the evaluation team reason to suspect that there are students receiving tuition who are unaccounted for. Therefore, all unlisted students from a school that misreports must be treated as 'unknown' treatment status. These students are then dropped from further analyses. Table 2 indicates the percentages of students dropped.

❙ **Table 2**

Students excluded due to missing treatment status

Year level	Complement of participating students	Students dropped due to suspected missing participating students	Percentage
4	55,590	19,493	35%
5	53,894	18,687	35%
6	57,756	19,905	34%
7	45,196	17,687	39%
8	47,579	18,697	39%
9	48,253	18,630	39%

The excluded students may not be missing completely at random. This would lead to biases in the results, and so attempts were made to model the missingness and find weights to adjust for any systematic patterns in the missing students.

The presence of misreported students was modelled with the aim of detecting systematic predictors for misreporting at a school level. A second model was attempted on the student level, where the students from those misreporting schools were modelled to see if they differed from their known-status peers. The results do not ensure that the students are missing completely at random; however, it does mean that attempts to correct for this would also be inaccurate and not improve the situation.

Both models performed poorly at predicting misreporting status, with low areas under the receiver operating characteristic curve (0.569 and 0.596 respectively). Also, applying weights generated from the model did not meaningfully change descriptive statistics. As such, no further reweighting action was taken.

Appendix 3: Student selection results

These tables contain the data used for the 'Selecting students for the program' on page 21 of the main report.

Table 3

The proportion of COVID ILSP students with Aboriginality status

Aboriginality status	Proportion selected
Indigenous	37%
Non-indigenous	22%

Table 4

The proportion of COVID ILSP students in each of the Socio-Educational Advantage (SEA) quartiles

Student SEA quartile	Proportion selected
0 – 25th percentile	35%
26th – 50th percentile	29%
51st – 75th percentile	19%
76th – 100th percentile	11%

Table 5

The average ICSEA of students who did and did not participate in the COVID ILSP

Treatment	Average ICSEA
Did not participate	1,020.8
Participated in the program	969.3

Table 6

The proportion of EAL/D students in the COVID ILSP according to EAL/D phases

EAL/D phase	Proportion selected
Beginner	29%
Emerging	26%
Developing	20%
Consolidating	14%
Not EAL/D	24%

Appendix 4: Implementation results

These tables contain the data used in the 'Schools chose a variety of ways to structure the program' on page 23 of the main report.

Table 7

Modes of program delivery

Mode of delivery	Count	Percentage
Withdrawal from class	73,922	72.9%
In class	12,769	12.5%
Online	11,867	11.7%
Other	2,233	2.2%
Before or after school	560	0.5%

Table 8

Session length by year level

Year level	Less than 30 minutes (percentage)	More than 30 minutes (percentage)
1	54.3%	45.7%
2	49.9%	50.1%
3	40.2%	59.8%
4	42.5%	57.5%
5	46.3%	53.7%
6	51.8%	48.2%
7	28.7%	71.3%
8	34.3%	65.7%
9	24.5%	75.5%
10	26.0%	74.0%
11	42.0%	58.0%
12	39.4%	60.6%

Table 9

Program cycle length

Cycle length	Number of student placements	Percentage
<10 weeks	42,338	42%
10-20 weeks	40,338	40%
>20 weeks	18,733	18%

Table 10

Frequency of support sessions

Frequency of sessions	Count	Percentage
3 times per week	79,755	79%
4 times per week	15,179	15%
5 times per week	6,475	6%

Table 11

Size of COVID ILSP groups

Group size (students)	Count (groups)	Percentage
1	551	3.1%
2	1,265	7.2%
3	2,548	14.5%
4	3,637	20.6%
5	3,958	22.5%
6	1,637	9.3%
7	653	3.7%
8	522	3%
9	370	2.1%
10	375	2.1%
11+	2,103	11.9%

Table 12

Page views on the COVID ILSP website

Webpage	Count
Main page	54,227
Resources – Professional learning and support	19,289
Reporting and evaluation	16,653
Recruitment and engagement	15,153
Allocation and use of funds	14,794

Appendix 5:
Outcome evaluation data sources

Student participation data

Data collection: Lists of participating students were collected from PLAN2 and SPaRO in Term 3 Week 10 for the outcome evaluation. This data was linked via students' SRNs to centrally held school data, their student characteristics and their academic baseline and outcome data. For PLAN2, the process of collecting data was automated. However, for SPaRO, significantly more resources were required to review and assess data uploaded to the platform via Excel spreadsheet.

Data analysis: Data from PLAN2 and SPaRO (where possible) were used to identify participating students. Plan2 and SPaRO were used as the collection platforms for recording student participation details. If a school reported using PLAN2 then individual student details would automatically be recorded. However, if a school reported in SPaRO they were instructed to upload a mandatory spreadsheet of student details. By the end of Term 3, there were 536 schools without uploaded spreadsheets, meaning those schools' individual students were unknown, even if schools did provide a total count. Additionally, there were 38 schools who did not report at all.

Centrally-held school data

Data collection: School data held by the department and ACARA was accessed to support the sampling of schools for data collection.

Data analysis: Available data used for this evaluation was:

- school codes
- ICSEA
- number of full-time equivalent (FTE) teaching staff
- number of FTE non-teaching staff
- percentage of boys/girls' enrolments
- percentage of Aboriginal enrolments
- percentage of LBOTE enrolments
- total enrolments
- schools' total gross income per student.

Academic data: NAPLAN or Check-in assessments

NAPLAN is an annual assessment for all Australian students in Years 3, 5, 7 and 9. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

NSW Department of Education Check-in assessments are online assessments for students in Years 3 to 9. They are mapped to the NSW Syllabus and the National Literacy and Numeracy Learning Progressions. There are two assessments, one each for literacy and one for numeracy, each made up of between 40 to 50 multiple choice questions.

Baseline data collection: Baseline data was collected from the closest timepoint before the start of the program. Baseline data came from different timepoints depending on year level (Table 5 in the body of the report). Either Check-in assessments or NAPLAN Assessments were used, as they are equated to the same scale. Check-In assessments in Term 2 2021 was also considered; however, it was not used as its timing was after some students had started their tuition programs.

Outcome data collection: In 2021, the Check-in assessments were administered in Term 2 for Years 4, 6 and 8, and in Term 4 for all year groups from Years 3 to 9. However, only Term 4 Check-in assessment data was used, as only this Term's data was relevant as an outcome measure for this evaluation.

Appendix 6:
Methodology for student outcomes analysis

Missing students due to incomplete data

Due to the need for the complete data where a student must complete both their baseline and outcome assessments, many students had to be removed from the final analysis. If a model could accurately capture what types of students are more likely to be missing, it could be used to reweight the existing students who are similar to those missing. This would minimise the effect of missing data on the final comparisons between participating and non-participating students.

The following variables were used to model the missingness rate of different kinds of students:

Student-level characteristics

- Aboriginality status
- gender
- EAL/D phase
- LBOTE status
- SEA quartile.

School-level characteristics

- school type
- ASGS remoteness
- ICSEA
- number of FTE teaching staff
- number of FTE non-teaching staff
- girls' enrolments
- total enrolments
- percentage of Aboriginal enrolments
- percentage of LBOTE students
- schools' total gross income per student
- total lockdown days.

One logistic regression model was fit for each year group. The model's ability to capture the pattern in the incomplete observations were assessed using the area under the receiver operating characteristic curve. The magnitude and variability of the student weights was also assessed.

Table 13

Model and weight summary for post-hoc response rate models

Survey	Model AU ROC	Weights				
		Mean	SD	Minimum	Maximum	Number above 100
Year 4	0.59	–	–	–	–	–
Year 5	0.59	–	–	–	–	–
Year 6	0.59	–	–	–	–	–
Year 7	0.61	10.93	207.00	1.40	21,679.8	396
Year 8	0.63	3.13	12.39	1.20	1,309.0	94
Year 9	0.64	13.26	333.96	1.72	45,889.3	537

Using an AU ROC threshold of 0.6, the model for Years 4, 5 and 6 were deemed not informative enough to generate weights. For Years 7, 8 and 9 the AU ROC would indicate that informative weights could be generated. However, high volatility of the weights meant it is not reliable to employ them in any further model fitting.

Propensity score matching

The aim of propensity score matching is to find non-treated students who were equally likely to have been treated based off their characteristics. This way, the comparison is between similar students, and the comparison group can serve as an inference of what **would the treated students have been like** if they had not been treated.

The probability of a student being selected for the program was modelled against the variables listed in Table 5 on page 43 of the main report. All variables were entered as main effects, although imbalances on interactions were still checked. This results in the following model equation:

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

where P is the estimated probability of being selected for the program, and X are all variables listed.

The resulting log-odds was used as the metric on which to match students. Matching was conducted through nearest neighbours matching without replacement as a default unless it was deemed that a resulting matched sample was insufficiently matched, and replacement was used. Only Year 4 students required matching with replacement.

Balance plots of all variables for all years are shown on the following pages from Figure 2 to Figure 7. All main effects were deemed to be sufficiently matched.

Interaction terms were also assessed for their balance. Ho et al. (2007)[1] suggests as a rule of thumb that standardised differences less than 0.1 for main effects, and 0.15 as suitable for interactions. Interactions larger than 0.1 are listed below in Table 14. While it is important to check the imbalances on interactions, the very few interactions which were still imbalanced appear to be obscure combinations. For example, in Year 7, the average interaction between Very Remote ASGS by percentage of LBOTE students was very different between the treated and matched sampled – most likely that there are too few counts to have reliable estimates. As such, the interaction terms as a whole were also deemed to have sufficiently matched.

| Table 14

Poorly balanced interactions

Year	Interaction term	Standardised difference
6	Aboriginal enrolments percent x LBOTE enrolments percentage	-0.136
7	Inner Regional x Aboriginal enrolments percentage	-0.162
7	Very Remote x LBOTE enrolments percentage	-0.453
7	Inner Regional x Aboriginal enrolments percentage	-0.161
8	Very Remote x baseline attendance	-0.142
9	Remote x LBOTE enrolments percentage	-0.101

Linear regression using generalised estimating equations

Numeracy and Reading for Years 6, 7 and 8

To compare the differences in growth between the 2 groups, the data was pivoted longer so that it was possible to form an interaction term between the timepoints of the outcomes measure (baseline and outcome), and the groups. This results in the following model equation:

$$Y_{jt} = \beta_0 + \beta_1 \cdot TIME_{jt} + \beta_2 \cdot GROUP_{jt} + \beta_3 \cdot (TIME_{jt} \cdot GROUP_{jt}) + X\gamma + \varepsilon_{jt}$$

where Y_{jt} represents assessment score of student j in calendar year t; $GROUP_{jt}$ is a dummy coded variable taking the value 1 if student j participated in COVID ILSP and 0 otherwise; $TIME_{jt}$ is an indicator variable for timepoint, which equals 0 for observations at baseline and 1 for observations at outcome; X are all other potential confounders listed in Table 5 in the body of the report (only exception is baseline score because that is now incorporated into Y itself) and ε_{jt} is the error term. To achieve standardised values, each year group's baseline and outcome assessment scores were standardised against the baseline sample standard deviation of that year group.

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1   Ho DE, Imai K, King G and Stuart EA (2007) 'Matching as nonparametric preprocessing for reducing model dependence in parametric causal inference', *Political Analysis*, 15(3):199-236.

Given that each student has 2 observations, one at baseline and one at outcome, the appropriate correlation structure is a 2 x 2 matrix $\hat{W} = \begin{bmatrix} 1 & \rho \\ \rho & 1 \end{bmatrix}$, where ρ is the correlation parameter between observations from the same student. In year 4 Reading and Numeracy, matching with replacement was conducted so the matrix size ranges depending on if a student was repeatedly sampled. The maximum size was 12 x 12 for one student who was repeated 12 times. The same $\hat{W}$ matrix is used to estimate the associated robust standard errors.

Hypothesis testing was conducted on β_3 as that interaction term is the coefficient which will determine if the growth of participating students was significantly larger than those of non-participating students. Due to there being 12 hypothesis tests, a Bonferroni correction is applied, and the p values are compared to an alpha of $0.05/12 \approx 0.004167$.

These models were also checked against linear mixed effects models with a nested random intercept per student per school for those years with growth. Both estimates and standard errors were similar to the first decimal place. These explored mixed effects models are not further reported.

Reading for Years 5, 7 and 9

For Years 5, 7 and 9 Reading where Term 4 2021 Check-in assessments cannot be equated to prior NAPLANs, only the scores at the outcome are compared. Thus, the model equation is:

$$Y_j = \beta_0 + \beta_1 \cdot GROUP_j + X\gamma + \varepsilon_j$$

Where X are all other potential confounders listed in Table 5 on page 43 of the main report including the baseline scores.

Given that students are nested within schools, the appropriate working correlation matrix is matrix $\hat{V} = \begin{bmatrix} 1 & \rho \\ \rho & 1 \end{bmatrix}$ where ρ is the correlation parameter between observations from the same school. The dimensions of $\hat{V}$ varies depending on how many students there are per school.

Hypothesis tests were conducted on β_1 as that is the coefficient which will determine if the outcome scores of participating students were significantly larger than those of non-participating students. Due to there being 12 hypothesis tests, a Bonferroni correction is applied, and the p values are compared to an alpha of $0.05/12 \approx 0.004167$.

The results for full models are presented in Figure 2 to Figure 7 on the following pages. Figure 16 and Figure 17 on pages 45 and 46 of the main report are derived from taking the coefficient of the timepoint by group interaction term. Robust standard errors were transformed to a 99.6% confidence interval in line with the Bonferroni correction.

For Years 5, 7 and 9 Reading, the models were checked against mixed effects model with a random intercept per school. Both estimates and standard errors were similar to the first decimal place. These other explored models are not further reported.

Balance plots

▐ **Figure 2**

Year 4 balance plot

Covariate balance

Absolute standardised mean differences

Sample: ▲ Adjusted   ● Unadjusted
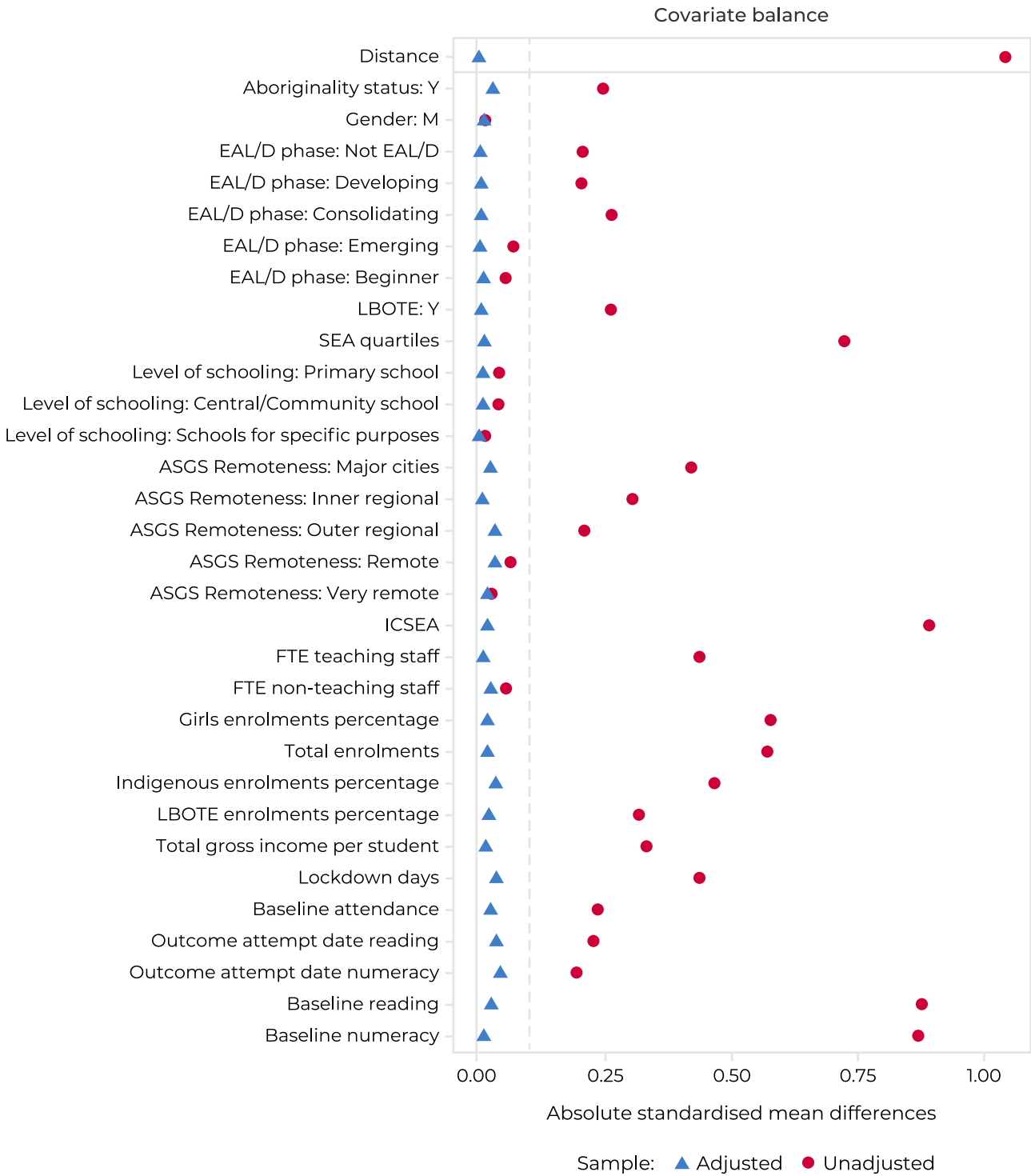
Figure 3

Year 5 balance plot

Covariate balance

| **Figure 4**

Year 6 balance plot

Covariate balance

Absolute standardised mean differences

Sample: ▲ Adjusted ● Unadjusted

▎ Figure 5
Year 7 balance plot

Covariate balance

Absolute standardised mean differences

Sample: ▲ Adjusted ● Unadjusted

Figure 6

Year 8 balance plot

Covariate balance

Absolute standardised mean differences

Sample: ▲ Adjusted ● Unadjusted

| Figure 7

Year 9 balance plot

Covariate balance

Appendix 7:
Final estimated coefficients

Numeracy growth

Term	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
(Intercept)	2.521 [2.068,2.974]	2.377 [1.956,2.798]	2.597 [2.045,3.150]	0.260 [-0.420,0.940]	1.554 [0.896,2.212]	0.709 [0.079,1.339]
Group						
Matched non-participating	–	–	–	–	–	–
Participating	0.013 [-0.013,0.039]	-0.014 [-0.038,0.010]	0.012 [-0.013,0.037]	-0.004 [-0.033,0.026]	-0.012 [-0.042,0.018]	0.004 [-0.026,0.034]
Time						
Baseline	–	–	–	–	–	–
Outcome	0.567 [0.550,0.584]	1.243 [1.227,1.259]	0.556 [0.537,0.575]	0.634 [0.611,0.657]	0.999 [0.977,1.020]	0.479 [0.457,0.502]
Group x Time	-0.059 [-0.082,-0.036]	-0.035 [-0.057,-0.013]	-0.018 [-0.045,0.008]	-0.023 [-0.056,0.009]	-0.037 [-0.068,-0.007]	-0.017 [-0.048,0.014]
Aboriginality status						
N	–	–	–	–	–	–
Y	-0.089 [-0.124,-0.055]	-0.077 [-0.109,-0.045]	-0.026 [-0.064,0.011]	-0.061 [-0.103 ,-0.019]	-0.083 [-0.124,-0.042]	-0.026 [-0.068,0.015]
Gender						
F	–	–	–	–	–	–
M	0.205 [0.183,0.228]	0.181 [0.161,0.202]	0.227 [0.201,0.252]	0.175 [0.146,0.204]	0.131 [0.104,0.159]	0.163 [0.136,0.189]
EAL/D phase						
Not EAL/D	–	–	–	–	–	–
Beginner	-0.148 [-0.289,-0.006]	-0.325 [-0.567,-0.083]	-0.207 [-0.560,0.145]	–	0.101 [-0.652,0.854]	–
Emerging	-0.148 [-0.220,-0.077]	-0.206 [-0.278,-0.133]	-0.162 [-0.261,-0.062]	-0.219 [-0.347,- 0.090]	-0.186 [-0.346,-0.026]	-0.027 [-0.197,0.144]
Developing	0.012 [-0.054,0.079]	-0.054 [-0.111,0.004]	-0.024 [-0.100,0.052]	-0.142 [-0.233,- 0.051]	-0.149 [-0.226,-0.072]	-0.001 [-0.078,0.076]
Consolidating	0.135 [0.046,0.225]	0.082 [0.014,0.149]	0.057 [-0.028,0.142]	0.005 [-0.088,0.098]	-0.006 [-0.074,0.063]	0.044 [-0.017,0.104]
LBOTE						
N	–	–	–	–	–	–
Y	0.007 [-0.051,0.064]	0.023 [-0.025,0.071]	0.070 [0.007,0.133]	0.114 [0.038,0.189]	0.073 [0.020,0.127]	0.065 [0.021,0.109]

Term	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Level of schooling[2]						
Primary school	–	–	–	–	–	–
Central/ Community school	-0.087 [-0.194,0.020]	0.008 [-0.077,0.093]	-0.080 [-0.188,0.028]	–	–	–
Secondary school	–	–	–	-0.014 [-0.095,0.067]	-0.046 [-0.124,0.033]	0.031 [-0.065,0.128]
Schools for specific purposes	–	0.137 [-0.426,0.699]	-0.024 [-0.490,0.442]	-0.198 [-0.678,0.283]	-0.116 [-0.548,0.317]	0.056 [-0.262,0.375]
ASGS Remoteness						
Major cities	–	–	–	–	–	–
Inner regional	0.021 [-0.020,0.063]	0.037 $[-4.67 \times 10^{-5}, 0.073]$	0.002 [-0.044,0.048]	-0.045 [-0.098,0.009]	-1.85×10^{-4} [-0.051,0.051]	-0.037 [-0.096,0.022]
Outer regional	0.013 [-0.046,0.071]	0.063 [0.010,0.117]	0.025 [-0.041,0.091]	-0.012 [-0.091,0.067]	0.042 [-0.034,0.119]	0.011 [-0.071,0.093]
Remote	0.097 [-0.053,0.247]	0.069 [-0.074,0.211]	0.046 [-0.133,0.224]	-0.079 [-0.265,0.107]	-0.013 [-0.207,0.182]	-0.065 [-0.275,0.144]
Very remote	0.038 [-0.385,0.461]	0.067 [-0.155,0.288]	0.377 [-0.048,0.802]	-0.302 [-0.622,0.018]	-0.217 [-0.590,0.155]	–
SEA quarters	0.095 [0.082,0.109]	0.077 [0.065,0.088]	0.060 [0.045,0.075]	0.071 [0.053,0.088]	0.084 [0.068,0.100]	0.050 [0.034,0.065]
ICSEA	1.61×10^{-4} $[-1.36 \times 10^{-4}, 4.57 \times 10^{-4}]$	-6.13×10^{-5} $[-3.33 \times 10^{-4}, 2.10 \times 10^{-4}]$	1.66×10^{-4} $[-1.90 \times 10^{-4}, 5.22 \times 10^{-4}]$	0.002 [0.002,0.003]	0.002 [0.001,0.002]	0.002 [0.001,0.002]
FTE teaching staff	0.007 [0.002,0.012]	0.005 $[2.78 \times 10^{-4}, 0.009]$	0.003 [-0.003,0.009]	-0.003 [-0.007,0.002]	2.70×10^{-6} [-0.005,0.005]	-0.002 [-0.005,0.002]
FTE non-teaching staff	-0.012 [-0.020,-0.004]	-0.011 [-0.019,-0.004]	-0.005 [-0.014,0.004]	0.008 [-0.001,0.017]	0.002 [-0.007,0.011]	0.005 [-0.003,0.012]
Girls' enrolments	-3.77×10^{-4} $[-0.001, 6.17 \times 10^{-4}]$	-7.74×10^{-4} $[-0.002, 1.22 \times 10^{-4}]$	5.19×10^{-4} $[-6.12 \times 10^{-4}, 0.002]$	-3.20×10^{-4} $[-4.85 \times 10^{-4}, -1.55 \times 10^{-4}]$	-2.44×10^{-4} $[-4.21 \times 10^{-4}, -6.77 \times 10^{-5}]$	-5.32×10^{-6} $[-1.40 \times 10^{-4}, 1.29 \times 10^{-4}]$
Total enrolments	-9.68×10^{-5} $[-6.49 \times 10^{-4}, 4.55 \times 10^{-4}]$	1.85×10^{-4} $[-3.13 \times 10^{-4}, 6.83 \times 10^{-4}]$	-3.35×10^{-4} $[-9.98 \times 10^{-4}, 3.28 \times 10^{-4}]$	2.56×10^{-4} $[-1.47 \times 10^{-5}, 5.28 \times 10^{-4}]$	1.05×10^{-4} $[-1.47 \times 10^{-4}, 3.56 \times 10^{-4}]$	7.21×10^{-5} $[-1.51 \times 10^{-4}, 2.95 \times 10^{-4}]$
Aboriginal enrolments percentage	-8.18×10^{-4} $[-0.003, 9.38 \times 10^{-4}]$	-0.002 $[-0.004, -8.37 \times 10^{-4}]$	-0.001 [-0.003,0.001]	0.007 [0.004,0.010]	0.006 [0.003,0.009]	0.007 [0.004,0.010]
LBOTE enrolments percentage	-4.07×10^{-4} $[-0.001, 2.79 \times 10^{-4}]$	-2.75×10^{-4} $[-9.00 \times 10^{-4}, 3.50 \times 10^{-4}]$	-3.56×10^{-4} $[-0.001, 4.14 \times 10^{-4}]$	0.002 $[7.02 \times 10^{-4}, 0.003]$	0.002 $[7.80 \times 10^{-4}, 0.003]$	0.002 $[9.65 \times 10^{-4}, 0.003]$

2   For Years 7, 8 and 9, central and community schools are used as the reference group as there are no students in primary school.

Term	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Schools' total gross income per student	3.18×10^{-6} [-2.18×10^{-7}, 6.57×10^{-6}]	5.95×10^{-7} [-2.04×10^{-6}, 3.24×10^{-6}]	1.55×10^{-6} [-3.56×10^{-6}, 6.66×10^{-6}]	7.73×10^{-6} [2.01×10^{-6}, 1.35×10^{-5}]	1.53×10^{-6} [-3.78×10^{-6}, 6.84×10^{-6}]	8.53×10^{-7} [-4.85×10^{-6}, 6.55×10^{-6}]
Lockdown days	-6.81×10^{-4} [-0.002, 4.78×10^{-4}]	-5.36×10^{-4} [-0.002, 4.95×10^{-4}]	-9.49×10^{-4} [-0.002, 3.81×10^{-4}]	-0.002 [-0.003, -3.02×10^{-4}]	-0.002 [-0.003, -1.24×10^{-4}]	-0.002 [-0.004, -5.20×10^{-4}]
Baseline attendance	-0.009 [-0.011, -0.008]	-0.008 [-0.010, -0.007]	-0.009 [-0.011, -0.007]	-0.007 [-0.009, -0.005]	-0.007 [-0.009, -0.006]	-0.006 [-0.007, -0.004]
Outcome attempt date numeracy	-1.47×10^{-4} [$-0.002,0.002$]	-0.001 [-0.003, 6.54×10^{-4}]	7.43×10^{-4} [$-0.002,0.003$]	6.44×10^{-6} [$-0.002,0.002$]	0.001 [-2.42×10^{-4}, 0.003]	-1.52×10^{-4} [$-0.002,0.002$]
Outcome attempt date reading	-3.08×10^{-4} [$-0.002,0.002$]	0.001 [-5.99×10^{-4}, 0.003]	-9.23×10^{-4} [$-0.003,0.001$]	-5.25×10^{-4} [$-0.002,0.001$]	-0.001 [-0.003, 2.57×10^{-4}]	-2.87×10^{-4} [$-0.002,0.002$]
Baseline score reading	0.005 [$0.005,0.005$]	0.005 [$0.005,0.006$]	0.007 [$0.006,0.007$]	0.007 [$0.007,0.008$]	0.005 [$0.005,0.005$]	0.007 [$0.006,0.007$]
Historic growth reading	–	–	-0.002 [-0.002, -0.002]	-0.003 [-0.003, -0.002]	–	-0.003 [-0.003, -0.003]
Historic growth numeracy	–	–	0.002 [$0.002,0.003$]	0.002 [$0.002,0.003$]	–	0.005 [$0.004,0.005$]

Table 16

Reading growth

Term	Year 4	Year 6	Year 8
Intercept	1.404 [0.952,1.856]	1.517 [1.016,2.019]	1.119 [0.537,1.700]
Group			
Matched non-participating	–	–	–
Participating	-0.029 [-0.056,-0.002]	-0.015 [-0.042,0.013]	-0.005 [-0.039,0.030]
Time			
Baseline	–	–	–
Outcome	0.534 [0.515,0.554]	0.209 [0.188,0.231]	0.452 [0.427,0.477]
Group × Time	-0.047 [-0.073,-0.020]	-0.012 [-0.042,0.019]	-0.031 [-0.067,0.006]
Aboriginality status			
N	–	–	–
Y	-0.060 [-0.097,-0.022]	-0.106 [-0.145,-0.066]	-0.073 [-0.116,-0.030]
Gender			
F	–	–	–
M	-0.266 [-0.288,-0.244]	-0.253 [-0.277,-0.229]	-0.204 [-0.231,-0.178]
EAL/D Phase			
NOT EAL/D	–	–	–
Beginner	-0.355 [-0.478,-0.232]	-0.139 [-0.607,0.330]	-0.343 [-0.824,0.139]
Emerging	-0.175 [-0.240,-0.111]	-0.240 [-0.325,-0.155]	-0.109 [-0.259,0.041]
Developing	-0.032 [-0.093,0.029]	-0.113 [-0.176,-0.051]	-0.105 [-0.174,-0.036]
Consolidating	0.096 [0.019,0.173]	-0.018 [-0.086,0.050]	-0.014 [-0.071,0.044]
LBOTE			
N	–	–	–
Y	0.069 [0.016,0.123]	0.037 [-0.017,0.091]	0.024 [-0.025,0.072]
Level of schooling[3]			
Central/Community school	0.018 [-0.089,0.124]	-0.032 [-0.141,0.078]	–
Secondary school	–	–	0.004 [-0.077,0.084]
Schools for specific purposes	–	-0.360 [-0.866,0.147]	-0.132 [-0.522,0.257]
ASGS Remoteness			
Major cities	–	–	–
Inner regional	-0.035 [-0.079,0.008]	0.042 [-0.005,0.089]	-0.021 [-0.073,0.031]
Outer regional	-0.022 [-0.083,0.040]	0.051 [-0.018,0.121]	-0.008 [-0.081,0.066]
Remote	-0.095 [-0.262,0.072]	0.013 [-0.191,0.216]	-0.111 [-0.323,0.101]

3   For Year 8, central and community schools are used as the reference group as there are no students in primary school.

Term	Year 4	Year 6	Year 8
Very remote	-0.137 [-0.621,0.348]	-0.456 [-0.831,-0.081]	-0.171 [-0.585,0.242]
SEA quarters	0.080 [0.067,0.093]	0.061 [0.047,0.075]	0.074 [0.058,0.089]
ICSEA	1.27×10^{-4} $[-1.62 \times 10^{-4}, 4.15 \times 10^{-4}]$	7.74×10^{-5} $[-2.40 \times 10^{-4}, 3.95 \times 10^{-4}]$	4.75×10^{-4} $[4.23 \times 10^{-5}, 9.09 \times 10^{-4}]$
FTE teaching staff	0.002 [-0.004,0.008]	0.003 [-0.002,0.009]	$1.79 \times 10{-4}$ [-0.004,0.005]
FTE non-teaching staff	-0.011 [-0.019,-0.003]	-0.007 [-0.015,0.001]	0.002 [-0.006,0.010]
Girls' enrolments	-6.67×10^{-5} $[-0.001, 8.84 \times 10^{-4}]$	-2.07×10^{-4} $[-0.001, 8.51 \times 10^{-4}]$	-1.63×10^{-5} $[-1.65 \times 10^{-4}, 1.33 \times 10^{-4}]$
Total enrolments	-5.21×10^{-5} $[-5.98 \times 10^{-4}, 4.94 \times 10^{-4}]$	-1.01×10^{-4} $[-7.06 \times 10^{-4}, 5.05 \times 10^{-4}]$	-6.83×10^{-5} $[-3.14 \times 10^{-4}, 1.78 \times 10^{-4}]$
Aboriginal enrolments percentage	-5.94×10^{-4} [-0.002,0.001]	-4.03×10^{-4} [-0.002,0.002]	-0.001 [-0.004,0.001]
LBOTE enrolments percentage	5.01×10^{-5} $[-6.50 \times 10^{-4}, 7.50 \times 10^{-4}]$	3.95×10^{-4} $[-3.41 \times 10^{-4}, 0.001]$	1.30×10^{-4} $[-6.81 \times 10^{-4}, 9.41 \times 10^{-4}]$
Schools' total gross income per student	-7.80×10^{-7} $[-4.54 \times 10{-6}, 2.98 \times 10^{-6}]$	4.01×10^{-6} $[4.40 \times 10^{-7}, 7.57 \times 10^{-6}]$	6.02×10^{-6} $[1.66 \times 10^{-7}, 1.19 \times 10^{-5}]$
Lockdown days	-6.94×10^{-4} $[-0.002, 4.82 \times 10^{-4}]$	-2.48×10^{-4} $[-0.002, 0.001]$	-1.10×10^{-4} $[-0.002, 0.001]$
Baseline attendance	2.12×10^{-6} $[-0.002, 0.002]$	-1.08×10^{-4} $[-0.002, 0.002]$	-0.002 $[-0.004, -4.67 \times 10^{-4}]$
Outcome attempt date numeracy	0.002 $[3.63 \times 10^{-5}, 0.004]$	0.002 $[-7.36 \times 10^{-4}, 0.004]$	0.002 $[1.82 \times 10^{-4}, 0.004]$
Outcome attempt date reading	-0.002 $[-0.004, -7.33 \times 10^{-5}]$	-0.002 $[-0.005, -7.19 \times 10^{-5}]$	-0.002 $[-0.004, -4.94 \times 10^{-4}]$
Baseline score numeracy	0.006 [0.006,0.007]	0.009 [0.009,0.009]	0.008 [0.007,0.008]
Historic growth reading	–	0.002 [0.002,0.002]	–
Historic growth numeracy	–	-0.004 [-0.004,-0.003]	–

Table 17

Reading outcome

Recall that growth is unavailable as a metric due to these years not being equitable with prior NAPLAN.

Term	Year 5	Year 7	Year 9
Intercept	2.464 [1.777,3.151]	2.630 [1.626,3.635]	2.727 [1.708,3.746]
Group			
Matched non-participating	–	–	–
Participating	-0.063 [-0.092,-0.035]	-0.062 [-0.110,-0.014]	-0.026 [-0.070,0.019]
Aboriginality status			
N	–	–	–
Y	-0.071 [-0.108,-0.034]	-0.033 [-0.088,0.023]	-0.008 [-0.070,0.054]
Gender			
F	–	–	–
M	-0.101 [-0.124,-0.079]	-0.190 [-0.229,-0.151]	-0.063 [-0.103,-0.023]
EAL/D phase			
Not EAL/D	–	–	–
Developing	0.003 [-0.060,0.066]	-0.079 [-0.180,0.022]	0.020 [-0.099,0.139]
Consolidating	0.013 [-0.058,0.085]	-0.025 [-0.129,0.079]	0.008 [-0.073,0.090]
Emerging	-0.040 [-0.118,0.038]	-0.046 [-0.207,0.116]	-0.060 [-0.271,0.150]
Beginner	-0.054 [-0.321,0.214]	–	–
LBOTE			
N	–	–	–
Y	0.034 [-0.021,0.088]	0.136 [0.047,0.225]	0.048 [-0.017,0.114]
Level of schooling[4]			
Primary school	–	–	–
Central/Community school	-0.049 [-0.177,0.079]	–	–
Secondary school	–	-0.027 [-0.155,0.101]	-0.094 [-0.265,0.077]
Schools for specific purposes	0.139 [-0.722,1.000]	0.056 [-0.418,0.531]	0.002 [-0.591,0.594]
ASGS Remoteness			
Major cities	–	–	–
Inner regional	0.016 [-0.045,0.077]	-0.016 [-0.121,0.089]	0.048 [-0.079,0.174]
Outer regional	0.050 [-0.038,0.138]	0.037 [-0.119,0.192]	0.108 [-0.067,0.282]
Remote	-0.003 [-0.180,0.174]	0.003 [-0.250,0.255]	0.242 [-0.058,0.542]
Very remote	-0.091 [-0.582,0.401]	0.103 [-0.484,0.691]	–

4   For Years 7 and 9, central and community schools are used as the reference group as there are no students in primary school.

Term	Year 5	Year 7	Year 9
SEA quarters	0.073 [0.060,0.086]	0.043 [0.025,0.061]	0.036 [0.015,0.057]
ICSEA	-2.33×10^{-4} $[-6.39 \times 10^{-4}, 1.72 \times 10^{-4}]$	6.90×10^{-5} $[-6.34 \times 10^{-4}, 7.72 \times 10^{-4}]$	2.18×10^{-4} $[-5.09 \times 10^{-4}, 9.45 \times 10^{-4}]$
FTE teaching staff	0.002 [-0.005,0.009]	-0.002 [-0.011,0.006]	0.004 [-0.004,0.013]
FTE non-teaching staff	-0.004 [-0.015,0.007]	0.007 [-0.008,0.023]	2.89×10^{-4} [-0.017,0.017]
Girls' enrolments	-4.78×10^{-4} $[-0.002, 9.72 \times 10^{-4}]$	4.63×10^{-5} $[-1.70 \times 10^{-4}, 2.62 \times 10^{-4}]$	1.56×10^{-4} $[-6.48 \times 10^{-5}, 3.76 \times 10^{-4}]$
Total enrolments	6.01×10^{-5} $[-7.19 \times 10^{-4}, 8.39 \times 10^{-4}]$	-2.49×10^{-6} $[-4.32 \times 10^{-4}, 4.27 \times 10^{-4}]$	-3.55×10^{-4} $[-8.30 \times 10^{-4}, 1.21 \times 10^{-4}]$
Aboriginal enrolments percentage	-0.002 $[-0.005, 5.62 \times 10^{-4}]$	-0.003 [-0.008,0.001]	9.00×10^{-5} [-0.005,0.005]
LBOTE enrolments percentage	-1.08×10^{-4} $[-9.89 \times 10^{-4}, 7.73 \times 10^{-4}]$	0.001 $[-1.96 \times 10^{-4}, 0.003]$	0.001 $[-2.18 \times 10^{-4}, 0.003]$
Schools' total gross income per student	1.95×10^{-6} $[-3.10 \times 10^{-6}, 6.99 \times 10^{-6}]$	-1.05×10^{-7} $[-9.46 \times 10^{-6}, 9.25 \times 10^{-6}]$	1.58×10^{-6} $[-9.55 \times 10^{-6}, 1.27 \times 10^{-5}]$
Lockdown days	-9.80×10^{-4} $[-0.003, 7.08 \times 10^{-4}]$	-0.001 [-0.004,0.002]	0.001 [-0.003,0.005]
Baseline attendance	-0.002 $[-0.004, -2.70 \times 10^{-4}]$	-0.002 $[-0.005, 4.31 \times 10^{-4}]$	-0.004 [-0.006,-0.001]
Baseline score reading	0.005 [0.005,0.005]	0.006 [0.006,0.007]	0.008 [0.007,0.008]
Baseline score numeracy	0.004 [0.003,0.004]	0.003 [0.003,0.004]	0.003 [0.002,0.003]
Outcome attempt date numeracy	0.001 [-0.001,0.004]	0.001 [-0.001,0.003]	0.004 $[6.08 \times 10^{-4}, 0.007]$
Outcome attempt date reading	-0.002 $[-0.005, 1.77 \times 10^{-4}]$	-0.003 $[-0.005, -3.81 \times 10^{-4}]$	-0.006 [-0.009,-0.003]
Historical growth reading	–	-0.002 [-0.002,-0.001]	-0.003 [-0.003,-0.002]
Historical growth numeracy	–	-9.58×10^{-4} $[-0.001, -5.25 \times 10^{-4}]$	-4.78×10^{-4} $[-0.001, 1.69 \times 10^{-4}]$

Appendix 8:
Survey results

Principals and coordinators' survey

Table 18

Summary of responses and confidence intervals for Principal and coordinator's survey

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
What impact has the COVID ILSP had on the learning progress of students?	Somewhat increased learning progress	50.94% [46.86%,55%]	2.076	1,070.4	358
	Greatly increased learning progress	46.28% [42.24%,50.37%]	2.075	972.5	319
	Neither increased nor decreased learning progress	2.47% [1.46%,4.12%]	0.651	51.8	15
	Somewhat decreased learning progress	0.32% [0.08%,1.28%]	0.227	6.7	2
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.	Strongly agree	47.95% [43.67%,52.26%]	2.193	916.9	304
	Agree	42.81% [38.63%,47.1%]	2.163	818.6	268
	Neither agree nor disagree	7.95% [5.86%,10.71%]	1.224	152.0	45
	Disagree	1.15% [0.45%,2.91%]	0.549	21.9	5
	Strongly disagree	0.14% [0.02%,0.98%]	0.138	2.6	1
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 numeracy.	Agree	42.21% [38.04%,46.48%]	2.153	807.0	268
	Strongly agree	40.3% [36.14%,44.6%]	2.159	770.6	257
	Neither agree nor disagree	15.88% [12.91%,19.39%]	1.647	303.7	90
	Disagree	1.47% [0.67%,3.23%]	0.594	28.2	7
	Strongly disagree	0.14% [0.02%,0.98%]	0.138	2.6	1

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
Do you agree with the following statements about the impact of COVID ILSP on staff delivering the program? Staff are upskilling in their use of data.	Strongly agree	52.12% [47.81%,56.4%]	2.193	996.6	334
	Agree	41.74% [37.57%,46.04%]	2.161	798.2	254
	Neither agree nor disagree	5.18% [3.52%,7.55%]	1.009	99.0	31
	Disagree	0.82% [0.25%,2.65%]	0.494	15.7	3
	Strongly disagree	0.14% [0.02%,0.98%]	0.138	2.6	1
Do you agree with the following statements about the impact of COVID ILSP on staff delivering the program? Staff have improved their knowledge of what works best sin small group tuition.	Strongly agree	50.05% [45.75%,54.35%]	2.194	956.9	317
	Agree	39.76% [35.67%,44%]	2.127	760.3	255
	Neither agree nor disagree	8.85% [6.5%,11.93%]	1.369	169.2	44
	Disagree	1.05% [0.4%,2.78%]	0.524	20.1	5
	Strongly disagree	0.29% [0.07%,1.15%]	0.203	5.5	2
Do you agree with the following statements about the impact of COVID ILSP on staff delivering the program? Staff capabilities around the use of PLAN2 have improved.	Strongly agree	36.69% [32.65%,40.94%]	2.115	701.6	238
	Agree	33.17% [29.32%,37.26%]	2.026	634.2	216
	Neither agree nor disagree	24.42% [20.79%,28.44%]	1.949	466.9	135
	Disagree	4.4% [2.92%,6.56%]	0.907	84.1	26
	Strongly disagree	1.32% [0.64%,2.72%]	0.490	25.3	8

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
Do you agree with the following statements about the impact of COVID ILSP on staff delivering the program? Staff use of the learning progressions has improved.	Agree	38.74% [34.67%,42.98%]	2.120	740.8	249
	Strongly agree	36.02% [31.99%,40.27%]	2.114	688.8	230
	Neither agree nor disagree	21.07% [17.72%,24.88%]	1.823	403.0	121
	Disagree	3.26% [2%,5.26%]	0.802	62.3	18
	Strongly disagree	0.9% [0.37%,2.18%]	0.407	17.2	5
Have you accessed any of the following resources? COVID ILSP professional learning modules.	Selected	54.53% [50.67%,58.34%]	1.955	1,281.7	435
	Not selected	45.47% [41.66%,49.33%]	1.955	1,068.7	342
Have you accessed any of the following resources? COVID ILSP expert series.	Not selected	83.16% [80.21%,85.75%]	1.408	1,954.6	637
	Selected	16.84% [14.25%,19.79%]	1.408	395.8	140
Have you accessed any of the following resources? COVID ILSP website.	Selected	63.03% [59.27%,66.63%]	1.877	1,481.3	497
	Not selected	36.97% [33.37%,40.73%]	1.877	869.0	280
Have you accessed any of the following resources? COVID ILSP Microsoft Teams space.	Selected	53.11% [49.28%,56.9%]	1.943	1,248.2	418
	Not selected	46.89% [43.1%,50.72%]	1.943	1,102.1	359
Have you accessed any of the following resources? COVID ILSP coffee catch ups.	Not selected	75.21% [71.82%,78.32%]	1.658	1,767.8	576
	Selected	24.79% [21.68%,28.18%]	1.658	582.6	201
Have you accessed any of the following resources? None of the above.	Not selected	93.41% [91.14%,95.14%]	1.007	2,195.5	732
	Selected	6.59% [4.86%,8.86%]	1.007	154.8	45

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Your knowledge of evidence-based best practice in literacy?	Somewhat helpful	50.24% [45.74%,54.73%]	2.295	872.3	291
	Very helpful	37.45% [33.17%,41.94%]	2.237	650.3	216
	Neither helpful or unhelpful	11.3% [8.76%,14.46%]	1.442	196.2	61
	Somewhat unhelpful	0.85% [0.26%,2.79%]	0.519	14.8	3
	Very unhelpful	0.16% [0.02%,1.12%]	0.159	2.8	1
How helpful have the COVID ILSP resources been for: Your knowledge of evidence-based best practice in numeracy?	Somewhat helpful	48.46% [43.99%,52.96%]	2.290	841.5	284
	Very helpful	35.11% [30.88%,39.59%]	2.222	609.7	200
	Neither helpful or unhelpful	15.25% [12.28%,18.79%]	1.654	264.8	83
	Somewhat unhelpful	1.02% [0.36%,2.88%]	0.544	17.7	4
	Very unhelpful	0.16% [0.02%,1.12%]	0.159	2.8	1
How helpful have the COVID ILSP resources been for: Your understanding of reporting requirements?	Somewhat helpful	48.56% [44.07%,53.08%]	2.299	843.2	267
	Very helpful	37.15% [33.01%,41.5%]	2.166	645.1	225
	Neither helpful or unhelpful	12.56% [9.91%,15.81%]	1.496	218.2	72
	Somewhat unhelpful	1.56% [0.71%,3.4%]	0.625	27.1	7
	Very unhelpful	0.16% [0.02%,1.12%]	0.159	2.8	1
How helpful have the COVID ILSP resources been for: Your ability to engage students in small group tuition?	Somewhat helpful	45.34% [40.92%,49.83%]	2.273	787.2	264
	Very helpful	33.21% [29.04%,37.65%]	2.196	576.6	191
	Neither helpful or unhelpful	20.06% [16.69%,23.93%]	1.843	348.4	111
	Somewhat unhelpful	1.39% [0.59%,3.24%]	0.603	24.2	6

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Your ability to find answers to questions about the program?	Somewhat helpful	48.96% [44.47%,53.47%]	2.298	850.1	273
	Very helpful	35.04% [30.96%,39.34%]	2.137	608.4	212
	Neither helpful or unhelpful	13.88% [11.08%,17.25%]	1.566	241.0	77
	Somewhat unhelpful	2.13% [1.1%,4.06%]	0.706	36.9	10
How helpful have the COVID ILSP resources been for: Exchanging ideas about the program?	Somewhat helpful	44.19% [39.8%,48.67%]	2.265	767.3	258
	Neither helpful or unhelpful	27.74% [23.88%,31.96%]	2.061	481.7	151
	Very helpful	26.15% [22.29%,30.41%]	2.069	454.0	153
	Somewhat unhelpful	1.92% [0.97%,3.77%]	0.664	33.4	10
How helpful have the COVID ILSP resources been for: Changing staff practice?	Somewhat helpful	48.78% [44.3%,53.27%]	2.291	847.0	284
	Neither helpful or unhelpful	24.99% [21.07%,29.36%]	2.110	433.9	133
	Very helpful	24.61% [21.05%,28.56%]	1.913	427.4	147
	Somewhat unhelpful	1.24% [0.5%,3.05%]	0.572	21.6	6
	Very unhelpful	0.38% [0.09%,1.51%]	0.267	6.6	2
How helpful have the COVID ILSP resources been for: Improving your data use/skills?	Somewhat helpful	43.99% [39.54%,48.54%]	2.298	763.8	246
	Very helpful	36.68% [32.54%,41.03%]	2.166	637.0	217
	Neither helpful or unhelpful	17.65% [14.49%,21.32%]	1.737	306.5	101
	Somewhat unhelpful	1.48% [0.66%,3.31%]	0.610	25.8	7
	Very unhelpful	0.19% [0.03%,1.35%]	0.190	3.3	1

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Your knowledge of different assessment techniques?	Somewhat helpful	46.48% [42.01%,51%]	2.296	807.0	267
	Very helpful	29.43% [25.61%,33.57%]	2.030	511.0	174
	Neither helpful or unhelpful	21.91% [18.38%,25.89%]	1.910	380.4	121
	Somewhat unhelpful	1.99% [1%,3.93%]	0.696	34.6	9
	Very unhelpful	0.19% [0.03%,1.35%]	0.190	3.3	1
How helpful have the COVID ILSP resources been for: Your ability to know students and how they learn?	Somewhat helpful	44.74% [40.29%,49.28%]	2.296	776.9	250
	Very helpful	30.57% [26.69%,34.74%]	2.054	530.7	183
	Neither helpful or unhelpful	22.93% [19.37%,26.93%]	1.924	398.2	131
	Somewhat unhelpful	1.76% [0.84%,3.64%]	0.656	30.5	8
How satisfied were you with the quality of tuition delivered by: Qualified teachers?	Very satisfied	80.64% [76.92%,83.88%]	1.773	1,440.6	478
	Somewhat satisfied	16.94% [13.87%,20.52%]	1.690	302.5	95
	Somewhat dissatisfied	1.16% [0.53%,2.5%]	0.457	20.7	7
	Neither satisfied nor dissatisfied	0.92% [0.38%,2.24%]	0.420	16.5	5
	Very dissatisfied	0.34% [0.09%,1.38%]	0.244	6.1	2
How satisfied were you with the quality of tuition delivered by: SLSOs?	Very satisfied	75.35% [67.96%,81.49%]	3.440	439.5	146
	Somewhat satisfied	21.41% [15.61%,28.63%]	3.301	124.9	39
	Neither satisfied nor dissatisfied	1.93% [0.7%,5.24%]	0.992	11.3	4
	Somewhat dissatisfied	1.32% [0.33%,5.18%]	0.928	7.7	2

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How satisfied were you with the quality of tuition delivered by: Non-teacher educators?	Very satisfied	66.96% [40.44%,85.82%]	11.559	40.1	14
	Somewhat satisfied	19.72% [6.43%,46.75%]	9.634	11.8	4
	Somewhat dissatisfied	6.92% [0.85%,39.17%]	6.644	4.1	1
	Neither satisfied nor dissatisfied	6.4% [0.78%,37.18%]	6.176	3.8	1
How satisfied were you with the quality of tuition delivered by: Educational paraprofessionals?	Very satisfied	84.52% [72.68%,91.81%]	4.711	164.3	57
	Somewhat satisfied	12.72% [6.28%,24.09%]	4.326	24.7	8
	Neither satisfied nor dissatisfied	2.75% [0.57%,12.36%]	2.153	5.4	2
How satisfied were you with the quality of tuition delivered by: Third party tuition providers?	Very satisfied	70.06% [22.17%,95.06%]	18.052	15.2	4
	Somewhat satisfied	15.23% [1.14%,73.75%]	14.506	3.3	1
	Neither satisfied nor dissatisfied	7.35% [0.52%,54.79%]	7.590	1.6	1
	Somewhat dissatisfied	7.35% [0.52%,54.79%]	7.590	1.6	1
How satisfied were you with the quality of tuition delivered by: Allied health providers?	Very satisfied	100% [100%,100%]	0.000	14.2	5
How challenging was it for you or your staff to continue to deliver small group tuition during learning from home restrictions?	Very challenging	57.24% [52.94%,61.43%]	2.165	1,080.9	348
	Moderately challenging	31.38% [27.58%,35.44%]	2.005	592.5	195
	Slightly challenging	8.47% [6.38%,11.16%]	1.208	159.9	55
	Not at all challenging	2.92% [1.77%,4.76%]	0.734	55.1	18

Classroom teachers' survey

Table 19

Summary of responses and confidence intervals for classroom teachers' survey

Question	Response	Weighted percentage [95% CI]	SE	Count
What impact has small group tuition had on the learning progress of students?	Somewhat increased learning progress	49.52% [45.91%,53.14%]	1.845	364
	Greatly increased learning progress	37.01% [33.58%,40.57%]	1.782	272
	Neither increased nor decreased learning progress	11.7% [9.57%,14.24%]	1.186	86
	Somewhat decreased learning progress	1.09% [0.54%,2.16%]	0.383	8
	Greatly decreased learning progress	0.68% [0.28%,1.63%]	0.303	5
What impact has the COVID ILSP had on all students in terms of: Student engagement?	Somewhat improved	45.01% [41.31%,48.78%]	1.906	307
	Greatly improved	34.46% [30.98%,38.11%]	1.821	235
	Neither improved nor worsened	17.74% [15.05%,20.8%]	1.464	121
	Somewhat worsened	2.64% [1.67%,4.15%]	0.614	18
	Greatly worsened	0.15% [0.02%,1.04%]	0.147	1
What impact has the COVID ILSP had on all students in terms of: Student motivation?	Somewhat improved	45.01% [41.31%, 48.78%]	1.906	307
	Greatly improved	32.11% [28.7%,35.72%]	1.789	219
	Neither improved nor worsened	19.94% [17.1%,23.12%]	1.531	136
	Somewhat worsened	2.49% [1.55%,3.98%]	0.597	17
	Greatly worsened	0.44% [0.14%,1.36%]	0.254	3
What impact has the COVID ILSP had on all students in terms of: Student confidence?	Greatly improved	42.23% [38.56%,45.98%]	1.892	288
	Somewhat improved	40.91% [37.27%,44.65%]	1.884	279
	Neither improved nor worsened	14.96% [12.47%,17.84%]	1.366	102
	Somewhat worsened	1.76% [1%,3.08%]	0.504	12
	Greatly worsened	0.15% [0.02%,1.04%]	0.147	1

Question	Response	Weighted percentage [95% CI]	SE	Count
What impact has the COVID ILSP had on all students in terms of: Student attitude towards school?	Somewhat improved	41.64% [37.99%,45.39%]	1.889	284
	Neither improved nor worsened	29.33% [26.02%,32.86%]	1.744	200
	Greatly improved	27.13% [23.91%,30.6%]	1.703	185
	Somewhat worsened	1.61% [0.89%,2.89%]	0.483	11
	Greatly worsened	0.29% [0.07%,1.17%]	0.207	2
What impact has the COVID ILSP had on all students in terms of: Student attendance?	Neither improved nor worsened	56.74% [52.99%,60.43%]	1.898	387
	Somewhat improved	28.3% [25.04%,31.81%]	1.726	193
	Greatly improved	13.2% [10.85%,15.96%]	1.297	90
	Somewhat worsened	1.47% [0.79%,2.71%]	0.461	10
	Greatly worsened	0.29% [0.07%,1.17%]	0.207	2
What impact has the COVID ILSP had on all students in terms of: Student peer relationships?	Neither improved nor worsened	50.59% [46.83%,54.34%]	1.916	345
	Somewhat improved	33.72% [30.26%,37.37%]	1.811	230
	Greatly improved	14.08% [11.66%,16.9%]	1.332	96
	Somewhat worsened	1.03% [0.49%,2.14%]	0.386	7
	Greatly worsened	0.59% [0.22%,1.56%]	0.293	4
What impact has the COVID ILSP had on all students in terms of: Student homework behaviour?	Neither improved nor worsened	61.73% [58.01%,65.31%]	1.862	421
	Somewhat improved	24.78% [21.68%,28.17%]	1.654	169
	Greatly improved	9.38% [7.41%,11.82%]	1.117	64
	Somewhat worsened	2.2% [1.33%,3.62%]	0.562	15
	Greatly worsened	1.91% [1.11%,3.26%]	0.524	13

COVID ILSP educators' survey

Table 20

Summary of responses and confidence intervals for COVID ILSP educator's survey

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
What impact has small group tuition had on the learning progress of students?	Somewhat increased learning progress	52.25% [48.47%,56.01%]	1.923	4,502.2	411
	Greatly increased learning progress	46.11% [42.37%,49.89%]	1.919	3,973.1	377
	Neither increased nor decreased learning progress	1.5% [0.83%,2.68%]	0.446	129.1	12
	Somewhat decreased learning progress	0.14% [0.02%,0.98%]	0.139	12.0	1
What impact has the COVID ILSP had on all students in terms of: Student engagement?	Greatly improved	50.74% [46.84%,54.63%]	1.988	4,131.6	392
	Somewhat improved	42.37% [38.54%,46.3%]	1.979	3,450.7	311
	Neither improved nor worsened	6.07% [4.5%,8.15%]	0.920	494.3	45
	Somewhat worsened	0.56% [0.23%,1.37%]	0.257	45.6	5
	Greatly worsened	0.26% [0.06%,1.05%]	0.185	21.1	2
What impact has the COVID ILSP had on all students in terms of: Student motivation?	Somewhat improved	48.14% [44.27%,52.04%]	1.984	3,920.2	361
	Greatly improved	43.77% [39.96%,47.66%]	1.965	3,564.3	341
	Neither improved nor worsened	6.99% [5.01%,9.67%]	1.173	568.9	45
	Somewhat worsened	0.96% [0.44%,2.07%]	0.379	77.8	7
	Greatly worsened	0.15% [0.02%,1.05%]	0.149	12.1	1

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
What impact has the COVID ILSP had on all students in terms of: Student confidence?	Greatly improved	57.86% [53.94%,61.69%]	1.979	4,712.0	449
	Somewhat improved	38.12% [34.37%,42.02%]	1.953	3,104.4	279
	Neither improved nor worsened	2.99% [1.84%,4.81%]	0.731	243.5	18
	Somewhat worsened	1.03% [0.53%,1.99%]	0.348	83.5	9
What impact has the COVID ILSP had on all students in terms of: Student attitude towards school?	Somewhat improved	48.39% [44.51%,52.29%]	1.986	3,940.8	369
	Greatly improved	30.14% [26.79%,33.71%]	1.765	2,454.3	241
	Neither improved nor worsened	20.88% [17.72%,24.44%]	1.713	1,700.4	141
	Somewhat worsened	0.5% [0.15%,1.62%]	0.301	40.8	3
	Greatly worsened	0.09% [0.01%,0.61%]	0.086	7.0	1
What impact has the COVID ILSP had on all students in terms of: Student attendance?	Neither improved nor worsened	48.65% [44.77%,52.55%]	1.986	3,961.6	359
	Somewhat improved	33.98% [30.35%,37.8%]	1.901	2,767.0	256
	Greatly improved	15.2% [12.78%,17.97%]	1.321	1,237.4	125
	Somewhat worsened	1.53% [0.65%,3.55%]	0.662	124.8	10
	Greatly worsened	0.64% [0.26%,1.59%]	0.297	52.5	5
What impact has the COVID ILSP had on all students in terms of: Student peer relationships?	Somewhat improved	39.9% [36.09%,43.82%]	1.972	3,248.9	298
	Neither improved nor worsened	39.15% [35.42%,43.01%]	1.937	3,188.0	289
	Greatly improved	20.09% [17.29%,23.21%]	1.506	1,635.7	161
	Somewhat worsened	0.48% [0.17%,1.32%]	0.248	39.2	4
	Greatly worsened	0.39% [0.12%,1.26%]	0.233	31.4	3

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
What impact has the COVID ILSP had on all students in terms of: Student homework behaviour?	Neither improved nor worsened	62.33% [58.47%,66.05%]	1.934	5,076.0	477
	Somewhat improved	28.88% [25.47%,32.55%]	1.804	2,351.8	214
	Greatly improved	6.79% [5.15%,8.9%]	0.946	552.9	52
	Greatly worsened	1.48% [0.6%,3.62%]	0.680	120.9	8
	Somewhat worsened	0.51% [0.19%,1.4%]	0.263	41.8	4
Have you accessed any of the following resources? COVID ILSP professional learning modules.	Selected	53.83% [50.19%,57.43%]	1.848	5,033.4	479
	Not selected	46.17% [42.57%,49.81%]	1.848	4,317.3	388
Have you accessed any of the following resources? COVID ILSP expert series.	Not selected	77.46% [74.36%,80.28%]	1.508	7,242.8	669
	Selected	22.54% [19.72%,25.64%]	1.508	2,108.0	198
Have you accessed any of the following resources? COVID ILSP website.	Selected	50.94% [47.32%,54.55%]	1.844	4,763.1	450
	Not selected	49.06% [45.45%,52.68%]	1.844	4,587.7	417
Have you accessed any of the following resources? COVID ILSP Microsoft Teams space.	Not selected	53.23% [49.61%,56.81%]	1.837	4,977.0	458
	Selected	46.77% [43.19%,50.39%]	1.837	4,373.8	409
Have you accessed any of the following resources? COVID ILSP coffee catch ups.	Not selected	69.21% [65.76%,72.46%]	1.708	6,471.5	602
	Selected	30.79% [27.54%,34.24%]	1.708	2,879.3	265
Have you accessed any of the following resources? None of the above.	Not selected	83.94% [81.04%,86.47%]	1.381	7,849.0	733
	Selected	16.06% [13.53%,18.96%]	1.381	1,501.7	134

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Your knowledge of evidence-based best practice in literacy?	Somewhat helpful	40.95% [36.77%,45.27%]	2.168	2,590.7	253
	Very helpful	39.95% [35.71%,44.35%]	2.204	2,527.5	233
	Neither helpful or unhelpful	17.49% [14.32%,21.19%]	1.747	1,106.7	99
	Very unhelpful	1.24% [0.55%,2.78%]	0.513	78.4	6
	Somewhat unhelpful	0.36% [0.09%,1.48%]	0.260	22.9	2
How helpful have the COVID ILSP resources been for: Your knowledge of evidence-based best practice in numeracy?	Somewhat helpful	38.02% [33.94%,42.28%]	2.127	2,405.1	236
	Very helpful	33.95% [29.88%,38.26%]	2.139	2,147.5	199
	Neither helpful or unhelpful	26.24% [22.48%,30.39%]	2.014	1,660.3	148
	Very unhelpful	0.99% [0.4%,2.4%]	0.448	62.3	5
	Somewhat unhelpful	0.81% [0.33%,1.96%]	0.366	51.0	5
How helpful have the COVID ILSP resources been for: Your understanding of reporting requirements?	Somewhat helpful	45.21% [40.9%,49.6%]	2.221	2,860.3	266
	Very helpful	36.42% [32.26%,40.78%]	2.175	2,303.7	213
	Neither helpful or unhelpful	15.93% [13.1%,19.25%]	1.562	1,008.1	101
	Somewhat unhelpful	1.4% [0.69%,2.82%]	0.503	88.4	8
	Very unhelpful	1.04% [0.43%,2.5%]	0.468	65.7	5

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Your ability to engage students in small group tuition?	Somewhat helpful	39.8% [35.64%,44.11%]	2.163	2,517.8	243
	Very helpful	35.6% [31.52%,39.9%]	2.137	2,251.9	212
	Neither helpful or unhelpful	23.2% [19.58%,27.27%]	1.958	1,467.7	130
	Somewhat unhelpful	0.96% [0.43%,2.16%]	0.397	61.0	6
	Very unhelpful	0.44% [0.11%,1.74%]	0.310	27.7	2
How helpful have the COVID ILSP resources been for: Your ability to find answers to questions about the program?	Somewhat helpful	47.2% [42.86%,51.58%]	2.225	2,985.8	284
	Very helpful	34.51% [30.39%,38.88%]	2.165	2,183.1	198
	Neither helpful or unhelpful	15.07% [12.3%,18.32%]	1.529	953.3	94
	Somewhat unhelpful	2.66% [1.56%,4.5%]	0.718	168.0	14
	Very unhelpful	0.57% [0.18%,1.77%]	0.331	36.0	3
How helpful have the COVID ILSP resources been for: Exchanging ideas about the program?	Somewhat helpful	40.72% [36.51%,45.07%]	2.185	2,575.7	241
	Very helpful	29.21% [25.31%,33.43%]	2.072	1,847.7	174
	Neither helpful or unhelpful	27.79% [24.07%,31.85%]	1.985	1,758.3	164
	Somewhat unhelpful	1.89% [1.05%,3.37%]	0.559	119.6	12
	Very unhelpful	0.39% [0.1%,1.59%]	0.282	24.9	2

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Improving your data use/skills?	Somewhat helpful	37.84% [33.77%,42.1%]	2.126	2,394.1	233
	Very helpful	36.4% [32.25%,40.76%]	2.173	2,302.7	214
	Neither helpful or unhelpful	23.09% [19.53%,27.07%]	1.919	1,460.6	132
	Somewhat unhelpful	1.41% [0.72%,2.72%]	0.475	89.0	9
	Very unhelpful	1.26% [0.51%,3.08%]	0.578	79.8	5
How helpful have the COVID ILSP resources been for: Your knowledge of different assessment techniques?	Somewhat helpful	38.65% [34.55%,42.92%]	2.135	2,445.0	238
	Very helpful	31.66% [27.66%,35.95%]	2.115	2,002.8	185
	Neither helpful or unhelpful	26.96% [23.2%,31.08%]	2.008	1,705.6	157
	Somewhat unhelpful	1.65% [0.85%,3.17%]	0.552	104.1	9
	Very unhelpful	1.09% [0.4%,2.92%]	0.552	68.7	4
How helpful have the COVID ILSP resources been for: Your knowledge of students and how they learn?	Somewhat helpful	38.51% [34.38%,42.81%]	2.153	2,436.1	235
	Very helpful	32.56% [28.6%,36.79%]	2.090	2,059.9	194
	Neither helpful or unhelpful	26.53% [22.77%,30.66%]	2.012	1,678.1	152
	Somewhat unhelpful	1.32% [0.66%,2.64%]	0.468	83.4	8
	Very unhelpful	1.09% [0.4%,2.92%]	0.552	68.7	4

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How helpful have the COVID ILSP resources been for: Your understanding of PLAN2?	Somewhat helpful	36.56% [32.49%,40.83%]	2.126	2,312.9	218
	Very helpful	34.56% [30.63%,38.72%]	2.062	2,186.6	215
	Neither helpful or unhelpful	26.58% [22.63%,30.94%]	2.117	1,681.3	146
	Somewhat unhelpful	1.93% [1.07%,3.45%]	0.574	121.8	12
	Very unhelpful	0.37% [0.09%,1.53%]	0.269	23.5	2
How helpful have the COVID ILSP resources been for: Your knowledge of the learning progressions?	Somewhat helpful	39.54% [35.38%,43.86%]	2.165	2,501.4	236
	Very helpful	36.81% [32.66%,41.16%]	2.168	2,328.5	218
	Neither helpful or unhelpful	21.91% [18.46%,25.8%]	1.867	1,386.1	129
	Somewhat unhelpful	1.15% [0.56%,2.35%]	0.419	73.0	8
	Very unhelpful	0.59% [0.14%,2.41%]	0.425	37.2	2
How challenging was it to continue to deliver small group tuition during learning from home restrictions?	Very challenging	54.66% [50.71%,58.54%]	1.997	4,278.4	390
	Moderately challenging	29.08% [25.71%,32.71%]	1.785	2,276.7	217
	Slightly challenging	11.52% [9.29%,14.22%]	1.251	902.1	85
	Not at all challenging	4.74% [3.32%,6.72%]	0.854	370.7	35
How challenging were the following issues when delivering small group tuition during learning from home restrictions: Maintaining student engagement/motivation?	Very challenging	44.71% [40.79%,48.7%]	2.019	3,472.0	315
	Moderately challenging	24.58% [21.23%,28.27%]	1.794	1,908.7	177
	Slightly challenging	20.34% [17.41%,23.62%]	1.581	1,579.2	153
	Not at all challenging	6.2% [4.6%,8.31%]	0.936	481.2	45
	Unsure	4.17% [2.88%,6.01%]	0.783	323.7	30

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How challenging were the following issues when delivering small group tuition during learning from home restrictions: Student access to technology/ devices?	Very challenging	34.16% [30.35%,38.19%]	2.000	2,652.4	228
	Moderately challenging	28.57% [25.21%,32.19%]	1.779	2,218.4	217
	Slightly challenging	20.97% [18.06%,24.21%]	1.567	1,628.4	161
	Not at all challenging	10.55% [8.3%,13.32%]	1.272	819.1	71
	Unsure	5.75% [4.23%,7.78%]	0.893	446.6	43
How challenging were the following issues when delivering small group tuition during learning from home restrictions: Ability to conduct formative assessment?	Very challenging	42.04% [38.15%,46.03%]	2.011	3,264.6	307
	Moderately challenging	22.16% [19.12%,25.53%]	1.632	1,720.6	164
	Slightly challenging	20.5% [17.42%,23.96%]	1.665	1,591.6	144
	Not at all challenging	8.8% [6.81%,11.31%]	1.137	683.5	60
	Unsure	6.5% [4.81%,8.73%]	0.989	504.7	45
How challenging were the following issues when delivering small group tuition during learning from home restrictions: Reliance on families to support students with logging in, connecting to meetings and so on and so forth?	Very challenging	43% [39.07%,47.02%]	2.030	3,338.7	304
	Moderately challenging	25.26% [22.04%,28.77%]	1.717	1,961.1	189
	Slightly challenging	16.49% [13.84%,19.53%]	1.447	1,280.4	122
	Not at all challenging	8.78% [6.79%,11.27%]	1.131	681.5	61
	Unsure	6.48% [4.78%,8.73%]	0.995	503.1	44

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
How challenging were the following issues when delivering small group tuition during learning from home restrictions: Student attendance at small group tuition sessions?	Very challenging	48.52% [44.55%,52.51%]	2.032	3,767.7	340
	Moderately challenging	22.07% [19.06%,25.41%]	1.618	1,713.6	166
	Slightly challenging	14.27% [11.76%,17.2%]	1.383	1,107.9	105
	Unsure	7.71% [5.89%,10.04%]	1.049	599.0	56
	Not at all challenging	7.43% [5.64%,9.72%]	1.030	576.7	53
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: Student retention of information is better when tuition is delivered online?	Disagree	42.68% [38.61%,46.86%]	2.104	3,046.1	273
	Strongly disagree	27.19% [23.64%,31.04%]	1.887	1,940.1	184
	Neither agree nor disagree	24.03% [20.77%,27.63%]	1.747	1,715.1	166
	Agree	3.89% [2.6%,5.79%]	0.795	277.9	25
	Strongly agree	2.2% [1.31%,3.69%]	0.584	157.1	15
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: It is easy to reach out and communicate with students online?	Disagree	41.79% [37.8%,45.89%]	2.064	3,022.0	282
	Strongly disagree	28.17% [24.52%,32.13%]	1.939	2,037.4	183
	Neither agree nor disagree	17.25% [14.47%,20.43%]	1.517	1,247.2	119
	Agree	10.66% [8.42%,13.41%]	1.266	771.0	75
	Strongly agree	2.13% [1.24%,3.66%]	0.589	154.4	14

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: Use of online games and tools increases student engagement?	Agree	45.93% [41.8%,50.11%]	2.121	3,202.8	308
	Neither agree nor disagree	26.85% [23.39%,30.63%]	1.847	1,872.7	176
	Strongly agree	12.66% [10.01%,15.88%]	1.489	882.6	76
	Disagree	10.65% [8.12%,13.85%]	1.448	742.8	64
	Strongly disagree	3.91% [2.51%,6.03%]	0.872	272.5	26
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: My technological skills improved during learning from home restrictions?	Agree	48.02% [43.92%,52.15%]	2.100	3,426.8	329
	Strongly agree	23.94% [20.4%,27.87%]	1.905	1,708.2	156
	Neither agree nor disagree	20.29% [17.14%,23.85%]	1.709	1,447.8	129
	Disagree	6.13% [4.45%,8.37%]	0.986	437.2	41
	Strongly disagree	1.63% [0.86%,3.05%]	0.525	116.1	10
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: Students' technological skills improved during learning from home restrictions?	Agree	47.82% [43.74%,51.92%]	2.086	3,376.6	323
	Neither agree nor disagree	31.52% [27.75%,35.54%]	1.986	2,225.7	203
	Strongly agree	11.05% [8.86%,13.71%]	1.231	780.4	79
	Disagree	6.7% [4.93%,9.03%]	1.032	472.9	42
	Strongly disagree	2.92% [1.66%,5.09%]	0.837	206.0	15

Question	Response	Weighted percentage [95% CI]	SE	Weighted count	Raw count
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: Students can work independently when learning from home without being distracted by other students?	Neither agree nor disagree	30.21% [26.61%,34.06%]	1.899	2,157.1	204
	Disagree	27.15% [23.68%,30.93%]	1.848	1,938.8	181
	Strongly disagree	19.02% [15.7%,22.86%]	1.821	1,358.3	119
	Agree	17.12% [14.28%,20.39%]	1.556	1,222.6	115
	Strongly agree	6.5% [4.84%,8.67%]	0.964	464.1	46
To what extent do you agree with the following statements about delivering small group tuition during learning from home restrictions: COVID ILSP created an additional workload burden for students during learning from home restrictions?	Neither agree nor disagree	28.32% [24.68%,32.27%]	1.934	2,022.0	188
	Disagree	23.85% [20.52%,27.54%]	1.789	1,703.0	162
	Agree	22.73% [19.54%,26.27%]	1.714	1,622.8	156
	Strongly agree	12.93% [10.34%,16.04%]	1.445	922.9	81
	Strongly disagree	12.17% [9.76%,15.07%]	1.346	868.8	80