



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

2012 NAPLAN REPORT

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As a new school, Immaculate Heart College (IHC) offered the National Assessment Program for Literacy and Numeracy (NAPLAN) Tests to its inaugural Year 3 students in May of 2012. At the time, there were only three Year 3 students who sat the Tests. The other Year 3 students who have since joined the cohort have sat the NAPLAN Tests at their previous schools. IHC cannot access their on-line NAPLAN data for the purpose of this Report. However, the students' individual NAPLAN Reports have been sent to IHC. These have been copied for the students' files and the original Reports have then been distributed to their respective families.

Important Considerations Re; the NAPLAN

Before providing the overall results of the NAPLAN for Year 3 at IHC, it is important to consider the following key points:

- NAPLAN data tells a story over time; that is, data over 1, 2 or 3 years does not tell a story. Data over a 10 year period does tell a story. This is because data will vary from year to year. The real improvement is evident over time; 'Big Picture Stuff', showing trends over time (valid data).
- NAPLAN data is represented by Bands for each year group. These Bands demonstrate the 'spread' that is everywhere; in every class, in every school, in every place. This 'spread' is normal.
- Generally speaking, the Bands correlate with the following year-level achievements:

NAPLAN Year	Bands	Actual Year Level Achievement
-Year 3:	Bands 2 & 3	Late Pre-pri/Beginning Year 1
-Year 5:	Bands 4 & 5	Late Year 2/Beginning Year 3
-Year 7:	Bands 5 & 6	Year 4
-Year 9:	Bands 7 & 8	End of Year 5

- Hence, NAPLAN is based on the *minimum* standards for Reading, Writing, Language Conventions, and Numeracy.
- Working ‘At’ or ‘Below’ the correlating Band for a given Year level is working at a relatively low level of achievement.
- Working ‘Above’, if it is ‘just above’, is also problematic.
- Working ‘Above’, if it is ‘well above’, is acceptable but does not mean that schools should not aim to improve the standard of education on offer further.
- The NAPLAN is based on the Australian Curriculum (AC) – about 90%. Hence, if the AC is taught well, students will do well in the NAPLAN. On the other hand, schools that teach students to the NAPLAN Tests find that students decline in their performance in the NAPLAN over time.
- It is what schools DO with the data that matters most. It should be used to prepare teachers and students appropriately, and to develop a culture of inquiry and drive for improvement. The data should be used to assist in developing strategies to improve teaching/learning outcomes.
- Instead, data is often abused, especially by the media. How the data is interpreted matters.
- Data interpretation leading to a culture of inquiry is the preferred approach. This, in turn, leads to ACTION.
- The culture of inquiry will lead to:
 - 1) Internal, diagnostic, problem-seeking measures; and
 - 2) External, summarizing, solution-reporting approaches.
- Progress made over time should be measured against the previous time. The question to be asked is: “How much progress has been made and is it enough?”

- NAPLAN data should confirm what a school/teacher already knows about a student. If it does not, then questions need to be asked.
- In Year 3, NAPLAN is testing the learning that has taken place **before** that year; hence, for IHC, NAPLAN is testing the education received by the students at their previous schools.
- ESL students have trouble with literacy in the NAPLAN but they also have trouble accessing Mathematics due to poor reading skills.
- The Gonski Review of Funding will ensure that **ALL** students who achieve the status of 'At' or 'Below' will automatically receive funding.

Other Data

Listed in priority order below are other data that inform us about our students, along with the percentage rate of accuracy of that data (proven through various studies and research):

1. Observation notes and checklists (95-98% accuracy)
2. Running Records (95-98% accuracy)
3. Peer and self-assessment (95-98% accuracy)
4. Comments, both written and oral (80% accuracy)
5. Group work, both formal and informal (80% accuracy)
6. Formative assessment, both formal and informal (80% accuracy)
7. Summative assessment (60% accuracy)
8. Common assessment tasks (60% accuracy)
9. Diagnostic and evaluative assessments (50-60% accuracy)
10. School-based standardised assessments (50-60% accuracy)

The above-listed assessment types are the BEST collection of data that a teacher and school can have. The NAPLAN should confirm what we already know through the above-listed types of assessment and evaluation.

The NAPLAN achieves three key things:

- 1) It demonstrates the trends of a school over time; that is, how well the school is teaching the AC;
- 2) It provides a nationally-based benchmark from which the school can compare its own progress; and
- 3) It helps in planning for subsequent years.

The 'Appraise' Tool

Some key points regarding the 'Appraise' tool for NAPLAN data interpretation:

- 100 points' improvement in 2 years is very good
- 40-50 points' improvement is the norm (more common)
- 10 years are needed before a valid judgment can be made re; the data
- Bands relate to the difficulty of the questions in the NAPLAN
- At the end of Year 8, and in preparation for Year 9, it would be preferred to have students performing at about Band 7 or 8
- A Year 9 student sitting 'At' or 'Just Above' Band 6 or 7 will have difficulty accessing the WACE curriculum (in Years 11 and 12)

Because Immaculate Heart College is in its first year of operation and hence, first year of NAPLAN Tests, the 'Appraise' tool does not display the full number of comparative charts available to other schools. This will change as of next year as there will be some measure of comparison from one year to the next at IHC.

IHC Year 3 Results

The following information is specific to the three students in Year 3 at Immaculate Heart College who sat the NAPLAN in May of 2012. The acronym LBOTE means Language Background Other Than English and it applies to one of the students in the cohort. The students' initials have been replaced with letters of the alphabet for privacy.

Data

Reading

<u>Student</u>	<u>LBOTE</u>	<u>NAPLAN Band</u>	<u>Minimum Standard</u>
Student A	LBOTE	Band 2	At
Student B		Band 2	At
Student C		Band 3	Above

Writing

<u>Student</u>	<u>LBOTE</u>	<u>NAPLAN Band</u>	<u>Minimum Standard</u>
Student B		Band 2	At
Student C		Band 3	Above
Student A	LBOTE	Band 3	Above

Spelling

<u>Student</u>	<u>LBOTE</u>	<u>NAPLAN Band</u>	<u>Minimum Standard</u>
Student B		Band 1	Below
Student A	LBOTE	Band 2	At
Student C		Band 3	Above

Grammar and Punctuation

<u>Student</u>	<u>LBOTE</u>	<u>NAPLAN Band</u>	<u>Minimum Standard</u>
Student A	LBOTE	Band 1	Below
Student B		Band 2	At
Student C		Band 3	Above

Numeracy

<u>Student</u>	<u>LBOTE</u>	<u>NAPLAN Band</u>	<u>Minimum Standard</u>
Student A	LBOTE	Band 1	Below
Student B		Band 2	At
Student C		Band 3	Above

Student Progress

All three students are situated below the National and State means for Reading:

- Student A: 308 points – Band 2
- Student B: 308 points – Band 2
- Student C: 329 points – Band 3

All three students are situated below the National and State means for Writing:

- Student A: 359 points – Band 3
- Student B: 300 points – Band 2
- Student C: 344 points – Band 3

All three students are situated below the National and State means for Spelling:

- Student A: 285 points – Band 2
- Student B: 232 points – Band 1
- Student C: 354 points – Band 3

All three students are situated below the National and State means for Grammar and Punctuation:

- Student A: 193 points – Below Band 1
- Student B: 282 points – Band 2
- Student C: 367 points – Band 3

All three students are situated below the National and State means for Numeracy:

- Student A: 261 points – Band 1
- Student B: 311 points – Band 2
- Student C: 345 points – Band 3

Planning Implications for Immaculate Heart College for 2013

There will be a focus in the following areas in 2013:

- English as a Second Language (ESL) teaching/learning strategies will be implemented for all of the LBOTE students at the College (K-Year 4) but also for all other students who can and will benefit from such strategies.
- Spelling, grammar, punctuation and reading skills will be another focus area for all students at the College.

- The College will continue to have a literacy and numeracy focus in 2013, offering Professional Learning opportunities to its Staff and Principal in both areas.
- Explicit teaching will be required in the above-stated areas of focus.
- The current Year 2/3 Class Teacher will further analyse the students' individual performances through the Appraise 'Student Profile' tab and will also discuss these with the parents of the students.
- The College will continue to triangulate data; that is, school-based assessment, school-based diagnostic testing (i.e., common assessments), and standardised tests, such as PIPS, PAT, and NAPLAN, etc.
- The College will consider sending one of its staff members to Dr Sandy Hedsinger's PL in 2013 on Literacy and Numeracy based assessments.

**Dr Angela Evangelinou-Yiannakis (Principal), in consultation with
Mr Darryl Phillips (Year 2/3 Teacher)**

November 2012