



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"
John 14:6

2013 NAPLAN REPORT

November 2013

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As a new school, Immaculate Heart College (IHC) offered the National Assessment Program for Literacy and Numeracy (NAPLAN) to its inaugural Year 3 students in May of 2012. At the time, there were only three Year 3 students who sat the Test. In May, 2013, eight out of a possible nine Year 3 students sat the NAPLAN. The one student who did not sit the Test was legitimately absent from school that week. Following the NAPLAN Tests, one new student joined the Year 3 cohort. His NAPLAN Report has been sent to IHC from his previous school. However, for the purpose of this Report, his results cannot be used.

The online data appraisal tool for NAPLAN is now called *Ping Jia*, replacing the previous name of *Appraise*. For Immaculate Heart College, certain data, such as the 'Student Growth Chart', will not be available until 2014 when the first Year 3 students of the school will sit the NAPLAN as Year 5 students. The 'Student Growth Chart' will then show the students' individual improvement from test to test over Year 3 to Year 5 so that their performance can be measured in terms of 'growth'.

The important measure for IHC is the National Mean. Also, AISWA identifies up to 15 'Like Schools' for each of its Western Australian schools. 'Like Schools' are based on criteria such as Index of Community Socio-Educational Advantage (ICSEA) value, gender of school, boarding facilities, metropolitan location, faith, and other criteria. Interestingly, there are no 'Like Schools' listed for IHC. If, however, there were 'Like Schools' for IHC, then the students' performances in the NAPLAN could also be measured against those in the 'Like Schools'.

Important Considerations Re; the NAPLAN

Before providing the overall results of the NAPLAN for Year 3 at IHC in 2013, 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 IHC in 2012 and 2013 but also at their previous schools before 2012.
- Students who have English as a Second Language (ESL) have trouble with literacy in the NAPLAN but they also have trouble accessing Mathematics due to poor reading skills.
- The Numeracy NAPLAN Test is also a Literacy Test, therefore, teachers need to change the way they teach Numeracy; that is, they need to include Literacy in the teaching approach (i.e., Mathematics-literacy Approach)
- **You cannot look at data in isolation.** You need to look at the background factors that affect a student’s performance on the day of the NAPLAN.

- NAPLAN adds to the picture we already have but without the background information, it is not enough and the data does not always make sense on its own.
- Significant gaps in inference in Reading go back to what was not taught in Kindergarten and Pre-primary.
- Any data that a school collects must be collected to give the school information to improve student learning. If the data is not gathered for this purpose, then there is no reason to collect it!

Important Data Collection

There are four areas of data collection that matter more than the NAPLAN. These are;

- School-based data and quality classroom assessments;
- Attendance;
- Behaviour; and
- Student well-being.

Listed in priority order below are the school-based data and quality classroom assessments 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 about our students through the above-listed types of assessment and evaluation. Hence, if the NAPLAN results are anomalous for a particular student, then the teacher needs to check the other data sets to determine why the results were as such.

Quality classroom assessment types are what schools should be aiming for; that is, schools should be developing their own benchmarks within the class so that students can then be mapped against these benchmarks. If the same skills, concepts and understandings are assessed over a period of time, then growth and progress of students can be mapped.

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 ‘Ping Jia’ Tool

Some key points regarding the ‘Ping Jia’ tool for NAPLAN data interpretation:

- The NAPLAN scale is 0-1,000
- The number that a student gets on his/her NAPLAN Report (i.e., 509) is from that scale
- A student can score zero; for example, a scribble on a NAPLAN Test is considered an attempt at doing the Test; therefore, the score that registers is zero
- A student can score 1,000 (and some Year 9 students have achieved this score)
- The ‘Student Growth Chart’ (not yet available to IHC – explanation provided below) shows the students’ average score in all sections of the NAPLAN Test

- 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 only in its second year of NAPLAN testing, the 'Ping Jia' tool does not display the full range of comparative charts, such as the 'Student Growth Chart', available to other schools. This will change as of next year as there will be some measure of comparison from Year 3 (2012) to Year 5 (2014).

IHC Year 3 Results for 2013

The following table shows the school's NAPLAN averages for each of the Tests against those of the State, the Nation, and 'Like Schools'. As stated previously, there are no 'Like Schools' listed for Immaculate Heart College.

NAPLAN AVERAGES FOR 2013 YEAR 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School	383	395	417	391	417
State	388	406	405	400	415
National	397	419	416	411	428
Similar 'Like Schools'	0	0	0	0	0

Numeracy: The school's average for Numeracy is only 5 points lower than that of the State average and only 14 points lower than the National average.

Reading: The school's average for Reading is only 11 points lower than that of the State average and 24 points lower than the National average.

Writing: The school's average for Writing is 12 points *higher* than that of the State average and 1 point *higher* than the National average.

Spelling: The school's average for Spelling is only 9 points lower than that of the State average and 20 points lower than the National average.

Grammar & Punctuation: The school's average for Grammar and Punctuation is 2 points *higher* than that of the State average but 11 points lower than the National average.

Overall, the school performed well in all aspects of the NAPLAN but with particular strength demonstrated in the Writing Test and also in the Grammar & Punctuation Test.

Historical Comparison of Results

Below are the NAPLAN averages for 2012 Year 3 for Immaculate Heart College.

NAPLAN AVERAGES FOR 2012 YEAR 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School	305	315	334	290	280
State	384	407	407	401	408
National	395	419	415	414	424
Similar 'Like Schools'	0	0	0	0	0

In 2012

Numeracy: The school's average for Numeracy was 79 points lower than that of the State average 90 points lower than the National average.

Reading: The school's average for Reading was 92 points lower than that of the State average and 104 points lower than the National average.

Writing: The school's average for Writing was 73 points lower than that of the State average and 81 points lower than the National average.

Spelling: The school's average for Spelling was 111 points lower than that of the State average and 124 points lower than the National average.

Grammar & Punctuation: The school's average for Grammar and Punctuation was 128 points lower than that of the State average and 144 points lower than the National average.

Overall, it can be stated that the NAPLAN averages for 2012 Year 3 were *significantly* lower than those of 2013. This can be attributed to a number of factors, including the following:

- The school was only 4 months into its first year of existence when the first NAPLAN was held (May, 2012);
- The Year 3 students had only 4 months of exposure to the educational standards of IHC, having all come from different schools prior to that year;
- The cohort that sat the 2012 NAPLAN comprised only 3 students, rendering the statistics questionable;
- The cohort comprised of one English as Second Language (ESL) student and one ADHD-afflicted student with some learning difficulties; and
- The school did not have enough time in the first four months of the year, leading up to the NAPLAN, to target the key learning issues and to help make significant improvement in these.

In 2013

Hence, in 2013, the College has demonstrated the capacity to affect student outcomes in a positive way. This can be attributed, in part, to the continued focus on Literacy and Numeracy, with dedicated Professional Learning and embellishment of related resources; intervention for students where needed (Waves 1, 2 and 3; that is, class, group, and individual intervention), and other measures that the school has applied to meet its overall focus of academic excellence.

It must be stated, however, that the Year 3 cohort that sat the NAPLAN in 2013 is different to the one that sat the NAPLAN in 2012. Next year's Year 5 NAPLAN will provide a better picture of growth and progress of students at IHC. Having stated this, only one of the three students who sat the first NAPLAN at the school is still a student of the school; therefore, the picture cannot be a complete one regarding the growth and progress of that first Year 3 cohort.

Planning Implications for Immaculate Heart College for 2014

The following planning implications apply for 2014:

- The College will continue to have a Literacy and Numeracy focus in 2014, offering Professional Learning opportunities to its Staff and Principal in both areas.
- Students who are working at or below the minimum Achievement Standard of the AC and/or at or below classroom and NAPLAN benchmarks will receive intervention (Wave 1, 2 or 3, as needed).
- Students with Special Needs will be considered for Wave 3 (individual) intervention, with the possible availability of Special Needs Education Assistants.
- Triangulation of consultation from professional services including School Psychology Services, School Nurse, Special Needs Education Assistants,

etc., with the Principal, Teachers and Education Assistants of the College, as well as the parents, will continue to take place.

- The purchase of resources for Literacy and Numeracy, as well as all other Learning Areas will continue to be a priority.
- An all-rounded, holistic, and well-balanced curriculum will continue to be offered with a Christian (Catholic) ethos at its core.
- English as Second Language (ESL) teaching/learning strategies will be implemented for all ESL students at the College (K-5) but also for all other students who can and will benefit from such strategies.
- Explicit teaching will continue to be implemented for spelling, grammar, punctuation and reading skills.
- A Mathematics-literacy Approach will be introduced to the teaching/learning of Mathematics across the school.
- The current Year 3/4 Class Teacher will analyse the students' individual performances further via the Ping Jia 'Student Profile' tab and will implement appropriate teaching/learning strategies for improved performance over time.
- All IHC teachers will be provided with key information regarding the College's NAPLAN and other benchmark testing results so that every teacher can take responsibility and apply appropriate measures to improve student outcomes.
- 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 and NAPLAN.

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