



# IMMACULATE HEART COLLEGE

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

## 2014 NAPLAN REPORT

*September 2014*

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### Brief Historical Background

In May 2012, as a Kindergarten to Year 3 (K-3) 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, as a K-4 school, eight out of nine Year 3 students sat the NAPLAN. The one student who did not sit the Test was legitimately absent from school that week.

In May, 2014, as a K-5 school, eight Year 3 students and nine out of ten Year 5 students sat the NAPLAN. The one Year 5 student who did not sit the Test was withdrawn from the Test by his parent.

The online data appraisal tool for NAPLAN is now called *Valuate* (formerly *Ping Jia*). For IHC, certain data, such as the 'Student Growth Chart', is now available as the first Year 3 students of the school will have sat the NAPLAN as Year 5 students. The 'Student Growth Chart' shows the students' individual progress from Year 3 to Year 5. As there is only one student left out of the three who sat the NAPLAN in 2012, the 'Student Growth Chart' shows the progress of that one student only (See section labelled 'NAPLAN Progress Report of Student A').

The important measures for IHC are both the State Mean and the National Mean. In addition, 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 of the 'Like Schools'.

## Important Considerations Re; the NAPLAN

Before providing the overall average results of the NAPLAN for Year 3 and Year 5 at IHC in 2014, 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.
- The Bands correlate generally with the following year-level achievements:

<b>NAPLAN Year</b>	<b>Bands</b>	<b>Actual Year Level Achievement</b>
-Year 3:	Band 2	Late Pre-pri/Beginning Year 1
-Year 5:	Band 4	Late Year 2/Beginning Year 3
-Year 7:	Band 5	Year 4
-Year 9:	Band 6	End of Year 5

- Hence, NAPLAN Bands for each year level represent the *minimum* standards for Reading, Writing, Language Conventions, and Numeracy.
- Working ‘At’ or ‘Below’ the correlating Bands 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 further improve the standard of education on offer.

- The NAPLAN is based on the Australian Curriculum (AC) – about 90%. Hence, if the AC is taught well, students should do well in the NAPLAN. On the other hand, schools that teach to the NAPLAN Tests will 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, summarising, 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.
- NAPLAN does not only test the learning that has taken place during the Test year, it also tests 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, 2013 and 2014, but also at their previous schools before 2012.
- Students who have English as a Second Language (ESL) may have trouble with literacy in the NAPLAN but they also may have trouble accessing Mathematics due to the ‘literacy of Mathematics’.

- 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 are often as a result of 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 ‘Valuate’ Tool**

Some key points regarding the ‘Valuate’ 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’ (only now available to IHC) shows the students’ average score in all sections of the NAPLAN Test over time
- 40-50 points’ improvement is the norm (more common)
- 100 points’ improvement in 2 years is very good
- 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

### **IHC Year 3 Results for 2014**

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 YEAR 3 2014**

	<b>Numeracy</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>
<b>School</b>	357	409	359	375	414
<b>State</b>	392	407	397	403	413
<b>National</b>	402	419	402	412	426
<b>Similar ‘Like Schools’</b>	0	0	0	0	0

**Numeracy:** The school’s average for Numeracy is 35 points lower than that of the State average and 45 points lower than the National average.

**Reading:** The school's average for Reading is 2 points *higher* than that of the State average and only 10 points lower than the National average.

**Writing:** The school's average for Writing is 38 points lower than that of the State average and 43 points lower than the National average.

**Spelling:** The school's average for Spelling is 28 points lower than that of the State average and 37 points lower than the National average.

**Grammar & Punctuation:** The school's average for Grammar and Punctuation is 1 point *higher* than that of the State average and only 12 points lower than the National average.

Overall, the Year 3 cohort performed well in the Reading and the Grammar and Punctuation tests but not so well in the Numeracy, \*Writing and Spelling tests.

*\*See ACARA excerpt re; the 2014 NAPLAN Writing test later in this report.*

#### **IHC Year 5 Results for 2014**

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 YEAR 5 2014**

	<b>Numeracy</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>
<b>School</b>	478	470	411	491	486
<b>State</b>	480	492	465	492	495
<b>National</b>	487	501	468	498	504
<b>Similar 'Like Schools'</b>	0	0	0	0	0

**Numeracy:** The school's average for Numeracy is only 2 points lower than that of the State average and only 9 points lower than the National average.

**Reading:** The school's average for Reading is only 12 points lower than that of the State average and 31 points lower than the National average.

**Writing:** The school's average for Writing is 54 points lower than that of the State average and 57 points lower than the National average.

**Spelling:** The school's average for Spelling is only 1 point lower than that of the State average and only 7 points lower than the National average.

**Grammar & Punctuation:** The school's average for Grammar and Punctuation is only 9 points lower than that of the State average and 18 points lower than the National average.

Overall, the Year 5 cohort performed well in the Numeracy, the Spelling and the Grammar and Punctuation tests, but not so well in the Reading test. The cohort did not perform well in the \*Writing Test.

*\*See ACARA excerpt re; the 2014 NAPLAN Writing test later in this report.*

### **NAPLAN Progress Report of 'Student A'**

There was one Year 5 student who also sat the NAPLAN Test at IHC in 2012 as a Year 3 student. It must also be noted here that this student has a language background other than English (LBOTE). Referred to as 'Student A - LBOTE' (as per the *2012 NAPLAN Report*), her progress over time is provided via the *Valuate* tool and is summarised below:

#### Progress of Student A – LBOTE from 2012 to 2014:

Numeracy	+191 points
Reading	+157 points
Writing	-30 points
Spelling	+185 points
Grammar & Punctuation	+191 points

Except for the Writing Test wherein the student did not perform well, all of the other areas tested – Numeracy, Reading, Spelling and Grammar & Punctuation, have demonstrated *significant progress* in the two year period. As stated earlier in this report, the following is a measure of progress:

- 40-50 points' improvement is the norm (more common)
- 100 points' improvement in 2 years is very good

Therefore, with *well over* 100 points improvement in each of the tests – Numeracy, Reading, Spelling and Grammar & Punctuation, it is clear that the education received by the student at IHC has helped her *move forward* in a number of areas. Keeping in mind the fact that the student has a language background other than English, the progress is even more impressive.

With regard to the Writing test, ACARA has stated that in 2014 it was noted that there was a drop in performance in the Writing test on a national level. The possible reasons for this, according to ACARA, are noted below:

***The preliminary findings – 2014***

*The preliminary information shows that overall student achievement at state/territory level has remained stable across 2013–14, and for reading, and grammar and punctuation has increased across the 2008–2014 period.*

- ***Writing:*** *Performance in all years appears to be lower compared to 2011. There appears to be a greater decrease relative to 2013 performance with Years 3 and 5 than Years 7 and 9.*
- ***National minimum standard:*** *The summary results also indicate that there has been some movement (up and down) in the number of students at or above the national minimum standard compared to 2013, although these are within the range that has been observed over last few years.*

*ACARA does not consider that the decline in NAPLAN writing results represents an overall decline in writing standards. The decline may be partly because the writing task did not engage some students. It might also be because, for the first time, schools were not told in advance the style of writing that would be tested – persuasive or narrative – requiring students to be prepared to answer one or the other. ACARA is investigating these and other factors.*

*ACARA will continue with the arrangement of not announcing the style of writing to be tested. We will explore the use of different tasks for primary and secondary students. We will also consider using more than one style of writing. We believe that if there is a focus on teaching the full range of styles of writing, then results should improve.*

Hence, Student A – LBOTE has demonstrated that the Writing test was challenging, possibly for the reasons stated above by the authorities (ACARA).

## **Planning Implications for Immaculate Heart College for 2015**

As a result of the NAPLAN data analysis, and the progress report of Student A – LBOTE, the following planning implications apply for 2015:

- The College will continue to have a Literacy and Numeracy focus in 2015, offering Professional Learning opportunities to staff in both of these areas.
- The College will continue to offer one-on-one tuition in Literacy and Numeracy for students at risk.
- The College will continue to place an emphasis on reading, on building up its Library resources, and on embellishing the fiction and non-fiction literature resources in the school.
- The purchase of resources for Literacy and Numeracy, as well as all other Learning Areas will continue to be a priority.
- Teaching/Learning Programs in all year levels from Pre-primary onwards will provide regular opportunity for students to use all forms of writing, including narrative, persuasive, and other forms.
- Explicit teaching will be used to teach the various forms of writing, including the narrative and persuasive forms.
- 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 strategies (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, Education Assistants, and parents will continue to take place.

- English as Second Language (ESL) teaching/learning strategies will be implemented for all ESL students at the College (K-6) but also for all other students who can and will benefit from such strategies.
- Explicit teaching will continue to be implemented for literacy and numeracy skills.
- The Mathematics-literacy Approach will continue to be part of the teaching/learning of Mathematics across the school.
- The current Year 2/3 and Year 4/5 Class Teachers will analyse the students' individual performances further via the *Value* '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 and analyse data; that is, school-based assessment, school-based diagnostic testing (i.e., common assessments), and standardised tests, such as PIPS and NAPLAN.
- Action relating to the findings of the data analyses 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.

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