



IMMACULATE HEART COLLEGE

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

John 14:6

2015 NAPLAN REPORT

September 2015

2015 NAPLAN Report

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. At the time, there were only three Year 3 students and all three 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 out of 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 The one Year 5 student who did not sit the Test was withdrawn from the Test by his parent.

In May 2015, as a K-6 school, seven out of seven Year 3 students, and seven out of seven Year 5 students sat the NAPLAN.

The online data appraisal tool for NAPLAN for Independent (AISWA) Schools is called *Valuate*.

This Report shows the mean scores for IHC (School Mean), for Year 3 and Year 5 respectively, as well as the State Mean and the National Mean. Comparisons are then made against the State Mean and the National Mean, and recommendations follow.

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 (School Mean) of the NAPLAN for Year 3 and Year 5 at IHC in 2015, 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:

NAPLAN Year	Bands	Actual Year Level Achievement
-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 national *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 about 90% of the Australian Curriculum (AC). 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 in 2012, 2013, 2014, and 2015. Where applicable, it is also testing the education received by students at their previous schools.
- 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. As such, 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/or 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’ 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

NAPLAN 2015 Overview from ACARA

Overall, the results from the NAPLAN tests in May show stable national achievement, as well as some improvements nationally and in each state and territory (for some year levels and some domains).

On a national level:

-Reading at Year 3 saw a statistically significant increase from 2008 – a continuation of the long-term trend. Year 5, 7 and 9 results have remained stable from 2008 and 2014.

-Numeracy at Year 5 saw a statistically significant increase from 2008. All year levels have remained stable from 2014.

-Spelling at Year 5 saw a statistically significant increase from 2008. All year levels have remained stable from 2014.

-Grammar/punctuation at Year 3 saw a statistically significant increase from 2008. All year levels have remained stable from 2014.

-Writing at Year 3 saw a statistically significant increase from 2014. Year 7 and Year 9 had a statistically significant decrease from 2011.

IHC Year 3 Results for 2015

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 2015

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School	392	403	436	427	435
State	388	413	408	400	424
National	398	426	416	409	433
Similar 'Like Schools'	0	0	0	0	0

Numeracy: The school's average for Numeracy is **4 points higher** than the State average and 6 points lower than the National average.

Reading: The school's average for Reading is 10 points lower than the State average and 23 points lower than the National average.

Writing: The school's average for Writing is **28 points higher** than the State average and **20 points higher** than the National average.

Spelling: The school's average for Spelling is **27 points higher** than the State average and **18 points higher** than the National average.

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

Overall, the Year 3 cohort performed very well in Writing and Spelling; well in Grammar & Punctuation and Numeracy, and reasonably well in Reading.

IHC Year 5 Results for 2015

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 2015

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School	455	477	460	449	454
State	485	489	471	493	496
National	492	498	478	498	504
Similar 'Like Schools'	0	0	0	0	0

Numeracy: The school's average for Numeracy is 30 points lower than the State average and 37 points lower than the National average.

Reading: The school's average for Reading is 12 points lower than the State average and 21 points lower than the National average.

Writing: The school's average for Writing is 11 points lower than the State average and 18 points lower than the National average.

Spelling: The school's average for Spelling is 44 points lower than the State average and 49 points lower than the National average.

Grammar & Punctuation: The school's average for Grammar and Punctuation is 42 points lower than the State average and 50 points lower than the National average.

Overall, the Year 5 cohort performed reasonably well in Writing and Reading but not so well in Grammar & Punctuation, Spelling and Numeracy. Whilst

there were some stellar performances by individual students in the Year 5 cohort, surpassing Band 6 (Year 9 level) in some of the Test areas, the overall class averages were less impressive. This is as a direct result of the small number of students in the cohort (seven), making it equally as vulnerable to the performance of a few lower ability students, as was the case. Hence, the vast range of abilities in the very small cohort has affected the class averages.

Planning Implications for Immaculate Heart College for 2015 & 2016

As a result of the NAPLAN data analysis, the following planning implications apply for the remainder of 2015 and for 2016:

- A Professional Learning (PL) Session for all Teaching Staff at IHC has been booked for Tuesday 15 September 2015, at 3.30pm. Mr Peter Farmer from AISWA will explain how to analyse the NAPLAN data on the *Valuate* tool so that **all** members of the IHC Teaching Staff can apply appropriate strategies to improve teaching and learning at the College, not just the Teachers of Years 3 and 5.
- The College will continue to have a Literacy and Numeracy focus in 2015 and 2016, offering PL opportunities to all 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 Programmes 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 the Intervention Strategies known as Wave 1 (whole-class intervention), Wave 2 (small-group intervention), and Wave 3 (individual intervention), as necessary to the situation.
- Students with Special Needs will be considered for Wave 3 (individual intervention) with the Education Assistant-Special Needs.
- Triangulation of consultation from professional services including School Psychology Services, School Nurse, Education Assistant-Special Needs, 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 3/4 and Year 5/6 Class Teachers will analyse their students' individual performances further via the *Valuate* '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 to 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.
- ‘On Entry Assessment’ will be introduced for all Pre-primary students in 2016, providing thus another platform from which to make appropriate teaching and learning decisions for improvement.
- The Principal will attend the ‘On Entry Assessment’ PL held at AISWA on Wednesday 9 September to learn more about the implementation of this particular assessment tool.
- An all-rounded, holistic, and well-balanced curriculum will continue to be offered at IHC, with a Christian (Catholic) ethos at its core.

Dr Angela Evangelinou-Yiannakis

Principal

2 September 2015