



# IMMACULATE HEART COLLEGE

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

## 2017 NAPLAN REPORT

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## 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.

### **IHC Year 3 Results for 2017**

There were fourteen Year 3 students who sat the NAPLAN Testing. 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 2017

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
<b>School</b>	397	406	426	403	459
<b>State</b>	401	420	410	409	429
<b>National</b>	409	431	414	416	439
<b>Similar 'Like Schools'</b>	0	0	0	0	0

**Numeracy:** The school's average for Numeracy is 11 points lower than the State average and 18 points lower than the National average. The school's highest achieving student (with a score of **495**) was **100** points above the State average and **93** points above the National average. The school's lowest achieving student (with a score of **316**) was **79** points lower than the State average and **86** points lower than the National average.

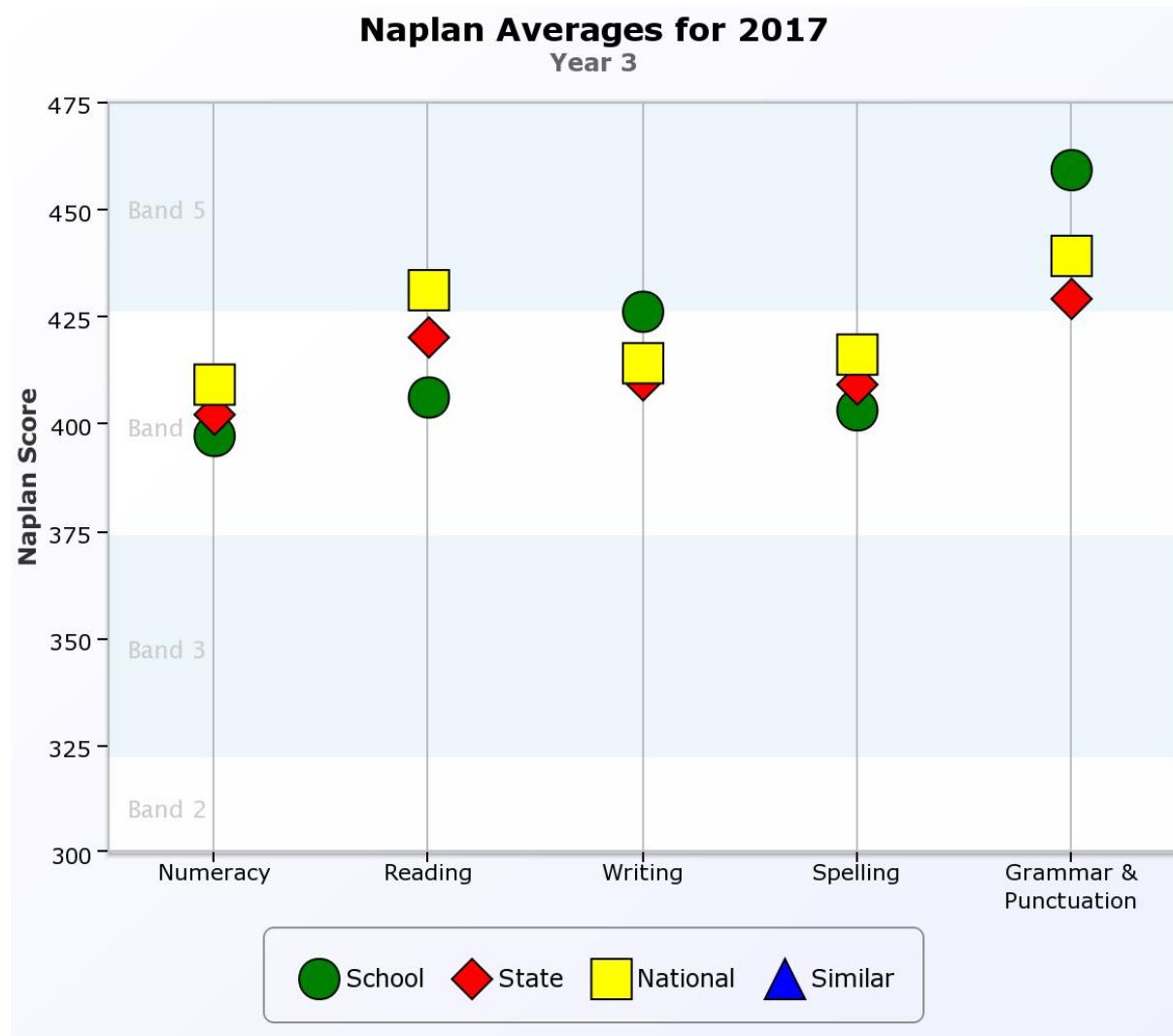
**Reading:** The school's average for Reading is 25 points lower than the State average and 35 points lower than the National average. The school's highest achieving student (with a score of **576**) was **160** points above the State average and **150** points above the National average. The school's lowest achieving student (with a score of **297**) was **119** points lower than the State average and **129** points lower than the National average.

**Writing:** The school's average for Writing is 4 points lower than the State average and 11 points lower than the National average. The school's highest achieving student (with a score of **472**) was **58** points above the State average and **51** points above the National average. The school's lowest achieving student (with a score of **344**) was **70** points lower than the State average and **77** points lower than the National average.

**Spelling:** The school's average for Spelling is 28 points lower than the State average and 36 points lower than the National average. The school's highest achieving student (with a score of **464**) was **52** points above the State average

and **44** points above the National average. The school's lowest achieving student (with a score of **272**) was **140** points lower than the State average and **148** points lower than the National average.

**Grammar & Punctuation:** The school's average for Grammar and Punctuation is 59 points lower than the State average and 70 points lower than the National average. The school's highest achieving student (with a score of **485**) was **60** points above the State average and **49** points above the National average. The school's lowest achieving student (with a score of **199**) was **226** points lower than the State average and **237** points lower than the National average.



## IHC Year 5 Results for 2016

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 2016

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
<b>School</b>	462	466	459	493	505
<b>State</b>	486	495	470	488	499
<b>National</b>	493	502	475	493	505
<b>Similar 'Like Schools'</b>	0	0	0	0	0

**Numeracy:** The school's average for Numeracy is 24 points lower than the State average and 31 points lower than the National average. The school's highest achieving student (with a score of **537**) was **51** points above the State average and **44** points above the National average. The school's lowest achieving student (with a score of **379**) was **107** points lower than the State average and **114** points lower than the National average.

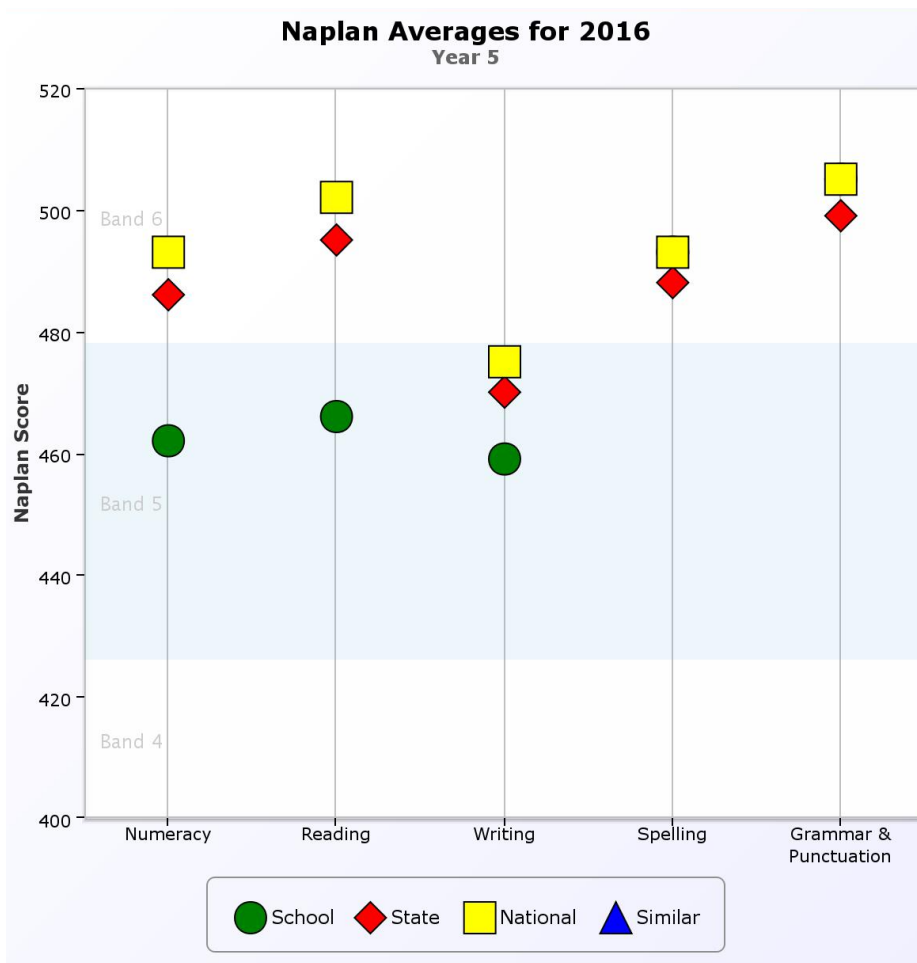
**Reading:** The school's average for Reading is 29 points lower than the State average and 36 points lower than the National average. The school's highest achieving student (with a score of **549**) was **54** points above the State average and **47** points above the National average. The school's lowest achieving student (with a score of **413**) was **82** points lower than the State average and **89** points lower than the National average.

**Writing:** The school's average for Writing is 11 points lower than the State average and 16 points lower than the National average. The school's highest

achieving student (with a score of **535**) was **65** points above the State average and **60** points above the National average. The school's lowest achieving student (with a score of **402**) was **68** points lower than the State average and **73** points lower than the National average.

**Spelling:** The school's average for Spelling is 5 points *above* the State average and *equal* to the National average. The school's highest achieving student (with a score of **539**) was **51** points above the State average and **46** points above the National average. The school's lowest achieving student (with a score of **428**) was **60** points lower than the State average and **65** points lower than the National average.

**Grammar & Punctuation:** The school's average for Grammar and Punctuation is 6 points *above* the State average and *equal* to the National average. The school's highest achieving student (with a score of **592**) was **93** points above the State average and **87** points above the National average. The school's lowest achieving student (with a score of **432**) was **67** points lower than the State average and **73** points lower than the National average.



*Please note: For Spelling and Grammar & Punctuation, IHC is the same as the National Average*

### **Planning Implications for Immaculate Heart College for 2016 & 2017**

As a result of the NAPLAN data analysis, the following planning implications apply for the remainder of 2016 and for 2017:

- The College will continue to have a Literacy and Numeracy focus in 2016 and 2017, offering PL opportunities to all staff in both of these areas.
- The College has employed a full time Education Assistant in the 3/4 class in order to help with some students identified with Special Needs.
- 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 *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 to analyse data; that is, school-based assessment, school-based diagnostic testing (i.e., common assessments), and standardised tests and past NAPLAN test papers.
- Action relating to the findings of the data analyses will continue to be a priority.

- ‘On Entry Assessment’ will continue for all Pre-primary students in 2017, which will continue to provide the platform from which to make appropriate teaching and learning decisions for improvement.
- An all-rounded, holistic, and well-balanced curriculum will continue to be offered at IHC, with a Christian (Catholic) ethos at its core.

Lucas Hurley  
**Acting Principal**

13 September 2016