

**ST BEDE'S CATHOLIC COLLEGE
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**ST BEDE'S
CATHOLIC COLLEGE**

**National Assessment
Program
Literacy and Numeracy
(NAPLAN)**

2018

School Report

INTRODUCTION

2018 National Assessment Program – Literacy and Numeracy

Whilst NAPLAN results are only one indicator of a student's literacy and numeracy achievement, they are nevertheless an important source of data that allows us to monitor and benchmark achievements of individuals and cohorts in literacy and numeracy during the middle years of schooling.

The NAPLAN results provide teachers with valuable information about each student's Literacy and Numeracy skills, which are necessary for progress in all secondary school subjects. In particular, teachers of English and Mathematics will use the NAPLAN results to target specific teaching and learning needs and to monitor student Literacy and Numeracy development respectively. Similarly, teachers from other Key Learning Areas will use the NAPLAN results to support and further develop Literacy and Numeracy skills through their teaching and learning programs. Addressing the implications of the 2018 NAPLAN data is a whole school responsibility.

The aspects covered by the Literacy assessment include: Reading and Comprehension; Writing; Spelling; Grammar and Punctuation.

The aspects covered by the Numeracy assessment include: Number, Patterns and Algebra; Measurement and Data; Space and Geometry.

This report focuses on comparable data between the College and the State rather than between the College and the College's socioeconomic group. The report will conclude with an examination of aspects of strength and areas for development taken from the various domains of Reading, Writing and Numeracy and suggestions for action to address these areas. In future years the College will report on Years 7 and 9 to identify growth.

The 2018 NAPLAN results reveal the need for intervention across Reading Comprehension, Writing, Spelling, Grammar and Punctuation to increase literacy levels and bring students to the national minimum standard. Additionally, the College has relatively few students in the top two bands (Band 8 and 9) across all Literacy and Numeracy areas and needs to develop strategies to lift the large percentage of students that fall into the Band 7 category. 43% of students achieved Band 6 in Numeracy and targeted intervention is required to lift the overall cohort's performance in Numeracy.

Overview of 2018 Results: Standards Table

The Standards tables below show that overall on average the percentage of students in the two top bands were below the state. The percentage of students at or below the national minimum standards was comparable to the state. These students require targeted intervention to ensure that they can progress satisfactorily through the learning demands of school.

2018 St Bede's Reading Standards NMS = National Minimum Standard	Year 7	
	St Bede's	State
% in top two bands	28	31
% at or below NMS	14	17
% below NMS	4	5

2018 St Bede's Writing Standards NMS = National Minimum Standard	Year 7	
	St Bede's	State
% in top two bands	9	19
% at or below NMS	28	32
% below NMS	7	10

2018 St Bede's Spelling Standards NMS = National Minimum Standard	Year 7	
	St Bede's	State
% in top two bands	21	36
% at or below NMS	16	15
% below NMS	8	6

2018 St Bede's Grammar & Punctuation Standards NMS = National Minimum Standard	Year 7	
	St Bede's	State
% in top two bands	19	30
% at or below NMS	21	20
% below NMS	6	6

2018 St Bede's Numeracy Standards NMS = National Minimum Standard	Year 7	
	St Bede's	State
% in top two bands	16	31
% at or below NMS	8	14
% below NMS	8	2

Percentage in Bands: Reading, Writing and Numeracy

The following tables show the band distribution in each of the assessed Literacy aspects of Reading and Writing and overall Numeracy for this year's NAPLAN. (The figures for the components may not add to 100 due to rounding.) Year 7 results are reported from Bands 4 to 9 with Band 5 representing the minimum standard.

YEAR 7 2018		Band 2 %	Band 3 %	Band 4 %	Band 5 (min) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %
Reading	St Bede's	0.0	0.0	3.8	10.4	28.3	29.2	17.9	10.4
	State	0.0	0.2	4.6	12.0	24.6	27.2	18.9	11.8
Writing	St Bede's	0.9	0.9	4.7	21.5	41.1	21.5	8.4	0.9
	State	0.5	2.3	6.3	22.9	27.2	20.7	14.9	3.7
Numeracy	St Bede's	0.0	0.0	0.0	8.4	43.0	32.7	9.3	6.5
	State	0.0	0.0	2.2	11.7	25.3	28.7	17.7	13.5

Given Year 7 are in the foundation year of the College school performance will not be based on measured growth from previous NAPLAN results. These results have given the College a good bench mark to measure growth in 2020 when this cohort of students sit the Year 9 NAPLAN. Our results show we have no students below the national minimum standard for Numeracy compared with 2.2% across the state and 8.4% at the national minimum standard compared with 11.7% across the State. Whilst 91.6% are above national minimum standard 43% of all students are in Band 6, only just above the minimum standard. Additionally, only 15.8% of all students achieved in the top two bands, compared with the state where 31.2% of all students achieved these standards. A target group will be to improve the skills in the 32.7% of students achieving a band 7, such that they move into Band 8.

Writing results demonstrate 6.5% of students were below the minimum standard, compared with 9.1% across the state and 21.5% at the minimum standard compared with 22.9% across the state. Whilst these figures are better than the state averages the College needs to improve the writing skills of these students. 41.1% of all students achieved a band 6, just above the minimum standard. 9.3% of students achieved in the top two bands, compared with 18.6% across the state.

Reading results demonstrate 3.8% of students were below national minimum standards across the state compared with 4.8% across the state and 10.4% of students at minimum standard compared with 12.0% across the state. 28.3% of all students were in the top two bands and comparable to the state where 30.7% of all students were in the top two bands.

The table below shows the band distribution in each of the assessed language conventions of Spelling, Grammar and Punctuation for this year's NAPLAN. 7.5% of students were below the minimum standard in Spelling compared with 5.7% across the state. 21.5% of students were in the top two bands compared with 35.7% across the state. 5.6% of students were below the national minimum in Grammar and Punctuation and this was comparable to the State with 5.9% below the national minimum standard. Just 18.7% of students achieved in the top two bands compared with the state where 30.2% were in the top two bands.

YEAR 7 2018		Band 4 %	Band 5 (min std) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %
Spelling	St Bede's	7.5	8.4	29.9	32.7	15.9	5.6
	State	5.7	9.5	22.2	25.9	23.0	12.7
Grammar & Punctuation	St Bede's	5.6	15.0	29.0	31.8	11.2	7.5
	State	5.9	14.0	22.1	26.5	15.4	14.8

The College's Literacy and Numeracy results calls for further work in addressing target groups. Specific attention needs to be given to student writing skills to target the 28% of students that are at or below the national minimum standard. The College has a relative low number of students in the top two bands in Numeracy (15.8%) and Writing (9.3%) with a relatively high percentage of students in both Numeracy and Writing who are in Band 7. The College needs to work on these student's skills to try and have them reach a standard in the top two bands. Targeted Numeracy intervention should be considered to build upon the skills of the 43% of students who fall into the Band 6 Category in Numeracy.

Reading, Writing and Numeracy Means: 2018

The following tables of mean scores will be used in future years to identify any trends the College has over the State in Reading, Writing and Numeracy. The College will look for consistencies and any drops or rises in performance relative to the state and Statistically Similar School Groups when the data is made available.

YEAR 7	2018	
Reading	St Bede's	541
	State	545
Writing	St Bede's	506
	State	512
Numeracy	St Bede's	537
	State	555

Item Analysis: Reading, Writing and Numeracy 2018

A closer look at the data provides some insight to the specific aspects of NAPLAN that indicate strengths and areas for development in Literacy and Numeracy.

Year 7

Reading:

- A lower percentage of students compared with the state in answering correctly responses in the top two bands.

Writing:

- Students generally can identify audience of text and adjust writings accordingly.
- Relatively few students could use the features and structures of persuasive texts to compose texts to persuade engage and support an audience.
- Students demonstrated strengths in the use of simple cohesive links in a text and combine clauses using a variety of conjunctions.
- Students demonstrated strength in developing ideas using language choices and devices to engage and persuade the reader.
- Students displayed a relative weakness in that few could use elaborated ideas that contribute effectively to the writer's point of view.
- 60% of students could structure texts in appropriate stages
- Students need to develop higher proficiency in constructing paragraphs that contain a main idea and elaboration at appropriate stages throughout the text.
- 57% of students (compared with State 67%) demonstrated ineffective use of simple devices to persuade the reader.

Numeracy:

- General difficulty in solving measurement problems (including perimeter, area and volume) involving conversion of units and more than one step
- General inability to solve probability type questions involving simple events and use of the scale 0 to 1
- Difficulty in solving worded problems involving two or more steps involving multiplication and division or addition and subtraction with decimals
- Difficulty in solving worded problems involving order of operations
- Scored well in all Band 6 questions
- Below state in all Band 7-9 questions based on percentage answered correctly

NAPLAN 2019 and 2020

Towards an Action Plan for Improvement

It is important to put the NAPLAN results and its consequential implications in perspective so that there is a balance between all the curriculum drivers confronting the College. Like all assessment information, the NAPLAN results are meant to inform pedagogy, not in isolation but in the context of the whole educational enterprise. It is unfortunate but a reality that the *My School* website provides a very public lever for the Federal Government to make schools accountable. Therefore, teachers, schools and school systems can't ignore NAPLAN and all involved in primary and secondary education need to engage with, learn from and apply the NAPLAN data within their own context.

It is widely acknowledged that the NAPLAN results provide very limited diagnostic data about schools and students. In a holistic educational context, it would be detrimental to student learning and development to make NAPLAN a focal driver in the College. As G. Masters puts it, "*an over-emphasis on NAPLAN results can lead to a narrowing and distortion of the school curriculum*".

However, whilst acknowledging NAPLAN is a limited testing situation, assessing a very narrow set of outcomes primarily consisting of basic skills, it is nonetheless a valuable point-in-time "snapshot" of student achievement along each student's learning path. Despite its limitations, NAPLAN does provide good external and independent data which, in the context of other assessment information, will assist teachers and curriculum leaders in the College to address any issues, remediate areas of weakness in Literacy and Numeracy development and most importantly, assist individual teachers to differentiate the curriculum within their own classes. Again, in the words of G. Masters, "*NAPLAN needs to be integrated into best practice*". Data often asks more questions than it provides answers, therefore it is incumbent upon us as educators to dig further into the data and look beyond numbers in bands and tables of means and scaled scores. We need to look to the subsets of skills and at the students themselves to determine emerging patterns that correlate to other sources of data gleaned across multiple school-based tasks and interactions with students in the learning context.

First and foremost, it is incumbent on every teacher in the College to know each and every student in their classes. With this in mind, it is imperative that every teacher access and does their own analysis of the NAPLAN data as it pertains to their own students and classes and to embed the most appropriate strategies within their own teaching context. Areas of weakness, particularly in reading and writing, are to be explicitly taught, assessed and marked. Teachers of Year 8 in 2019 will do their own NAPLAN analysis report based on the 2018 data. Teachers of Years 7 and 9 in 2020 will focus on strategies to promote both Literacy and Numeracy skills across all key learning areas and revisit the 2018 NAPLAN data. They will analyse student growth from year 5 (prior to joining St Bede's) to Year 7 and compare this growth with that measured from Year 7 to Year 9 to ascertain the level of school performance in increasing literacy and numeracy skills.

The same applies to all the Studies Coordinators and their faculties who will also engage extensively with the 2018 NAPLAN data to review and adjust teaching/learning programmes and to provide assistance to colleagues in developing and implementing appropriate Literacy and Numeracy strategies in a contextual manner.

In addition to the already existing Maqlit literacy intervention program targeting students in need of developing their reading, writing and vocabulary, the following points are also offered as strategies to promote growth in Literacy and Numeracy across all Key Learning Areas.

1. Class teachers of Years 7 and 8 in 2019 will conduct their own guided analysis and report of the 2017 and 2018 NAPLAN data at the beginning of the 2019 school year. This data will be supplemented with the additional data achieved from other external sources. It is a professional imperative that teachers know each and every student in their classes.
2. Implementation of a Numeracy Intervention program in 2019 to improve numeracy skills of targeted students. Students should be carefully selected based on those achieving NAPLAN Band 5 or Band 6 and supplemented with analyzing other external paper results and teacher professional judgement. These students, like those involved in the Literacy intervention program, should be tracked and reported on the gauge the success and validity of the program.
3. All teachers to workshop the 2018 NAPLAN tests to develop and embed Literacy and Numeracy strategies into formal assessment tasks and inform class tasks.
4. Development and implementation of Term 1 units of work for next year in each key learning area in Years 7 and 8 to contextually embed and incorporate where possible:
 - narrative and persuasive text writing tasks
 - reading / comprehension tasks
 - weekly spelling tests
 - grammar and punctuation exercises
 - numeracy exercises across subject areas to reinforce the importance of being numerate beyond the Maths classroom, in aspects such as analysis and interpretation of tabulated and graphical data, measurements, trends and patterns, sequential and logical thinking
5. Raising the profile of wide reading and literature circles in Stage 4 to provide reading for pleasure and allow for critical discussion of shared texts.
6. Working collaboratively with parents to improve reading skills at home
7. Continued professional presentations of best practice at meetings through the course of the 2019 year, with a particular emphasis on reading / comprehension, spelling and writing as a means of encouraging professional dialogue among teachers.

It is hoped that by continuing to focus on Literacy and Numeracy development in tangible ways across the curriculum, the College's NAPLAN results will show improved and considerable growth.

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November 2018.