Dear parent/caregiver

Last week, all parents of Year 7 and Year 9 should have received a letter from NAPLAN (National Assessment Program Literacy and Numeracy) outlining the results of their child's Literacy and Numeracy Tests. Overall, as far as the School is concerned, the results are very pleasing.

As with any of these important results, a thorough analysis is undertaken to determine where the School and individual is placed against Literacy and Numeracy State benchmarks. Further analysis is also undertaken in regards to student strengths and weaknesses as well as a longitudinal study to determine student improvements and underachievement. These findings help the School (and parents) target and support students who are perhaps not performing up to expectation.

The Summary below in brief, is an overview of the overall NAPLAN results with some statistics and comments to supplement your child’s report. I trust that this summary is useful to you as we endeavour to support your child’s overall literacy and numeracy development.

The column graphs inserted below depict the School cohort’s Percentage in Bands against the State. All charts show the State distribution of Bands (as percentage) in lighter colour and the School’s in the darker colour.

YEAR 7
Overall, the cohort performed very well. They achieved above the National Mean in all areas, in both Literacy (Reading, Writing, Spelling, Grammar and Punctuation) and Numeracy (Number, Patterns and Algebra, Measurement and Data, Space and Geometry). Year 7 also had a lower Standard Deviation (SD) than the National SD indicating a tighter (less spread out) group of results from the mean. Girls generally did better in Literacy and the Boys did better in Numeracy.

The strongest performances from this cohort were in Reading and Grammar and Punctuation. For both the boys and the girls, Grammar and Punctuation were a highlight and Writing the lowest score. The School Average overall was in Band 8.

The Band reporting range in Year 7 is between Band 4 and Band 9 and comparison of the range of achievement for the middle 60% of Year 7 students in Australia, National Average and School Average are given below

<table>
<thead>
<tr>
<th>Subject</th>
<th>Middle 60% Range</th>
<th>National Average</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Low Band 6 to Low Band 8</td>
<td>Low Band 7</td>
<td>Low Band 8</td>
</tr>
<tr>
<td>Writing</td>
<td>High Band 5 to Low Band 8</td>
<td>Low Band 7</td>
<td>High Band 7</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Low Band 6 to Low Band 8</td>
<td>Low Band 7</td>
<td>Low Band 8</td>
</tr>
<tr>
<td>Spelling</td>
<td>Low Band 6 to Low Band 8</td>
<td>Low Band 7</td>
<td>Low Band 8</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>Low Band 6 to Low Band 8</td>
<td>Low Band 7</td>
<td>Middle Band 8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Low Band 6 to Middle Band 8</td>
<td>Low Band 7</td>
<td>Low Band 8</td>
</tr>
</tbody>
</table>
**Year 7 Literacy** (table below)
You’ll note that the State’s distribution of results (light colour) follows a ‘normal bell curve’ distribution of results whilst the Schools (dark colour) skew to the top end.

![Year 7 Percentages in Bands Overall Literacy](image)

There was no one with a result in Band 4, with only 2% in Band 5 and a pleasing 53% of the cohort in either Band 8 or Band 9. A pleasing 21% of the cohort achieved the highest Band in Literacy.

In all areas, the cohort achieved a higher percentage of Band 9 results above the State, with notable strong performances in Reading (26% compared to State’s 11%) and Grammar & Punctuation (42% compared to State’s 17%). In Band 8, all areas were also above the State (except for Spelling), and together with Band 7, constitute the largest percentage of students. From these results, 85% of the cohort (compared to the State’s 59%) achieved at a level above Band 7 in literacy.

**Year 7 Numeracy** (table below)
The same trend is observed as in Literacy. The Schools results are skewed to the top end.

![Year 7 Percentages in Bands Overall Numeracy](image)

No one was in Band 4, 6% were in Band 5 and a pleasing 61% were in either Band 8 or 9. A pleasing 25% (quarter of the year group) of students achieved the highest Band. Unlike in Literacy, the Numeracy top end performed strongly with an even distribution between Band 7 to Band 9.

In all areas, the cohort achieved a higher percentage of Band 9 results above the State, with notable strong performances in Number, Patterns & Algebra (23% compared to State’s 14%). In Band 8, where
the majority of the cohort sits, all areas were also above the State. Grouping Band 7, 8 and 9, an exceptional 84% of the cohort (compared to the State’s 56%) achieved at a level above Band 7 in Numeracy.

**Comparison with Ability scores**

These results exceed expectation based on their current ability scores. Compared with their Placement Testing in Year 6, 2008 the results in Year 7 NAPLAN results are significantly higher. In NAPLAN, the top two bands for Literacy was 53% and in Numeracy 61%. This mirrors the trend in Placement testing data where in literacy (Reading, Spelling, Written Expression) 33% of the cohort sat in the top three Stanines (High Ability Range: top 23% of population) and 45% in Numeracy. Therefore the higher Numeracy Placement test scores correlate with the higher Numeracy NAPLAN scores.

**Progress of Year 7: A longitudinal analysis (2007 to 2009)**

A longitudinal analysis is a progression report comparing student results in Year 5 (2007) and when they were in Year 7 (2009). 90 student results were able to be compared. NAPLAN reports longitudinal analysis via a Student Growth Chart and shows a ‘tram line’ of the States bottom and top 25% Percentile Range.

In terms of overall improvement and underachievement there was significant improvement with little to no underachievement.

In Literacy, 93% of the cohort improved upon their Year 5 results and in Numeracy it was 86%. In terms of improvement above the minimum growth score (50 points), 43.8% of the students achieved this in Literacy and 53.3% in Numeracy. In Literacy, a pleasing 30% of the students who achieved growth moved into top 25% Percentile Range and in Numeracy 26.7% achieved this. As a cohort the average growth in Literacy was 44.8 points compared to the States 42.1 and in Numeracy it was 47.7 points compared with the States 55.2.

In terms of underachievement (with a negative net difference of greater than 10%) there was 1 student in Literacy (Jack Kerin -54.9) and 5 students in Numeracy (Zoe Wilkinson -69.5; Nicole Pickford -86.2; Micha Scott -101.1; Eleanor Buckley -85.7 and Nicholas Worrad -91.2).

**YEAR 9**

Overall, like Year 7, the Year 9 cohort performed well. They achieved above the National Mean in all areas, in both Literacy and Numeracy. Year 9 generally had a lower Standard Deviation (SD) than the National SD. In comparison between the boys and girls, the girls scored a higher mean in Literacy and in Numeracy they were even mean scores. In both Literacy and Numeracy, both boys and girls showed strong performance in all areas with notable performances in Reading and Writing for boys and Grammar and Punctuation and Measurement, Data, Space and Geometry in girls.

The Band reporting range in Year 9 is between Band 5 and Band 10 and comparison of the range of achievement for the middle 60% of Year 7 students in Australia, National Average and School Average are shown below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Middle 60% Range</th>
<th>National Average</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>High Band 6 Low Band 9</td>
<td>High Band 7</td>
<td>High Band 8</td>
</tr>
<tr>
<td>Writing</td>
<td>Middle Band 6 to Low Band 9</td>
<td>High Band 7</td>
<td>Middle Band 8</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>High Band 6 to Low Band 9</td>
<td>High Band 7</td>
<td>High Band 8</td>
</tr>
<tr>
<td>Spelling</td>
<td>High Band 6 to Low Band 9</td>
<td>High Band 7</td>
<td>High Band 8</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>High Band 6 to High Band 8</td>
<td>High Band 7</td>
<td>High Band 8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Low Band 7 to Low Band 9</td>
<td>Low Band 8</td>
<td>Low Band 9</td>
</tr>
</tbody>
</table>

The below charts depict the cohorts Percentage in Bands against the State. Note that the Band range differs with Year 7 to depict a sliding scale.

**Year 9 Literacy (table below)**
Like Year 7 above, the School’s (dark colour) results, skew to the top end. There is no one in Band 5 and 7% in Band 6. A pleasing 44% of the cohort achieved either Band 9 or Band 10. 12% of cohort achieved the highest band with a pleasing 32% of the cohort achieving Band 7.

In Band 9 and 10, students achieved significantly higher than the State, with notable strong performance in Reading (18% compared to State’s 6%) and Grammar & Punctuation (20% compared to State’s 9%).

From these results, a pleasing 76% of the cohort (compared to the State’s 49%) achieved at a level above Band 7 in literacy.

**Year 9 Numeracy** (table below)
The same trend is observed as in Literacy with the School’s results skewed to the top end. However, there is an exception, owing to the spike in Band 10 results over Band 9 which was a trend similar to last year’s cohort.

No one was in Band 5, with 2% in Band 6 and a pleasing 48% of the cohort in either Band 9 or 10. An exceptional 25% of students achieved Band 10, the highest Band awarded.

Like Year 7, the cohort overall demonstrated a strong performance in Numeracy, especially the results in Band 10. The School Average in Numeracy for Year 9 was in Band 9.
Comparison with Ability scores
These results exceed their current ability scores (according to Placement Testing in Year 6, 2006). The Placement scores indicate an overall Literacy (Reading, Spelling, Written Expression) score of 36% of the cohort in the top three Stanines. The NAPLAN results show 44% of the cohort achieved in the top two Bands. In Numeracy, 46% of the cohort scored in the top three Stanines and not surprisingly 48% of the cohort achieved in the top two Bands. Overall, the NAPLAN results reveal a percentage increase in terms of the student's abilities in the top bands in both Literacy and Numeracy.

Progress of Year 9: A longitudinal analysis (2007 to 2009)
A longitudinal analysis is a progression report comparing student results in Year 7 (2007) and when they were in Year 9 (2009). 98 student results were able to be compared. NAPLAN reports longitudinal analysis via a Student Growth Chart and shows a ‘tram line’ of the States bottom and top 25% Percentile Range.

In terms of overall improvement and underachievement there was significant improvement with little to no underachievement.

In Literacy, 87% of the cohort improved upon their Year 7 results and in Numeracy it was 80%. In terms of improvement above the minimum growth score (40 points), 36% of the students achieved this in Literacy and 45% in Numeracy. In Literacy, a pleasing 31% of the students who achieved growth moved into top 25% Percentile Range and in Numeracy 30% achieved this. As a cohort the average growth in Literacy was 32.3 points compared to the States 33.6 and in Numeracy it was 33.1 points compared with the States 38.1.

In terms of underachievement (with a negative net difference of greater than 10%) there was no student in Literacy and 1 student in Numeracy (Tom Brodie -56.3). In Literacy and in terms of students in or moving into the bottom 25% percentile, some student concerns include Mitchell Green (-33.8), Bridgett Bennett (-17.8), Ashley Snare (-28.0), Callin O’Connor (-21.2), Benjamin Kremer (-15.1) and Maddison Lamers (-22.3) and in Numeracy Laura Auberson (-56.2), Mikaela Cato (-29.7), Lucas Pritchard (-28.1), Mitchell Green (-30.4), Riana Finn (-30.6) and Alex Grivas (-26.8).

In conclusion
All the graphs showed strong performance in the top bands. There was little difference between the boys and girls results and as a result the whole School performed above the mean averages across all the areas. With little to no results in the lowest band, and most students showing improvements across the year, the School is pleased that students are achieving a high standard of literacy and numeracy development.

If there are any queries regarding any of the above information, please do not hesitate to contact me.

Best Wishes,

Mr Yooie Choi JP
Director of Learning
NAPLAN Coordinator
Kinross Wolaroi School
Orange NSW 2800
www.kws.nsw.edu.au