Student Progress & Achievement

Craigie Heights Primary
INDEPENDENT PUBLIC SCHOOL

NAPLAN

Background

Effective schools are ones that are data literate. Craigie Heights has a rigorous and strategic process of making judgements about our performance in both academic and non-academic progress and achievement. NAPLAN plays a part in our school improvement model of Assess-Plan-Act.

We are committed to maintaining and improving standards of achievement in Literacy and Numeracy using evidenced based approaches. NAPLAN data is one of the ways in which we measure the success and identify challenges in these areas.

How are we going?

• Evidence suggests that performance is more than expected.

How do we know?

• Staff annually analyse NAPLAN data. A disciplined dialogue is used to focus discussions on what the data is telling us, identifying strengths, weaknesses and recommendations.

• The NAPLAN analysis highlights areas that need further attention. Staff work collaboratively to identify our priority areas for the following year, and make adjustments to our English Operational Plan, as well as our Mathematics Operational Plan. These are reflected in teacher's plans.

• Our analysis of the 2017 NAPLAN data identified Writing as a priority.
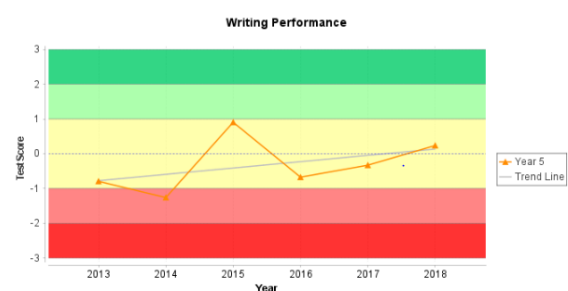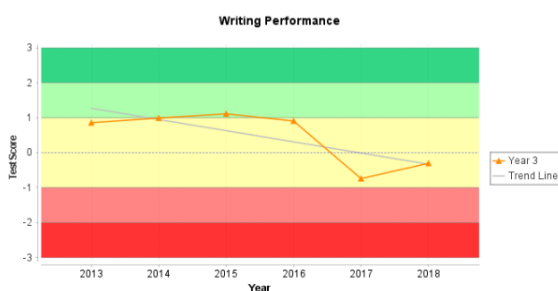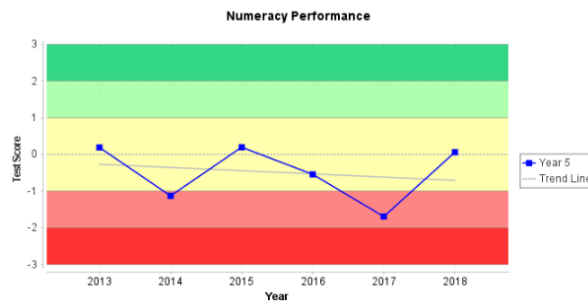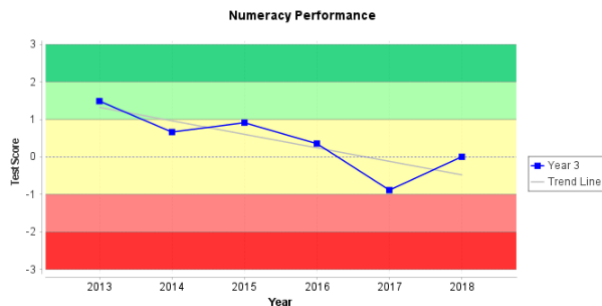

Analysis

In 2018, we have seen an upward turn in writing results, ending a previous downward and erratic trend.

Proposed Action

During 2018, we have built the capacity of teachers by providing professional learning in the Talk4Writing process, which is implemented across the whole school from Kindergarten through to Year 6. We will continue to build the robustness of the Talk4Wriiting process by introducing additional writing practices, such as introducing a literacy spine, magpie books and an editing key. Teachers will use learning intentions and success criteria at the beginning of the Literacy Block. Brightpath assessment rulers will be used to monitor the effectiveness of teaching writing this way, as well as provide teachers with focus teaching points.

How do we know?

- We also identified from our 2017 NAPLAN data, that Numeracy should be a priority area.

Analysis

We have seen an overall improvement in Numeracy results at Craigie Heights from 2017, and we are moving in a positive direction, reversing the negative trend line.

Proposed Action

Continue to use the iMaths Tracker books that have been successful in providing regular feedback to students and teachers, as well as identifying teaching focuses. Data analysis will be used to track students and to identify target groups. Teachers use learning intentions and success criteria at the beginning of the Numeracy Block. The school will continue to promote Mathematics through MAD Maths Day, Safe Cracker competition, Paul Swan games and Numero Ninja.

- We reflect on our Business Plan's Broad Targets each year and this is shared with staff, School Board and the school community in our Newsletter and Annual Report.

- NAPLAN data is also used to identify students that are at or below minimum standard. Our SAER Policy identifies that these students are to be considered for an Individual Education Plan.

- To maintain and improve standards of achievement in Literacy and Numeracy, whole school approaches and programs are used to support learning. These include: Literacy and Numeracy blocks, Guided reading, Sound Waves, Talk 4 Writing, Literacy Pro, iMaths and Mathletics.

- A variety of standardised assessments are planned throughout the year to monitor student progress and achievement. The Craigie Heights Assessment Schedule is developed to ensure consistency across year levels.

- Targeted intervention groups are identified using past NAPLAN results, as well as other assessments. Students are selected based on similar needs and those that would benefit from tier 2 support. Data helps to identify key concepts, skills and understandings that need further development. For example, those students that fall below the benchmark in reading are referred to the tier 3 intervention MultiLit program.

- Analysis of NAPLAN Alignment to Grade Allocation identifies areas where teacher judgements may need review. This results in moderation activities and the use of exemplars.

What are we doing to improve?

- Use of NAPLAN data to refine case management of students in the areas of Literacy and Numeracy.

- Rigorously use standardised assessments, including NAPLAN, On-entry, Brightpath, ACER PAT and iMaths, to track student progress by monitoring their academic trajectory.

- Further enhance data and assessment literacy of staff.

- Facilitate a comprehensive handover of student data between classes.

- Prepare students for NAPLAN online, including digital technology skills and typing.

On-entry Assessment

Background

The On-entry assessment program is an assessment *for* learning. Since 2019, we have conducted this program in Pre-primary, Year 1 and Year 2. The assessment provides the teacher with specific information regarding the child's understandings and skills in the areas of Literacy and Numeracy.

How are we going?

• Evidence suggests that performance is more than expected.

How do we know?

• Teachers spend valuable one-on-one time with each student to complete the assessment. Relief teachers are scheduled to allow for this to occur.

• On-entry Assessment is completed again in Term 4 for those students in Pre-primary that fell below the expected standard. This provides a record of progress over the school year. This data is handed over to Year 1 teachers.

• In 2019, we have introduced On-entry assessment into Year 1 and Year 2 to track student's progress.

All Assessment Points Overview Report - CRAIGIE HEIGHTS PS - 16/05/2019

When a student is assessed in TERM 1 of any module, teachers should consider reassessing again in Term 4 ONLY when Term 1 results were low.
It is anticipated that NOT all columns will be filled in on this table.

First Name	Last Name	Current Year	Current Room	Speaking and Listening M1-PP T1	T4	M2-Y1 T1	T4	M3-Y2 T1	T4	M4-Y2 T1	T4	Reading M1-PP T1	T4	M2-Y1 T1	T4	M3-Y2 T1	T4	M4-Y2 T1	T4	Writing M1-PP T1	T4	M2-Y1 T1	T4	M3-Y2 T1	T4	M4-Y2 T1	T4	Numeracy M1-PP T1	T4	M2-Y1 T1	T4	M3-Y2 T1	T4
Luke	Andersen	Y01	Rm 04 - Year 1	487	570	499						467	539	586						176	541	621						1.6		617			
Mackenna	Archer	Y01	Rm 04 - Year 1	660	713	531						503	539	502						293	541	489						1.1		434			
Millie	Brogan	Y01	Rm 04 - Year 1	534	713	514						467	531	466						176	411	450						0.8	1.2	465			
Sofia	Burgess	Y01	Rm 04 - Year 1	502	619	576						478	588	532						141	411	450						0.8	1.3	447			
Katya	Copping	Y01	Rm 04 - Year 1	619	713	870						509	615	541						293	524	639						1.4		566			

Analysis

Pre-primary students were retested at the end of the year and showed significant growth in all areas. We have introduced the assessment in Year 1 and 2. The Year 1 data is somewhat erratic.

Proposed Action

So that this data can be used to track students' achievement and progress, staff will need to undergo some training regarding the new point system.

How do we know?

- Teachers complete a Data Analysis and Student Planning document based on the results produced by the system to identify those students at educational risk.

- Students that fall below the target in Speaking and Listening, a Referral to Child Development Centre is completed. In some cases students may be referred to the Language Development Centre.

- Individual Education Plans are written for students that fall below the target. The plan includes modifications to the learning program that have been identified through the testing. It also includes a home support program.

- Targeted Group Education Plans are developed for students around those concepts identified in the assessment. Students that achieved well above the expected targets are placed on a Group Education Plan to extend them in either literacy or numeracy.

- Speech Screening by a speech therapist occurs in Kindergarten. Identified Pre-primaries, often through conducting On-entry, are also assessed by the therapist.

What are we doing to improve?

- Introduction of On-entry assessment at the beginning of Year 1 and Year 2 in 2019. This will allow for tracking of student progress. Staff will require professional learning in the new scoring system.

- Broad Targets have been developed for the new Business Plan regarding On-entry assessment in PP, Year 1 and Year 2.

- Refocus the development of play based learning for Kindergarten through to Year 2.

- Maintain early identification and intervention in Literacy and Numeracy.

- Introduce a consistent approach to literacy learning in the early years by using the Promoting Literacy Development program (Dianna Rigg).

- Ensure that education programs are challenging and engaging for all students.

- Use the information provided by the Australian Early Development Census to inform planning.