



NAPLAN 2017 KEW PRIMARY SCHOOL: HOW WE'RE TRACKING

Dear Parents and Students,

This week we received the results of the 2017 NAPLAN testing program. This is a yearly assessment program for Year 3, Year 5, Year 7 and Year 9 students across the country. The tests were administered earlier this year in May.

Overall, I am extremely pleased with our school's results. They highlight the significant and sustained learning growth we have made in reading, writing and numeracy outcomes for our students. These have been the specific areas that we have targeted as part of our previous and current Annual Implementation Plans.

One way to judge a school's performance in NAPLAN is to compare the school's average to that of the State.

Year	Domain	Mean Scale Scores		Year	Domain	Mean Scale Scores	
		VICTORIA	KEW PRIMARY			VICTORIA	KEW PRIMARY
3	Reading	444.4	462	5	Reading	514.6	535
	Writing	426.9	416		Writing	485.5	513
	Spelling	422.5	435		Spelling	503.4	527
	Grammar & Punctuation	449.8	451		Grammar & Punctuation	504.7	535
	Numeracy	420.1	449		Numeracy	501.5	543

As you can see, Kew PS sits above the State average in all areas of Year 3 other than Writing. Note the results are significantly well above the State results in Reading and Numeracy. Results for Year 5 are also significantly above the State average in all areas and in particular Writing and Numeracy.

Evidence of the sustained improvement in our NAPLAN results is highlighted by the increased percentages of our Year 5 students working in the Top 2 bands of NAPLAN (Bands 7 & 8) over the past 5 years. For example in Numeracy, these percentages are as follows:

PERCENTAGE OF STUDENTS IN TOP 2 BANDS OF NUMERACY YEAR 5

2013	2014	2015	2016	2017
32.7%	39.2%	44.5%	45%	52.7%

This example shows 5%+ growth each year during this period. The percentages of our students achieving above levels (Top 3 Bands) is continuing to grow and we have very low or zero percentage of students achieving at National Minimum Standards.

OUTSTANDING LEARNING GROWTH DATA

Perhaps the most effective way to judge a schools performance in NAPLAN is to compare the improvement made by students in Year 5 this year, who sat the assessment at this school in Year 3 2015. This is a measure of the "growth" or "value add" in learning from Year 3, through Year 4 and into Year 5. These results can also be compared to the State average and to schools that are similar to Kew Primary. Effective and high achieving schools ensure that larger percentages of students make "High" growth and smaller numbers of students make "Low" growth.

NAPLAN RELATIVE GROWTH: READING 2015 – 2017

	Low	Medium	High
State Average	25.3%	49.8%	24.8%
<u>Boroondara Schools</u>	19.6%	49.6%	30.9%
SFOE (Family Occupation & Education) Comparison Schools	21.9%	49.9%	28.2%
Kew Primary School	20.9%	32.6%	46.5%

NAPLAN RELATIVE GROWTH: WRITING 2015 – 2017

	Low	Medium	High
State Average	26.2%	49.7%	24.1%
<u>Boroondara Schools</u>	15.5%	47.4%	37.0%
SFOE (Family Occupation & Education) Comparison Schools	21.3%	49.3%	29.4%
Kew Primary School	14.3%	31.0%	54.8%

NAPLAN RELATIVE GROWTH: NUMERACY 2015 – 2017

	Low	Medium	High
State Average	25.9%	49.6%	24.5%
<u>Boroondara Schools</u>	15.1%	48.8%	36.0%
SFOE (Family Occupation & Education) Comparison Schools	21.3%	49.6%	29.1%
Kew Primary School	11.6%	32.6%	55.8%

In summary, our 2017 “Relative Growth” data highlights outstanding percentages of students achieving high growth in Reading, Writing and Numeracy. In simple terms, it demonstrates that large percentages of students who attend our school in Years 3, 4 and 5 make an additional 6 months learning over the State average and 3 months more than schools in our local area in writing and more than 3 months additional learning progress in reading and numeracy.

This is clear evidence of the strength of our Middle School (Year 3 & 4) program and another indication that our improvement agenda is having a significant impact on lifting student outcomes. We have methodically implemented a range of strategies to improve teaching and learning across our school. Most importantly, we maintain focus on reading, writing, maths and inquiry and ensure that other distractors are put aside.

Our staff team is very proud of the real life and inquiry learning we are implementing on a more consistent basis. Our students have to be able to apply their skills and knowledge. This is different to the more traditional, old-fashioned rote learning, and work sheet model. Whilst it is important to have skills such as a strong sense of number and recall of number facts, of more importance is the ability to understand how to solve a mathematical problem.

Overall, this data represents the work and dedication of **all** of our staff. Whilst the NAPLAN tests are conducted in Years 3 and 5, these and the other broad range of assessment tools we use, reflect the cumulative knowledge and skills of our students. It also highlights the commitment and focus we are placing on improving our teaching and learning programs so that all of our students are ready for the transition into secondary school at the end of their primary education at Kew.

Finally, it is important to note that NAPLAN results are just one small part of the overall assessment and data collected across our school. It is also important to remember that the NAPLAN tests were completed much earlier this year and our students would have continued to make progress since that time. Our teachers work very closely together in their teams to use a wide range of assessments to build up an accurate picture of student achievement and student learning needs, including other formal assessment tools (many of which are completed online) and daily classroom observations. We are proud of the way we collect, analyse and then use this wide range of assessment measures to ensure that all of our classroom programs meet the needs of our students.

If you have any questions or comments relating to our NAPLAN results, please contact me at the school.



Mr James Penson
Principal