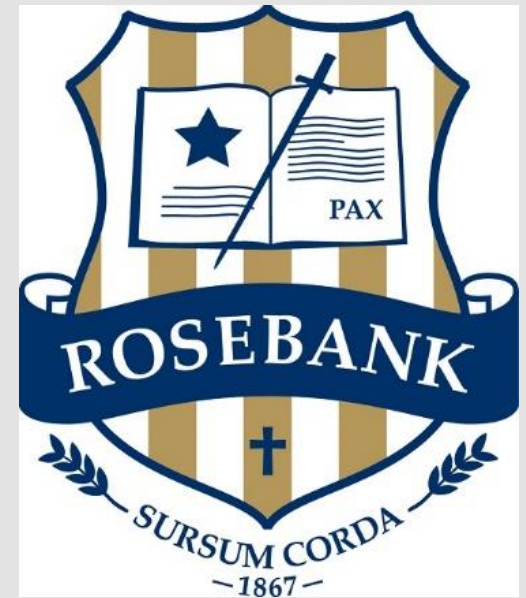


NAPLAN 2015

Analysis and Discussion of Results



Summary

- Strong group of Year 7 students
- Numeracy strategies are working very well for both boys and girls with effect size well above the State mean growth effect.
- There are gender differences in literacy performance. Girls are performing well in Reading growth but boys are not to the same degree.
- Writing strategies are very effective with growth for both boys and girls well above the State.
- Year 9 spelling and grammar mean growth for both boys and girls is below the State mean growth.

Percentage of Rosebank Students Achieving Proficiency

Years	7 Rosebank	7 State	9 Rosebank	9 State
Reading	50%	32%	29%	25%
Writing	37%	19%	25%	15%
Spelling	55%	40%	30%	28%
Grammar and Punctuation	46%	34%	20%	19%
Numeracy	40%	29%	34%	28%

Year 7 Mean Scores

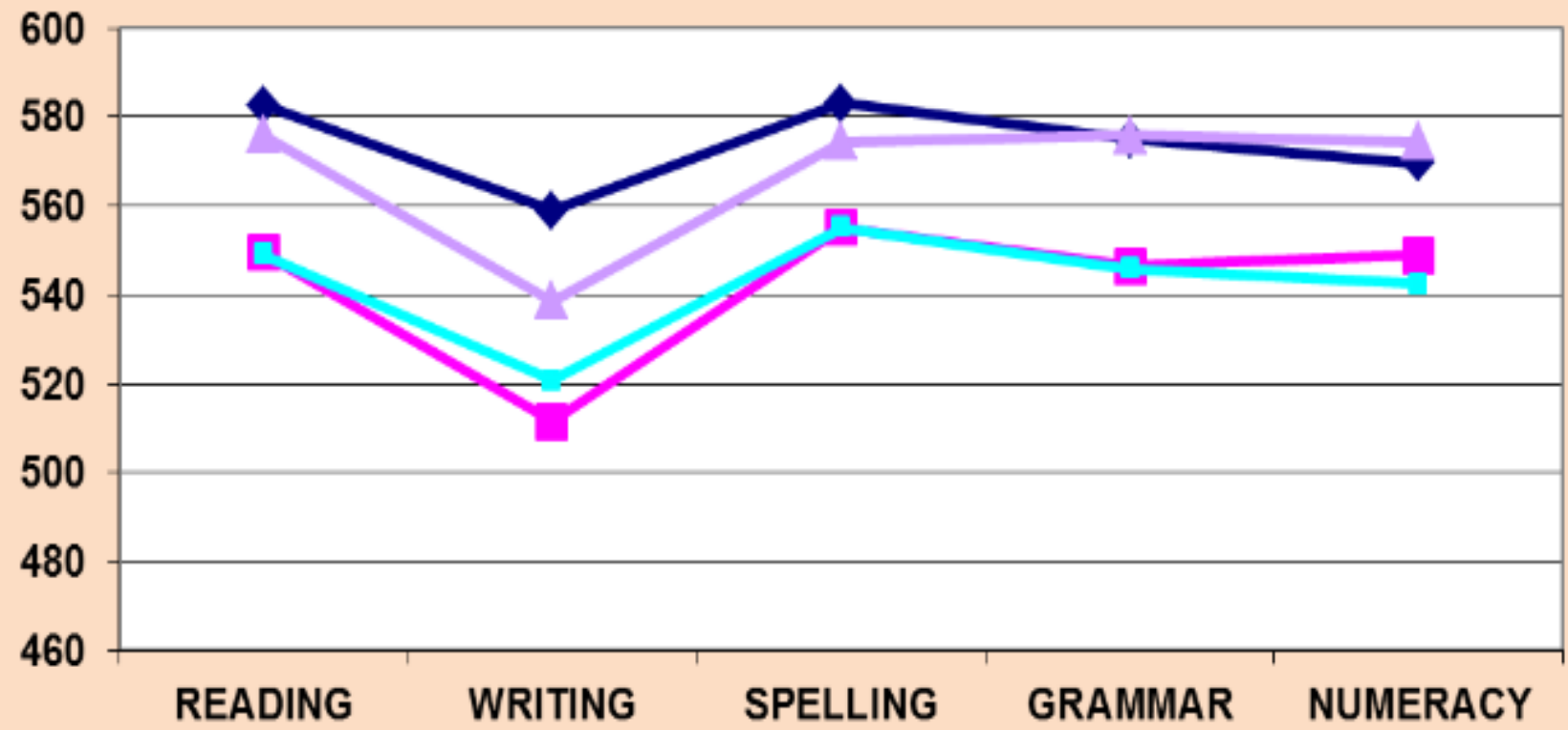
	STATE	Region	Rosebank	Difference from State
Reading	549.5	576.1	582.6	+33.1
Writing	511.5	538.1	558.9	+47.4
Spelling	555.1	574.4	583.1	+28
Grammar	546.6	575.9	575.0	+28.4
Numeracy	548.9	574.5	599.7	+50.8

Year 9 Mean Scores

	STATE	Region	Rosebank	Diff from State/ Region
Reading	584.1	610.2	597.8	+13.7
Writing	545.0	580.1	587.1	+42.1
Spelling	591.9	611.6	603.0	+11.1
Grammar	571.5	597.0	584.1	+12.6
Numeracy	599.5	626.3	610.5	+11

YEAR 7 2015 ALL STUDENTS LITERACY AND NUMERACY MEANS

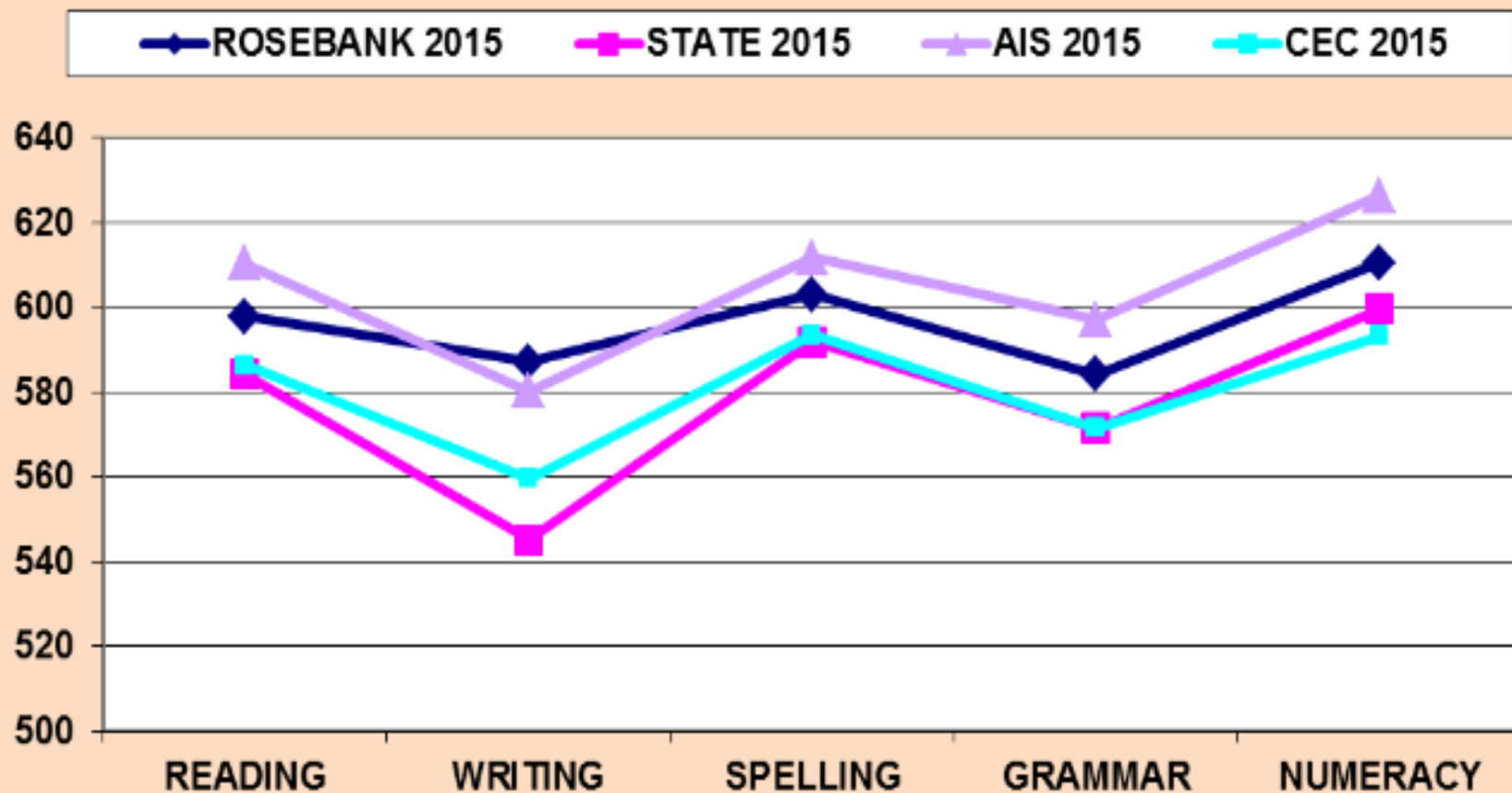
ROSEBANK 2015 STATE 2015 AIS 2015 CEC 2015



Year 7 Mean scores

Year 9 Mean Scores

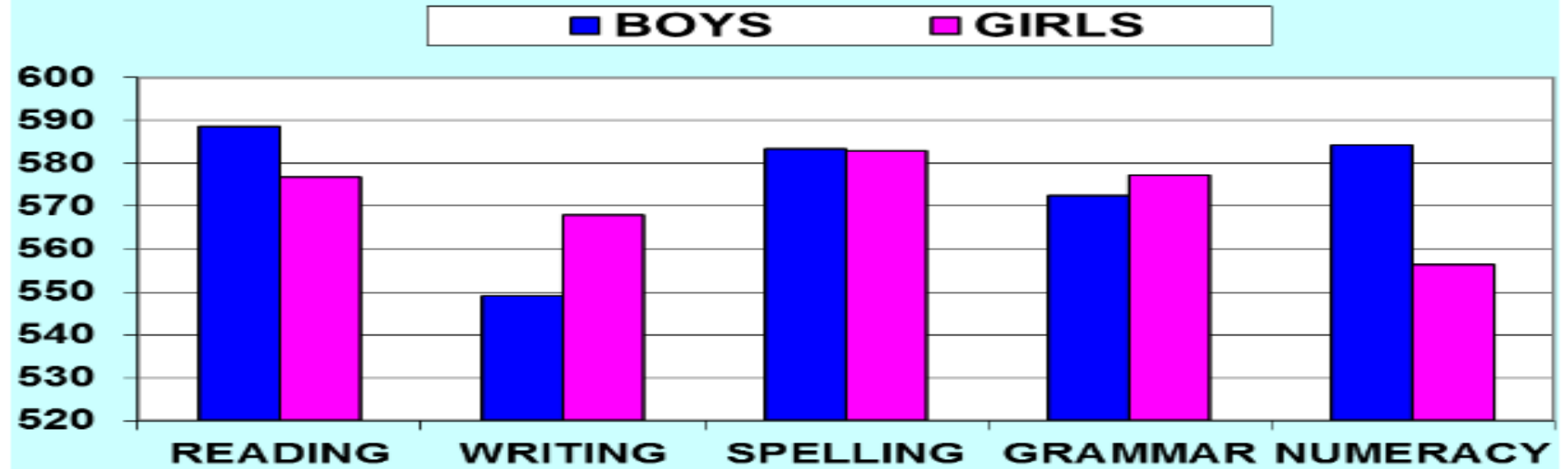
YEAR 9 2015 ALL STUDENTS LITERACY AND NUMERACY MEANS



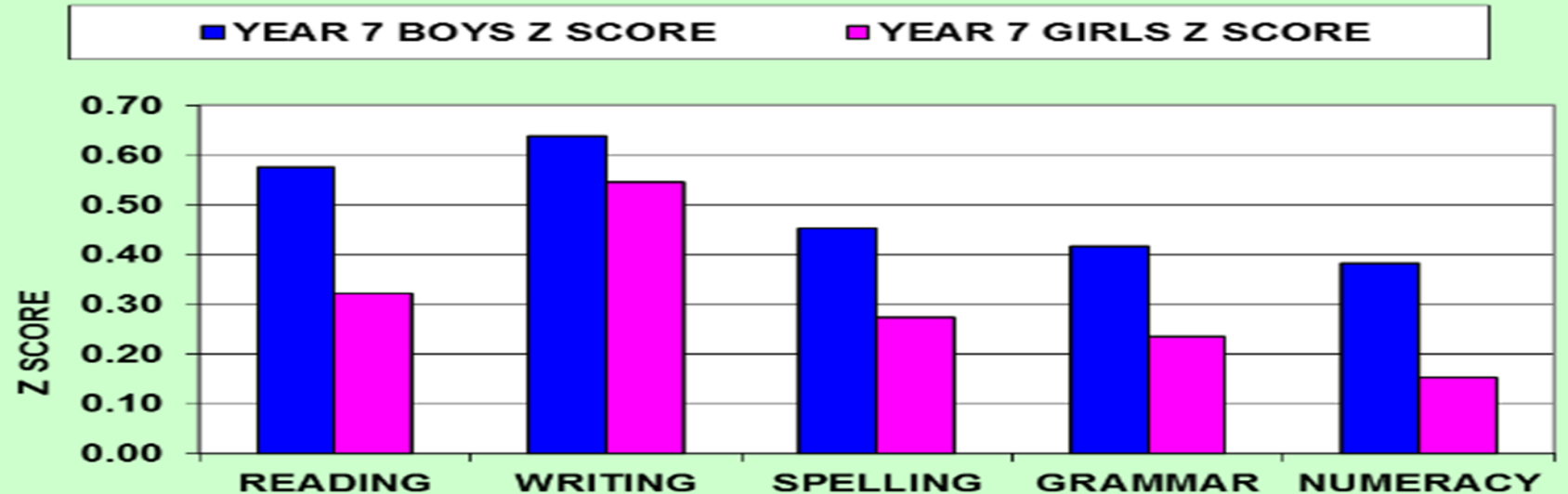
Gender Differences Year 7

z score indicates the degree of difference students are above the state.

YEAR 7 MEAN DIFFERENCES BOYS VS GIRLS 2015

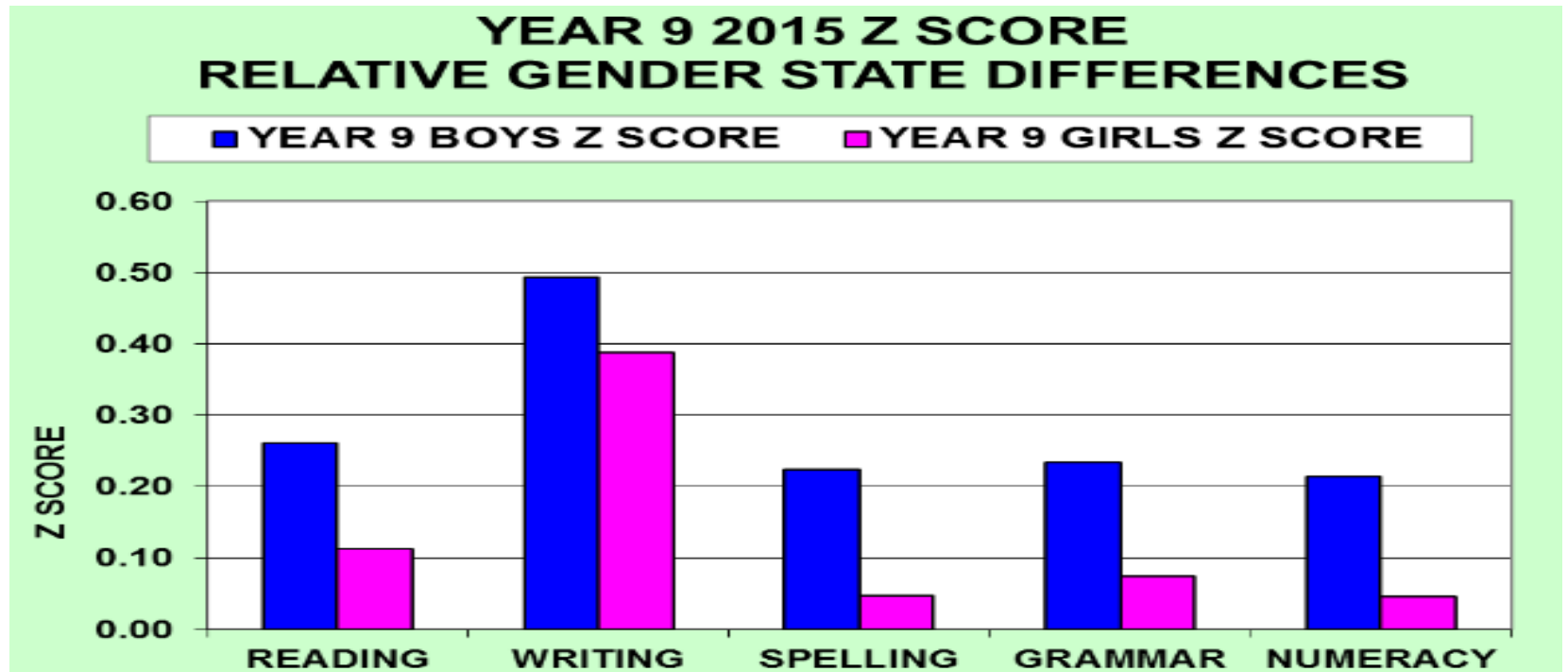
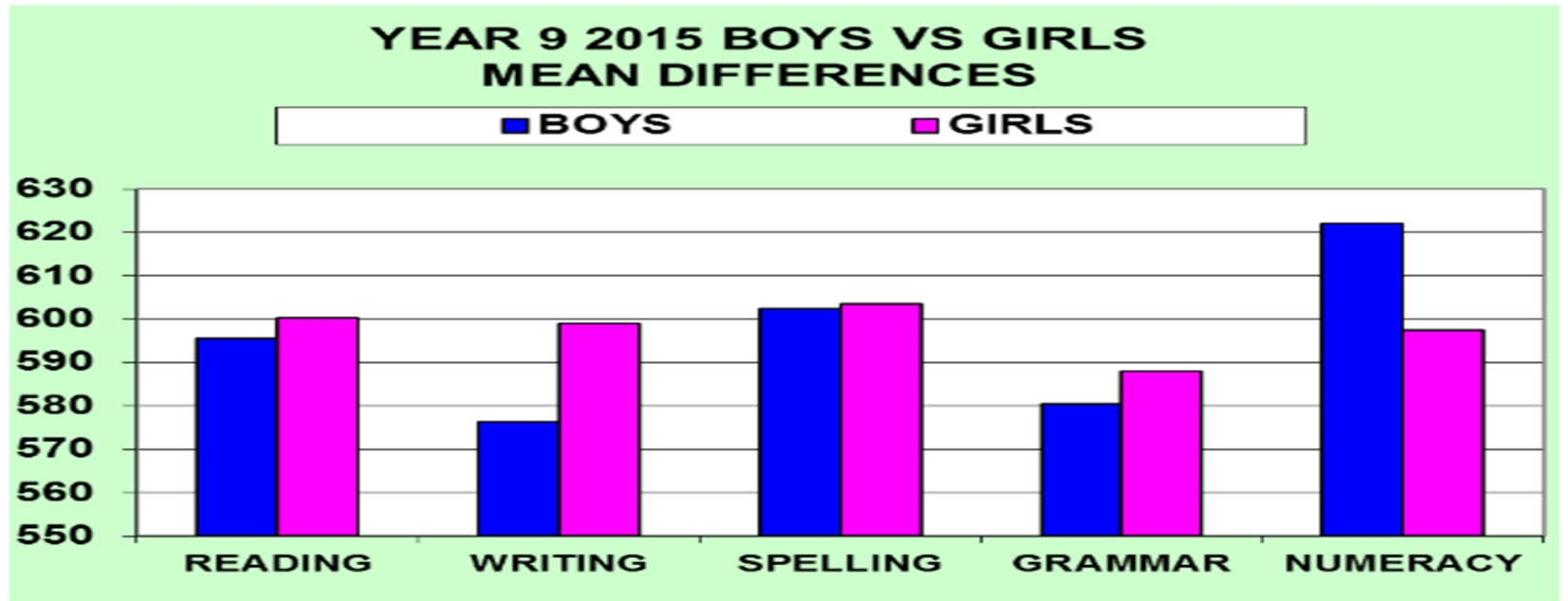


YEAR 7 2015 Z SCORE RELATIVE STATE GENDER DIFFERENCES

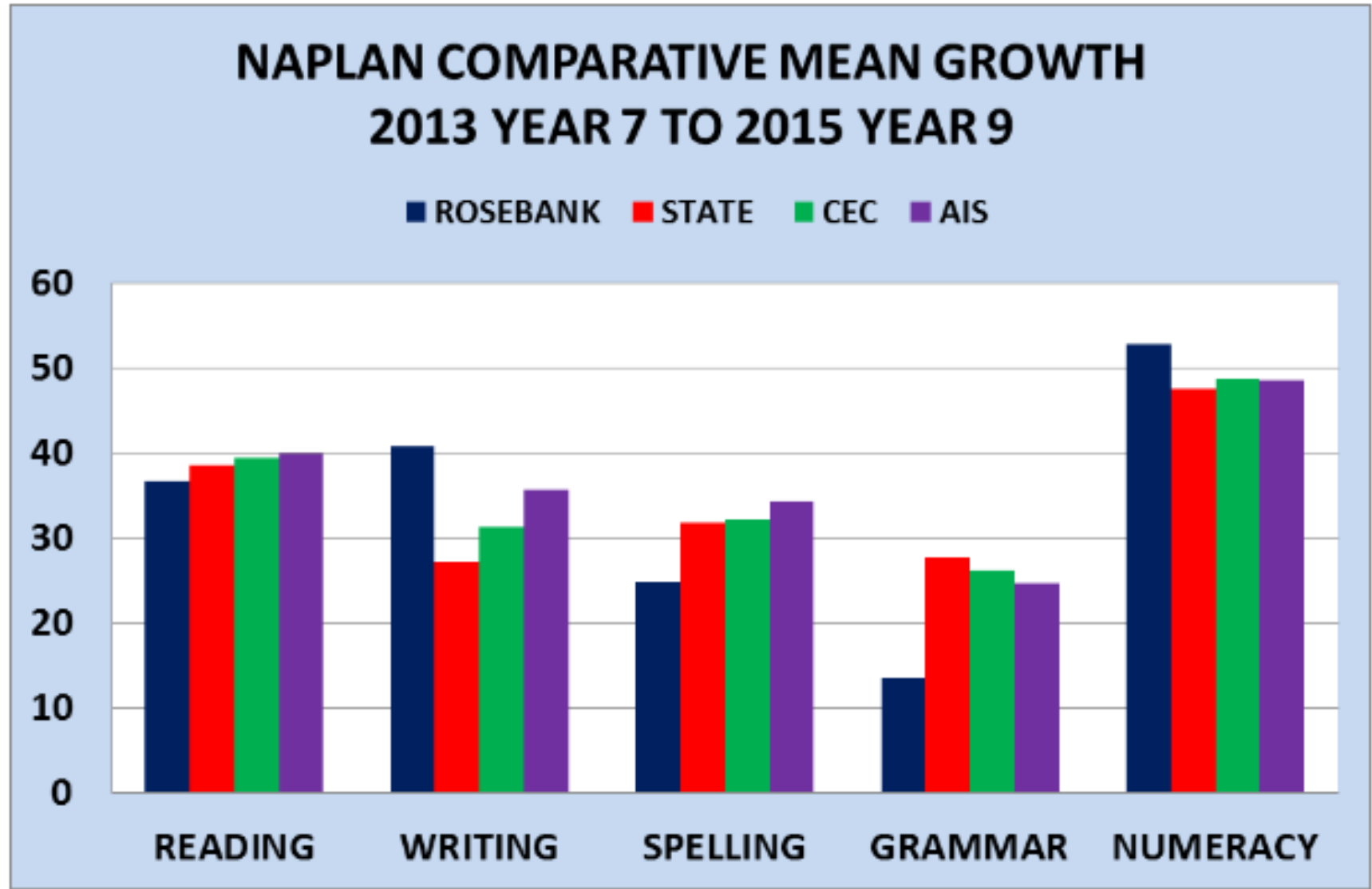


Gender Differences Year 9

z score indicates the degree of difference students are above the state.



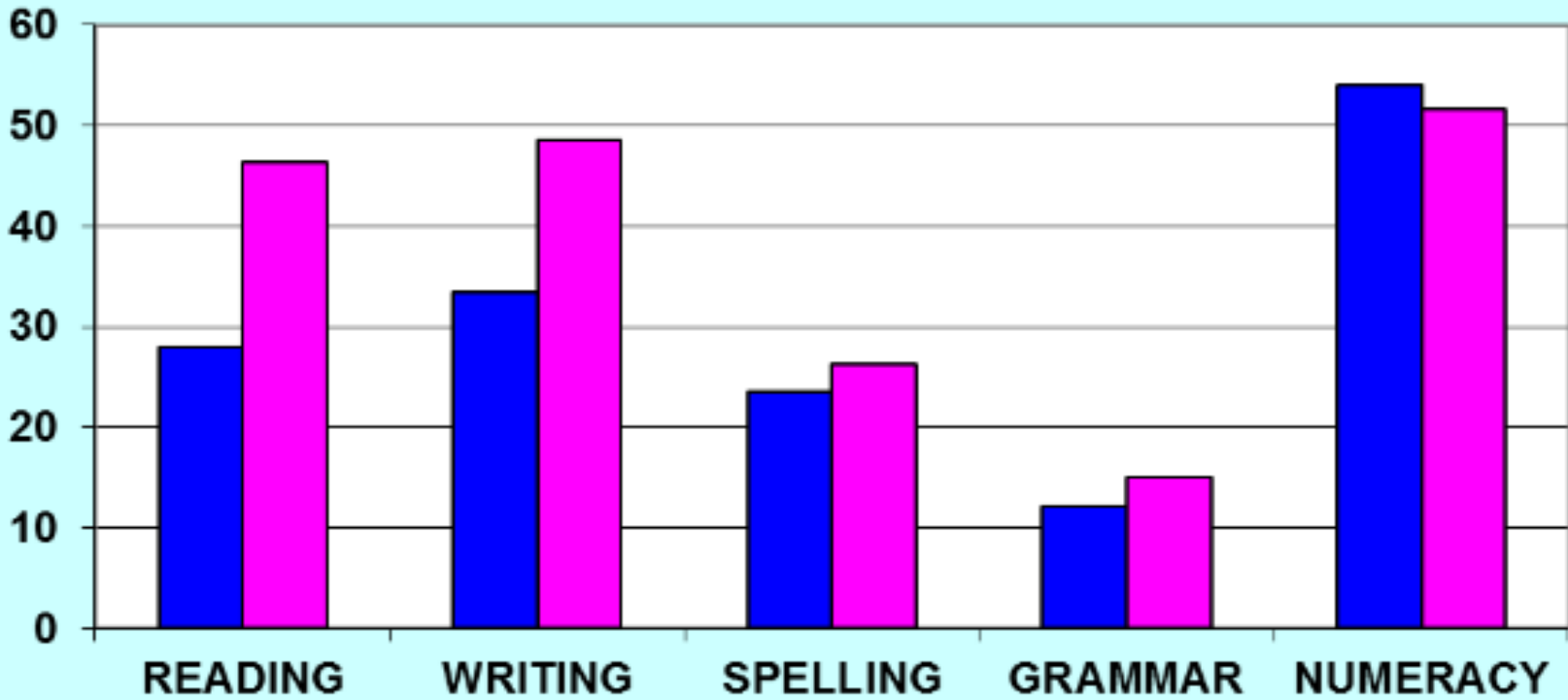
Rosebank Growth



LITERACY AND NUMERACY GROWTH YEAR 7 2013-YEAR 9 2015 BY GENDER

■ ROSEBANK BOYS

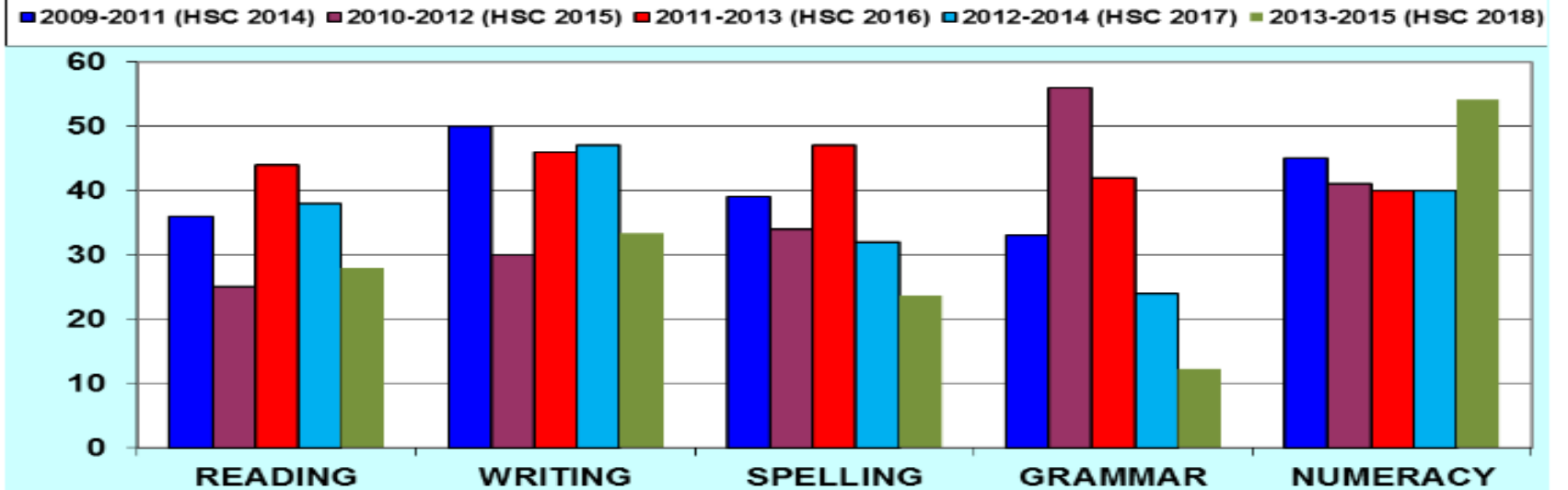
■ ROSEBANK GIRLS



Rosebank
Growth by
Gender

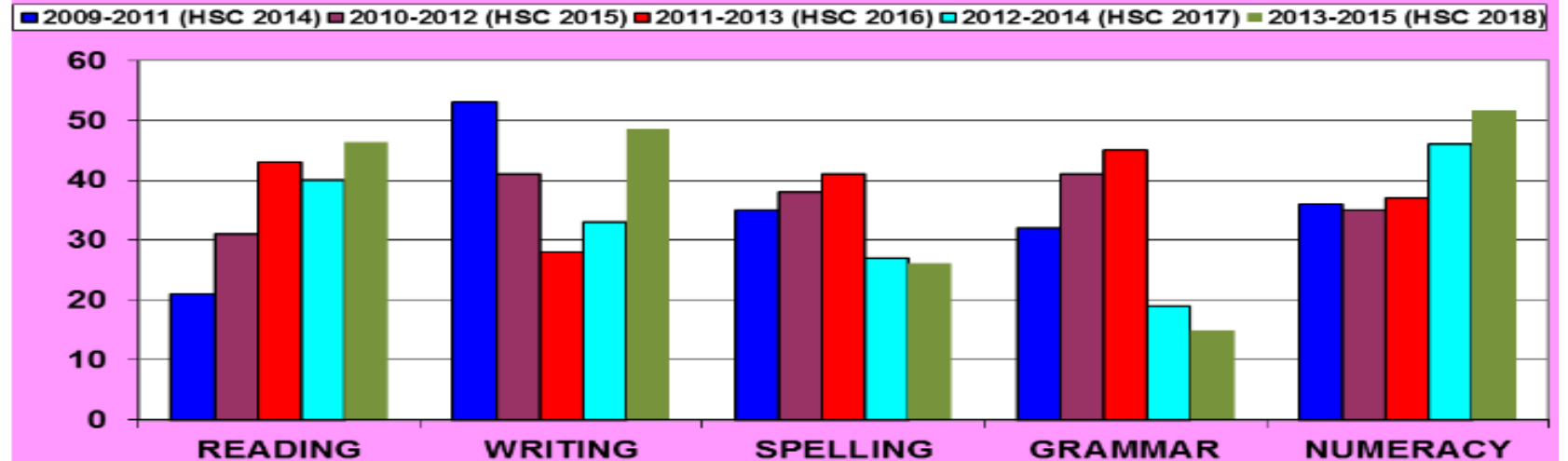
Rosebank Growth by Gender

BOYS MEAN GROWTH TRENDS YEAR 7 TO YEAR 9



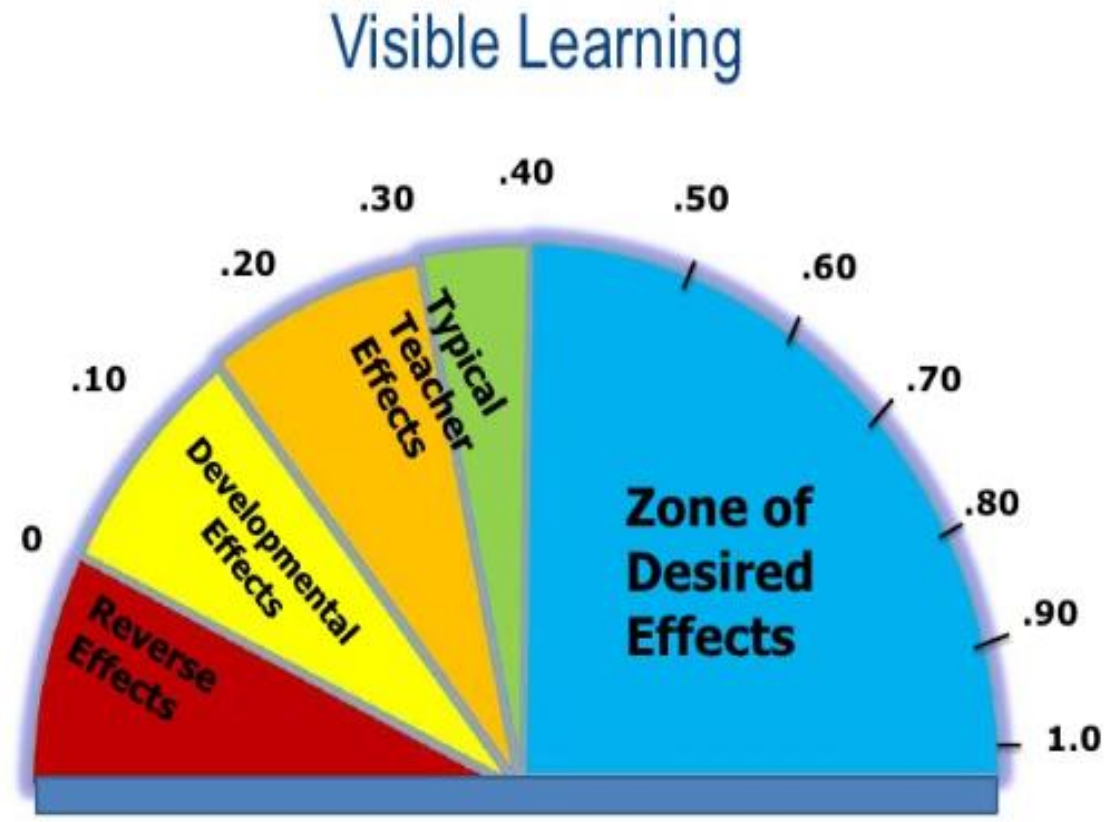
BOYS HAVE WEAK GROWTH TRENDS IN LITERACY BUT NOT NUMERACY.

GIRLS GROWTH TRENDS YEAR 7 TO YEAR 9



Effect Size

Are our interventions working?



EXPECTED EFFECT SIZE ≤ 0.4 DUE TO TYPICAL TEACHER EFFECTS

Rosebank
Effect Size
compared to
State

	ROSEBANK Mean Growth EFFECT SIZE	STATE Mean Growth EFFECT SIZE
READING	0.61	0.55
WRITING	0.59	0.32
SPELLING	0.38	0.42
GRAMMAR	0.23	0.34
NUMERACY	0.79	0.63

Analysis of what is working

- Strong focus on numeracy across all faculties in the past two years has resulted in improvements.
- Within the Mathematics faculty improvements in assessment and the practice of mental arithmetic (non- calculator) skills has improved students performance.
- Writing frameworks and progression of writing skill development from year 7 has resulted in excellent writing performance.
- Reading programs (Read It!) and focus on reading strategies has seen an improvement in mean scores and growth of students.
- Rigorous yet supportive curriculum provides opportunities for all students to grow.

Areas Requiring Focus

- **Spelling** - Focus on maintaining and building students spelling skills
- **Grammar** - Focus on building students explicit knowledge of grammar and language features.
- **Reading** - Continue strong drive to promote student wide reading through the Read it! Wide reading program in Year 7 & 8. Explicit teaching of reading skills across the curriculum through guided and independent tasks.
- **Student growth tracking:** - Identification of at risk student who are not showing growth through academic tracking. Year 8 Literacy and Numeracy assessment in term 3 to identify areas of improvement and students at risk.
- **Building on success** – Cross faculty identification of common strategies that are evidence based and have shown to work.