Understanding student growth reports

Business Intelligence for Education

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In today’s presentation

- Where can I find Student Growth Reports?
- How is expected growth calculated?
- How do I interpret the Student Growth Reports?
- What resources are available to support improving student growth?
## Report Access

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<td>Student Performance</td>
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1. Professional Development and Accreditation is only available to Assistant Principals and Head Teachers with prior approval.
2. School Finance reports are only available to Assistant Principals.
Student Performance

Student growth

These reports display performance information for a student, including assessments that the student sat at other schools. The report will display results and growth of the students and all assessments for the selected cohort. For example – if you select Year 9 students in your school in 2016, the report will show you NAPLAN Year 9 and 9 results for those students.

**Note:** Both the cohort enrolment year and cohort scholastic year slicers must be selected.

- Reading & Numeracy
- Student Growth
- Individual Student Growth
- ATAR Bands Across Years
- NAPLAN Results
- Student Growth Across Bands
- NAPLAN 9 vs HSC
Student Performance
Student growth
Student Performance
NAPLAN Reading and Numeracy Over Time

NAPLAN Reading & Numeracy over Time

Cohort Enrolment Year
- 2016
- 2015
- 2014
- 2013
- 2012

Cohort Scholastic Year
- Year 6
- Year 5
- Year 4
- Year 3
- Year 2
- Year 1
- Kindergarten

Student Name

NAPLAN 3 Reading and Numeracy

NAPLAN 5 Reading and Numeracy

NAPLAN 7 Reading and Numeracy

NAPLAN 9 Reading and Numeracy

Enrolment Type Group
- All

Enrolment Type
- All

Gender
- Female
- Male

Aboriginal
- No
- Yes

EAL/D
- Not required
- Developing
- Consolidating
- Not Specified
Student Performance
Student-Level NAPLAN 9 Reading and Numeracy vs HSC
REPORT - HOW SCHOOLS CAN IMPROVE LITERACY AND NUMERACY PERFORMANCE AND WHY IT (STILL) MATTERS

This paper provides an overview of the importance of literacy and numeracy skills. It also summarises evidence-based practices for improving student outcomes in literacy and numeracy.

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Published in Research Report

Tagged under Literacy Numeracy Evidence based
Introduction

The importance of literacy and numeracy skills is well established. These skills have a significant impact both on individuals and society as a whole. They are foundational skills, providing the base on which to learn other, more complex skills. Literacy and numeracy skills underpin workforce participation, productivity, and the broader economy, and can also impact on social and health outcomes. Individuals without these skills are at risk of not being able to participate in the workforce or engage fully in social and civic life.

Adolescents entering the adult world in the 21st century will need to read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives (Yacca et al., 2013).

Literacy and numeracy skills have long been a focus for schooling and a variety of programs and practices have been implemented in NSW schools over the last three decades. However, in the face of data suggesting that we have reached a plateau in student achievement, and even a decline in performance in some areas, it is timely to revisit the importance of a sustained focus on literacy and numeracy skill acquisition for all students across all stages of schooling.

The teaching of literacy and numeracy is a core responsibility of schools. This paper summarises evidence-based practices to improve student literacy and numeracy outcomes at school, namely:

1. Intervene early and maintain the focus
2. Know what students can do and target teaching accordingly
3. Have clear and transparent learning goals
4. Focus on teacher professional learning that improves the teaching of literacy and numeracy

The paper also examines the research on the importance of literacy and numeracy skills to individuals and society more broadly, including employment outcomes, the economy, social inclusion, health and other variables.

Evidence-based practices to improve student literacy and numeracy outcomes

There is some debate over which particular interventions work best for improving literacy and numeracy outcomes and more high-quality research is warranted in this area. As with most matters pertaining to student learning, the quality of the teaching is key.

Research undertaken for the Commonwealth Department of Education, Science and Training in 2005 investigated the literacy teaching practices of early years teachers. The study examined the effectiveness of teachers and made findings about both the content of the instruction and the quality of the teaching. The teacher effectiveness research reinforced the crucial importance of the individual teacher in producing effective learning outcomes. It found that effective teachers have a wide repertoire of teaching practices, which they employ to suit the classroom context, their purposes and the needs of their students. Effective teachers of literacy have a strong literacy knowledge base that they make explicit to their students, in addition to creating and making use of a rich literacy environment.

The ways in which effective teachers are able to manage the many competing demands of the classroom have been likened to the skills of a juggler or the conductor of a large orchestra. They individualise instruction in order to support and challenge students and they motivate students to participate in classroom activities, at the same time as they gain the respect of their students and skillfully structure activities and instruction (Louden et al., 2005).

How does NSW perform in literacy and numeracy?

Since NAPLAN testing began in 2008, NSW has ranked in the top three of all states and territories in Australia for NAPLAN numeracy in all years and in the top three for NAPLAN reading for all years except Year 9. NSW ranks in the top two states and territories for NAPLAN spelling, and is above the Australian average for grammar and punctuation, and for persuasive writing in all years except for Year 9.

Nonetheless, NSW could be doing better. The number of students taking advanced English and advanced maths in the Higher School Certificate has fallen over the past 10 years; non-metropolitan students and Aboriginal students are still more likely to be below the national minimum standards in literacy and numeracy than other cohorts; and NSW mean scores in the Programme for International Student Assessment (PISA) reading and maths are in decline. NSW NAPLAN data also shows a decline in the mean scores for writing across all year levels over the past five years.

The NSW Premier’s 12 Priorities released in 2015 include a target to increase the proportion of students in the top two NAPLAN bands for literacy and numeracy by 8 per cent by 2015 and one of the State Priorities is to increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30 per cent by 2015.
Question and Answer
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School Excellence Framework evidence guide: