



**NAPLAN
ANALYSIS
2021**

TRUNDLE CENTRAL SCHOOL

TABLE OF CONTENTS

Overview	2
School Performance	3
Year 3 Reading	3
School v's State/Region.....	4
Year 3 Numeracy	5
Top two bands all NAPLAN.....	6
Year 5 Reading.....	7
Average NAPLAN score	8
Year 5 Reading bottom/middle bands	9
Average Scaled Growth.....	10
Year 7 Reading/ Numeracy top two bands.....	11
Year 7 Reading/Numeracy middle two bands	12
Year 7 Reading/Numeracy bottom two bands.....	13
Average Scaled Growth.....	14
Year 9 Average NAPLAN score	15
Year 9 Reading top two bands.....	15
Year 9 Numeracy top two bands.....	16
Year 9 Reading middle two bands.....	16
Year 9 Numeracy middle two bands.....	17
Year 9 Reading bottom two bands.....	17
Year 9 Numeracy bottom two bands	18
Average Scaled Growth.....	19
Aboriginal Students	20
Year 3 Reading/ Numeracy.....	20
Year 5 Reading/Numeracy	21
Year 7 Reading/Numeracy	22
Year 9 Reading/Numeracy	23
Attendance	24
Boys % comparison 2020-21	24
Girls % comparison 2020-21	25
Aboriginal boys % comparison 2020-21	26
Aboriginal girls % comparison 2020-21	27

NAPLAN ANALYSIS 2021

Note:

- The small sample each year has the potential to distort the validity of each year's results. Therefore any valid analysis needs to be taken over an extended period.
- The current school targets are:
 - Top two bands of Numeracy, Years 3-5 **31.4% (2022)**
 - Top two bands of Numeracy, Year 5 **12.1% (2022)**
 - Top two bands of Reading, Years 3-5 **31.4% (2002)**
 - Top two of Numeracy, Year 9 **13.6% (2022)**.
- 60% of Year 5 students should achieve above expected growth in Reading and Numeracy **(2023)**.
- 57% of Aboriginal students moving from Stage 5 into Stage 6 should receive a Higher School Certificate **(2024)**.
- 90% of students should attend the school each day the school is operational **(2024)**.

SCHOOL PERFORMANCE

Year 3 Reading

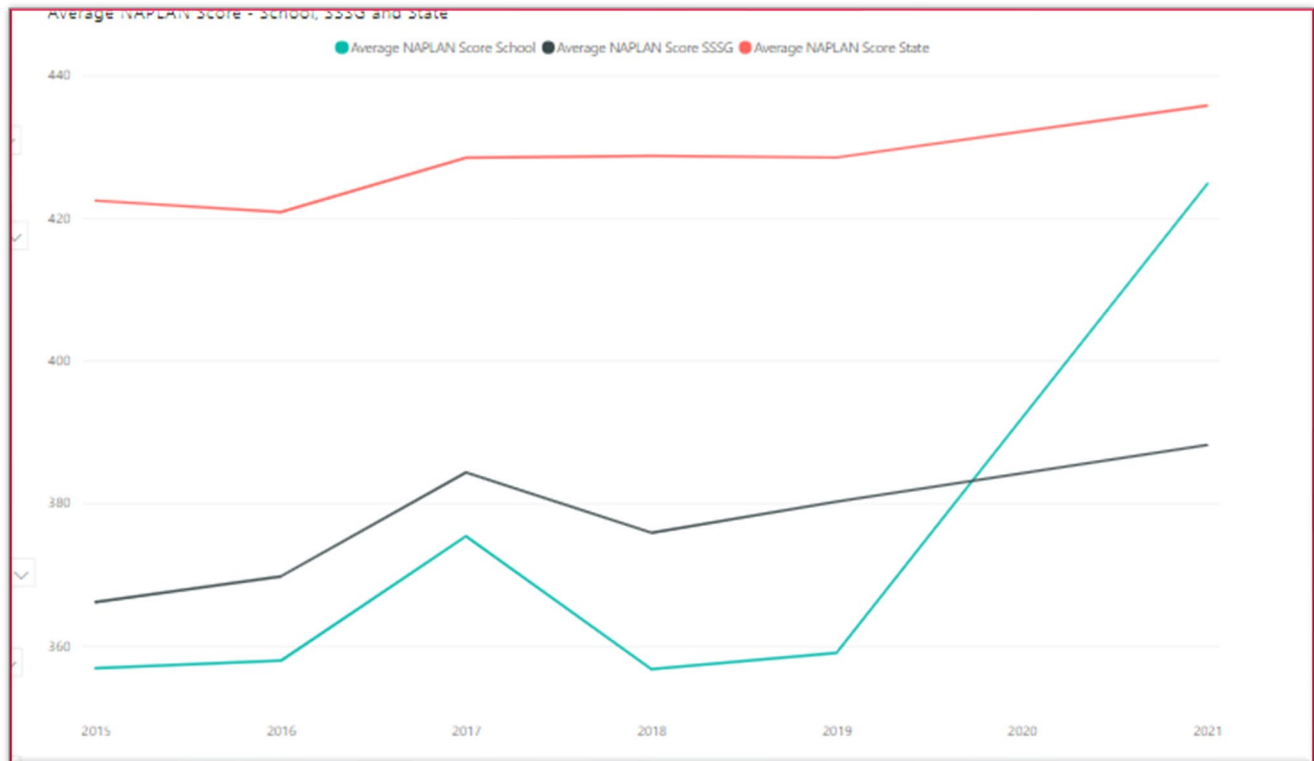


Analysis

The results indicate that there has been a significant movement towards the top two bands in Reading and a further concentration in the middle away from bottom two bands. In 2019 32% of students in the top band for Reading. In 2021 40% in top two bands and no student in the bottom bands.

A study of Best Start results indicates over 50% of students entering Kindergarten have significant delay. Speech and language deficiencies are most common. The absence of a functional early childhood program is still a significant issue reducing success.

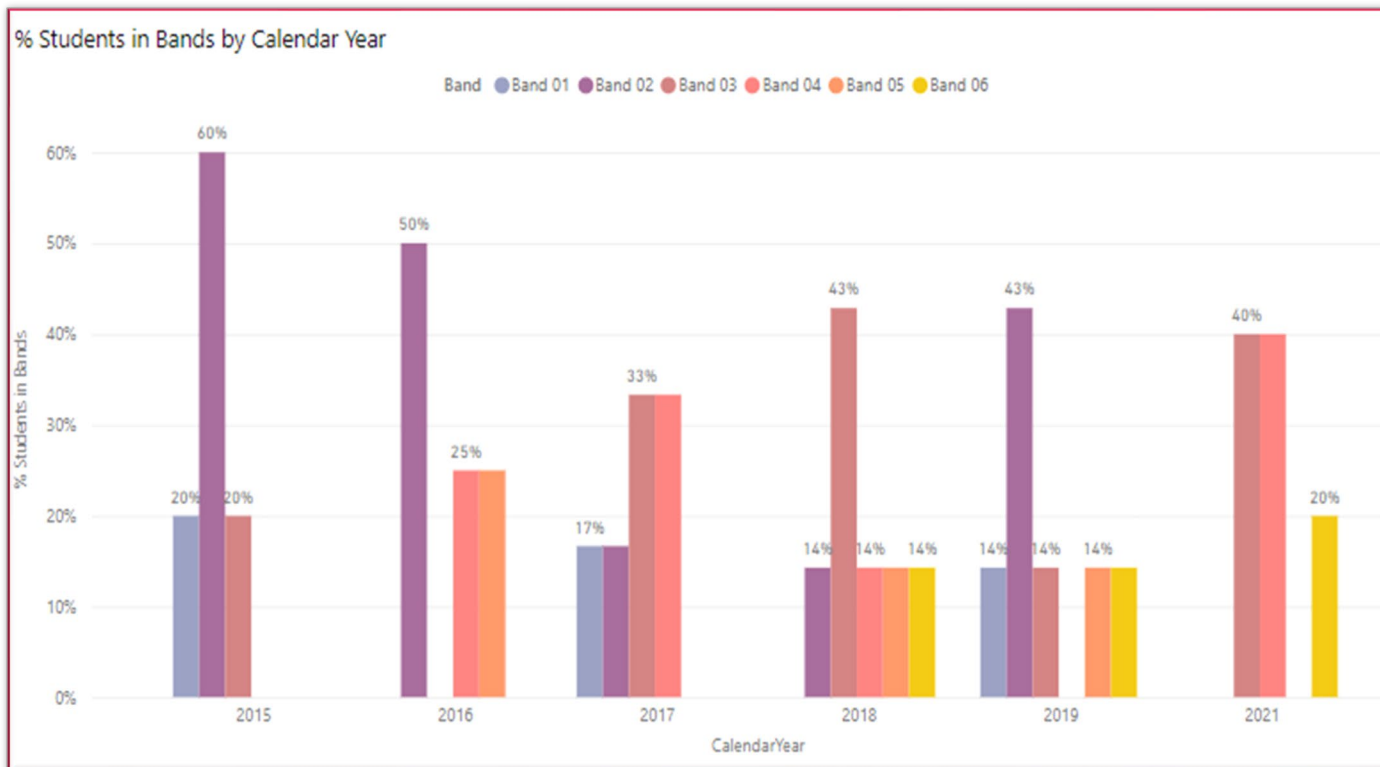
School v's State/Region



Analysis

The school is currently above the region and trending towards the state. However, this is a one-year result and needs to be sustained across the planning cycle. The challenge for the school is to sustain the curve rather than the current skyscraper pattern.

Year 3 Numeracy



Analysis

There has been a significant improvement in Numeracy since 2015. This started with a shift to the middle and now has resulted in an increased number of students consistently in the top two bands. This appears sustainable and is the baseline ...for improvement.

Top two bands of all NAPLAN areas



Analysis

The school has not met the school plan outcome of having 31.4% of students in the top two bands of NAPLAN. In fact, in the period the Instructional Leader has been employed the percentage has not significantly moved. This indicates in the 2022-25 period of an employment of an Instructional Leader 0.6, strategies need to be implemented to move the results further into the top two bands. The success of the Instructional Leader 0.6 needs to be judged across the three-year cycle as the small cohort creates substantial errors reducing validity.

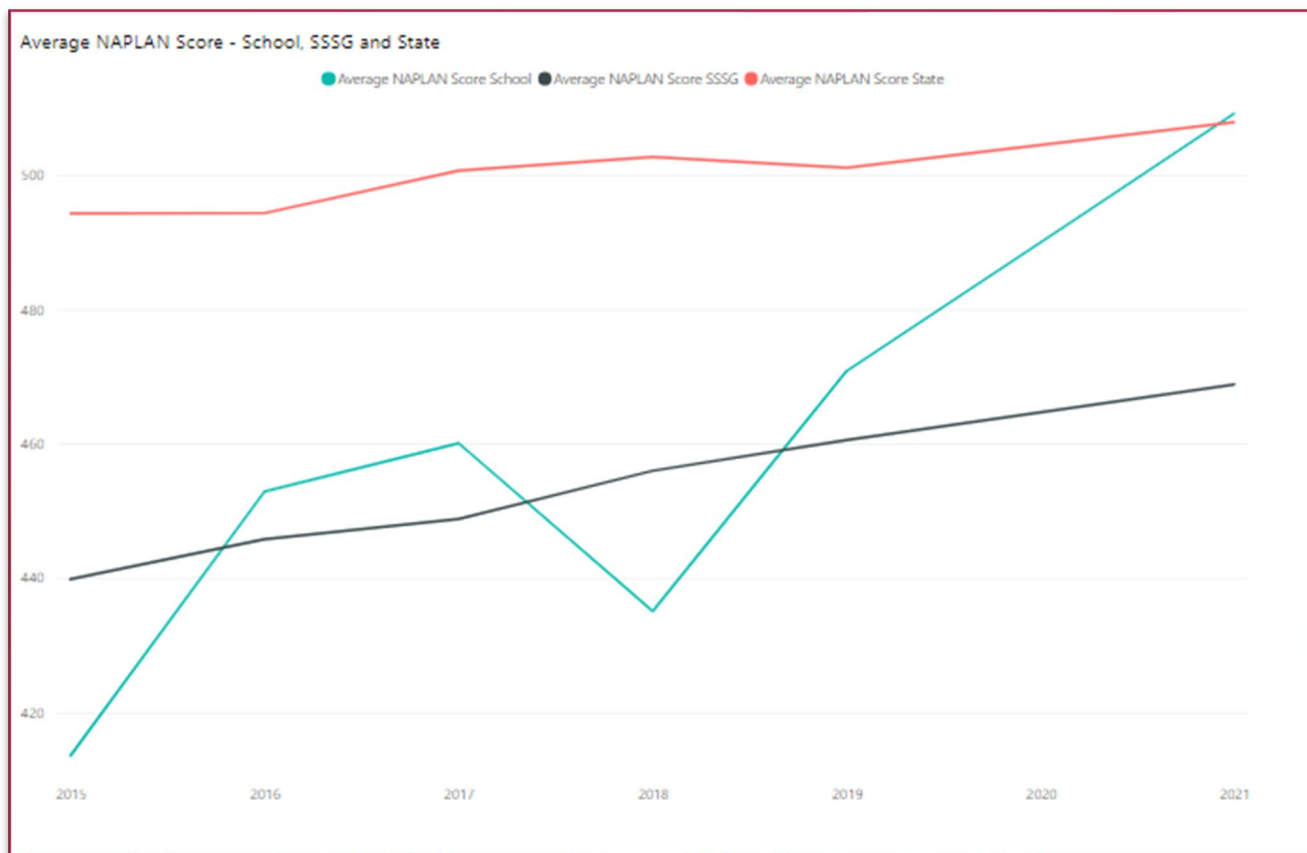
Year 5 Reading



Analysis

Our school is still behind regional and state trends in relation to the number of students in the top two bands of NAPLAN. However, the gap between regional results and school is reducing.

Average NAPLAN score School/Region/State Reading



Analysis

In relation to average NAPLAN scores the school is performing well. This indicates that we are moving students from the bottom towards the middle and top two bands. This is a goal of the 2021-24 School Plan.

Year 5 Reading bottom bands



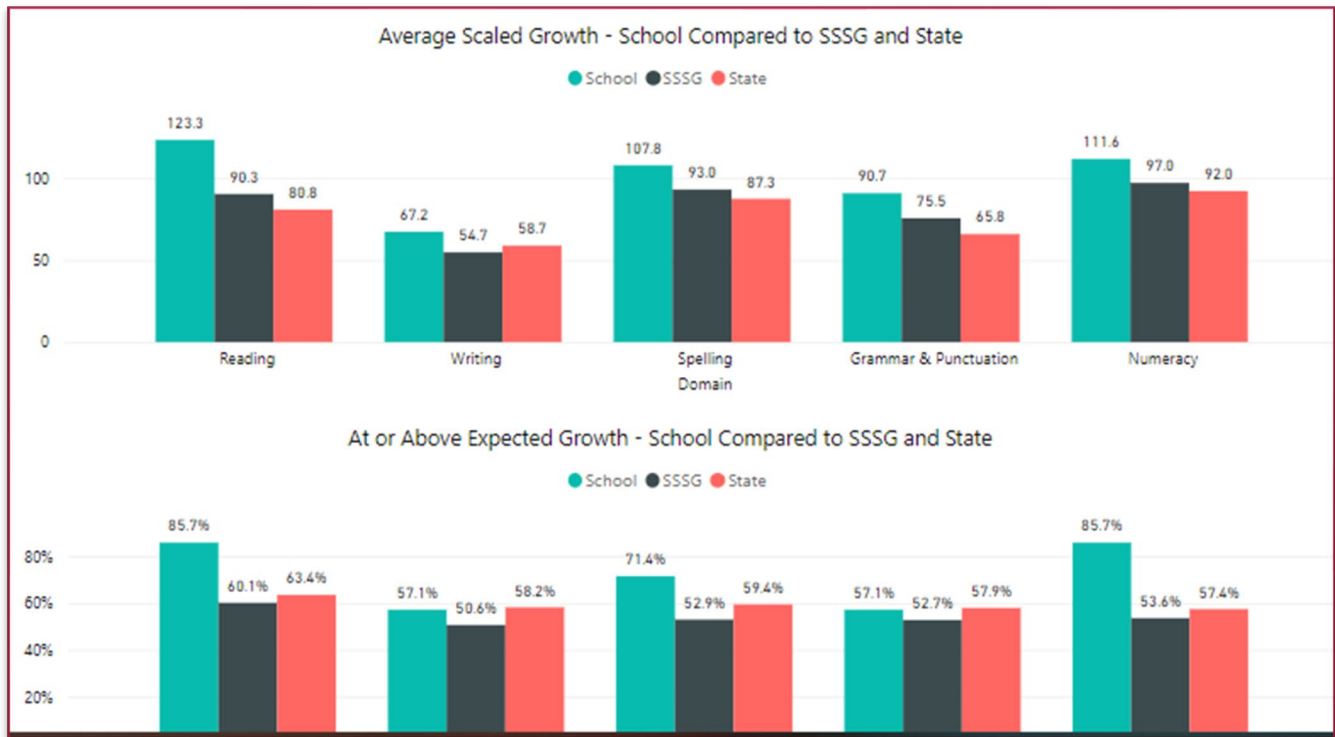
Analysis

School has moved from 27% of students in bottom bands to 0% over the last two NAPLAN cycles.

Reading middle bands



Average Scaled Growth – School compared to SSSG and State

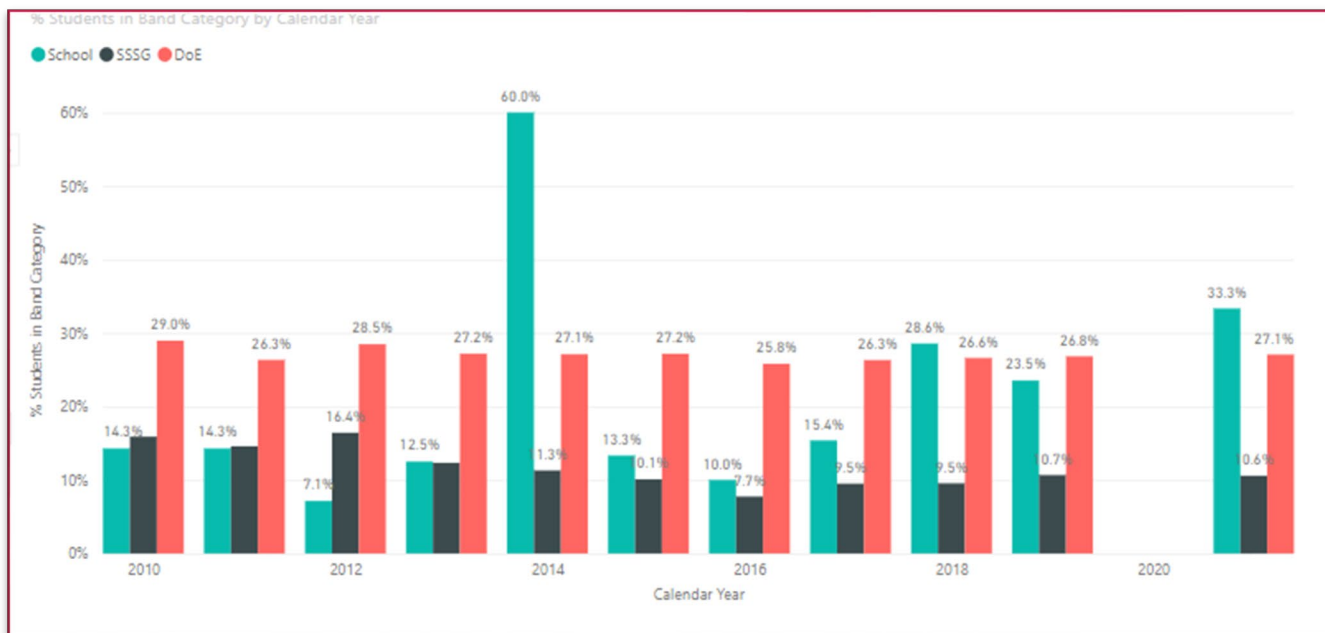


Analysis

The school has been very successful in moving students from the bottom bands to the middle. The 2021/24 plan focuses on moving students into top two bands. We are moving towards meeting our school plan target but not achieved yet.

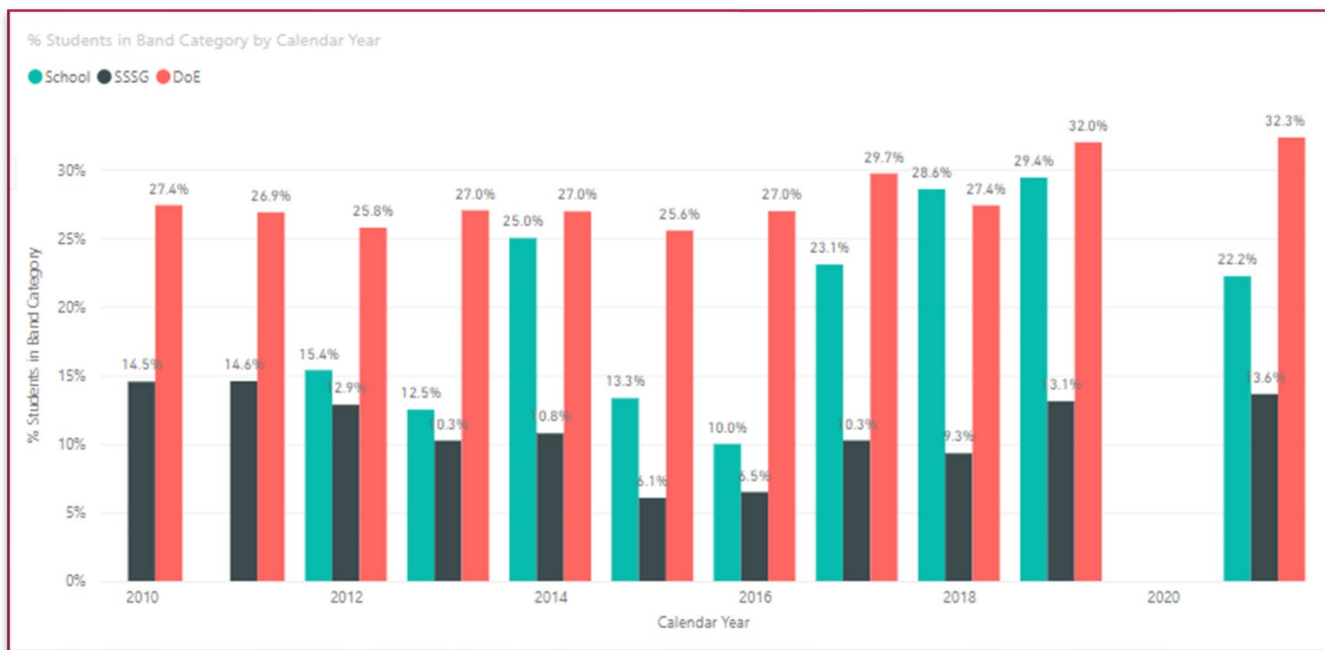
The growth of the students across all categories is outstanding. Our school is significantly ahead of the state and the region in all categories. The issue common with most regional schools is many children enter school well behind age and stage appropriate levels.

Year 7 Reading top two bands



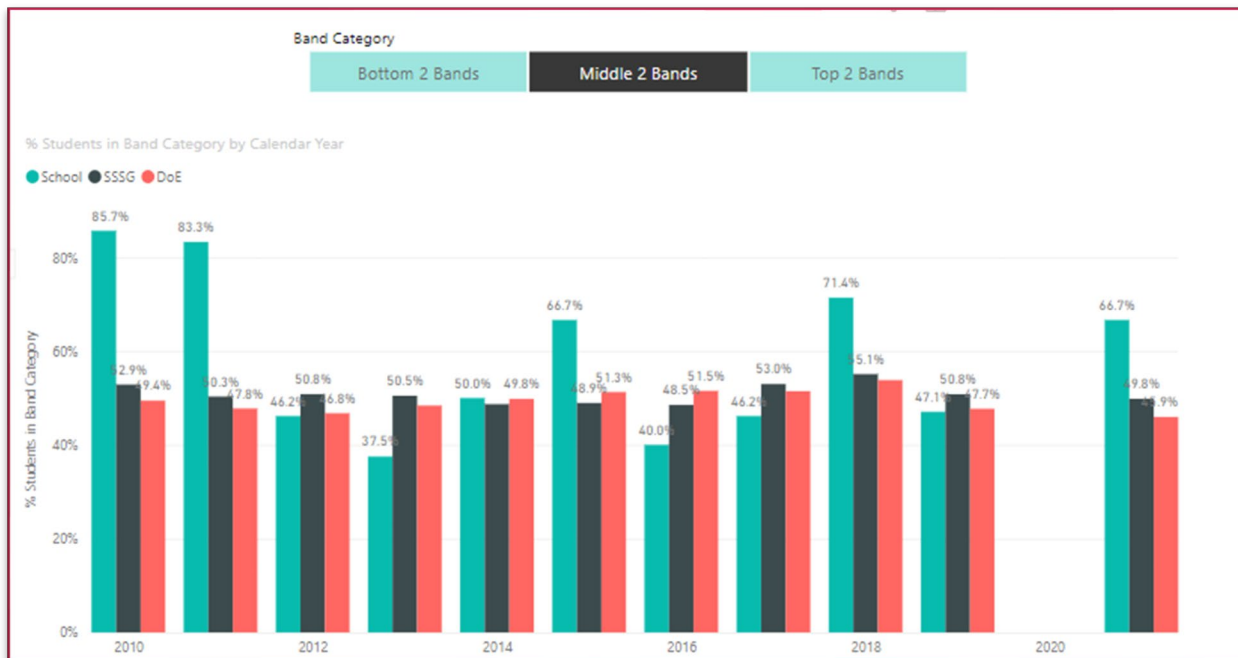
Numeracy top two bands

Analysis

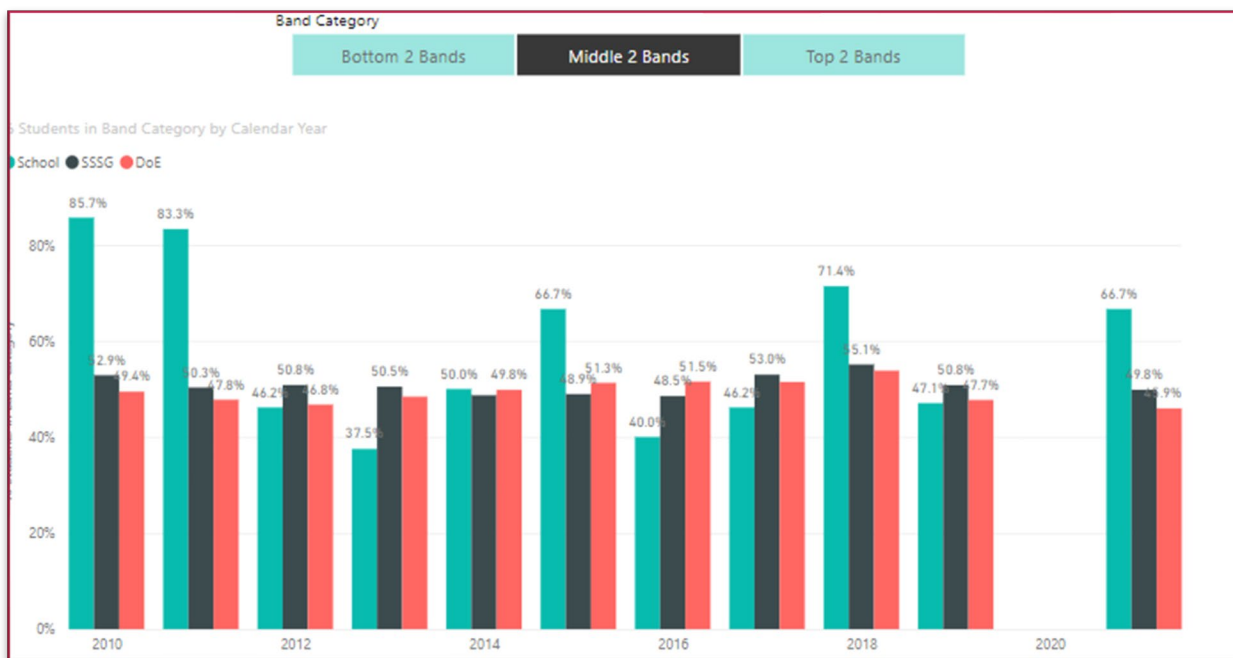


Our school is consistently performing above regional levels in Reading and Numeracy since 2014.

Reading middle two bands



Numeracy middle two bands



Reading bottom two bands



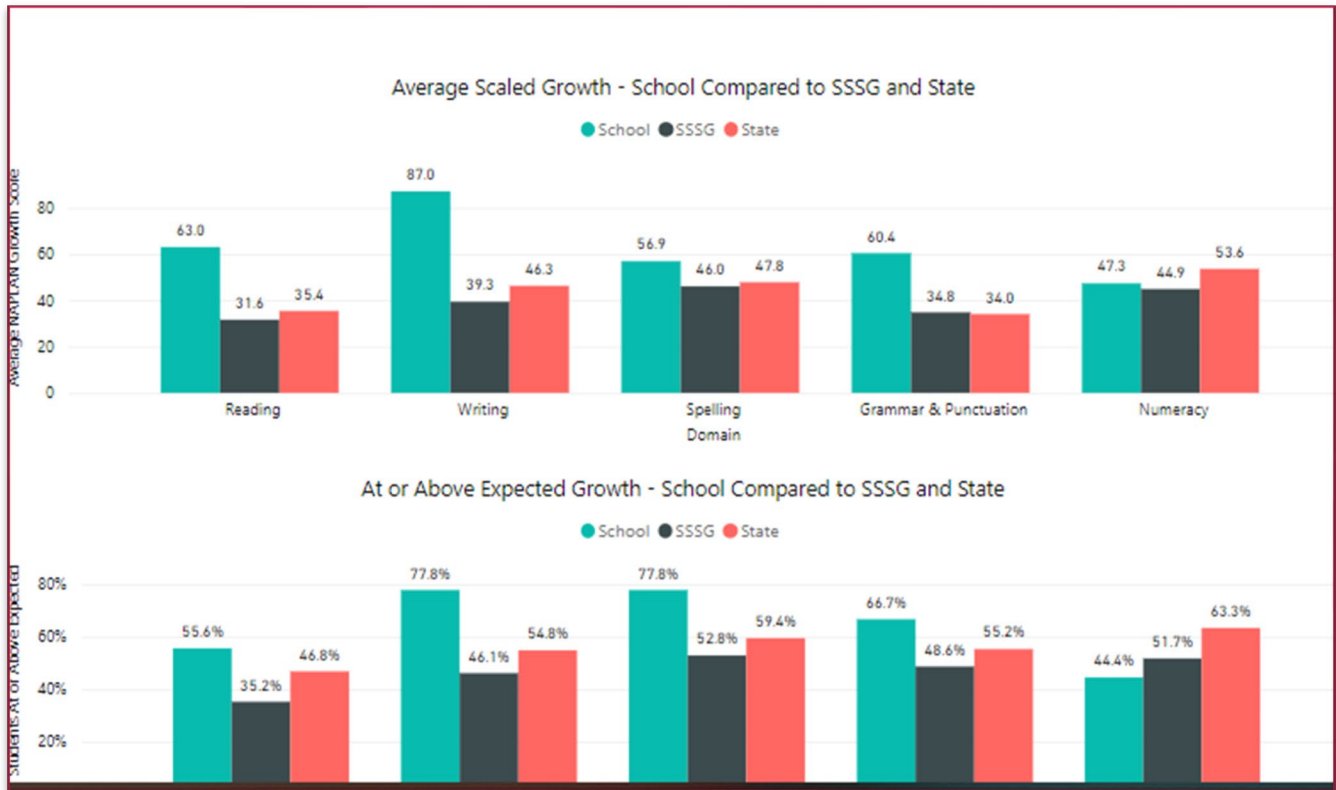
Numeracy bottom two bands



Analysis

The trend is for students to move out of bottom two bands. Even accounting for our small sample, this is a significant achievement.

Average growth across Year 7



Analysis

Our school has been very effective in value adding. Our school is also regularly outperforming the state and region in terms of students performing in the higher bands in Year 7. This is a consistent trend rather than a one-off result.

The level of students at or above expected growth indicates the school is effectively targeting students and support programs are effective.

Year 9 Average NAPLAN Score



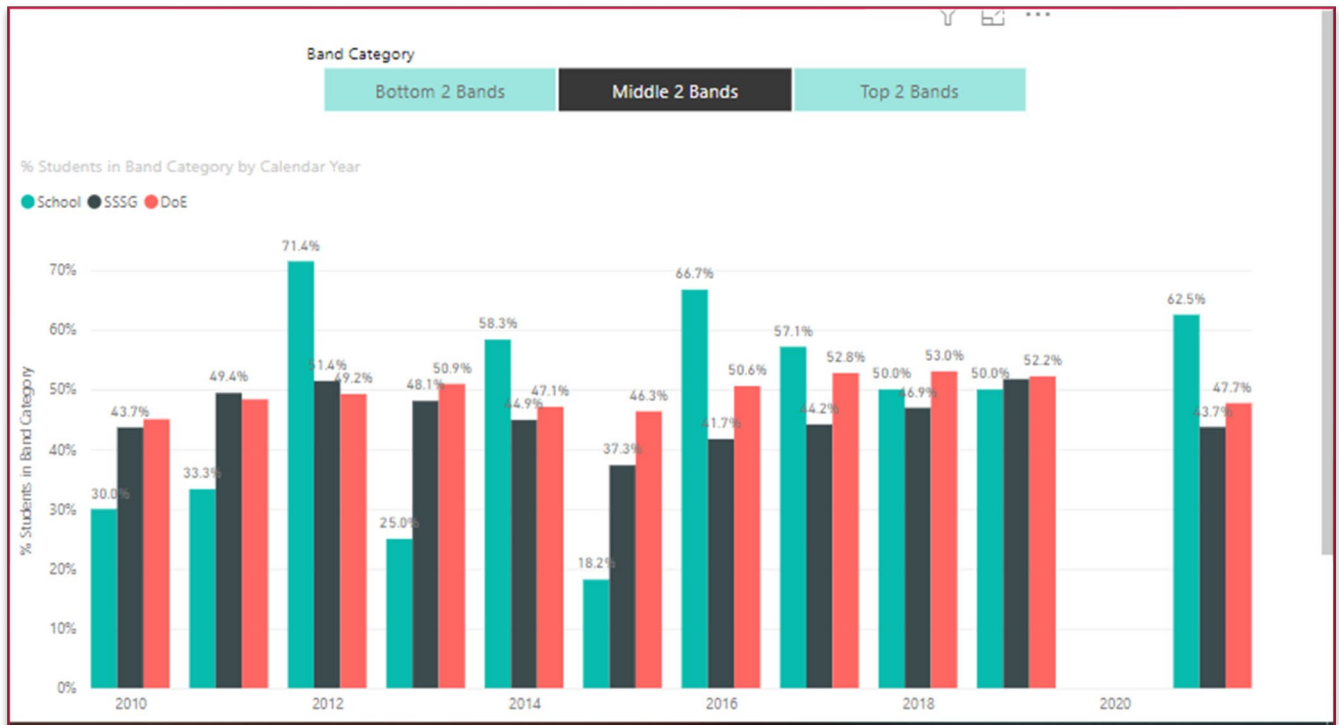
Reading top two bands



Numeracy top two bands



Reading middle two bands



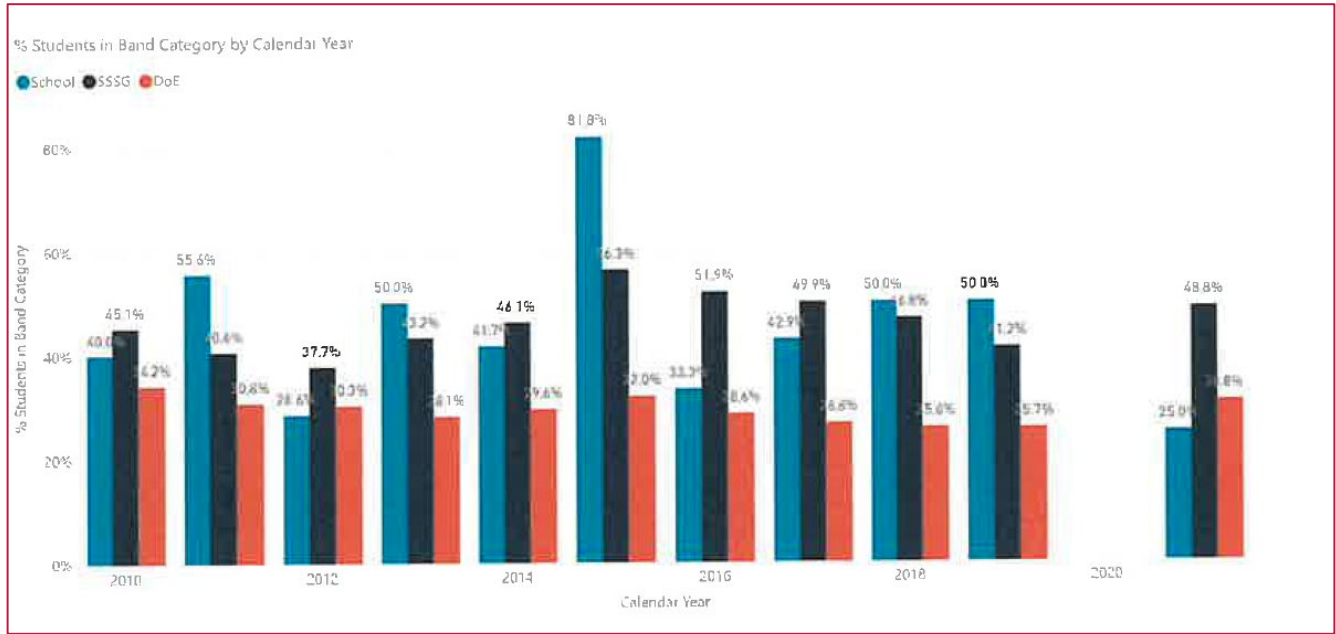
Numeracy middle two bands



Reading lowest two Bands



Numeracy lowest two bands

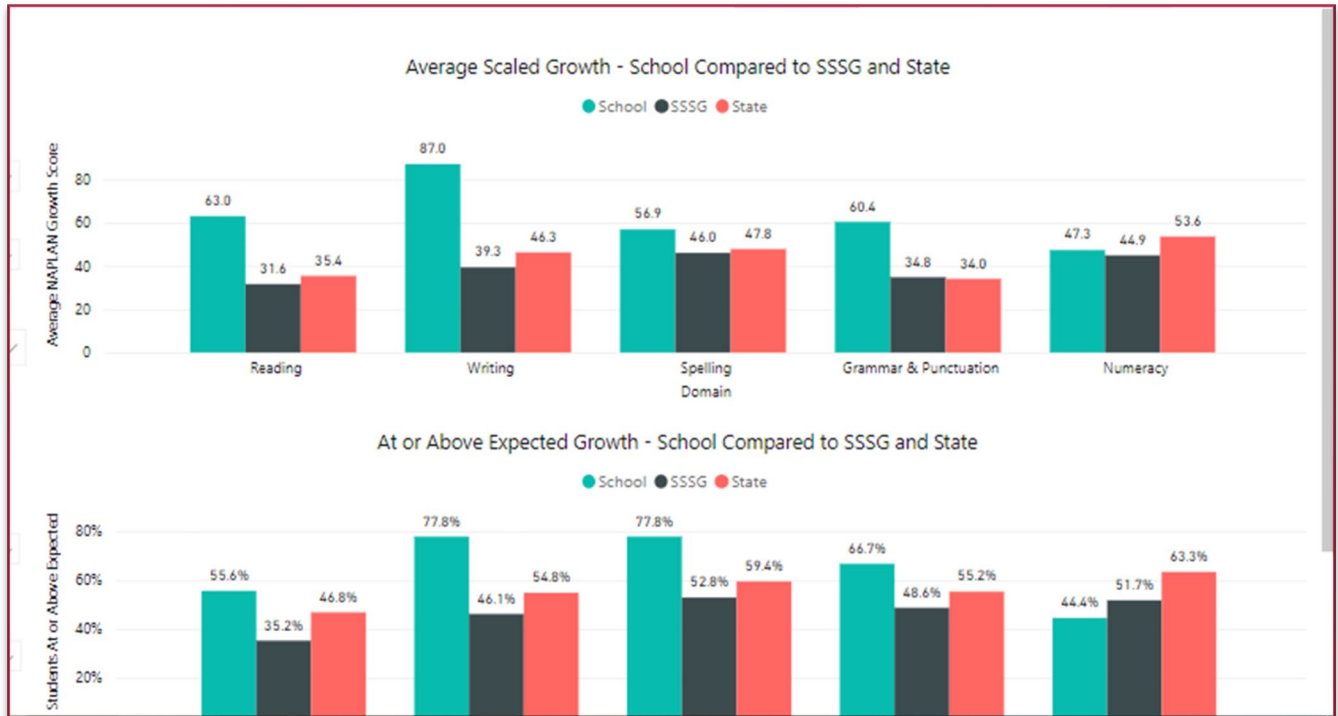


Analysis

The school has been successful in moving students out of the bottom two bands progressing towards the middle and upper bands. This is in contrast with the state and region which has remained relative consistent.

In 2012 75% of students were in the bottom two bands of Numeracy. This was a very poor result. This has been reduced to 11% in 2020 and the trend is consistently down.

Average Scaled Growth – School compared to SSSG and State



Analysis

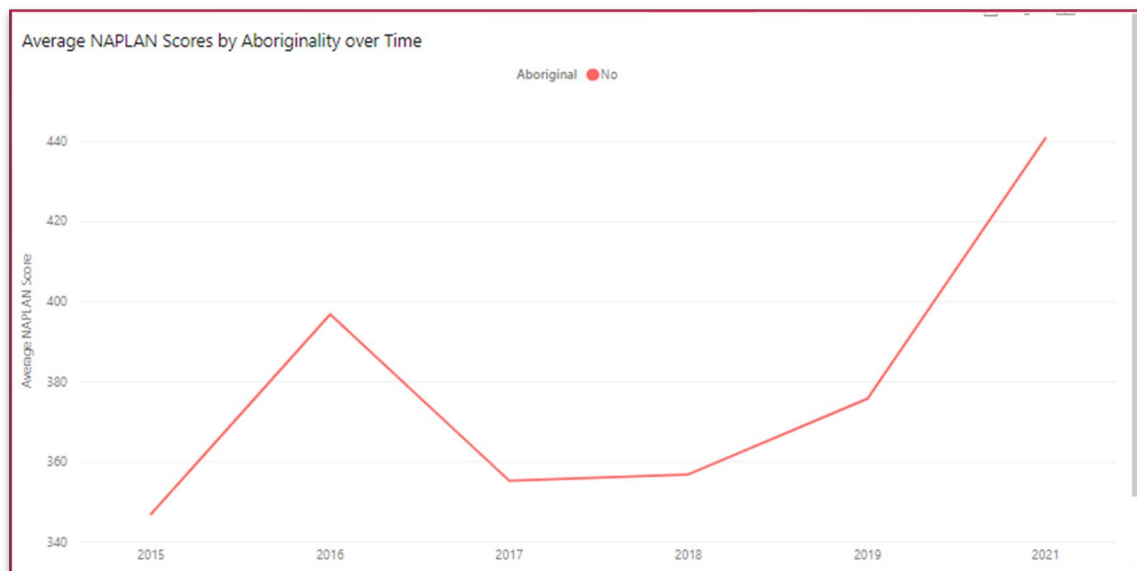
Apart from Numeracy, the school is improving NAPLAN performance above the levels of the State and region. This has been consistent across two NAPLAN cycles. This creates the baseline for success.

ABORIGINAL STUDENTS

The 2021-24 school plan will:

- Increase the number of Aboriginal students in the top three bands of Naplan.
- Increase the number of Aboriginal students completing the HSC
- Improve Aboriginal attendance.

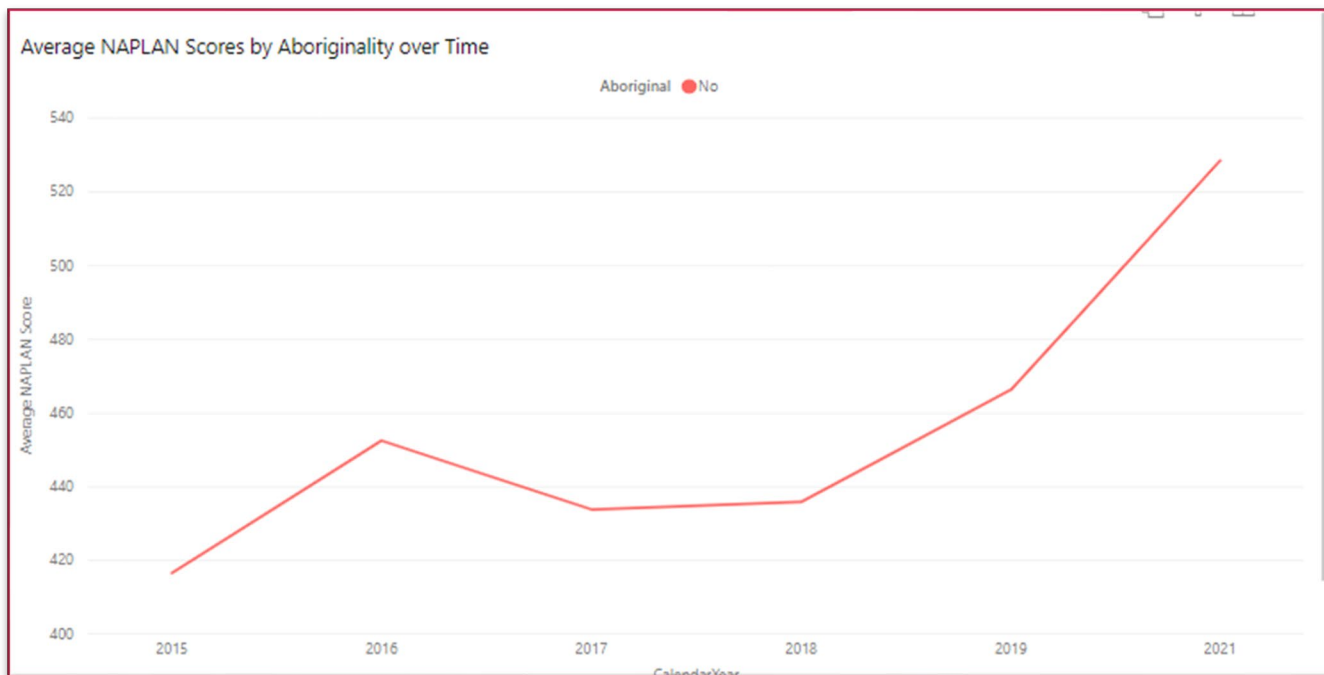
Reading Year 3 Aboriginal



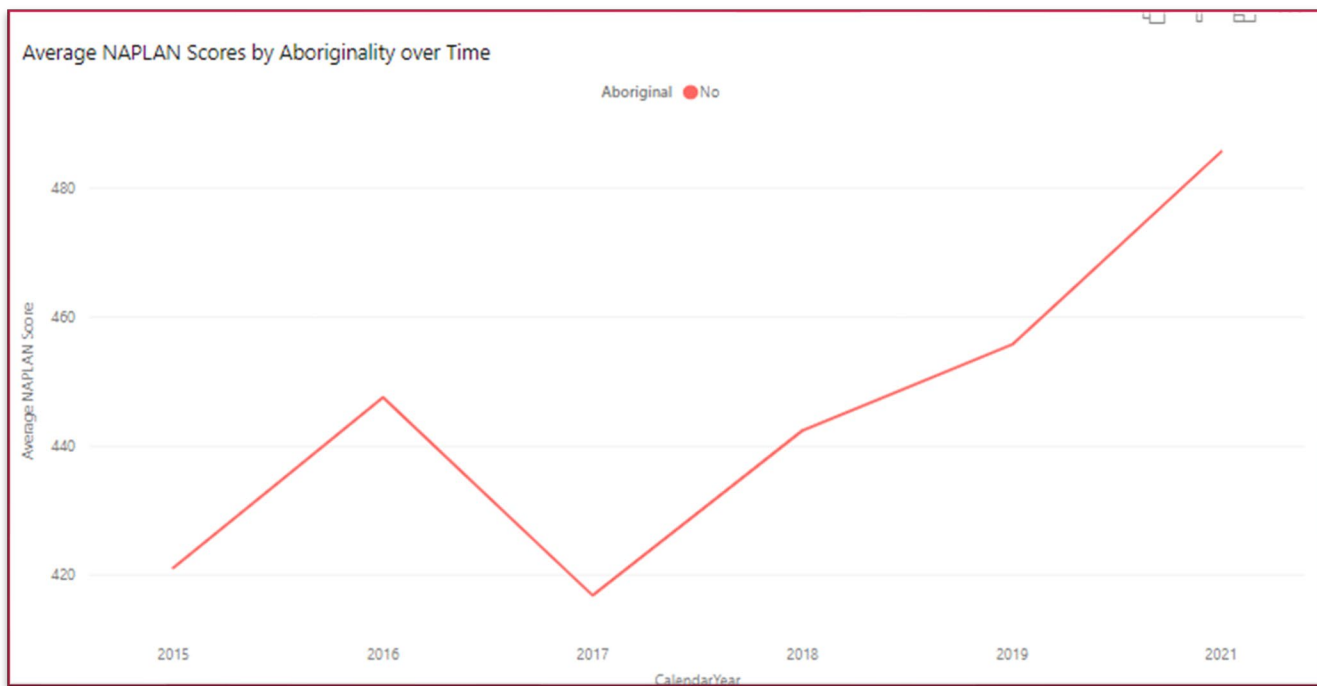
Numeracy Year 3 Aboriginal



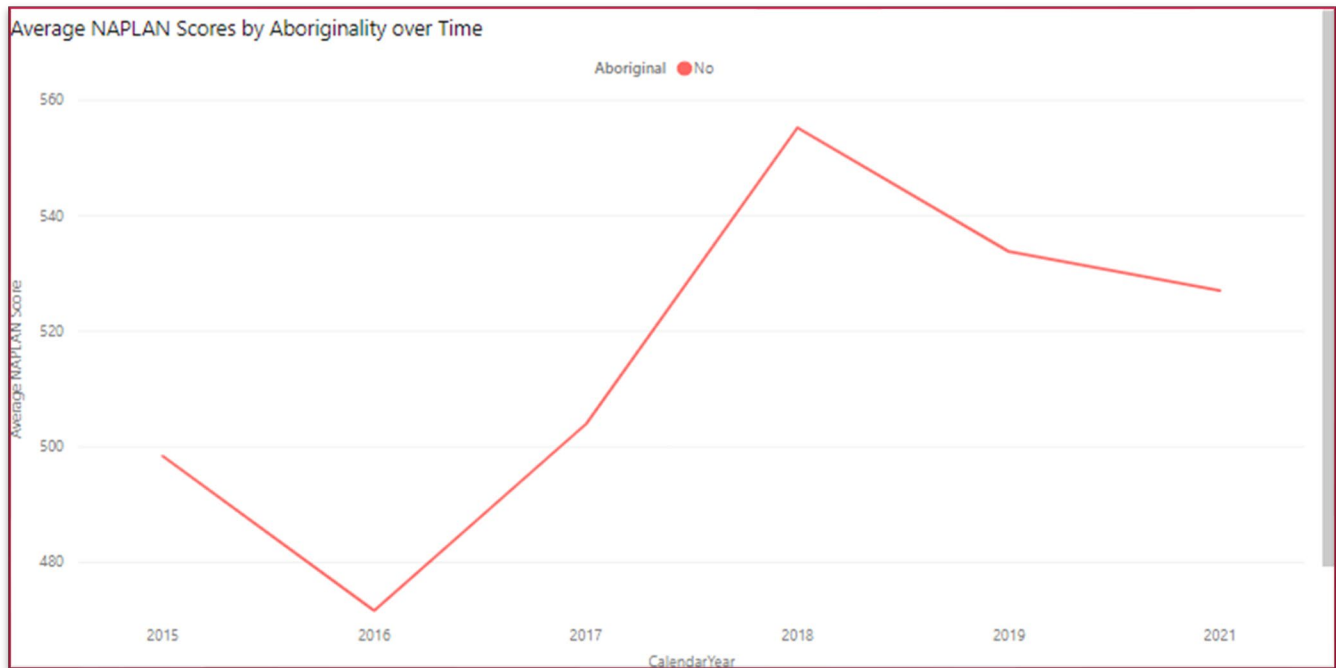
Reading Year 5 Aboriginal



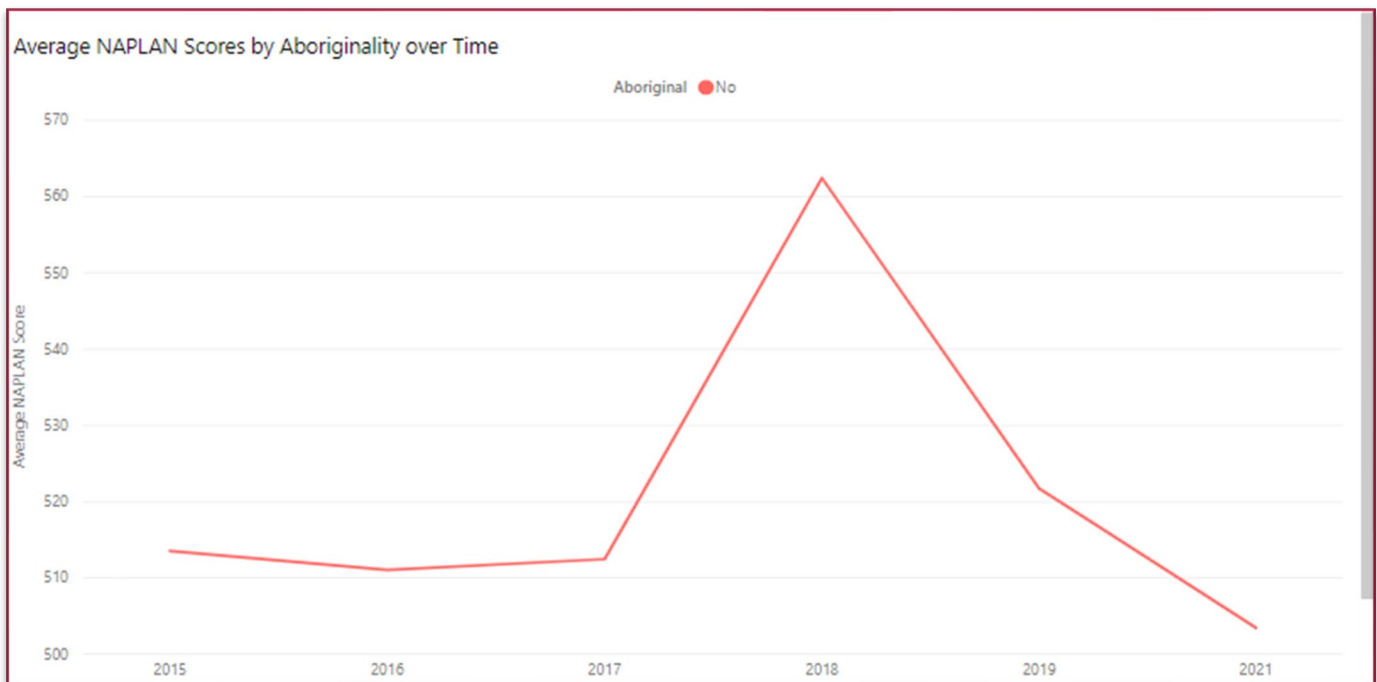
Numeracy Year 5 Aboriginal



Reading Year 7 Aboriginal



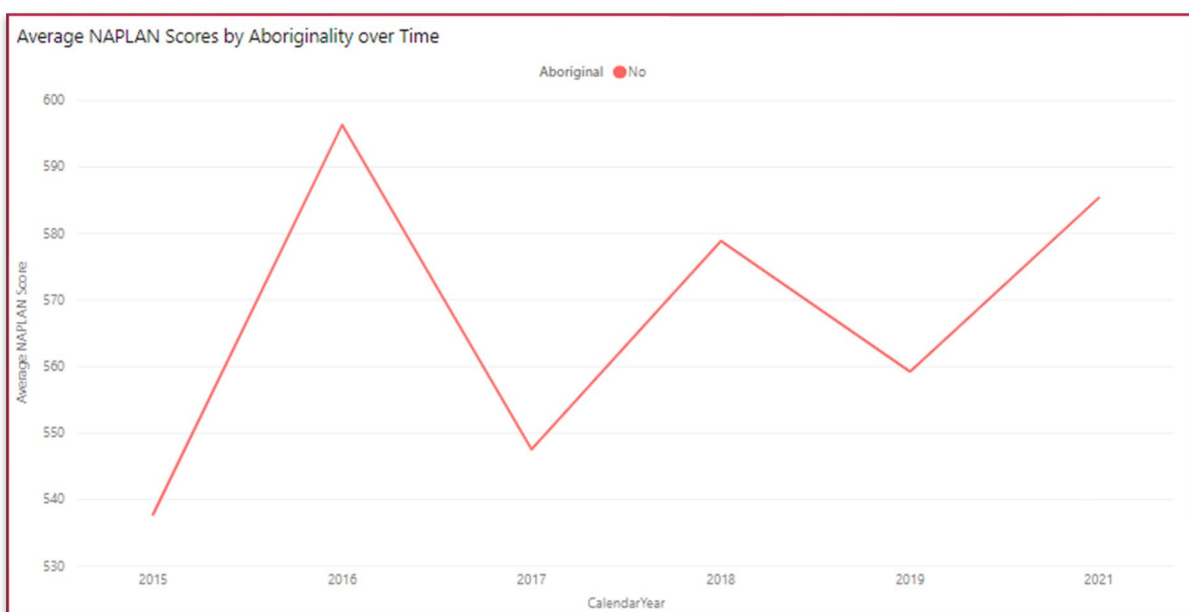
Numeracy Year 7 Aboriginal



Reading Year 9 Aboriginal



Numeracy Year 9 Aboriginal



Analysis

Aboriginal students at Trundle Central School continue to perform as well or better than non-aboriginal students. The curve of results is not consistent because of the relatively low numbers, but the mean line in all areas displays consistent improvement. Especially pleasing is Aboriginal attendance.

Attendance

BOYS ATTENDANCE COMPARISON %								
Term Name	YEAR		Attendance % 2020	Attendance % 2021	Term Name	YEAR	Attendance % 2020	Attendance % 2021
Term 1	K		92.6%	96.9%	Term 3	K	79.6%	96.9%
	1		94.3%	98.8%		1	93.2%	99.0%
	2		96.8%	94.5%		2	92.9%	99.6%
	3		80.9%	95.6%		3	91.8%	98.4%
	4		93.9%	94.7%		4	94.1%	91.8%
	5		93.6%	92.6%		5	91.1%	93.9%
	6		95.7%	91.7%		6	91.8%	97.6%
	7		91.3%	95.0%		7	82.8%	93.9%
	8		92.6%	75.9%		8	88.8%	83.2%
	9		89.0%	94.8%		9	82.7%	95.7%
	10		81.3%	83.3%		10	82.7%	94.3%
	11		95.7%	81.0%		11	94.6%	96.9%
	12		89.4%	91.7%		12	88.4%	99.1%
	Total		91.4%	90.0%		Total	88.7%	94.7%
Term 2	K		83.0%	95.3%	Term 4	K	100.0%	100.0%
	1		95.0%	99.0%		1	94.0%	100.0%
	2		96.3%	95.7%		2	95.3%	100.0%
	3		90.5%	94.8%		3	87.5%	100.0%
	4		96.4%	91.7%		4	94.2%	100.0%
	5		92.1%	89.3%		5	96.4%	100.0%
	6		97.4%	89.6%		6	92.7%	100.0%
	7		87.7%	90.3%		7	80.1%	100.0%
	8		94.3%	74.6%		8	87.3%	100.0%
	9		89.4%	90.6%		9	74.0%	100.0%
	10		88.6%	77.5%		10	57.3%	100.0%
	11		95.7%	97.9%		11	87.5%	100.0%
	12		91.0%	95.4%		12	100.0%	100.0%
	Total		92.5%	89.1%		Total	85.2%	100.0%

GIRLS ATTENDANCE COMPARISON %								
Term Name	YEAR	Attendance % 2020	Attendance % 2021		Term Name	YEAR	Attendance % 2020	Attendance % 2021
Term 1	K	96.5%	97.5%		Term 3	K	88.4%	98.6%
	1	95.7%	90.8%			1	95.9%	95.9%
	2	95.2%	95.0%			2	87.8%	98.0%
	3	98.4%	82.8%			3	92.3%	92.3%
	4	100.0%	89.4%			4	100.0%	97.6%
	5	94.3%	100.0%			5	92.5%	98.0%
	6	98.4%	92.4%			6	95.3%	94.9%
	7	98.4%	92.6%			7	94.9%	97.7%
	8	94.7%	93.8%			8	78.6%	96.4%
	9	91.0%	87.9%			9	91.8%	98.6%
	10	91.5%	90.3%			10	81.6%	96.9%
	11	100.0%	100.0%			11	91.8%	100.0%
	12	95.7%	77.5%			12	92.5%	90.9%
Total	96.0%	90.7%		Total	90.8%	96.7%		
Term 2	K	92.9%	89.6%		Term 4	K	93.1%	100.0%
	1	97.9%	86.1%			1	100.0%	100.0%
	2	91.5%	98.5%			2	91.0%	100.0%
	3	97.9%	85.9%			3	96.4%	100.0%
	4	100.0%	87.0%			4	97.9%	100.0%
	5	99.3%	100.0%			5	91.7%	100.0%
	6	97.9%	91.2%			6	94.5%	100.0%
	7	98.4%	96.1%			7	93.8%	100.0%
	8	96.9%	95.8%			8	89.6%	100.0%
	9	93.1%	91.7%			9	85.4%	100.0%
	10	93.6%	89.6%			10	83.3%	100.0%
	11	100.0%	97.9%			11	89.6%	100.0%
	12	97.9%	79.2%			12	100.0%	100.0%
Total	96.1%	91.3%		Total	92.5%	100.0%		

Analysis

The goal is to reach over 90% attendance. This has been achieved across two years.

This School Plan goal has been achieved.

ABORIGINAL BOYS YEARLY COMPARISON %									
Term Name	YEAR	Attendance % 2020	Attendance % 2021			Term Name	YEAR	Attendance % 2020	Attendance % 2021
Term 1	1	90.4%	97.5%			Term 3	1	78.1%	100.0%
	2	100.0%	85.0%				2	100.0%	98.0%
	3	80.9%	100.0%				3	91.8%	95.9%
	4	97.9%	95.0%				4	97.3%	87.8%
	5	100.0%	91.7%				5	100.0%	93.9%
	6	100.0%	92.5%				6	100.0%	98.0%
	7	93.2%	100.0%				7	60.5%	100.0%
	8	97.9%	58.3%				8	87.8%	59.9%
	9	100.0%	98.8%				9	93.9%	96.9%
	10	83.0%	90.0%				10	93.9%	100.0%
	11	100.0%	100.0%				11	100.0%	93.9%
	12	100.0%	100.0%				12	100.0%	100.0%
	Total	93.5%	86.2%			Total	86.0%	88.6%	
Term 2	1	87.2%	97.9%			Term 4	1	89.6%	100.0%
	2	100.0%	93.8%				2	100.0%	100.0%
	3	90.5%	100.0%				3	87.5%	100.0%
	4	98.1%	91.7%				4	96.5%	100.0%
	5	100.0%	90.3%				5	100.0%	100.0%
	6	100.0%	95.8%				6	97.9%	100.0%
	7	76.6%	100.0%				7	59.7%	100.0%
	8	100.0%	56.9%				8	95.8%	100.0%
	9	97.9%	95.8%				9	97.9%	100.0%
	10	93.6%	97.9%				10	91.7%	100.0%
	11	100.0%	95.8%				11	100.0%	100.0%
	12	100.0%	100.0%				12	100.0%	100.0%
	Total	91.3%	86.5%			Total	87.3%	100.0%	

ABORIGINAL GIRLS YEARLY COMPARISON %								
Term Name	YEAR	Attendance % 2020	Attendance % 2021		Term Name	YEAR	Attendance % 2020	Attendance % 2021
Term 1	K	93.6%	92.5%		Term 3	K	98.0%	98.0%
	1	100.0%	100.0%			1	100.0%	100.0%
	2	92.6%	100.0%			2	89.8%	95.9%
	3	100.0%	90.5%			3	95.9%	88.8%
	4	100.0%	92.5%			4	100.0%	100.0%
	6	97.9%	100.0%			6	98.0%	100.0%
	7	100.0%	96.3%			7	98.0%	99.0%
	8	100.0%	93.8%			8	77.6%	99.0%
	9	84.0%	92.5%			9	87.8%	100.0%
	10	100.0%	78.6%			10	100.0%	93.9%
	12	97.9%	100.0%			12	87.8%	100.0%
	Total	94.7%	91.9%			Total	91.7%	96.8%
Term 2	K	100.0%	95.8%		Term 4	K	97.9%	100.0%
	1	100.0%	91.7%			1	100.0%	100.0%
	2	96.8%	100.0%			2	95.8%	100.0%
	3	100.0%	84.4%			3	97.9%	100.0%
	4	100.0%	89.6%			4	100.0%	100.0%
	6	100.0%	100.0%			6	93.8%	100.0%
	7	97.9%	95.8%			7	99.0%	100.0%
	8	100.0%	97.9%			8	95.8%	100.0%
	9	90.4%	89.6%			9	71.9%	100.0%
	10	100.0%	95.8%			10	100.0%	100.0%
	12	95.7%	100.0%			12	100.0%	100.0%
	Total	96.9%	92.9%			Total	92.6%	100.0%