

St Andrews Christian College students outperform Victorian peers in NAPLAN tests

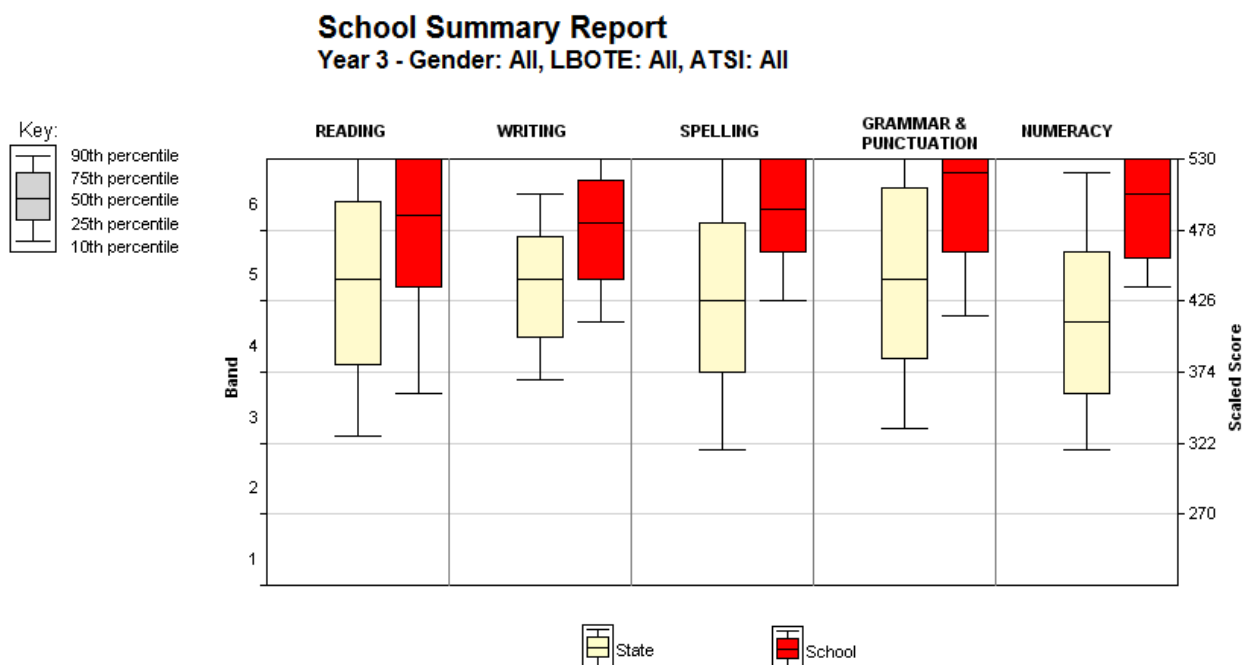
Introduction

Each year the Victorian Curriculum and Assessment Authority (VCAA) provides data reports to each school detailing its students' performance in the National Assessment Program – Literacy And Numeracy (NAPLAN) tests. The reports compare the school's performance in each assessment area compared with the state, both in terms of absolute results and the relative growth of the students over each two year assessment interval. The tests are completed in Term Two by students in Years 3, 5, 7 and 9.

In previous years, it has been found that students at St Andrews Christian College outperform their Victorian peers both in absolute terms and in terms of improvement. The purpose of this report is to assess whether the 2016 data continues these trends. It finds that the vast majority of St Andrews students remain well ahead of state averages, and are improving significantly across the assessment areas.

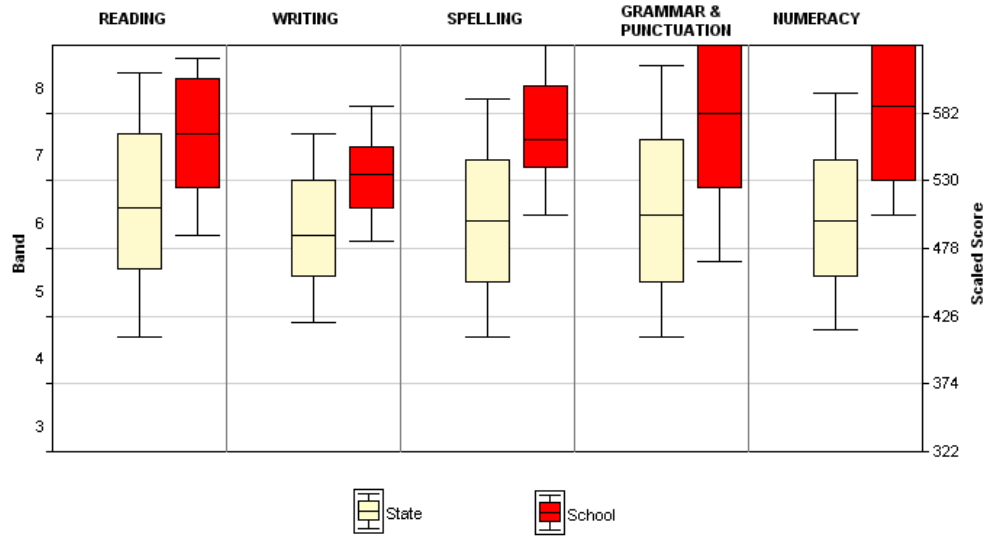
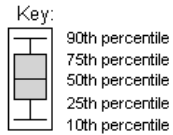
Performance of St Andrews students as compared to Victorian students

The charts below show the distribution of NAPLAN scores at each assessment year level for St Andrews Christian College compared to the state of Victoria. It can be seen from the charts that St Andrews students are well ahead of their state counterparts in all assessment areas.



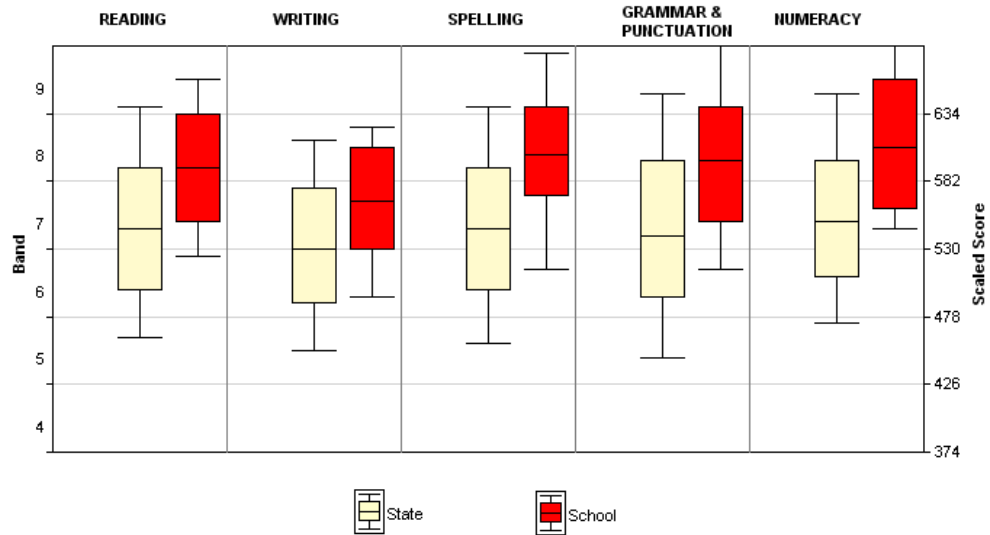
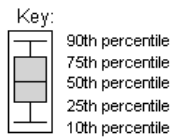
School Summary Report

Year 5 - Gender: All, LBOTE: All, ATSI: All



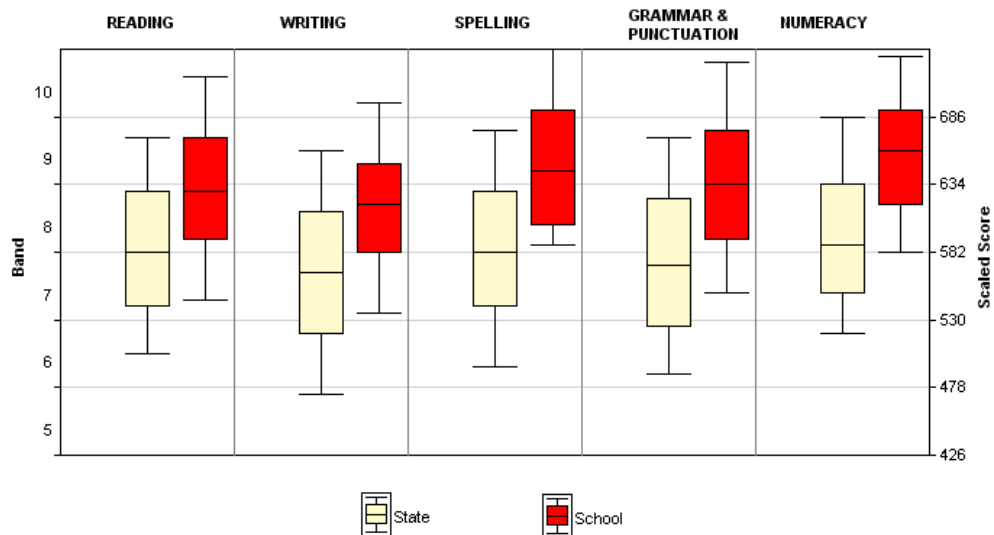
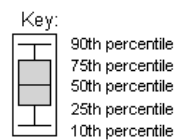
School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All



School Summary Report

Year 9 - Gender: All, LBOTE: All, ATSI: All



Mean growth comparison

One way NAPLAN can be used to measure school performance is by comparing the average score increase by students in the school compared with their Victorian peers, over each two year assessment period. The results for the 2014-2016 period are shown below. They show a general trend of higher gains by St Andrews students compared with state averages in most areas.

These comparisons should be interpreted with caution, however, as growth in raw scores is partly dependent on student ability. Less advanced students are expected to show more rapid score improvements than more advanced students, due to the nature of the tests. A more meaningful approach is to compare students of like ability; this is done in the next section, *Relative Growth*.

Year 3 to Year 5

Assessment Area	Reading	Writing	Spelling	Grammar	Numeracy	Average
Average SACC Growth (pts)	83	94	56	92	122	89.4
Average VIC Growth (pts)	79	74	79	73	89	78.8
Differential (SACC – VIC)	4	20	-23	19	33	10.6

Year 5 to Year 7

Assessment Area	Reading	Writing	Spelling	Grammar	Numeracy	Average
Average SACC Growth (pts)	31	57	40	42	59	45.8
Average VIC Growth (pts)	36	48	44	36	60	44.8
Difference (SACC – VIC)	-5	9	-4	6	-1	1

Year 7 to Year 9

Assessment Area	Reading	Writing	Spelling	Grammar	Numeracy	Average
Average SACC Growth (pts)	42	66	33	36	46	44.6
Average VIC Growth (pts)	35	45	35	31	45	38.2
Difference (SACC – VIC)	7	21	-2	5	1	6.4

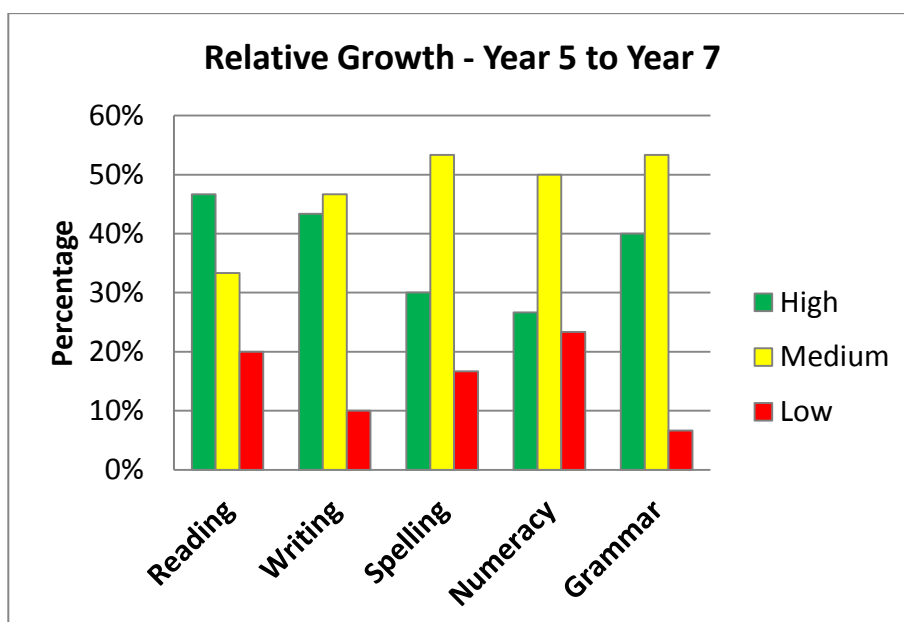
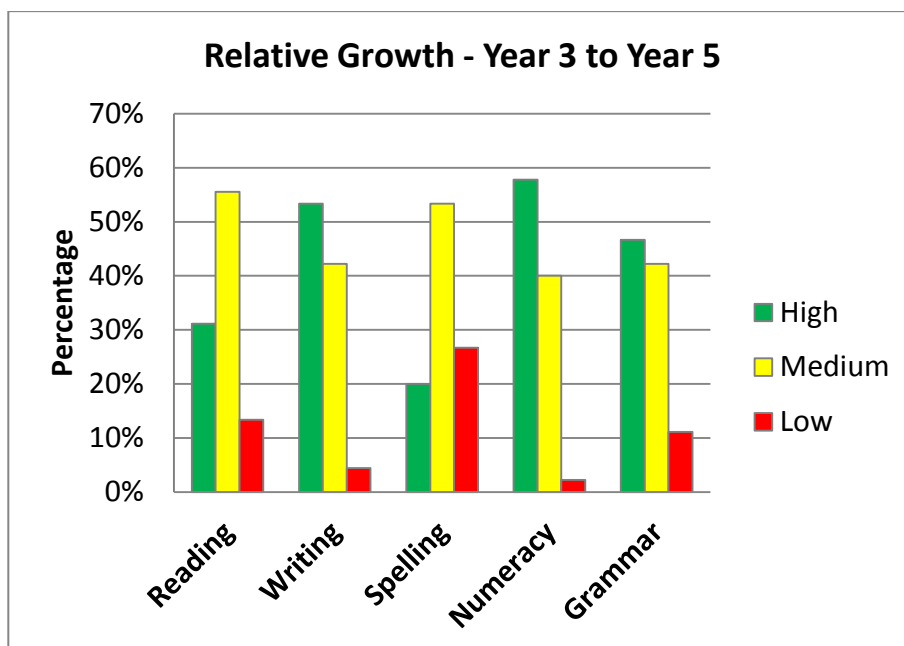
Overall

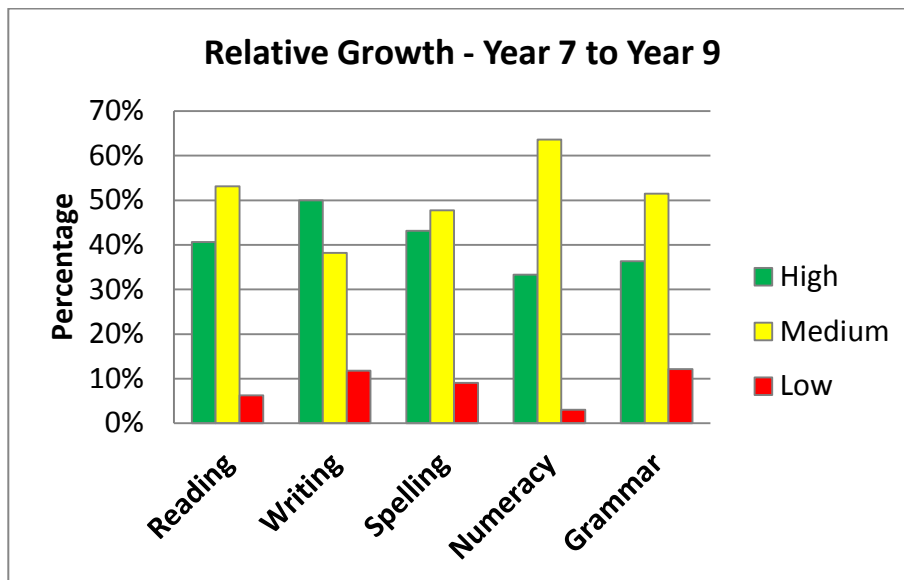
Assessment Area	Reading	Writing	Spelling	Grammar	Numeracy	Average
Average SACC Growth (pts)	188	86	186	190	198	169.6
Average VIC Growth (pts)	157	130	166	143	200	159.2
Difference (SACC – VIC)	31	-44	20	47	-2	10.4

Relative Growth

The following charts show the relative growth of St Andrews students over the two year assessment intervals: i.e. from Year 3 to 5, Year 5 to 7 and Year 7 to 9. The change in each student's score is compared with that of Victorian students who achieved the same result in the original test. Results are then classified as showing high (top 25%), medium (middle 50%) and low (bottom 25%) growth. It should be noted that students of all abilities are equally likely to achieve high, medium or low growth based on this methodology.

Results for relative growth for the period 2014-2016 are shown in the charts below, listed by 2016 year level. It can be observed from these results that, in most areas, the proportion of St Andrews students achieving high growth is far greater than expected, while the proportion achieving low growth is far lower than expected.





Conclusion

This set of results is consistent with the existing trend that St Andrews students generally outperform students in other schools in NAPLAN tests. Not only are the absolute scores much higher on average, but students who sit two consecutive tests (over a 24-month period) at the college tend to show more rapid gains than students in other Victorian schools. Whilst this is encouraging for the College community, we are mindful that NAPLAN is only a single assessment technique and does not extend beyond literacy and numeracy into other areas of God-given potential. At St Andrews we recognise that the growth of a child extends far beyond that which is recorded in these, or any, tests. Nevertheless, College staff will examine these results in detail to assess the potential for further improvement.