



## NAPLAN

Key dates »

Reading »

Writing »

Language conventions »

Numeracy »

The tests »

Australian Curriculum »

School support »

**Parent/carers support** ⌵

Preparing for NAPLAN

FAQs »

Home » NAPLAN » Parent/carers support

🖨️ PRINT PAGE

✉️ EMAIL PAGE

## Parent/carers support

As children progress through their school years, it is very important that checks are made along the way to see how well they are learning the essential skills of reading, writing and mathematics – skills that will set them upon the path to success as adults.

NAPLAN is a point-in-time assessment that allows parents to see how their child is progressing in literacy and numeracy against the national standard and compared with their peers throughout Australia. At the classroom level, NAPLAN provides additional information to support teachers' professional judgement about student progress.

Federal, state and territory education ministers agreed to gradually transition NAPLAN online by 2022. NAPLAN Online is a tailored test that adapts to student responses, providing better assessment and more precise results. Your child's teacher will be able to tell you in what mode your child will do NAPLAN.

Online assessment details	Paper assessment details
2021 NAPLAN Online test window: 11–21 May, see <a href="#">NAPLAN Online test timetable</a> for detailed test information by domain.	2021 NAPLAN paper tests: 11–13 May, see <a href="#">NAPLAN paper test timetable</a> for detailed test information by domain.
Read the <a href="#">NAPLAN Online information brochure for parents and carers (PDF 182 kb)</a> . This brochure is also available in the following languages:	Read the <a href="#">NAPLAN on paper information brochure for parents and carers (PDF 328 kb)</a> . This brochure is also available in the following languages:

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

NAPLAN is a nationwide measure through which parents, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time – individually, as part of their school community, and against national standards.

The tests provide an important contribution to monitoring and evaluating the performance of schools and school systems in these fundamental capabilities. They also provide schools, states and territories with information about how education approaches are working, the areas to be prioritised for improvement, and those schools requiring support in the teaching and learning of literacy and numeracy.

The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress.

NAPLAN tests are one aspect of each school's assessment and reporting process and do not replace the extensive, ongoing assessments made by teachers about each student's performance. Each teacher will have the best insight into their students' educational progress. Parents/carers can use NAPLAN reports, along with other school assessment reports, to discuss their child's strengths and areas for improvement with their teacher.

NAPLAN results do not measure overall school quality.

The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

# NAPLAN 2021 summary results

**COVID-19 has had no significant impact on students' literacy and numeracy achievement at the national or state/territory level, according to the NAPLAN 2021 summary information.**

[READ MORE >>](#)









## System negotiated targets

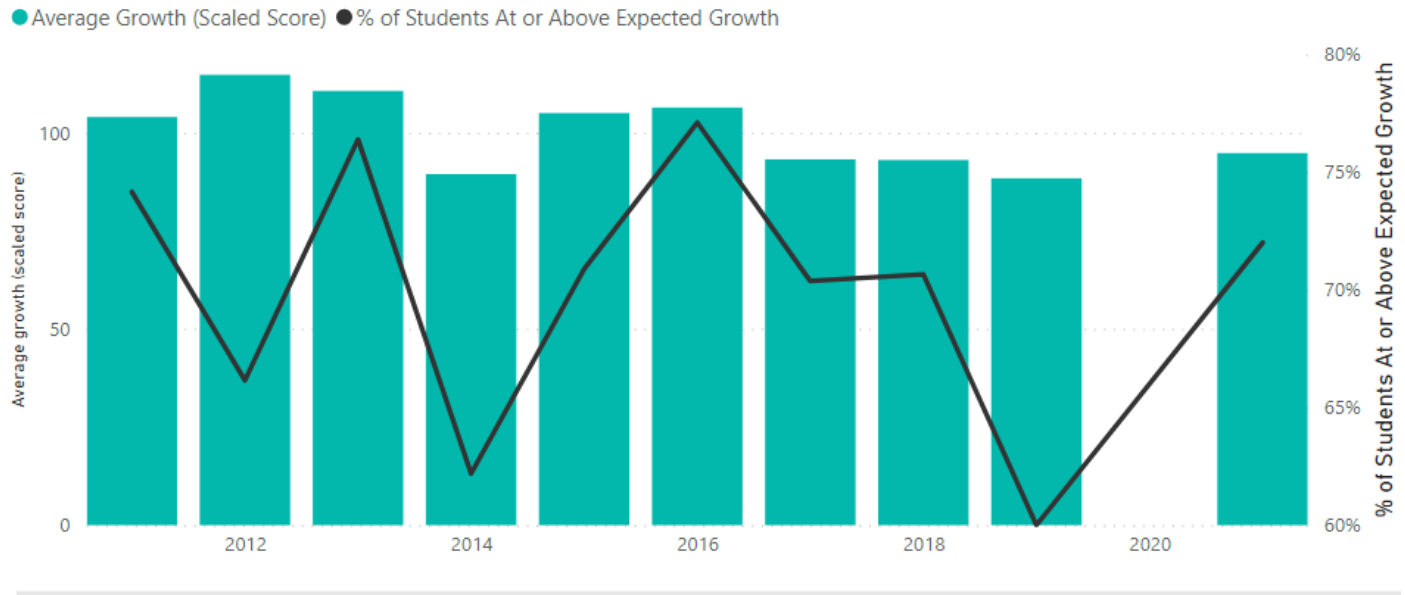
From 2021, all schools with a sufficient student cohort will use identified measures to set challenging and achievable system-negotiated targets in their Strategic Improvement Plan\*.

System-negotiated target		Recommended Strategic Direction	Achieve by year
<b>Reading</b>	Proportion of students in the top 2 bands (or above) in reading	Student growth and attainment	2022
<b>Numeracy</b>	Proportion of students in the top 2 bands (or above) in numeracy	Student growth and attainment	2022
<b>Expected growth***</b>	Increase % of students achieving expected growth in reading	Student growth and attainment	2023
<b>Expected growth***</b>	Increase % of students achieving expected growth in numeracy	Student growth and attainment	2023

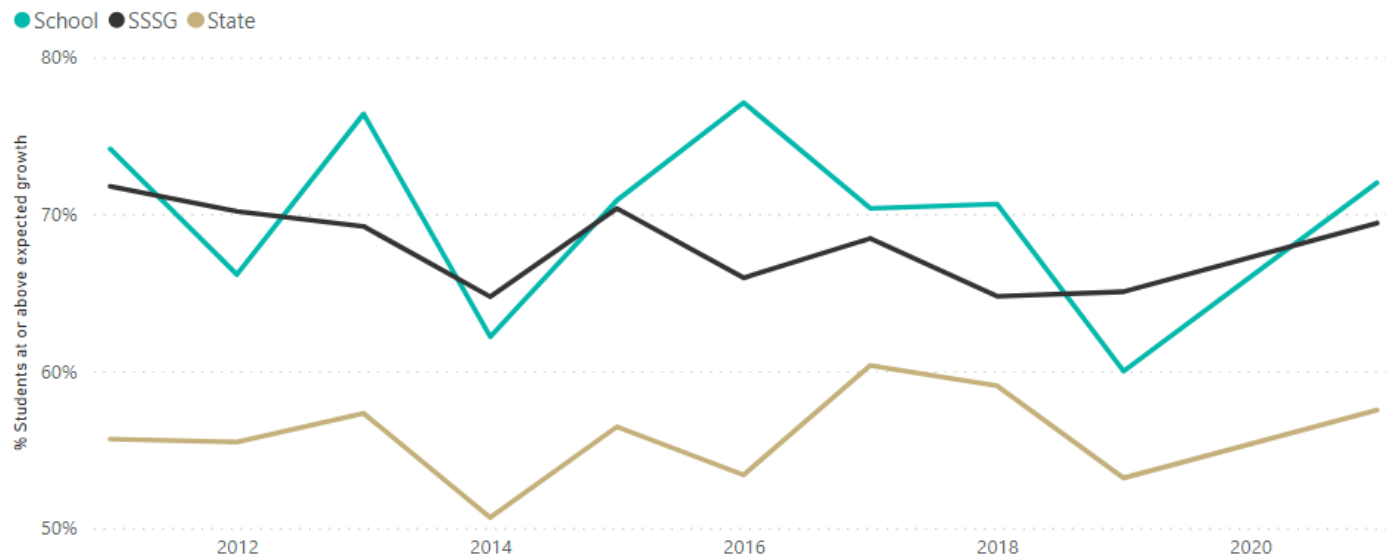


School Name	Target	Measure	Baseline	Lower Bound	Upper Bound	Target Lower	Target Upper	Updated	Submitted
Summer Hill Public School	Primary	% of Students Achieving Expected Growth Numeracy	72.9%	75.0%	80.0%	75.00%	80.00%	2/18/2020 11:09:04 PM	Y 
Summer Hill Public School	Primary	% of Students Achieving Expected Growth Reading	77.0%	78.9%	83.9%	78.90%	83.90%	2/18/2020 11:03:59 PM	Y 
Summer Hill Public School	Primary	% Students in Top 2 Bands Numeracy	66.2%	72.1%	77.1%	72.10%	77.10%	2/18/2020 11:02:11 PM	Y 
Summer Hill Public School	Primary	% Students in Top 2 Bands Reading	75.3%	80.8%	85.8%	80.80%	85.80%	2/18/2020 10:59:02 PM	Y 
Summer Hill Public School	Primary	Attendance	88.6%	93.1%	96.6%	93.10%	96.60%	12/7/2020 11:05:53 PM	Y 
Summer Hill Public School	Primary	Wellbeing	86.2%	89.8%	94.8%				

# NAPLAN Expected Growth – Numeracy 2021



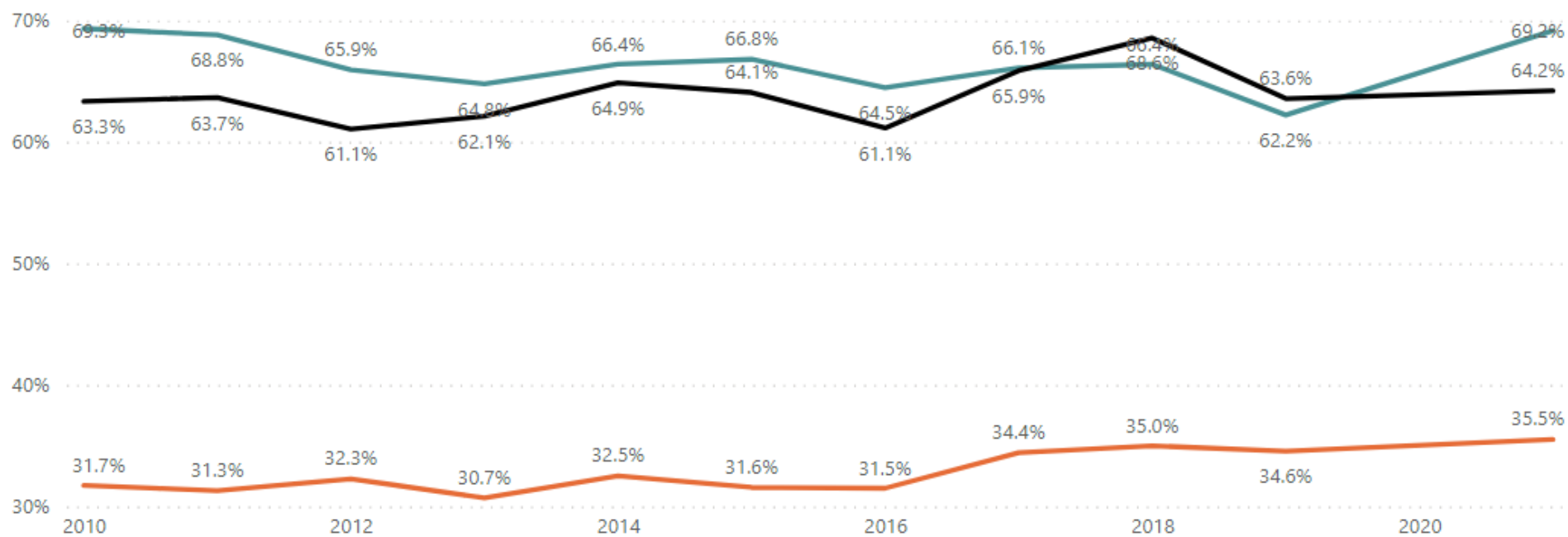
## % of students at or above expected growth



## Top 2 Bands Numeracy

% of students in top 2 bands by year

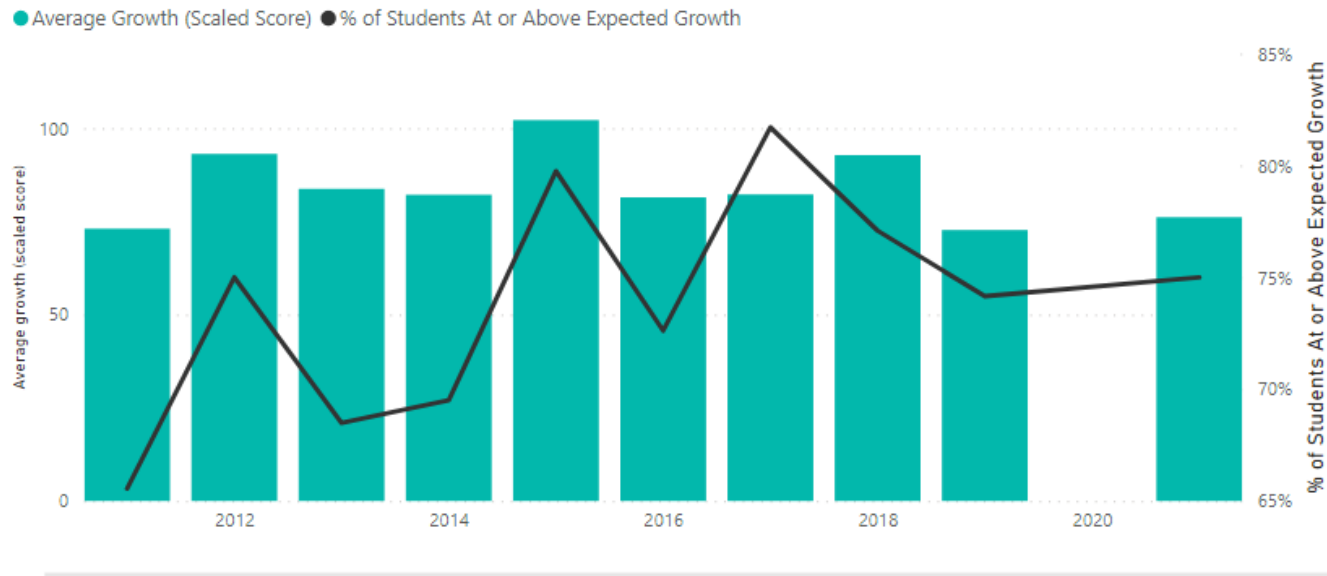
● School ● SSSG ● State



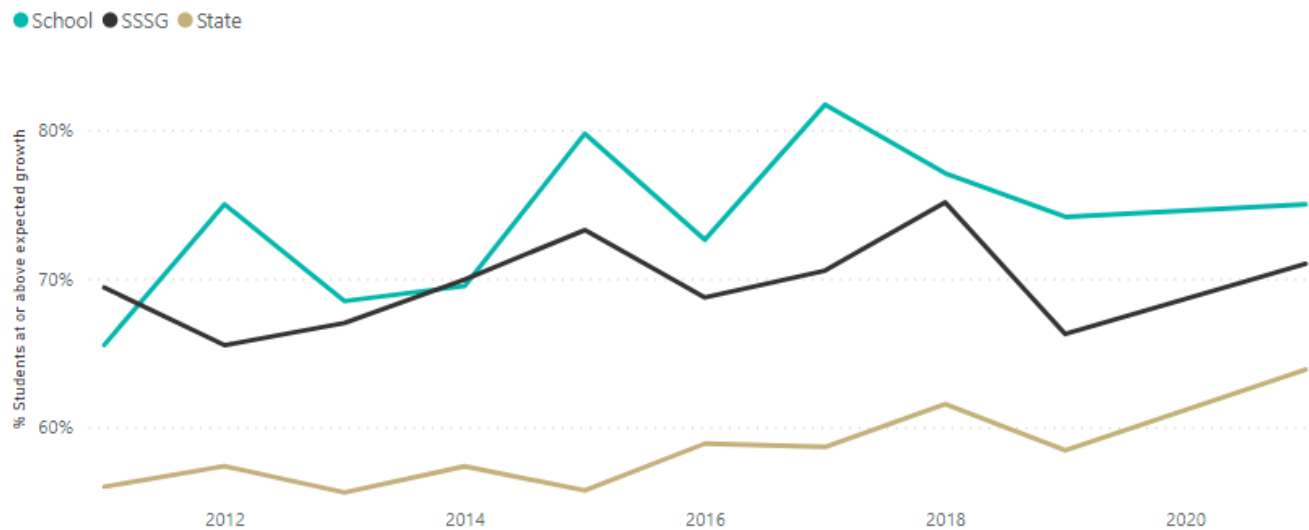


# NAPLAN Expected Growth – Reading 2021

% of students at or above expected growth by year



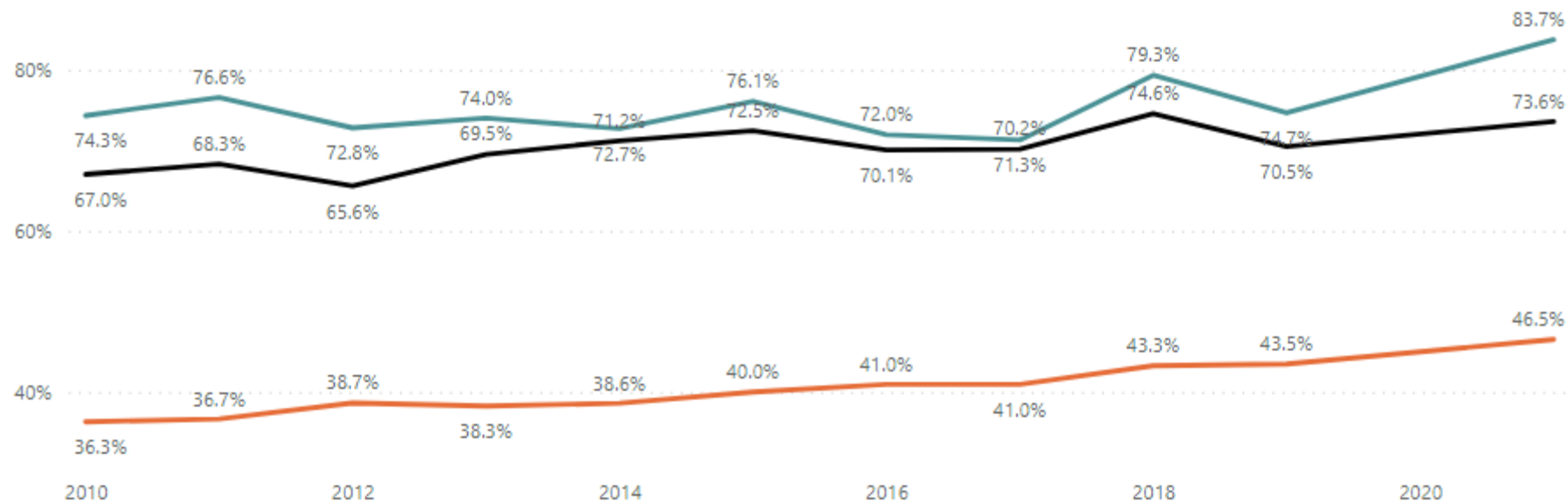
% of students at or above expected growth



## Top 2 Bands Reading

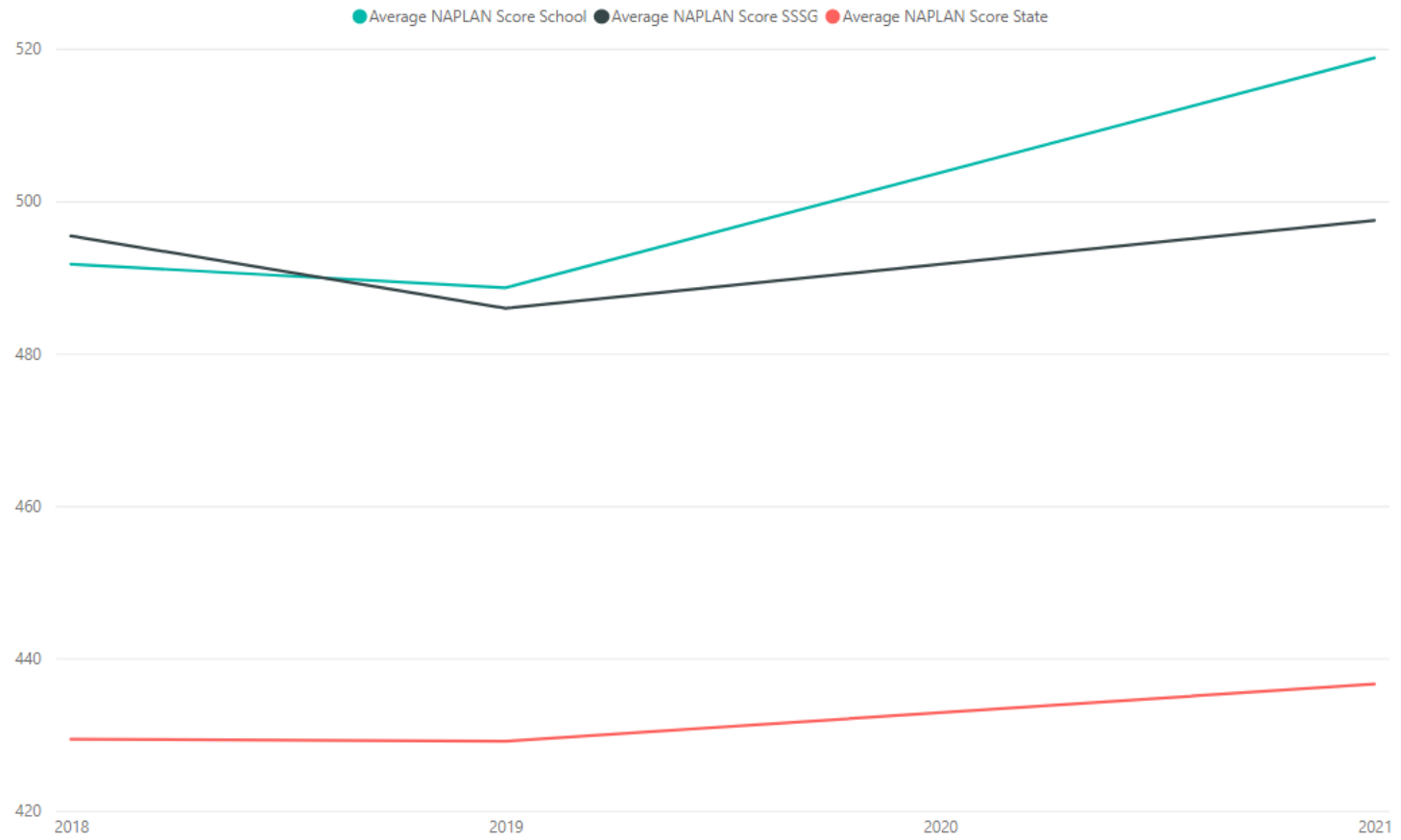
% of students in top 2 bands by year

● School ● SSSG ● State



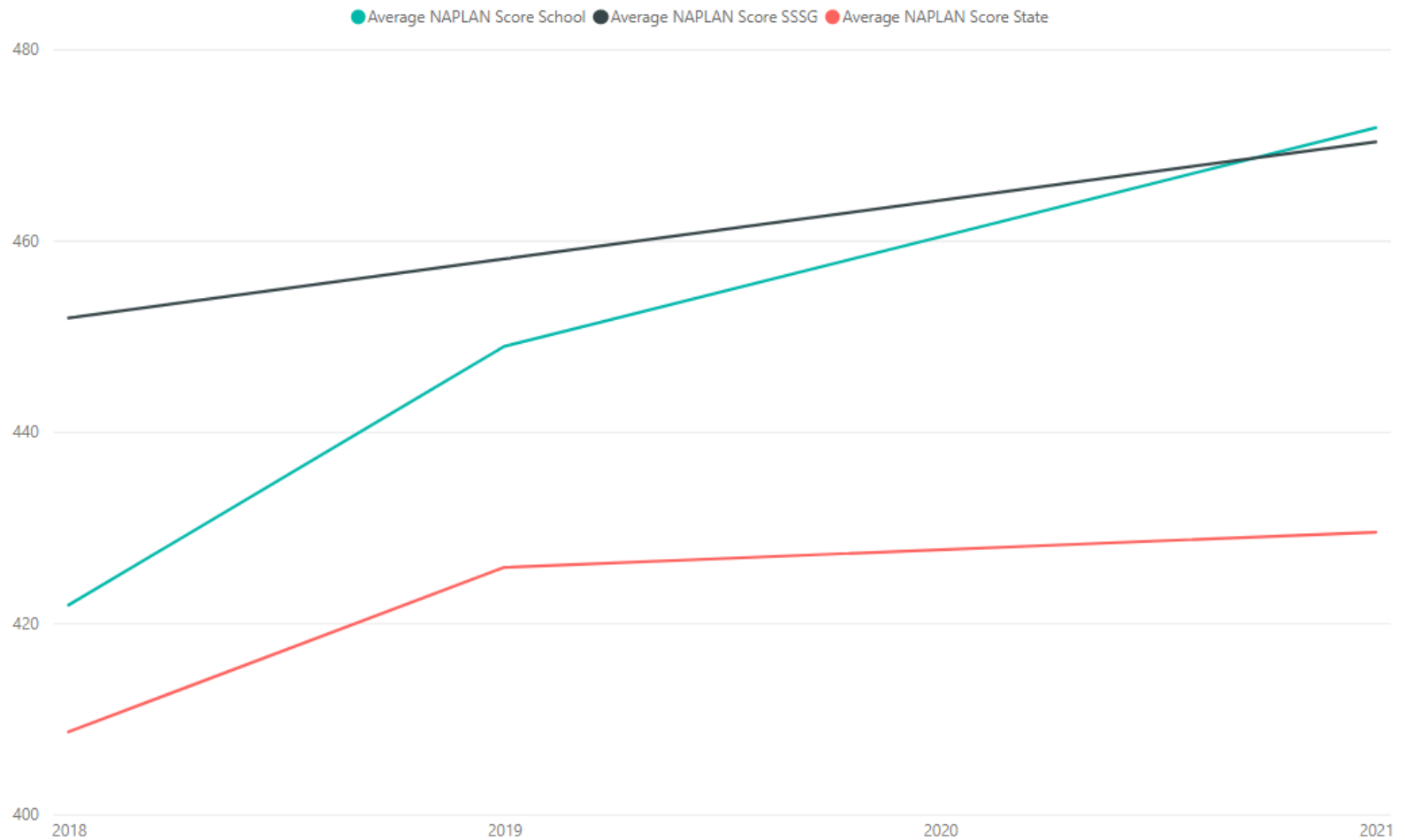
## School results – Year 3 mainstream Reading

Average NAPLAN Score - School, SSSG and State



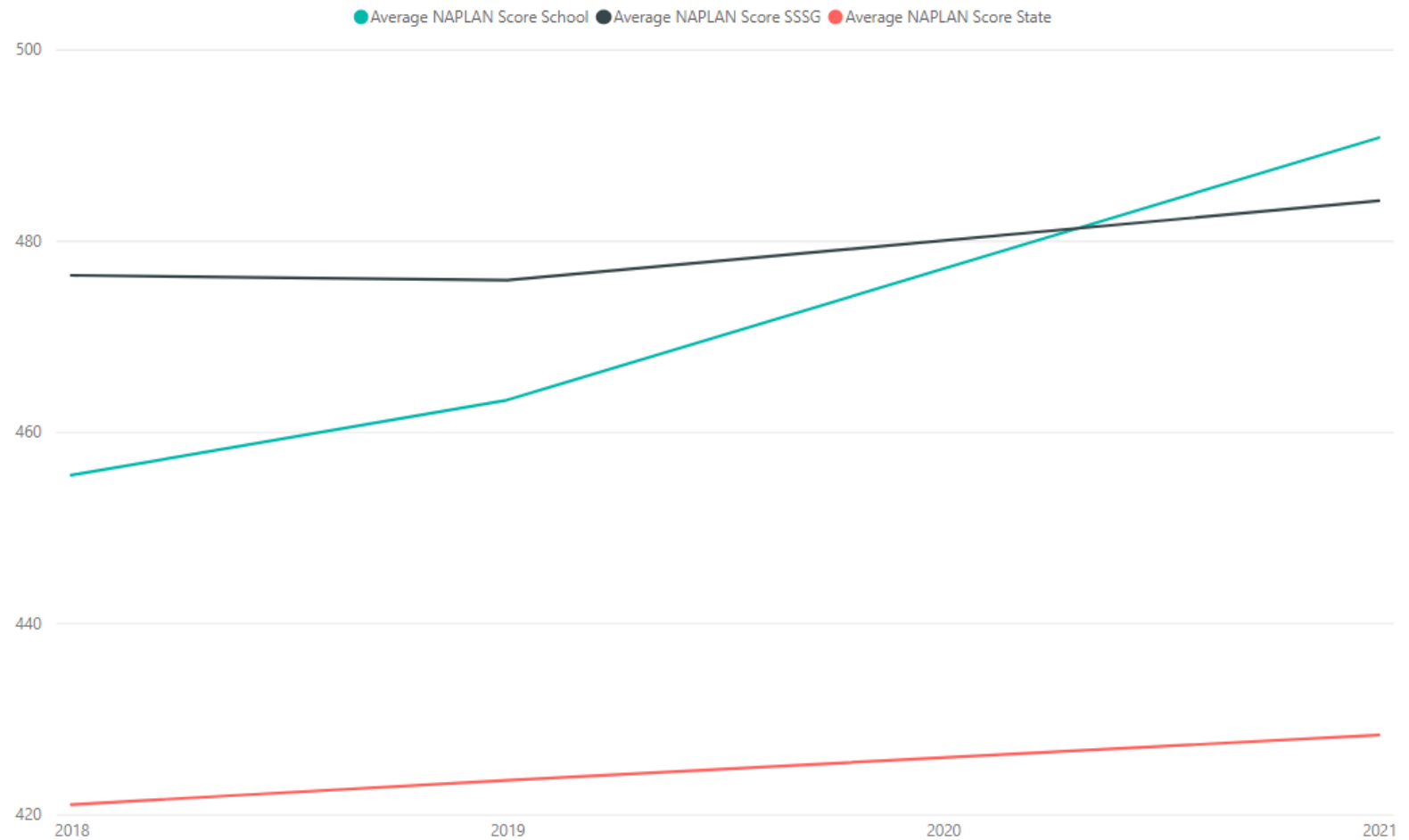
## School results – Year 3 mainstream Writing

Average NAPLAN Score - School, SSSG and State



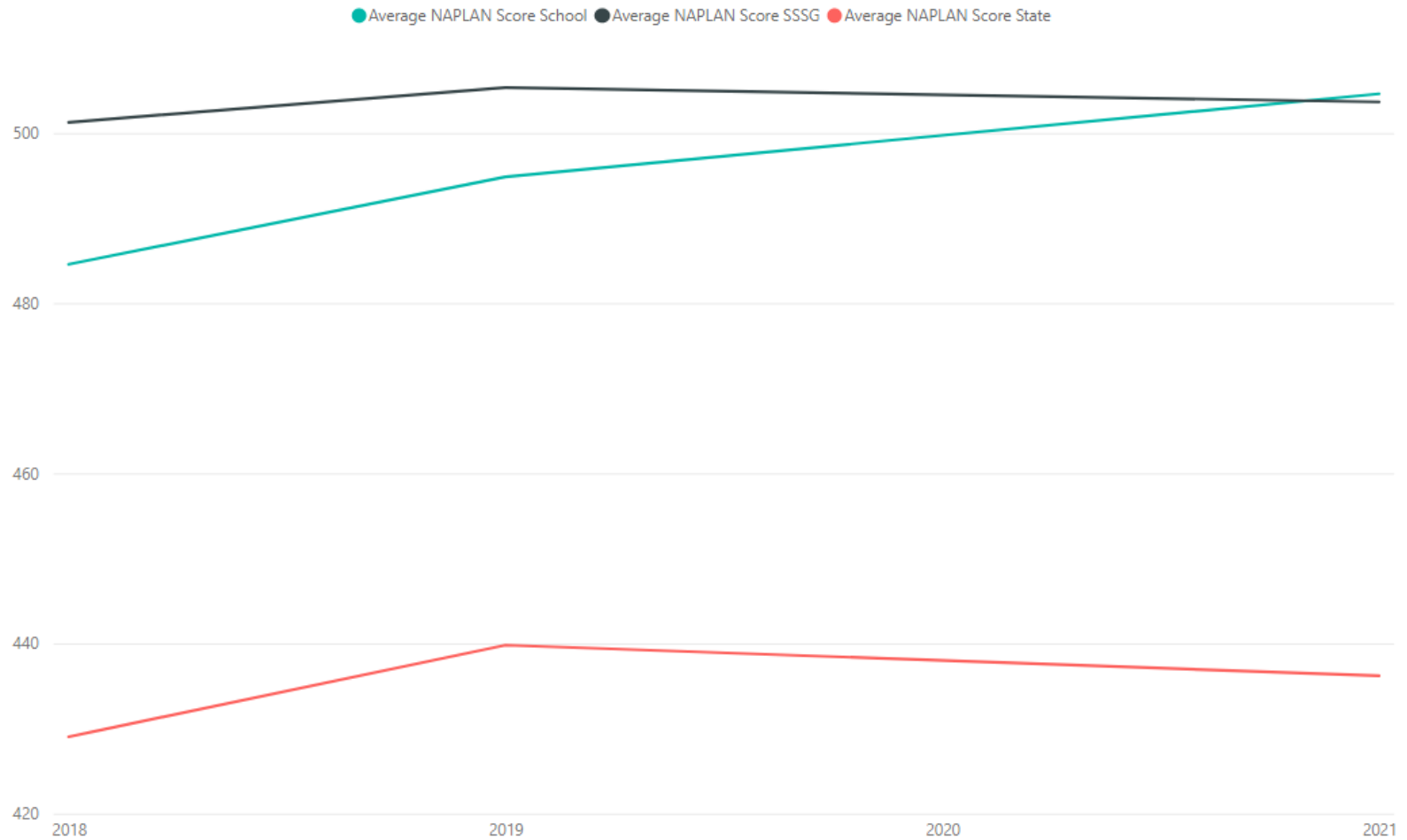
## School results – Year 3 mainstream Spelling

Average NAPLAN Score - School, SSSG and State



## School results – Year 3 mainstream Grammar and Punctuation

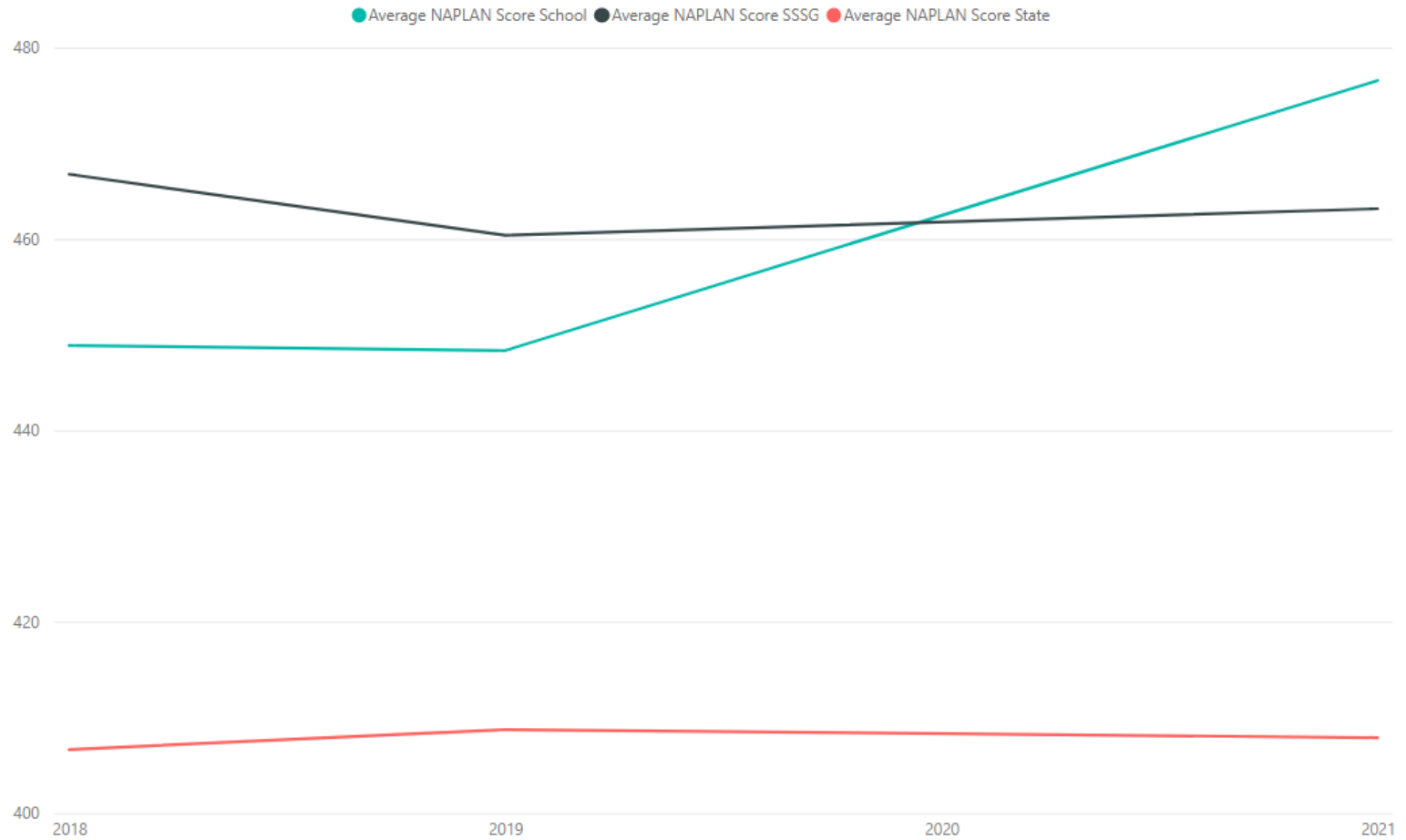
Average NAPLAN Score - School, SSSG and State





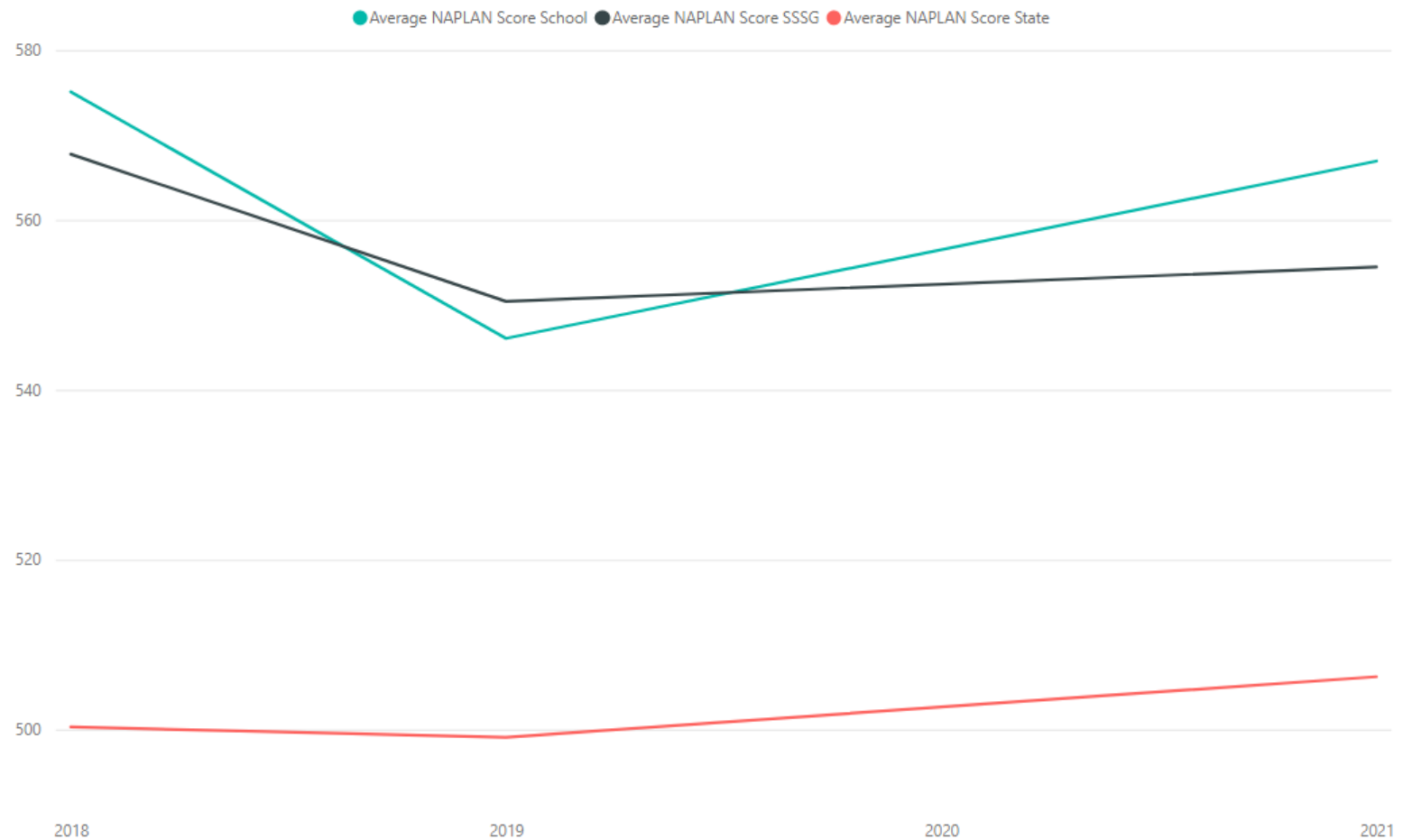
## School results – Year 3 mainstream Numeracy

Average NAPLAN Score - School, SSSG and State



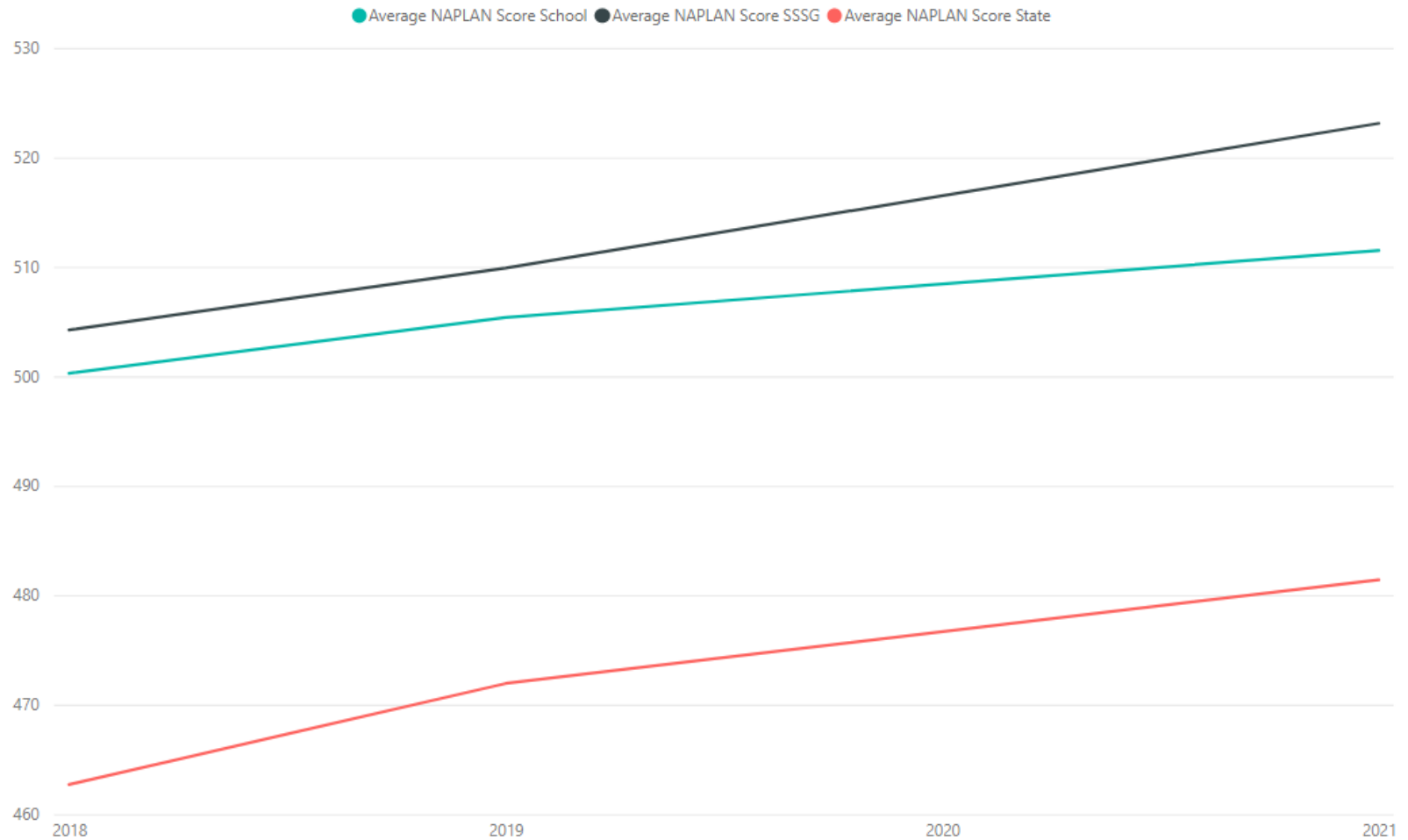
## School results – Year 5 mainstream Reading

Average NAPLAN Score - School, SSSG and State



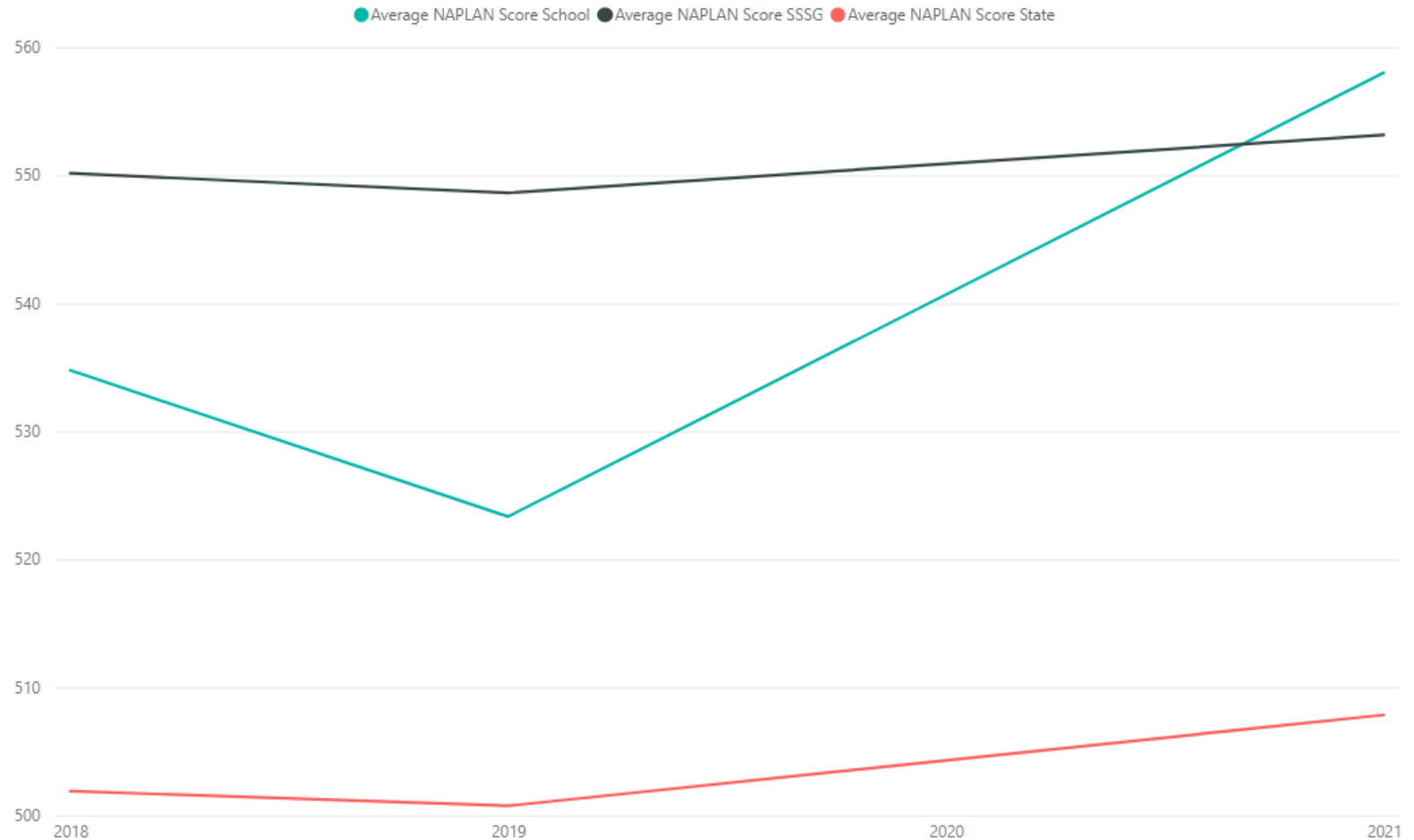
## School results – Year 5 mainstream Writing

Average NAPLAN Score - School, SSSG and State



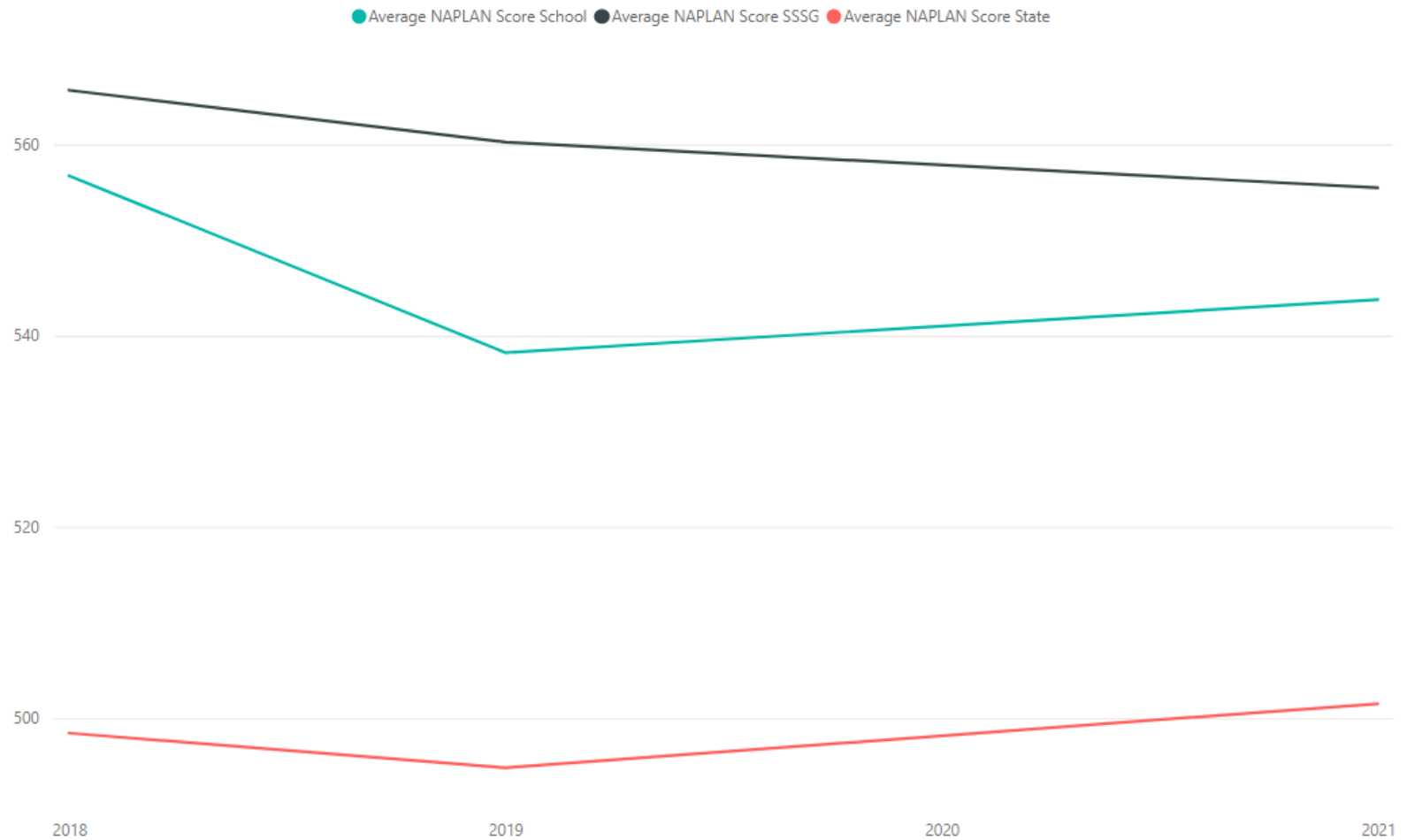
## School results – Year 5 mainstream Spelling

Average NAPLAN Score - School, SSSG and State



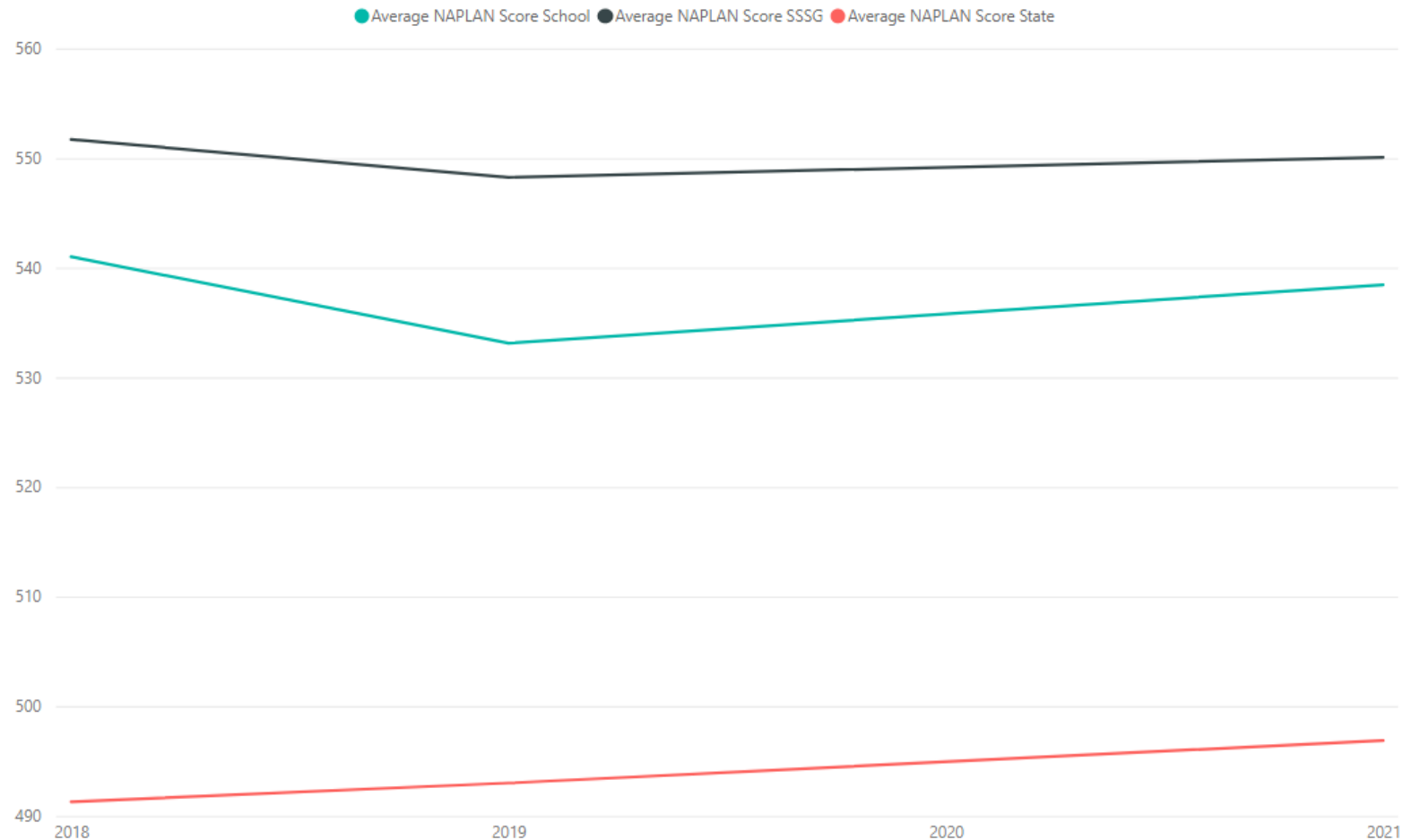
## School results – Year 5 mainstream Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



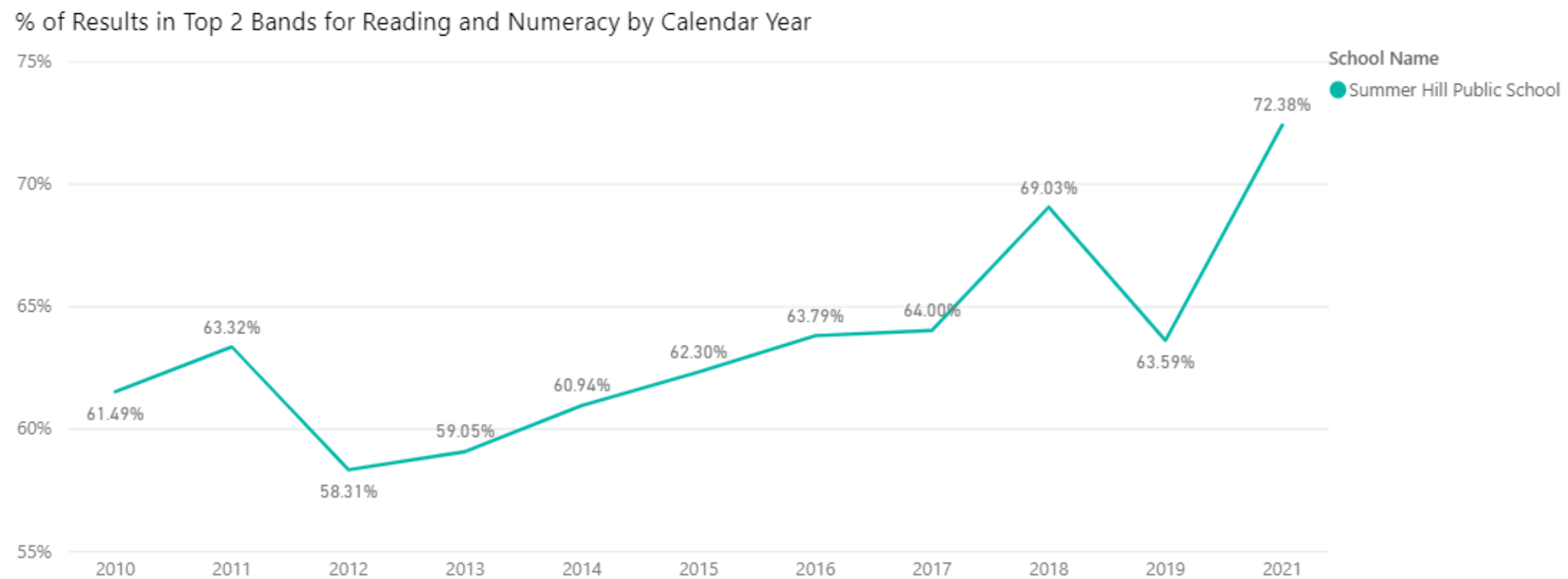
## School results – Year 5 mainstream Numeracy

Average NAPLAN Score - School, SSSG and State





## Average % Results in Top 2 Bands (mainstream)



## Value Added

The Value Added report displays information about learning growth of students in schools, after adjusting for the characteristics of the students, referred to as value-added.

The Value Added reports show the growth of student scores between each pair of assessment years, e.g. 3-5 or 9-12, after adjustment for the demographic characteristics of the students.

## Best Start K to NAPLAN 3 Value Added Across Years (K – Year 3)

2021 data not available

## NAPLAN Value Added Across Years (Year 5 – Year 7)

[Help](#) [Report Explanation](#) [Video](#)

NAPLAN Value Added Across Years (Yr 5 - Yr 7)

Excelling

VA results during the NAPLAN online transition period should be treated cautiously.

## NAPLAN Value Added Across Years (Year 3 – Year 5)

[Help](#) [Report Explanation](#) [Video](#)

NAPLAN Value Added Across Years (Yr 3 - Yr 5)

Excelling

VA results during the NAPLAN online transition period should be treated cautiously.

Summer Hill Public School is a high performing school. Research indicates that relatively high levels of literacy and numeracy are paralleled by:

1. Strong leadership that is shared, stable, strategic and sustained over time
2. High levels of expectation and teacher efficacy
3. Ensuring an orderly but supportive learning environment
4. A focus on what matters most
5. Building teaching and leadership expertise
6. Structured teaching to ensure all students succeed
7. Using data to drive improvement
8. A staff culture of sharing and responsibility
9. Initiatives tailored to the direction of the school
10. Engender pride in the school

## Whole school literacy and numeracy focus areas and initiatives | School plan 2018-2020

Deputy Principal Literacy K-6

Deputy Principal Numeracy K-6

K-6 Sound Waves spelling program

K-2 Sentence a Day program

Yr 3 – Yr 6 Seven Steps to Writing Success program

Using Data with Confidence project

Strengthening Literacy project

Differentiation project

Next steps | **Strategic Improvement Plan 2021 – 2024**

### **Strategic Direction 1: Student growth and attainment**

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

#### **Targeting numeracy initiative**

In Numeracy, we will embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

#### **Targeting reading initiative**

In reading we will embed a shared understanding of best practice for the explicit and effective teaching of reading



Next steps | **Strategic Improvement Plan 2021 – 2024**

## **Strategic Direction 2: High expectations and effective practice**

In order to embed continuous improvement, we will enable a school wide culture of high expectations, shared responsibility and evidence based teaching and leading practices.

### **Strengthening programming initiative**

Effective collaboration and use of explicit and effective teaching strategies in the development of teaching and learning programs.

### **Purposeful data practices initiative**

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Next steps | **Strategic Improvement Plan 2021 – 2024**

### **Strategic Direction 3: Rich learning experiences**

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

#### **Differentiation initiative**

Improve effective classroom practice that includes a focus on the High Potential and Gifted Education Policy, explicit teaching practice, formative assessment and EAL/D strategies.

#### **Known, valued and cared for initiative**

Create and sustain an environment that promotes learning and high levels of student engagement



# Summer Hill Public School

Go Forward

T: 02 9797 8160

E: [summerhill-p.school@det.nsw.edu.au](mailto:summerhill-p.school@det.nsw.edu.au)

About our school

Supporting our students

Learning at our school

Parents and citizens association

Parent information and forms

School programs

Coming to school

Contact us



## About our school

School hours >

School planning and reporting >

Returning to school safely >

Location and transport >

Enrolment >

Financial contributions and assistance >

Our staff >

Rules and policies >

What we offer >

History >

Going green >

Wel  
sch

We are  
our sch

Connect