**Mater Christi Catholic Primary School**

**Yangebup, Western Australia**

**Achievement Data**

The following data reflects the ongoing effort of Mater Christi staff in ensuring learning success for all students. The data contained in the following pages, reflects the ability of the professional Learning Community to add value to all students across the range of abilities present at each year level.

The data represents an overview of school performance in relation to the National Assessment Program, Literacy and Numeracy (NAPLAN). NAPLAN is an annual nationwide assessment for all students in Years 3, 5, 7 and 9.

The graphs below indicate student performance according to the assessments. The dark line through the illustrations represent the Australian mean. For each year, a column shows overall achievement of students at Mater Christi.

The 95th Percentile

The 80th Percentile

The School Mean

The 20th Percentile

The 5th Percentile

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**Year 3 Reading**



**Discussion:**

Note the increase in school mean over 6 years (corresponding to the focus on developing a high-performing PLC), the reduction of the ‘tail’ and the elevation of the most able students, the 80th to 95th percentile indicates effective intervention and support strategies for all students.

**Year 3 Writing**



*Note: Persuasive writing assessments were not conducted nationally prior to 2011.*

**Discussion:**

Note the rise of the school mean and the rise of all sections of the cohort. Also note the reduction of the lowest 15% of the cohort, again indicating the success of school-wide early intervention and prevention strategies.

**Year 3 Numeracy**



**Discussion:**

Note the patterns of change. The entire distribution has lifted over time indicating success of working as a PLC on school-wide pedagogy. The top band has been lifted significantly indicating attention has been on more able students at the same time as supporting less able students.

**Year 5 Reading**



**Discussion**

Note the increase in school mean over time and the increase in distribution of more able students. In 2014, the increase in the lower distribution has signaled a need to review intervention and support in the middle years. The school teams will monitor the ‘tail’ over the next years to ensure pattern doesn’t continue.

**Year 5 Writing**



**Discussion**

Note the general elevation of all sections of the Year 5 cohorts over time. The lifting of the school mean is significant when compared to the overall decline of the national mean. The school continues to review and refine intervention and support strategies for the least able students with the goal to lift the lower percentiles.

**Year 5 Numeracy**



**Discussion**

Note the positive shift in school mean over time compared to the more stable national mean. The school is aware of the decline of the top band of the cohort and the increasing distribution of the lower band. The school is reviewing the classroom programs as well as the intervention and support programs offered at the school.

**Regression analysis- Year 3 to Year 5- Reading**





**Discussion**

Note the strong pattern of residuals indicating that most students are achieving ‘as expected’. There is general growth, indicating that no subgroup is being catered for more than another. There is consistent growth across the distribution.

**Regression analysis- Year 3 to Year 5- Writing**





**Discussion**

Note the increasing pattern in the residuals, indicating that the PLC is strengthening writing knowledge and skills and value adding. These graphs also indicate that more student progress at Mater Christi than do similar students in other schools.

**Regression analysis- Year 3 to Year 5- Writing**





**Discussion**

Note the turn around of the residual. This indicates the impressive effort of the PLC to analyse the writing program being offered and modify it for the direct benefit of the students at the school. There is strong growth across the distribution, with notable progress of the top sub-groups.