

Results of National Assessment Program – Literacy and Numeracy 2021 Years 3, 5, 7 & 9

In May this year, our Years 3, 5, 7 and 9 students sat for the compulsory National Assessment Program on Literacy and Numeracy for all Australian students in these year levels.

These tests results from the national literacy and numeracy tests will provide the schools, parents and students an important measure of how Australian students are performing in the content strands of numeracy, reading, writing, spelling, grammar and punctuation. At Trinity Lutheran College, our Years 3, 5, 7 and 9 teachers prepared the students through extensively scoped and sequenced units of work as well as by familiarising them with the sample test papers leading up to the tests.

The significantly better results in most areas compared with our state and national counterparts tabulated below are testimonies of the outstanding teaching practices and the well-constructed curriculum on offer at Trinity. Congratulations to the teachers and students of Years 3, 5, 7 and 9 for such outstanding literacy and numeracy results.

A. Cohort Average

YEAR 3 2021				
	National	QLD Mean	Trinity	Above State Mean
Spelling	421	408	436	28
Writing	426	414	450	36
Grammar & Punctuation	433	422	456	34
Reading	437	426	466	40
Numeracy	403	392	426	34

YEAR 5 2021				
	National	State Mean	Trinity	Above State Mean
Spelling	505	496	521	25
Writing	480	468	494	26
Grammar & Punctuation	503	496	518	22
Reading	512	506	529	23
Numeracy	495	486	512	26

YEAR 7 2021				
	National	State Mean	Trinity	Above State Mean
Spelling	549	543	549	6
Writing	522	510	530	20
Grammar & Punctuation	533	529	544	15
Reading	542	536	549	13
Numeracy	551	542	552	10

YEAR 9 2021				
	National	State Mean	Trinity	Above State Mean
Spelling	580	574	582	8
Writing	551	538	563	25
Grammar & Punctuation	571	567	589	22
Reading	578	568	583	15
Numeracy	588	579	595	16

- “national” denotes all students in that year level in Australia
- “top state” denotes all students in that year level in the state which has the highest average amongst all the states and territories
- “state” denotes all students in that year level in Queensland

B. Percentage of Students above National Benchmark

The Years 3, 5 and 7 National Assessment Programme for Literacy and Numeracy measures the full range of student abilities in aspects of literacy and numeracy across the state.

The National Benchmarks articulate nationally agreed minimum acceptable standards in literacy and numeracy. For more information about these tests, please visit the Queensland Studies Authority website http://www.naplan.edu.au/home_page.html.

YEAR 3		
Spelling	100%	At or above National benchmark
Writing	100%	At or above National benchmark
Grammar & Punctuation	100%	At or above National benchmark
Reading	100%	At or above National benchmark
Numeracy	100%	At or above National benchmark

YEAR 5		
Spelling	96%	At or above National benchmark
Writing	99%	At or above National benchmark
Grammar & Punctuation	96%	At or above National benchmark
Reading	99%	At or above National benchmark
Numeracy	100%	At or above National benchmark

YEAR 7		
Spelling	97%	At or above National benchmark
Writing	95%	At or above National benchmark
Grammar & Punctuation	92%	At or above National benchmark
Reading	99%	At or above National benchmark
Numeracy	96%	At or above National benchmark

YEAR 9		
Spelling	96%	At or above National benchmark
Writing	91%	At or above National benchmark
Grammar & Punctuation	97%	At or above National benchmark
Reading	92%	At or above National benchmark
Numeracy	99%	At or above National benchmark

Between 90 and 100% of Trinity students in each of the cohort above achieved at or above the National Benchmark in all components of the NAPLAN tests taken in May. The small percentage of students identified as scoring below the National Benchmark will be supported in individual educational programs so that adequate interventions are implemented for future and continuous improvement. On the other hand, the college is dedicated to refine the curriculum program across the Prep to Year 12 to improve the overall performance of the college's educational outcomes.