

Results of National Assessment Program – Literacy and Numeracy 2022 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				
	National	QLD Mean	Trinity	Above State Mean
Spelling	417	401	431	30
Writing	422	406	410	4
Grammar & Punctuation	433	419	444	25
Reading	438	422	460	38
Numeracy	400	387	413	26

YEAR 5				
	National	State Mean	Trinity	Above State Mean
Spelling	505	494	516	22
Writing	484	468	494	26
Grammar & Punctuation	500	491	510	19
Reading	510	501	519	18
Numeracy	488	479	497	18

YEAR 7				
	National	State Mean	Trinity	Above State Mean
Spelling	547	541	560	19
Writing	530	515	542	27
Grammar & Punctuation	533	528	536	8
Reading	543	535	559	24
Numeracy	546	537	556	19

YEAR 9				
	National	State Mean	Trinity	Above State Mean
Spelling	578	570	581	11
Writing	560	544	574	30
Grammar & Punctuation	573	566	587	21
Reading	578	566	584	18
Numeracy	585	575	588	13

- “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 Curriculum and Assessment Authority website http://www.naplan.edu.au/home_page.html.

YEAR 3		
Spelling	99%	At or above National benchmark
Writing	100%	At or above National benchmark
Grammar & Punctuation	99%	At or above National benchmark
Reading	100%	At or above National benchmark
Numeracy	100%	At or above National benchmark

YEAR 5		
Spelling	99%	At or above National benchmark
Writing	99%	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 7		
Spelling	99%	At or above National benchmark
Writing	99%	At or above National benchmark
Grammar & Punctuation	98%	At or above National benchmark
Reading	100%	At or above National benchmark
Numeracy	99%	At or above National benchmark

YEAR 9		
Spelling	97%	At or above National benchmark
Writing	95%	At or above National benchmark
Grammar & Punctuation	97%	At or above National benchmark
Reading	97%	At or above National benchmark
Numeracy	99%	At or above National benchmark

Between 95 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.