



BLACK FOREST PRIMARY SCHOOL

Celebration Newsletter

There are many things that happen at Black Forest Primary School which most parents would be unaware of. In this newsletter we are celebrating the journey the school has been on to improve the learning outcomes for all students.

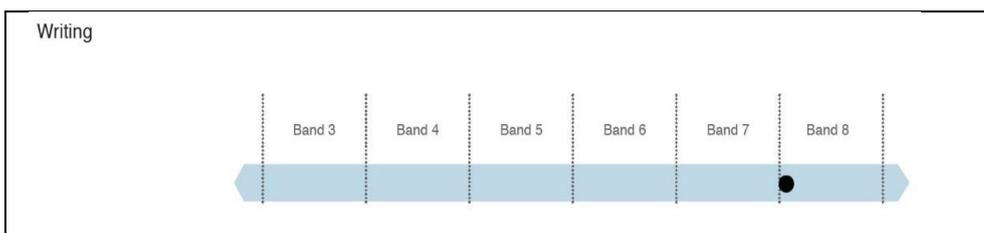
In 2019 we began a whole school improvement process with a specific focus on increasing the number of students achieving in the higher bands of NAPLAN. Higher Bands achievement means students have achieved at least two bands above our minimum expected achievement level.

Bands	Year 3	Year 5	Year 7
9			HB
8		HB	
7			SEA
6	HB	SEA	
5			NMS
4	SEA	NMS	
3		Below NMS	Below NMS
2	NMS		
1			

National Minimum Standard (NMS) is one band below the Standard of Educational Achievement (SEA) expected in SA.

There is a two band jump between Years 3 & 5, and a one band jump between Year 5 & 7, as well as Years 7 & 9.

Higher Bands (HB) in Year 3 is Band 5 & 6, for Year 5 it is Band 7 & 8.



The individual student reports you will receive will show your child's achievement like this diagram above, along with an explanation of the skills associated with each band for each test.

As someone who is amongst the daily workings of the school, it's easy to forget what the wider community may not know about how things run behind the scenes. Did you know that our teachers plan and manage their teaching in year level groups? They work together to highlight student needs, interests, and strengths and plan learning accordingly. As many of you would know, being able to work as a team in a professional capacity provides perspective, fresh ideas and collegial support. Similarly, the days that we spend on professional development allow us all to step back, review, learn and enhance our skills. To say I feel proud of our teaching and ancillary staff following our consistent NAPLAN improvement is an understatement! The statement *"If you want to go fast, go alone. If you want to go far, go together"* has been proven correct by our year level teams and the work they have done in improving student learning outcomes. I hope the next few pages help highlight the strength of their work.



Government
of South Australia
Department for Education

Junior Primary Results

Running Records have been used for many years as a measure of reading comprehension. In SA, children have been expected to be reading (using levelled readers) Level 5 by the end of Term 3 in Reception, Level 13 in Year 1 and Level 21 in Year 2. Teachers test children for reading comprehension, just being able to read the words is not what we are looking for. Reading is a process of gaining meaning from written texts.

Year 1							
2014	2015	2016	2017	2018	2019	2020	2021
43.4	64.4	64.2	63.9	58.9	75.7	93.8	92.9

These tables show the percentage of students achieving the benchmarks in Year 1 & 2 since 2014.

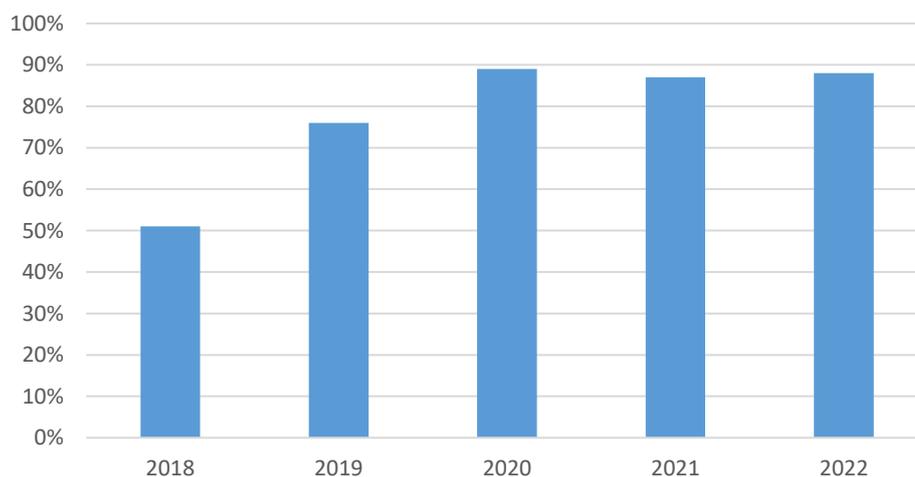
As you can see, we have made a huge improvement since 2019 and are now starting to see consistently high achievement, as evidenced by the 2020-21 Year 1 results.

Year 2							
2014	2015	2016	2017	2018	2019	2020	2021
51.8	76.4	71.6	81.0	69.5	83.9	79.7	91.5

*Since we have introduced InitialLit we no longer test Reception students on levelled readers

Year 1 Phonics Screening Checks were introduced in 2018 as another measure of children's development of letter/sound correspondence. The test includes identifying and correctly pronouncing 20 words, as well as 20 nonsense words (not words in the English language) which require phonetic knowledge to say correctly. The SEA for this test is 28/40 (in the middle of Term 3).

Year 1 Phonics Screening Check



In 2018 we only had 51% of our students achieve the benchmark. We improved that in 2019 to 76% and then have maintained 87.5%+ for the past three years.

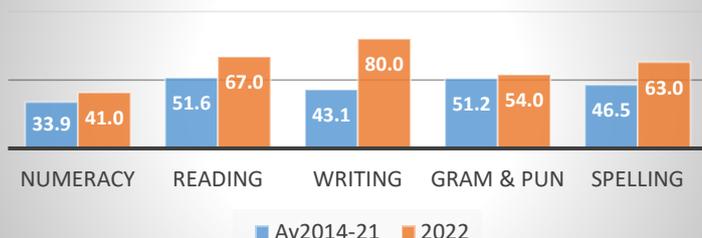


Year 3 Results

Our Year 3 results are not necessarily an indication of what is happening in Year 3, NAPLaN testing is done in May (early Term 2), so they indicate our Junior Primary teaching and some of the Year 3 teaching which has occurred each year.

Our 2022 NAPLaN results are extremely pleasing, in fact they are brilliant! They highlight the hard work our teachers have been doing over the past few years is really having an impact on student learning. Check them out!

Year 3 Higher Bands



The *Higher Bands* graph shows the 2022 results (percentage of children in HB) compared to our 2014-21 average achievement.

Numeracy, Reading, Writing & Spelling were all our highest percentage in HB during this time. Grammar & Punctuation was our fourth highest of the eight years (still with over 50% in HB though!)

Year 3 SEA

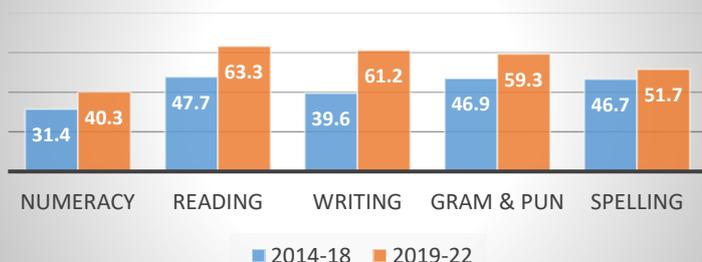


The *SEA* graph shows the percentage of children achieving the SEA in 2022 compared to our average from 2014-21.

Spelling (at 89% SEA) was 0.1% lower than the average, the other results significantly higher.

Writing and Grammar & Punctuation were our highest SEA achieved, Numeracy & Reading second highest.

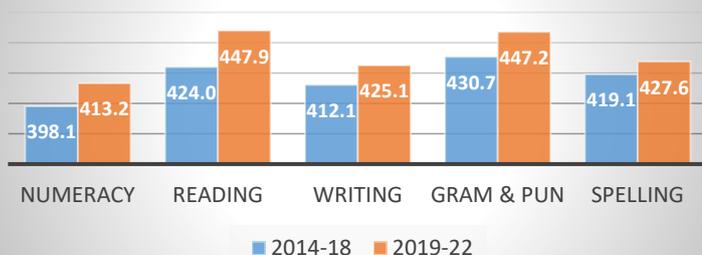
Year 3 Average HB by Test Aspect



The *Average HB by Test Aspect* is similar to the previous HB graph at the top of the page, however we are now comparing the 2014-18 average achievement to the 2019-22 average achievement of our percentage of students in the Higher Bands.

A very clear, significant improvement since 2019 in the percentage of students achieving in the Higher Bands in all test aspects.

Year 3 Average Mean Scores



The *Average Mean Scores* compares the 2014-18 average score for each year level cohort to the average score for 2019-21.

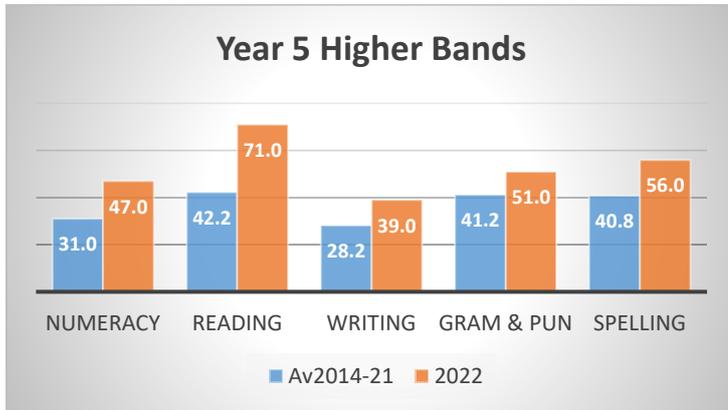
Each band is 52 Mean Points, with SEA being at least 322 Mean Points, and Higher Bands achievement being at least 426 Mean Points. Again our scores since 2019 are significantly higher, and these don't include the 2022 results, which will see the orange columns increase in height!



Footnote: The 2022 Writing Mean Average was 454.2, taking the 2019-22 Average to 432.2!

Year 5 Results

Our Year 5 results are an indication of what has happened from Reception until early Term 2 in Year 5. Given we have Year 3 NAPLAN Results from previous years our Year 5 results provide us with great information about student learning since Year 3. The trend across Australia is to see a dip in results at Year 5, compared to Year 3 achievement levels. The graphs will highlight how we have been bucking that trend since 2019. Again, have a look at these:



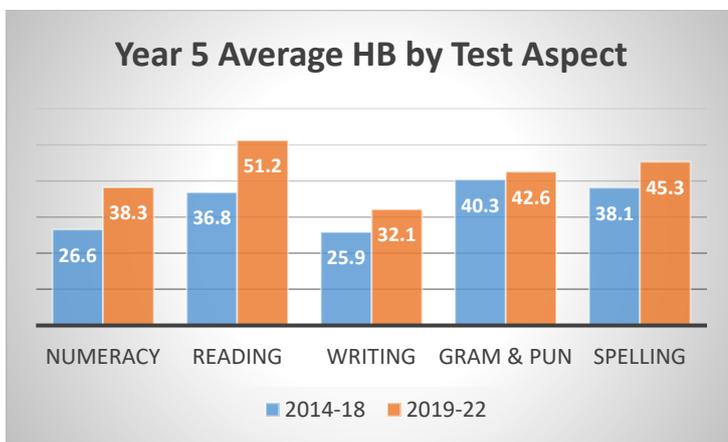
The *Higher Bands* graph compares the 2014-21 average percentage of students in the Higher Bands to our 2022 percentage.

Grammar & Punctuation is the only test aspect which isn't our highest ever percentage, coming in second by 0.4 percent!



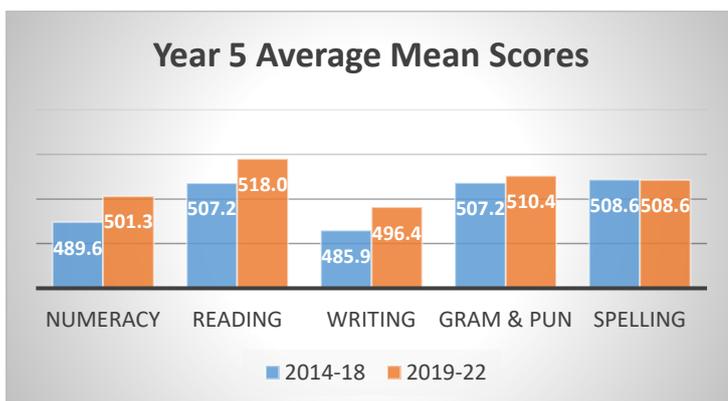
The *SEA* graph compares our percentage of students achieving SEA across 2014-21 and the percentages we achieved this year. This year we were clearly well above our historical achievement.

Numeracy was the only result which wasn't our best ever, again, our second best result at 92%



The *Average HB by Test Aspect* graph compares the average results of 2014-18 to 2019-22. This shows us the improvement since we started our HB strategy in 2019.

Again, we are seeing significant improvement in all areas.



As per the *Year 3 Average Mean Scores* graph, this graph doesn't include the 2022 results yet, which will improve the 2019-22 averages even further. Once again, we are seeing significant improvements in the average Year 5 cohort scores, especially in Reading, Writing and Numeracy. The minimum mean for Year 5 SEA is 426, and the minimum Mean for HB achievement is 530.

Footnote: The 2022 Writing Mean Average for Year 5 was 517.5, taking the 2019-22 Average to 506.9!

I hope you have enjoyed reading about the incredible success of our students, and staff, in this special newsletter.

Iain Elliott, Principal