



Academic Tracking Reports – Frequently Asked Questions

Reading the tracking report with my child

1. What is the best way to use this tracking report to have a discussion with my child?

The best way to use the tracking report is to become familiar with what the report is measuring and to use this to frame a question to your child as to what the evidence is suggesting. This naturally leads into a conversation about what they need help with or what actions need to occur to achieve their potential. This will form the basis of a Learning Progress Meeting between the student, their teacher and the parents.

2. What should I avoid doing when talking to my child about the tracking report?

It is important to avoid using tracking data to make hasty judgements about your child's academic performance. Linear academic growth for students is almost as unrealistic as expecting their physical growth to occur at exactly the same rate as every other child. Development often occurs with a significant jump at times when maturity, motivation and learning habits all coincide.

How does the tracking report work?

3. What connection does NAPLAN have with my child's progress in individual subjects?

NAPLAN scores are a reflection of a student's literacy and numeracy proficiency and these skills are fundamental to student performance in individual subjects. We know that there is a high correlation with a student's NAPLAN position in a cohort and that same student's subject performance rank. Students who can increase their relative performance in a subject against their NAPLAN rank can be identified as having achieved learning gain. These calculations use a series of tested algorithms used for determining reliable correlation effects.

4. If the Year 7 or Year 9 Base on my child's tracking report is reflective of my child's NAPLAN result, why does each subject have a different Base starting point?

The tracking report will always compare your child's relative performance for NAPLAN to other students in their subject cohort. As elective subjects have different groupings of students enrolled in the subject, then your child's NAPLAN rank starting point (or the Base) may vary from subject to subject. The Base NAPLAN position is re-calculated each year to take into account any changing combinations from year to year.

5. What does the Average Calculated Growth numbers since the last NAPLAN (located at the top right of the report) tell me as a parent?

This table is providing an approximate estimation of the additional learning gain over and above the expected growth over a period of time since the student's last NAPLAN testing. It is represented in marks to show the accumulation of any gradual shifts in relative performance compared to the student's peers over this time.

Trend information

6. My child's tracking report has trend lines heading down. Should I be worried?

If there are trend lines heading down over a sustained period for a particular subject (say over a period of a year or more) then this would indicate that your child is not advancing their learning in that subject as quickly as their peers. Children do not all academically grow at the same rate so a slight decline may simply reveal a slightly slower rate of academic growth.

If the trend line continues down for a number of subjects over a sustained period of time, or is much lower than the student's NAPLAN Base, this may indicate a problem that requires further conversation as to how their learning can be boosted. A conversation with your child's House Coordinator is recommended in this situation.

7. My child's trend lines are consistently up and down? What does this indicate?

This type of trend line pattern can be found more often in the current academic year where individual tasks are graphed. Depending on the performance of your child in individual tasks, volatility of the trend line might indicate particular strengths and weaknesses with the nature of task (eg: tests or examinations versus a research or hand-in task), or the topic area being assessed at that time.

8. My child's report results are improving but the trend lines are flat. How is this possible?

All students in a subject cohort will be improving their learning over time but as the tracking report is measuring the relative position of the student's academic performance, it is possible for the learning improvement to be accompanied with a minimal change against the cohort. Comparing the most recent performance to NAPLAN Base data is a better indication as to see whether the student is performing as we might expect. Therefore, the tracking report should be reviewed with semester reports and teacher feedback to round out the full picture of your child's progress.

9. My child is in Year 7 and the early trend lines are heading down for one or two subjects. What do I do?

Early in the student's tracking report history there is much less data to confidently establish performance trends. In the early days, as students transition into secondary school, parents can expect to see more volatility in tracking data, but over time they will begin to see trends starting to emerge which will be more helpful. If, as a parent, you have information about your child's wellbeing that could be connected with this data, then you are always welcome to contact your child's House Coordinator.