Administrators Guide to Reporting
Years 3, 5, 7 & 9
Participation

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment of all students in Years 3, 5, 7 and 9. Students are assessed in language conventions (spelling, grammar and punctuation), writing, reading and numeracy.

In 2021, more than one million students from almost 10 000 schools participated in these national tests.

Test development

The development of the NAPLAN assessment materials for 2021 was managed by ACARA on behalf of State, Territory and Federal Ministers for Education. All public and private education authorities contributed to the development of the materials.

NAPLAN questions have been directly informed by the Australian Curriculum (English and Mathematics). This can be found at https://australiancurriculum.edu.au. Literacy tests include language conventions (which comprises spelling, grammar and punctuation), writing and reading. Numeracy comprises questions across number and algebra, measurement and geometry, and statistics and probability. Consultation with curriculum experts from all sectors occurred during test development to ensure there was no systematic bias associated with factors such as gender, culture or geographic location.

Information documents

Prior to the administration of NAPLAN paper and online tests, schools were sent the following support documents to assist in the implementation of the assessments:

- the Handbook for principals and NAPLAN coordinators, which included the National protocols for test administration and information about key dates, assessment tasks, scheduling and administering the assessments, student exemption and withdrawal, adjustments for students with disability, return of materials, marking and reporting
- an information brochure for parents and carers, which was produced for schools to distribute to parents and carers, and included information on participation, the assessment schedule, the tasks, catering for students with particular needs, confidentiality, reporting and use of the results.

These documents are available at http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan

Marking

Most questions in the assessments of reading, numeracy and language conventions (spelling, grammar and punctuation components) were machine scored.

The writing task and the short-answer questions in the reading, language conventions (spelling) and numeracy assessments were marked online by professional markers, trained to use nationally established marking criteria. All markers received extensive training in the marking procedures.

For the marking of writing in Western Australia, a large central metropolitan marking centre operated over a three-week period. More than 150 teachers from the public and private sectors worked in small groups under the direction of team leaders and lead markers.

The Writing marking guides are available at https://nap.edu.au/naplan/writing
Use of the results

Parents and carers are provided with information about the performance of their child in relation to that of other Years 3, 5, 7 and 9 students in the same year group across Australia.

Schools receive information on the performance of individual students and class groups in relation to that of other students in the same year group, in WA and across Australia. This allows schools to compare their own student and group results to those of the state and of the nation.

Teachers can use the information, in conjunction with their own records, to inform their planning and classroom teaching in literacy and numeracy.

Schools can use the assessment results as part of their annual report to the school community. As NAPLAN results are reported on the same scale from year to year, schools are able to monitor their students’ performance over time. In 2021, narrative writing tasks were completed by all students. The NAPLAN 2021 narrative writing tasks will be reported on the NAPLAN Writing Scale.

It should be noted that a NAPLAN score in one assessed area is not comparable with a NAPLAN score in another. For example, comparisons of a score in reading with a score in numeracy or writing should not be made.

The NAPLAN information is part of a student’s overall assessment and complements teachers’ judgements. These results should be viewed with other information collected by the classroom teacher.

My School website

NAPLAN data are published on the My School website https://myschool.edu.au

Data for the My School website are submitted after schools have received their NAPLAN 2021 student reports and their school’s data set. It is important that your school’s data is accurate. Please see page 4 for instructions about missing or incorrect data.

Links to past NAPLAN assessments

In 2021, equating studies were carried out in schools across Australia at the same time that NAPLAN 2021 was completed. These studies were necessary to equate past NAPLAN assessments to the NAPLAN 2021 assessment, allowing for comparisons of scores in each assessed area to be made over time.

Longitudinal tracking

NAPLAN 2021 results can be compared with previous years’ results for both individual students and cohorts. This process is commonly called ‘longitudinal tracking’ and allows student and school-level gain to be monitored by comparing changes in scores over time, i.e. Years 3 to 5, 5 to 7 and 7 to 9.

Examples of school-level gain can be found on the My School website and, for public schools, on the Schools Online website at https://det.wa.edu.au/schoolonline
IMPORTANT INFORMATION

Provision of data
The Association of Independent Schools of WA (AISWA), Catholic Education Western Australia (CEWA) and the Department of Education (DoE) each use their preferred software tool for presenting school results. The features described here are common to all software.

For each of Years 3, 5, 7 and 9 there is a separate section in the software for each assessed area.

Results are displayed in such a way that teachers can examine individual and class performance on each of the questions in the assessment with correct and incorrect answers indicated. This information allows teachers to examine strengths and weaknesses in student performance and in teaching and learning programs.

Teachers are also able to plot class and group distributions against the Australian distributions, as well as student performances in relation to the continuum of skills assessed.

Catholic schools
Results will be available in the 8445 - Academic Reporting app, which can be accessed from Apps in PowerBI.com - https://powerbi.com - by signing in with your CEWA provided Office 365 email address and password or through the Power BI App on the Office Portal - https://portal.office.com.

For any access issues, please contact your school IT support desk or CEWA support desk.

For more information about the Academic Reporting app, please access the 8445 – CEWA Insights site. You can access this site with a quick search on the office portal - https://portal.office.com.

Further information can be obtained by contacting naplantesting@cewa.edu.au

Independent schools
Results will be available via Valuate, which is accessed through a secure website. Unique usernames and passwords have been supplied to each school by AISWA.

Public schools
Public schools’ NAPLAN 2021 results are available online in the Student Achievement Information System (SAIS).

Individual student and cohort performance results for all assessment areas are in the SAIS NAPLAN Online Dashboards.

These dashboards allow schools to analyse the current performances of individual students and cohorts as well as their performances over time. The displays also provide student pathway information as well as a means of analysing student and cohort performance against assessed items linked to the Australian Curriculum content descriptors.

All school administrators and teachers have access to SAIS via its link in the Ikon home page. The user manual for SAIS is available through the help or information icons.

For public secondary schools, the results of students transitioning from primary schools are available in the SAIS NAPLAN Online Dashboards. Based on the school’s student Admission File, previous NAPLAN results for incoming students are available from the start of Term 4.

Primary school staff will have access to Year 7 data of their former Year 6 students both in SAIS K-10 and Schools Online.
The *Schools Online* website shows aggregated school performance data in the form of individual test performance distributions, comparative assessment graphs, proficiency band distributions, longitudinal summary graphs of mean performances, cohort progress graphs and displays of progress and achievement. These representations of the data can be compared against national, state and like-school groups.

For further information regarding NAPLAN data for public schools please contact the School Performance Branch on 9264 4966.

**Online schools only:**

Preliminary school and student summary reports for NAPLAN Online 2021 were made available in the Online National Assessment Platform. Please note that these reports contain data that have not been finalised and should not be used or distributed beyond school staff.

**Provision of electronic copies of student reports and writing scripts**

Schools will be provided with a disk containing pdfs of individual student reports (ISRs) and an electronic copy of each student’s writing script. The principal should ensure that the disk containing the ISRs and writing scripts is stored securely, and its contents are saved to a secure computer for backup.

If parents or carers request a copy of their child’s report, it can be printed from the disk or computer.

Teachers can use their students’ writing scripts to assist them to interpret results.

**Security of data**

Information about each child is confidential; it is available only to the child’s parents/caregivers, teacher and school.

It is important that principals and teachers preserve the security of student, class and school NAPLAN data. Confidentiality of results should be maintained and privacy respected.

**School and individual student reports**

Individual student reports are sent to schools for distribution to parents. A brochure for parents and carers, *Individual student reports - Frequently asked questions*, is available on the School Curriculum and Standards Authority (SCSA) website at [https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan](https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan)

The results sent to each school provide detailed information about the school as a whole as well as the achievement of each student. This information should be used in conjunction with information from school-based programs to enable discussion with parents of strategies and suggestions to improve students’ learning.

It is important that teachers are fully informed of the detailed results of each student in their class and the results of the school as a whole. This will give teachers the opportunity to have meaningful discussions with parents regarding their child’s results.

**Reporting missing or incorrect data**

Schools should check each student’s data carefully. Enquiries about missing or incorrect data should be made by emailing naplan@scsa.wa.edu.au by the end of Term 3 (Friday, 24 September 2021). The basis for the request should be clearly outlined.
Updated copies of school data and student reports

Updated copies of NAPLAN 2021 school data are available until the end of the school year.

Public schools’ updates for all assessment areas will be available online in the SAIS NAPLAN Online Dashboards.

Catholic schools’ results will be available in the 8445 - Academic Reporting app, which can be accessed from Apps in PowerBI.com - https://powerbi.com - by signing in with your CEWA provided Office 365 email address and password or through the Power BI App on the Office Portal - https://portal.office.com. Further information can be obtained by contacting naplantesting@cewa.edu.au

AISWA schools’ updates will be available through the secure Valuate website using the supplied usernames and passwords.

Updated student reports will not be available after the end of the school year.

Timing of the reports

Although the NAPLAN results are being released in mid-September, it is important to remember that students sat the NAPLAN assessments in May. The information in the NAPLAN report should be interpreted in this light.

Distributing NAPLAN student reports to parents

Reports are prepared for all students. Please refer to pages 8–12 of this document for more details.

The NAPLAN reports are not intended to be sent to parents and carers in isolation. The information brochure, Individual student reports - Frequently asked questions, has been produced to accompany the student report and will assist parents to understand their child’s results. The brochure is available at https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan

Schools should ensure that each student’s report is checked and distributed to parents as soon as possible.

Translations

Where a parent or carer requires a translation of their child’s student report, it is recommended that an accredited interpreter or translator is used.

Public schools should use DoE’s preferred suppliers of translation services. Schools and offices are able to access the Common Use Arrangement (CUA): Contract No. CUAITS2017 Interpreting and Translating Services. For assistance please call the Statewide Services Resource and Information Centre – EAL/D on 9402 6294.

Catholic schools should contact CEWA on 9380 1800.

Independent schools should contact the AISWA on 9441 1600.

It is important that the original student report is not destroyed as it should accompany the translation sent to the parent or carer.

Translations of the brochure Individual student reports - Frequently asked questions in 12 languages are available on the SCSA website at https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan/translations
Transfer of NAPLAN information between schools

NAPLAN results should form part of the information that is passed on when students change schools.

REPORTING EXEMPTIONS, WITHDRAWALS AND ABSENCES

Schools receive individual student reports for all students. School administrators should exercise discretion regarding distribution to parents of reports for students who were exempted, withdrawn or absent. Reports not distributed to parents should be kept on file.

Exemptions

Exemptions were required to be submitted to the respective sector or system for approval. There are rigorous and limited circumstances that qualify a student for exemption. These were published in the Handbook for principals and NAPLAN coordinators. Formal exemptions were granted to students with significant disability and to students with a language background other than English, who arrived from overseas and had attended school for less than one year before the test.

Exemptions were formally registered and are included in Australian, WA and school reporting.

Exempt students do not receive a test score and are not included in the calculation of the Australian, WA or school mean (average). However, these students are included in the calculation of the percentage of students who did not achieve the NAPLAN national minimum standards and in the calculation of the percentages reported in the proficiency bands.

The text that will appear on the student report for exempted students will be: Your child was exempt from this test and is considered not to have achieved the national minimum standard.

Exempt students in public schools are excluded from all Schools Online calculations.

Withdrawals

Parents and carers, with the endorsement of the principal, could exercise their right to withdraw their child from NAPLAN by completing a withdrawal form before testing. Schools were required to submit signed withdrawal forms to SCSA.

Students who were withdrawn from the assessments do not receive a test score and are not included in the calculation of the school mean.

The text that will appear on the student report for withdrawn students will be: Your child was withdrawn from this test.

Absences

Students absent for one or more of the assessments are not included in the calculation of the school mean.

The text that will appear on the student report for absent students will be: Your child was absent from this test and no result has been recorded.
Partial completion

Abandonment due to illness or injury

Abandonment of a test refers to students who attempted one or more questions in a test but abandoned the test due to illness, injury or another reason such as a technical fault that was beyond the student or school’s control. These students are treated as absent.

For students in online schools who partially completed the test, the comment will read: Your child does not have a result for this test due to illness, injury or technical reason. For students in paper schools, the comment will read: Your child does not have a result for this test due to illness or injury during the test.

Abandonment would have been recorded to avoid the student being considered assessed.

Non-attempts and refusals

Students who were present for the entire test session but failed to complete any of the test are scored accordingly.

The text that will appear on the student report for students who were present but did not attempt the test will be: Your child was present for this test but did not complete any part of the test paper.

In these cases, teachers are encouraged to provide parents with any further explanation they may require.
STUDENT REPORTS

A report is prepared for parents and carers of students who take part in NAPLAN. The report shows achievement of an individual student compared to all students in the same year group across Australia.

The NAPLAN proficiency bands and the national minimum standards

There are five separate NAPLAN scales of achievement - one each for reading, writing, spelling, grammar and punctuation, and numeracy. Performance on each test is measured on an achievement scale that is divided into 10 proficiency bands.

The national minimum standards at Years 3, 5, 7 and 9 represent increasingly challenging skills and understandings as students move through the years of schooling from Year 3 to Year 9. Students who do not achieve the national minimum standard at any year level may need intervention and support to help them achieve the literacy and numeracy skills they require to progress satisfactorily through school.

It should be noted that students who are performing at the national minimum standard may also require additional assistance to enable them to achieve their potential.

For each year group, the national minimum standard is represented by the second lowest band on the report, as shown below.

![National Assessment Program – Literacy and Numeracy National Assessment Scale](image_url)

- Band 10: Students are above the national minimum standard
- Band 9: Students are at the national minimum standard
- Band 8: Students are below the national minimum standard
- Band 7: Students are below the national minimum standard
- Band 6: Students are at the national minimum standard
- Band 5: Students are below the national minimum standard
- Band 4: Students are at the national minimum standard
- Band 3: Students are below the national minimum standard
- Band 2: Students are at the national minimum standard
- Band 1: Students are below the national minimum standard

Year 3 | Year 5 | Year 7 | Year 9
Each student receives a four-page report.

**Page one**

Page one provides background information about the assessments and a sample display describing the features of the reporting scale.

These features are:

- a representation (orange) of the six relevant proficiency bands
- a representation (blue) of the achievement scale. The arrow at the top and/or bottom of the scale depicts the idea that performance has been measured in the NAPLAN above and/or below the area of the scale represented for that year group
- a dot, representing that student’s result
- a filled triangle, representing the national average
- a triangle representing the school average (shown for schools with 10 or more assessed students in a year group)
- a lightly shaded bar showing the range of achievement for the middle 60% of students for that year group in Australia
- a darker shaded area below the middle 60%, representing the bottom 20% of Australian students
- a darker shaded area above the middle 60%, representing the top 20% of Australian students.
Pages two and three

Page two of the report shows the student’s results on the reading and writing assessments, and page three shows the student’s results on the language conventions and numeracy assessments.

Below each reporting scale is a list of some of the skills and understandings covered in each of the assessments.

The Language Conventions achievement scale

The language conventions achievement scale depicts both aspects of this assessment. The student’s result in spelling is shown on the left-hand side. The student’s result in grammar and punctuation is shown on the right-hand side.

Page four

Page four contains a summary of the skills and understandings that were assessed in each test. A student is likely to have demonstrated the skills and understandings described in the band achieved and in each band below it.
A sample of student reports

The following sample of student reports may assist in discussions with parents regarding the interpretation of information.

The NAPLAN results provide additional information that should help schools target problem areas and develop strategies for improvement. In most instances the results will be a confirmation of what schools already know.

Students with results below the national minimum standard

Display 1

In Display 1, this student has achieved a result that is well below the national minimum standard for that year group.
This child is most likely ‘at risk’. The progress of this child should be closely monitored and intervention or improvement strategies, if not already adopted, may be urgently required.

Display 2

In Display 2, this student has achieved a result below the national minimum standard.
This child also is most likely ‘at risk’. Close monitoring should occur and intervention or improvement strategies, if not already adopted, may be urgently required.

Students with results at the national minimum standard

Display 3

In Display 3, this student has achieved a result within the national minimum standard.
The progress of this child should be closely monitored.

Display 4

In Display 4, this student has achieved a result within the middle 60% of the Australian population.
Although this child’s result is within the middle 60% of the Australian population, achievement is still in the band representing the national minimum standard. Progress should be closely monitored.
Students with results above the national minimum standard

**Display 5**

**Display 6**

In Display 5, this student has achieved a result similar to the national average.
For this child, strategies that build on their skills and knowledge should be used.

In Display 6, this student has achieved a result that is within the top 20% of the Australian population.
For this child, extension strategies should be considered.

**Display 7**

In Display 7, this student has achieved a result that is well above the expected level of achievement for that year group.
The school, in consultation with parents, would need to establish an overall picture of this child’s current work. Extension, enrichment and acceleration are possible strategies to meet the educational needs of this child.
CONTACTS

School Curriculum and Standards Authority
https://k10outline.scsa.wa.edu.au/
Email: naplan@scsa.wa.edu.au
Telephone: 9442 9442

Australian Curriculum, Assessment and Reporting Authority
https://acara.edu.au
Email: info@acara.edu.au

Association of Independent Schools of WA
https://ais.wa.edu.au
Telephone: 9441 1600

Catholic Education Western Australia
https://cewa.edu.au
Email: naplantesting@cewa.edu.au
Telephone: 9380 1800

Department of Education – School Performance
Telephone: 9264 4966

Statewide Services Resource and Information Centre – EAL/D
Telephone: 9402 6294

USEFUL WEBSITES

ACARA information about the student report
https://nap.edu.au/results-and-reports/student-reports

Department of Education resources (Ikon)
https://ikon.education.wa.edu.au/

English as an Additional Language or Dialect (EAL/D)
https://ikon.education.wa.edu.au/-/access-interpreting-services

My School website
https://myschool.edu.au

National minimum standards
https://nap.edu.au/results-and-reports/how-to-interpret/standards
https://nap.edu.au/naplan/reading/minimum-standards
https://nap.edu.au/naplan/writing/minimum-standards
https://nap.edu.au/naplan/numeracy/minimum-standards

National NAPLAN website
https://nap.edu.au

SCSA NAPLAN webpage
https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan