



NAPLAN administrators guide to reporting

Years 3, 5, 7 and 9

2023

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OVERVIEW

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 writing, reading, conventions of language (spelling, grammar and punctuation), and numeracy. More than one million students from almost 10 000 schools take part.

In 2023, Year 3 students completed their writing test on paper. Students in schools with approved alternative curricula also completed the tests on paper. All other tests were completed using the Online National Assessment Platform.

Test development

The development of the NAPLAN assessment materials for 2023 was managed by ACARA on behalf of State, Territory and Federal Ministers for Education.

NAPLAN questions have been directly informed by the Australian Curriculum (English and Mathematics), located at <https://australiancurriculum.edu.au>. Literacy tests include conventions of language (spelling, grammar and punctuation), writing and reading. Numeracy comprises questions across number and algebra, measurement and geometry, and statistics and probability.

Questions in NAPLAN are based mostly on the literacy and numeracy knowledge and skills students have learnt in previous years of schooling. A few questions assess content from the year level of testing and the following year and have been designed so that they can be answered using strategies students have learnt in previous years.

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, the following support documents were provided to schools:

- *NAPLAN handbook for principals and coordinators*, which included the *National protocols for test administration*, 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
- *Information brochure for parents and carers*, produced for schools to distribute to parents and carers. It contained information on participation, the assessment schedule, the tasks, catering for students with particular needs, confidentiality, reporting and use of the results.
- *Test administration handbooks for teachers*, containing the standardised test instructions and administration script that teachers were required to read out to students during the test.

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

In addition to the documents, during the preparation period and testing window the School Curriculum and Standards Authority (the Authority) provided schools with regular email updates to advise of important operational procedures.

Marking

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

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

In Western Australia, more than 160 teachers from the public and private sectors marked writing scripts online either at home or in a central location over a five-week period. All markers worked under the direction of centrally-based team leaders and lead markers.

In 2023, the NAPLAN writing test was a narrative writing task.

The Writing marking guides are available at <https://nap.edu.au/naplan/writing>

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 2023 student reports and their school's data set. It is important that your school's data is accurate. See page 10 for instructions about missing or incorrect data.

CHANGES TO REPORTING IN 2023

Changes to the way NAPLAN is reported in 2023 were agreed by Education Ministers in February this year and follow the full transition to online testing and the move of NAPLAN testing from May to March.

The changes are:

- new scales for all test domains
- new time series for future longitudinal comparisons, due to the new scales
- proficiency standards to report student results, replacing the previous NAPLAN bands.

The new scales and commencement of a new time series mean that the 2023 results are not comparable to results of any previous years' NAPLAN tests.

The new proficiency standards show, at a glance, whether a student's skills are at the level they need to be to get the best out of their schooling.

The standards show whether a student, at the time of testing, has met challenging but reasonable expectations based mainly on the skills learnt from previous years of schooling, or whether they may need additional support to progress satisfactorily. The previous NAPLAN bands did not, on their own, show whether a student was meeting expectations.

The NAPLAN scales

There are five new 2023 NAPLAN scales: one for each of the test domains of writing, reading, spelling, grammar and punctuation, and numeracy. Each scale represents increasing levels of knowledge and skills in the test domain, and the achievement of Years 3, 5, 7 and 9 students in a domain can be shown on the scale.

A NAPLAN score in one test domain is not comparable with a NAPLAN score in another. For example, comparisons of a score in reading with a score in numeracy or writing are not valid and should not be made.

The new scales mean that longitudinal comparisons cannot be made with 2008 – 2022 data because a new time series has commenced. Prior to 2023, a score in one NAPLAN test could be directly compared with another score in the same domain; e.g. a school reading mean in 2022 could be compared with the school reading mean in 2021, or a student's reading score in Year 5 could be compared with their reading score in Year 3. In 2023, comparisons with data from previous years cannot be made.

NAPLAN proficiency standards

New NAPLAN proficiency standards have been introduced to replace the previous NAPLAN numerical bands.

The standard for proficiency is set at a challenging but reasonable expectation of learning for the student at the time of NAPLAN testing.

The proficiency standards for each test domain and each Year level have four achievement levels.

These are:

EXCEEDING	The student's result exceeds expectations at the time of testing.
STRONG	The student's result meets challenging but reasonable expectations at the time of testing.
DEVELOPING	The student's result indicates that they are working towards expectations at the time of testing.
NEEDS ADDITIONAL SUPPORT	The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

A result in the Exceeding or Strong levels means the student has demonstrated proficiency at the time of testing.

A result in the Developing or Needs Additional Support levels means the student has not yet demonstrated they are meeting expectations at the time of testing.

The descriptions are based on the knowledge and skills that students would have been expected to be taught in previous years.

Students who achieve near the upper boundary of a level will be able to demonstrate more skills, and more complex understandings, and those who achieve near the lower boundary will be able to demonstrate fewer skills, and less complex understandings.

The descriptions have been written using the Australian Curriculum as a reference. They are available on the ACARA website www.nap.edu.au/naplan. Further information about how the standards were set is also on the ACARA website.

Page 4 of the Individual Student Report provides a summary of each level description.

Please note that information on student achievement using NAPLAN bands is no longer available, and proficiency level achievement in 2023 is not comparable to the previous numerical bands.

Use of the results

The NAPLAN tests are one part of schools' assessment and reporting processes. The information about each student is part of a teacher's overall assessment of their strengths and weaknesses. The results supplement teachers' judgements and should be viewed with other information collected by the classroom teacher.

Parents and carers receive information about their child's proficiency in each test domain as well as information about their performance in relation to other students in the same year group across Australia.

Schools receive information on the performance of individual students and class groups in relation to 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 nation.

Teachers can use the information, in conjunction with their own records, to inform their planning and classroom teaching in literacy and numeracy. Reference to the Proficiency standard descriptions on the ACARA website www.nap.edu.au/naplan may be useful for this purpose.

Schools can use the assessment results as part of their annual report to the school community.

In 2023, valid longitudinal comparisons with previous years' data can only be made for:

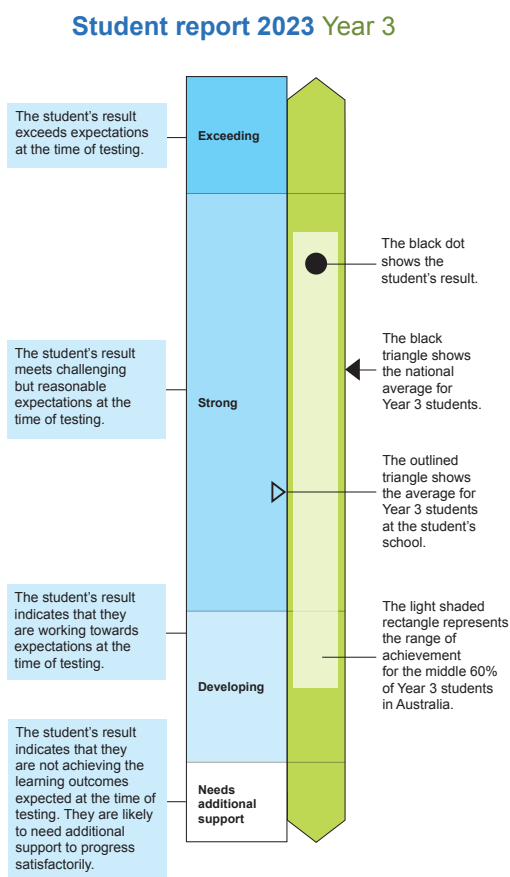
- the proportion of students in relation to the national mean compared to the proportion in previous years; and
- the proportion of students who achieved in the middle 60% of Australian students compared to the proportion in previous years.

Parents and carers should be notified that their child's 2023 results are not comparable to the child's result on any previous years' tests.

THE NEW 2023 INDIVIDUAL STUDENT REPORT

PAGE 1

Background information about the assessments and a sample display describing the features of the reporting scale are shown.



These features are:

- a representation (blue) of the four proficiency levels
- a brief description of each level (blue shaded boxes)
- a representation (green) of the achievement scale. The arrows at the top and bottom of the scale depict the idea that performance on the test has been measured above or below the region of the scale represented for that year group
- a dot, representing that student's result
- a black triangle, representing the national average for the year group
- an outlined triangle representing the school average (shown for schools with 10 or more assessed students in a year group)
- a light-shaded bar (green) showing the range of achievement for the middle 60% of students for that year group in Australia
- darker shaded areas above and below the light-shaded bar showing the range of achievement of the top and bottom 20% of Australian students.

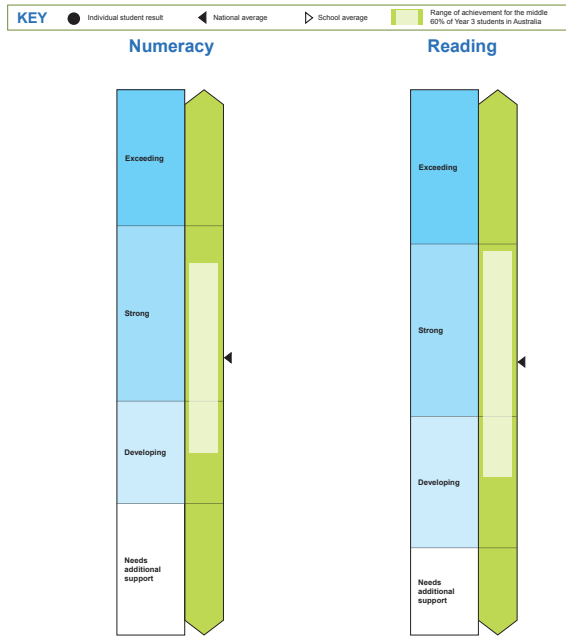
PAGES 2 AND 3

A student's results in each assessment domain are displayed on the reporting scales.

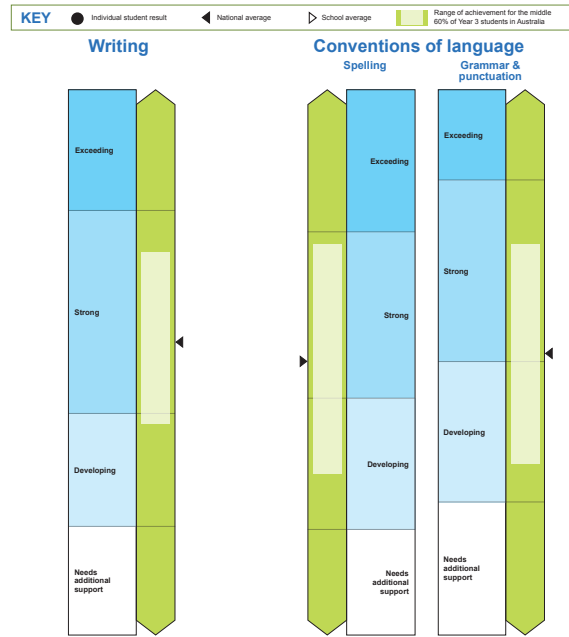
Page 2 shows results on the numeracy and reading assessments, and page 3 shows the results on the writing and conventions of language (spelling, and grammar and punctuation) assessments.

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

Student report 2023 Year 3



Student report 2023 Year 3



Students were assessed on aspects of numeracy that included:

- solving problems involving addition and subtraction
- continuing spatial patterns and number patterns involving addition or subtraction
- using a simple plan to find a location
- understanding simple outcomes relating to chance
- reading data in simple tables
- using simple metric units
- reading calendars and key times on analog clocks
- identifying common 2D shapes and 3D objects and their properties.

Students read a range of informative, imaginative and persuasive texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:

- finding information that is clearly stated or implied
- connecting ideas and drawing conclusions
- understanding a character's motivations and actions
- understanding a sequence of events
- understanding different opinions
- identifying the main purpose of a text, diagram or picture
- understanding the main idea of a text.

Students wrote a story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:

- supporting the reader and understanding the purpose of their writing
- structuring the text, developing ideas and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:

- correctly spelling frequently used one- and two-syllable words
- identifying errors and then correctly spelling frequently used words
- identifying examples of correct grammar usage
- recognising the correct use of a small range of frequently used punctuation.

PAGE 4

Page 4 contains a summary of proficiency level descriptors.

A student who achieves in a particular level is likely to have demonstrated the skills described in that level, and the level below.

The full Proficiency level descriptors are at www.nap.edu.au

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Compares numbers beyond 1000. Solves problems and number sentences. Solves problems involving common fractions. Continues number patterns involving addition, subtraction or multiplication. Measures using metric units and scaled instruments. Calculates duration. Identifies features of combined shapes and objects. Describes a position or pathway on a map using key features. Identifies and compares information in a table or graph, with a one-to-many key.	Makes meaning from texts of increasing complexity and technicality about less familiar topics. Reads using knowledge of phonics, grammar and context, and how words are made up of meaningful parts. Applies knowledge of text structures and language features to navigate the text, connect information, make inferences and evaluate a perspective. Identifies and interprets purpose and audience.	Writes a suitably structured text with some development of ideas, some precise or topic-specific language and narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spelt correctly.	Correctly spells, and identifies errors in, most two-syllable words, some longer words with regular spelling patterns, and some words with less common spelling patterns, including some unfamiliar vocabulary for the year level. Consistently identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: <ul style="list-style-type: none"> • some complex sentences • the reference for a pronoun in a sentence • quotation marks.
Strong	Compares numbers to 1000. Represents quantities using partitioning. Determines a fraction of a whole. Solves problems and number sentences. Continues number patterns by adding or subtracting a constant. Reads time to the minute. Solves problems using a calendar. Converts between units of time. Identifies features of shapes and objects. Gives and follows directions. Uses relative positions to describe a location. Represents data in graphs or tables.	Makes meaning from a range of texts on familiar topics with some unfamiliar content or increasingly complex ideas. Reads texts with structures that both support and extend independent readers. May decode some unfamiliar vocabulary using knowledge of how words are made up of meaningful parts and phonics. Applies some knowledge of texts to make meaning and inferences, and connect and sequence ideas.	Writes a text with some parts of a suitable structure and some related ideas. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, many one- and two-syllable words with regular spelling patterns, within familiar vocabulary for the year level. Often identifies or correctly uses grammar and punctuation conventions in a small range of sentence structures. Conventions include: <ul style="list-style-type: none"> • some compound sentences • nouns, verbs, adjectives, adverbs and pronouns • capital letters.
Developing	Quantifies and compares collections to 100. Solves problems including number sentences with operations. Continues increasing and decreasing number patterns. Measures using informal units. Reads time to the hour and half hour. Orders duration of events. Names and compares shapes and objects by their features. Uses everyday language to describe location on a map. Interprets data displayed in a graph or table. Identifies questions to gather information.	Makes some meaning from short, simple texts with familiar content and themes. Reads texts that have predictable text and sentence structures, use familiar everyday language and decodable vocabulary, and provide pictures to support unfamiliar words or ideas. Makes connections between clearly stated information and between text and pictures. Makes simple inferences to draw conclusions.	Writes a simple text with some parts of a recognisable structure, using everyday language. The text begins to show narrative or persuasive text features. There is some correct formation of sentences. Some simple punctuation is correct. Simple words are spelt correctly.	Correctly spells, and identifies errors in, some frequently used one-syllable words with simple spelling patterns. Sometimes identifies or correctly uses grammar and punctuation conventions in short sentences. Conventions include: <ul style="list-style-type: none"> • simple sentences • familiar nouns, verbs and adjectives • full stops and question marks.
Needs additional support	Connects quantities, number names and numerals to 20. Identifies a fraction of a whole or collection. Adds and subtracts numbers to 20. Continues patterns with objects, shapes and numbers. Measures length informally. Sorts shapes and objects using their features. Uses positional and ordinal language to identify and interpret location. Interprets data displays including tally tables and picture graphs. Classifies information gathered by questioning.	Makes some meaning from very simple texts with content that reflects everyday experiences. Reads texts that have short sentences, common words and high-frequency vocabulary, and include pictures to support the reader. May use early phonic knowledge to decode one-syllable words. Locates some clearly stated information.	Writes a short simple text with familiar ideas, using everyday language. The text may include some narrative or persuasive text features. The text may have some short sentences with correct word order. Punctuation may be minimal. A few simple words are spelt correctly.	Correctly spells, and identifies errors in, a few very familiar one-syllable words with simple spelling patterns. May identify or correctly use a small range of grammar and punctuation conventions in short sentences. Conventions include: <ul style="list-style-type: none"> • very simple sentences • frequently used nouns and verbs • full stops.

PROVISION OF DATA

The school and student summary reports for the NAPLAN 2023 online tests were available for schools to download from the Online National Assessment Platform in June.

Hard copy Individual Student Reports (ISRs) are posted to schools for distribution to parents. Electronic copies of student reports are downloadable from the Pearson reporting website. Login details are provided in the letter accompanying the reporting package.

It is expected that schools provide parents and carers with the hard copy of their child's report.

System/Sector 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 detailed school and student results. The features described here are common to all software.

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 them the information to have meaningful discussions with parents and carers about their child's results.

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 question, with correct and incorrect answers indicated. They can then 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.

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

Catholic schools

Results will be available in the Learning Insights (LI) app on [Powerbi.com](https://powerbi.com).

All staff must add the LI app to their account initially by clicking the Learning Insights tile on the CEWA Insights SharePoint site <https://cewaedu.sharepoint.com/sites/8445-CEWAInsights>. Once installed, school staff can access the LI app with their CEWA-provided email at [Powerbi.com](https://powerbi.com) and choose Apps. Non-Diocesan schools can access the LI app from the CEWA Insights SharePoint site with their school-provided email. All staff can bookmark the LI app in their browser of choice after the app is added to their account.

For any access issues, please contact your school IT support desk or the CEWA support desk. For more information about the Learning Insights app, please visit the CEWA Insights SharePoint site. For all other enquiries, please contact 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 2023 results are available online in the Student Achievement Information System (SAIS) and Schools Online. SAIS and Schools Online can be accessed via the Ikon home page. User manuals are available through the help or information icons.

Individual student and cohort performance results are available in SAIS. Schools can use the data to analyse the current performances of individual students and cohorts.

Student pathway information is displayed in the dashboards, as is performance against assessed items linked to the Australian Curriculum content descriptors.

Schools Online displays aggregated school performance data for each assessment and distributions of students against the new proficiency levels. These data can be compared against national, state and like-school groups.

As the 2023 results are reported on new scales, progress data are not available in SAIS or Schools Online. Additionally, comparisons to previous performances cannot be made.

For public secondary schools, the results for their incoming Year 7 cohorts will be available in the SAIS NAPLAN Online Dashboards. When students are added to the school's admissions roll, previous NAPLAN results become available. This typically occurs in term 4.

Primary school staff will have access to Year 7 data for their former Year 6 students both in SAIS K-10 and Schools Online.

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

Provision of electronic copies of ISRs and writing scripts

Electronic copies of the ISRs and writing scripts are provided as records for schools.

The documents are downloadable from the Pearson website <https://www.pearsononline.com.au/wa/>. Schools' usernames to the site are provided in the *NAPLAN 2023 reporting update*, and passwords are given in the letter provided in the reporting package mailed to schools.

The principal must ensure that the ISRs and writing scripts are downloaded from the website and stored on a secure computer at the school.

Where parents or carers request a replacement copy of their child's report, the copy can be printed from the school's computer.

The electronic documents will not be available after Thursday, 17 August 2023.

Requests for replacement copies of ISRs must be made before this date.

Students' writing scripts are provided to schools so teachers can use them to assist in interpreting writing results.

Writing scripts are provided for school use only and printed copies or electronic versions MUST NOT be given to parents or carers.

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.

Reporting missing or incorrect data

Schools should check each student's data carefully. Enquiries about missing or incorrect data should be made by emailing the Authority at naplan@scsa.wa.edu.au before **Thursday, 17 August 2023**. The basis for the request should be clearly outlined in the email. Only principals (or delegates with a cc to the principal) can make such requests. Requests received from parents or carers will be referred to the school.

Requests for changes to Individual Student Reports cannot be actioned after Thursday, 17 August 2023.

Updated copies of school data and student reports

Updated copies of NAPLAN 2023 school data are available until **Thursday, 17 August 2023**.

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

CEWA schools' results will be available in the [Powerbi.com](#) Learning Insights app. 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.

Distributing NAPLAN ISRs to parents and carers

Hard copy ISRs are prepared for all students, for distribution to parents and carers.

Principals should exercise discretion regarding distribution to parents and carers of reports for students who were exempted, withdrawn or absent. Where a student is exempted or withdrawn from all tests, the *National Protocols* recommend that the ISR is not distributed to parents and carers. Where a student is absent for all tests, the *Protocols* recommend the ISR is distributed to parents and carers. Reports not distributed should be kept on file.

Principals are responsible for ensuring that reports are checked for correctness. Reports should then be delivered to parents and carers in a timely manner. It is expected that parents and carers receive the hard copy of their child's report.

The ISRs are not intended to be sent to parents and carers in isolation. The information brochure, *Frequently asked questions - Individual Student Reports*, provided in the reporting package mailed to schools, is to accompany the ISR when these are distributed to parents/carers. The brochure contains information to assist parents and carers to interpret their child's results. It is also available at <https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan/parents>.

Replacement reports can be provided via electronic pdfs downloaded to a school computer from the Pearson website.

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 6425.

CEWA schools should contact the CEO on 9380 1800.

Independent schools should contact 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.

Transfer of NAPLAN information between schools

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

PARTICIPATION STATUS REPORT COMMENTS

Paper test completion

The text that will appear on the report of Year 3 students who completed the writing test will be: *All Year 3 writing tests were completed on paper*. The text that will appear on the report of students who completed other tests on paper will be: *Your child completed this test on paper*.

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 means.

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

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.*

Sanctioned abandonment

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. Schools were required to record and notify the TAA of abandonments. Abandonments were sanctioned by the TAA after the circumstances were verified. These students are treated as absent.

The text that will appear on the report of students who partially completed a test will be: *Your child does not have a result for this test due to illness, injury or technical reason.*

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.*

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

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

<https://education.wa.edu.au/school-data-and-performance>

Telephone: 9264 4966

Statewide Services Resource and Information Centre – EAL/D

Telephone: 9402 6425

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 NAPLAN website

<https://nap.edu.au>

NAPLAN Proficiency standards

<https://nap.edu.au>

SCSA NAPLAN webpage

<https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan>

