

# KEY PRINCIPLES

## of the NAPLAN joint statement



### for teachers and school leaders

**The full suite of joint statements ([www.qtu.asn.au/joint-statements](http://www.qtu.asn.au/joint-statements)) address a range of professional issues and are recognised by QTU and the Department of Education (DoE) as enforceable under the current certified agreement.**

The most recent, the Joint Statement on the National Assessment Program – Literacy and Numeracy (NAPLAN), has been developed following member and DoE consultation. The statement outlines the current applications of NAPLAN in Queensland state schools for curriculum planning, preparation and practice tests, the use of NAPLAN data in schools, recruitment and selection, reporting of student outcomes, and the rise of edu-business in response to NAPLAN reporting.

### The key principles of the joint statement

- Student wellbeing is paramount, and all students are supported when they sit NAPLAN tests.
- Students are best prepared for NAPLAN testing through quality teaching and learning of the Australian Curriculum.
- Student preparation may include the completion of activities related to the mode and conditions of NAPLAN testing in the vicinity of the tests. Excessive test preparation, including the use of previous test papers, “is not useful and can lead to unnecessary anxiety”, as per the NAPLAN website.
- While NAPLAN data may contribute to some school decision making, the most important data pertaining to student achievement is that relating to the curriculum being taught within the classroom.
- NAPLAN results do not contribute to judgments of student achievement or reporting. Students are assessed in accordance with the P-12 curriculum, assessment and reporting framework (P-12 CARF), which does not include NAPLAN results.
- Through consultation, school leaders and teachers develop strategic plans based on a variety of school-based factors. While NAPLAN may be used to measure the effectiveness of school programs, NAPLAN targets are not a part of these plans.
- The purpose and use of NAPLAN data as a part of a school’s data plan must be developed in consultation with school staff and recognise the results as a macro data set used for specific purposes.
- As professionals, members may choose to include NAPLAN data as supporting evidence for an APR or promotional panels, recognising their right to select other data as evidence for the review process.
- The employment of outside providers is not endorsed or approved by the department. Any school-based decisions to use programs and resources must be made in consultation with the wider community and follow mandatory privacy.
- Members with issues related to the NAPLAN joint statement can follow the dispute resolution process outlined in the teachers’ certified agreement.

For more detailed information please see the Unpacking of the Joint Statement on the National Assessment Program – Literacy and Numeracy (NAPLAN) at [www.qtu.asn.au/js-naplan-unpacking](http://www.qtu.asn.au/js-naplan-unpacking).