

UNPACKING THE JOINT STATEMENT

National Assessment Program – Literacy and Numeracy (NAPLAN)



a guide for QTU members

This guide supports Queensland Teachers' Union members in ensuring that all Queensland state schools are adhering to the intent of the Department of Education and the Queensland Teachers' Union Joint Statement on the National Assessment Program – Literacy and Numeracy (NAPLAN).

Curriculum and planning

Queensland schools must systematically deliver the Australian Curriculum in accordance with the P-12 Curriculum and Reporting Framework (CARF).

The Australian Curriculum **MUST** be the focus of teaching and learning in Queensland state schools. NAPLAN tests assess a selection of literacy and numeracy skills taken from the Australian Curriculum.

What this means for classroom teaching: The best preparation for NAPLAN testing is quality teaching of the Australian Curriculum in all state schools. Participation in practice testing only assesses students on the selective content of those tests.

What this means for planning: NAPLAN data should not be the focus of your planning. Data obtained from NAPLAN can help to inform decisions made at a whole school level but should only be used if it is explicitly mentioned in your school's data plan.

School leaders develop explicit improvement agendas for their school in response to local needs and system priorities, in consultation with staff and school community.

Assistant regional directors (ARDs) work in partnership with principals as they navigate their school's improvement journey. Regional officers offer a range of advice and support to school leaders, teaching teams and members of the wider school community. They contribute to school improvement by empowering school leaders.

What this means for school improvement agendas: School leaders, in consultation with stakeholders, develop an improvement agenda for their school. Regional officers support school improvement agendas, and provide advice. The role of region is not to impose NAPLAN targets.

What this LOOKS LIKE in the classroom and in schools	What this DOES NOT look like in the classroom and in schools
In the classroom Classroom teachers deliver the Australian Curriculum in their classrooms, expertly covering literacy and numeracy content.	Classroom teachers implement practice tests and practice NAPLAN style activities during the lead up to NAPLAN.
In planning: Teachers, heads of program and school leaders plan the school curriculum using the Australian Curriculum and QCARF and make school-based decisions based upon their students' needs using a broad range of data to inform their practices.	Teachers implement NAPLAN preparation activities and make curriculum planning decisions based wholly on NAPLAN data.
In strategic planning (as in school improvement agendas)	
School leaders, in consultation with staff and community members, create a school improvement agenda based upon local needs and priorities. NAPLAN data may be used in part to inform this planning.	Schools are asked to implement plans aimed at meeting regional targets for NAPLAN and incorporate these into strategic plans.

Unpacking the QTU/DoE Joint Statement on NAPLAN

Assessment and academic reporting

Most Queensland students from prep to year ten are assessed against relevant learning area achievement standards.

NAPLAN assesses selected literacy and numeracy content from the of year three, five, seven and nine Australian Curriculum. Consequently, student performance in NAPLAN is not considered a comprehensive assessment indicator of the full curriculum taught in classrooms.

The department and the QTU agree that formative and summative assessments closely aligned to curriculum teaching and learning allow continual monitoring and can provide accurate timely data to inform differentiated teaching and learning.

What this means: NAPLAN is a point in time test of some specific literacy and numeracy skills. It does not form part any school curriculum assessment and reporting area.

Teachers make on-balance judgements based on student folios of work and report twice yearly on students' achievement using a five-point scale.

NAPLAN data should not be considered when reporting on student achievement in any learning area.

What this means: A student's NAPLAN results are only indicative of some of their literacy and numeracy skills and are not used to inform any part of a student's reported grade.

What this LOOKS LIKE in the classroom and in schools	What this DOES NOT look like in the classroom and in schools
Teachers make judgments about a student's achievements using a wide range of work as organised during planning.	Teachers and other school staff use NAPLAN results to inform students' reportable achievement for a learning area.
School staff recognise outstanding student achievement by awarding students for excellence in different subject areas.	Students receiving awards for NAPLAN results.
Teachers and school staff recognise student improvement and growth throughout the school year by providing them with positive acknowledgment and feedback.	Schools award prizes (such as ice blocks) for participation in NAPLAN testing or after NAPLAN results are announced.

Use of NAPLAN data

(see also **The Joint Statement on the Purpose and Use of Data in Queensland Schools**)

NAPLAN provides common data sets and helps explore questions about relative impact to determine whether resource allocation and improvement strategies have affected student outcomes as planned or intended.

NAPLAN data may contribute to a school's data plan but must be recognised as a limited data set that does not comprehensively assess students' literacy or numeracy knowledge, skills and understandings. NAPLAN only provides information in relation to literacy and numeracy and only to the extent assessed in each test.

Many factors contribute to students' performance in NAPLAN.

What this means: NAPLAN is a numeracy and literacy data source with limitations. Although it does not inform curriculum planning and assessment, it can be used as part of the school's data plan and to determine the effectiveness of intervention or support strategies implemented at school over time.

Unpacking the QTU/DoE Joint Statement on NAPLAN

What this LOOKS LIKE in the classroom and in schools	What this DOES NOT look like in the classroom and in schools
Through consultation, schools decide to incorporate NAPLAN data into their data plan, recognising the limitations of the data source and how to use it effectively to make school-based decisions.	NAPLAN targets set by leadership team and shared with staff result in students in years three, five, seven and nine receiving extra intervention before NAPLAN tests.
Schools unpack NAPLAN data with relevant staff as per their data plan, recognising the intent of the NAPLAN tests and the purpose of the data set.	NAPLAN data is used to make major school-based decisions regarding resourcing and intervention without analysis of other data collected by the teacher/s.
	Class groupings are organised using NAPLAN data to stream students.

Performance review, recruitment and selection

The Annual Performance Review (APR) for teachers is framed against the Australian Professional Standards for Teachers. As a part of the review process, teachers reflect on evidence that provides insight into the effectiveness of their practice.

The Education Department and QTU agree that formative and summative evidence of student learning and achievement is a better measure than NAPLAN data.

What this means for APR: While a teacher may wish to use NAPLAN data as part of their APR, it is not required. As professionals, teachers select a range of data that demonstrates their skills, knowledge and understandings against the Australian Professional Standards for Teachers. The decision to not use NAPLAN data during APR will not negatively impact on a teacher's review.

When undertaking recruitment and selection processes, candidates may choose to provide NAPLAN data as part of a range of supporting evidence of suitability. It is not essential that NAPLAN data be included, and promotion should not be based solely on favourable NAPLAN data.

What this means for recruitment and promotion opportunities: Although teachers or school leaders may choose to include favourable NAPLAN data as supporting evidence for suitability for promotion, it is not essential. Lack of NAPLAN data in an application will not negatively impact on a teacher's opportunity or suitability for a promotional position.

External providers

Individual schools select programs and resources in consultation with the wider community and meet the specific needs of their students. The parties acknowledge that the department does not acknowledge or approve non-departmental programs or resources.

What this means: The department does not endorse Pearson or any other scholastic publications aiming to improve NAPLAN outcomes. Preparation for NAPLAN using commercial publications or subscription based online programs etc is not required.

Unpacking the QTU/DoE Joint Statement on NAPLAN

Student wellbeing

Student wellbeing is paramount. Schools actively foster student and parent understanding of the purpose and value of assessment as a tool to exchange feedback, inform teaching and enhance learning. Any recognition or celebration of individual academic achievement should be in relation to the reported grades rather than NAPLAN performance.

What this means: NAPLAN performance has no position on semester or subject area reports. Recognition of student academic achievement and recognition should not include “NAPLAN awards”.

There is a legitimate place for limited NAPLAN preparation activities related to the mode and conditions of testing itself.

However, as the NAPLAN website states, “excessive test preparation using previous tests is not necessary or useful”. Familiarisation activities should only be conducted in the vicinity of the tests. The parties do not endorse repeated or regular practice tests or the implementation of pre-tests to capture data for the purpose of shaping teaching and learning specifically related to NAPLAN.

What this means:

What this LOOKS LIKE in the classroom and in schools	What this DOES NOT look like in the classroom and in schools
<ul style="list-style-type: none">• Familiarisation with question formats from mid/late term one.• Teaching year three to “colour the bubble.”• Revising short styled questions early term 2.• Discussing text type for writing task and providing opportunity for extended independent writing time in weeks leading up to test.	<ul style="list-style-type: none">• Daily NAPLAN reading groups.• Ongoing NAPLAN style homework activities.• NAPLAN practice dates marked on school calendar.• NAPLAN countdown calendar prominently displayed in classroom.• NAPLAN practice test results compared and moderated across cohorts.• NAPLAN intervention/extension groups withdrawn for special attention with “NAPLAN specialist.”

Authorised by Graham Moloney, General Secretary, Queensland Teachers' Union, 21 Graham St, Milton Q 4064 | November 2018 Version 1.0