NAPLAN: a snapshot in time

Your child will spend less than 4 hours, 4 times in their life, completing NAPLAN over 7 years of schooling.

That’s a small investment, considering the information can be used to track a child’s progress in the important areas of literacy and numeracy and to see how they fare against other students around the country.

Find out more at www.nap.edu.au.
Robyn Ziino
Director, Communications and Strategic Relations
Agenda

• Welcome
• NAPLAN summary information overview
• NAPLAN 2015 summary information – national detail
• Questions
Welcome

• Introductions
• (For media) This briefing is on the record
• NAPLAN 2015 summary information will be released 1am Wednesday 5 August 2015
• All information provided in this briefing is strictly embargoed until 1am Wednesday 5 August
• National, state and territory summary information will be provided in an interactive spreadsheet after the briefing
• Contact robyn.ziino@acara.edu.au for information (and, for media - interview requests)
• Phones will be muted by ACARA during the briefing
• Questions at the end of the presentation
Robert Randall
Chief Executive Officer
Overview

• The summary information provides nationally comparable data for NAPLAN, as well as state/territory results.
• Individual student reports will be distributed in August:
  – 2 weeks earlier than 2014
  – 6 weeks earlier than 2013
NAPLAN 2015 summary results

- Overall, stable national results from 2014
- Overall, stable national results since 2008 (2011 for persuasive writing)
- High attainment of students meeting the National Minimum Standard (Nationally, well over 90% in most year levels and content areas)
- All states and territories have shown significant improvement in some year level(s) and content area(s)
- Important to examine two kinds of performance: Annual Mean Scores and Gain Scores
- State and territory results:
  - Highest average score for ACT, NSW and Victoria
  - Improvements most evident in Queensland and WA
- On a national level, results have shown limited significant improvement across the domains and year levels since 2008
NAPLAN 2015 summary results

• State/territory education authorities should analyse what is happening in their jurisdictions.
  – Where are the improvements happening and why?
  – Where can results (both gain and overall achievement) be improved?

• While overall results are mostly stable, this doesn’t mean there are no changes at the student, school or sector level.
Dr Stanley Rabinowitz
General Manager, Assessment and Reporting
Summary results will be available for download as Excel files

Table 1: Achievement of Year 3 students in reading, by state and territory, 2008, 2014 and 2015.

<table>
<thead>
<tr>
<th></th>
<th>2008 Final</th>
<th>2014 Final</th>
<th>2015 Preliminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale score/ (S.D.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>412.3 (80.1)</td>
<td>422.9 (84.2)</td>
<td>430.3 (86.6)</td>
</tr>
<tr>
<td>Vic</td>
<td>419.9 (74.9)</td>
<td>431.7 (80.8)</td>
<td>439.2 (82.4)</td>
</tr>
<tr>
<td>Qld</td>
<td>371.1 (84.9)</td>
<td>409.4 (84.0)</td>
<td>418.2 (83.4)</td>
</tr>
<tr>
<td>WA</td>
<td>386.7 (87.7)</td>
<td>406.3 (89.5)</td>
<td>(90.5)</td>
</tr>
<tr>
<td>SA</td>
<td>400.5 (80.5)</td>
<td>407.3 (86.3)</td>
<td>(84.3)</td>
</tr>
<tr>
<td>Tas</td>
<td>401.2 (84.2)</td>
<td>415.7 (93.1)</td>
<td>(92.0)</td>
</tr>
<tr>
<td>ACT</td>
<td>421.0 (81.5)</td>
<td>438.7 (86.4)</td>
<td>(90.4)</td>
</tr>
<tr>
<td>NT</td>
<td>306.6 (134.1)</td>
<td>332.0 (136.2)</td>
<td>(124.3)</td>
</tr>
<tr>
<td>Aust</td>
<td>400.5 (84.5)</td>
<td>418.3 (86.2)</td>
<td>(87.0)</td>
</tr>
</tbody>
</table>

Table 2: Nature of the difference in achievement of Year 3 students in reading, by state and territory, 2008 vs. 2015 and 2014 vs. 2015.

| Nature of the difference: 2008 vs. 2015 | △ | △ | ▲ | △ | ■ | ■ | △ | △ | △ |
| Nature of the difference: 2014 vs. 2015 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
Summary results will be available for download as Excel files

- **△** Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this state/territory.

- **△** Average achievement is above and is statistically significantly different from the base year (or previous year) for this state/territory.

- **■** Average achievement is close to or not statistically different from the base year (or previous year) for this state/territory.

- **▽** Average achievement is below and is statistically significantly different from the base year (or previous year) for this state/territory.

- **▽▽** Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this state/territory.
National summary results

• Year 3:
  – Statistically significant increase from 2008 to 2015 in Reading
  – Statistically significant increase from 2014 to 2015 in Writing
  – Statistically significant increase from 2008 to 2015 in Grammar and Punctuation
  – Stable in other areas
National summary results

• Year 5:
  – Statistically significant increase from 2008 to 2015 in Spelling
  – Statistically significant increase from 2008 to 2015 in Numeracy
  – Stable in other areas
National summary results

• Year 7
  – Statistically significant decrease from 2011 to 2015 in Writing
  – Stable in other areas

• Year 9
  – Statistically significant decrease from 2011 to 2015 in Writing
  – Stable in other areas
Withdrawals

• No significant change.
• Vast majority of parents across Australia (over 97%) continue to recognise the value of NAPLAN as an important measure of achievement for their child.
Robyn Ziino
Director, Communications and Strategic Relations
Questions?

- In the room
- Over the phone

Any additional questions can be emailed to robyn.ziino@acara.edu.au.

(for media, Rob and Stanley are available for interview)