Reporting student and school results

School reports cannot be issued until ACARA has aggregated, analysed and finalised the test data from all over Australia. ACARA processes data for about 1 million students from approximately 10,000 schools.

The QCAA sends student reports to schools in September. At the same time, individual, class and school data is made available to schools on the QCAA's secure website.

The QCAA software application — SunLANDA — assists schools with the analysis of their NAPLAN data. SunLANDA supports teachers to identify patterns in student responses that can help them focus their teaching.

Public reporting

The NAPLAN Outcomes report is published annually on the QCAA website. It shows Queensland student achievement in NAPLAN tests on a school-by-school basis.

School results are also reported on the Australian Government's My School website.

Keeping schools informed

The QCAA publishes a monthly NAPLAN newsletter to keep Queensland schools and teachers informed about processes and procedures for the NAPLAN tests.

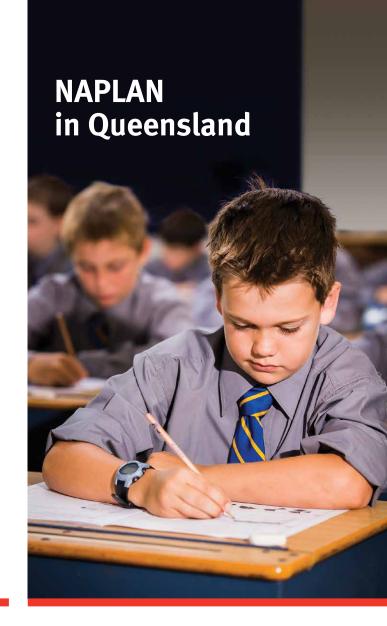
We also provide an online NAPLAN portal where school administrators can securely log in to acquire information as well as to provide, check and retrieve data.

You can subscribe to receive the QCAA's NAPLAN newsletter at www.qcaa.qld.edu.au/8334.html.

More information

For more information about NAPLAN:

- visit www.qcaa.qld.edu.au/8017.html for information about test dates, test preparation, test administration, reporting and analysis, newsletters and marker recruitment
- email the QCAA's NAPLAN team at naplan.tests@qcaa.qld.edu.au or phone (07) 3864 0299
- visit www.nap.edu.au for general information including FAQs, brochures for parents and carers, and the future delivery of NAPLAN online.



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NAPLAN in Queensland — an overview

The National Assessment Program — Literacy and Numeracy (NAPLAN) is used by governments, education authorities and schools to determine whether young Australians are meeting important goals in literacy and numeracy.

All students in Years 3, 5, 7 and 9 are expected to sit the NAPLAN tests which are held over three days in May each year.

NAPLAN gives a snapshot of how children are performing in reading, writing, language conventions and numeracy. It complements other effective classroom assessment and reporting practices.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) develops the tests and marking standards. The development of the tests is guided by the National Statements of Learning in English and Mathematics.

NAPLAN tests will be aligned to the Australian Curriculum once it has been substantially implemented in schools across the country.

Role of the QCAA

The Queensland Curriculum and Assessment Authority (QCAA) is responsible for distributing, collecting, marking and reporting NAPLAN tests in Queensland.

We work with Queensland schools and schooling sectors to ensure the smooth administration of the tests, focusing on the importance of compliance with the administration protocols.

We also support schools to prepare students for the tests, provide analysis of school performance and develop resources to support literacy and numeracy skills development.

Format of the tests

For Years 3 and 5, there are four tests: Language conventions, Writing, Reading and Numeracy.

For Years 7 and 9, there are five tests: Language conventions, Writing, Reading, Numeracy (non calculator) and Numeracy (calculator allowed).

For the Writing test, students are given a stimulus and asked to write a response with a maximum length of three pages.



The response formats for questions on all other test papers are either multiple choice (shade a bubble to indicate the answer) or constructed response (write the answer in a box or on a line).

Students usually sit the tests in their own schools. Tests are administered by the class teachers.

Keeping the tests secure

Principals are responsible for the professional administration of NAPLAN in schools. This includes the security and confidentiality of all test materials from the time they arrive in school until they are dispatched at the conclusion of the test period.

Preparing for the tests

Students cannot prepare specifically for NAPLAN and are not expected to do so.

These tests contain questions similar to those that occur in regular classroom learning and assessment.

Teachers should familiarise students with the test process and question formats but avoid over-rehearsing.

The QCAA provides a range of online resources including practice questions and resources to support literacy and numeracy skills development.

Participation and adjustments for students with a disability

All students in Years 3, 5, 7 and 9 are expected to sit the NAPLAN tests.

Withdrawals

Parents can withdraw their child from the test by notifying the school in writing.

Withdrawal is intended as an option to address issues such as religious beliefs and philosophical objections to testing.

Exemptions

Students who have learning disabilities or poor English language skills, who have been in Australia for less than one year, may be exempted from NAPLAN testing.

Exemptions for students with physical and/or intellectual disabilities are determined through consultation between the principal, student, and parents/carers.

Adjustments

A range of adjustments can be made for students with physical and/or learning disabilities. For example:

- Students with certain physical disabilities may use a computer rather than pen and paper.
- Depending on their disability, students may receive slightly more time to complete the tests or be seated separately from their regular class.
- Modified formats, for example large-print and Braille, are provided for students with vision impairment.

Marking the tests

The QCAA appoints and trains registered and retired teachers to mark the NAPLAN Writing tests.

About 500 markers work for three weeks to mark the 255,000 writing test scripts. The balance of the test materials are scanned and marked by trained operators.

Find out how to become a NAPLAN marker at www.qcaa.qld.edu.au/6173.html.

