



Australian Education Union

Federal Office

*Ground Floor, 120 Clarendon Street, Southbank, Victoria, 3006
PO Box 1158, South Melbourne, Victoria, 3205
Federal Secretary : Susan Hopgood
Federal President : Angelo Gavrielatos*

*Phone : +61 (0)3 9693 1800
Fax : +61 (0)3 9693 1805
Email : aeu@aeufederal.org.au
Web : www.aeufederal.org.au*

19 August 2013

Mr Tim Watling
Committee Secretary
Senate Standing Committee on Education, Employment and Workplace Relations
PO Box 6100
Parliament House
Canberra ACT 2600

Email : eewr.sen@aph.gov.au

Dear Mr Watling

Re: Supplementary information re Questions on Notice - The Effectiveness of the National Assessment Program-Literacy and Numeracy

Further to our earlier correspondence of 11 July 2013 and 31 July 2013, we have recently received information from the NSW Department of Education and Communities, the SA Department for Education and Child Development, and the ACT Department of Education and Training regarding the provision of professional development for teachers in the interpretation and use of NAPLAN data and the application of that data in informing teaching and learning.

Copies of these responses are attached for the information of the Committee if it continues to consider this matter when it reconvenes.

This supplements the earlier information we provided from the Queensland Department of Education, Training and Employment, the Northern Territory Department of Education and Children's Services, the Victorian Curriculum and Assessment Authority, and the Tasmanian Department of Education.

Yours sincerely

Angelo Gavrielatos
Federal President



Education &
Communities

Public Schools NSW

Mr Angelo Gavrielatos
Federal President
Australian Education Union
PO Box 1158
SOUTH MELBOURNE VICTORIA 3205

DGL13/859

Dear Mr Gavrielatos

I write in response to your letter of 11 July 2013, to the Director-General of Education and Communities, Dr Michele Bruniges AM, requesting information in response to a question asked at a hearing of the Senate Inquiry into the 'Effectiveness of the National Assessment Program – Literacy and Numeracy'. The Director-General has asked me to respond on her behalf.

Please find enclosed details of the professional learning and resources provided for teachers to support them in the interpretation and use of NAPLAN data and the application of that data to inform teaching and learning.

The Department is committed to providing schools with the tools to effectively analyse their students' results, and professional support to increase understanding and to inform teaching practice and student learning.

Yours sincerely

Gregory Prior
DEPUTY DIRECTOR-GENERAL, SCHOOLS

31 July 2013

PROFESSIONAL LEARNING PROVIDED IN NSW FOR NAPLAN DATA ANALYSIS

Prepared by the NSW Department of Education and Communities in July 2013 following a request by Mr Angelo Gavrielatos, Federal President of the Australian Education Union in response to a question asked at a hearing in Melbourne of the Senate Inquiry hearing into the Effectiveness of the National Assessment Program – Literacy and Numeracy (NAPLAN)

NSW Department of Education and Communities provides a range of professional learning opportunities for teachers and leaders in relation to the interpretation and use of NAPLAN data to inform teaching and learning. The provision has taken the form of professional learning courses, on-line tools to support analysis and use of data, in addition to support provided at the school level by a range of officers with particular expertise in this area.

NSW Department of Education and Communities has developed 56 courses that are available to schools through the Department's professional learning platform, MyPL@Edu. A list of courses is provided. While some of the courses have been registered with the NSW Institute of Teachers, other courses have been developed at the local level to meet specific local needs and have not been registered. Locally designed courses may also have been developed that do not appear on the Department's professional learning platform.

There have been 336 professional learning events based on the delivery of the existing courses appearing on MyPL@Edu. '*Using NAPLAN data to inform teaching and learning*' has been used for 142 course events since 2011. Other NSW DEC developed and Institute of Teachers registered courses which are consistently delivered include, '*SMART data maths analysis workshop*', '*Analysing NAPLAN literacy to drive classroom practice*' and '*Analysing NAPLAN Data To Improve Student Learning*'.

In addition to professional learning courses, the Department has provided direct local support to schools and teachers through a variety of officer positions including school development officers, literacy and numeracy consultants and National Partnership officers. These officers conduct training to help develop an understanding of NAPLAN data analysis to inform teaching and learning throughout the profession.

Programs including the *National Partnership on Literacy and Numeracy*, the *National Partnerships Low SES* and the *Improving Literacy and Numeracy National Partnership* provide more intensive support for teachers in participating schools. These programs provide additional resources for professional learning, including a guide '*Data analysis for schools participating in National Partnership on Literacy and Numeracy*'. The guide suggests ways to best utilise the Department's analytical software to support improved teaching and learning.

Departmental literacy and numeracy interventions such as *Focus on Reading*, *Taking Off with Numeracy*, *Count Me in Too* and *Counting On* provide teachers with pedagogy and learning strategies to improve student literacy and numeracy outcomes. An analysis of NAPLAN data is used to confirm identified student needs.

Resources are also provided to support a deeper understanding of learning needs in relation to literacy and numeracy. The NAPLAN teaching strategies resource features links from the NAPLAN item to relevant teaching strategies and teaching and learning activities. The provision of teacher resources, such as the *NAPLAN Persuasive Writing Marking Guide*, complements and supports teachers' understanding and application of data to improve teaching and learning in relation to NAPLAN Writing criteria.

NAPLAN Professional Learning Courses on MyPL@Edu Database

Course Title

2010 NAPLAN Analysis 7-10

2010 NAPLAN Analysis K-6

Analysing NAPLAN Data To Improve Student Learning

Analysing NAPLAN Literacy data

Analysing NAPLAN - Literacy for Support Teachers in the classroom

Analysing NAPLAN Literacy to drive Classroom Practice

Analysing NAPLAN numeracy data

Analysing NAPLAN results using SMART

Analysing NAPLAN to drive Literacy Classroom Practice

An Introduction to NAPLAN Data Analysis

COOMA PS NAPLAN ANALYSIS

Developing Literacy Targets using NAPLAN

Developing Literacy Targets Using NAPLAN (Secondary)

Effecting Change in Classrooms 7-10: NAPLAN Data Analysis in Numeracy

Effecting Change In Classrooms K-6 NAPLAN data Analysis in Numeracy

Examining the NAPLAN Persuasive Writing Marking Guide

From Neurons to NAPLAN and Beyond!

LGHS: An Introduction to NAPLAN writing criteria

Literacy and numeracy - NAPLAN

Moderating Student Writing Samples Using NAPLAN and Best Start Rubric-Banora Point Public School

Morriset Public School- 2010 NAPLAN Analysis

NAPLAN: A Closer Look At The Marking Criteria

NAPLAN 2011- Persuasive Texts

Naplan Analysis

NAPLAN Analysis

NAPLAN Analysis 2010

NAPLAN analysis and teaching strategies - teacher workshops

NAPLAN Analysis Engadine West PS

NAPLAN Analysis for Ironbark 2012

Course Title

NAPLAN analysis for Sherwood Ridge Public School
NAPLAN ANALYSIS IN LITERACY YEARS 3 AND 5
NAPLAN ANALYSIS IN LITERACY YEARS 7 AND 9
NAPLAN analysis using smart data
NAPLAN and the Maths curriculum
NAPLAN assessments - awareness raising
NAPLAN Literacy Learning
NAPLAN Marking Criteria Workshop
NAPLAN Marking Workshop
NAPLAN Moodle Workshop - Denison Kelso
NAPLAN Narrative Marking Certificate
NAPLAN Numeracy Data & Item Analysis
NAPLAN Numeracy Follow Up
NAPLAN Numeracy Follow Up 7-10
NAPLAN - Persuasion in Context
NAPLAN - Persuasion in Context (Continuing the Learning)
NAPLAN Persuasive Writing Marking Certificate
NAPLAN writing for Equity and ESL programs
Persuasive Text Writing and Naplan Analysis
Simulated NAPLAN Marking
Simulated NAPLAN Marking of Persuasive Text
Simulated NAPLAN marking of writing
SMART2 - School NAPLAN Analysis
The role of NAPLAN in school leadership
Using NAPLAN data to inform teaching and learning
Using NAPLAN data to inform teaching and learning at SSHS
Using NAPLAN for School Improvement



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Office of the Chief Executive
Education Centre
31 Flinders Street
Adelaide SA 5000
GPO Box 1152
Adelaide SA 5001
DX 541

Mr Angelo Gavrielatos
Federal President
Australian Education Union
Ground Floor, 120 Clarendon St
SOUTHBANK VIC 3006

Dear Mr Gavrielatos

Thank you for your letter of 11 July 2013 regarding the request for information on the extent of professional development provided for teachers in the interpretation and use of National Assessment Program – Literacy and Numeracy (NAPLAN) data and its application in informing teaching and learning.

This information has been collated in the attachment to this letter. The South Australian Department for Education and Child Development (DECD) is committed to using NAPLAN data along with data from a range of sources to improve the quality of teaching and students' learning in DECD schools.

Thank you for your contribution to the Senate Standing Committee on Education, Employment and Workplace Relations Inquiry and your willingness to collate responses from all states and jurisdictions.

Yours sincerely

Tony Harrison
CHIEF EXECUTIVE

6 August 2013

enc: DECD response to AEU request



The Department for Education and Child Development (DECD) response to AEU request on *the extent of professional development provided for teachers in the interpretation and use of NAPLAN data and the application of that data to inform teaching and learning.*

In South Australia, DECD provides professional learning to teachers in the interpretation and use of NAPLAN data, with the aim that teachers will use their knowledge about student performance to inform teaching and learning.

South Australian (SA) NAPLAN reports

SA schools are provided with a large suite of hard-copy reports for parents, students and staff in a format that is tailored to parents and teachers. For every student, there is a standard *Individual Student Report (ISR)* developed by ACARA. In addition, SA students receive a more detailed *Individual Students Supplementary Report (ISSR)* which provides information about every question in the tests including a student answer, percentage correct at the school and percentage correct nationally. This report enables a parent or teacher to see clearly the strengths and weaknesses of individual students and is a very important diagnostic use of the test. Schools also receive a *School Supplementary Report (SSR)* detailing individual question information that enables teachers and principals to assess what areas are particular strengths and weaknesses of the school as a whole. Both of these supplementary reports enable schools to use the tests in the diagnostic fashion that NAPLAN was originally designed for.

Student Data Warehouse

DECD has developed the Student Data Warehouse, an online reporting tool designed to provide information on every student's attendance, behaviour and achievement including NAPLAN. The literacy and numeracy datamart has been developed to assist site and regional staff to manage, identify and monitor literacy and numeracy. It is a web-based system linking data using the Unique Student Identifier with data available at the student, school, region and state levels (for DECD sector only) with data for individual students available to schools only and providing school, region and corporate users. The system allows users to:

- view student data across years and for individual students, across schools attended
- view performance data for different student cohorts as well as all students
- run standard reports that will meet the needs of most users
- create customised analytical reports with simple click and drag functionality

Professional development in the Student Data Warehouse has been available for a number of years with the latest series of workshops providing users with the ability to focus on their own school data and work on activities aligned to day to day monitoring in schools. Regional interest has remained strong over the last few years with over 270 attending workshops in 2012 and over 230 school staff attending workshops in 2013 to date. Schools are able to request training sessions tailored specifically for their school, access resources available via the Data Management and Information Systems website and further information and support by telephone.

South Australian Regional Support

Regionally based Performance, Analysis and Reporting Consultants (PARCS) in 12 regions across South Australia support schools to engage with NAPLAN data in a range of ways. The information below provides a snapshot of the nature of the regional support, given some variation from region to region. As part of their role, PARCS:

- provide 'big picture' regional NAPLAN analysis and comparisons to the Regional Director's team and at Regional Leaders' days
- develop specific NAPLAN databases of school data to support the improvement and performance development conversations of Regional Director/Assistant Regional Directors with site leaders
- use regional NAPLAN data to establish regional measures and targets that are an integral part of the Regional Improvement Plans. These plans are then used as a model for Site Improvement Plans
- provide sub-regional workshops on achievement data in general (NAPLAN and other internal assessments)
- collate NAPLAN results in meaningful ways including comparing NAPLAN data to other reading assessment results such as ACER's Progressive Reading Test in comprehension (PAT-Rc), triangulating the data, creating year level or roll class charts in Excel to support the analysis and performance measurement of results.
- facilitate multiple regional workshops for school leaders and leadership teams focusing on the analysis and interpretation of NAPLAN data at whole site, year and class level and for individual students including the use of DECD Student Data Warehouse to retrieve, analyse and interpret NAPLAN data at whole site, year, class and individual students levels
- use school improvement validation processes to begin or deepen the conversation with schools about their student achievement including modelling how to examine the data
- work with individual schools – either with leadership teams or whole staff to:
 - access NAPLAN results from Student Data Warehouse
 - view the data from big picture school perspective including trends over time
 - undertake a 'disciplined dialogue' to analyse and interpret the data including the context of the site in this dialogue and looking at multiple measures of data
 - use the information to assist with improvement planning at the whole site level or sub-school level such as identifying the most effective measures to use for the site (e.g. above national minimum standard and progress growth of a cohort over time) and areas for whole school professional learning. Regional Directors and Assistant Regional Directors support these conversations with schools as part of their line management discussions with principals

- drill deeper into the Reading Question Analysis report to identify aspects of comprehension or of text type that are impacting on the school NAPLAN Reading results
 - work with recommended resources to support the connection of NAPLAN Reading comprehension results to supporting development of classroom practice such as the Scaffolding Students in Inference paper
- work with the Aboriginal Education Coordinator to analyse and interpret Aboriginal student NAPLAN data to examine trends over time and to support Aboriginal Education Teachers in their understanding of NAPLAN, its purpose and specific areas for development and improvement

Resources and Professional Learning

Resources and professional learning developed within the DECD Numeracy and Literacy Unit support teacher understanding of NAPLAN test criteria particularly for reading and writing. This includes resources such as an analysis of comprehension questions in the Years 3, 5, 7 and 9 reading tests to determine the question types (literal, inferred, text knowledge or linking across texts) and development of four Reading Comprehension Resource Papers that provide strategies for teachers to use when teaching reading comprehension.

Professional learning in understanding the writing marking rubric is undertaken annually by around 60 classroom teachers who are involved annually in marking the NAPLAN writing test. Both this learning and the learning through involvement in the marking centre for a week supports these teachers to have a deep understanding which in turn informs their teaching in supporting students to develop aspects of their writing skills.

An agreement has been reached with the NSW Education Department to utilise significant NAPLAN teaching strategies that will be made accessible via the Student Data Warehouse. The resource has been designed to support teachers to link the Australian Curriculum with assessment and has been divided into the areas of Numeracy and Literacy. Each teaching strategy on the website can be exported in PDF format.

Many schools elect to dedicate one of their pupil free days to analysing their NAPLAN data, using this and other data sets to determine learning and support needs and to plan for professional learning, to plan their teaching/learning programs and to celebrate their successes.

Support in Literacy Numeracy National Partnership (LNNP) Schools

The LNNP program supports schools with 17 literacy cluster coaches, 43 numeracy cluster coaches and 27 in-school numeracy coaches working in 97 schools. The LNNP coaches work with teachers in interpreting the NAPLAN data through working alongside teachers when the data is received in the schools to support analysis, understanding and implications for practice. Literacy coaches in particular focus on NAPLAN data as well as data from the PAT-Rc which is used in all sites. Professional learning programs for coaches include a focus on aspects of NAPLAN and data use. As numeracy coaches are placed primarily in secondary schools, coaches working with year 9 teachers in particular tend to focus on NAPLAN data with the teachers they support.



ACT
Government
Education and Training

File Ref: 2011/00449

Mr Angelo Gavrielatos
Federal President
Australian Education Union
PO Box 1158
South Melbourne VIC 3205

Angelo

Dear Mr ~~Gavrielatos~~

Thank you for your letter of 11 July 2013 about the extent of professional development provided for teachers in the interpretation of NAPLAN data.

Under arrangement with the New South Wales Board of Studies, teaching staff in the ACT have access to an analytics package to assist in their interpretation and use of NAPLAN data. The School Measurement, Assessment and Reporting Toolkit (SMART) system is a diagnostic tool that provides feedback on NAPLAN results to all schools in the ACT, both public and non-government. The system has been in use since 2009.

Teaching staff are provided with training and support to enable them to analyse the data for their students, their class(es) and their school, using SMART. It allows comparisons to be made between students and groups of students, and comparisons to be made over time. Teachers and schools use this information to develop and implement both student and school improvement actions, and for reporting to their school community on student achievement.

I hope that this information is useful in your response to the Committee for the Senate Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy.

Yours sincerely

Diane Joseph
Director-General
13 August 2013