



# *Australian Education Union*

*Federal Office*

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31 July 2013

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

Email : [eevr.sen@aph.gov.au](mailto:eevr.sen@aph.gov.au)

Dear Mr Watling

**Re: 21 June Committee Hearing regarding ‘The Effectiveness of the National Assessment Program – Literacy and Numeracy’**

Further to our correspondence of 11 July 2013 in which we provided information in response to two questions on notice from the Acting Committee Chair, Senator McKenzie, I write to provide supplementary information.

In our earlier correspondence we informed the Committee that we had written to the heads of state/territory departments requesting that they provide us with information about 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.

We have received responses 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.

Copies of responses received are attached for the information of the Committee.

Yours sincerely

Angelo Gavrielatos  
Federal President



Department of  
**Education, Training and Employment**

24 JUL 2013

Mr Angelo Gavielatos  
Federal President  
Australian Education Union  
PO Box 1158  
SOUTH MELBOURNE VIC 3205

Dear Mr Gavielatos

Angelo

Thank you for your letter dated 11 July 2013 regarding information for your submission to the Senate Inquiry *Effectiveness of the National Assessment Program - Literacy and Numeracy (NAPLAN)*.

I understand the Australian Education Union has been asked about the extent of professional development for teachers in the interpretation of NAPLAN data and the application of the data in informing teaching and learning.

Literacy and numeracy is a teacher professional development priority for the Queensland Department of Education, Training and Employment. The Department's regions develop local professional development solutions to support the teaching and learning needs of their schools.

Regions use a variety of approaches to assist classroom teachers and curriculum leaders in the interpretation and application of NAPLAN data, including:

- inclusion of the topic in the regional induction program for principals and teachers;
- provision of school-based, cluster-based and regional professional development opportunities ranging from online activities, one-to-one mentoring, school or cluster workshops and regional conferences;
- the provision of mentoring and advice by regional personnel.
- use of the comprehensive data available on OneSchool – the Department's information management system for schools; and
- development of data informed leadership and teaching practices within school contexts.

Should you wish to discuss this matter further, please contact Ms Sharyn Donald, Acting Assistant Director-General within Education Queensland, by email at or on telephone

Yours sincerely

**DR JIM WATTERSTON**  
Director-General

Ref: 13/236803

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Our ref DOC2013/03339  
2011/2255

23 July 2013

Dear Mr Gavrielatos *Angelo,*

**RE: Senate Inquiry 'Effectiveness of the National Assessment Program - Literacy and Numeracy'**

Thank you for your letter of 11 July 2013 requesting information about professional development provided for teachers in the interpretation and use of National Assessment Program – Literacy and Numeracy (NAPLAN) data, and the application of that data in informing teaching and learning.

Professional learning is offered by the Department of Education and Children's Services (DECS) to teachers in the Northern Territory to coincide with the release of NAPLAN data each year. The workshops address two levels of analysis: exploring the Reporting and Analysis Achievement Data (RAAD) tool to enable schools to use the RAAD tool for analysis and; how to interrogate the NAPLAN data. These workshops are offered to government and non-government schools.

Online resources to support schools include a User Guide for the RAAD tool along with a guide to analysing data; and analysis books for literacy and numeracy. The *NAPLAN analysis using a curriculum focus* documents support teachers to interrogate data by aligning each of the literacy and numeracy test questions, reading texts, writing criteria and spelling words to the curriculum. These resources are available on the DECS website and are publically available.

A professional learning package is currently being developed by DECS to enable schools to analyse all data forms and will be released in September 2013 to coincide with the NAPLAN data release for 2013.

Yours sincerely

**Ken Davies**  
Chief Executive

cc. Mr Matthew Cranitch, AEU NT Branch President



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23 July 2013

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

Dear Mr Gavrielatos

Thank you for your inquiry regarding the professional development provided for Victorian teachers in the interpretation and application of NAPLAN data.

As the NAPLAN Test Administration Authority (TAA) for all Victorian schools and school sectors, the Victorian Curriculum and Assessment Authority (VCAA) provides reports on individual student results and comprehensive data to all Victorian schools through its secure, web-based NAPLAN Data Service.

The NAPLAN Data Service provides all schools with a wide range of reports that enable them to analyse their data at the student and school level and to compare the relative growth of their students from year to year. To assist teachers in interpreting their NAPLAN data, a range of resources are provided on the VCAA website and a series of online learning tutorials developed by the University of Melbourne will be incorporated in the Data Service in 2013.

Since the commencement of NAPLAN in 2008, the VCAA has also provided professional development workshops for school personnel from all sectors in metropolitan and regional locations, after the NAPLAN Preliminary report is released. These workshops are offered free-of-charge and provide information on how schools can access and interpret the reports provided in the NAPLAN Data Service. The workshops also focus on whole school improvement and concentrate on analysis of data to inform classroom practice, student progress and school policy and program development.

The workshops are highly regarded in the education community and, for your reference, 50 workshops were provided in 2012 with approximately 1,000 teachers from across Victoria attending.

The VCAA Manager in charge of NAPLAN implementation is Andrew Smith. Please do not hesitate to contact him on ( ) if you require any further information.

Yours sincerely

**DAVID HOWES**  
Acting Chief Executive Officer

## Department of Education

OFFICE OF THE SECRETARY

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12 July 2013



Mr Angelo Gavrielatos  
Federal President  
Australian Education Union  
PO Box 1158  
South Melbourne Victoria 3006

Dear Mr Gavrielatos

### **Senate Inquiry 'Effectiveness of the National Assessment Program – Literacy and Numeracy'**

Thank you for letter dated 11 July concerning the Senate Inquiry into the 'Effectiveness of the National Assessment Program – Literacy and Numeracy'

The Tasmanian Department of Education in its key document, *Tasmania's Literacy and Numeracy Framework (2012–15)* places emphasis on the use of key data sets in planning for ongoing improvement.

In Tasmanian government schools, the use of NAPLAN data is integral to this improvement process. The department recognises the importance of supporting teachers in embedding into classroom pedagogy the interpretation of key data sets, including NAPLAN data, in order to inform planning for improvement.

#### **Support for schools in working with data**

To support teachers in using data for educational planning in 2013, the department's Professional Learning Institute offered a series of state-wide professional learning workshops titled *Working with Data*.

This two-staged program was designed to support principals, network leaders, school leadership teams and teachers in utilising data. The central purpose to both stages is using data to make a difference to school improvement and student learning outcomes – messages articulated in the departments endorsed documents: *Teaching and Learning School Improvement Framework (Masters)*, the *School Support and Expectations 2013*, and the *Literacy and Numeracy Framework (2012–15)*.

The key objectives for participants were:

- understanding how data affects quality teaching practice
- understanding how data translates into effective pedagogy
- using data to inform strategic school improvement planning, particularly in literacy and numeracy

- building capacity in the collective responsibility of school data
- exploring and using measurement instruments.

Stage one of the workshops had a particular focus on NAPLAN Toolkit data (an online resource for teachers) while stage two looked at a range of data sets covering important aspects of student participation and achievement in schooling.

Approximately 200 Tasmanian government school teachers from over 80 schools participated in both stages of the program.

Follow up professional learning workshops are being planned for 2014. These will focus on developing action plans around data usage, and supporting teachers to develop formative assessment strategies within classrooms.

The department also provides ongoing support to schools in working with data in a number of ways:

- Principal Network Leaders are providing high level educational leadership in working with principals around utilising data to enhance the performance of our schools
- The Lead Teachers initiative provides schools with mentoring support for leadership and teachers in the areas of using data to improve literacy and numeracy outcomes
- During 2012, teachers were further supported with access to an improved online resource—the *NAPLAN Toolkit*. This includes past NAPLAN test results for individual classes and students, links to related teaching strategies and access to test questions
- The release of the department's *Supporting Literacy and Numeracy Success* document in early 2013 provided teachers with further 'at the elbow' support in interpreting data and accessing appropriate teaching and learning resources to address identified issues
- Since NAPLAN commenced in 2008, Educational Performance Services (EPS), a unit of the department and the Tasmanian Test Administration Authority for NAPLAN, has offered help desk support to schools on all aspects of NAPLAN including accessing, reviewing and utilising NAPLAN data for educational planning purposes
- EPS officers regularly attend educational forums, such as forums with principals or other school leaders in order to provide information on the types of data sets available for teachers and how these data are best used in schools
- EPS also produced a series of short multi-media products on the NAPLAN Toolkit. These products are available to teachers on the departments *YouTube* site.

Together, these strategies enable whole staff, teaching teams and individual teachers to monitor student progress overtime in order to identify:

- areas of the curriculum requiring targeted support or extension activity (eg space and measurement, sentence boundary punctuation etc) at class or cohort levels
- educational needs of student sub-groups
- foci for incorporation into personalised learning plans for individual students.

I hope these points assist you with the preparation of your response. If you require further information, please contact Paul Becker, the EPS NAPLAN Project Officer on \_\_\_\_\_ or email:

Please find at Attachment I details of the NAPLAN data suite provided by the department to schools in Tasmania.

Again, thank you for writing to me on this important matter.

Yours sincerely

Colin Pettit  
Secretary



## **Attachment I**

**The NAPLAN data provided by the Department of Education to schools includes:**

### **A. In PDF format, for each assessment type:**

- school cohort (ie year level) achievement compared to state and national achievement as measured by average scores and the percentage of students at or above national minimum standard
- school cohort achievement for the current year's NAPLAN compared to performance on past NAPLAN assessments
- the percentage of students achieving each band for each assessment type
- comparisons with results for students across Tasmania with similar SES profiles (as measured by parental education levels)
- gains, as measured by average score increases between a cohort's current NAPLAN results and previous NAPLAN results. (Note: only results for students who sat tests in both years at the same school are included in the calculation).

### **B. Online(NAPLAN Toolkit) and in excel formats:**

- disaggregated results enabling analysis of student sub-group achievement (eg gender comparisons)
- individual student performance on each item for each assessment type
- performance of class or school cohort on individual test items and for each criterion in the writing assessment. The writing data is aligned closely to the nationally endorsed persuasive writing rubric, enabling teachers to readily plan for incremental improvement
- disaggregated results enabling analysis of student sub-group achievement (eg gender, Indigenous comparisons)
- The secure, online resource provided by the department, the NAPLAN Toolkit, also allows teachers instant access to actual test questions and valuable teaching resources relevant to the knowledge and skills being assessed.