

**Senate Standing Committee on Education Employment and Workplace
Relations**

**QUESTIONS ON NOTICE
Budget Estimates 2010-2011**

Outcome 2 - Schools

DEEWR Question No.EW0387_11

Senator Crossin asked on 3/06/2010, Hansard page 85.

Question

NAPLAN COMPARISON

Senator CROSSIN—You have not done a comparison, but states and territories were still having systemwide testing prior to that. Have you done an analysis in relation to the 2008-09 data?

Ms Hanlon—I may have to take that on notice, But, to my knowledge, we did analysis from 2001, I believe, of the gap or the difference between Indigenous performance and all student performance.

Dr Bruniges—Before the introduction of NAPLAN, states and territories, as you rightly say, did their own testing program and the results of Indigenous and non-Indigenous students were reported every year through the National Report on Schooling, which is an annual report, and you can discern a trend over a much longer period of time than just 2008-09.

Senator CROSSIN—Yes. So what is the difference?

Dr Bruniges—I would have to take that on notice and get back to you because I would want to look in each of the reading for year 3, year 5, year 7 and year 9.

Answer

The new National Assessment Program – Literacy and Numeracy (NAPLAN) was introduced in 2008 and is now in its third year. NAPLAN is the first nationally consistent assessment for students across Australia, replacing the previous state and territory based tests conducted since 1999.

Given the move from individual state/territory assessments to a standard national assessment, results from 2007 and earlier cannot be directly compared with NAPLAN results from 2008.

The National Report on Schooling published results annually based on each state/territories individual assessment processes. The table below shows the difference for Indigenous students in years 3, 5 and 7 for reading, writing and numeracy from 2001-2007.

Indigenous students are included in the total of All Students which is compared to Indigenous students on a disaggregated basis. These figures are from the National Report on Schooling.

NAPLAN allows a direct comparison between Indigenous and non Indigenous students without the inclusion of Indigenous students in the total number of students, providing a more accurate measure of the gap.

READING

Year	All students	Indigenous	Difference
2001	88.4	60.1	-28.3
2002	89.1	65.3	-23.8
2003	89.4	66.5	-22.9
2004	91.0	71.0	-20.0
2005	89.8	63.8	-26.0
2006	89.2	63.2	-26.0
2007	89.3	64.7	-24.6

WRITING

Year	All students	Indigenous	Difference
2001	92.6	74.3	-18.3
2002	90.7	71.6	-19.1
2003	92.1	74.4	-17.7
2004	93.6	78.8	-14.8
2005	92.2	72.3	-19.9
2006	92.4	73.8	-18.6
2007	92.5	74.5	-18.0

NUMERACY

Year	All students	Indigenous	Difference
2001	82.0	48.6	-33.4
2002	83.5	51.9	-31.6
2003	81.3	49.3	-32.0
2004	82.1	51.9	-30.2
2005	81.8	48.8	-33.0
2006	79.7	47.5	-32.2
2007	80.2	46.0	-34.2

The table above displays the gap between Indigenous and All Students in literacy and numeracy performance from 2001-2007 based on state/territory assessment processes. It is evident that there is a marginal improvement in reading between 2001 and 2007, but no significant difference for either writing or numeracy over this time period.

From 2009 the new Australian Curriculum, Assessment and Reporting Authority (ACARA) will be responsible for publishing accurate, relevant, nationally comparable information on all schools. This will include publication of the 2008 NAPLAN data and associated contextual information.

Source; www.mceecdya.edu.au/mceecdya/publications,11582.html