



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

NAPLAN LITERACY TESTS SURVEY DATA

The following information is a record of the de-identified data collected from 216 Victorian English teachers by VATE in July/August 2017.

TABLE OF CONTENTS

RECORD OF SURVEY QUESTIONS	2
APPENDIX A: Examples of the impact of the NAPLAN on school's English curriculum	6
APPENDIX B: Examples of how teachers perceive students' attitudes towards NAPLAN literacy tests:	21
APPENDIX C: Other uses for NAPLAN data.....	32
APPENDIX D: VATE support - other key areas that teachers would like support.....	35

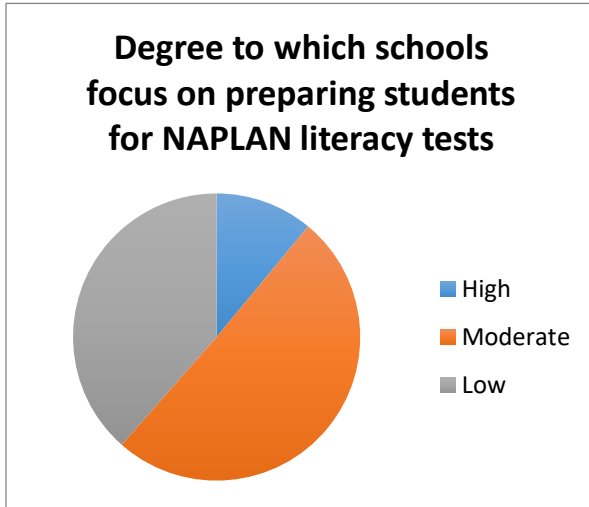
RECORD OF SURVEY QUESTIONS

Question 1. To what degree does your school focus on preparing students for NAPLAN literacy tests?

High: 24

Moderate: 109

Low: 83



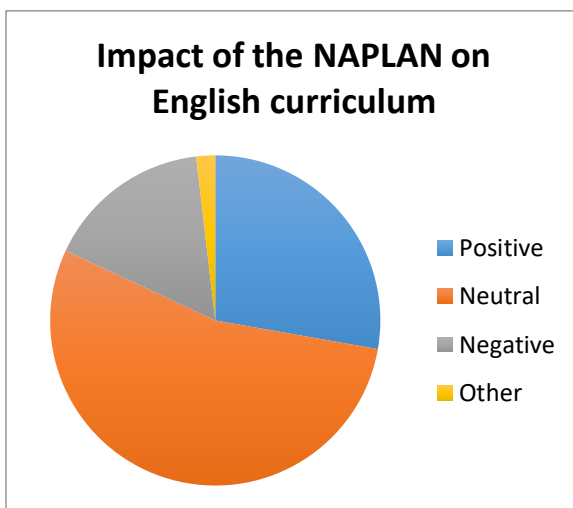
Question 2. What is the impact of the NAPLAN on your school's English curriculum?

Negative: 35

Neutral: 117

Positive: 60

Other: 4



See Appendix A for a full list of examples teachers gave to illustrate their answer to Question 2.

Question 3. What are you students' attitudes towards NAPLAN literacy tests?

Negative: 92

Neutral: 92

Positive: 20

Other: 12

See Appendix B for a full list of examples teachers gave to illustrate their answer to Question 3.

Question 4. How does your school use NAPLAN data?

It is used mainly by school leadership:

- To review teacher performance: 30
- To set curriculum directions and long term goals: 175

It is used by teachers to:

- Inform curriculum planning: 137
- Inform individual student support: 137

It has limited use in my school context: 45

It is considered alongside other sources of school collected data to inform student learn goal: 173

See Appendix C for a full list of examples teachers gave to illustrate their answer to Question 4.

Question 5. What percentage of English teachers in your school would you estimate are teaching English without a formal English method background?

Zero: 73

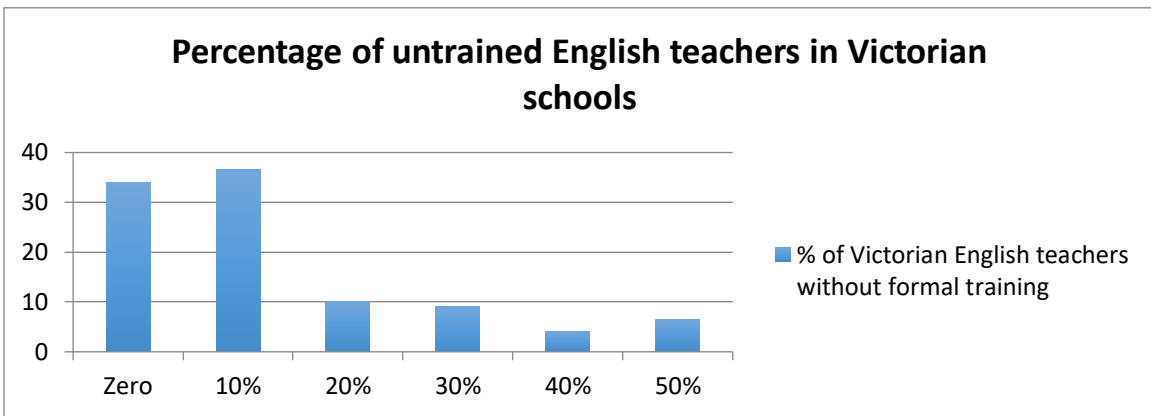
10%: 79

20%: 22

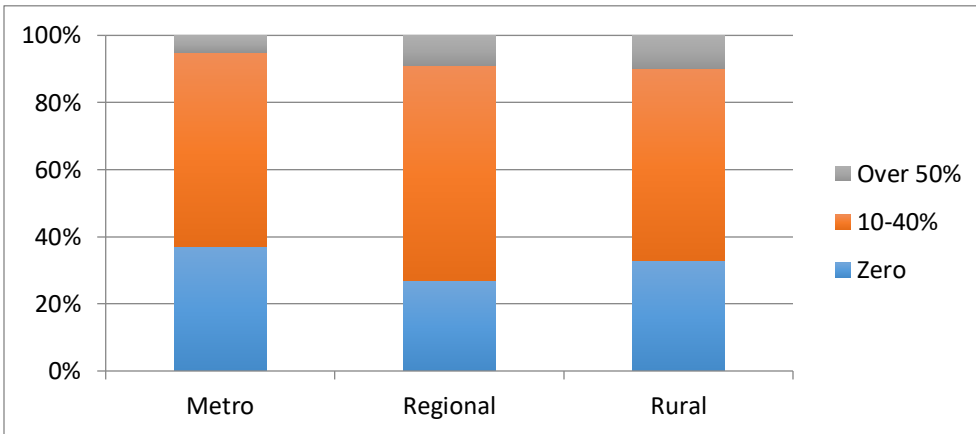
30%: 20

40%: 8

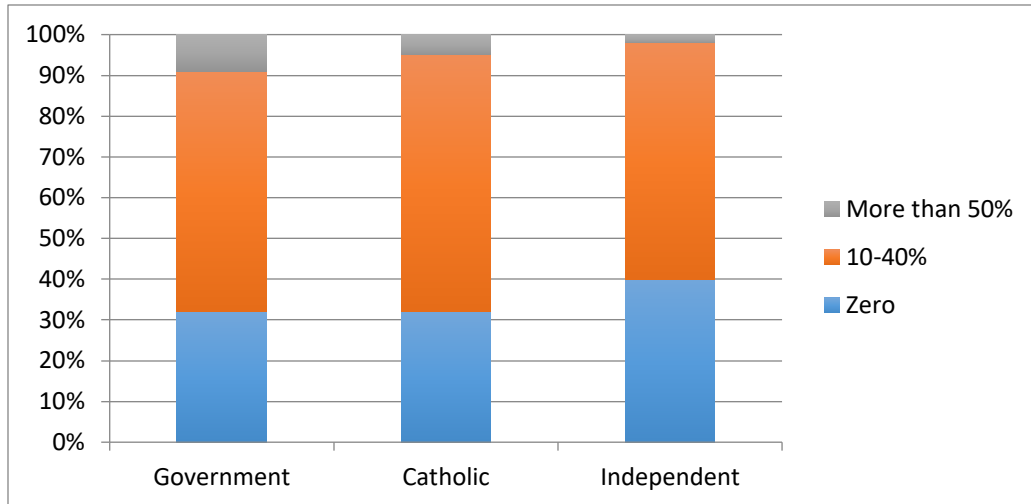
More than 50%: 14



Breakdown by area:



Breakdown by school type:



Question 6. What are the key areas you would value VATE providing further support?

Australian Curriculum: 27

Text selection: 88

Language/grammar (7- 8): 116

VCAL literacy: 41

Language/grammar (9-10): 106

VCE English Language: 34

Language/grammar (11-12): 66

VCE English/EAL: 102

Reading (7-8): 91

VCE Literature: 57

Reading (9-10): 91

Victorian Curriculum: 97

Reading (11-12): 51

Writing (7-8): 98

Speaking and listening (7-8): 43

Writing (9-10): 102

Speaking and listening (9-10): 34

Writing (11-12): 75

Speaking and listening (11-12): 31

See Appendix D for a full list of examples teachers gave to illustrate their answer to Question 6.

APPENDIX A: Examples of the impact of the NAPLAN on school's English curriculum

- Any Naplan prep, if you can call it that, is woven into the existing curriculum. Students are reminded of how to write to time etc. Nothing much more than that.
- As a NAPLAN assessor, I realise that the NAPLAN writing task rewards students who are able to write well and therefore if one were teaching to the test, one would be teaching well. However, I have concerns about the spelling in the Language Conventions Test, as I do not think that providing students with incorrectly spelled words is beneficial. Perhaps students could listen to an audio tape and write the words down. They would need to hear the word, then the word in a sentence and then the word again.
- As directed by leadership, we are required to do moderate preparation for the test and this takes the place of desperately needed class time for curriculum.
- As soon as the results are published there is an immediate shift in curriculum focus. So reactive teaching rather than being proactive.
- As Suzanne Cory High School is a select entry school all of our students do well in NAPLAN as they have already been assessed on literacy via EduTest to get into the school.
- Aside from being a disruption to the flow of classes and timetabling, meaning that we miss out on valuable teaching time, NAPLAN does not have great relevance to my students or myself because it does not provide timely data and feedback.
- At year 7 we organise a creative writing unit and persuasive unit to occur in term 1 to coincide with Naplan preparation, however they are separate units and teach the creative and persuasive writing units with more of a focus on skills required throughout the rest of a students educational period rather than focussing on what might/might not be in Naplan.
- Because of the push to include NAPLAN practise, other aspects of the curriculum get rushed or pushed aside.
- Certain assessment tasks focus on the development of the skills tested by NAPLAN and students are shown past papers to familiarise them with the test format. There is limited practice using past papers but there is not a strong focus placed on the testing to reduce parent and student anxiety.
- Class time is spent on preparation fro tests and this is not blended into the ongoing curriculum
- Concentrates all teachers on preparing the basics. Also leads to greater collegiate work
- Curriculum follows Aus curric, and therefore has said me necessary overlap with NAPLAN content

- Data informs some school decisions but individual results are not often utilized by teachers
- Deadlines for school assessment need to be met and so core content is sometimes delivered in a rushed manner if too much time is devoted to NAPLAN prep in terms one and two. Assessment is also modified so it models NAPLAN questions (e.g. practising persuasive writing) so choice and innovation are often compromised.
- Does not impact what or how we teach. Never taken into account when curriculum is discussed.
- English planners for the respective classes cater to NAPLAN style assessments and practice questions in the two weeks leading to NAPLAN
- Even though we are forced to do NAPLAN it does give us opportunity to reinforce what they do in the test and the criteria (for eg - coherence is a criteria) in our own curriculum. We do not teach to the test however. We also use results to plan curriculum however by the time results are made available to us, they're often outdated.
- Feedback and results are so delayed that we can't use it to guide our curriculum planning and differentiation for that cohort of students in the year of testing. It guides longer term planning only as a confirmation of what we have discovered as an apparent need through other assessment measures.
- focus on improving data not improving students outcomes
- focuses a certain type of writing, and in practices can help with some diagnosis
- Focuses on essential Language Conventions.
- Get an idea of student ability and not too much time is spent preparing students. Data is used to help support students.
- Gives good diagnostic info on Grammar and Punctuation, Reading and Writing and allows us to triangulate with classroom teacher assessment and other standardised testing to analyse our teaching programs and student needs in a cohort or across years. Writing assessment criteria and availability of scripts allows staff to look at own assessment rubrics and compare student work samples.
- Had to devote 2 weeks of class time in Year 7 to preparing for NAPLAN forms of writing (creative and persuasive) rather than anything else/ the curriculum planned for the year.
- Helps to drive teaching content. We develop skills and knowledge that will be tested. We teach units of work that prepare students during Term One. It is material that we would have taught regardless of the testing regime, but we have it in mind.
- I do not teach at year 7 or 9 level and do not know how much time those teachers commit to Naplan.
- I do not teach year levels that do NAPLAN however do hear some conversation around it.
- I don't believe it and don't plan for it. Not sure the principal likes that much!

- I don't believe it hinders nor enhances the curriculum in any way. It is good for getting an interim indication of the level students are at, though.
- I find that the data on specific error clusters for individual students as well as cohorts is wonderful (we use Literatu as a tool to interpret data) but it arrives far too late to be helpful in that year. The test conditions, discrete questions and answers style of some of the English NAPLAN tests (not so much the writing task) have had some influence on imitating this in the classroom, which is not necessarily the most productive learning.
- I think we spend far too much time teaching persuasive writing and this has a negative impact on student engagement with broader styles of writing. The impact on language instruction has generally been positive, but teacher ability to actually do this well is limited. Sometimes teachers get to hung up on one aspect of NAPLAN (such as ellipses) rather than teaching language skills in context and strategically.
- If we become aware of a major gap, we will seek to address it - often this is related to grammar. Otherwise, we view it as a continuum, and know that the concept will be covered at some time.
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- In my year level team, we usually only do a half hour introduction to what students will be asked to do.
- In response to a desire to raise NAPLAN results (not the best goal possibly) the school has invested in building a reading programme in Year 7 and 8 to keep the students reading post primary years. There are generic support books for class texts and teacher encouraging reading in class and at home. Expectations for reading are set.
- In response to lower than expected 'writing' results we have made changes to our 7-9 writing components of the English curriculum.
- It allows us to look at data and see where our students are at. This enables us to highlight what we need to focus on.
- It assists us with using data to inform our teaching.
- It depends, for English teachers who explicitly teach skills (in particular grammar and punctuation) it makes no difference and is just inconvenient missing classes for the test. For teachers who do not explicitly teach skills though it forces them to at least touch on them at some point even though it is not ideally done as we know, once off grammar lessons have little impact on students and effective teaching should be integrated in a meaningful way and constantly reinforced.
- It does influence the formation of curriculum to a degree, but in a long term sense rather than targeting individual lessons for NAPLAN prep.
- It impacts the units we can teach and our timelines. It's timing often means other units have to be cut short or split so that NAPLAN preparation can be done.

- It interrupts the curriculum and unnecessarily stresses the junior students.
- It is disruptive and interrupts any learning in progress.
- It is viewed as a snap shot of performance on the day but not as valuable as teacher judgement.
- It isn't relevant to the actual teaching of English that we do - text study, poetic forms, analytical writing, language analysis, etc. But we are forced to reduce our teaching down to the basics in order to accommodate it. And then pressure faced by schools to 'perform' is immense. If it actually tested what we really teach in English then maybe it would be worthwhile.
- It takes a few weeks out of the normal curriculum to prepare students for this test, and therefore there's a time crunch for the rest of the term/semester.
- It takes a few weeks out of the normal curriculum to prepare students for this test, and therefore there's a time crunch for the rest of the term/semester.
- It's balanced- NAPLAN can help guide our understanding of curriculum, but it also takes focus away because students, parents and some teachers feel compelled to teach to the test.
- Its impact is limited. Our curriculum is more geared towards VCE than NAPLAN
- Literacy/Numeracy are key focus areas either way.
- Little to no class time is spent preparing and the homework required is also not so much that it impacts other work. NAPLAN questions are occasionally used to inform curriculum development such as with questions relating specifically to grammar.
- Lots of mention is made of it but not much class time.
- Minimal preparation is done in class - only practice of partial format to familiarise students with the structure. Generally one writing task would be completed in the week before and marked using the naplan criteria n
- My first year at the school so difficult to answer.
- My response is mostly anecdotal as I haven't taught any of the Junior classes for several years. English classes seem to spend, at the most, a session or two on what students should expect, e.g. sample from the NAPLAN website.
- NAPLAN assesses skills outlined in Vic Curriculum, so we teach the anyway. This biggest impact is preparing students how to sit a test e.g. multiple choice answers, sustained reading of various texts etc.
- NAPLAN content is covered in courses. We have so little time teaching English at this school, and our focus is on creating meaning and critical thinking, that to focus on specific skill drill would weaken the students' education. We teach them the format of NAPLAN and how to fill in the boxes. It's about twenty minutes to demystify it, once two weeks prior to sitting Naplan.
- NAPLAN data is used for analytical and diagnostic purposes, but becomes available too late to really be of any use.
- Naplan data is used in conjunction with other tests to encourage growth and the direction of our curriculum focus.
- NAPLAN data used to inform teacher judgements

- NAPLAN has little impact on the curriculum of the school. Our focus is far more on developing the skills, knowledge and understanding of our students across the curriculum. At times, this may align with NAPLAN; however, there has been little effort to purposely integrate NAPLAN into the curriculum.
- NAPLAN is a curious beast - the school pretends that it doesn't mean anything to them....but they still get cross/antsy when the results are low. We have been 'told' that one lesson each week should be devoted to ridiculous old-school style drilling and grammar lessons. These are utterly out of context and a complete waste of teaching time.
- NAPLAN is mainly used as a tool for Senior Leadership to provide overall direction for the school. The results are accessible for teachers but they aren't explained.
- NAPLAN results and data can help us to target particular areas of the curriculum where further growth is needed.
- NAPLAN results are deemed to be "true" indicators of student performance and the faculty is judged accordingly.
- NAPLAN sends everyone into meltdown...the curriculum needs to be developed more comprehensively to include elements of NAPLAN assessment to reduce the stress caused by the need to get good results to avoid being ranked low amongst schools.
- NAPLAN style questions are included in some assessment criteria e.g language and comprehension.
- NAPLAN style questions are included in some assessment criteria e.g language and comprehension.
- NAPLAN, tests students across reading, writing and language. Consequently we have given sharp focus to all three strands and embedded them well into school curricula.
- No stipulated time allocated to prepare students for NAPLAN. Select entry school which ensures high academic results in senior school despite not teaching to NAPLAN tests.
- Not much emphasis is put on NAPLAN. We have been doing more work on Persuasive analysis with students in general preparation for this.
- Other teachers do not discuss NAPLAN, not do we do any narrative or persuasive writing in Year 7 before NAPLAN. This year we did not do any spelling and Grammar either. Many students would do poorly in the tests merely because the type of questions are totally unfamiliar.
- Our curriculum has been revised to meet Vic Curriculum, and the changes made from year to year are based on our assessments of the quality of the resources etc, rather than changed due to cohort NAPLAN results. We have however changed our strategy to include more single lesson, skills based topics to improve writing mechanics based on long term NAPLAN trends.
- Our first unit of work in Year Seven is about persuasive texts, (although I haven't been at this school very long it is true in my experience at other schools too).

- Although we don't explicitly link it to NAPLAN the truth is it is helpful for the students to have worked on it prior to doing the tests. The results coming out later in the year means they often don't have as much impact on planning as they could if they were received earlier. We do look at grade 5 results for our students entering Year 7 and we do use the data to inform us about students.
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 - Our Writers' workshop units are based on Persuasive and creative writing genres at Year 7 Naplan data indicates that we need to focus on grammar and punctuation so we have a focus on the traits of writing: sentence fluency and conventions in the junior years
 - Overall trends are ascertained and individual performance is examined. These elements help to inform strategy across the School P-12.
 - Planning does not seem to take into account Naplan. For example the year 7s do not specifically study narratives or persuasive writing prior to the test.
 - Practise Language Conventions Complete past pages of tests
 - Preparation for NAPLAN often takes away from more meaningful class time. The tasks do not accurately reflect how we teach critical thinking or comprehension, so have to be "levered in" to the curriculum.
 - Provides data to guide general directions in curriculum planning and development
 - Provides guidance/focus for teaching and learning programs to develop student skills
 - Reinforces Literary Skills
 - Reinforces Literary Skills
 - Results are studied and modifications made to curriculum for future teaching
 - Results are used to enact interventions. students are identified and follow up is organised
 - Results do and do not always accurately represent the true level that a student operates, however...results can and do identify areas that require work and improvement, Staff students and parents use this information to target areas of learning.
 - Reviewing Naplan data to support Learning Support resource allocation.
 - some of the language of our teaching is adjusted to support the naplan eg. in our literacy cluster meeting with the primary schools, we were learning about clauses and the naplan uses main/subordinate clause whereas some of the resources we were using talks about independent/dependent clauses. one school argued the first is Americanised language and so was not preferable,

whereas others schools argued that this is the language of the naplan grammar conventions test and so we should use it. little things like that come up fairly often and influence our teaching. we use a writing rubric based off the naplan marking criteria for the writing task as a diagnostic tool and feedback tool for students so that they get more detailed feedback on specific elements of their writing - previous rubrics lumped a lot of these things together, whereas the naplan writing criteria gives students more direction in how to improve things like sentence and paragraph structures, if their weakness is spelling or vocab, text connectives, cohesion etc. some teachers however, don't like this level of feedback and would probably prefer to go back to a more generic 'mechanics of writing' approach to assessment with more focus on ideas, however the kids like getting this more refined feedback. they can also see their growth as we use the same rubric for all writing styles. it has limitations and advantages.

- some practice papers are offered
- Some run through of the type of tests, particularly at Year 7
- Some teachers find it an inconvenience and others see it as an opportunity to focus on a skill that needs to be developed anyway so why not use the NAPLAN structure.
- Some time is spent in some English classes explaining the test and its purpose, also some time might be spent practising NAPLAN style responses.
- Some time is taken out of the curriculum for preparation but where possible we try to embed it into the teaching and learning sequence. We have moved to online versions of the test that automatically marks responses.
- Sometimes the NAPLAN can be used to assist in identifying and programming for students who are at extreme ends of the spectrum- ie those who are gifted or have learning difficulties that the school has not yet identified.
- St Helena SC does not use English textbooks from Years 7-10. Instead, they require teachers to make all the curriculum or scan copies from textbooks. As a result, language is taught on an ad hoc basis and very little is done. There is no streamlining of teaching language across levels.
- Staff are provided with results which affect our focus of learning.
- Structured skills sessions and focus on writing styles.
- Student's don't get any preparation at school.
- Students and teachers feel stressed trying to prepare and practice for naplan rather than teaching students the skills they need to improve their literacy.
- Students at my school set themselves extremely high standards which causes an awful lot of student distress at the best of times. NAPLAN only exacerbates this, despite teachers playing it down.
- Students become very stressed prior to NAPLAN, and students who would normally do well in class begin falling behind as they are too worried about NAPLAN, rather than being present in the classroom.
- Students in our school, in Year 7 especially, find it difficult to settle into the College. This then impacts on the teaching that can directly impact the skills and

knowledge that they need to complete NAPLAN. Our students are from low socio economic areas with a high EAL component. The tests that are presented requires our students to have a level of experiences and general knowledge that they do not have. They then find it difficult to access the concepts discussed in the reading and writing let alone understand the comprehension questions that are being asked. The readings are often on events that our students have never experienced nor can imagine experiencing. The readings students have to read are not culturally appropriate to them. There is no multicultural focus to the readings nor readings about aspects of our students life that they are familiar with. Our students are disadvantaged in NAPLAN not only by their EAL and socio economic status but also by the lack of connection to the texts used.

- Students results are noted but other measures are used to formulate curriculum focus
- Students would complete a range of writing types anyway so it is not necessarily done specifically to prepare for NAPLAN.
- Takes time away from positive and productive teaching of skills and understanding to focus on one test
- Teachers are explicitly trained and made aware of the criteria used by NAPLAN assessors. This has facilitated some significant 'up skilling' and made visible a range of areas that had not been addressed in their undergraduate degree (eg. the 'types' of sentences, simple/compound/complex and being able to teach the impact of varying their use to make writing more powerful)
- The 'value adding' comparative statistics from Year 7 to 9 provide important feedback on our ability to improve literacy across our cohort. As a result of NAPLAN data analysis, we have sourced and are implementing a new literacy tool this year for Years 7 to 10.
- The curriculum has not been altered nor students set work around NAPLAN so as to give an accurate indication of the students abilities.
- The data collected does provide some information about strengths and weaknesses in our English curriculum at certain Year levels. We do use this to help our decision making in refining parts of curriculum, when being reviewed.
- The data is analysed to identify student strengths and weaknesses. We use this information to guide our planning.
- The domain look at the data and see where we can target areas to improve and develop skills in this area.
- The information provided by NAPLAN is already outdated when it returns, hence six months of teaching has occurred since. Whilst the data is looked at in terms of identifying patterns of holes in student learning or areas where learning has been substantial, as year 7 teachers we are unable to inform the primary schools of areas in which they need to focus. We have however, put in place a spelling program, partially as a consequence of poor results.
- The links between the NAPLAN tests and the VCE curriculum are not obvious to me. Our students can write comparative essays but they do not know what a

subordinate clause is - I think the comparative essay writing skills are much more important than knowing what a subordinate clause is.

- The NAPLAN and the practice leading up to it disrupts the teaching and learning cycle and uses class time that could be better spent.
- The NAPLAN experience is used as practice for exam periods in later year levels and as a chance to review grammar, punctuation and spelling skills.
- The NAPLAN experience is used as practice for exam periods in later year levels and as a chance to review grammar, punctuation and spelling skills.
- The preparation for NAPLAN is useful in terms of teaching writing and reading skills, as well as the content and skills tested in language Conventions, but its timing always shunts other content before or after and this prohibits us from truly or freely creating our own timeline/scaffold for learning for students in years 7 and 9.
- The principal class uses the data to inform what we need to emphasise in our classrooms in order to improve the NAPLAN scores in the following year. The ideology is that working more on certain skills will make the NAPLAN scores better, however this results in disengagement.
- The results are released to our teaching staff so late in our school that it is often November by the time I see them and therefore not really relevant anymore.
- The skills NAPLAN covers are closely aligned to skills covered in the school curriculum, and of course the Victorian Curriculum. These skills would be taught regardless of whether NAPLAN was held, but lack of NAPLAN would allow for greater flexibility in timing and sequencing, within individual schools.
- The work we do preparing students for Narrative and Persuasive tasks is valuable and would be part of the curriculum anyway. Whilst we may cover the Conventions and Reading material as part of the course to some extent, the specific practice with past papers tends to be received with something less than delight by students.
- The writing unit coincides with the NAPLAN timing- without NAPLAN it would be focussed in other ways. I think it's positive to have some type of standardized testing but should be one of many tools from which to source data.
- There is hardly enough time to fit the current English curriculum in to the class time we have, so to try to fit in specific NAPLAN style work is almost impossible and creates more pressure.
- There is some focus on writing skills present throughout different aspects of the curriculum, but this should happen anyway.
- There is some overlap between persuasive and/or creative writing and the English course.
- There is very little, if any, preparation for NAPLAN. Some teachers show students the format of the paper.
- This is a response for Yr 7. More time is spent on prep for Yr 9. Writing choices are somewhat shaped by the demand of naplan for expository , explanatory, informative pieces to the detriment of imaginative and personal writing

- Time given to study of literature is minimal (5 lessons on 'extracts' of 'Of Mice and Men', looking only at a handful of scenes from Romeo and Juliet) while whole terms are spent on abstract 'writing' units where kids are only writing NAPLAN style responses (as opposed to diary entries or speeches or reviews or any other genres)
- Time is spent with yr 7 & (preparing their writing and spelling skills around Naplan
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- Time out of a busy curriculum but cohort wide data is useful. Publishing this data on my school website less helpful.
- Too much time spent on NAPLAN preparation which interrupts the 'flow' of the curriculum and takes up time that could be used for activities etc better suited to the students and their needs.
- Used in conjunction with school assessment and reporting to review and support our pupils' learning needs.
- Used in the way we design lessons and the way we pose questions to students.
- Uses up teaching time. Some students become stressed.
- We aim to make our students aware of what is expected of them for NAPLAN, but we do not spend a great deal of time on it to demonstrate to the students that it is simply a snapshot of their performance on a particular day - not what they are worth as a person
- We allocate a short amount of one period to go through the test and remind year sevens and nines what to expect, and to complete a few practice questions. This takes out a small amount of our overall teaching time and does not impact on our curriculum at all. We then look at the data and use it, in conjunction with a range of other data, to inform where areas of need might be in each cohort.
- We already cover the skills and strategies such as persuasive and narrative writing, grammar and spelling in our normal day to day curriculum. I disagree with the way that the spelling component of NAPLAN is presented . Students should not have to see the incorrect spelling first. A recorded dictation test would better represent whether students could spell these words.
- We already know the data of our cohorts and aim our curriculum accordingly. NAPLAN is more an official measure confirming what we already know. For example, the current nominal year 8 cohort are at a fairly low level of literacy which was confirmed by NAPLAN results last year so we deliberately made two smaller classes and structured our curriculum to be accessible at multiple entry points to cater for the variety of needs in the room.
- WE analyse the data and to look for student areas of strength and weakness, to inform teaching.
- We analyse the results and look at areas of weakness that we need to focus on. For example inferring was identified as an area of weakness in Year 9 so we

evaluated our Year 8 program to see whether we were explicitly teaching this skill.

- We are able to use our teaching time to teach students about the imaginative and persuasive aspects of the writing task.
- We are often rushed in the lead up to NAPLAN. We need to focus on the variety of needs of our students and secondary is preparing for NAPLAN. The idea still makes most students nervous.
- We are regularly reminded of our failings if our results are not as expected. A huge amount of time is devoted to NAPLAN work to the point that students are so over it by the time it comes that they do not respond comfortably.
- We arrange persuasive and imaginative units to be pre-NAPLAN. Our Year 9s do a whole year level practice test for it though, which is a waste of good teaching time.
- We attempt to use NAPLAN data to inform target areas in our English teaching and in our whole school approach. It is discussed in curriculum days and teachers strategise ways to improve.
- We basically ignore the spelling and language functions sections, as these are taught throughout the year. We do very little preparation for the reading test aside from a practice test. Our main focus is on the writing prep so we ensure that our narrative and persuasive writing units fall into place just before NAPLAN.
- We can track students' progress, strengths/weaknesses. More information is made available for teaching needs, requirements, development, consolidation
- We can track students' progress, strengths/weaknesses. More information is made available for teaching needs, requirements, development, consolidation
- We conduct the tests but there is very little follow up in the way of looking at and then applying the data to our teaching.
- We cover the things being tested anyway. I plan so that we spend some time leading up to NAPLAN covering things that will be tested so that my students understand what is expected of them in the test.
- We discuss the upcoming tests with our students and give them some sample exercises. However, this is mainly done to alleviate worry rather than improve scores.
- we do a Just write unit in years 8-10 at the beginning of the year to enhance writing but also so NAPLAN writing isn't as daunting
- We do look at the general strengths and weaknesses which generally confirm our knowledge of the students and we work to address the weaknesses in the same way all schools do
- We do look at the general strengths and weaknesses which generally confirm our knowledge of the students and we work to address the weaknesses in the same way all schools do
- We do no preparation at all for NAPLAN.

- We do not do any explicit preparation for the tests in Senior School, other than showing students one trial paper to ensure they are comfortable with how to navigate the administrative aspects of the test.
- We do not explicitly teach to the test, but that said, we ensure that aspects of NAPLAN are addressed in our curriculum.
- We do not explicitly use NAPLAN tests to rehearse. However, we want to teach narrative and persuasive writing anyway, so there is explicit teaching of these writing skills. We teach narrative writing linked to short stories and persuasive writing linked to debating,
- We do not let the test dictate our teaching.
- We do not let the test dictate our teaching.
- We do not place much value on NAPLAN; individual teachers will occasionally spend one lesson familiarising students with the layout of the test but only if time permits.
- We do not teach anything specific to NAPLAN, but we ensure persuasive and narrative writing is taught at the beginning of the year as it is on the NAPLAN test.
- We do not teach to NAPLAN therefore the only impact is timetabling and students missing out on normal content to sit the NAPLAN class.
- We do not teach to/for the test, but have general spelling, grammar and vocabulary mini-lessons throughout the year.
- We do not teach toward NAPLAN but make sure that our students know the difference between Persuasive and Narrative writing
- We do not tune our course outlines to prepare for NAPLAN Testing beyond allowing time to become familiar with the testing format and do some practice questions.
- We do try and give students one practice in class to get used to the questions but they are not formally assessed on the practice test. We also give them a taste of the writing prompts and try to run our persuasive writing unit close to the NAPLAN tests because persuasive is the more challenging writing style.
- We don't do anything to prepare - narrative and argument are part of course
- We don't go crazy about preparing it but that is probably a slight negative impact. We use the data to target teaching to students, we are in early days but that is probably a slight positive impact so I'm calling it neutral over all.
- We don't emphasise its importance in any way but we do some prep so students know what to expect.
- We ensure that students have experience of persuasive and narrative writing through formative and assessment tasks so that they are prepared for the NAPLAN task.
- We find that for Year 9's it helps to keep them focused and acts as a motivator, although some seem to stress too much.
- We have changed our approach this year; previously NAPLAN genres were embedded in our curriculum so students actually learnt and practised the

relevant skills in the context of English coursework. This year, our teachers the NAPLAN genres were not embedded in the curriculum or in tasks completed prior to the NAPLAN. Instead, teachers were asked to have students complete practice NAPLAN tasks in class and for homework; which took them away from their coursework and meant that preparation for NAPLAN was disconnected from the curriculum.

- We have changed our curriculum documents so that we cover the Persuasive Language and Narrative Units in S1 so that students are prepared for either writing style, however, it means we need to do PL again at the end of the year to allow a smooth transition into Year 10.
- We have low NAPLAN scores, so we spend some time making sure that the students are aware of the questions and the structure of the test.
- We have no preparation, we just sit the test. The only impact, which in itself is unfortunate, is that we lose valuable class time.
- We have noted a marked improvement in Literacy in Middle School. We are noticing that the senior cohort who care and want to learn are more literate than other years. Of course, we still have many who seem to have missed all the cues, all the assistance.
- We have noted a marked improvement in Literacy in Middle School. We are noticing that the senior cohort who care and want to learn are more literate than other years. Of course, we still have many who seem to have missed all the cues, all the assistance.
- We have used PAT data to inform us as to the strengths and weaknesses of our students, as this information is available in a timely fashion. This helps us to target the teaching of areas for NAPLAN.
- We ignore it completely. I wrote to the Federal Education Minister to explain that an end of grade 6 and end of Year 8 test would provide better data, but some moron in Canberra replied that our school is not tainted by NAPLAN results, even though the data is thrown on the My School webpage. Our results after having students for 12 weeks in Year 7 suggest something about us as educators? It is a fucking joke to us.
- We organise our units of work so that those relevant to NAPLAN are taught before the test eg persuasive writing.
- We prepare students for the format and what to expect. As part of our curriculum in English, we ensure student writing is where it should be across a variety of text types, but narrative and persuasive techniques may be more of a focus during term 1 for 7 and 9 - with the aim of developing good writing and confident writers.
- We somehow have to squeeze in NAPLAN 'preparation' tasks in between the other curriculum demands we have which put undue pressure on both teachers and students.
- We spend a lot of time practicing writing tasks with our Year 9 students. We focus intensively on grammar and punctuation in Year 8 in preparation for the

test. We complete AIMS tests regularly and monitor student progress. Naplan preparations dominate term 2 up until the test is done.

- We spend about a week on NAPLAN preparation (plus units covering areas like persuasive writing). It is very restricting to have to cover areas that are assessable on NAPLAN in such a short period of time so early in the year.
- We spend no time on it beyond the completion of the test on the day. We so examine results.
- We spend so much time preparing in Term Two that we don't get time to focus on teaching the curriculum or other important skills until after NAPLAN. The students get bored and lose interest, and it takes a while to get them back on track.
- We spend time teaching persuasive and narrative writing, which we probably would still do, but not at the same time.
- We teach the curriculum with undue focus on the NAPLAN test.
- We teach the skills required for English at some point in the year. In General Studies we may schedule an English Unit of work before the NAPLAN test but we don't teach to the test.
- We teach/ review the writing genres during each of year 7 and 9 , so simply time it to fit in with the tests. Don't focus too much on the grammar etc other than showing the students the style of tests.
- We tell students that NAPLAN is happening. We might spend one lesson (50 min) showing them material from previous years and get hem to have a go at answering some questions
- We treat NAPLAN as any other aspect of curriculum. There is minimal specific 'preparation' for NAPLAN but NAPLAN style questions are woven into all teaching so that students are familiar with the style and multiple choice responses.
- We use the data to identify any literacy issues specific students or a year level or the whole cohort may have.
- We use the data to inform decisions regarding curriculum development and design
- We use the data to inform our curriculum and to have conversations at Progress Meetings with parents and students however we do not explicitly use the data in the classroom (eg. NAPLAN-skills specific lessons)
- We use the NAPLAN data to identify trends and patterns however the turn around in results does sometimes make it hard to work with individual results.
- We use the NAPLAN spelling words with our Year 7,8 and 9's in order to gain familiarity with these words that may appear in any of the English tests. We also try and teach concepts that have been on previous tests that our students have not done so well in.
- We use the tests as motivation to strengthen basic skills.
- We use the tests as motivation to strengthen basic skills.

- When I ran the NAPLAN for year 9 we did some familiarisation work to remind the students of the format of the tests but little else. We would take a couple of periods to run the various different types of tests but there would be no homework.
- When preparing for Naplan it took away from the unit that they we were currently focusing on - meaning that that unit became disjointed. Students were not happy about preparing for Naplan which made it difficult for us to build up the importance of taking Napaln seriously.
- Whether or not teachers like the intrusion, the skills tested are useful. The tests show that these skills are valued.
- While we use the data to assess the effectiveness of our curriculum, it is often difficult to pin down specific elements of our teaching that contribute to particular scores on NAPLAN.

APPENDIX B: Examples of how teachers perceive students' attitudes towards NAPLAN literacy tests:

- some are some aren't.
-grumble
- (Quick straw poll of my current year 9 class) "Waste of time, stressful for no reason, doesn't impact on us, parents don't understand the results so what's the point."
- It stresses the good kids and students with high anxiety* We do not do a lot of timed writing tasks in the junior levels (maybe we should?) so 40 minutes to plan, draft, edit and revise is not adequate * Many of our students do not take the test seriously e.g. they write silly comments on the writing test * Students struggle to see the benefit to them
- A little trepidation but not a major issue
- A lot of "not again" and "this is boring".
- All students are encouraged to do their best and complete the test. It is emphasised that this is a way to highlight their learning and achievement.
- All students are encouraged to participate and it is not seen as a daunting task.
- Amix- some students are stressed about it, others see it as an intrusion, others are keen to see their results
- Anxious - they complete practice tasks and are constantly retested
- Apathetic
- As a test there is always some anxiety around its completion. However the lack of timeliness around data release makes it more manageable.
- As above, they are aware of how to complete them, and what is expected of them, however they know that it is not their worth.
- Because the school doesn't make a big deal of the testing, neither do the students
- By the time students reach secondary used they are used to, and either bored by, or feel pressured by, the test.
- By year 9 the students are jaded and don't really want to do it. They take some persuading to take it seriously and just give it their best shot.It is quite foreign to the normal culture in the class room and the silence is a struggle for many of our year 7 and 9 students.
- By year 9 the students are jaded and don't really want to do it. They take some persuading to take it seriously and just give it their best shot.It is quite foreign to the normal culture in the class room and the silence is a struggle for many of our year 7 and 9 students.
- Do any students like doing NAPLAN?
- Don't understand purpose
- During the NAPLAN week the students are tired, stressed and disengaged.
- encouraged to do their best but not stress
- Every bit of information about students literacy skills is worthwhile

- Every bit of information about students literacy skills is worthwhile
- Feel it is a waste of time.
- Few, including teachers, take it seriously. This is particularly the case with Yr 9 students.
- Generally the students detest NAPLAN, particularly the writing task.
- Have done for so many years they are comfortable with the testing
- I am teaching a Year 7 Enhancement class this year and these boys were keen to do well on the test. They even looked up the spelling of words used in the test afterwards to check their accuracy in spelling. However, not all students are as positive. Weaker students find the testing a challenge and can feel a sense of failure. However, arguably, they already struggle at school and one may ask: Is this sense of failure reinforced multiple times throughout the day any way. despite the best attempts of teachers to differentiate, curriculum and assessment , support and encourage such students?
- I haven't come across students with significant anxiety or stress about NAPLAN (unless they were already suffering from generalised anxiety or stress). However, some students have said to me (Year 9) that they don't see the relevance of the test to their learning since they receive only vague results many months later.
- I really can't answer this question definitively but there is no doubt that parents are more informed about the information it provides - and I assume students are too.
- I see the tests as legitimate and simple. I see no reason why students should not be prepared for these tests.
- I teach Year 9s and they are all compliant but many are whingey about having to do it.
- In previous years I have taught year 7 classes but I made a point of not committing anytime to Naplan preparation.
- In Year 7 some can see it as high stakes, while in Year 9 many come to see it as yet another assessment to be done. High achieving students often approach the test with greater levels of seriousness and possible anxiety.
- It depends on the students - the accelerated students want their results straight away, while, otherwise, the rest of the cohort seem to be ambivalent about the whole thing.
- It is an arduous activity for little tangible outcome, in their eyes.
- It is just something they have to do. They don't enjoy it but don't complain too much either.
- It is one of many assessment processes they undergo. They are used to the routine.
- It's just another test that doesn't go on their report and is seen as an assessment of teachers, not students.
- Just something they do at a set time

- Last year, I accessed copies of students' written responses. A number of them had graffiti, illegible writing, comments for the assessor that were not related to the topic
- Many find it irrelevant, although we do try to explain how we try to use the data to shape our teaching. Some are rather daunted by it. They can feel a bit 'over-tested' given we have PAT and on-demand tests, the attitudes to school survey, and our own teacher survey.
- Many of my year 7 students were exceptionally stressed about completing their Naplan tests, believing that their results may somehow affect their reports (despite reassurance that the two weren't linked). I felt that they had it stuck in their heads that their Naplan performance was going to be judged against their overall English performance and no amount of discussion to the contrary was going to be taken on board.
- Many see it as irrelevant to their studies. Often joke about content of Naplan. Do not take it seriously at all.
- Many students come with negative attitudes towards NAPLAN, partially due to prior experience, to media sensationalism and to parental issues. This is why we tend not to focus on the test in the lead up and reassure students that the test is a useful tool in that it allows them to track their growth.
- many students deliberately throw the test, they are cynical about its purpose and believe it will not impact their options, some see it as a chance to prank
- Many students try to avoid NAPLAN testing. Many of our students suffer anxiety and find the testing extremely stressful. we have many autistic students who find the writing task almost impossible.
- Many students were frustrated / anxious about the test. Many students refused to participate in testing by not responding / writing during the test.
- Many students would see the NAPLAN tests as irrelevant to their learning and the results are not valued. The process of taking the tests is seen by many as onerous and challenging. Additionally, many parents would not see NAPLAN as a valuable or reliable source of information about their child's progress.
- Mixed responses
- Mixed responses - there is a significant minority who have anxiety about the testing phase, while the majority are happy to embrace the process.
- Mixed- some hate tests, some like tests, most don't mind either way.
- Most of them were happy to sit and complete the test.
- most students are happily compliant, though I don't think they understand the extent to which we use this data to inform all kinds of decisions, and particularly how government uses the data to inform decisions. they liked the online test pilot that we had at our school. some students don't particularly try very hard, others do. they don't moan and groan about it too much, but it does disturb their learning.
- Most students are neutral but at Year 9 there is quite a lot of negative response and disinterest.

- Most students attempt the tests in a positive manner
- Most students either stress about it or actively dismiss it and don't actually do the test.
- Most students see them as a stressful or boring task, especially when they get results so long after the test itself- the relevance is questionable.
- Most students sigh when NAPLAN is mentioned
- Most students take it seriously but are not stressed
- Most students take the experience in their stride as we stress the results should not be overly focussed upon.
- Most students take the experience in their stride as we stress the results should not be overly focussed upon.
- Never hear it discussed by students
- Not too stressed by them. Some don't mind, others consider boring or a chore.
- On the whole, our students know that it needs to be done and will do their best.
- One third of the class below state average.
- Our students attitudes vary. Some cannot be bothered with it and deliberately do a bad job. Others try very hard and want to do their best. Very few seem to be overly stressed about it though, it's just something they have to get through now.
- Our students enjoy testing.
- Our students know that it is a test on 'one' day and that they should enjoy the experience. There is no pressure for our students to study or prepare
- Our students take the test seriously, but I don't think they see a benefit to taking the test.
- Overall, Students are OK with NAPLAN. However, since NAPLAN doesn't cater for EAL/CALD students or for students with learning difficulties, this does cause anxiety among that particular group of students. They feel scared of being tested against the vast majority and want to withdraw.
- Particularly Year 9 students are very difficult to motivate to 'do their best' in Naplan. The 'system' is so geared towards the end results, the grade and what 'goes on the report', it is difficult to encourage students to see merit in Naplan itself. This negative attitude is not as strong in the Year 7 istudents, but is still present amongst some. It is particularly difficult for EAL students who are NOT catered for by Naplan but still have to sit it. It is almost a relief for them that it is not a 'grade' that is reportable as the results can be quite demoralising.
- Range - the keen ones take it seriously. The less keen don't.
- Some anxiety around high stakes testing. Work is done on preparing students for the tests and demystifying them.
- Some are terrified and stressed. Others 'tank' because they think that teacher pay or the difficulty of their class work is linked to their Naplan results.
- Some complain about it and many feel nervous.

- Some enjoy undertaking these tests and then there are others that don't really care. Some students don't even attempt the test during the test times.
- Some express a little stress or discontent, but no more than about other forms of assessment.
- Some get stressed, the others treat it as a joke. I marked the NAPLAN one year and it was 'what is a rule you'd like to change?' - SO MANY STUDENTS wrote 'I'd get rid of the NAPLAN'
- Some kids freak out, most aren't too worried. Some kids are underengaged and don't make a serious effort.
- some like to do a test to see how they go, others don't like doing any tests
- Some student enjoy getting the feedback. Some student do not care. Some student it has a negative wellbeing effect on.
- Some students (even some of the high potential and gifted students) finish their tests within 10 minutes because they don't read the questions and just fill in any answer because they don't value the test.
- Some students are fairly negative but the majority are cooperative and complete them to the best of their ability. However, because we don't really teach to them often they find them difficult.
- Some students are quite happy to do it, others are influenced by parental/political views and are opposed to it. A lot of them find it exhausting/intense, especially the younger kids.
- Some students are worried, some are ambivalent, others do preparation at home
- Some students become highly stressed at the thought of having to sit the NAPLAN.
- Some students become incredibly stressed. Many students look forward to trying their best and completing NAPLAN well.
- Some students get anxious, but most are indifferent to their results. They are not interested in preparing for the tests.
- Some students get very agitated about having to do the tests as they seem very disconnected to what they are doing.
- Some students take it seriously, while others appear to think it's a bit of a joke.
- Some students take it seriously, while others appear to think it's a bit of a joke.
- Some students take seriously their results whilst others are really ambivalent and some become "stressed".
- Some students who experience particularly high levels of anxiety find them stressful, most just see them as a normal part of schooling.
- Some take the test seriously, especially Year 7, but many of the Year 9s take it less seriously.
- Some year sevens are very stressed by the test and some attempt it very carefully. By year nine, students are not as stressed, but do not see the value in it.

- Somewhat negative in terms of general attitude; most would however give the tests due attention on the day. We have to counter negativity that they bring either from home or through negative media reports. In the past we have endeavoured to counter this and really outline why they should take the testing seriously, but let's face it, there is a wall of negativity out there and probably the type our students hear is the ill-informed variety.
- Stressful to be examined under conditions. Not apparently relevant to curriculum of school.
- Student's accept that it is something they have to do, but are not happy about it and, it would seem, do not try their best.
- Students alternate between being rather stressed by them as their parents consider their NAPLAN result of high importance in indicating their English ability, while others do not take them seriously because they understand that they do not impact their actual education.
- Students are bored to tears after three days of it, and because it does not link with what we are doing in class the value of it is not clear.
- Students are encouraged to view the NAPLAN as a low-stakes test that is just a snap-shot and helps their teachers know where they may need additional support. As teachers, we see it a little more as higher-stakes, but with the view to analyse the data authentically and not react to what it may reveal. We have around 95% participation rate with all encouraged to complete testing. A few parents prefer to withdraw their children and that is okay. The data we receive informs possible areas for improvement - but with a rational approach.
- Students are generally nervous, stressed, and concerned about NAPLAN. We have to reassure them that it is not something to be anxious about.
- Students are often horrified to see that they are 'below average'...with little or no explanation as to WHY, or what can be done about their position. There is no room for strengths-based assessment here.
- Students are only really interested in what goes on their reports and feel that another test only adds to their workload.
- Students are quite tired of the process....hate the revision work
- Students are quite tired of the process....hate the revision work
- Students are told that NAPLAN testing is important and an unavoidable part of school life, but has no bearing on their individual progress or assessment at school.
- Students become stressed and a large number opt not to do the test.
- Students become stressed and afraid. We try to minimise the impact by providing reassurance and practise so that students feel confident.
- Students become very stressed and have verbally indicated that they aren't interested in it.
- Students cope very well with the testing and show a positive attitude to completing all of the tests overall. a handful of students don't turn up for whole the testing period and our students with disabilities are withdrawn.

- Students dislike having to sit the tests and don't see the value in it
- Students dislike sitting the tests and generally approach them with a negative mindset. They particularly dislike sitting tests during sessions other than those scheduled for English classes.
- Students do not focus much on writing correct, informed responses. They are more in a hurry to complete the test especially the Reading Comprehension section.
- Students do not like the pressure of the NAPLAN and don't have an interest in it.
- Students do not see the benefit or purpose of NAPLAN and therefore we have intelligent students who perform poorly and most students do not take it seriously at all.
- Students feeling that they should 'do their best' on Naplan.
- Students find it a nuisance as it stops the usual program. More and more students are absenting themselves from school for the test days because they do not want to do it and this school makes zero effort to have a catch up day. Students miss out on any other learning that was taking place on the test days and have less and less resilience each year.
- Students find tests like this stressful or with multiple choice can tend to pick an answer just to make sure they finish
- Students found them stressful and they got in the way of other things.
- Students freak out and feel over tested
- Students go along with what is required. They know that they have to participate in NAPLAN at Year 7 and Year 9.
- Students invariably groan whenever it's time to discuss NAPLAN. They struggle to see why it is relevant.
- Students just accept that it is that time of the year but there is little concern exhibited by them.
- Students know this is something they must complete, but the overwhelming majority don't care a great deal about the results. They consider it a mandatory task.
- Students often stress about the tests. Parents place a lot of emphasis on them without understanding what the tests actually measure or the purpose of them.
- Students outwardly state that they do not try on the tests because they don't believe they have value. This then makes the data we gain from the tests meaningless.
- Students overall are stressed by the process. Starting them in Year 3 might have been stressful for students and this stress continues into high school. They do take them seriously, however.
- Students respond as they do to other 'data collecting' activities we put them through.
- Students see NAPLAN as one more thing we make them do. The ones who do not enjoy reading or writing (or maths) don't like it due to the activity. I try to convey to students that while it is important to take the test seriously and do their best,

I also tell them that it not worth being anxious over as we only use it for data to better help them.

- Students seem to accept that it's compulsory. Some seem to fear it and others don't mind the challenge. they like that they are short tasks.
- Students seem to understand and to be willing to try their best on the tests - there is little negativity around NAPLAN
- Students show a large level of absence on these days. They also turn up with notes from parents excusing them from the tests.
- Students tend yo fall into two camps: yr 7s are somewhat nervous, in general, but yr 9s tend to be both blasé and lax.
- Students, on the whole, are used to sitting assessment and so the NAPLAN is not unusual.
- The attitude to tests is varied- some take the testing seriously and other rush through it
- The general response to NAPLAN is: *groan.
- The majority of students sit the test without any issue at all. A small number do suffer from some anxiety leading up to the testing days but they are usually allayed of their fears before completing the testing.
- The majority of students sit the test without any issue at all. A small number do suffer from some anxiety leading up to the testing days but they are usually allayed of their fears before completing the testing.
- The more capable kids like them as validation of their skills/abilities while the less competent see them as an extra burden - like all summative assessment, and that is our main problem with them.
- The reading and writing component are acceptable but as mentioned above I object to the spelling component.
- The School has really stressed to teachers to speak positively about Naplan and about how it give us valuable information to inform teaching. In the past where teachers have devalued it so have the students.
- the students are compliant on the whole in doing them ,but find them too much over the time and many students finish the tests quickly rather than use the time fully.. if questioned they say they have done enough!!
- The students are often stressed by the tests, especially the Year 7s.
- The students consider it something that needs to be completed as a government requirement.
- The students don't care much about the tests. They're used to doing them.
- The students generally dislike the tests. Some become quite stressed about competing them, others are apathetic and put no effort in at all.
- The students in our college have a variety of abilities, backgrounds and needs, this often makes them feel like they are not able to complete any type of test.
- The students see the testing as a waste of time or added pressure. Few take it seriously and those that do suffer because of the stress they put on themselves.

There is also a sense of unfairness when some students are not made to take the tests.

- there doesn't seem to be any impact
- There is no overall prevailing attitude. Some students enjoy the change in routine. Some students actively loathe NAPLAN.
- There were many students that didn't show up on the day of the test. Many students finished each test within half an hour of beginning.
- They are fearful still despite all manner of reassurance. Feedback on practice work does not happen consistently so many have no idea why they are not getting things right or wrong.
- They are resigned to sitting it. There is neither enthusiasm nor resistance. They realise it's imposed.
- They aren't positive or negative, some actually don't care. Primary students may get a little more stressed, due to parental pressure.
- They believe it doesn't really display their ability
- They collectively hear mantras like 'just do your best' or 'it's not worth anything'" yet they are told that it's important by their school and their parents place too much emphasis on results. These contradictions are confusing and make the students complacent and apathetic.
- They come prepared. There is little concern expressed by the students with regard to the test. We tell them that it is just a gauge to see what their skills are with regard to the year and that is only a gauge of how you went on that day. So, they are not too concerned and generally have a good approach to the test.
- They complain about it and try to get out of doing it. A lot of them don't care about it and don't take the test seriously so results are not accurate as it depends on whether or not the student is actually making an effort
- they complain about sitting them but do it because they are mandated. Some stress over them.
- they complain about sitting them but do it because they are mandated. Some stress over them.
- They complete the tests but do not challenge themselves. They do not see it as relevant or important. If they do not know an answer in a first reading of the question they are happy to guess. Further application is seen as a waste of time given the vague benefits and outcomes of testing.
- They do not enjoy sitting the tests and many ask if they have to sit it.
- They do not seem to realise it is an important indicator of progress in student learning.
- They don't believe that the data is meaningful or productive. The process often seems punitive. Often they don't use time during the exams effectively.
- They don't enjoy doing the tests and even though we try to make it the least amount of stress as possible, the students are often anxious.
- They don't like extra tests and often 'throw' the test or don't attempt it.
- They don't like it--stressful

- They don't like wasting their time. See no benefit.
- They don't see it as important.
- They don't see the relevance in NAPLAN.
- They don't see the value in them
- They don't speak about the tests in a positive manner.
- They enjoyed the opportunity to respond to the Narrative and Persuasive stimulus, found the Reading practice interesting for a limited amount of time, but did not respond well to Conventions. This showed up many gaps and problems in their knowledge and when the online system allows them to find their own level, it will be much better. Some said their level specific tests just made them feel stupid.
- They find it a nuisance to have to complete in addition to other assessments and home work tasks.
- They find them boring and disruptive
- They find them stressful despite us going through what the test will be like in class and going over some sample questions to alleviate their concerns. We also go through test preparation with them and we don't make the test out to be a huge deal - they still get VERY nervous
- They hate them with a passion.
- They have done them before..neither negative or positive
- They have done them before..neither negative or positive
- They just get on with it.
- They often express stress or despondency
- They question "why do we have to do this?"
- They seem to accept them, perhaps because they have been doing them since primary school.
- They sometimes take it seriously.
- they take them very seriously and do preparation willingly
- They tend to get unnecessarily worked up about them.
- Three/four days of testing, with results they don't get for months. They feel they are being judged.
- Very different for each student!
- Very few absences.Fewer parents resisting the testing loudly.
- Very few absences.Fewer parents resisting the testing loudly.
- We aim to encourage effort rather than outcomes and promote that completing tests and exams is a life skill.
- We aim to encourage effort rather than outcomes and promote that completing tests and exams is a life skill.
- We aim to encourage students to try their best, emphasising the data as a tool that the school and teachers can use to assist them further with their learning journey.

- We ask the students to give their best and they do, on a whole. There are some students who find the testing week very stressful.
- We explain to students that Naplan helps us to identify what areas we need to focus on.
- We had 100% attendance at Year 9, however, the students do express some anxiety about the testing
- We have a mixture of highly anxious students, or the opposite where students don't see the relevance of this for them.
- We make the experience positive within the school culture. We make them confident by guiding them to fulfill the criteria. But we don't make a fuss about results which are hardly ever mentioned except to praise their efforts.
- We place no stress on the students, so while they are not excited to complete the task, most of them finish with a positive mindset.
- We place no stress on the students, so while they are not excited to complete the task, most of them finish with a positive mindset.
- Willingly participate. No issues. Keen to receive feedback in the form of reports.
- With a low key positive approach by school, teachers and parents students are not fussed. Minor inconvenience but most see the sense in gathering the data.
- Year 7 - All good and mostly positive. Year 9 - Resentful and usually negative if any comment is made at all.
- Year 7s were particularly stressed about having to take such a formal and extensive round of testing. Saw a lot of anxiety related to performance on these tests.

APPENDIX C: Other uses for NAPLAN data

- I am also the principal and the key issue of NAPLAN is that the department uses the results well outside the range of statistical accuracy to make decisions on reviews, also in small cohorts extremely contradictory understandings can be derived from the same set. It is important more work is done to explain what results can and cannot imply.
- All information goes onto a data base but I wonder about teacher use of that data. Other ACER tests are there as well and administration encourages use but again wonder how often it is accessed
- As supporting evidence to identify students suitable for advanced programs
- Because the data comes so late and because it is a 9-12 school, we cannot practically use it at all.
- Curriculum auditing.
- Differentiation and catering to students' needs is a greater focus, other forms of data are considered more reliable indicators of student development.
- Even though we have access to all manner of data about the results, we do not consistently look at it for individual support.
- I have come to a school where there is limited testing. This will be changing as NAPLAN is just one snapshot only.
- I have not been at the school long enough to know what they do with the Naplan results. It does provide some useful information as to how they sit compared with other schools.
- I haven't seen any use of it but there may be some analysis undertaken
- I use it as a snapshot of learning support students writing under timed conditions
- Is used for subject selections and class groupings
- It could be more useful but is not currently used in that way in my school.
- It is not coherent to think that NAPLAN can be used as a diagnostic tool to plan for student support, due to the late arrival of data. However, it is useful to chart performance from one year to the next and thus inform curriculum development.
- It is used by leadership to identify weaknesses in particular areas and flag those areas for increased PD for teachers. It is used by the English Learning Area to check the effectiveness of particular teaching directions or pedagogy and to identify areas of strength or weakness. It is used in conjunction with other data sets to create class profiles to inform differentiation.
- It is used in college reviews both annually and on a four-yearly basis. It is used with VCE and teacher reporting judgements to triangulate data sources, then to assess progress against VCE outcomes. It is assumed to be measuring the same sorts of skills as VCE measures.
- It is used to a limited extent, at this stage, to inform curriculum planning.

- It is used within teacher P&D reports, as it is one way we can report to data and informs the school-wide literacy strategies.
- It is useful data, but I don't think it should be studied or prepared for.
- It would be better if done earlier and results came earlier
- Item analysis used to help to set focus areas for the English learning area.
- Naplan data is collated and analysed. We are provided with student results and asked to comment on students who did not perform well. For example, note if there are any extenuating circumstances. It is also one tool by which a student may be considered for learning support, although this is primarily the function of the PAT tests administered in Grade 6/start of Year 7.
- NAPLAN data is just one set of analytics that is utilised; ACER testing and teacher assessment are part of a suite of assessments. Our school aims to have all student Individual Learning Plans show a whole assessment not a limited assessment of who they are as a learner based solely on NAPLAN testing.
- NAPLAN is just one among the many considerations that we give to curriculum planning and setting goals for students.
- None of the above apply
- Officially, NAPLAN data is used by school leadership to set long term goals for improving literacy and numeracy; however, this is rarely supported by changes to curriculum or with relevant or appropriate resourcing. NAPLAN and other data is used by teachers to inform their teaching and planning, to identify students in need of additional support, and to profile classes and cohorts. The vast array of data available with NAPLAN is rarely used to its best as teachers do not have the time or resources to use it effectively.
- Our school has low NAPLAN results which held up at staff meetings for discussion. Even though we have been able to improve VCE results over the past several years, the NAPLAN results tend not to budge.
- Parents are becoming increasingly interested in NAPLAN scores as a benchmark for their students' performance. In general, though, the data is of limited utility given that the results come so late in the year.
- Principal class appear to put more weight in this once a year test results than in the assessment of teachers who see many pieces of work. We have been told we mark harshly because our assessments aren't always in line with these test results.
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- The data forms part of the planning focus
- The data is too late and too limited to actual pinpoint individual student concerns. When it is published it seems merely to generate angst if it is deemed "not good enough". How the data LOOKS seems to be more important than any rich information (ie does it make the School "look" good or bad?)

- The results of the NAPLAN testing would not be an accurate indication of the students ability and not all students are required to take the test. The school removes many students and parents remove some.
- The tests may be used to review teacher performance, however, if so we are not made aware of this.
- There are some great new methodologies that could be supported more.
- This is hard to answer because the official school line says we use it for school direction goals, teacher professional development plans etc..... but the actual value of using this data (for me) is minimal. My own knowledge of my students far outstrips the data benefits of something like NAPLAN
- to compare teacher judgments with NAPLAN scores.
- We also check their paper online when sent to the school
- We also do PAT testing and this data is compared to NAPLAN data as well as reporting data across the year.
- We are making more use of individual student data, but have a way to go - actually being able to see an individual student's response, rather than just their score, is a relatively new thing for us. Curriculum leaders review the NAPLAN data for a variety of reasons, not least literacy and achievement in later years.
- We focus a great deal on the writing tasks, on which our students have tended not to do well but are now improving on. This has driven initiatives in Domains other than English to improve writing, but these are often resisted by other staff.
- We have not always used our NAPLAN data, but we are currently looking to improve these through conducting an item analysis and also using it in conjunction with our ACER data.
- We pin some test results up on the wall but do not crunch the data or discuss the implications.
- With all I've ticked, it's used in a general and often not particularly effective way.

APPENDIX D: VATE support - other key areas that teachers would like support

- A literacy program built into the curriculum.
- A more inventive approach to the Victorian Curriculum.
- A range of support is always good.
- All of the above.
- At the moment I am restructuring VCAL Literacy - I have found that there are really no appropriate resources other than the documentation supplied by VCAA. I would also like support in developing assessment tasks and Rubrics for 7 to 10 - we are working to create a curriculum and assessment continuum from 7 to 12, but at the moment this is quite a slow process.
- Consider a mini-method style for those English teachers who do not have a background in English that is offered for English Language, who may wish to upskill in this area, or even consolidate their experiences.
- EAL listening task!
- EAL support
- How to effectively push back against current trends where Hattie is a god and data is the mantra!
- I am the Literacy Coordinator and my aim is to improve Literacy. Any assistance or guidance in this would be fabulous. The struggle is with students who come from EAL background and have not necessarily had Literacy in the formative years. Also schools that do not seem to place emphasis on being able to read and comprehend.
- I think VATE does quite well in supporting the VCE subjects and I would like that level of support to continue.
- I've not ticked much as I think you provide a lot of support already!
- Literacy support programs, ESL programs at grade 6-yr 10 levels.
- Managing the spread of abilities in any one classroom. Ideas for making the learning accessible for all.
- Many of our English teachers do not feel confident teaching language
- More information on VCAL literacy would be greatly appreciated with thematic units that relate to how different literacy outcomes can be achieved.
- My experience in relation to VATE is that any offerings are supportive and useful. Unfortunately, school PD budgets don't always allow for as much attendance at VATE organized events as I would like. My load (YR 7 Eng, 10 Lit, 12 Eng) means ideally I would like to tick every box above as they would all be appreciated. The other issue is if I manage to attend PDs then I miss out on attending events like the conference. I have found VATEs networking groups to be invaluable as a VCE teacher.
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- NAPLAN has no relevance because we do not teach English in Australia we teach students how to read a book and watch a film.
- NB: I only teach junior years.
- Personally, I would like to look at how short writing tasks can be incorporated into all English classes. I find that across our year levels students are rarely actively involved in on going writing and sustained writing, other than for assessment tasks. I would like to look at ways in which this culture can be changed.
- skills focus, not ability to respond under artificial test conditions
- Sorry - all areas are valid.
- Students don't read much! It is getting worse each year!
- Text selection and not just for mainstream schools. We are a Christian school and therefore struggle to select appropriate texts.
- text selection for 7 - 9.. Especially short story anthologies - we were using Splinters which was good but now it isn't being published. 'The Girl who swallowed a fly' isn't well liked by teachers here. But text selection for 7 - 9 in general would be REALLY helpful
- The change of study design has increased VCE teachers' workloads significantly. Any help or assistance that VATE can provide is most valuable. There remains subjecture and educated guesses in particular about the VCE Literature exam and the VCE language analysis portion of the exam, thanks largely to the vague nature of VCAA's communications.
- We love what you do, especially teh diversity of programmes, groups and resources, so thank you a million!
- We would like some assistance/suggestions with good Indigenous and Asian texts as we wish to branch out a bit with our texts and the material we use to build comprehension skills.
- Why are speaking and listening included together? They are completely different skills

End of report.