NAPLAN Online 2025

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NAPLAN ONLINE
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February 21st, 2025

What is NAPLAN?

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9.

- All students in these year levels are expected to participate in tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

- All government and non-government education authorities have contributed to the development of NAPLAN materials.
- It is a SNAPSHOT of student’s achievement on one particular day.

www.nap.edu.au

Why NAPLAN?

- NAPLAN is the measure through which we can determine whether young Australians have the literacy and numeracy skills essential for lifelong learning.

- The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide us with information about how our programs are working and which areas need to be prioritised for improvement.

- NAPLAN tests are ***one aspect*** of each school's assessment and reporting process, and do not replace but compliments the extensive, ongoing assessments made by teachers about each student's performance.

What is NAPLAN data used for?

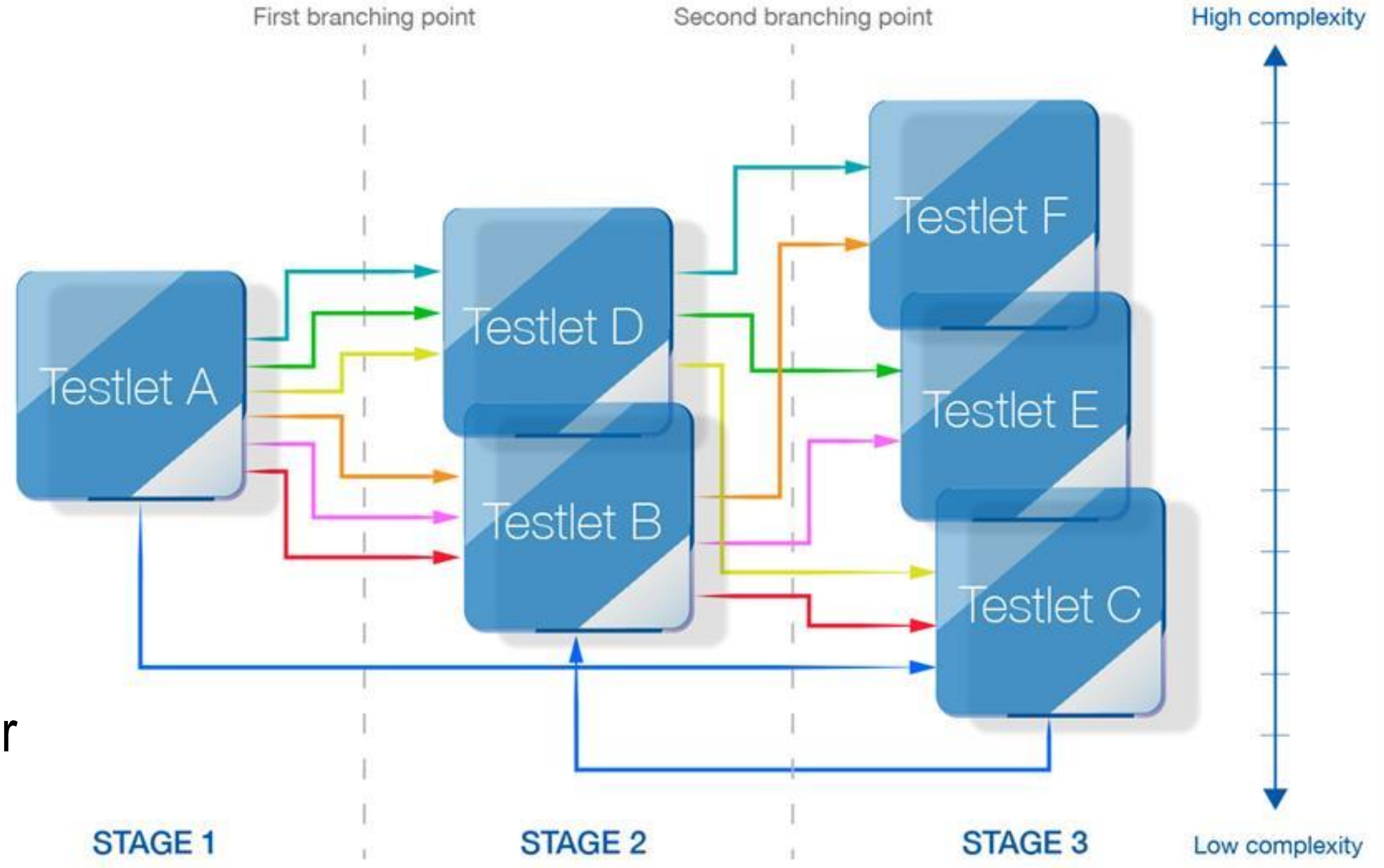
At Bletchley Park we use NAPLAN data to:

- Identify students who require further intervention
- Identify students who require extension and challenge
- Identify students who are not progressing at a rate we would expect
- Identify school priorities eg Reading and Mathematics
- Assess the effectiveness of our teaching programmes
- Make decisions around school planning eg new programmes, support staff or resourcing

Tailored Testing : NAPLAN Online

The test automatically adapts to each student's individual performance.

Previously students have been unable to demonstrate their full capacity.


First branching point
Second branching point
High complexity
Testlet A
Testlet D
Testlet B
Testlet F
Testlet E
Testlet C
STAGE 1
STAGE 2
STAGE 3
Low complexity

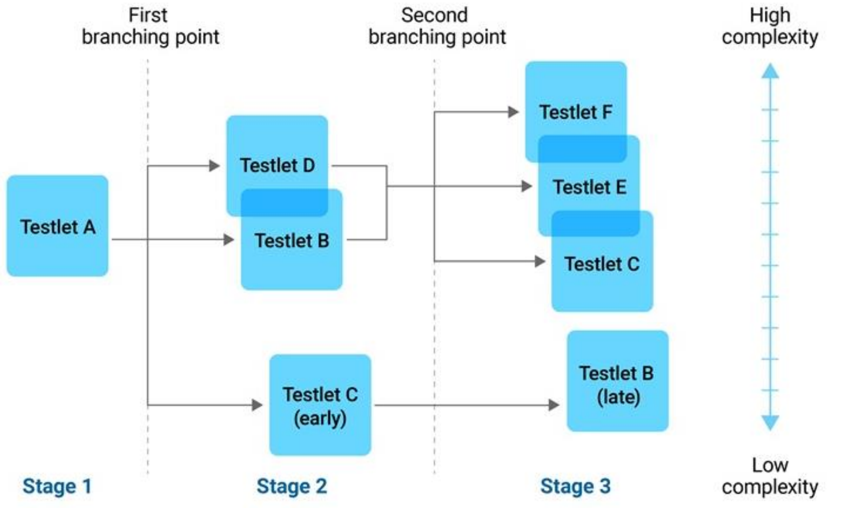
Tailored testing allows all students to demonstrate their knowledge and encourages students to stay engaged with the test. Tailored testing also provides teachers and schools access to more targeted and detailed information on students' performance in the assessment.

Tailored Testing : NAPLAN Online

Students at each year level start with a set of questions (testlet A). Each student's answers in testlet A will determine the questions they see in the second testlet. These may be less complex (B) or more complex (D). Students who receive a low score for testlet A move directly to testlet C (early) and then complete testlet B (late).

The student's answers in the second testlet will determine the difficulty of questions in the final testlet: highest complexity (F), average complexity (E), lowest complexity (C).

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score, while a student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.


First branching point
Second branching point
High complexity
Testlet A
Testlet D
Testlet B
Testlet F
Testlet E
Testlet C
Testlet C (early)
Testlet B (late)
Stage 1
Stage 2
Stage 3
Low complexity

NAPLAN : Public Demonstration Site

Public demonstration site mini-tests

- Are available to familiarise students with the NAPLAN Online platform
- Tests that provide an example of what type of questions student will encounter.
- Provides general instructions for students in how to interact with different item types (drop down menu, typing short answers, selecting a ‘bubble’)

Year 3
Year 5
Year 7
Year 9

https://www.nap.edu.au/online-assessment/public-demonstration-site https://www.nap.edu.au/online-assessment/public-demonstration-site

NAPLAN : Public Demonstration Site

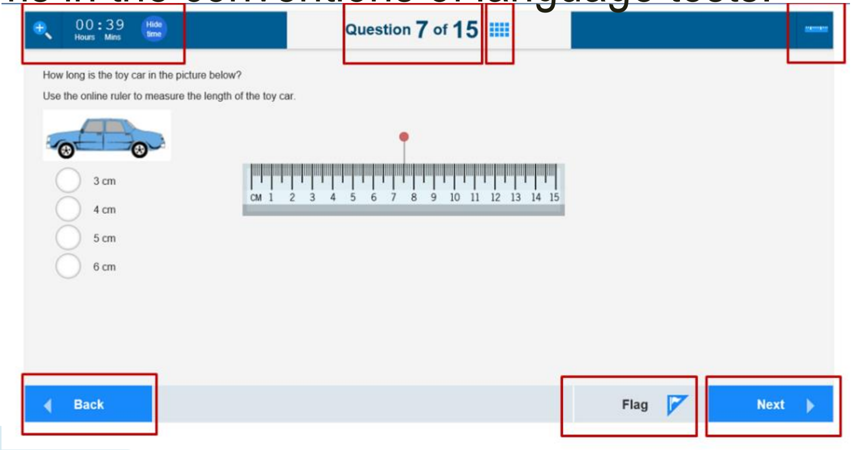
What’s new in the demonstration tests?

Some changes were made to the demonstration tests for NAPLAN 2024, so students sitting the tests in 2025 may be seeing these for the first time.

There is now a narrative task and a persuasive task for students to practise. Only one of these tasks will be tested each year, and this will be revealed on the day of the assessment.

Students now start the conventions of language test with the spelling items and finish with the grammar and punctuation items.

There are now different narrator voices for the audio items. Some students may benefit from listening to the voice change from one item to another. They can do so by listening to the numeracy items or the audio dictation items in the conventions of language tests.

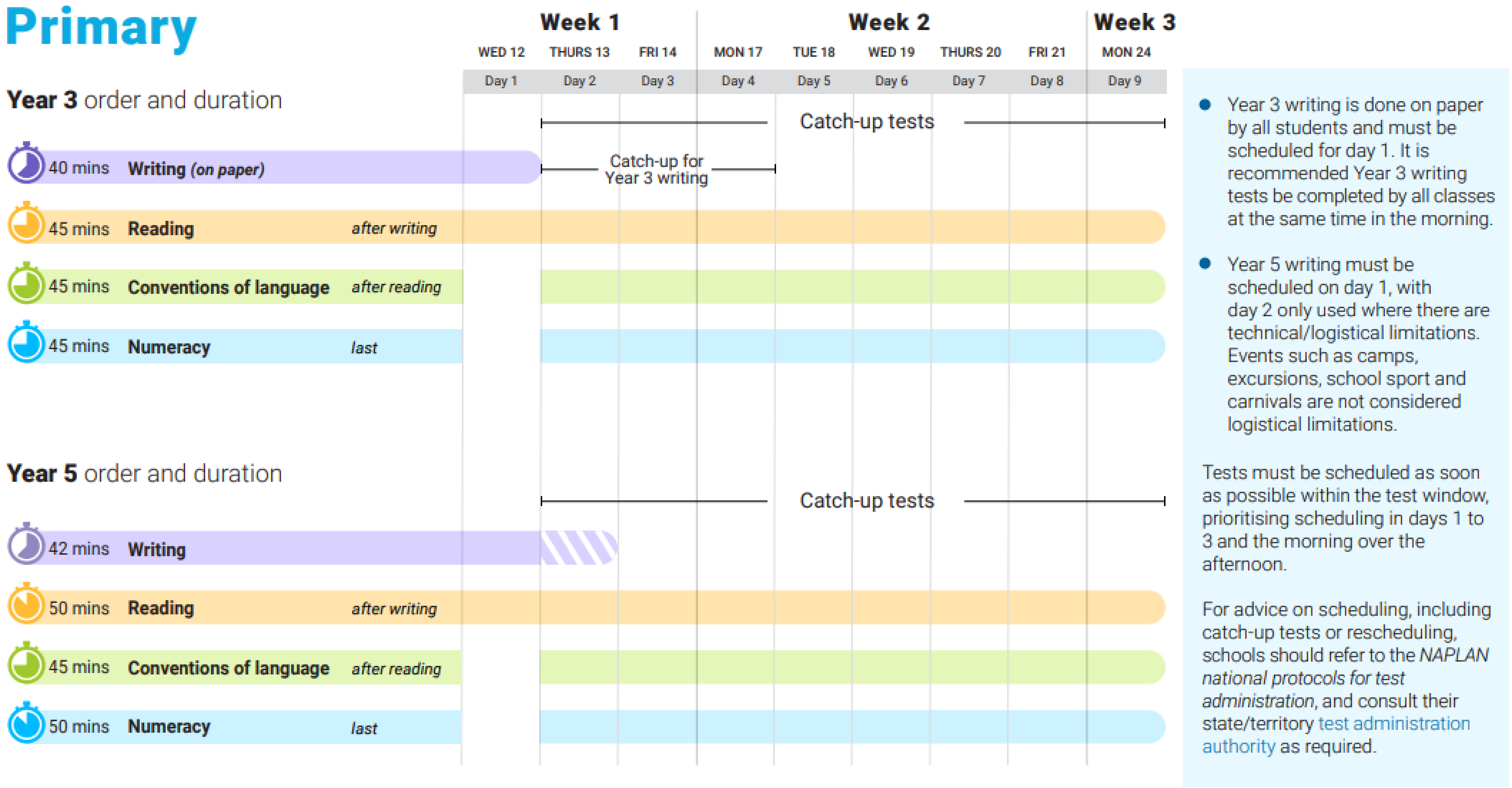


How long is the toy car in the picture below?

Use the online ruler to measure the length of the toy car.

○ 3 cm
○ 4 cm
○ 5 cm
○ 6 cm

Timetabling NAPLAN



Primary

Week 1			Week 2					Week 3
WED 12	THURS 13	FRI 14	MON 17	TUE 18	WED 19	THURS 20	FRI 21	MON 24
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9

Year 3 order and duration

Catch-up tests

40 mins **Writing** ***(on paper)***

Catch-up for Year 3 writing

45 mins **Reading** *after writing*

45 mins **Conventions of language** *after reading*

45 mins **Numeracy** *last*

Year 5 order and duration

Catch-up tests

42 mins **Writing**

50 mins **Reading** *after writing*

45 mins **Conventions of language** *after reading*

50 mins **Numeracy** *last*

- Year 3 writing is done on paper by all students and must be scheduled for day 1. It is recommended Year 3 writing tests be completed by all classes at the same time in the morning.
- Year 5 writing must be scheduled on day 1, with day 2 only used where there are technical/logistical limitations. Events such as camps, excursions, school sport and carnivals are not considered logistical limitations.

Tests must be scheduled as soon as possible within the test window, prioritising scheduling in days 1 to 3 and the morning over the afternoon.

For advice on scheduling, including catch-up tests or rescheduling, schools should refer to the *NAPLAN national protocols for test administration*, and consult their state/territory test administration authority as required.

- Testing will take place over two weeks from 12th of March to the 24th March 2025.
- **Year 3 Writing**, which is on **paper**, will be held on the first day of testing. The tests must be done in a sequential order.
- You will be provided with the BPPS online testing timetable shortly.

Naplan Timetable 2025

Year 3 Writing is a Paper Test and needs to be commenced at 8:40am on WEDNESDAY 12th March

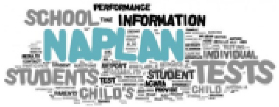
PLEASE ENSURE ALL iPADS and LAPTOPS are CHARGED

WEEK 1

TIME	WEDNESDAY 12th WRITING	Thursday 13th READING	Friday 14th LANGUAGE CONVENTIONS
8:40am START	YEAR 3 (PAPER TEST) 40 minutes	YEAR 3 45 minutes	YEAR 3 45 minutes
9:40am START	YEAR 5 (ONLINE) 42 minutes	YEAR 5 50 minutes	YEAR 5 45 minutes

WEEK 2

TIME	MONDAY 17TH NUMERACY	TUESDAY 18TH	WEDNESDAY 19TH	THURSDAY 20TH	FRIDAY 21ST
8:40am START	YEAR 3 45 minutes	catch-up tests (all domains except Year 3 writing)	catch-up tests (all domains except Year 3 writing)	catch-up tests (all domains except Year 3 writing)	catch-up tests (all domains except Year 3 writing)
9:40am START	YEAR 5 50 minutes	catch-up tests (all domains except Year 3 writing)	catch-up tests (all domains except Year 3 writing)	catch-up tests (all domains except Year 3 writing)	catch-up tests (all domains except Year 3 writing)



Does my child have to sit NAPLAN?

- All students in Years 3,5,7 & 9 are expected to sit NAPLAN testing.
- If you have concerns about your child sitting this test, it is essential to speak with your child's class teacher.
- Students may be exempt (student who have a sever disability that limits their capacity to participate in the assessment or a student who has recently arrived in Australia who has a non-English speaking background) or withdrawn where there are exceptional circumstances; a discussion with your class teacher and NAPLAN coordinator (Ms Goodlet or Learning Support Coordinator (Miss Steel) is recommended. Applications must be submitted by Wednesday 5th of March for exemptions and by Monday 17th March 2025 for student withdrawals.

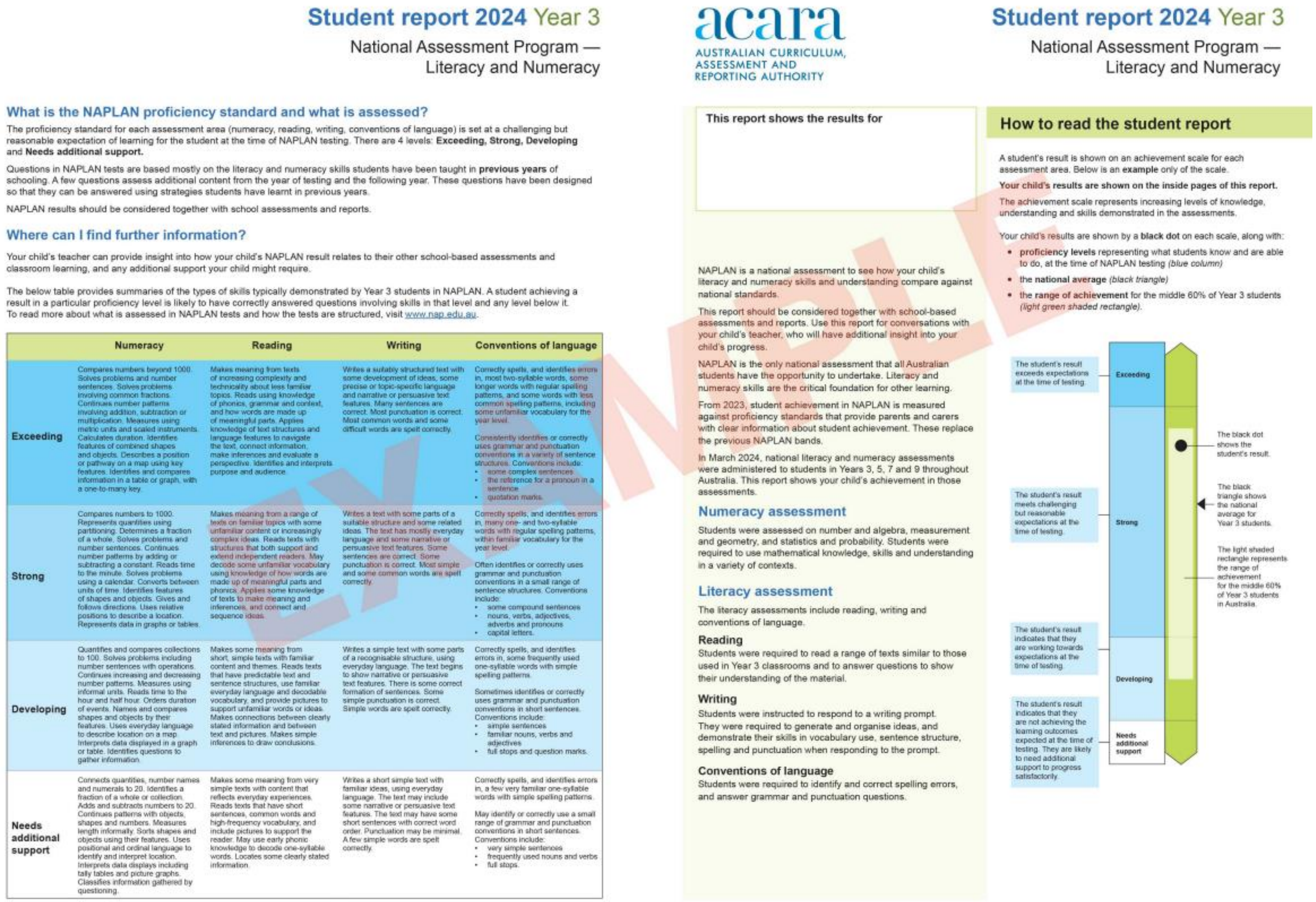
Naplan Preparation

- Naplan assess literacy and numeracy skills that students are already learning through the school curriculum.
- Students are familiar with the test formats and will be provided appropriate support and guidance.
- Excessive preparation is not useful and can lead to unnecessary anxiety.
- Encourage **EARLY** nights during Naplan
- Calm mornings
- Be on time for school each day
- Be encouraging and supportive before and after assessments
- Make sure they have a nutritious breakfast in the morning; no-one does their best learning on an empty tummy!
- If your child is ill, ***do not*** send them to school. There are plenty of opportunities to make up any missed tests. Students, however, are not permitted to sit NAPLAN Online tests after 24th of March.

How do we prepare students for NAPLAN Online?

- During Week 5 of this term, we run a NAPLAN ‘practice week’ to familiarise students with the test format and skills required.
- Explicit teaching of these skills through quality teaching, a collaborative team approach with a case management focus.
- Familiarise students with iPads and the relevant skills to encourage ease with the test device (1:1 device from Year 3)
- The teaching of typing skills begins early and is a focus in Year 4 in preparation for the Year 5 online Writing assessment
- Reminding students that we understand this is ***one way*** to show what they know and ensuring we place value on a variety of assessment tools and teacher judgements.

BPPS NAPLAN Results for Yr 3 Parents



Student report 2024 Year 3

National Assessment Program —
Literacy and Numeracy

What is the NAPLAN proficiency standard and what is assessed?

The proficiency standard for each assessment area (numeracy, reading, writing, conventions of language) is set at a challenging but reasonable expectation of learning for the student at the time of NAPLAN testing. There are 4 levels: **Exceeding, Strong, Developing** and **Needs additional support.**

Questions in NAPLAN tests are based mostly on the literacy and numeracy skills students have been taught in **previous years** of schooling. A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered using strategies students have learnt in previous years.

NAPLAN results should be considered together with school assessments and reports.

Where can I find further information?

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

The below table provides summaries of the types of skills typically demonstrated by Year 3 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit www.nap.edu.au.

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Compares numbers beyond 1000. Solves problems and number sentences. Solves problems involving common fractions. Continues number patterns involving addition, subtraction or multiplication. Measures using metric units and scaled instruments. Calculates duration. Identifies features of combined shapes and objects. Describes a position or pathway on a map using key features. Identifies and compares information in a table or graph, with a one-to-many key.	Makes meaning from texts of increasing complexity and technicality about less familiar topics. Reads using knowledge of phonics, grammar and context, and how words are made up of meaningful parts. Applies knowledge of text structures and language features to navigate the text, connect information, make inferences and evaluate a perspective. Identifies and interprets purpose and audience.	Writes a suitably structured text with some development of ideas, some precise or topic-specific language and narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spelt correctly.	Correctly spells, and identifies errors in, most two-syllable words, some longer words with regular spelling patterns, and some words with less common spelling patterns, including some unfamiliar vocabulary for the year level. Consistently identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: • some complex sentences • the reference for a pronoun in a sentence • quotation marks.
Strong	Compares numbers to 1000. Represents quantities using partitioning. Determines a fraction of a whole. Solves problems and number sentences. Continues number patterns by adding or subtracting a constant. Reads time to the minute. Solves problems using a calendar. Converts between units of time. Identifies features of shapes and objects. Gives and follows directions. Uses relative positions to describe a location. Represents data in graphs or tables.	Makes meaning from a range of texts on familiar topics with some unfamiliar content or increasingly complex ideas. Reads texts with structures that both support and extend independent readers. May decode some unfamiliar vocabulary using knowledge of how words are made up of meaningful parts and phonics. Applies some knowledge of texts to make meaning and inferences, and connect and sequence ideas.	Writes a text with some parts of a suitable structure and some related ideas. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, many one- and two-syllable words with regular spelling patterns, within familiar vocabulary for the year level. Often identifies or correctly uses grammar and punctuation conventions in a small range of sentence structures. Conventions include: • some compound sentences • nouns, verbs, adjectives, adverbs and pronouns • capital letters.
Developing	Quantifies and compares collections to 100. Solves problems including number sentences with operations. Continues increasing and decreasing number patterns. Measures using informal units. Reads time to the hour and half hour. Orders duration of events. Names and compares shapes and objects by their features. Uses everyday language to describe location on a map. Interprets data displayed in a graph or table. Identifies questions to gather information.	Makes some meaning from short, simple texts with familiar content and themes. Reads texts that have predictable text and sentence structures, use familiar everyday language and decodable vocabulary, and provide pictures to support unfamiliar words or ideas. Makes connections between clearly stated information and between text and pictures. Makes simple inferences to draw conclusions.	Writes a simple text with some parts of a recognisable structure, using everyday language. The text begins to show narrative or persuasive text features. There is some correct formation of sentences. Some simple punctuation is correct. Simple words are spelt correctly.	Correctly spells, and identifies errors in, some frequently used one-syllable words with simple spelling patterns. Sometimes identifies or correctly uses grammar and punctuation conventions in short sentences. Conventions include: • simple sentences • familiar nouns, verbs and adjectives • full stops and question marks.
Needs additional support	Connects quantities, number names and numerals to 20. Identifies a fraction of a whole or collection. Adds and subtracts numbers to 20. Continues patterns with objects, shapes and numbers. Measures length informally. Sorts shapes and objects using their features. Uses positional and ordinal language to identify and interpret location. Interprets data displays including tally tables and picture graphs. Classifies information gathered by questioning.	Makes some meaning from very simple texts with content that reflects everyday experiences. Reads texts that have short sentences, common words and high-frequency vocabulary, and include pictures to support the reader. May use early phonic knowledge to decode one-syllable words. Locates some clearly stated information.	Writes a short simple text with familiar ideas, using everyday language. The text may include some narrative or persuasive text features. The text may have some short sentences with correct word order. Punctuation may be minimal. A few simple words are spelt correctly.	Correctly spells, and identifies errors in, a few very familiar one-syllable words with simple spelling patterns. May identify or correctly use a small range of grammar and punctuation conventions in short sentences. Conventions include: • very simple sentences • frequently used nouns and verbs • full stops.

EXAMPLE

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AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

This report shows the results for

NAPLAN is a national assessment to see how your child's literacy and numeracy skills and understanding compare against national standards.

This report should be considered together with school-based assessments and reports. Use this report for conversations with your child's teacher, who will have additional insight into your child's progress.

NAPLAN is the only national assessment that all Australian students have the opportunity to undertake. Literacy and numeracy skills are the critical foundation for other learning.

From 2023, student achievement in NAPLAN is measured against proficiency standards that provide parents and carers with clear information about student achievement. These replace the previous NAPLAN bands.

In March 2024, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. This report shows your child's achievement in those assessments.

Numeracy assessment

Students were assessed on number and algebra, measurement and geometry, and statistics and probability. Students were required to use mathematical knowledge, skills and understanding in a variety of contexts.

Literacy assessment

The literacy assessments include reading, writing and conventions of language.

Reading
Students were required to read a range of texts similar to those used in Year 3 classrooms and to answer questions to show their understanding of the material.

Writing
Students were instructed to respond to a writing prompt. They were required to generate and organise ideas, and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation when responding to the prompt.

Conventions of language
Students were required to identify and correct spelling errors, and answer grammar and punctuation questions.

Student report 2024 Year 3

National Assessment Program —
Literacy and Numeracy

How to read the student report

A student's result is shown on an achievement scale for each assessment area. Below is an **example** only of the scale.

Your child's results are shown on the inside pages of this report.

The achievement scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

Your child's results are shown by a **black dot** on each scale, along with:

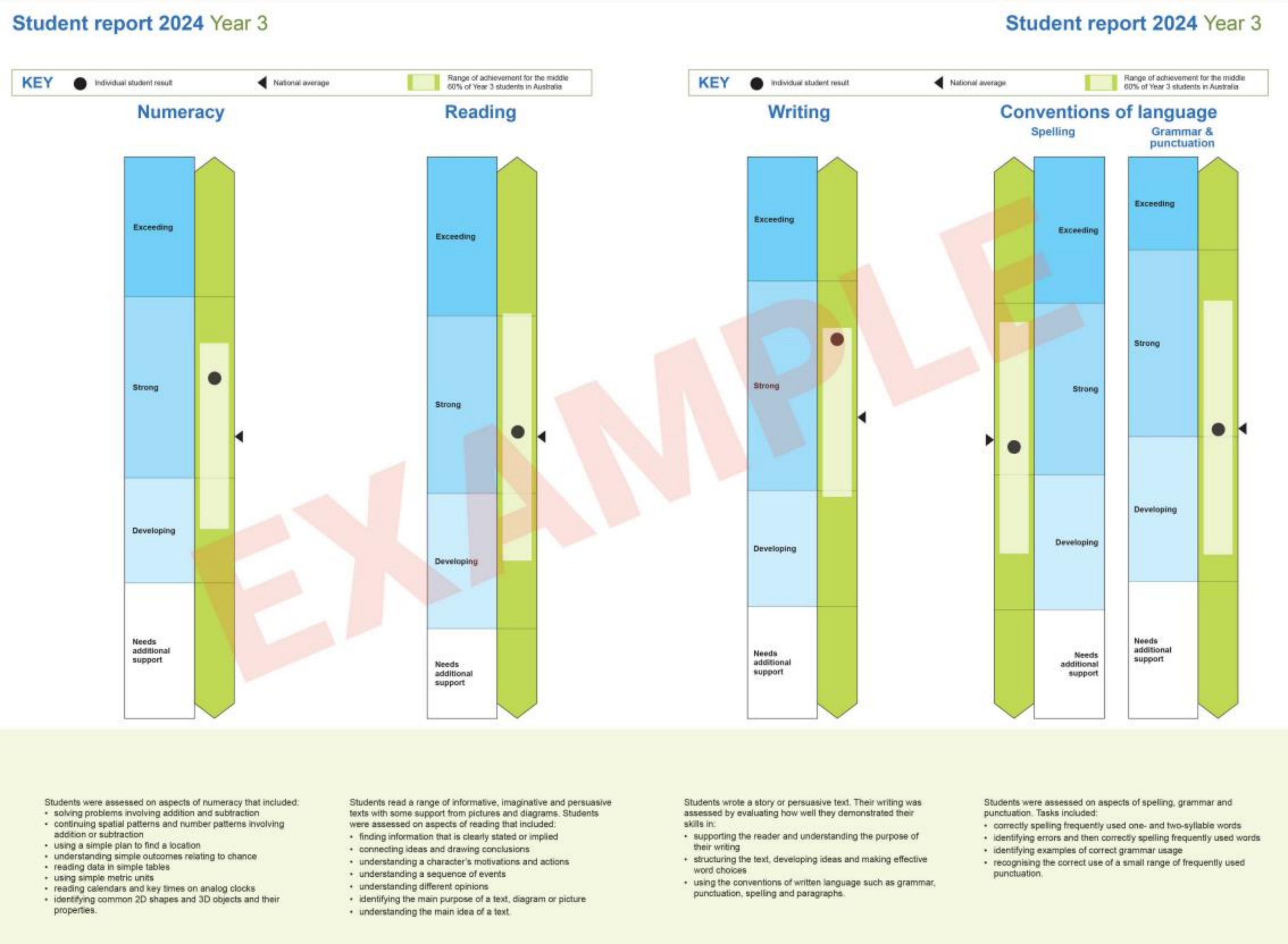
- **proficiency levels** representing what students know and are able to do, at the time of NAPLAN testing *(blue column)*
- the **national average** *(black triangle)*
- the **range of achievement** for the middle 60% of Year 3 students *(light green shaded rectangle).*

The student's result exceeds expectations at the time of testing.
Exceeding
The student's result meets challenging but reasonable expectations at the time of testing.
Strong
The student's result indicates that they are working towards expectations at the time of testing.
Developing
The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.
Needs additional support
The black dot shows the student's result.
The black triangle shows the national average for Year 3 students.
The light shaded rectangle represents the range of achievement for the middle 60% of Year 3 students in Australia.

Results are now communicated to parents in one of four categories:

- Needs additional support
- Developing
- Strong
- Exceeding

BPPS NAPLAN Results for Yr 3 Parents



Student report 2024 Year 3

KEY ● Individual student result ◀ National average 🟩 Range of achievement for the middle 60% of Year 3 students in Australia

Numeracy

Reading

EXAMPLE

Students were assessed on aspects of numeracy that included:

- solving problems involving addition and subtraction
- continuing spatial patterns and number patterns involving addition or subtraction
- using a simple plan to find a location
- understanding simple outcomes relating to chance
- reading data in simple tables
- using simple metric units
- reading calendars and key times on analog clocks
- identifying common 2D shapes and 3D objects and their properties.

Students read a range of informative, imaginative and persuasive texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:

- finding information that is clearly stated or implied
- connecting ideas and drawing conclusions
- understanding a character's motivations and actions
- understanding a sequence of events
- understanding different opinions
- identifying the main purpose of a text, diagram or picture
- understanding the main idea of a text.

Student report 2024 Year 3

KEY ● Individual student result ◀ National average 🟩 Range of achievement for the middle 60% of Year 3 students in Australia

Writing

Conventions of language

Spelling

Grammar & punctuation

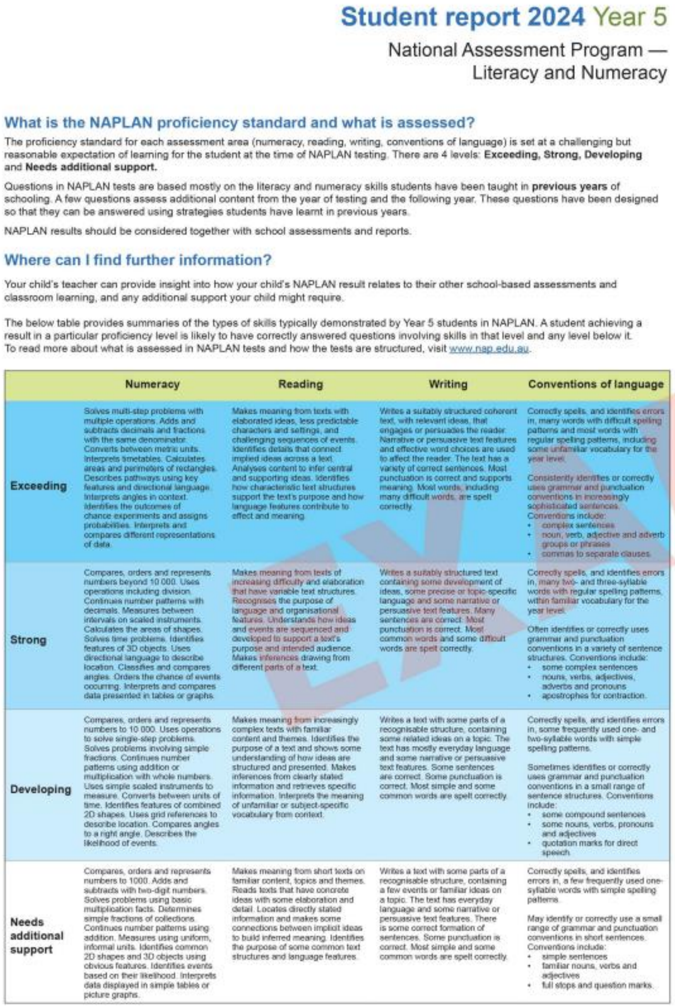
Students wrote a story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:

- supporting the reader and understanding the purpose of their writing
- structuring the text, developing ideas and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:

- correctly spelling frequently used one- and two-syllable words
- identifying errors and then correctly spelling frequently used words
- identifying examples of correct grammar usage
- recognising the correct use of a small range of frequently used punctuation.

BPPS NAPLAN Results for Yr 5 Parents



Student report 2024 Year 5

National Assessment Program —
Literacy and Numeracy

What is the NAPLAN proficiency standard and what is assessed?

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Questions in NAPLAN tests are based mostly on the literacy and numeracy skills students have been taught in **previous years** of schooling. A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered using strategies students have learnt in previous years.

NAPLAN results should be considered together with school assessments and reports.

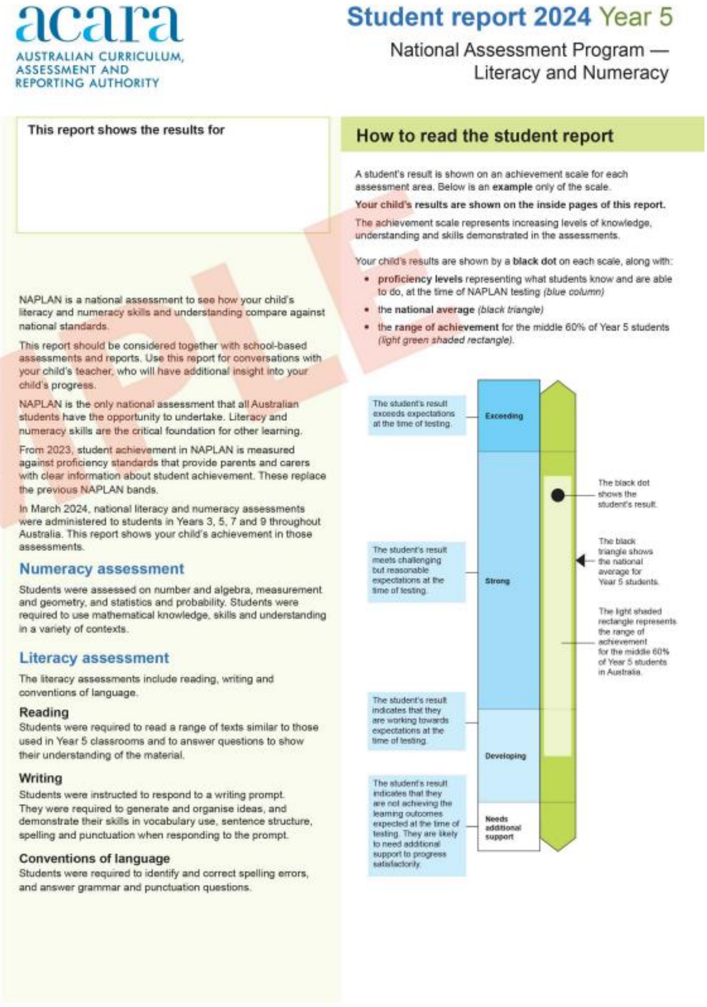
Where can I find further information?

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

The below table provides summaries of the types of skills typically demonstrated by Year 5 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit www.nap.edu.au.

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Solves multi-step problems with multiple operations. Adds and subtracts decimals and fractions with the same denominator. Converts between metric units. Interprets timetables. Calculates areas and perimeters of rectangles. Describes pathways using key features and directional language. Interprets angles in context. Identifies the outcomes of chance experiments and assigns probabilities. Interprets and compares different representations of data.	Makes meaning from texts with elaborated ideas, less predictable characters and settings, and challenging sequences of events. Identifies details that connect implied ideas across a text. Analyses content to infer central and supporting ideas. Identifies how characteristic text structures support the text's purpose and how language features contribute to effect and meaning.	Writes a suitably structured coherent text, with relevant ideas, that engages or persuades the reader. Narrative or persuasive text features and effective word choices are used to affect the reader. The text has a variety of correct sentences. Most punctuation is correct and supports meaning. Most words, including many difficult words, are spelt correctly.	Correctly spells, and identifies errors in, many words with difficult spelling patterns and most words with regular spelling patterns, including some unfamiliar vocabulary for the year level. Consistently identifies or correctly uses grammar and punctuation conventions in increasingly sophisticated sentences. Conventions include: • complex sentences • noun, verb, adjective and adverb groups or phrases • commas to separate clauses.
Strong	Compares, orders and represents numbers beyond 10 000. Uses operations including division. Continues number patterns with decimals. Measures between intervals on scaled instruments. Calculates the areas of shapes. Solves time problems. Identifies features of 3D objects. Uses directional language to describe location. Classifies and compares angles. Orders the chance of events occurring. Interprets and compares data presented in tables or graphs.	Makes meaning from texts of increasing difficulty and elaboration that have variable text structures. Recognises the purpose of language and organisational features. Understands how ideas and events are sequenced and developed to support a text's purpose and intended audience. Makes inferences drawing from different parts of a text.	Writes a suitably structured text containing some development of ideas, some precise or topic-specific language and some narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spelt correctly.	Correctly spells, and identifies errors in, many two- and three-syllable words with regular spelling patterns, within familiar vocabulary for the year level. Often identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: • some complex sentences • nouns, verbs, adjectives, adverbs and pronouns • apostrophes for contraction.
Developing	Compares, orders and represents numbers to 10 000. Uses operations to solve single-step problems. Solves problems involving simple fractions. Continues number patterns using addition or multiplication with whole numbers. Uses simple scaled instruments to measure. Converts between units of time. Identifies features of combined 2D shapes. Uses grid references to describe location. Compares angles to a right angle. Describes the likelihood of events.	Makes meaning from increasingly complex texts with familiar content and themes. Identifies the purpose of a text and shows some understanding of how ideas are structured and presented. Makes inferences from clearly stated information and retrieves specific information. Interprets the meaning of unfamiliar or subject-specific vocabulary from context.	Writes a text with some parts of a recognisable structure, containing some related ideas on a topic. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, some frequently used one- and two-syllable words with simple spelling patterns. Sometimes identifies or correctly uses grammar and punctuation conventions in a small range of sentence structures. Conventions include: • some compound sentences • some nouns, verbs, pronouns and adjectives • quotation marks for direct speech.
Needs additional support	Compares, orders and represents numbers to 1000. Adds and subtracts with two-digit numbers. Solves problems using basic multiplication facts. Determines simple fractions of collections. Continues number patterns using addition. Measures using uniform, informal units. Identifies common 2D shapes and 3D objects using obvious features. Identifies events based on their likelihood. Interprets data displayed in simple tables or picture graphs.	Makes meaning from short texts on familiar content, topics and themes. Reads texts that have concrete ideas with some elaboration and detail. Locates directly stated information and makes some connections between implicit ideas to build inferred meaning. Identifies the purpose of some common text structures and language features.	Writes a text with some parts of a recognisable structure, containing a few events or familiar ideas on a topic. The text has everyday language and some narrative or persuasive text features. There is some correct formation of sentences. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, a few frequently used one-syllable words with simple spelling patterns. May identify or correctly use a small range of grammar and punctuation conventions in short sentences. Conventions include: • simple sentences • familiar nouns, verbs and adjectives • full stops and question marks.

EXAMPLE



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Student report 2024 Year 5

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Writing

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- **proficiency levels** representing what students know and are able to do, at the time of NAPLAN testing *(blue column)*
- the **national average** *(black triangle)*
- the **range of achievement** for the middle 60% of Year 5 students *(light green shaded rectangle)*.

The student's result exceeds expectations at the time of testing. — **Exceeding**

The student's result meets challenging but reasonable expectations at the time of testing. — **Strong**

The student's result indicates that they are working towards expectations at the time of testing. — **Developing**

The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily. — **Needs additional support**

The black dot shows the student's result.

The black triangle shows the national average for Year 5 students.

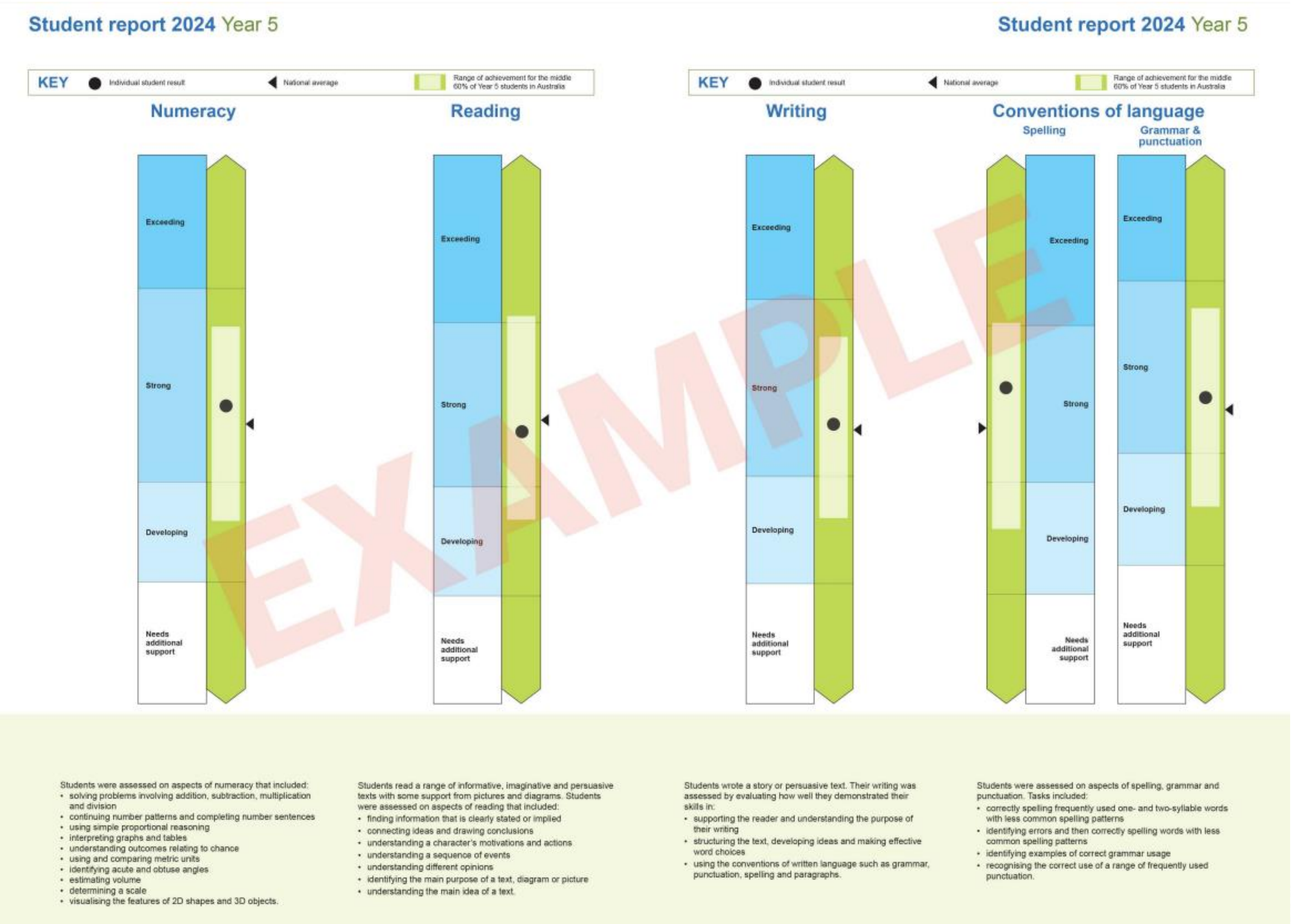
The light shaded rectangle represents the range of achievement for the middle 60% of Year 5 students in Australia.

EXAMPLE

Results are now communicated to parents in one of four categories:

- Needs additional support
- Developing
- Strong
- Exceeding

BPPS NAPLAN Results for Yr 5 Parents



Student report 2024 Year 5

Student report 2024 Year 5

KEY ● Individual student result ◀ National average 🟩 Range of achievement for the middle 60% of Year 5 students in Australia

KEY ● Individual student result ◀ National average 🟩 Range of achievement for the middle 60% of Year 5 students in Australia

Numeracy

Reading

Writing

Conventions of language

EXAMPLE

Students were assessed on aspects of numeracy that included:
- solving problems involving addition, subtraction, multiplication and division
- continuing number patterns and completing number sentences
- using simple proportional reasoning
- interpreting graphs and tables
- understanding outcomes relating to chance
- using and comparing metric units
- identifying acute and obtuse angles
- estimating volume
- determining a scale
- visualising the features of 2D shapes and 3D objects.

Students read a range of informative, imaginative and persuasive texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:
- finding information that is clearly stated or implied
- connecting ideas and drawing conclusions
- understanding a character's motivations and actions
- understanding a sequence of events
- understanding different opinions
- identifying the main purpose of a text, diagram or picture
- understanding the main idea of a text.

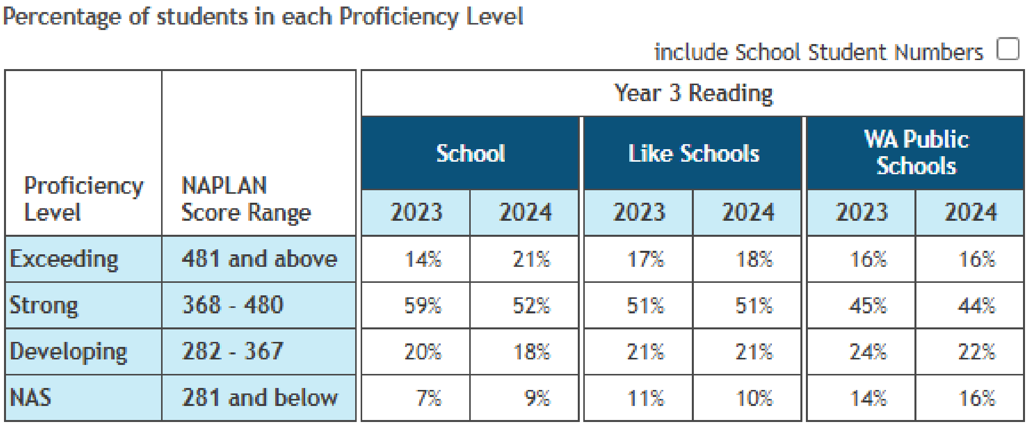
Students wrote a story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:
- supporting the reader and understanding the purpose of their writing
- structuring the text, developing ideas and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:
- correctly spelling frequently used one- and two-syllable words with less common spelling patterns
- identifying errors and then correctly spelling words with less common spelling patterns
- identifying examples of correct grammar usage
- recognising the correct use of a range of frequently used punctuation.

BPPS NAPLAN Results for Schools

Results are now communicated to schools in one of four categories:

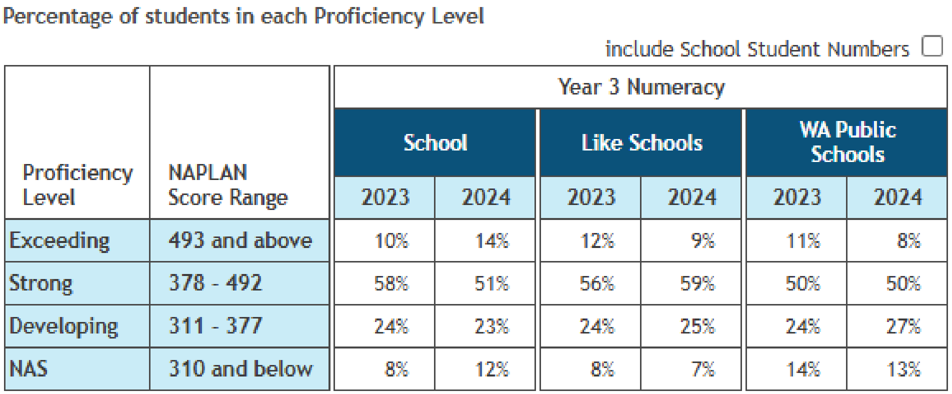
- Needs additional support
- Developing
- Strong
- Exceeding



Percentage of students in each Proficiency Level

include School Student Numbers ☐

Proficiency Level	NAPLAN Score Range	Year 3 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	481 and above	14%	21%	17%	18%	16%	16%
Strong	368 - 480	59%	52%	51%	51%	45%	44%
Developing	282 - 367	20%	18%	21%	21%	24%	22%
NAS	281 and below	7%	9%	11%	10%	14%	16%



Percentage of students in each Proficiency Level

include School Student Numbers ☐

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	493 and above	10%	14%	12%	9%	11%	8%
Strong	378 - 492	58%	51%	56%	59%	50%	50%
Developing	311 - 377	24%	23%	24%	25%	24%	27%
NAS	310 and below	8%	12%	8%	7%	14%	13%

FAQ’s & Resources

- ACARA`s NAPLAN Online website has an in-depth ‘**Frequently Asked Questions’ section** that is helpful to families. This can be access through the link:

  http://nap.edu.au/online-assessment/FAQs

- You can also visit the **'Resources' section** of the NAP website for access to NAPLAN Online resources.

  http://nap.edu.au/resources-new

If you want more…

- NAPLAN online ACARA research and findings
- NAPLAN Writing test FAQ (1.6 mb) ***NB Year 3 students will complete the writing test using pen and paper***
- Information for Parents & Carers

thank
YOU