

28 August 2018

MEDIA RELEASE

RELEASE OF NAPLAN 2018 SUMMARY INFORMATION

The NAPLAN 2018 summary information provides preliminary results at the national, and state and territory level for each school year (3, 5, 7 and 9) and for all domains tested in NAPLAN.

The data provide comparisons of 2018 results with 2017 and with base years (2008 for numeracy, reading and conventions of language, and 2011 for writing).

All Australian education systems are moving to NAPLAN Online by 2020. Online testing provides more accurate and precise information about what students know and can do. This year, the first year of transition, around 20 per cent of students undertook NAPLAN online. In 2019, a larger percentage of students will undertake NAPLAN online, with the remainder sitting the paper assessment.

The NAPLAN summary results issued today include combined data for online and paper student cohorts.

“Overall, the NAPLAN results for 2018 show that since 2008 there have been statistically significant gains in a number of domains and year levels, particularly at the primary level,” ACARA CEO, Robert Randall, said.

The national summary preliminary NAPLAN results for 2018 show:

Compared with the base year:

- The performance of Australian students in Years 5 and 9 numeracy, Years 3 and 5 reading, Years 3 and 5 spelling, and Years 3 and 7 grammar was significantly above the NAPLAN 2008 average.
- The writing test results in Years 5, 7 and 9 were below those observed in the base year (2011).

Compared with 2017:

- Results were stable, with no statistically significant changes compared with last year in any of the NAPLAN domains.

“This was the first year in which some students took NAPLAN online and the transition was smooth, with feedback from schools at the time of testing stating that students found the online assessment engaging,” said Mr Randall.

“The NAPLAN Online platform performed well and 99.8 per cent of students were able to complete the assessment online.”

Prior to release, NAPLAN results are reviewed and endorsed by independent measurement advisory experts.

These measurement experts have confirmed that the results for online and paper NAPLAN have assessed the same content and can be placed on the same NAPLAN assessment scale. While NAPLAN results can be compared between assessment modes and years, individual student experiences for any single test may differ due to a range of factors, including the mode of delivery or a student’s performance on the day.

For example, this year’s results for Year 9 students who completed the writing test online were, on average, higher than the results of students who completed the writing test on paper. The independent experts have confirmed the results are comparable; however, this difference appears to be a result of the test mode. The difference may be due to students at this year level having greater confidence writing online than on paper, as well as students’ ability to readily review and edit their work online in a way that is not possible with a paper test. This reinforces the benefit of moving to NAPLAN Online, which will give teachers, students and parents more information about what students know and can do, and where additional support is needed.

NAPLAN assesses the fundamental skills of literacy and numeracy, with the data provided used by families, schools and education systems to ensure Australian students are supported in their learning. As always, NAPLAN provides a snapshot of a child’s assessment at a point in time and individual student results should be considered together with school-based assessments.

To view the NAPLAN 2018 summary data, visit <http://reports.acara.edu.au/>

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