

THE NAPLAN SURVIVAL GUIDE FOR PARENTS



The NAPLAN Survival Guide for Parents

A comprehensive resource to help you and your child navigate NAPLAN testing with confidence

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1. Introduction

Welcome to 'The NAPLAN Survival Guide for Parents'. If you've picked up this guide, you're likely navigating the sometimes confusing and often stressful landscape of NAPLAN testing with your child. The good news is, you're not alone, and with the right information and strategies, you can successfully support your child through this experience.

The National Assessment Program – Literacy and Numeracy (NAPLAN) has become a significant milestone in the Australian educational journey. As a standardised assessment program, it provides valuable data about literacy and numeracy achievements among Australian students. However, this data-gathering exercise can sometimes transform into a source of anxiety for both students and parents.

This guide aims to demystify NAPLAN, providing you with practical advice, evidence-based strategies, and reassurance to help your family approach these assessments with confidence and perspective.

What This Guide Offers:

- Clear explanations of what NAPLAN is (and isn't)
- Specific information about what to expect at each year level
- Strategies for supporting your child emotionally
- Practical tips for academic preparation
- Guidance for the testing period itself
- Help understanding and using the results constructively
- Answers to common questions and concerns

As parents, we naturally want our children to succeed and often fear that poor performance reflects on our parenting or their future prospects. This guide will help you maintain a balanced perspective, remembering that NAPLAN is just one assessment at one point in time—not a definitive judgement of your child's abilities or potential.

Our goal is to help you transform NAPLAN from a source of stress into an opportunity for growth, learning, and confidence-building. With the right approach, these tests can actually help develop valuable skills in managing pressure and performing under examination conditions—abilities that will serve your child well throughout their education and beyond.

Let's begin by understanding exactly what NAPLAN is and what it aims to measure.

2. Understanding NAPLAN

2.1 What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7, and 9. It has been a part of the Australian educational landscape since 2008 and is administered by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

NAPLAN is designed to assess student learning progress in four key areas:

- Reading
- Writing
- Language Conventions (spelling, grammar, and punctuation)
- Numeracy

Unlike school-based assessments, NAPLAN is a nationwide program that allows governments, education authorities, and schools to determine whether young Australians are meeting important educational outcomes in literacy and numeracy. The results provide valuable data that can inform educational policy and resource allocation across the country.

Key Point:

NAPLAN is not a test of content but rather of skills that students are expected to learn through their everyday education. It doesn't test knowledge of specific subjects like science or history but focuses on the fundamental skills that enable learning across all areas.

The Purpose of NAPLAN

NAPLAN serves several important purposes:

1. **For Schools and Teachers:** The results help identify strengths and weaknesses in teaching programs and set goals for improvement.
2. **For Education Systems:** The data is used to evaluate programs and allocate resources where they're most needed.
3. **For Parents:** NAPLAN provides an objective measure of how your child is performing in the fundamental areas of literacy and numeracy, compared to other students across Australia.
4. **For Students:** The assessment gives practice in important test-taking skills and can help identify areas where additional support might be beneficial.

Important Perspective:

While NAPLAN provides useful information, it's important to remember that it's just one assessment conducted on one day of the year. It doesn't measure all aspects of your child's education, and results should always be considered alongside school-based assessments and teacher judgments.

2.2 NAPLAN Timeline and Format

NAPLAN assessments typically take place in May each year over a designated period:

| Year | Format | Testing Window |
|--------|-------------------------------------------------------|-----------------------------------------|
| Year 3 | Mix of online and paper (writing test is paper-based) | Typically a 9-day testing window in May |
| Year 5 | Primarily online | Typically a 9-day testing window in May |
| Year 7 | Online | Typically a 9-day testing window in May |
| Year 9 | Online | Typically a 9-day testing window in May |

The move to online testing has been gradual, with most schools now conducting NAPLAN online. The online format offers several advantages, including:

- Tailored (or adaptive) testing that adjusts question difficulty based on student performance
- More precise results
- Greater engagement for students
- Faster turnaround of results

Test Duration:

The tests vary in length depending on the year level and domain being assessed, but generally range from 40 to 65 minutes:

- Writing: 40 minutes (Year 3), 42-45 minutes (Years 5, 7, and 9)
- Reading: 45 minutes (Year 3), 50 minutes (Years 5, 7, and 9)
- Language Conventions: 45 minutes (Year 3), 45 minutes (Years 5, 7, and 9)
- Numeracy: 45 minutes (Year 3), 50-65 minutes (Years 5, 7, and 9)

2.3 What NAPLAN Measures

NAPLAN aims to assess skills that are essential for every student to progress through school and life. These skills are developed over time through the school curriculum.

Reading

The reading assessment measures a student's ability to:

- Understand written text
- Interpret and analyse information
- Identify main ideas and supporting details
- Recognise the author's purpose and viewpoint
- Make connections between different parts of texts

Writing

The writing assessment requires students to generate a written response to a prompt. It measures:

- The ability to communicate ideas and information effectively
- Text structure and organisation
- Ideas and content development
- Vocabulary usage
- Sentence structure
- Spelling, punctuation, and grammar

Language Conventions

This assessment focuses on:

- Spelling
- Grammar
- Punctuation

Numeracy

The numeracy assessment measures a student's ability to:

- Apply mathematical understanding

- Problem-solve
- Reason mathematically
- Interpret information
- Apply concepts across number, measurement, geometry, statistics, and probability

What NAPLAN Doesn't Measure:

It's equally important to understand what NAPLAN doesn't assess:

- Creativity and critical thinking (beyond the confines of the test questions)
- Social skills and emotional intelligence
- Physical abilities
- Specific content knowledge in subjects like science, history, geography, etc.
- Arts, music, or technical skills
- A student's potential or future capabilities

Understanding these limitations helps maintain perspective about what NAPLAN results can and cannot tell us about your child's abilities and development.

3. NAPLAN by Year Level

Each year level experiences NAPLAN slightly differently, with assessments designed to be age-appropriate while still measuring progress against national standards. This section breaks down what to expect at each tested year level.

3.1 Year 3 NAPLAN

For most students, Year 3 NAPLAN represents their first formal standardised testing experience, making it particularly important for parents to provide appropriate support and preparation.

What's Assessed

| Domain | Format | What to Expect |
|----------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Reading | Online multiple-choice and short answer questions | Simple narrative and informative texts with questions about main ideas, details, and inferences |
| Writing | Paper-based (hand-written response) | Either a narrative or persuasive writing task based on a prompt |
| Language Conventions | Online multiple-choice and short answer questions | Basic spelling, grammar, and punctuation appropriate for Year 3 level |

| | | |
|----------|---------------------------------------------------|-----------------------------------------------------------------------------|
| Numeracy | Online multiple-choice and short answer questions | Basic number skills, measurement, simple geometry, statistics, and patterns |
|----------|---------------------------------------------------|-----------------------------------------------------------------------------|

Unique Considerations for Year 3

- **First Testing Experience:** Many children will feel anxious about their first formal test. Emphasise that this is just to see what they've learned so far.
- **Writing Skills:** Hand-writing stamina can be an issue. Practice writing by hand for increasing periods of time leading up to the test.
- **Reading Stamina:** Year 3 students are still developing their reading fluency. Encourage daily reading to build endurance.
- **Computer Skills:** Some students may have limited experience with computer-based testing. If possible, practice basic computer navigation skills.

Supporting Your Year 3 Child

To help your Year 3 child prepare appropriately:

- Read together daily, discussing story elements and asking questions about the text
- Practice writing simple stories and persuasive pieces with a beginning, middle, and end
- Play word games to improve spelling and vocabulary
- Incorporate basic maths into daily activities like cooking, shopping, and play
- Ensure they understand that NAPLAN is just one of many ways to show what they know
- Focus on building confidence rather than creating pressure

Communication Tip:

For Year 3 students, describe NAPLAN as "a chance to show what you know" rather than a "big test." Keep the language positive and low-pressure.

3.2 Year 5 NAPLAN

By Year 5, students have usually experienced NAPLAN once before, but the expectations and difficulty level have increased. The assessments now evaluate more complex skills and understanding.

What's Assessed

| Domain | Format | What to Expect |
|--------|--------|----------------|
|--------|--------|----------------|

| | | |
|----------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Reading | Online multiple-choice and short answer questions | More complex texts with questions requiring deeper analysis and inference |
| Writing | Online typing (in most schools) | Either a narrative or persuasive writing task with higher expectations for structure and vocabulary |
| Language Conventions | Online multiple-choice and short answer questions | More advanced spelling patterns, grammar concepts, and punctuation rules |
| Numeracy | Online multiple-choice and short answer questions | More complex number operations, fractions, decimals, measurement, geometry, and data interpretation |

Unique Considerations for Year 5

- **Comparison Anxiety:** Some students may worry about how their results compare to their Year 3 performance or to peers.
- **Online Writing:** Typing speed and digital literacy become more important factors.
- **Reading Complexity:** Texts include more abstract concepts and require higher-level comprehension strategies.
- **Mathematical Reasoning:** Questions move beyond basic operations to problem-solving and application.

Supporting Your Year 5 Child

Effective ways to support your Year 5 student include:

- Encourage independent reading across various genres, discussing themes and author's purpose
- Provide opportunities to write for different purposes (stories, letters, reports)
- Practice typing skills if the writing test will be online
- Work on mathematical word problems that require multiple steps
- Discuss how NAPLAN is one of many tools to help understand their learning journey
- Focus on personal improvement rather than comparison with others

Watch For:

Year 5 students sometimes begin to develop more perfectionistic tendencies. Be alert for signs of excessive stress or negative self-talk related to academic performance.

3.3 Year 7 NAPLAN

Year 7 NAPLAN coincides with the transition to secondary school for many students, adding an additional layer of complexity. The assessments reflect the increased academic demands of secondary education.

What's Assessed

| Domain | Format | What to Expect |
|----------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Reading | Online multiple-choice and short answer questions | Complex texts including literary, informative, and persuasive pieces with sophisticated analysis required |
| Writing | Online typing | Either a narrative or persuasive writing task with high expectations for structure, voice, vocabulary, and cohesion |
| Language Conventions | Online multiple-choice and short answer questions | Advanced spelling patterns, complex grammar, and sophisticated punctuation usage |
| Numeracy | Online multiple-choice and short answer questions | Complex operations, algebra, measurement, geometry, statistics, and probability with multi-step problems |

Unique Considerations for Year 7

- **School Transition:** Many students are adjusting to secondary school environments, multiple teachers, and increased workload.
- **Adolescent Development:** Physical and emotional changes can affect concentration and confidence.
- **Peer Influence:** Social dynamics become more important, and attitudes toward testing may be influenced by peer perspectives.
- **Digital Literacy:** Higher expectations for efficient computer use during testing.

Supporting Your Year 7 Child

Effective ways to support your Year 7 student include:

- Encourage critical reading of news articles, literature, and online content
- Discuss different viewpoints and how arguments are constructed in media
- Support organisation and study skills for managing increased academic demands
- Practice applying mathematical concepts to real-world situations
- Help maintain perspective on the purpose and limitations of standardised testing
- Acknowledge the challenges of adolescence and school transition alongside academic expectations

Communication Approach:

Year 7 students often appreciate being treated more like adults. Explain the purpose of NAPLAN in terms of its usefulness for their educational journey and how it helps schools provide better support.

3.4 Year 9 NAPLAN

Year 9 represents the final NAPLAN assessment. For many students, adolescent development is in full swing, which can affect their approach to standardised testing. The assessments are designed to measure readiness for senior secondary studies.

What's Assessed

| Domain | Format | What to Expect |
|----------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Reading | Online multiple-choice and short answer questions | Sophisticated texts with complex themes requiring critical analysis and evaluation |
| Writing | Online typing | Either a narrative or persuasive writing task with high expectations for sophisticated structure, voice, vocabulary, and rhetorical devices |
| Language Conventions | Online multiple-choice and short answer questions | Complex spelling patterns, advanced grammar concepts, and sophisticated punctuation usage |
| Numeracy | Online multiple-choice and short answer questions | Advanced algebra, statistics, measurement, geometry, and probability with complex multi-step problems |

Unique Considerations for Year 9

- **Adolescent Attitudes:** Some students may display apathy, resistance, or anxiety about testing.
- **Future Implications:** In some states, Year 9 NAPLAN results may have implications for senior certificate requirements.
- **Identity Development:** Academic performance may be increasingly tied to self-concept and future aspirations.
- **Test Fatigue:** After multiple NAPLAN experiences, some students develop negative attitudes toward standardised testing.

Supporting Your Year 9 Child

Effective ways to support your Year 9 student include:

- Discuss the relevance of literacy and numeracy skills to their future educational and career interests
- Encourage analytical thinking about complex texts, media, and world events
- Support the development of persuasive writing skills through discussing current events and ethical dilemmas
- Connect mathematical concepts to real-world applications in areas of their interest
- Balance appropriate preparation with respect for their growing autonomy
- Help them see NAPLAN as one piece of information in their broader educational journey

Finding Balance:

Year 9 students may be particularly sensitive to perceived pressure. Focus conversations on the value of demonstrating their abilities rather than on scores or consequences.

4. Subject Areas in NAPLAN

Understanding the specific skills tested in each NAPLAN domain can help you provide targeted support to your child. This section breaks down each subject area and offers practical strategies for development.

4.1 Reading

The reading assessment evaluates a student's ability to understand, interpret, and analyse texts across a range of types and complexities.

Skills Assessed

- Finding directly stated information
- Making inferences from text
- Identifying main ideas and supporting details
- Understanding vocabulary in context
- Recognising text structure and features
- Identifying author's purpose and viewpoint
- Making connections between texts
- Evaluating the quality and credibility of texts

Types of Texts Used

NAPLAN reading tests include a variety of texts:

- Narrative texts (stories, excerpts from novels)
- Persuasive texts (advertisements, editorials)
- Informative texts (reports, explanations, instructions)
- Visual texts (charts, tables, diagrams, advertisements)

Supporting Reading Development:

- Encourage daily reading across diverse genres and text types
- Discuss what your child is reading: ask about characters, plot, main ideas
- Model reading for pleasure and information
- Visit libraries regularly and help select engaging materials
- Read news articles together and discuss different perspectives
- Practice finding evidence in texts to support conclusions

4.2 Writing

The writing assessment requires students to produce a written text in response to a stimulus. Students will be asked to write either a narrative (story) or a persuasive text.

Skills Assessed

NAPLAN writing is assessed across ten criteria:

1. **Audience:** Awareness of purpose and audience
2. **Text structure:** Overall organisation and form of the text
3. **Ideas:** Development and quality of ideas
4. **Character and setting:** (for narratives) or **Persuasive devices:** (for persuasive texts)
5. **Vocabulary:** Precision and effectiveness of word choice
6. **Cohesion:** Text flows logically with effective links between parts
7. **Paragraphing:** Organisation of ideas into paragraphs
8. **Sentence structure:** Variety and correctness of sentences
9. **Punctuation:** Accurate and appropriate use of punctuation
10. **Spelling:** Accuracy of spelling, including difficult words

Types of Writing Tasks

| Task Type | Expectations |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Narrative | <ul style="list-style-type: none"> • Engaging beginning, complication, resolution • Character development • Descriptive language and dialogue • Setting details • Coherent plot |
| Persuasive | <ul style="list-style-type: none"> • Clear position statement • Logical arguments and reasons |

- Supporting evidence
- Persuasive language devices
- Strong conclusion

Supporting Writing Development:

- Provide regular opportunities for different types of writing
- Encourage journaling, letter writing, or creative writing
- Discuss current issues and help formulate opinions with supporting reasons
- Read strong examples of narratives and persuasive texts
- Practice planning before writing (using graphic organisers or outlines)
- Review and edit writing to improve clarity and effectiveness
- Develop typing skills if the test will be online

4.3 Language Conventions

The language conventions assessment evaluates a student's understanding and application of standard Australian English spelling, grammar, and punctuation rules.

Skills Assessed

Spelling

- Common and irregular words
- Spelling patterns and rules
- Homophones (words that sound the same but are spelled differently)
- Word origins and derivations
- Subject-specific vocabulary

Grammar

- Parts of speech (nouns, verbs, adjectives, adverbs, etc.)
- Sentence structure
- Subject-verb agreement
- Verb tenses
- Pronouns and their references
- Modifiers and connectives

Punctuation

- Capital letters
- Full stops, question marks, exclamation marks
- Commas, semicolons, colons
- Quotation marks
- Apostrophes
- Parentheses and dashes

Supporting Language Conventions Development:

- Play word games like Scrabble, hangman, or word searches
- Practice identifying parts of speech in everyday reading
- Create spelling challenges with words appropriate to your child's year level
- Discuss punctuation when reading together (why the author used certain marks)
- Edit writing together, focusing on one aspect at a time (e.g., first spelling, then punctuation)
- Use online grammar resources and games appropriate for your child's age

Common Language Conventions Challenges:

- Homophones (their/there/they're, your/you're)
- Apostrophe use (contractions vs. possessives)
- Subject-verb agreement, especially with complex subjects
- Consistent verb tense
- Comma usage in complex sentences
- Irregular plural forms

4.4 Numeracy

The numeracy assessment evaluates a student's ability to recognise and apply mathematical concepts to solve problems across various strands of mathematics.

Skills Assessed

Number and Algebra

- Number sense and operations
- Fractions, decimals, and percentages
- Money and financial mathematics
- Patterns and algebraic thinking
- Linear relationships

Measurement and Geometry

- Length, area, volume, capacity, and mass
- Time
- Shape properties and geometric reasoning
- Location and transformation
- Angles

Statistics and Probability

- Data collection and representation
- Data interpretation

- Probability concepts
- Chance events

Types of Numeracy Questions

NAPLAN numeracy tests include:

- Direct computation questions
- Word problems requiring interpretation
- Multiple-step problems
- Questions involving diagrams, tables, or graphs
- Problems requiring application of mathematical concepts to real-world scenarios

Supporting Numeracy Development:

- Incorporate mathematics into everyday activities (cooking, shopping, travel)
- Practice mental arithmetic regularly
- Play games involving numbers and problem-solving
- Discuss mathematical concepts in real-world contexts
- Encourage the use of multiple strategies to solve problems
- Practice interpreting data from graphs and tables in news articles
- Use online mathematics resources appropriate for your child's level

Calculator Use:

In Years 7 and 9, the numeracy test is divided into calculator and non-calculator sections. Year 3 and 5 tests are non-calculator only. Ensure your child practices both approaches as appropriate for their year level.

5. Emotional Preparation

While academic preparation is important, the emotional and psychological approach to NAPLAN can significantly impact a student's performance and wellbeing. This section focuses on strategies to help your child develop a healthy mindset and manage test-related stress.

5.1 Managing Testing Anxiety

Test anxiety is a form of performance anxiety that affects many students. Symptoms can include physical discomfort, racing thoughts, difficulty concentrating, and negative self-talk. Understanding and addressing these concerns can help your child perform at their best.

Recognising Signs of Test Anxiety

| Physical Signs | Emotional Signs | Behavioural Signs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Headaches • Upset stomach • Rapid heartbeat • Shallow breathing • Sleep difficulties | <ul style="list-style-type: none"> • Excessive worry • Fear of failure • Negative self-talk • Irritability • Feeling overwhelmed | <ul style="list-style-type: none"> • Avoidance of test discussions • Procrastination • Difficulty concentrating • Excessive perfectionism • Withdrawal or acting out |

Evidence-Based Strategies for Managing Test Anxiety

Before the Test:

- **Normalise anxiety:** Explain that feeling nervous is normal and can actually improve performance when managed well
- **Reframe thinking:** Help transform "I can't do this" to "I'll do my best with what I know"
- **Practice relaxation techniques:** Teach deep breathing, progressive muscle relaxation, or mindfulness exercises
- **Maintain perspective:** Emphasise that NAPLAN is just one assessment on one day
- **Ensure proper preparation:** Anxiety is reduced when students feel familiar with test formats

During the Test:

- **Breathing techniques:** Practice taking deep breaths (4 counts in, hold for 2, 6 counts out)
- **Positive self-talk:** Replace "This is too hard" with "I'll try my best"
- **Grounding exercises:** Notice 5 things you can see, 4 things you can touch, 3 things you can hear, etc.
- **Focus strategies:** Skip difficult questions and return to them later
- **Progress monitoring:** Acknowledge each completed section as an achievement

Conversation Starters About Test Anxiety:

- "How are you feeling about NAPLAN this year?"
- "What parts do you feel confident about? What parts seem challenging?"
- "When I was in school, I sometimes felt nervous before tests. How about you?"
- "What would help you feel more prepared or comfortable?"
- "What could we do together to make the testing week easier?"

5.2 Building Resilience

Resilience—the ability to bounce back from challenges and setbacks—is a crucial life skill that extends far beyond NAPLAN. Using the testing experience to develop resilience can transform potential stress into an opportunity for growth.

Core Components of Resilience

- **Positive self-view:** Confidence in one's abilities and strengths
- **Problem-solving skills:** The ability to face and develop solutions for challenges
- **Emotional regulation:** Managing strong feelings and impulses
- **Growth mindset:** Viewing challenges as opportunities to learn and improve
- **Support network:** Knowing who to turn to for help when needed

Fostering Resilience Through NAPLAN

- **Normalize challenge:** Frame NAPLAN as an opportunity to develop "testing muscles" and practice managing challenges
- **Focus on effort:** Praise preparation, persistence, and problem-solving rather than just results
- **Encourage reflection:** After practice tests, discuss what went well and what strategies could be improved
- **Model resilience:** Share your own experiences of overcoming challenges or learning from setbacks
- **Set realistic expectations:** Help your child set achievable goals for their personal best

The Language of Resilience:

| Instead of... | Try... |
|------------------------------------------|----------------------------------------------------------------|
| "This is going to be so hard." | "This is a chance to show what you've learned." |
| "What if you don't do well?" | "What strategies can you use if you find a tricky question?" |
| "You need to get a good score." | "I know you'll try your best, and that's what matters." |
| "I hope it's not too difficult for you." | "You've prepared well and have good strategies to use." |
| "I'm worried about your results." | "I'm interested in what you're learning through this process." |

5.3 Maintaining a Healthy Perspective

One of the most valuable gifts you can give your child is a balanced perspective on NAPLAN and its place in their overall educational journey.

What NAPLAN Is and Isn't

| NAPLAN Is... | NAPLAN Isn't... |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• One assessment at one point in time• A measure of specific literacy and numeracy skills• A tool to identify areas for educational support• One source of information among many• A way to track progress over time | <ul style="list-style-type: none">• A comprehensive measure of intelligence or ability• A predictor of future success or failure• A reflection of a student's worth or potential• More important than classroom assessments• A competition between students |

Strategies for Maintaining Perspective

- **Focus on growth:** Compare current performance to previous attempts rather than to other students
- **Celebrate the process:** Acknowledge effort, strategy use, and perseverance
- **Emphasise the bigger picture:** Discuss how these skills fit into broader learning goals
- **Highlight other strengths:** Remind your child of their abilities in areas not measured by NAPLAN
- **Role model balanced thinking:** Be mindful of how you discuss NAPLAN around your child

Watch Your Words:

Children pick up on parental anxiety. Monitor your own language and emotions about NAPLAN, avoiding statements like "These tests are so stressful" or "The school's reputation depends on these scores." Instead, model calm confidence and balanced perspective.

Beyond NAPLAN: Creating Balance

During NAPLAN preparation and testing periods, make sure to:

- Maintain normal family routines and activities
- Ensure adequate sleep, nutrition, and physical activity
- Continue recreational activities and social connections
- Make time for relaxation and play

- Celebrate qualities and achievements unrelated to academic performance

6. Academic Preparation

While emotional preparation is crucial, appropriate academic preparation helps students approach NAPLAN with confidence. This section offers practical, balanced approaches to help your child develop the skills assessed in NAPLAN.

6.1 Effective Study Habits

Developing good study habits not only prepares students for NAPLAN but also establishes valuable lifelong learning skills.

Creating an Effective Study Environment

- **Dedicated space:** Create a quiet area with good lighting and minimal distractions
- **Necessary materials:** Ensure all required resources are easily accessible
- **Technology management:** Remove unnecessary devices or use apps that limit distractions
- **Comfort:** Provide a comfortable chair and appropriate desk height
- **Organisation:** Keep the space tidy and materials well-organised

Effective Study Techniques

- **Spaced practice:** Short, regular study sessions are more effective than cramming
- **Active recall:** Encourage your child to retrieve information from memory rather than just re-reading
- **Varied practice:** Mix up different subjects or topics rather than focusing on one for too long
- **Elaboration:** Ask "why" questions to deepen understanding of concepts
- **Concrete examples:** Connect abstract concepts to real-world examples
- **Dual coding:** Combine words and visuals to enhance learning

Age-Appropriate Study Approaches

| Year Level | Recommended Approach |
|------------|----------------------|
|------------|----------------------|

| | |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3 | <ul style="list-style-type: none"> • Short, playful sessions (15-20 minutes) • Learning through games and activities • Reading together daily • Focus on building confidence with test formats |
| Year 5 | <ul style="list-style-type: none"> • 20-30 minute focused sessions • Mix of independent and guided practice • Introduce basic study techniques • Balance skill development with test familiarity |
| Year 7 | <ul style="list-style-type: none"> • 30-45 minute study blocks • More independent practice • Structured study plans • Focus on areas of challenge |
| Year 9 | <ul style="list-style-type: none"> • 45-60 minute focused sessions • Self-directed study with parental support • Development of personalised study strategies • Emphasis on higher-order thinking skills |

Signs of Excessive Preparation:

Watch for these warning signs that preparation may be creating unhealthy pressure:

- Anxiety or stress about practice sessions
- Avoidance behaviours or procrastination
- Physical complaints like headaches or stomach aches
- Sleep disturbances
- Loss of interest in previously enjoyed activities
- Excessive perfectionism or fear of mistakes

If these signs appear, scale back preparation and refocus on maintaining perspective and wellbeing.

6.2 Practice Materials and Resources

Appropriate practice materials help students become familiar with test formats and question types, reducing anxiety and building confidence.

Types of Practice Materials

- **Official past papers:** Released by ACARA (Australian Curriculum, Assessment and Reporting Authority)
- **Commercial practice books:** Published specifically for NAPLAN preparation
- **School-provided resources:** Materials your child's school may provide
- **Online practice tests:** Interactive digital resources

- **Skill-specific workbooks:** Focus on particular areas like grammar or numeracy

Recommended Resources

Official Resources:

- The NAP website (nap.edu.au) provides information, sample questions, and demonstration tests
- ACARA's website (acara.edu.au) includes past NAPLAN papers from previous years
- Your state or territory's education department website often provides NAPLAN resources

Quality Commercial Resources:

- Excel NAPLAN-style practice tests
- Blake Education NAPLAN preparation books
- Pascal Press (NAPLAN Success series)
- Macmillan Education Australia resources
- Online platforms like Education Perfect and Mathletics have NAPLAN-aligned content

Selecting Appropriate Resources:

- Choose materials designed for your child's specific year level
- Look for resources that explain concepts rather than just providing questions
- Select materials with answer keys and worked solutions
- Ensure online resources match the current NAPLAN format
- Ask your child's teacher for specific recommendations

Using Practice Tests Effectively

- **Start with untimed practice:** Allow time to understand the question formats before introducing time constraints
- **Focus on understanding:** Go through incorrect answers to understand why they were wrong
- **Teach test-taking strategies:** Like eliminating obviously incorrect answers or managing time
- **Build stamina gradually:** Begin with partial tests before attempting full-length practice
- **Simulate test conditions:** Occasionally practice under conditions similar to the actual test
- **Track progress:** Note improvements in specific skill areas over time

Balanced Approach to Practice Tests:

While practice tests are valuable, they should not dominate your child's preparation or create undue stress. Balance formal test practice with more engaging ways of developing the same skills, such as reading for pleasure, real-world writing tasks, and mathematical games or puzzles.

6.3 Balanced Preparation Schedule

A structured but flexible preparation schedule helps ensure consistent progress without overwhelming your child.

Planning Principles

- Start preparation well in advance (2-3 months before NAPLAN)
- Distribute practice across multiple short sessions rather than lengthy cramming
- Balance focused NAPLAN preparation with regular schoolwork
- Include breaks and recreational activities
- Adapt the schedule based on your child's energy levels and engagement
- Increase focus on challenging areas while maintaining confidence in stronger areas

Sample 8-Week Preparation Timeline

| Timeframe | Focus Areas | Activities |
|-----------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 1-2 | Skill assessment and familiarisation | <ul style="list-style-type: none">• Complete diagnostic practice tests• Identify strengths and challenges• Become familiar with test formats |
| Weeks 3-4 | Focused skill development | <ul style="list-style-type: none">• Work on identified challenge areas• Practice specific question types• Build confidence in stronger areas |
| Weeks 5-6 | Practice test integration | <ul style="list-style-type: none">• Complete partial practice tests• Continue targeted skill development• Begin timed practice |
| Weeks 7-8 | Test preparation and strategy | <ul style="list-style-type: none">• Complete full practice tests• Refine test-taking strategies |

- | | | |
|--|--|--------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none">• Review key concepts• Focus on confidence building |
|--|--|--------------------------------------------------------------------------------------------------------------|

Sample Weekly Schedule Template

Adjust the schedule based on your child's age, attention span, and other commitments.

Monday: Reading comprehension focus (20-45 minutes)

- Practice reading passages
- Discuss main ideas and supporting details
- Answer comprehension questions

Tuesday: Writing skills focus (20-45 minutes)

- Practice planning a response
- Work on specific writing elements (e.g., paragraphing, vocabulary)
- Edit and improve a piece of writing

Wednesday: Language conventions focus (20-45 minutes)

- Spelling practice
- Grammar exercises
- Punctuation review

Thursday: Numeracy focus (20-45 minutes)

- Practice specific math concepts
- Work through word problems
- Review challenging concepts

Friday: Mini practice test or review (20-45 minutes)

- Complete a short practice test combining all areas
- OR review and revise content from the week
- Celebrate progress and efforts

Weekend: Rest from formal practice, but incorporate skills naturally:

- Reading for pleasure
- Writing for authentic purposes (letters, stories, journals)
- Mathematical thinking through games or real-life situations

Flexibility is Key:

Be prepared to adjust your schedule based on:

- Your child's response to the preparation activities
- Emerging strengths or challenges
- Energy levels and interest
- Other commitments and activities
- Feedback from teachers

The goal is consistent, positive progress—not rigid adherence to a schedule that causes stress.

7. The Testing Period

The days immediately before, during, and after NAPLAN require specific strategies to ensure your child is physically and mentally prepared to do their best while maintaining wellbeing.

7.1 The Week Before

The final week before NAPLAN should focus on light review, confidence building, and establishing routines that support performance.

Academic Preparation

- **Light review only:** Focus on revising key concepts rather than learning new material
- **Brief practice:** Complete short, confidence-building exercises rather than full practice tests
- **Strategy reinforcement:** Review test-taking strategies like time management and careful reading of questions
- **Celebration of progress:** Acknowledge how far your child has come in their preparation

Physical Preparation

- **Establish healthy sleep patterns:** Ensure your child goes to bed and wakes up at consistent times
- **Balanced nutrition:** Focus on nutritious meals with plenty of fruits, vegetables, and protein
- **Regular physical activity:** Encourage outdoor play or exercise to reduce stress and improve sleep
- **Limit screen time:** Especially in the evening, to promote better sleep

Emotional Preparation

- **Positive conversations:** Talk about NAPLAN in a matter-of-fact, confident manner
- **Anxiety management:** Practice relaxation techniques that can be used during the tests
- **Maintain normal routines:** Keep extracurricular activities and family traditions in place
- **Limit "NAPLAN talk":** Avoid making the tests the central focus of all conversations

7.2 The Day Before

The day before each NAPLAN test should be relaxed and positive, with minimal focus on test preparation.

Do:

- Ensure all required materials are packed (pencils, eraser, water bottle, etc.)
- Maintain normal evening routines
- Ensure a nutritious dinner
- Plan for an early, relaxed bedtime
- Engage in calm, enjoyable activities
- Express confidence in your child's preparation

Don't:

- Cram or study late into the evening
- Introduce new concepts or strategies
- Allow excessive screen time close to bedtime
- Have stressful or intense conversations about the test
- Communicate anxiety or excessive concern
- Change normal routines drastically

Evening Conversation Starters:

- "What would you like to do this evening to relax?"
- "Is there anything you need to help you feel prepared tomorrow?"
- "Let's talk about something you're looking forward to this weekend."
- "I'm really proud of how you've prepared for these tests."

7.3 The Morning of the Test

A calm, organised morning sets the stage for better test performance. Create a positive atmosphere that helps your child feel confident and supported.

Morning Routine

- **Wake up early enough:** Allow plenty of time to avoid rushing
- **Nutritious breakfast:** Provide a balanced meal with protein and complex carbohydrates (eggs, wholegrain toast, fruit, yogurt)
- **Hydration:** Ensure your child drinks water throughout the morning
- **Clothing:** Suggest comfortable layers to adapt to classroom temperature
- **Double-check materials:** Ensure all necessary items are packed

Last-Minute Support

- **Positive reinforcement:** Express confidence in their abilities and preparation
- **Strategy reminders:** Briefly review key test-taking strategies if it helps confidence
- **Anxiety management:** If needed, practice a quick calming exercise together
- **Perspective:** Remind them that they simply need to do their best
- **Connection:** A hug, high-five, or special goodbye ritual can provide emotional support

What to Avoid:

- Last-minute cramming or studying
- Expressing your own anxiety or concern
- High-sugar or heavily processed breakfast foods
- Running late or creating a rushed atmosphere
- Pressuring statements like "Make sure you do well"

7.4 After the Test

How you respond after each test and during the testing period can significantly impact your child's ongoing confidence and attitude.

Immediately After Each Test

- **Keep conversation positive:** Focus on effort and strategies rather than specific answers
- **Listen more than you speak:** Allow your child to share their experience if they wish
- **Acknowledge feelings:** Validate any emotions without overreacting to concerns
- **Move forward:** Shift attention to the rest of the day or upcoming activities
- **Avoid post-mortems:** Don't analyse every question or answer

Between Test Days

- **Maintain routines:** Keep regular sleep schedules and healthy meals
- **Provide balance:** Ensure time for physical activity and relaxation
- **Light preparation:** Brief review for upcoming test areas if it helps confidence
- **Acknowledge progress:** Celebrate completing each day of testing
- **Manage comparisons:** Discourage detailed comparisons with peers' experiences

After All Tests are Completed

- **Celebrate completion:** Acknowledge your child's effort and perseverance
- **Plan something enjoyable:** Arrange a small treat or activity they enjoy
- **Express pride:** Focus on their approach and attitude rather than results
- **Move attention forward:** Refocus on regular school activities and interests
- **Manage expectations:** Remind them that results won't be available for some time

Managing Difficult Experiences:

If your child had a challenging experience with NAPLAN:

- Listen empathetically without dismissing concerns
- Focus on the learning experience rather than the outcome
- Highlight strengths and progress observed throughout the preparation
- Discuss resilience and how we learn from challenging experiences
- Consult with teachers if significant distress occurred

8. Understanding NAPLAN Results

NAPLAN results typically become available in August-September, several months after the tests. Understanding how to interpret these results helps you use them constructively to support your child's educational journey.

8.1 How to Read NAPLAN Reports

NAPLAN student reports contain several key components:

Individual Student Report Components:

- **Achievement scale:** Showing your child's performance in each domain
- **National average:** The middle performance of all Australian students at that year level
- **School average:** The middle performance of students at your child's school
- **National minimum standard:** The baseline level of skills needed to participate at that year level
- **Achievement bands:** Performance categories showing skill levels
- **Previous results:** Your child's results from prior NAPLAN tests (if applicable)
- **Skill descriptions:** What students typically can do at each band level

Achievement Bands Explained

NAPLAN results are reported in ten achievement bands, representing the increasing complexity of skills and understanding:

| Year Level | Bands Reported | National Minimum Standard |
|------------|----------------|---------------------------|
| Year 3 | Bands 1-6 | Band 2 |
| Year 5 | Bands 3-8 | Band 4 |
| Year 7 | Bands 4-9 | Band 5 |
| Year 9 | Bands 5-10 | Band 6 |

Reading the Achievement Scale:

The achievement scale uses the same metric across all year levels, allowing you to see growth over time. For example:

- If your child scored at 450 in Year 3 reading and 530 in Year 5 reading, you can see an 80-point growth in reading skills
- This allows you to track progress between tests, regardless of which band they fall into

8.2 What the Results Mean

Interpreting NAPLAN results requires balance and context. Here's how to make sense of different outcomes:

Above National Average

If your child performs above the national average:

- Acknowledge and celebrate their achievement while maintaining perspective
- Look at the specific skills described in their achievement band to understand their strengths
- Consider how to continue challenging and extending these abilities
- Discuss results with teachers to ensure appropriate stimulation in these areas
- Be mindful that high achievement may create pressure to maintain those results

At National Average

If your child performs at or near the national average:

- Recognise this as a solid achievement showing appropriate progress
- Focus on the specific skills they've mastered and areas for continued development
- Acknowledge growth from previous assessments if applicable
- Discuss with teachers how to support continued progress
- Remember that NAPLAN measures only some aspects of learning and development

Below National Average

If your child performs below the national average:

- Maintain perspective—this is one assessment on one day
- Focus on growth compared to previous assessments if available
- Look at the specific skills described in their achievement band to identify areas for support
- Discuss results with teachers to understand the context and develop support strategies
- Consider whether there were testing day factors that may have affected performance
- Remember that many successful people had areas of academic challenge

Below National Minimum Standard:

If your child performs below the national minimum standard:

- Schedule a meeting with your child's teacher to discuss the results in context
- Ask about classroom observations that may confirm or contrast with the NAPLAN results
- Develop a collaborative plan for targeted support
- Consider whether additional assessment might be helpful
- Focus on building confidence alongside skills
- Monitor progress with regular check-ins with the teacher

Understanding Individual Domain Results

Most students show varying performance across different domains. This is normal and provides valuable information about relative strengths and areas for development.

Common Patterns and Considerations:

- **Stronger in reading than writing:** May indicate good comprehension but challenges with independent text creation
- **Stronger in numeracy than literacy:** May reflect learning styles or specific language processing considerations
- **Lower language conventions score:** Often reflects specific skill gaps in spelling or grammar that can be systematically addressed
- **Inconsistent performance:** May indicate test-day factors, engagement levels, or specific skill gaps

8.3 Using Results Constructively

NAPLAN results are most valuable when they inform specific actions to support learning and development.

Discussing Results with Your Child

Productive Approaches:

- Choose a calm, private time for the conversation
- Begin by asking how they feel about taking the tests
- Use growth-focused language rather than fixed judgments
- Highlight specific strengths shown in the results
- Frame areas for development as opportunities, not deficiencies
- Connect the skills assessed to real-world applications they care about
- Involve them in planning next steps

Language to Avoid:

| Instead of... | Try... |
|----------------------------------------|---------------------------------------------------------|
| "You did poorly in writing." | "Let's look at some ways to build your writing skills." |
| "Why can't you do better in maths?" | "Which parts of maths feel challenging for you?" |
| "Your brother/sister did much better." | "Everyone has their own learning journey." |
| "These results are disappointing." | "These results give us information about next steps." |
| "You need to work harder." | "Let's find some strategies that work well for you." |

Working with Teachers

Effective collaboration with teachers maximizes the value of NAPLAN results:

- Schedule a conversation specifically about the results if you have concerns
- Ask how the results compare with classroom assessments
- Discuss specific skills identified in the achievement band descriptions
- Ask about school-based support programs for specific skill areas
- Share observations about your child's learning preferences and motivations
- Develop a collaborative plan with clear actions for school and home
- Establish a timeline for reviewing progress

Creating an Action Plan

Based on the results, consider developing a targeted plan that might include:

- **Reading:** Regular reading in areas of interest, reading comprehension activities, library visits
- **Writing:** Journal keeping, creative writing opportunities, specific skill practice
- **Language conventions:** Word games, editing activities, grammar apps or resources
- **Numeracy:** Real-world math applications, online math programs, targeted skill practice
- **General learning:** Study skills development, confidence building, learning style accommodations

Remember:

The most valuable outcome from NAPLAN results is not the score itself, but the insights gained about how to support your child's continued learning and development. Focus on specific, achievable actions rather than the numbers themselves.

9. Common Parental Concerns

Parents naturally have questions and concerns about NAPLAN. This section addresses the most common worries with evidence-based information and practical advice.

"NAPLAN creates too much stress for children."

Perspective:

While some students do experience anxiety around standardised testing, research suggests that adult attitudes often contribute significantly to this stress. Children take cues from parents and teachers about how to perceive and respond to challenges.

Practical Response:

- Monitor your own language and attitudes about NAPLAN
- Frame NAPLAN as one of many learning experiences
- Teach specific anxiety management strategies
- Maintain normal routines during testing periods
- Focus on effort and strategy use rather than results

When to Seek Support:

If your child shows persistent anxiety that affects sleep, appetite, or daily functioning, consult with the school counsellor or a healthcare professional.

"NAPLAN results don't tell me anything I don't already know."

Perspective:

While parents often have good insights into their child's abilities, NAPLAN provides standardised, objective data that can confirm, challenge, or extend your understanding. It may reveal specific skills that need attention or confirm strengths you've observed.

Value-Adding Approaches:

- Look at the specific skills described in the achievement bands, not just the overall score
- Compare results across different domains to identify patterns
- Track growth over time between different NAPLAN years
- Use results as a conversation starter with teachers about specific learning needs

"My child performs poorly in tests but knows the material."

Perspective:

Test performance can be affected by factors beyond content knowledge, including anxiety, unfamiliar formats, time pressure, and test-taking skills. Some students genuinely struggle to demonstrate their understanding in standardised test environments.

Supportive Strategies:

- Practice with sample tests to build familiarity with formats
- Teach specific test-taking strategies (time management, question analysis)
- Practice anxiety management techniques specifically for testing situations
- Discuss results with teachers in the context of classroom performance
- Consider whether there are learning differences that might require support or accommodation

"Schools spend too much time teaching to the test."

Perspective:

Quality NAPLAN preparation should develop transferable skills that benefit students across all learning areas. The best preparation involves developing solid literacy and numeracy capabilities through engaging, varied learning experiences rather than narrow test drilling.

Constructive Approaches:

- Ask teachers about how they balance NAPLAN preparation with curriculum objectives
- Support skill development through authentic activities at home (reading, writing for real purposes, mathematical thinking)
- Discuss with school leadership if you have concerns about excessive test focus

- Remember that familiarity with test formats reduces anxiety, so some specific preparation is beneficial

"My child has learning differences. How should we approach NAPLAN?"

Perspective:

Students with diagnosed learning differences or disabilities may be eligible for adjustments during NAPLAN or, in some cases, exemption. These decisions should be made in consultation with the school, considering the individual student's needs and best interests.

Available Adjustments:

- Extra time
- Rest breaks
- Use of a scribe or computer
- Separate supervision
- Assistive technology
- Modified test formats (e.g., large print, black and white)

Action Steps:

- Discuss your child's specific needs with their teacher early in the school year
- Ensure any diagnosis documentation is provided to the school
- Ask about the school's process for arranging NAPLAN adjustments
- Consider whether participation with adjustments or exemption better serves your child's wellbeing

"We're moving to a new school. Will NAPLAN results affect admission?"

Perspective:

Schools should not use NAPLAN results as selection criteria for student enrollment. The primary purpose of NAPLAN is to help schools and systems improve teaching programs and to provide parents with information about their child's progress against national standards.

Practical Considerations:

- NAPLAN results form part of a student's educational record that transfers between schools
- New schools may use results to understand learning needs, not for admission decisions
- Provide the new school with a complete picture of your child's abilities, interests, and needs

- If concerned, discuss directly with the new school how they use NAPLAN information

"How can I help my child who is falling behind according to NAPLAN?"

Perspective:

NAPLAN results below expectations can be concerning, but they also provide valuable information to target support effectively. The specific skills described in achievement bands can guide intervention strategies.

Constructive Approaches:

- Meet with teachers to discuss results in context with classroom performance
- Develop a specific action plan targeting identified skill gaps
- Consider whether additional assessment might provide more detailed information
- Explore school-based intervention programs
- Look into quality tutoring focused on specific needs if appropriate
- Set small, achievable goals and celebrate progress
- Maintain confidence and motivation alongside skill development

Remember: Many students who experience early academic challenges go on to significant success when provided with appropriate support and encouragement.

10. Frequently Asked Questions

Q: Can my child be exempted from NAPLAN?

A: Yes, exemptions may be granted in specific circumstances:

- Students with significant intellectual disabilities
- Students with significant coexisting conditions that would severely limit participation
- Students who have recently arrived in Australia with a non-English speaking background

Exemptions require formal application through your school and parental consent. Discuss this option with your school principal if you believe it may be appropriate.

Q: What happens if my child is absent on testing days?

A: Schools typically schedule catch-up sessions during the designated test window (usually within the same week) for students who are absent on a test day. If your child will be absent during the entire testing period due to illness or other circumstances, discuss this with your school as early as possible.

Q: Can I withdraw my child from NAPLAN?

A: Parents can withdraw their children from NAPLAN for philosophical reasons or religious beliefs by formally notifying the school principal. This is different from an exemption and is recorded differently in reporting. Consider discussing your concerns with the school before making this decision.

Q: How long do we wait for NAPLAN results?

A: NAPLAN results are typically available to schools and parents in August-September, approximately 3-4 months after the tests are conducted. The online testing format has helped speed up the reporting process compared to earlier paper-based years.

Q: Do NAPLAN results affect my child's school grades?

A: No, NAPLAN results do not directly impact school grades or reports. They are a separate assessment system designed to provide point-in-time information about achievement in literacy and numeracy. Schools continue to use their own assessment programs to determine grades and report on student progress.

Q: Should I hire a tutor specifically for NAPLAN?

A: For most students, specific NAPLAN tutoring is unnecessary. The skills assessed are those taught through the regular curriculum. However, if NAPLAN results identify specific skill gaps, targeted tutoring addressing those areas may be beneficial. Focus on developing underlying skills rather than just test preparation.

Q: My child is very anxious about NAPLAN. Should they participate?

A: For students with severe anxiety, discuss your concerns with both healthcare providers and school staff. Often, appropriate support and preparation can make participation manageable. However, if participation would cause significant distress, withdrawal may be appropriate. The decision should prioritise your child's wellbeing while considering the potential benefits of developing test-taking resilience.

Q: How do schools use NAPLAN data?

A: Schools use NAPLAN data in several ways:

- Identifying areas of curriculum strength and those needing development
- Tracking cohort progress over time
- Evaluating program effectiveness
- Planning targeted interventions for groups or individuals
- Setting improvement goals
- Resource allocation

Quality schools use NAPLAN as one data source among many to inform their teaching and learning programs.

Q: What's the difference between online and paper NAPLAN tests?

A: Most students now complete NAPLAN online, with a few exceptions. The online format offers several advantages:

- Tailored (adaptive) testing that adjusts question difficulty based on student responses
- More engaging interactive format
- Faster results turnaround
- Greater accessibility features for students with diverse needs

The writing test for Year 3 students remains paper-based to accommodate their developing typing skills. Content and skills assessed remain comparable between formats.

Q: Is it normal for results to vary between NAPLAN years?

A: Yes, some variation between testing years is normal due to:

- Different test content and questions
- Student developmental changes (especially during adolescence)
- Various factors affecting performance on testing days
- Changes in teaching focus or approaches

Focus on overall trends rather than small variations, and consider results alongside school-based assessments for a more complete picture.

11. Resources and Support

Official Resources

NAPLAN Website (National Assessment Program)

Website: www.nap.edu.au

The official NAP website provides:

- Public demonstration tests
- Example questions
- Information about test formats
- Schedule and timeline details
- Resources for parents

ACARA (Australian Curriculum, Assessment and Reporting Authority)

Website: www.acara.edu.au

ACARA oversees NAPLAN and provides:

- Past NAPLAN papers
- Research and reports
- Policy documents
- Information about the Australian Curriculum

State and Territory Education Department Resources

Each state and territory education department provides NAPLAN resources specific to their jurisdiction:

- NSW: education.nsw.gov.au
- VIC: education.vic.gov.au
- QLD: education.qld.gov.au
- WA: education.wa.edu.au
- SA: education.sa.gov.au
- TAS: education.tas.gov.au
- ACT: education.act.gov.au
- NT: education.nt.gov.au

Educational Support Resources

Quality Practice Materials

These publishers offer well-regarded NAPLAN preparation resources:

- Blake Education: www.blake.com.au
- Pascal Press: www.pascalpress.com.au
- Excel Test Zone: www.exceltestzone.com.au
- Macmillan Education: www.macmillaneducation.com.au

Online Learning Platforms

These platforms offer NAPLAN-aligned practice:

- Education Perfect: www.educationperfect.com
- Mathletics: www.mathletics.com
- Reading Eggs: readingeggs.com.au
- Study Ladder: www.study ladder.com.au

Wellbeing Support

Resources for Test Anxiety

- ReachOut Australia: au.reachout.com - Offers advice for teens coping with stress

- Kids Helpline: [kidshelpline.com.au](https://www.kidshelpline.com.au) - 1800 55 1800 - Free, confidential counselling service
- Raising Children Network: [raisingchildren.net.au](https://www.raisingchildren.net.au) - Provides evidence-based parenting resources

Professional Support

Consider these sources of professional support if needed:

- School counsellors or wellbeing staff
- General practitioners for referral to appropriate services
- Educational psychologists for learning assessments
- School-based learning support teams

School-Based Support:

Don't overlook the valuable resources available through your child's school:

- Classroom teachers who know your child's specific needs
- Learning support teachers for targeted intervention
- School-specific NAPLAN preparation materials