



A response from the Independent Education Union of  
Australia to the Education Council of the Council of  
Australian Governments:

***National Assessment Program – Literacy and  
Numeracy (NAPLAN) Reporting Review  
2019***

**Thursday 14 March 2019**

## INTRODUCTION

1. The Independent Education Union of Australia (IEU) is the federally registered union that represents teachers and support staff in non-government education institutions including early childhood centres, schools and post secondary training institutions, across all the states and territories of Australia. The union currently has a membership of over 75,000.
2. The IEU has always taken an active role in the various debates and government funded projects and forums concerned with issues of assessment and reporting, in particular development of mechanisms to support improved teaching and learning strategies for school classrooms based on sound student assessment measures.
3. The Independent Education Union of Australia believes that assessment and reporting policies and practices must be developed by education authorities in collaboration with the teaching profession to ensure that such practices are valid, reliable, fair, equitable, and motivate students to further develop their learning.
4. The current environment in which national assessment and reporting changes are occurring is characterised by a number of major aspects that require acknowledgement, dialogue and improvement.
5. Through its State Branches, the Union has been actively involved in the professional dialogue and development of curriculum assessment and reporting provisions in the respective jurisdictions, including participation on jurisdictional 'curriculum and assessment authorities' and member engagement on curriculum committees.
6. The Union notes a history of reviews and inquiries conducted into the conduct of the National Assessment Program (NAP) since its inception and would refer the current inquiry to the commentary and recommendations made by the Union in each of those previous reviews and inquiries.

## NAPLAN

7. The IEU notes that the ACARA NAPLAN website (<http://www.naplan.edu.au/faqs/faq.html>) states that the purposes ('uses') of the tests are:
  - Students and parents may use individual results to discuss achievements and progress with teachers.
  - Teachers use results to help them better identify students who require greater challenges or additional support.
  - Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
  - School systems use results to review programs and support offered to schools.
8. The IEU supports the principle that parents should have access to timely, meaningful information about their children's progress and are entitled to comprehensive and accessible reports.
9. The IEU believes that the primary purpose of assessment and reporting is to provide meaningful information so as to improve student learning. The reporting process must be an integral part of the teaching and learning process. The reporting process should enhance students' own capacities to reflect on their learning, their successes and areas for further learning.
10. Consequently, schools and systems (including governments) must allocate sufficient resources for professional development to enhance teachers' skills and knowledge as part of the review of student results.
11. The IEU therefore supports 'in principle' the stated purposes for the NAPLAN testing regime as outlined in point 6 of this submission, and the Union's response to the Inquiry reflects its desire to see these purposes appropriately fulfilled. The Union's responses raises and seeks to have mitigated or removed, the unintended

negative impacts on curriculum, pedagogy, learning, student well-being and school enrolment behaviours.

12. The IEU believes that the NAP is not 'fit for purpose' and that there has been an increasing detachment not only from the stated objectives of the program, but departure from the role of the assessments and the reporting on the MySchool website and from the nature of the assessments and the utility for classroom teachers.
13. To the extent that there was utility and value in the current NAP arrangements, the IEU believes that the current arrangements have outlived their usefulness and that there is a clear call from classroom practitioners and principals for an assessment program that is more closely linked to what teachers do in their classrooms and what would assist in diagnosing student strengths and weaknesses.
14. The IEU notes that there is a continuing movement internationally away from mass standardised testing in schools and where mass testing continues it is significantly differentiated from the Australian experience by features such as: firewalls between testing of how the system is going and diagnostic/formative consequences; significant reductions in content; absence of testing until students reach 'high school' ages; used to inform teacher judgement; has no publication that allows for comparing/contrasting/ranking; used only at end points eg matriculation.
15. Valuable NAP data should inform daily classroom practice and assist teachers in making professional judgements.
16. The IEU has repeatedly asserted that the purposes espoused for NAPLAN have become confused and arguably counter to each other.
17. The IEU believes that any consideration of the 'Reporting of NAPLAN' can only be meaningful if there is a fundamental review of the **purpose** of NAPLAN and a consequent re-design of NAP to meet the purpose.
18. For instance, if the program is intended to be diagnostic there has been an ongoing and systemic failure of the program to deliver data to teachers in any useful

timeframe for the teacher to be able to utilize the data in the classroom. The delay between the undertaking of the assessment, the completion of the marking of the assessment and the final delivery of results is unconscionable.

19. If the program is intended to provide an accountability/responsibility measure, the IEU would again argue, as it has in previous reviews, that there is an unreconcilable tension between such a purpose and data that is of use to the classroom teacher.
20. The IEU believes that the reporting of the accountability/responsibility data on MySchool continues to be damaging and later in this submission the seminal study undertaken on the implications of the NAPLAN regimen on schools undertaken twice by the IEU, highlights some of those damaging outcomes.
21. Accordingly, the IEU believes that individual school results should no longer be reported on the MySchool website.
22. Additionally there is evidence of ongoing issues around student anxiety in both the lead up to the assessment dates and during the delivery of the assessments; including extraordinarily detailed and overwhelming exam 'instructions' of at least 5 minutes to young children prior to exam commencement.
23. Internationally, there are increasing determinations to remove standardized testing regimens from the early years of schooling and primary schooling. It is clear that there is already a staggering volume of data being collected on these students in classrooms without the intrusion and anxiety of the national assessment arrangements, as this submission will further outline.
24. Further, there is concern that by Year 9 students have become quite disengaged from the testing arrangements, only highlighted by a significant increase in the results in one jurisdiction where the Year 9 testing was then suddenly required as part of the Year 10 matriculation process and the 'heightened' stakes saw an uptick in those students' results.

25. The IEU believes that the re-evaluation of the purpose is critical given the issues raised above and also because of the significant cost of implementing the current assessment and reporting arrangements.
26. The IEU believes that schools, students and classroom teachers will be much better served by an assessment arrangement that allows for continual assessment with tools provided that will support teacher professional judgement and allow for teachers to reflect and check their own judgements.
27. Unfortunately, the current arrangements are seen by many teachers as an external check on their professional capacity because of an erosion of trust, invariably inflamed by ideological positions adopted by some education ‘commentators’.
28. Increasingly, education researchers and commentators are reflecting on the value and desire to re-design student assessments that are authentic and of value and utility to the student, the parents (carers) and the classroom teacher, by integrating the continual assessment in the classroom with a ‘student voice’. This approach, requiring time for the teacher to sit with the student and discuss what has been learned, and what they perceive and recognize as needs, provides significantly greater value in the data that is available for reporting.
29. There is already a significant amount of data being collected on students. Teachers are currently overwhelmed by the data collection required of them and if the assessment program is not meaningful and valuable it is just a further impost that potentially interferes with the teaching-learning opportunities in the classroom.
30. The following represents a snapshot of Standardised In –School Testing/ Assessment Processes in Primary Schools. It is worth noting that none of the tests/assessments below are generated by teachers within the school. They are either endorsed by the system of schools, or selected by the school following professional development or direction from Leaders of Learning. There are also, of course, teacher-generated tests such as end-of-unit assessments or weekly spelling tests in addition to these.

Type of Assessment	Administered	Administered	Frequency	Feedback to teach
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	by...	to...		
Best Start Kindergarten Assessment	Class teacher	Kindergarten students	Usually at the beginning of the year.	Immediate
Reading/ Comprehension - Running Records	Broadly to years K-2 by Class teacher/Reading Recovery teacher	All students, individually	Many schools require reading levels verified by the running record at least once per term	Immediate
Literacy - Observational survey	Class teacher	Varies – either whole cohort (usually K - 1) or at risk students	Usually at the beginning of the year.	Immediate
Sight Word Recognition - Oxford Word List	Class teacher/LSO	All students individually K-2 initially	Ongoing	Immediate
Reading/ Comprehension - Fountas and Pinnell	Broadly to years 3 -6 by Class teacher	All students, individually	Many schools require reading levels verified by the running record at least once per term	Immediate
Mathematics - Clinical Interviews	Class teacher	Varies – either whole cohort (usually K - 1) or at risk students	Usually at the beginning of the year.	Immediate
Vocabulary/Reading The BURT Word test	Class teacher/LSO	At risk students	Once per year	Immediate
Spelling - The South Australian Spelling Test	Class teacher	All students K-2	Once per year	Immediate
Literacy – PAT Comprehension/ Reading Tests	Class teacher - online	1-6	Usually once per year. Students scoring above or below target stanines are re-tested at level/s above or below	Immediate – generated by online program
Literacy – PAT Mathematics Tests	Class teacher - online	1-6	Usually once per year. Students scoring above or below target stanines are re-tested at level/s above or below	Immediate – generated by online program

31. In addition, the following tests/assessments are part of teaching or remedial programs i.e the assessment is carried out to establish a level where students begin to work in individualised programs. As with the stand-alone tests,

results from the assessment within these programs can be used to inform parents of their child’s abilities, strengths and areas for development. The results can also be used to track student improvement and growth.

32. Examples of these assessments ‘within programs’:

Type of Assessment	Administered by...	Administered to...	Frequency	Feedback to teacher
Literacy - MultiLit – assessment /remedial program	Class teacher/LSO	At risk students individually, usually K-2	As required	Ongoing, as program progresses
Mathematics - Quick Smart Program	Class teacher/LSO	At risk students usually 3-6	As required, usually weekly	Ongoing, as program progresses
Literacy (Spelling/Phonics) SoundWaves or Ants In The Apple	Class Teacher	Whole class K-6	Regular weekly exercises	Ongoing, as program progresses
CARS and STARS (Comprehensive Assessment of Reading Strategies / Strategies To Achieve Reading Success)	Class Teacher	Whole class K-6	Regular weekly exercises	Ongoing, as program progresses
Reading Boxes (include initial placement tests that assign levels to students)	Class Teacher	Whole class K-6	Regular weekly exercises	Ongoing, as program progresses

33. Examples of these assessments undertaken as ‘external assessments’:

Type of Assessment	Administered by...	Administered to...	Frequency	Feedback to teacher
ICAS ( formerly the University of New South Wales Competitions	Class teacher	Usually students working above their stage, Students identified as gifted or nominated by their parents to participate	Once per year	Usually 3 -4 months after the test takes place.



34. Another IEU member reflected on the assessment program in their primary school and listed the types of activities across the different year cohorts as follows:

**KINDER:**

- Best Start
- Observation Surveys (reading)
- running records
- high frequency word checks
- progressive implementation of national phonics testing regimen

**YEAR 1/2**

- ACER PAT-R reading comprehension tests (online)
- ACER Maths tests (online)
- running records
- MAI testing - 30-40 min one-to-one interview for each student to test on Mathematics (conducted twice a year)
- teachers are also encouraged to give NAPLAN-style practice questions and activities in the second semester of Year 2
- Oxford Spelling Lists
- Running Records (reading)
- Soundwaves (spelling program)

**YEAR 3/4**

- ACER PAT-R test (comprehension)
- ACER Maths test (online)
- Oxford Spelling Lists
- Soundwaves (spelling program)
- MAI testing - 30-40 min one-to-one interview for each student to test on Mathematics (conducted twice a year)

**YEAR 5/6**

- MAI testing - 30-40 min one-to-one interview for each student to test on Mathematics (conducted twice a year)
- ACER PAT-R comprehension test (online)
- ACER Maths test (online)
- Year 6 Sydney Religious Education Standardised Test

In addition, for all KLA's, every Year level also has a CAT to go with it, and there are four major assessment tasks for each KLA each year. All of the tests take hours to assess and analyse, and there is a growing trend to input all this into spreadsheets.

### **IEU Surveys of Teachers and Principals**

35. The IEU conducted surveys of teachers and principals on NAPLAN in 2010, 2013 and 2019.

### **2019 IEU Member Survey**

36. In 2019 the IEU conducted a survey of members in the context of the current Reporting Review. A copy of the questions is attached.
37. The 2019 survey was completed by over 2800 members between March 1 and March 13, 2019.
38. Whilst a number of IEU members completing the survey see value and utility in the current NAP arrangements, it is evident that an overwhelming number have major concerns about the value and accuracy (in describing their individual students' abilities) of the tests and have little support for the utility in presentation on the MySchool website.
39. Overwhelming IEU members support a formative assessment program that is created by and for teachers, that could be utilized when and where needed (as determined by the classroom teacher)
40. The IEU survey utilized a sliding scale ranking system for most of the questions. The scale used 'strongly disagree' to 'strongly agree' as the end point parameters. The results were scored and then averaged. A score close to zero would indicate almost all responses were 'strongly disagree' while a score close to 100 would indicate overwhelmingly 'strongly agree'.
41. On the question of: "do you believe the results of NAPLAN tests provide an accurate evaluation of your individual students' abilities in numeracy and literacy" an average rank of 35 was scored, meaning that IEU members generally disagreed with the statement.
42. When asked "are the NAPLAN results useful for your planning for student learning" members indicated that overall they disagreed.
43. IEU members believe strongly that the NAPLAN data and results currently arrive too late in the year to be of high value.
44. IEU members supported with roughly the same strength of opinion that "a national assessment tool, either in its current form or continuously available,

should be available from early in the year for teachers to use according to their professional judgement”.

45. Similarly, IEU members supported the notion that the “timeliness of the assessment and data should be determined by the classroom teacher”.
46. Over 70% of respondents indicated that their school spent time in the classroom ‘preparing’ for NAPLAN, with members indicating that this preparation somewhat impacted negatively on time available for teaching the curriculum (range: not much – significantly)
47. Less than 30% of respondents indicated that their school had collaborated with other schools in the last 2-3 years on how to improve literacy and/or numeracy as a consequence of the NAPLAN results/data.
48. Two thirds of respondents agreed with the statement that they would “support the notion of a sampling process(in lieu of mass standardized testing in 3,5,7 and 9 annually) to provide ongoing confidence in a needs-based funding model (ie accountability) and to confirm benchmarks for the use by classroom teachers” .
49. Overwhelmingly, 88% of respondents, supported the proposition that “the development of formative assessment tasks, created by and for teachers, that would be available online for use in classrooms when and where needed (as determined by the classroom teacher) would enable valid teacher’s assessment of student outcomes against national benchmarks”.
50. Finally, respondents were asked to rank the utility (from not at all useful to very useful) of the presentation of NAPLAN results on the MySchool website in terms of influencing teaching and learning.
51. Overall, IEU member respondents found limited use in for the data in each of the five presentation types (average achievement in numbers; displayed in bands; displayed in graph form; change in results over consecutive tests; compared to other statistically similar backgrounds)

## **2010 IEU study on NAPLAN**

52. In 2010 the IEU commissioned research conducted by the University of Technology Sydney, conducted by adjunct Professor James A Athanasou & Associate Professor of Education Geoffrey Riordan in relation to the NAPLAN testing in 2010 and the MySchool website.
53. The project involved a survey of the opinions of a number of respondents of independent (that is, non-government) school principals and teachers on the NAPLAN and the use of the data from that assessment in the Federal Government's MySchool website. The survey was conducted across all non-government schools in the Australian Capital Territory, New South Wales, Northern Territory, Queensland and Victoria.
54. In the on-line survey IEU member school principals and teachers provided input on:
- the amount of ordinary class time that was used in preparation for the NAPLAN;
  - the extent to which the work completed (syllabus or teaching program) in classes is close to what teachers would have expected to complete or whether it has been affected by NAPLAN;
  - whether NAPLAN test results have been a useful diagnostic tool for teachers;
  - the nature of the improvement that should be made to NAPLAN;
  - whether the publication of NAPLAN data on the website placed additional pressure on teachers, the students and the school;
  - whether the current use of NAPLAN data is misleading as a school result representation for their school;
  - whether there other factors or measurements that should be added to improve the usefulness, value or validity of the MySchool site; and
  - a description of the impact (positive and negative) of MySchool on (a) the school and (b) parents at the school.

55. Given the terms of reference of this Inquiry commentary on the results will be confined to questions that specifically related to the NAPLAN testing rather than the reporting on the MySchool website.

## 2010 SURVEY RESULTS

### *Ordinary class time used in preparation for NAPLAN*

56. There was considerable variation across schools in the time allocated in preparation for the national testing. The equivalent of 2-3 days were allocated in primary school with up to 1 day in high school.

**Mean hours of ordinary class time used in preparation for NAPLAN tests**

	Principals	Teachers
Year 3	10	15
Year 5	10	15
Year 7	3	5.5
Year 9	2	6

57. The range of hours of class time according to principals (by and large less than the hours reported by teachers) varied from 1 up to 100 hours in primary schools and in high schools from as little as 0.1 hours but up to as much as 75 hours. These substantial variations require further investigation and consideration.

### *The extent to which the work completed (syllabus or teaching program) is in line with expectations*

58. Respondents were asked to reflect on the amount of ‘programmed’ work that had been completed by the date of the NAPLAN tests to assess the degree to which ‘preparation’ for the tests had interrupted classwork.

59. Around half of all principals considered that the extent to which the syllabus or teaching program had been completed at this stage of the school year was in line with expectations in primary school and this is more than the proportion of teachers.

60. For high schools some two-thirds to three-quarters of all principals said that the work completed was in line with expectations but teachers reported substantially lower proportions.

The work completed is in line with expectations

Class	Principals	Teachers
Year 3	50%	31%
Year 5	52%	26%
Year 7	64%	33%
Year 9	76%	40%

Note: Percentages rounded

*Whether NAPLAN test results have been a useful diagnostic tool for teachers*

61. The responses of teachers showed that they did not yet consider the NAPLAN test results to be a useful diagnostic tool. Only around half of all teachers said that the test results had been useful.

NAPLAN test results as a useful diagnostic tool for teachers

Class	Teachers
Year 3	47%
Year 5	49%
Year 7	55%
Year 9	58%

*Improvements to NAPLAN*

62. Both principals and teachers provided a wide range of reactions to the NAPLAN program. For instance there were concerns about the reading standard required for the numeracy tests. The comments also encompassed the timing of the NAPLAN assessment program in the school year and the delay in feedback. Both teachers and principals referred to issues of administration and security.

*The impact of the publication of NAPLAN data on the website*

63. The overwhelming conclusion was that every aspect of teaching and learning had felt the negative impact of the publication of the NAPLAN data

Agreement that there has been additional pressure from the publication of NAPLAN data

Impact	Principals	Teachers
Pressure on teachers	87%	89%
Pressure on students	66%	74%

Pressure on the school	86%	91%
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Note: Percentages rounded

64. Both principals (86%) and teachers (90%) agreed that use of NAPLAN data is misleading as a 'school result representation' for this school. The extent to which this is a valid interpretation is not at issue. The fact is that most of the professional staff in schools had a perception that the NAPLAN results are not representative.

*The current use of NAPLAN data as a representation of the school*

65. Respondents raised the issue that the overemphasis placed on the NAPLAN data does not describe accurately all that is done within a school curriculum and program. The results also simply reflect the nature of the cohort which can vary in ability from year to year. There was some indication that the results were an accurate indicator of the students' literacy and numeracy achievement but this appeared to relate mainly to schools with high NAPLAN scores.

**2013 IEU SURVEY on NAPLAN**

66. In light of the terms of reference of the 2013 Inquiry the IEU determined to repeat the survey using identical questions and format but omitting the questions relating to the MySchool website and reporting matters.

67. The repeated survey was conducted between 20 May 2013 and 6 June 2013 and was completed by 2,545 IEU members from all States and Territories. Respondents included both Catholic systemic school teachers and Independent school teachers and covered primary, secondary and K-12 (P-12) schools across Australia. A breakdown of school sector and school type can be seen at Appendix A.

68. The survey results revealed a number of key observations including an increase in time used for test preparation, presumably at the expense of other classroom activity and very high levels of concern remaining evident about the pressure of

the testing regime on the school community despite the Program being ‘well bedded’ into the Australian school system and calendar.

*Ordinary class time used in preparation for NAPLAN*

69. There remains considerable variation across schools in the time allocated in preparation for the national testing. However, there has been a significant increase in time provided for preparation in both primary and secondary schools since the first study in 2010.

70. The 2013 survey found that time spent in preparation had more than doubled to around 5-6 days (equivalent) allocated in primary school with over 3 days in high school

**Mean hours of ordinary class time used in preparation for NAPLAN tests**

	2010 Hours	2013 Hours
Year 3	15	31
Year 5	15	26
Year 7	5.5	17
Year 9	6	15

*The extent to which the work completed (syllabus or teaching program) is in line with expectations*

71. The 2013 survey reveals that fewer respondents believe that the amount of ‘programmed’ work that had been completed by the time of the NAPLAN tests was close to what was expected by that time of the year.

72. In other words there appears to be an increasing incursion into programmed work consistent with the increase in preparation time reported in the earlier question.

73. Only 20% of respondents in relation to primary school class work and less than 30% of secondary respondents believed that programmed work was ‘on track’.

The work completed is in line with expectations

Class	Teachers	2013 Respondents
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Year 3	31%	19%
Year 5	26%	20%
Year 7	33%	27%
Year 9	40%	29%

Note: Percentages rounded

*Whether NAPLAN test results have been a useful diagnostic tool for teachers*

74. Of considerable concern, IEU member responses in 2013 showed that fewer believe that the NAPLAN test results are a useful diagnostic tool compared to 2010. Only around one third of all said that the test results had been useful compared to almost one half three years earlier.

NAPLAN test results as a useful diagnostic tool for teachers

Class	2010	2013
Year 3	47%	30%
Year 5	49%	29%
Year 7	55%	31%
Year 9	58%	29%

*Improvements to NAPLAN*

75. Respondents provided a wide range of reactions to the NAPLAN program. A selection of representative comments is provided in Appendix B. A number of common themes can be found among the respondents' comments.

76. There remains a large number teachers who believe that the NAPLAN regime should simply be abolished as, in their view, it serves no educational purpose and worse causes difficulties for learners and/or the classroom.

77. A large number of respondents commented on the delay between the taking of the test (in May) and the delivery of student results much later in the year, providing very little time or capacity for that classroom teacher to work on areas of learning requiring attention. Respondents requested that the tests, if they are diagnostic, be taken earlier and the results returned much more efficiently.

78. Respondents also reflected, in significant numbers, on the lack of linkage often between the tests and what is happening in the classroom; that the tests were inappropriate for Year 3 students given their level of maturation; insufficient time allocation in some tests/test items for students to be able to adequately respond; and ongoing concerns about publication of the results on MySchool and the media's preparation of 'league tables'.

79. Respondents also reflected that there are concerns that the tests do not validly measure the intended benchmarks and that other classroom assessments provide a different and more accurate measure the student's actual literacy and numeracy level.

*The impact of the publication of NAPLAN data on the website*

80. The overwhelming conclusion remains that every aspect of teaching and learning has felt the impact of the publication of the NAPLAN data

Agreement that there has been additional pressure from the publication of  
NAPLAN data

<b>Impact</b>	<b>2013</b>
Pressure on teachers	89%
Pressure on students	75%
Pressure on the school	92%

Note: Percentages rounded

81. A selection of representative comments is provided in Appendix C. Respondents commented on both what they saw as elements causing the pressure felt in schools as well as commenting on the consequences of that pressure.

82. One of the predominant themes expressed by respondents about a source of unnecessary pressure was the lack of community understanding about the purpose (and limitations) of the NAPLAN data. This included unrealistic expectations from parents about the purpose and their own expectations for their child's performance.

83. Teachers also highlighted the ‘administrative nightmare’ that accompanies the preparation for the taking of the tests in the school setting as adding significantly to the pressure.
84. Teachers also believed that the publication of the school results on the MySchool website added pressure which is unnecessary if the results are predominantly meant to assist with diagnosis and classroom remediation.
85. Among the consequential pressures arising from the NAPLAN regime teachers commented on matters such as the ‘need’, often imposed by school administrations, to teach-to-the-test; parents choosing schools based on published NAPLAN results; disadvantaged areas being put under inappropriate pressure; any benefit of the program being overshadowed by the pressure and often manifest in interfering in quality teaching and learning; and the development of a competitive environment in and between schools rather than engendering a learning community.

*The current use of NAPLAN data as a representation of the school*

86. An extraordinarily high number of respondents (88%) still agree that use of NAPLAN data is misleading as a 'school result representation' for this school. As with the 2010 survey, the extent to which this is a valid interpretation is not at issue. The fact is that most of the professional staff in schools have a perception that results are not representative.

*The impact (positive or negative) of NAPLAN on (a) the school and (b) parents at the school*

87. A selection of representative comments is provided in Appendix D. It is clear from the comments that many respondents made considerable effort to provide professional responses in looking at both the positive and negative aspects of the program.
88. Many of the negative comments have been canvassed in earlier sections of this submission and it is worth noting that the overall feeling of respondents is that the impact on the school community is perceived as negative by teachers.

89. However, a number of respondents note that the program in conjunction with initiatives such as the National Partnership arrangements and other programs provided at a system or school level have provided additional resources and capacity to meet the learning needs identified in the tests.
90. Some respondents note that where their school has been 'successful' in NAPLAN and the consequent reporting on the MySchool website, schools have benefited from the good publicity that they have generated or has been generated for them.

## **COMPARISON OF 2010 & 2013 SURVEYS**

91. Comparison of the data between the two surveys reveals that there is an increasing amount of time being spent in preparation and correspondingly a decrease in the completion of 'programmed' work by the time of testing.
92. Pressure on schools, teachers and students remains at high levels despite 5 years of testing experience and an increasing number of teachers finding that the tests are providing less diagnostic capacity than three years ago!

## **RECOMMENDATIONS**

### *Clarification of purpose*

93. The NAPLAN tests were originally promulgated as 'diagnostic tools' (see ACARA FAQ 'purposes') however commentary by ACARA senior personnel, including statements before a Senate inquiry, suggest that the tests are a summative assessment of the learning for the year level cohort.
94. Further, it is proposed that the tests will, at some point, line up with the Australian Curriculum. Given the gestation of this curriculum and emerging considerable timeframe for implementation, it is unclear what the underpinning basis of the NAPLAN testing regime currently is or is intended to be. This has implications

for the ‘timing’ of the exams in respect of the learning time that the particular cohort has had with respect to the level.

95. After consultation with the education community in relation to needs with respect to the tests, the explicit purpose of the tests must be made clear and the tests constructed accordingly.

### ***Timing***

96. If the NAPLAN tests are intended to be used by teacher to “help them better identify students who require greater challenges or additional support” it is clear that the current timing of both ‘taking’ the tests in May of the school year and then receipt of results quite late in the school year means that too little time is available for that classroom teacher to respond to the diagnostic results.
97. Consequently it would seem sensible to conduct a ‘diagnostic test’ as early as possible in the school year and improve the turn-around of results so that more time is available to respond in the classroom.
98. If it is acknowledged or determined that the tests are diagnostic tools these tools should be available for teachers to utilise at the appropriate time to suit the needs of their students as determined by the teacher’s professional judgement.
99. If on the other hand the tests are intended to be a summative assessment of the literacy and numeracy levels against a benchmark it makes little sense to assess students in May of the school on the basis of intended capacity for that year’s benchmark expectations. Such a test would be better administered at the end of the school year. However, it is the view of the IEU that such benchmarking for the purpose of accountability/responsibility can and should be conducted on a sample basis not a census basis.

### ***Appropriate representation of data on MySchool***

100. Principals and teachers were concerned about the representation of ‘school results’ by a single ‘mean’ score for each NAPLAN test. The mean hides as much detail as it discloses. Further, a number of respondents reflected that the ‘breadth’ of outcomes of the school would provide a better representation of school achievement.
101. Too much emphasis is placed on the results of this one-off test as the predominant and supposedly infallibly accurate assessment of student literacy and numeracy levels of attainment, and by extension, students’ general educational achievement. This is continuing to provide a distorted and inaccurate picture and must be addressed.
102. It is necessary that the development of alternative models for the representation of NAPLAN data on the MySchool be undertaken by ACARA including graphical representation of the range of the individual school’s scores for each NAPLAN tests, overlaid with data in relation to other schools.

***Provision for special needs students***

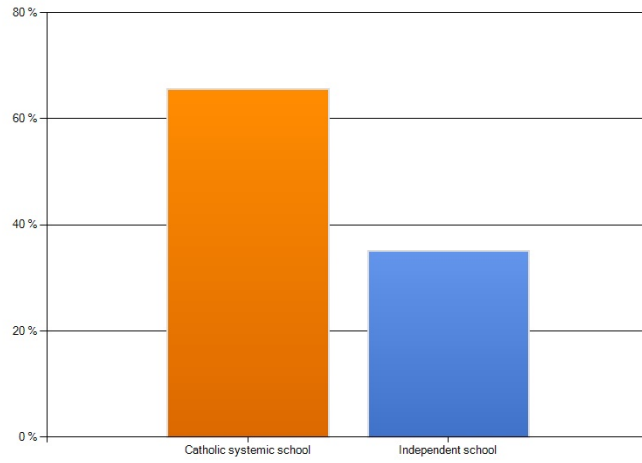
103. Principals and teachers generally agreed that the current tests do not provide for students with special needs and the ad hoc approach in some schools to encourage some students to ‘not attend’ on the test days is not an appropriate response.
104. The establishment of a working party with classroom teacher, with expertise in supporting students with special needs, be established to provide advice in relation to the current and future NAPLAN test items.
105. In particular, the expertise of classroom teachers needs to be accessed to establish the evidence and benchmarks for measures of ‘one year’s growth, for one year’s schooling’ for students across the entire cohort.

*APPENDIX A*

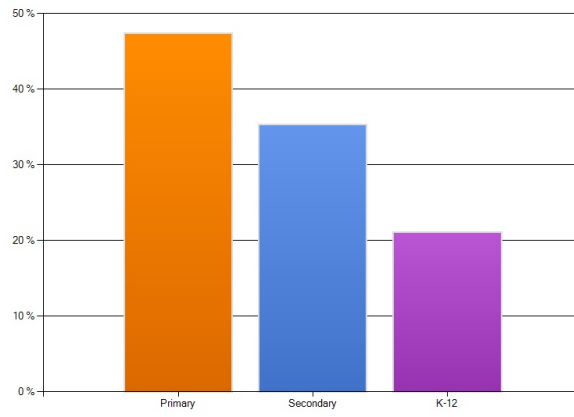
**2019 survey questions**

## APPENDIX B

School sector



School Type





## *APPENDIX B*

### What if anything should be improved with NAPLAN?

1. Not a 'one-day' assessment to lower the substantial measurement error, and make it a more useful tool for schools and teachers.
2. The concepts that are given that ARE NOT in line with the children's learning mean that they are a stand alone test that have no usefulness educationally and they do not in anyway support the concepts of an 'individualised' learner.
3. Teachers to receive the results back earlier so they can be used in a diagnostic manner; have more relaxed testing conditions, as our teaching philosophy at the school is Personalised learning and silent, individual testing goes against this philosophy.
4. The time of year that the tests are held would be better in Term 3. This is especially the case with year 3 students who do require a lot of preparation time in terms of test conditions and their own confidence in handling examination . Many of the children in year three were more focused on trying to finish the test first instead of reading the questions and answering them properly. I believe this is due to the maturing levels of many of the students in year 3. I also believe that a test later in the year would lessen the effect of this lack of maturity. It would show accurate results of the students learning. I have found that when students commence term 3 in their schooling year, they have grown in maturity and more settled into their year level.
5. Make it closer to what the children are actually covering in the school, so that teachers aren't having to devote precious school and homework time to practising something completely different to what the students are used to.
6. results out earlier so that we can use them results only for school use, not on MySchool website
7. Quicker Provision of results to schools and parents would help + some further more "fine grained" assessment for students who perform poorly to confirm their deficits and assess where remediation is needed
8. Year 3 is too young. The maths test doesn't allow children to show thinking and doesn't reflect trends in maths.
9. The way the government uses the Naplan data and the gap between when the children do the test to when the results are available.
10. Results should be by return, not six months later, this is useless.
11. We shouldn't even have it. We are never going to be on par with NSW as they begin school a year older when the children are ready to learn!
12. No school results, give parents/students their results only, and maybe the State/areas results but move away from comparing schools. NAPLAN results shouldn't be the indicator of a good school.
13. At the school where I work Naplan results are not available to the ordinary classroom teacher, so have no value for the teacher
14. A lot of the content included in the tests, especially the 'persuasive' stuff.
15. The time given for the Writing literacy test at year 9 is impossible. The students need at least 10 more minutes to complete what is being asked of them!
16. Timing is poor since it ran two weeks before Year 9 Semester Examinations placing undue strain on student in the flu season. If Naplan is a diagnostic tool why can it not be implemented in week two of Term 1 in the academic year?
17. Students should not be given marks
18. Not to know the text-type in the written because there has been too much emphasis placed on expository and there will be a generation of students not being able to write in any other text form.
19. The hype around it. Its just a normal test and we shouldn't be really prepping our students for it when they should already know the content knowledge tested
20. The publication of results and comparisons made in the media should not occur
21. It's only one test needs to be emphasised. Too much literacy in the maths test. Marking, why marks an answer wrong jus because it gives units?
22. The writing task genre should not be provided before the task to prevent coaching.
23. Get rid of it for Years 3 and 5

24. Have results back earlier so they can be used as a diagnostic tool with the class you are teaching
25. Designated topics to be tested in May. Often tested of topics not yet covered in curriculum.
26. Not in Year 3, used by schools for upgrading what is taught ,
27. SCRAP THE TEST
28. Results have to come in much earlier. Schools all over the country are keying their responses into spreadsheets so that they can have results immediately to begin to drive their teaching. It is madness to have to wait until the last week of third term for government produced results.
29. timing - not early May huge delay in receiving results
30. Focus on areas missed in Literacy and Mathematics that need covering in Years 3 and 5 only.
31. get rid of it - serves no purpose
32. Use it as one of a range of diagnostic tools, but get rid of the MySchool concept all together, it serves no real purpose.
33. Not use persuasive text as the text form focus.
34. The tests could be completed online so that moderation is completed and banding is completed more efficiently so that teachers may use the data more effectively not five months after the children have sat the tests.
35. The way the questions are written and set out, the test is to see if the students can understand the question not the content that it is suppose to be assessing. When NAPLAN is actually conducted, it is too early in the year to cover everything effectively before hand. If I had a choice I would vote to stop spending money altogether. Instead give the schools that money in teacher aide time - what it must cost just to print the booklets, delivery to every school and then pay someone to collate and mark etc. Imagine how many fewer behaviour problems there would be if class, particularly in the junior school could have an aide for say 2 hours per day. Classes could actually do so much more work and help the students that are struggling catch up. These children are the students that as they get older become behaviour problems in the class, but by then it is too late and the gap has widen even further.
36. Data shouldn't be published as the vast majority of the public have no idea what they are looking at and make incorrect assumptions, both positively and negatively about schools. It has led to the value of a school coming down to the narrow range of items assessed in a couple of standardised tests.
37. Discontinue. It is a waste of time and does not reflect good teaching/assessment practise.
38. abolish them, they are a waste of resource
39. Year 5 earliest if necessary
40. As NAPLAN takes place in May the work included in the tests should be aimed at the level achieved at the end of the previous year rather than what they expected to achieve at the end of the current year.
41. Less focus on the poor performance of teachers/schools that don't perform well. It leads to teacher-bashing every year, with no consideration of the individual students, their demographics and the resources available.
42. Open ended questions Shorter tests - the language conventions test in particular is too long Reading test should not all be multiple choice
43. across Australia it should be based on age and number of years of schooling completed NOT what grade they are in as Queensland children are a year younger and have one year less schooling than those they are compared with in results.
44. Further transparency of what is being tested, and what is not being tested as well as the limitations of the data that is produced. It would be a more useful test if it tested more than just minimum standards because that is how it is already perceived.
45. Do it at the end of year 3 when we have had a chance to teach the curriculum. Otherwise it's a lottery as far as what you chose to teach beforehand in maths
46. The time allocation per test places a lot of pressure on students. Some questions are worded ridiculously. Some students struggle with reading generally so having NAPLAN papers that require lots of reading are unfair and are of no benefit to those children. Teachers waste TOO much time preparing children for NAPLAN due to the pressure from schools and the government.
47. Naplan is not good teaching practise. The children in a class setting are given so much more input to achieve good results that are positive reinforcement for the children. Naplan should be abolished and the money given to support schools and classroom teachers.

48. The test is inappropriate for young children. The results should not be made public and should not reflect upon the school. Funding needs to be given to students who are below minimum standards and/or program's introduced for these students.
49. Pointless exercise. School either devotes large amount of time for preparation, or goes with the results the students get. Seems completely unreliable as a tool for parents.
50. Feedback in the form of individual student report that goes to parents/school detailing strengths and weaknesses.
51. No more persuasive writing. It is too challenging for Year 3.
52. It could be made more challenging for the more capable students. Quite simple compared to tests done in other countries that I have taught in.
53. It is far too dependent upon literacy. Some students become extraordinarily anxious prior to NAPLAN, so much so that they are uncomfortable even putting a mark on the paper - that is not good for their education, maturity or self-esteem.
54. When I see tables of school performance data published in newspapers, I can see as a mathematics teacher that only using an average score (as a mathematical quantity) is not the best measure to choose. Averages should not be published in isolation. Many independent schools have selective procedures when enrolling students. Consequently high NAPLAN average scores reinforce this culture/practice because these schools publicly look better while other schools, without this type of discriminatory practice, look worse. There is a better approach to the type of data that can be calculated and published. Instead of only average scores, average change in NAPLAN scores per year on students should be published. In this way there is still transparency, but the accountability then shifts to the magnitude of the effect the school/teachers have had on students (or particular student) regardless of their average scores and consequently reducing bias created by socio economic background or selective student enrolment procedures that some of the elite schools practice. (It may not be these particular school's policy, but it is a practice). On a personal note and as a teacher I realise that because of publicity, NAPLAN is high stakes data for schools. I also enjoy the data that schools can take from NAPLAN and can use locally to improve their quality of education. I am however appalled that the type of data published is used to propagate elitism in our society at the expense of schools that may be in lower socio economically or who have more inclusive, non discriminatory practices in taking in students. It is more of the "at the expense of" that I have issue with. There is place in our society for elite and quality private schooling. Their task would be to value add to their student's education (as it would be the responsibility of any school), not simply to boast, an all but already existing, high average NAPLAN score in the public domain.
55. Publication of results - should not be allowed for public viewing.
56. Results should not be advertised publicly and the build-up should be low-key. Having two separate tests in one booklet is poor assessment technique. Can some tests be done online where possible?
57. It should be written by people who have a current knowledge of grade 3/5 students abilities and capabilities....not by academics!!!!
58. Numeracy and Literacy, but a lot of the students do not take it seriously - hence lower results are achieved than should be.
59. Should be held later in year so that students are actually at that level. May is too early.
60. Later in the year so regular curriculum can be covered
61. getting the results back quicker
62. removal of results from MySchool website
63. Timing should be either initial or summative, not a test held at an inconvenient time of year.
64. The testing processes can have particularly negative impact upon students who have learning or processing disabilities, as well as those who have difficulty with concentration. First, these students often tire quickly, leaving them unable to concentrate for these extended periods of time. Consequently, the test results will not show a true representation of the students' abilities. Secondly, over the last few years I have observed the Naplan tests having a profound negative impact upon these students' self efficacy. This is largely because these tests often ask students to attempt exercises that are beyond their abilities. As a teacher of children with processing difficulties one of my greatest priorities is to help build these children's levels of confidence. The Naplan testing process has regularly undermined this work, and left many of my students feeling very negative about themselves as learners. By offering these specific students an alternate, less demanding test, would reduce the negative impact of the current testing system whilst providing a more comprehensive picture of the students' abilities.

65. More time to have the exact running of the tests explained.
66. We need to receive results before the end of first semester so that we have a whole semester to work on any areas that children find difficult.
67. type of questions are not related to how children learn in class
68. Quality of the questions
69. Schools should receive the results earlier than what they do.
70. Results sooner. Not publishing results on my school website!!
71. Having been in the position for the last 3 years of supervising students with special considerations, most with severe learning delays/difficulties, putting these children through naplan is debilitating to their already fragile self esteem
72. NAPLAN is not a particularly useful way of rating student performance and achievement. The lack of flexibility in language use often means a perfectly plain idea can be misunderstood simply due to a lack of understanding of a particular word or idea described differently by a classroom teacher.
73. Get rid of it!!!!!!!!!!!!!!
74. NAPLAN only accommodates student who are visual & auditory learners. It does not make any allowances for kinaesthetic learners! Not all people like reading or writing & if you can't both very well you can't do the NAPLAN test very effectively. It does not take in to consideration a students verbal or intellectual ability & to lowers student self esteem to think they can't or aren't able to do the test like their peers!!!!
75. Abolish it.
76. Relevance and cultural assumptions within the writing topics - e.g. "parents spend too much money on toys and games" is not a good topic for kids who live in poverty even "city vs country" can be hard for kids who have never been to the city before
77. Stop airing dirty laundry. NAPLAN statistics are useful for ed departments, but what's the point in publicising results, when they are based on one test, from one day, that could be affected by any number of external factors? Why would you tell a school that they're crap at spelling, or awful at maths, without telling them what specific questions/areas they need to improve? Why would you show parents these results, when they struggle to understand the true reasons for the tests or the true meaning of the results? Do Australian politicians even care that the publication of NAPLAN test results mean that teachers spend the entirety of mid-year PT interviews trying (often unsuccessfully) to help confused/stressed parents understand those results? Do the politicians care that parents are so misguidedly obsessed with NAPLAN, that a lucrative industry of DIY test-preparation (with virtually no educational value) has sprung up overnight?
78. Less focus on testing and less pressure on students. A rich curriculum is more rewarding for students.
79. Topics for the writing task are too simple for Year 9 students and do not allow them to demonstrate sophisticated thinking and reasoning. Length of time allowed for writing is ridiculous.
80. It should be scrapped.
81. Less pressure on the students because results should not be published.
82. It should be done in 1 day. The English tests should be combined and so should the maths.
83. Should be banned
84. NAPLAN should be removed - taken away
85. It shouldn't be part of MySchool website.
86. It should be shelved. If a teacher was to expect students in years 3 or 5 to sit for and concentrate for the amount of time expected in NAPLAN we would lose our job! Goes against our teaching practises.
87. Change years to year 4,6,8
88. Get rid of it altogether. Just puts excess pressure on teachers and students to perform for results nothing to do with what learning every day and yearly academic results.
89. maths : more specific details of content knowledge. a test on year 9 in term 2 is crazy. less 'wordy' type questions. maths is numeracy - treat it as such.
90. Not doing it.
91. Not be connected to funding
92. Language other than english component should be included in the test
93. It should be conducted towards the end of the year so that the syllabus is covered. the results should not be posted up for comparison of schools

94. If it is to be more useful perhaps results could come back earlier for us to use as part of our ongoing assessment. It is far too late to be using the data as a diagnostic tool 6 months later.
95. Get rid of 'League' tables
96. Not have all exams in the one week. Spread them over 4 weeks.
97. Scrap it . It is a waste of time and money
98. The time of the year it is implemented, would be better later in the year.
99. Get rid of it
100. The time of the year it is implemented, would be better later in the year.
101. Get rid of it
102. results could be given to the teachers at an earlier stage to further inform planning and intervention or extension.
103. Earlier access to data, less media emphasis
104. One test a week over five weeks.
105. Get results earlier to use a tool.
106. Less teaching to the test and less pressure that comes from the My School website. The danger of 'slipping into the pink/red' adds serious pressure to an already effective and crowded curriculum.
107. Why are we only testing numeracy and literacy. What about the other KLA, student personalities etc. There is so much emphasis placed on NAPLAN but nothing on other student non academic knowledge. This money could be invested in more face to face teachers to reduce class numbers, or more equipment for schools, more specialists especially primary schools, more resources for the gifted and the low achievers.
108. Pressure placed on students, parents, teachers and schools is disgraceful.
109. scrap it
110. No NAPLAN. Use a combination of work samples. Do not grade students.
111. Be able to help chn. Understand the questions.
112. I think NAPLAN is a waste of time and money.
113. timing -needs to be later in the year. Feedback needs to be given much sooner
114. Have a look at how much impact it actually has on student learning and see if it is worth administering at all.
115. Have at the end of the year when children are older and had more experience with different maths concepts as you are trying to teach many concepts before Naplan.
116. we don't need it at all, but if that is not going to change, we have had enough of persuasive text; maths tasks can't all be addressed so early in the year.
117. Must be connected to the Australian curriculum based on the content that is taught at the child's year level, not above it.
118. Naplan should be used as a tool to guide teaching and learning in schools and to receive feedback on individual children- strengths and weaknesses to assist students learning further only
119. Students whose parents exempt them from Naplan, their zero results should not be included in school averages. Students with reading difficulties eg dyslexia, need further support - reading of all questions, text and someone to scribe their responses. Consideration of the students with anxiety - as these are the students who will grow up and have mental health issues later in life; and if affects their self-esteem. Do not tell the schools the genre - schools are all teaching to the test. What support is available for students who do not meet benchmarks - re-instate previous government funded support programs.
120. Only to be tested on what has been learnt in a full school year-not cramming a year's worth of learning into a short period just to complete NAPLAN.
121. The amount of importance placed on the test by society and the government.
122. Scrap it
123. If we want to analyse the data and use this to inform our teaching and practice, NAPLAN results to not help with this as we receive it 3 months after the test and is not current and valid - Timing or accessibility to the data promptly may help
124. Scrap it - waste of education \$
125. allow some students to work in 15 minute blocks instead of 45!!
126. Turn around time for results should be much quicker. Access to diagnostic material should be better.
127. Results back faster to teachers would be beneficial
128. Get rid of it

129. Differentiation. How can grade 3s have the same topic as grade 5s? They are not at all at the same stage of cognitive thinking so how can they be expected to come up with ideas to support an exposition. At least give grade 3s an easier topic to argue. One of my colleagues stressed that a capable child in her grade 3 class could not come with any ideas because the topic was not relevant to his life experiences.
130. Scrap it as it is today and introduce a data entry system where we can all enter our students' scores from tests that should be the same in each state given the National Curriculum. This needs to be user friendly so we don't spend more time at our laptops than we really need to. We already have an overcrowded curriculum and Naplan takes away far too much time and gives too much stress. We all end up teaching to the test anyway. When will Governments realise this.
131. Letting teachers teach to already, ever-increasingly high standards and expectations, giving more faith to our professionalism and innovation and ability to adapt to the times, to technology and to the AusVELS and other key knowledge, skills and values needed for the times.

## *APPENDIX C*

In your opinion, has the publication of NAPLAN data on the MySchool website placed additional pressure on teachers? students? school?

1. If the community understood quite clearly that NAPLAN is one piece of the assessment and reporting toolkit it would be far less stressful. It does not adequately measure the capabilities of many gifted children or those who have alternative ways of problem solving. For example the recent choice of 'My Hero' for the writing can be problematic for children on the Autism Spectrum as they may spend 10 minutes literally thinking about who their hero is as they need to be truthful in what they write. That gives this child 10 minutes less to complete the task.
2. It does when there are more than one school available in an area and parents are using data to compare these schools.
3. Parents are placing undue pressure on their children and the schools.
4. Publishing of result on MySchool results in teachers teaching 'to the test'. This takes the focus of the student (greatly effecting pedagogical practice) as well as the many negative impacts on curriculum.
5. The additional pressure that this has placed on schools the follow through is all the way down to the students whom in most cases feel pressured as do parents to have their child get a good mark. This extra pressure is not needed and is particularly by our younger students let alone the teachers.
6. It has placed a large amount of stress on the students, especially when parents are buying the resources and making the students study even more at home.
7. There is pressure on teachers that if their class does not 'perform well' on the tests, that they will not be offered a job the following year, that parents will consider them to be a 'bad' or incompetent teacher. There is pressure on students that if they do not do well in the tests, they will not be offered a position in their preferred high school. Many of the parents in my class were very stressed about this. The stress from the parents passed onto the children, many of who were very concerned about their 'results' and what the results can do to a child's schooling. I believe the results of the test are being misused by high schools in terms of students gaining entry. I also believe that the results are causing loss of confidence and self esteem of many children. If the intention of the tests are to access where extra support is needed in schools, why do the results need to be published and why do students need to know how they performed.
8. Parents seem to take so much notice of it, and will even select a school based on its NAPLAN results. This is CRAZY. This creates pressure on everyone.
9. Data on the My School website adds an extraordinary amount of pressure on schools and puts pressure on schools, teachers and students. It causes teaching to the tests and unfair representation of children's results so that the 'school doesn't look bad'. Results should only be used for school analysis so that it can improve teaching and learning of all individual children, no matter what their ability is.
10. Much of the "Naplans Nonsense" ( extreme parental/ student / teacher anxiety is because of the publication and consequent misinterpretation of the data. Take this element away and much of this nonsense would dissipate. The true purpose and value of NAPLAN would endure in the absence of publication of results. I don't believe that the data fairly represents school or teacher performance. Parents should have access to the profile of their students only.
11. Our school results are good but we are in an area with no ESL children. I think disadvantaged schools are put under undue pressure
12. Student achievement needs to be assessed on more than one series of tests. Many students can correctly answer comprehension questions if they were not in a multiple choice format.
13. Parents often use results to choose schools for their children which I feel is wrong as it is only a snippet of what the children can do. Reports are a much better and accurate assessment of what the children are capable of.
14. Real Estate Agents use the data in their "selling pitch" so it actually influences land values around a school with good results
15. The results are just the snapshot of one point in time, and are not a fair judge of the student's ability.

16. My year 9 students are incredibly stressed because they know their parents use this data to compare them to their family and friends of the same age. We tell them that the test is only to see where they are and shouldn't be used to compare but they know their parents will use it this way and it stresses them out!
17. The MySchool website places pressure on Schools (Principals) by creating a competitive educational setting. This is across the egalitarian purposes of what we do and are as Australians, and especially when school funding is a hotly debated issue. This will in turn erode the good will teachers have across systemic and government schools... and will be detrimental to communal and schooling environment for Australian children. Each community needs to work together not agin one another to provide for each individual child's needs within the context of family and community .. rather than towards increasing market share based upon % and statistical analysis. Leave the diagnostic educational analysis up to teachers not the general public. Teachers need to partner with parents and work for their students ...this is where the real accountability lies. Not with the Big Brother MySchool website.
18. All the fun has been erdicated from learning. Engagement of learning and curiosity to explore the world beyond is disappearing. It is all day, every day embedded in all topic tasks but not taught specifically as NAPLAN eg. Tactical Teaching Reading and Writning with Naplan type questions in reading, tests and assessments.
19. Schools seem to be more concerned with results than other sectors including Teachers.
20. We fail to realise these kids are kids. Testing is fine but it is in overdrive as is the collection of data.
21. The administration of preparing for NAPLAN is a nightmare and it is ridiculous that staff are expected to take the boxes to the Post office to send, given they courier boxes to schools and pick up the writing tasks via courier.
22. As catholic schools in the Capital cities are often quite close it is used for comparison and benchmarking and ultimately for enrolment
23. There are too many other factors that contribute to results that those viewing are not privy to. It is scandalous that schools are judged by their Naplan results alone. There are schools spending the whole year drilling test techniques, how can you be expected to produce well rounded students when that is going on over your back fence!!! We have prospective Prep parents coming in and quoting our Naplan results to us when they barely know what Naplan is. We have local papers producing the results of the twenty schools in the area etc. etc.
24. NAPAN results have impacted on enrolments
25. parents don't inderstand that it's only one TINY bit of information (and wholly inaccurate seeing many questions have a 1 in 4 chance of being correct as they are multiple choice - no understanding required
26. Does the MySchool web site really give a true indication of the the quality of the teaching and learning occurring at each individual school, I don't think it does.
27. Very unfair for schools with high indigenous / low socio-economic / high immigrant populations.
28. I use the results as a guide to compare it with how the students are going in my class. Most of the time the results match up, several times over the last few years the results have been quite different, both increased and decreased depending on the student.
29. unnecessary beauracratic nonesense;it creates tension and has little impact on the trailing of student and final outcome of a students' progress.
30. Schools are spending a ludicrous amount of time preparing for tests on the behest of administrators that don't want to look bad. This is not the true purpose of the test, however schools do not follow instructions to treat NAPLAN like a normal school day due to the immense amount of pressure put on them. This pressure and feeling of inadequacy is passed to teachers. A majority of class time is spent preparing students for NAPLAN tests, rather than teaching the actual curriculum. Merely saying teachers shouldn't be doing this doesn't solve the problem of them being made to by principals and curriculum advisors.
31. Parents are expecting teachers to sit practise tests to prepare them Parents have mentioned purchasing naplan practise textbooks for their children to practise more at home.
32. It causes un necessary anxiety on young children inappropriately.
33. The only pressure placed on students has been through unwarranted passing on of stress by teachers and parents. The raising of expectations for teachers has been very helpful in encouraging teachers to consider carefully what they are teaching, but has also been a point of frustration as misconceptions and fallacies about the NAPLAN have added unreasonable stresses on teachers.



34. The omission of the like schools section puts heaps of pressure on low socio economic areas
35. In reference to question 3- NAPLAN result can be useful for teachers and after all the time and effort put in to preparing students of course we use the results to aid teaching. If NAPLAN didn't exist teachers would design more relevant testing/assessment to gather data. So, although we use it and it can be useful at times, it's only like that because it's there so we may as well look at it.
36. League tables are a nightmare. It doesn't take into consideration social demographic, special status etc
37. Teachers are under enormous pressure for their class to do well that young teachers teach to the test not good sound teaching practise!!!!
38. What is the purpose for publishing this data?
39. Unfortunately any benefit from the NAPLAN data is overshadowed by the excessive pressure on teachers to produce marketable results under severe time constraints. Also my school denied publicly in the school newsletter that we would be conducting any specific NAPLAN preparation. The suggestion was that we would simply make sure we covered everything as part of our normal curriculum. However behind the scenes I was required to provide my "NAPLAN plan" to my head of Junior School. These mixed messages were very confusing and stressful. The rhetoric did not acknowledge the hard work we were doing on top of the many sporting events, open days, assemblies, music lessons and fundraising events. It was demanding for the students and teachers.
40. I think that we would feel some degree of stress whatever the form external assessments took.
41. Often this pressure is unwarranted.
42. I have noticed a change in student culture over the last couple of years. There is much more accountability and pressure teachers to perform (This is not necessarily a negative). I have also noticed an increase in the demands of parents and the decline of student ownership/responsibility in their performance. This may or may not be a related issue. I have no evidence to support either way. It may even be only changes our local school culture is experiencing. It is however worth mentioning because the NAPLAN publicised data is something that gave impetus to a national culture that places performance pressure on the educators and institutions only, and indirectly on students.
43. Teaching to the test has become mandatory due to the external pressure placed on schools. This method of teaching is extremely poor pedagogy and disengages students.
44. Ranking of schools based on results of a 1 hour test is ridiculous and provides very little insight into the quality of the school
45. Such public comparison ultimately leads to teaching to the test and a narrowing of curriculum priorities.
46. The purpose of Naplan is changing due to many competing interests within schools and outside of schools.
47. I hate NAPLAN. I have seen children fall apart. This government should be ashamed of what they are doing to our youth. For heavens sake, look at FINLAND!!!!
48. NAPLAN SHOULD NOT be used as a tool to show how 'good' a school is. The data should be used for student PROGRESS and curriculum development!!!
49. Testing causes stress. Students worry that the testing will be the beginning or end of something for them -such as entry to secondary school. It doesn't seem to matter how many times the message is repeated that it is for government purposes, the message heard by students and misinterpreted by parents is that it is personal.
50. Schools no longer teach the curriculum, just NAPLAN content. Students have given up doing their best. Teachers no longer have opportunities to be creative.
51. most people within the school want to keep NAPLAN in perspective.
52. NAPLAN is an effective teaching tool for teachers ONLY & it would be better used as ONE area of gaining assessment on their students ability in Literacy & Numeracy. It has made education too competitive & judgemental between school, students & parents...Keep politics out of education & give the love of learning back to the students & teacher/ parents.
53. Diagnostic testing is completed at the school level and NAPLAN expectations are unrealistic, add extra pressure to teachers and students.
54. Naplan has placed a lot of pressure of staff and students and gets in the way of quality teaching and learning.
55. Many of the students don't care re the NAPLAN. They have bragged about doing a pattern and finishing early. One boy said that because Coshy on AM TV said don't take the tests seriously, then he wasn't going to be serious about the tests.

56. Teachers and schools now have the added pressure dealing with parents who don't understand the results or how to compare the data, blaming teachers for results from a test that shows little of what we do in the classroom
57. Finland doesn't have Naplan - or anything like it. Probably why they do so well . . . .
58. There is definitely pressure on students to perform, pressure on teachers to teach to NAPLAN.
59. Each school has a unique ethos and approach to education. Myschool foregrounds the idea that results, raw data, is the most important thing parents should consider when choosing schools.
60. The media and parents put pressure on the students despite teachers trying to play the test down. How can schools in low socio- economic and country areas compete with elite schools!
61. There is a lot of pressure all round due to the publication of results
62. Not true representation of what taught at school in class just what is on NAPLAN test. Waste of time
63. immense pressure to produce results. Teachers are almost threatened with loss of their jobs if they underperform
64. It is unfair to be judged solely on one test. Perhaps they could also include report results, and Literacy testing results before a final ranking is given.

## *APPENDIX D*

What has been the impact (positive or negative) of NAPLAN (and its reporting on MySchool) on (a) your school and (b) parents at the school?

1. Positive - overall results indicate areas of need. Negative - time involved administering test, time taken away from focus teaching and working with students with special needs.
2. We credit ourselves with developing the whole child yet so much emphasis is placed on one test on one day. It doesn't give the whole picture and certainly doesn't help the child's self esteem. Parents think all sorts of untrue things and the media doesn't help.
3. It has helped drive 'improvement' in our school. It means that we look at what we are not doing addressing with year levels and we are trying to address that.
  - A) staff not keen on it and tend to downplay its importance
  - B) parents use it to make enrolment decisions
4. school gets to brag about the value added from yr 7 to yr 9
5. Recognising that our school supports with the weaker students (comparison over 2years)- positive Receiving the results 5-6 months later in the year, when the year is almost over
6. Our data is good however it causes great stress to parents of low achievers. Undue emphasis is put on the results because of publication of data. It is simply a snapshot on one day and as we don't get results for months it is fairly useless
7. Teaches children how to answer different style of questions eg. multichoice, etc.
8. No impact. We never refer to it.
9. Negative: people think its the be all and end all. Its only good for large scale statistical purposes over several years. Individual scores are more of a problem than a help. Its a terrible impression of a school for people who have never been inside it.
10. NAPLAN data is carefully analysed and compared between our campuses, further pressure is then placed on teachers to improve in particular areas. No further support is provided, all pressure is on the classroom teacher.
11. More meetings, more work, basing planning on results of one form of assessment on one day.
12. unnecessary pressure on staff and students. students must undertake three mornings of testing without much rest.
13. I'm not sure of this no parent has ever asked me about it .
14. Parents really hone in on results and treat it as a representation of what students are capable of
15. Some parents do not understand that NAPLAN data does not translate exactly to school achievement. For example, students can score highly on the literacy elements of NAPLAN but be unable to write an accomplished essay. It tests a very limited range of skills.
16. For our school it has meant time out of normal curriculum to prepare and an unwillingness of some teachers to teach yrs 3 and 5. Parents now have a skewed perception of what is valuable in infants/primary education.
17. Anxious students and parents
18. Very little positive-in a low socio-economic area with many unemployed/menial job sector. Reinforces that they are behind in many areas.
19. Parents would query why our results were lower/higher than other local schools and some would base their decisions on enrolments on the school's results.
20. So competitive with similar schools in our area. Parents compare.
21. Increased anxiety in both students and parents. Higher expectations on teaching staff to be explicitly teaching NAPLAN skills.
22. The time is significant, the whole week is impacted as students wind up and wind down. Parents find the process stressful and more are falling prey to schemes to benefit financially from NAPLAN preparation (marketed this way).
23. Myschool must be withdrawn as it is far too damaging to a schools reputation. Parents use the information on the myschool site to consider enrolments . Schools have their own data collection processes and while naplan may be used as another form of data it is often inaccurate.
24. It raises a lot of questions at information nights and enrolment times because it takes such a strong stance in the public eye. People judge the school on this data and don't for a second consider what amazing things the school is actually doing!
25. Intervention programs are a positive

26. Negative. Teachers feel pressured to 'Teach to the test' instead of facilitating rich learning experiences where deep thinking and a variety of learning styles are catered for. NAPLAN only tests one learning style and is not a true indication of a student's ability. Writing within a time short time frame limits students who find it difficult to express their knowledge and understandings in this unnatural and unrealistic environment and whose preferred learning style is not matched to this method.
27. More anxiety about NAPLAN. Students preparing at home. Generally positive for our school as results are good.
28. Ridiculous pressure on all stakeholders.
29. In a school with 97% ESL students, the students are unfairly judged.
30. In some ways it is good for the parents to see where their child is at, but only if they are prepared to do something with the information they receive. I think is a lot of unnecessary pressure on teach and students alike.
31. school judged as not academic, parents disappointed in results
32. minimal impact
33. Good for seeing individual student growth, initiatives too focused on Naplan rather than good teaching and learning.
34. Negative
35. Negatives: As mentioned above plus fee payers (not always parents) have considered removing happy students (not always their child) from the school to 'better achieving' schools. Positives: National Partnerships funding; CTLM funding
36. I have only seen a positive impact. Our school takes the Naplan results seriously. Consequently as a diagnostic tool, the results are used to show the teachers where we need to concentrate our efforts in literacy and numeracy.
  - a) More pressure on teachers to ensure their children do well on the narrow skill set of NAPLAN. Stifles creativity, innovative pedagogy and restricts/narrows curriculum delivery through the 'preparation' period. b) Few parents have commented, positively or negatively; our school is represented quite favourably on Myschool.
37. Negative
38. Positive for many of my friends b/c they get a real indication if their child is struggling
39. The parent body is not particularly affected by NAPLAN at our school. They are interested in results but the majority are not swayed by the data...they prefer to look at a range of strategies and feedback to examine their child's achievements.
40. Parents and teachers do not like the pressure students are feeling. Parents do not like time being taken for preparation.
41. For me, it has interrupted what I am supposed to be teaching at this time. Other teachers I work with have got so far behind that they are now teaching to the test for that unit rather than enjoying it.
42. parents are stressed if kids don't do well
43. Students and their families are under unnecessary pressure to perform, and so are teachers. Achievement is individual, dependent on personal learning needs. Some schools are teaching 100% ESL students, and are measured against the same standards, even though their job is clearly more difficult.
44. Parents are more anxious in relation to results, placing undue pressure on teaching staff
45. The school now works to ensure good Naplan results at the consequence of other more meaningful priorities.
46. As a result we have received SSNP (previously NPA) funding which has been used to buy resources, build on teacher capacity and to assist the students.
47. Without naplan results there would be no way to compare a students academic successes to an established standard.
48. Resulted in some conversations in which teachers have had to justify results and differences.
49. Greater pressure on achieving higher results
50. some years we have kids that really struggle academically, our welfare is not counted,
51. Year 5 is our intake year so the students have only been at the school for a few months before the year 5 NAPLAN testing. I feel considerable pressure to get 28 students from 13 different feeder school up to standard in a few months.
52. only a small percentage of parents have come to collect the results. Over the years only a small percentage of parents have been aggressive about the results.
53. Parents tend to be stressed

54. A) teachers reflecting on results and areas where students need help B) parents thinking NAPLAN results reflect school
55. Negative for all other subject areas as focus is constantly on improving Literacy and Numeracy to the deficit of other curriculum areas.
56. We all of a sudden got extra teaching time through funding to target the kids who were seen as being at risk or who did not improve enough for the statistic gurus, which was interesting seeing there was no extras available before then. We have to Teach to The test to give the kids a fair chance of completing the writing section properly - especially such a difficult text as persuasive writing. Way too hard for year 3 and pretty difficult for year 5 students to master as well.
57. No impact what so ever. Results take too long to come in so the students have progressed from May to the end of September so the data is considered OLD!
58. Very anxious parents and children; Stressed teachers; diverting from the normal curriculum in preparation
59. Parents use NAPLAN results as guide to determining whether the school is the 'right' one for their child. My school doesn't factor in other elements that make schools effective places for children to learn.
60. Stressed out students and parents (and teachers) practising for tests which do not enhance student outcomes. Parents place unrealistic demands on their children to perform. Children so upset that they will not perform to these levels. Teachers teaching to the test not to the curriculum.
61. Fundamentally, because NAPLAN results have become status symbols, NAPLAN is destructive of genuine teaching and academic progress.
62. People think you can fatten a pig by weighing it, whereas we need to feed the pig.
63. We try not to make a big deal about NAPLAN. We explain to parents and students that it is one test on one day and that the assessments we do are ongoing and far more detailed. We analyse results of our assessments promptly and act on them immediately.
64. If funding for needs is going to be linked to test results and they do not truly represent the school how will the standard of the school be known
65. Parents often interpret NAPLAN data for their child as an indication of how their school or class teacher is performing.
66. Our school now has targets and if not reached this can be an issue. Also I believe it is cohort driven so how Year 3 this year performs should not be used to compare last year's or next year's. it should be a diagnostic tool for individual children and a particular class to plan programs and to assess growth from one naplan to the next for that particular cohort.
67. Lot of pressure from parents. Decreased enrolments. More pressure on teachers.
68. It's peaceful during testing time!
69. To much extra pressure, for what gain?
70. Very little impact on either except that the management of the school would obviously like our Naplan results to be as high as possible. If results were not good for a particular year then I'm sure that they would have a much greater impact.
71. So much more focus on prep for the tests but not as much as other schools. Parents have been influenced by the myschool website.
72. Constant pressure to improve results
73. We have analysed information and targeted children who have not done well at specific levels of NAPLAN. Teachers are then required to develop plans to help them learn in what topic or topics that was struggling. However, we don't tell children to stay home and often these children are those with learning needs or language difficulties.
74. Our parents and teachers place emphasis on quality learning and well adjusted students. I don't get involved in NAPLAN discussions.
75. Pressure. Talk gossip. Teacher bagging and comparison
76. Positive for our parents as it shows where they are at compared to the state average. For students it gives us a guidance as to where they are when we are transitioning our students into the mainstream settings. AND where we should look at placing our students in their next school setting.
77. Parents don't analyse the whole data. They just see a number and make judgements
78. Higher stress on kids. Higher demands from parents. Less time to actually teach.
79. Our school claimed they did not care about the results (we had not been doing well) however when we did very well they did decide that it was important.

80. Some parents are blase while others place so much pressure on students and themselves that they become extraordinarily stressed about their child's results. It has made an impact on the school in that it distracts from syllabus work as students need to know about and be comfortable with layout, etc before going in.
81. Has had a negative impact on schools as it adds pressure to staff and students to succeed in a one off hour test. Naplan doesn't accurately represent the abilities if the students or the staff but some parents use this to judge schools, staff and their own children.
82. The school is compared to other local schools which are all very different in terms of population. It is good for parents to know how their child is going compared to outside schools however the Naplan shouldn't be taken as the only measure
83. Parents very anxious about their child's ability to complete testing.
84. The school uses the data to inform the teaching of Maths and to affirm what we already know about student's abilities. The parents' reactions vary.
85. Negative
  - A) The school practices NAPLAN until students and teachers are thoroughly sick of it. It impairs student/teacher relationships. (b) parents are stressed because their kids are stressed. They also put pressure on the school to 'teach' their kid to 'pass'. I am yet to be convinced that this is effective use of class time.
86. Parents are worrying themselves sick about choosing the right school, it can set up unrealistic expectations. Parents shopping for schools based on NAPLAN. Pressure on kids and teachers to perform. Anxiety and stress for all. Accountability of schools is huge, soon no one will teach, too stressful.
87. Parents have changed schools based on results.
88. Stress and anxiety by students and parents. Disappointment with results particularly additional needs and those low achievers. Seems to kill their desire to be at school because they will fail
89. Does not match our pedagogy of inquiry and does not promote a culture of thinking. Enormous pressure on teachers and students; time is wasted on preparation that could be better used on student centred/ driven learning.
90. Don't understand that many factors influence the outcome.
91. Negative impact - those teachers in Year 3 and Year 5 have been told they will be held accountable for the results that come out.
92. I teach at a very high ESL school, naturally our results are not comparable to other schools with students with English as their native language. I have found parents do not understand these additionally implications when their children are taking the test or when looking at results in relation to the test.
93. A higher result means better school profile.
94. Analysis of results has driven literacy strategies across the school to focus on spelling and grammar. This has been a good thing.
95. Parents are thinking that it is a test that their children should perform highly at. Many parents are asking for help on how they can prepare their kids to perform well.
96. A puts pressure on teachers B some parents out too much into the results of one test on one day
97. The undue pressure coming through the CEO to perform well.
98. Parents looking at results and making generalisations about schools. Shopping around for a school with the best results.
99. My school has been pressuring staff, student and parents to 'do well' on NAPLAN and has had a tiresome effect on all stakeholders.
100. Increased pressure.
101. Some parents begin coaching their children 6 months (at least) in advance and many children make comments which lead me to believe that they do not enjoy the pressure from home.
102. Unrealistic expectations on students and teachers from year to year. Each cohort is different, this is not reflected in NAPLAN...parents do not understand how to use NAPLAN results. Rather than see it as an indicator of where their child is at, they rank the school instead. Poor public education about how NAPLAN can actually be used is to blame for this. The media misrepresenting the usefulness of the data compounds the confusion.
103. Limited
104. Taking away from teaching time.
105. ILPs and inclusive education is in opposition to national standardised testing. They both have completely different goals and focus.

106. My school does very well from NAPLAN results in terms of increased enrolments. Parents are obsessed with NAPLAN preparation - if we don't provide what they see as sufficient 'NAPLAN homework', a number of parents are supplying their children with commercial workbooks and additional homework tasks!
107. It puts too much pressure on Year 3 students, I feel it is unnecessary at this age.
108. We had a class with a high proportion of kids who were challenged in some ways, they did not do well and the school got poor publicity in the community
109. Pressure to "perform" well, parents have stated they look at the NAPLAN results before choosing to send their child to the school.
110. Negative. It has taken away valuable teaching from actually important learning.  
a) school judged on these results alone
111. Takes time away from 'real' teaching time
112. We are a disadvantaged school with poor results so parents expect better results
113. Shows the school's academic record in a negative light. Parents are concerned with academic results but happy with the community of the school.
114. not up to date with this
115. Negligible
116. More pressure on the children to do well. Many of our parents bought practice tests and had their children spend many hours doing them on top of their homework.
117. Parents get very concerned about the preparation for Naplan. Some I think put pressure on their child and at times the teacher. I had a parent wanting to know the structure of Persuasive Writing. At the time I had a draft on my board to model for the children and she took a photo of it as reference for use at home! school always looks at Naplan data results as a staff in a staff meeting and compares like school and our own previous results. variations occur due to many factors including the cohort of children each year.
118. parents compare chn's results - not helpful for chn who find reading and/or maths difficult
119. Parents are highly emotional about this type of data, but inherently don't understand it or it's implication for them or their child's educational future. Teachers make the difference - Teachers need supportive environments, with opportunity for ongoing professional development in order to enable them to perform at their best.
120. Parents perceive that we do a good job because our naplan results are good.
121. We now teach to naplan...
122. The pressure is huge as every school wants the best results possible. It is negative as it works on a deficit model what students can't do - the lacks in the school. NAPLAN is a flawed assessment process as it assesses core knowledge and application in one modality - it does not assess the whole child and their critical thinking skills. NAPLAN should be brought in line to the general capabilities that the government wishes each child to have.
123. Parent inability to correctly interpret data and the school using to determine how well the school is doing - incorrect use of testing as it is extremely limited in the curriculum areas that are tested
124. Pos: greater focus on Maths 'problem solving' Neg: lesser focus on prediction and estimation (as key Maths skills).
125. We know where the students are with their learning and the parents know that we are working together with them. Unfortunately the myschools page means that someone looking at our school as a possible school to enrol their child bases it solely on how a particular group of students did in a 45 min test on 1 day of the year- what a joke!
126. negative - too much pressure and importance of one test placed on students by parents
127. The impact has been substantial. We have been under huge pressure from CEO for the past few years and we are working harder than what I have ever worked before. I believe in the NAPLAN style test but I don't believe in the way the CEO is playing the political game with the data. At present the 'Catholic Ethos' our system promotes, is diminishing whilst those in charge continue to play politics with these tests.
128. Has encouraged teachers to use data more effectively (but the quality of data is questionable).
129. Parents have little understanding of what a school truly has to offer and think that flawed literacy and numeracy tests accurately reflect what a student can do or what a school can offer.
130. It causes the parents to have less trust in the teachers by giving weight to external assessment.
131. We have gone down this year, some parents take students out due to problems like this.  
Parents sometimes place a lot of pressure on their children to improve, and this solidifies the student's feeling of low self worth, especially for the lower range student.
132. Stress for teachers and children - all totally unnecessary

133. Our school has had pleasing results and on occasions when this hasn't occurred we have been very transparent at our strategies implemented to lift results.
134. Parents treat NAPLAN data as a league table.
135. Small town means that parents are making comparison between only 4 schools and moving students from school to school.
136. Many of our students are low achievers and the NAPLAN tests are irrelevant to them and they have no interest in achieving high results. Not many parents have commented about the results - but again many of our parents' literacy skills are poor. With so many students achieving low results it is difficult for the data to provide information that assists the teachers as there are so many gaps for so many students - and is it really a gap or have they guessed the answers (multiple choice gives a 1 out of 4 chance of being correct even if they have no idea of the answer) or just not tried!
137. No impact, small community with limited school choices.
138. Negative. Many students stressed. Parents stressed. Teachers spending unnecessarily long amounts of time on teaching to the test.
139. Mostly negative
140. Our school doesn't come up well, lots of ESL, special needs kids etc.
141. Some parents go way over the top stressing about it and in the scheme of things who remembers their NAPLAN when you've graduated from Uni or are working in business. We also know the pressure for growth from yr 3 to 5 per student is something we are hounded about as a system
142. Negative: even to the point where parents are quite dismissive of a professional teacher's assessment. Parents run schools down for poorer performance without realising the economic and social situations of schools that come into play, even to the point where individual students in those lower performing schools may have actually experienced significant growth.
143. It has been quite affirming.
144. Stress and anxiety at times. Relief too.
145. Pressure on teachers as our school wants to achieve. Some parents buy books and test their children endlessly.  
 a) Seeing where the school needs to focus.
146. misleading- my children's school does well on the NAPLAN but children with learning difficulties are not well supported.
147. No extra impact. Parents have always been interested and I have asked questions...
148. Parents make judgements based on results whether or not to enrol children in a school rather than referring to other value added effective programmes.
149. I feel that NAPLAN has positive implication as it tracks student progress over many years and allows comparison and benchmarking between students all over the nation. However we must remember that it is one test on one day. It simply measures how well the students have been prepared to answer the test rather than what they truly know. The media plays a huge role in the over exaggeration of NAPLAN and this places pressure on parents, students, teachers and schools. It is a constant battle to reassure parents and students of their child's learning and to reassure them that their child is viewed not by this one test but by all their learning which occurs inside and outside the classroom. I believe that NAPLAN is designed and encouraged by the government and media to push the agenda of government schools and to promote them as superior to non-government schools. After the NAPLAN results are released (much like the HSC results) the media pushes how much better the government school students achieved on their scores to non-government schools. This is manipulative as obviously there are more students in government schools so of course they would achieve higher results across the board.
150. As an executive at a very large school, there is a tendency for comparison and competition between schools that could be working more closely together in partnership, particularly parent-controlled schools. Also, parents judge staff competence according to NAPLAN results.
151. Only positive is as a school we can see if there are any gaps which need to be addressed. However this can be done with other forms of testing such as PAT Maths & Comp within the school. There are so many more negatives- stress, pressure, results too late, cheating, tutoring schools making money from NAPLAN prep etc As a special needs teacher I hate that my 8 years olds go from loving school and thinking that they are doing well and always do their best, to hating it and realising they are failing all because of NAPLAN.
152. STRESS



153. Parents are pressuring students by forcing them to practise for the test
154. Teaching to a test Stress Competiveness
155. Very little - parents occasionally view the myschool website when enrolling  
 A) pressure on teachers to ensure students achieve a high score B) giving high expectations of students ability.
156. Parents ask questions at enrolment about results
157. Parents use it as a tool to compare schools and teachers negatively
158. The need to interrupt normal curriculum with intensive
159. It is a distractor from teaching the students...
160. I don't teach English or Maths so don't know details of impact. Students don't like it though, especially the less able ones; they don't like being shown up or seen to be less able than others
161. (b) parents are placing too much emphasis on the preparation and students are in turn becoming anxious. The intended 'snapshot' is not a reality.
162. Many of my students got unnecessarily stressed about NAPLAN, despite my best efforts to make them feel as comfortable and confident with the entire process as possible. Some parents take the results very seriously, despite all the contributing factors while other parents see little point to it or worry that their child's results could bring down the school results.
163. Negative
164. Being able to identify areas where improvement is needed.
165. School has had some negative feedback from concerned parents. Parents have hassled their kids to "study" for NAPLAN.
166. School- more pressure on staff and students to "achieve"
167. It has made all parties feel as though they must achieve beyond the 'average' student mark for that year level.
168. It does not show what students are capable of. Testing is only one form of assessment.
169. Extra pressure for improved results has led to extra practise sessions. Many students have totally lost interest by the time they actually do the tests. Practise time takes away from real teaching and learning experiences
170. I think some people are apathetic towards it now. As teachers I have been downplaying its importance to keep the children un-stressed. I don't really want to push the children on test based drilling because I have no faith in the system.
171. Students become oblivious to NAPLAN by the time they get to year 9. It does not give a true indication of their potential.
172. Hasn't had a huge impact, we are a special school and so parents make a choice to come to our school based on the child's needs
173. All positive.
174. Results only provide a slice of the school's picture and when used in comparison to other schools is not useful. The data is useful within the individual school context.
175. Teachers only focus on the outcomes of NAPLAN results in future planning. It is not the be all and end all of life in school.
176. Our results have been well regarded in the local community so this aspect does not really apply. Parents usually are encouraged by the school's level achievement and I guess would see that as a positive result. However, for parents of students whose talents lie outside the tested areas, they tend to disregard the results, so neither positive or negative. Parents of students with learning difficulties are negatively impacted by the assessment. They are usually very aware of their child's skill level in both literacy and numeracy, and do not really need to see that their child is below a certain level or benchmark.
177. There is possibly more accountability for student achievement; however, teachers normally know in advance, which students will go well, and which students will struggle with the test.
178. Little impact as our results have been above average of recent times.
179. Better whole school diagnostic information
180. A lot of class time spent on it; but it is a useful gauge of basic skills and would be good if not so much pressure, time and resources went into prepping for it
181. Schools are being unfairly labelled due to the myschool website. Schools are disadvantaged due to socioeconomic status
182. Impact at school - targeting shortcomings which emerge in the current year group. These vary with the year group so Naplan is useful in identifying or confirming what we have observed. Impact on parents - not great. Very few react after the results unless there is a noticeable discrepancy between what they anticipated their child's literacy would be and the

measurements falling below that anticipation. Assertive parents then check that remedial action is being taken. Sensible.

183. Enrolments

184. Parents are keen to see their child do well. It is another tool in their kit of possible complaints if their child performs badly. It stops me, as a teacher, from teaching content I love. Instead, I sit there and run students through test structure, test taking strategies etc. These skills are important. However, to constantly harp on about them daily is enough to make me bored, yet along the kids.

A) Some kids and families stress while we at school are trying to downplay it. Most of our boys don't worry too much.

185. Negative

186. As a teacher it is good to look at NAPLAN data to inform you of needs of students. Students tend to become very anxious

187. Enrolments are heavily affected. Schools are now being pushed to get enrolments, money is spent on advertisement rather than investing in the students.

188. Parents within school communities see it as being one of the most important assessments performed within the calendar year and as such put a huge emphasis on the successful completion of the task. \* Too many judgements of the teaching/learning environment are made from the one snapshot in the child's schooling. This can cause unnecessary pressures on students. \* In rural communities enrolments are often adversely impacted upon because of the NAPLAN snapshot

189. Our school is always above average however you often hear parents asking about results and comparing to other schools. Some children buckle under the pressure and it is not a true measure of their ability.

190. Unnecessarily having to re-write English units of work to cover specific prescriptions in Naplan eg. persuasive texts

191. Pressure; time constraints; enrolment issues; stigma about quality of the school.

192. Quite positive as results have been good.

193. Sometimes parents misunderstand the data therefore false conclusions can be drawn

194. It depends on the cohort. If there are many students with learning difficulties in a cohort, the results will not reflect the standard of teaching and effort that has taken place.

195. The staff feel unrealistic pressure of achieving high results (due to the publication of this data) when low socio economic and small schools do not have the facilities/resources/finances to meet the extreme needs of individual students.

196. external data about student performance

197. None. If they decide to go somewhere else on the basis of NAPLAN, I say "Bye!"

198. NAPLAN data can be useful as a diagnostic tool and has helped to identify weaknesses in our teaching and learning. On the other hand, parents are often misled by the data and place too much store on the NAPLAN results.

199. Students feel pressured to do well in a test that they have not completed the stage of learning for. Years 3 & 5 should be about learning for their education NOT learning how to sit a NAPLAN test. Many schools begin training for NAPLAN in the year prior to the test - THAT'S ridiculous. When I was teaching infants (year 1) parents were THEN concerned about... 'How will my child go in NAPLAN' For heavens sake!!!

200. way too much curriculum time...stress on students...without any indication that it helps!!!

201. Makes schools accountable for student growth - parents only like the results if they are good. Data analysis is brilliant.

202. The overall purpose of education from a holistic approach to a damaging emphasis on 'core' subjects.

203. We do use the results and have come a long way in literacy, numeracy needs attention. We have a high number of refugee children and low income families in our school in western Sydney

204. Very little.

205. lots of time spent explaining things to parents.

206. We basically use the NAP test as the be all and end all for school success. Meaning we teach to a test and stigmatise our most vulnerable students.

207. In my role as Year Advisor of Year 9 I have had a range of complaints from parents saying that this has a negative effect on both students and the school and is an unfair representation of both.

208. some parents push lazy students more!

209. If it's a year group who aren't as bright as previous it puts pressure on everyone. If parents say their kids go to a certain school they are branded as Are the school and this can be a negative representation of students and the school
210. More pressure and time taken away from quality learning and teaching opportunities. Advent of companies making money out of the whole NAPLAN process
211. NEGATIVE
- A) lost class time in an already crowded curriculum (Maths focus) mounds of photocopying etc in preparation for NAPLAN
212. Naplan not entirely owned by all grades. 3 and 5 still feeling most pressure
213. Parents of the school are not really concerned. They know what is happening in the school because we have open communication and reporting system in place
214. Parents seems quite obsessive about it and are unrealistic about the interpretation of the results
215. There is much celebration of "positives" but little realistic analysis of what has gone on in the classroom during the "preparation" time - and it is done in such isolation that its relevance is often lost on students
216. Emphasis on examinations by parents, school leaders etc due to MySchool comparisons. NAPLAN is not being used as a diagnostic test - it is pitting school against school in a damaging, political football way.
217. NAPLAN has a positive effect because it reminds us of the student's true capabilities. The negative impact is that it has set unhealthy and unnecessary competition between schools
218. We have achieved good results although the pressure to maintain these results year after year is difficult with class abilities changing each year. The parents and government with the NPP expectations on the school to improve results is crazy.
- A) we do our best, we don't make it the focus until as close as possible. We have changed programming to take this into consideration. (b) parents ask why, why can't 'you' do it this way, why can't 'you' do it that way. We are taken to task over what parents see as wrong with the current testing, yet we have no say.
219. not much difference
220. 'MySchool' is certainly scrutinised thoroughly by the Head of School for a myriad of reasons. Some parents are extremely interested in the website, others are not. However, many parents are extremely keen for their child to do well.
221. Naplan has put the 'teaching' numeracy and literacy to the side while teachers teach to the tests so that the results have a more positive reflection on the school.
222. Parents blame the teacher for their child's results. And the ranking of the school. Not taking into consideration the cohort of children and varying needs and levels of academic achievement of students in the class.
223. The results can be used to indicate problem areas. The preparation is different in all schools. Its not really a fair test in that some get more prep and others less.
224. The tests themselves are very valuable in the amount and quality of data they provide on the strengths and weaknesses of our students, and the strategies suggested to target these areas are very helpful,
225. The school is much more concerned with NAPLAN preparation, teaching to the test, and the overall results. Parents see it as a rank and not as a diagnostic tool for their children.
226. My teaching has become exam driven. Lost spontaneity to pursue interests of the class.
227. Extra pressure on teachers to perform and lift student results .
228. Extremely misleading. Too much emphasis on results and not processes.
- A) Increased pressure on Maths and English teachers to improve Literacy and Numeracy results (b) Increase in stress as parents try to get their children to take Naplan style tests at home
229. Significant NESB clientele at the school which has a negative impact on the results. Parent meetings are arranged in various community languages to assist in understanding how NAPLAN is only one of many ways that students are assessed.
230. It leads parents and students to feeling quite anxious as it is unknown
231. Results and school reports often don't marry up so parents can be confused on their child's ability Parents pressure children for a good grade without understanding the reason behind NAPLAN Parents compare grades not ability
232. It is only negative as it has taken time away from students who are learning to think creatively and imaginatively. Minimal enquiry learning can take place.

233. For some it is a good indication, but if a child has a bad day it can reflect a poorer performance than would otherwise be expected. Many parents see this as a reflection on the teaching
234. Significant increase in stress-related illnesses among students.
235. Negative for both
236. increased pressure to perform at least as well as previous year
237. All negative Too much time focused on Naplan preparation Results used as gospel what students need to focus on Different grade cohorts compared
238. The art of teaching and the love of learning has been lost
239. It's extremely disruptive for little return
240. Principal emphasizes a potential student's NAPLAN results when considering enrolment.  
 A) School - totally negative (b) Parents - this group really are being 'misinformed' when the objective of NAPLAN aims (albeit politically) to inform!
241. It can be useful to look at cohorts and open up discussion with parents. What we are looking for is the targeted mentoring, professional development and funding required to lift results for all students. It is at its most negative when schools are seen as 'failing' due to their NAPLAN results. Where is the government putting in the right supports following consultation with individual and/or like schools about what is needed?
242. Parents are putting a lot of pressure on staff and students to get great results as they feel these tests are used by boarding schools to offer scholarships and accept students.  
 A) resistance from teachers to implement NAPLAN effectively as they become wary of 'performance based pay initiatives' that rely on NAPLAN results. (b) unfair comparisons between individual student results which for parents with low scoring children creates disharmony and discontent.
243. The impact on specialist subject areas which are the real lifeblood of a school, specifically the Performing Arts (music, Drama, etc)
244. Focus on tested areas at the expense of other skills and knowledge. Impacts the ability to develop lifelong learning skills.
245. As the NAPLAN is pushed along with the prac. testing etc. As a school it is viewed as important as teachers we spend too much time on setting the children up granted to give them the best opportunity however at the cost of their learning. As parents it puts far too much pressure on the children and families that is not needed.
246. It causes higher levels of stress on staff and parents, for an outcome that is determined not only on the amount of time studied in class, but outside factors such as whether a student has eaten breakfast, had a good night's sleep, or felt safe at home.
247. Many of the parents, especially those who are new to the tests, are very anxious and stressed. Many of the parents want their child to be listed high on the ranking scale as they do not understand the true purpose of the tests. If a child is already struggling, what is the purpose behind letting me know that they are below on the results scale. It merely confirms for that child that they are 'stupid' and 'dumb'. These are the words that I hear coming from both parents and students' mouths because of the results being published and distributed.
248. Huge pressure on children and teachers. Most teachers hate it and try not to stress kids out, but many parents place HUGE pressure on their children. Schools use it in a competitive way. I know of 2 state schools in my area who withdraw all Teacher aid time from classes for the whole year to devote the aid time to NAPLAN practices. They then plaster their outdoor announcement board with their results so that the whole suburb can see it. So much for the learning support kids in those schools for the first half of the year!
249. Naplan is very time consuming but is not all bad. I think National testing is necessary but not the publication of results on My School.
250. Anxiety around the testing (in huge degrees). Parents seem to see the results "competitively", directly and indirectly placing pressure on their children to perform. That some parents have their children externally tutored for this test speaks volumes about the anxiety it engenders and the "competitive" angle it has come to assume.
251. Very little impact because the principal downplays it and makes reference to the important things that happen in the school on a regular basis
252. Parents of students who do well are quite supportive of it. Parents of students who are struggling feel that it is just another piece of paper that tells them that their child is not performing to the same level as not only others in their class, but others in the state.
253. It is a huge imposition on our curriculum for results that will appear six months later and parents place so much importance on one test, rather than the big picture.

254. Only new to this school so not sure of how it is perceived in this school.
- A) so much time spent preparing students for tests that have no bearing on their school grade. Analysis of short comings from previous year and subsequent focus for the following year flawed as it is a different cohort of students. b) parents get confused, misled by the results. Education being politicised causes parents to form false ideas of NAPLAN
255. A high ranking in the mathematics rating - top 5 - parents now expect ALL the students to be top 5, no matter what!
256. Takes valuable classroom teaching time, and the parents stress about their children.
- A) unnecessary stress on teachers and students. Teaching to the test rather than teaching syllabus in general. b) parents openly compare their children using NAPLAN results as it takes out the usual variables of teacher, school, private vs. public etc. Is this pressure we really want to place on our young. Is there a direct correlation between this and increased anxiety, stress and suicide in our young?
257. Positive is that it gives the school a tool to identify educational goals for the students as a group as well as identify specific needs for individual students and shape teaching programs around these needs.
258. We have received more enrolments.
259. Positive impact as we have used the data to improve our students learning capabilities which makes parents happier in the long run
260. School is concerned about perceived performance. Parents appear largely indifferent so long as results appear to be satisfactory.
261. Pressure to achieve. Comparing students unnecessarily to others. Creates a competition amongst parents.
262. Increased focused on core literacy skills.
263. Stress amongst staff is at breaking point. Parents have commented that they dismiss it because of the pressure on their kids.
264. parents are concerned that their child will not get into certain High Schools as these schools rely on the NAPLAN Test Results
265. It has shown up some areas of 'regular need' in our students' learning. No real impact on parents.
266. Positive for our school is we are tracking students so we can ensure that they are improving within testing and identifying problems for individual students.
267. To much focus on one test.
268. Children leave at the end of year 4
269. NONE. THE SCHOOL'S POPULATION ARE STUDENTS FROM MAINLY LOW SOCIO-ECONOMIC HOMES AND NAPLAN MEANS LITTLE TO PARENTS OR SCHOOL
270. Everybody talks about Naplan. Kids are scared witless of the test. Parents telling kids they will not get into secondary of choice if their Grade 3 Naplan is not satisfactory. It is a system gone mad.
271. few enrolment parents comment that they've visited the site and question the results Some schools have big numbers who do not sit the exam!!!!
272. Neither. Some parents think it's a good indication of their students in years 3 and 5, others think like the media and many teachers, that it's a superficial indication of student achievements.
273. upsets many chn and parents because they believe it is far more important than it is (in real life that is, not unfortunately according to our politicians who have no educational sense at all)
274. I feel the whole MySchool concept has been negative for both the school and parents. It should be scrapped. Use it as a diagnostic tool for school and parents but not to be published s occurs with MySchool.
275. Negative - parents forget that it is one test conducted under strict conditions where children do not get the same assistance as is given in the classroom, the results do not go towards the report and they aren't available until several months after the event in which time the child has usually progressed beyond the NAPLAN results. Teachers in Years 3, 5, 7 and 9 feel very pressured but often forget that the previous year's teaching will have a heavy influence on the results. Parents often do not realise this either.
276. that we still have lots of work to do in maths and comprehension but we are always working on improving this every day not just based on one test on one day. We assess childrens' learning across the curriculum across the year.
277. Stressed teachers, parents and students.

278. Parents don't take other things into consideration when comparing schools. It stresses the parents out. As a teacher and a parent of 2 students who have sat the tests in the same year my heart and head are torn between being a teacher and a parent in regards to how well they do on the NAPLAN. It turns into a 'teach to the test' because if the school doesn't perform well questions are asked by both admin and parents, but then we are told not to do this but it is impossible to cover everything in the curriculum from February to early May before NAPLAN and then things that you aren't expected to teach are on there anyway.
279. Positive in that we get to see how the students are performing and can review teaching strategies. This positive is far outweighed by the negatives associated with the 'competitiveness' of the published data. Schools are taking time out of other teaching areas and students are feeling more anxious about a test that doesn't affect anything relating to their future.
280. Negative - misunderstood by many parents
281. Pressure on teachers to achieve good NAPLAN results from all involved.
282. It labels students at both end of the scales and can have a damaging impact on students at the lower end.
283. Parents who are experienced in NAPLAN regard it as a result of a test on one day rather than an overall result of a Semester's work. Parents of Year 3 children are more concerned that their children do well (often because of all the hype in the media).
284. A ridiculous amount of pressure on teachers to achieve high results and added expectations from parents, regardless of what students are actually able to achieve. Many parents are also preparing their children for NAPLAN at home, adding to the pressure for both the child and their teacher.
285. It wastes precious curriculum time that is more appropriate to the local context and age of the children.
286. The negative impact has been a focus on particulars about NAPLAN for which it is not designed. The positive impact has been a raising of teaching standards and a whole school approach to ensure minimum standards are met. Parents meanwhile range from being totally mystified by NAPLAN to totally misled by the media's reporting of NAPLAN results. The MySchool website is one source of information for parents yet it has been promoted as a comprehensive indicator of the value of schools. Inaccuracies in the method of calculating contributing factors such as demographics has also led to some angst with both teachers and parents.
287. NAPLAN has been the major focus for teaching in term one and two. The kids are stressed because they think that they are letting people down if they don't perform. The teachers are stressed because we know that we will cop it in October when our kids are below the state average. Many of the parents are illiterate and we get told to stop making excuses
288. The impact is NEGATIVE.
289. Negative.
290. Placed extra pressure upon teachers, too much importance placed upon the results, and caused anxiety within the parent body.
291. Incredible pressure to perform. Increased and unrealistic competition between schools. Parents not privy to all factors...just data results.
292. Neither. We try to keep it pretty low key.
293. Too much time spent directed at practice for NAPLAN and not on actual assessment work for class.
294. Good for kids to experience different types of assessment
295. Negative impact a time waster. It has been a money making machine for publishers.
296. Parents not sure what NAPLAN is and how it works. Have unrealistic expectations (some positive and some negative) for their kids.
297. School gloats in good results. It tries to blame away any poor results, which always seem to be the fault of the current teacher. Despite weak students being promoted.
298. We are more focused on improving our delivery of curriculum in respect to the problematic NAPLAN questioning, our students need more teaching focused in this area, hopefully time will show that we have more students doing higher levels of maths in senior due to this focus.
299. Such a narrow view of Education when we aim to educate the whole child
300. Negative parent reaction
301. The information is manipulated as a marketing tool. I suspect the impact on parents in our regional area is less than those from city schools where there is more competition and they may use the results as a deciding factor when choosing one school over another.

302. More parents and students see the value and importance of it, but too many parents do not and thus their children absent themselves on the days of the test.
303. Greater competition amongst private schools in the area. Much greater stress on teachers to justify the results achieved by their classes.
304. The students are made to feel "dumb" when it is factors beyond their control that are responsible. Remoteness for Primary Education at Community Schools on Cape York and in the Torres Straits.
305. It has been positive on the whole. I think the spotlight on our schools performance has been a trigger for our school to seek better quality education and results for our students. This transformation has been collaborative and holistic in its approach. I believe education quality has improved and in the near future I expect the data to validate this.
306. Administration time involved with administering tests and filling out student registrations is a lot to ask of teachers and executive staff. A lot of time is consumed with these duties.
307. Negative - we have tried to make NAPLAN preparation low-key however we have had to teach our students to be NAPLAN-wise which requires poor pedagogy disengaging our students. Some students have had heightened stress levels. The preparation has taken time out from our normal lessons. Positive - the data has been able to be used to identify holes in our programs and be able to identify some students who require extra assistance
308. Only the principal gets upset
309. So much pressure on staff especially when reviews are based on the results
310. NAPLAN provides us with support data on our students to reinforce or contrast with educational skills testing. Most importantly it provides diagnostic testing which illustrates strengths and weaknesses on individual test items.
311. Significant pressure on school to outperform other schools in area. Expectations on school performance is unreasonably high
312. Positive - informing parents of student's progress Negative - placing unnecessary pressure on students just when they are settling into the routine of the year
313. I have not observed any positive impact of Naplan testing In any school I have taught in. The test results often do not provide an accurate indication of students' abilities or skills as they are subject to the student's ability to cope with test conditions, as well as how carefully the student has been primed for the very narrow range of assessed skills. Furthermore, the testing process can exacerbate anxiety issues in children who lack resilience and undermine the confidence of students who are challenged by learning or behavioural disabilities such as dyslexia, ADHD or those who lie within the ASD spectrum. One issue that holds great concern to me is that there are some students in year three who are not yet developmentally ready for the rigors and level of Naplan tests. These children more often than not are the youngest boys in the grade. Trying to engage students in learning experiences that they are not yet ready for risks the child developing negative feelings about school or themselves as learners and in the worst case can lead the child on a trajectory of disengagement with school.
314. b) students not turning up on the day.
315. It has had an extremely negative impact, both on the school and parents.
316. Parents pressure children to perform for the test.
317. No impact
318. Teaching to the test Gives parents a benchmark - but is it a true representation??
319. Despite extensive teacher professional development, teachers are compelled to teach to the test in preparing children for Naplan. Aust Curric content is put aside to meet the demands of the tests
320. Parents are misinformed about the way in which this data is useful for them individually and how the data can seem to present a particularly positive or negative picture at school level.
321. A total waste of time from the first moment it was ill-conceived ..... Teachers hate it, principals hate it, kids hate it, parents don't understand it (and hate it).
322. The amount of time spent preparing for the tests
323. Negative
324. NAPLAN results focus too much attention on one test as a means of determining everything about the school. It has narrowed the discussion about education and introduced a competitive element into a field that should be collaborative.
325. It has a negative impact of the school I have worked at for the very reason(s) I have started above.
326. We have scored quite high over the past years and one cohort of children brought our results down one year...parents were not too happy about this.

327. Increased pressure on teachers and the schools to prepare students and improve this data.
328. NAPLAN is only useful to educators not parents.
329. Largely negative. Increased pressure and narrowed the curriculum.
330. We are in a low socio economic environment and we also have a high ESL enrolment. We are in the same myschool as elite schools that have different enrolments. The school has many learning needs children and as we are also a Christian school we do not ask any of our students to stay home.
331. It is starting to be a concern for staff as many parents opt out of the state system because our school has support programs in place. Parents want their children to do well.
332. Negative-parents drill their kids beforehand and kids show physical stress before, after and when results come out. Parents "reward" perceived high results. The whole process is disruptive to actual real, valuable and measurable learning.
333. In English programs, we have placed greater emphasis on literacy skills, which is not such a bad thing, but we have had to leave out some of the literature focus, which is disappointing.
334. About as divisive as could be. What a waste of time.
335. increased workload and administration for the school and staff, but parents aren't concerned because the school deliberately downplays NAPLAN as just 1 of many measure or indicators of achievement.