

I hereby state my professional objection to the use of League tables, as they are both an invalid assessment tool and a misleading means of demonstrating student achievement in Literacy and Numeracy for students in years 7 and 9 at our school, which is a secondary school.

As educators in the State of Victoria our educational and assessment objectives are very broad and relate very closely to proven multiple intelligence models such as: Habits of the Mind and Howard Gardner's multiple intelligence models. We also apply formative assessment using tasks that measure assessment as, of and for learning and that are complicit with Victorian Essential Learning Standards (VELS) to engage students of different backgrounds, abilities and interests.

As professionals who have extensively applied various assessment methods over many years to a wide variety of students, we believe if league tables are continually produced, a large majority of schools will 'teach the test' to their students to gain a higher level of achievement within the league table and, in the process, neglect other very important parts of cognitive, social and physical development that are facilitated through such domains as: Information & Communication Technology, Science, The Arts, Humanities, LOTE and Health & Physical Education.

All staff at our college choose to support the 2010 NAPLAN testing, despite a national campaign initiated by the AEU to boycott these tests. We clearly do not object to the rationale of each NAPLAN test. We would however, strongly suggest that a more ethical and practical alternative be used to replace League Tables.