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**Submission from NSWTF Members @Barrack Heights Public School,
Hunter St Barrack Heights.**

NSWTF Representative: Ms Elizabeth Scott

1. the conflicting claims made by the Government, educational experts and peak bodies in relation to the publication of the National Assessment Program - Literacy and Numeracy (NAPLAN) testing;

*the federal government needs to investigate “testing” in other educational systems, such as Finland, who are succeeding educationally judged by world standards rather than following practices from the UK and USA

*need to create other models to identify system trends (e.g. the allocation of Support Teachers) such as Sampling Measures

2. the implementation of possible safeguards and protocols around the public presentation of the testing and reporting data;

*very few safeguards and protocols in place now- independent administration could occur as is already in place with the HSC

*profit making organizations such as real estate agents and newspaper/media corporations should not be able to access school data and manipulate it for their own purposes (making money)

*we need a simple agree/disagree to the following protocols on the My School Website to prevent the misuse and manipulation of data & a government prepared to prosecute organizations that ignored protocols

3. the impact of the NAPLAN assessment and reporting regime on :
a. the educational experience and outcomes for Australian students,

*why are there test time limits set? what is the rationale behind the number of minutes set for each test? these time limits test not just a student’s knowledge but their ability to operate at a certain pace in a set time frame

*unnecessary pressure placed on young students to perform in a “test” environment so unlike their usual early years schooling experiences. Education should be about the whole educational experience (academic & social)

*while students need to have skills to “cope” in a test situation, we object to teaching to the test

b. the scope, innovation and quality of teaching practice,

*evidence that the curriculum is being narrowed as teachers focus on the “perceived” test content during Terms 1 & 2, e.g. students “parrot learning” a polished narrative to be written during the test as schools/individual teachers actively tell students to ignore the writing stimulus material provided as they

will only sacrifice 2 marks.

c. the quality and value of information about student progress provided to parents and principals, and

*the information provided to parents/principals is de-valued due to the time lag between administering the tests and when the information is received by parents/school.

*we need purposeful point of time assessments, that drive teaching, and valuable reporting mechanisms for parents, e.g. Best Start in NSW

d. the quality and value of information about individual schools to parents, principals and the general community; and

*no value to individual students, schools & their communities in publishing whether or not they are a low SES community- it demoralises communities

*individual schools information is now being used as a systems monitoring process, not as a diagnostic tool for individual students, which has led to the skewing of test results and of teaching programs leading up to the test.

4. international approaches to the publication of comparative reporting of the results, i.e. "league tables"; and

5. other related matters.

*public schooling is free & accessible to all Australian children, regardless of race, religion, socio-economic background, intellectual ability, behaviour, disabilities. We don't get to pick our students, why should we be unfairly compared with elite private schools who do, and are resourced to a much higher level.