

Several schools, including the one at which I teach, have students who commence secondary school with skills well below the expected standard. For a student, who in Year 7 has a literacy or numeracy level of a grade 4 student, to reach a Year 8 standard by Year 9 has achieved exceptionally well – in the order of 4 years learning in a space of 2 years. Yet, when the NAPLAN results are viewed, all that is seen is the Year 8 standard, and not the true learning and achievements of the student; the real value of a school – the value adding not only academically but personally, is not reflected in NAPLAN testing and results. According to the test results, the school is underachieving, yet when you look at the gains such students make, the school is really over-achieving. I do not have a problem with League Tables, per se; schools do need to be accountable to the very society we are preparing our students to be a part of. However, a wider range of data needs to be included. Relying on NAPLAN testing – one test – is simplistic and foolish.