

STATEMENTS IN RELATION TO NAPLAN

Tim Hawks, headmaster, Kings School

"It's a very useful diagnostic instrument, it's something people shouldn't really worry about and they should just treat the day as any other day."

"This is actually very useful feedback and there are a whole range of diagnostic instruments around the place which can actually guide us to teach a little bit better and anything that's going to inform us in that has got to be a really good thing."

"One of the things we look at is not just performance but improvement, value-add, how have performances lifted."

Source: [Channel 9, Today Show, 11 May 2014](#)

Students

"I'm happy to take the test it because it pushes your brain to the limit," Year 7 student Dean Clarke said.

"It's to help us learn more and then get a good job," student Adie McConville said.

Source: Kids say 'bring it on' to upcoming NAPLAN tests

[Kirstin Payne, Warwick Daily News, 10 May 2014](#)

Parents

"If children are throwing up at the thought of a NAPLAN test, it is because the adults in their lives have overstated the significance of these tests."

"All data is useful and, while NAPLAN might come too late at present for your child, it - focuses a school's efforts to the gaps in learning and drives improvement across the system."

"NAPLAN is a snapshot of student and school performance. It's not the definitive assessment of all that schools do, but an insight into how they perform in the most fundamental of skills. Without reading, writing and maths, any student will struggle to learn anything."

Source: Busting the NAPLAN myths

[Justine Ferrari, The Australian, 12 May 2014](#)

Principal Karen Spiller, St Aidan's Principal

"Before the advent of the NAPLAN testing that kind of longitudinal data wasn't generally available to schools."

"We have now got data where we are really mindful to say: Is this what this particular child achieved two years ago?"

"Let's see what she has achieved now. Have we added value?"

"And then questioning why. What have been our teaching practices that have led to this improvement? And let's do more of that."

Source: Schools focus on three Rs and rote learning under NAPLAN test regime

[Tanya Chilcott, Courier-Mail, 12 May 2014](#)

Minister: SA Education Minister Jennifer Rankine

"It's not just about your scores."

"NAPLAN is really important in identifying students that are struggling that need additional help, schools that may need help because of their demographic ... so there's a lot to benefit that comes from NAPLAN."

Source: Triplets nervous and excited for their first NAPLAN test

[Katrina Stokes, The Advertiser, 12 May 2014](#)

Principal Timothy Berryman, Fitzroy Community School principal

"It's just all of the things we normally do in maths and English so it's super-low key."

"Tests are part of life."

"If we can do this test in a positive manner and make it a successful experience it actually sets them up for all of the hundreds of exams they will do between now and the end of school."

Source: NAPLAN tests are not just for star pupils, schools warned

[Wes Hosking, News.com.au, 12 May 2014](#)

[Student, Samuel Stoitsis](#)

"I think it's important just so the government can see where you're going. And when you get the results you can see where your strong points and weak points are."

Source: First NAPLAN students sit final test,

Benjamin Preiss, Nick Toscano, The Age, Melbourne, 14 May 2014

[Academic quote: University of Canberra Centenary Research Professor Thomas Lowrie](#)

While NAPLAN has been under considerable criticism in recent years for leading to increasing anxiety among some Australian students, Professor Lowrie said the tests were actually well-considered and prepared students to apply maths creatively, and in other contexts.

"Parents should allow the process to take its place, to find out what children know, rather than to find out what they don't know."

"There is no point worrying about the results, and there are going to be many more tests along the way."

Source: Student wellbeing most vital, says expert

[Canberra Times, Emma McDonald, 9 May 2014](#)

[Parent, Belinda Seeney](#)

"I am floored by parents who prevent their children from sitting the five quick exams, spaced over three days, and have to ask what it is these helicopter parents hope to achieve.

"Invariably, their arguments centre on subjecting children to the "stress" of the exams, the rigidity of the testing method and the deep-rooted "unfairness" of ranking students according to a national benchmark.

"Life is not fair, and while it is a harsh lesson, it is one that children need to learn, despite the efforts of overprotective parents."

"Standardised testing is not a new thing. What is new is the transparency these tests are now afforded.

"Transparency that has propagated this culture of rank and status and self-congratulatory smugness when the position of a student, school or state inches up the bar graph. Parents can see how their child measures up to their classmates, as well as students throughout the country."

"Too much focus is placed on NAPLAN as a tool for ranking students over their peers, scoring schools and pitting states against each other. What must not be forgotten is the

valuable data collection role NAPLAN plays.

“These national tests have the capability to pinpoint educational deficiencies and help identify where children are being left behind.”

Source: It needn't be a testing time

Belinda Seeney, Courier-Mail, 14 May 2014

Parent: [Kristy Knop](#)

“It's just great knowing how your children are going at school. To get feedback on what she's strong at and what she's not strong is really good because I can give her more help at home.”

Principal: [Jenny Leppard](#)

“NAPLAN doesn't usually throw us any surprises. Usually the outcomes just confirm what teacher does already know. So it is really good confirmation that it matches up with their observations and with other assessments that they use.”

Teacher: [Jennifer Poynter](#)

“It showed one area that could be a future focus us and that was numeracy. We have had a focus at a whole school level and our results this year showed improvement. The value add in that area was significant.”

Source: NAPLAN, why Tasmanian students are being put to the test

[ABC 7.30, Tasmania, 22 Nov 2013](#)

Academic quote: [Jennifer Buckingham](#)

“Numerous individual schools have taken advantage of NAPLAN to make strong improvements.”

“NAPLAN testing has revealed that tens of thousands of students in each year of school – hundreds of thousands of children across the whole system - have literacy skills that are barely good enough for them to get by in school”.

“Leaving school illiterate? Now that's really stressful.”

Source: The myth of NAPLAN stress

[Jennifer Buckingham, research fellow at The Centre for Independent Studies, 17 March 2014](#)

Parent national body quotes

“NAPLAN is a very valuable way of understanding how our children are going in comparison to other children and whether they need help in a particular area or not.” Ian Dalton, Executive Director - Australian Parents Council

“When NAPLAN results are used well they are an important tool for the classroom and for the school to improve student learning.” Dianne Giblin AM, Executive Officer - Australian Council of State School Organisations

“NAPLAN should be used an opportunity to start a conversation with your children and their teachers.” Danielle Cronin, Executive Director – Council of Catholic Schools Parents

Source:

[ACARA NAPLAN 2014: parent videos, March 2014](#)

Teacher quotes

“We know exactly where our school falls. We analyse the data and set directions for the school in terms of literacy and numeracy to ensure that we progress forward.”

“It allows us to ensure that there is progression – not just teaching for teachings sake – it’s there to ensure that our students walk out the school gate being literate and numerate.”
Laura Roby, Head Teacher – Teaching and Learning, Bossley Park High School

“It allows us to have explicit and focused teaching for specific groups of students and to track students to see whether those improvements have been made.”

“We also use NAPLAN data to evaluate and report to the community about how we have achieved learning outcomes for students.” Michael Murphy, Principal Holgate Public School

“It provides a benchmark with which we can look at our students. Having something to compare where it’s not just within your city but across the nation gives us a real idea of how our students are achieving.” Karen McArdle, Head of Junior School, Ipswich Junior Grammar School

“We are a small rural school – we want to know how we are achieving not only achieving against like schools but how we fit into the big picture.”

“NAPLAN data has allowed us to tailor our teacher professional learning.”

“Over the years we have seen our school grow to achieve fantastic relative gains and fantastic value adding and the moral lifting aspect of this is just tremendous.” Neil O’Sullivan, Leading Teacher, Avenel Primary School

“It means we have better information for our parents, we have better information for our teachers, which guides the way that we develop the curriculum and assessment program at school.” Michelle da Roza, Assistant Principal Curriculum, St Mary MacKillop College Canberra

“It’s given us a benchmark of comparison with the rest of the country and also the rest of the state in relation to how we are performing as a school in terms of hitting our literacy and

numeracy targets.” Daniel French, Head Teacher – Teaching and Learning, Macarthur Girls High School

“We use NAPLAN data as a tool for all teachers to have a really good understanding of the class that they have in front of them before they actually get to meet them.”

“We use NAPLAN data at a whole level to plan very specific professional learning that addresses the needs of all the students that we have in our classrooms.” Nadene Kennedy, Deputy Principal, Macarthur Girls High School

“It verifies what we’re doing well with our teaching and learning in the school, our strengths and also the areas we need to evaluate and develop to ensure the best out of our children’s learning.” Laura Hatherly, Year 3 teacher, St Mary’s North Sydney

“It makes us confront the realities of what we’re doing and what we need to do more.”

“NAPLAN’s strength is in the broad identification of students with needs nor indeed who need to be challenged more.” Adam Taylor, Principal, Holy Cross College, Ryde

“We use the data to co-construct goals and targets with students, parents and the homeroom teacher. Then we put plans in place to support those students.” David Sullivan, Director of Teaching and Learning, Holy Cross College, Ryde

“NAPLAN data is a great way for us to see the different programs we are implementing are actually improving student outcomes. It gives us that map of progress.” Catherine Mathews, Numeracy Lead Teacher, St Felix Catholic Primary School Bankstown.

Source:

[Teachers using NAPLAN data, May 2014](#)