



# Brighton-Le-Sands Public School

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## THE SENATE INQUIRY TERMS OF REFERENCE RE NAPLAN 2010

- a) THE CONFLICTING CLAIMS MADE BY THE GOVT,  
EDUCATIONAL EXPERTS AND PEAK BODIES IN  
RELATION TO THE PUBLICATION OF THE NAPLAN  
TESTING
- Don't we all want the same for our students?
  - Why is the Govt always trying to browbeat educators. We want to be left alone and JUST TEACH!!!!
- b) THE IMPLEMENTATION OF POSSIBLE SAFEGUARDS AND  
PROTOCOLS AROUND THE PUBLIC PRESENTATION OF  
THE TESTING AND REPORTING DATA
- Imperative to compare apples vs apples.
  - Schools with different socio-economic levels, NESB, STLA enrolments, etc.
  - Be compared OR NOT.
- c) THE IMPACT OF THE NAPLAN ASSESSMENT AND  
REPORTING REGIME ON:
- (i) THE EDUCATIONAL EXPERIENCE AND OUTCOMES  
FOR AUSTRALIAN STUDENTS,
- Some chn perform to their best, not negative.
  - Stressful for implementation.
  - NOT EQUITABLE. Ie NESB because they can't interpret the questions. Very literacy based.
- (ii) THE SCOPE, INNOVATION AND QUALITY OF  
TEACHING PRACTICE,
- Not logical to link student results on teaching practice.
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- Consider the participation of Special Needs (IO, IM, autistic, etc) in mainstream – not always teacher related.
- Some schools definitely exclude chin from participating.
- Schools actually exclude new enrolments from taking the test, as they have the relevant information in the PRCs. NOT ON but principals do this!

(iii) THE QUALITY AND VALUE OF INFORMATION ABOUT STUDENT PROGRESS PROVIDED TO PARENTS AND PRINCIPALS,

- Some good data re our won chn BUT some parents place an incredible amount of pressure on the child to perform.
- There is outside coaching involved (by parents).
- There is pressure on chn during the test.
- There are consequences after by many parents on their chn.
- Parents wants to know the DATA on other chn.

(iv) THE QUALITY AND VALUE OF INFORMATION ABOUT INDIVIDUAL SCHOOLS TO PARENTS, PRINCIPALS AND THE GENERAL COMMUNITY, AND

- All subject to many variables! ... so misinterpretation is high.
- Parents need to do a more thorough investigation on their choice of school/s.
- Consider other programs and not rely on this specific data comparison.

(d) INTERNATIONAL APPROACHES TO THE PUBLICATION OF COMPARATIVE REPROTING OF THE RESULTS, IE. "LEAGUE TABLES", AND

- THIS IS DEFINITELY NOT ON!
  - This is divisive and is not accurate.
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- ALL TEACHERS AT THIS SCHOOL ARE TOTALLY AGAINST ANY FORM OF LEAGUE TABLES FOREVER!!!!!!!!!!!!!!

(e) OTHER RELATED MATTERS.

**OLGA POULOS**  
**SCHOOL FEDERATION REPRESENTATIVE**

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