

The data collected from the NAPLAN testing does not come from scores collected from a "level playing field". Each educational system has its own criteria for including and excluding students from Disabilities & Impairments programs and students included in such programs are "exempt" from the testing. An example is a student who is included in a Disabilities & Impairments program, under Severe Language Disorder in NSW qualifies for that inclusion at a level that is less stringent than in Victorian public schools. In some cases the variation may be as much as one standard deviation. When this occurs the student who has the greater impairment does not qualify for the exemption and his/her results are included in the NAPLAN data. In small schools or small cohorts of students where such instances occur the data is skewed to the point where it is unreliable yet is presented as the public representation of the school's performance. Parents are asked to make decisions on what is unreliable data. The making of league tables from such data is at least mischievous if not misleading.

The demoralising effect of graded publication of such derogatory and unfounded data on teachers who work diligently to support students, in often under-resourced and needy circumstances, cannot be underestimated.