

I am directly involved with preparing students and implementing the Year 7 Naplan Tests. I found that Naplan impacts on teaching practice, in that it becomes a defacto curriculum in terms of use.

The constant practice tests to improve students' ability to deal with the testing processes and procedures, as well as content to be covered, became quite stressful for the students. Students complained about the amount of pretesting required, and by the end of the NAPLAN Testing they were stressed, they had had enough and it was noticeable that even the top students were affected. They did not put 100 percent into their tests.

This also impacted on routine classroom tests for reporting as students were sick of being tested.

The local eisteddfods were also adding their level of pressure at the same time.

The results of this testing are not advertised correctly. The information is being misused by the media to the detriment of public schools, particularly where students with learning disabilities are not being taken into account when the schools results are printed. At my school, ten percent of the student have learning disabilities.

The other time consumer is the implementing and marking of the practice tests. There is only some diagnostic value in this material as it does not cover all aspects of the curriculum.

There needs to more research into the validity of the testing, particularly when testing is aimed at the content to be covered by the end of the particular year levels tested. How can this be when this content is tested in May, not at the end of the year where it would be more valid.