



Canley Vale Public School

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Response to NAPLAN Senate Inquiry from Canley Vale Public School

Canley Vale Public School recommends the Director General consider our response to the NAPLAN Senate Inquiry's terms of reference, as follows.

1. **Conflicting claims made by the Government, educational experts and peak bodies in relation to the publication of the National Assessment Program - Literacy and Numeracy (NAPLAN) testing**

Canley Vale Public School Teachers are concerned that the NAPLAN test could be misused as a diagnostic test, and will be used as a comparative test.

We stress the importance of education in all Key Learning Areas, whereas the NAPLAN testing only allows a snap shot of a student's ability in English and Mathematics.

However, we believe the community needs some information from the NAPLAN test, but we do not need unrealistic comparisons.

2. **Implementation of possible safeguards and protocols around the public presentation of the testing and reporting data**

We are concerned about the public access to data through the Freedom of Information Act, Privacy Act and Fair Trading. Issues for concern are:

- how that data can be manipulated by the media
- how to restrict the presentation of data
- comparisons of schools
- access to the local community



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For example Canley Vale Public School compared with a school population of 826 students, 98% come from a non-english speaking background, compared with Pallamallawa Public School with a population of 30 students, 33% of whom are indigenous.

Also, at Canley Vale Public School, there is limited local community access, as most parents cannot understand spoken or written English.

Under the NAPLAN there are no assurances that like schools will be compared, such as:

- i. socio-economic backgrounds
- ii. how long each student has been speaking English
- iii. shows no cultural or diversity sensitivity.
- iv. limited access to the community at Canley Vale Public School is not valid as most parents cannot understand spoken English, let alone written. Therefore the access is already limited

3. The impact of the NAPLAN assessment and reporting regime

3.1 The educational experience and outcomes for all Australian students

We are concerned that the system will become an educational experience based on narrow and disappointing outcomes that do not look at the whole child.

Publication of NAPLAN test data will put added stress on schools to teach to the test. There will be no room for innovation and creative thinking. The curriculum could become very narrow.



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3.1.1 Quality of teaching outside schools

We are concerned that parents could be wasting their hard earned money, when parents seek tutoring for their child. Tutoring centres do not develop a student's deep understanding and ability to problem solve. The pressure of students to perform to league like tables would encourage this teaching style. This will also pressure schools to follow this method.

3.1.2 Protect Students from Harm

It is our role as teachers to protect students from harm. Students and schools would be openly labelled as winners and losers. This would inevitably lead to lasting psychological damage. Students would not succeed due to learned helplessness and poor self-esteem. Canley Vale Public School is already a disadvantaged school. The school and the students do not need to be named and shamed by the misuse of NAPLAN data.

3.2 The scope, innovation and quality of teaching practice

There will be no room for innovation. Teachers will need to change what is being taught and how it is being taught. Quality teaching will be pushed out the door as a consequence. This would turn back years of progress to text book teaching and rote learning. The scope and sequence of key learning areas will suffer. Teachers will only be concerned with English and Mathematics results at the expense of holistic teaching. The social and emotional development and support of students would be over looked. There would be no time to cater for these needs.

3.3 The quality and value of information about student progress, individual schools to parents, principals and the general community



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We are concerned about the perception of education to parents and the general community. It needs to be expressed and understood that students' learning is more than an A-E approach. We need to ensure that parents receive accurate information from school reports, and reports reflect the position of the whole child.

4. International approaches to the publication of Comparative Reporting of Results, that is League Tables

Why wait to see what already has happened in England with the League Table Boycott? The system is flawed. Scottish and Welsh Governments have already abandoned the use of League Tables. Other countries have rejected the system. Why is the Australian government trying to implement an already flawed system?

We need to protect Public Education from a harmful government policy.