



## THE FEDERATION OF PARENTS & FRIENDS ASSOCIATIONS of Catholic Schools in Queensland

GPO Box 2410  
Brisbane Qld 4001

Ph 3336 9242  
Fax 3210 0136  
ABN 93 983 545 832

Email [info@pandf.org.au](mailto:info@pandf.org.au)  
Web [www.pandf.org.au](http://www.pandf.org.au)

### NAPLAN TEST RESULTS

Parents recognize that one of the most important ingredients in a child's performance at school is that relationship which develops between the student, the teacher and the parent. Parents want to know how the child is progressing at school and how they can be of assistance.

It is of some value to know where their children stand in relation to other children in their age but what is more important is how they perform on learning tasks in the class situation at their ability level and how this information can be used by teachers and the school administration to identify student needs. Parents rely on teachers having the ability to assess the child's daily progress and, with appropriate resources, to adopt methods which will improve performance and have the child achieving to potential. It assumes a strong relationship or partnership between the home and the school.

There has been little consultation with parents on the introduction and extent of national testing. Parents do not see particular value in comparing test results between schools and certainly do not wish to see external testing dominating the school curriculum as has been the evidence in some jurisdictions recently.

External test results are merely one small indicator of the education being received by children and results for individuals and schools will vary from year to year. Children being tested do not learn at the same rate nor are they created equal. It is difficult to understand how a 'one size fits all' nation wide test can be effective in providing information to teachers and administrations across a diverse and multicultural nation wide cohort.

Parents make decisions on schools, if they have the choice, by using numerous indicators many of which cannot be specified on a spreadsheet or in a report. It is important that schools provide parents with information but more importantly that parents accept their responsibility as the primary educators of their children to establish an authentic partnership with their school.

Paul Dickie  
Executive Officer

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