



The Experience of Education: The impacts of high stakes testing on school students and their families

Parental Attitudes and Perceptions Concerning NAPLAN

A survey of parents by NEWS POLL commissioned by the Whitlam Institute

November 2013

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Editing: The Whitlam Institute

ISBN: 978-1-74108-253-1

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INTRODUCTION

The purposes and nature of school testing continues to be the subject of excited national debate with the National Assessment Program – Literacy and Numeracy, known simply as NAPLAN, bearing much of the weight of that debate.

Prior to the NAPLAN testing in May 2013 there was feverish media coverage and much criticism of the hype surrounding the tests. Publishers seized the day feeding a market that saw NAPLAN testing booklet sales doubling from the previous year.¹ A swag of advertisements appeared: Nature's Way Kids Smart Omega-3 Fish Oil, for example, sparked a backlash when they marketed their children's dietary supplements as "Key ingredients for NAPLAN results and a healthy future".² 'Educational' soft toy company, Kimochi, took advantage of the educational environment and began marketing their products as helping students cope with the anxiety caused by the tests. Disconcertingly they appear to have used earlier research to their commercial advantage suggesting that: "With many teachers saying that some students show increasing levels of stress before the tests, including sleepless nights and crying, the feelings related to these tests can be difficult for both children and their parents to deal with."³

As disturbing as these developments might be, a degree of caution is needed as we attempt to unravel just what is going on and the implications.

The Whitlam Institute is seeking to do so through a substantial project examining *The Experience of Education: The Impacts of High Stakes Testing on School Students and their Families*. The project seeks to examine the questions concerning the NAPLAN testing regime within the context of the purposes of education, and the best interests of the children, as they are defined in the Melbourne Declaration on Educational Goals for Young Australians and relevant policy commitments.

The project commenced in 2011 and the research to date has been particularly strong in establishing the impacts on students with respect to their learning environment as a consequence of the effects, for example, on teaching practices and the curriculum.

The first phase of this project has delivered two major pieces of research, both carried out by the Melbourne Graduate School of Education at the University of Melbourne. Released in January 2012, a review of international and Australian literature by Professor John Polesel and his colleagues found that despite 'high stakes' testing of Australian primary and high school students becoming more entrenched, there are serious concerns internationally about the impact the tests have on students.

1 Jewel Topsfield and Daniel Hurst, *Brands cash in on NAPLAN test fear*, The Age, May 11 2013: <http://www.theage.com.au/national/education/brands-cash-in-on-naplan-test-fear-20130510-2jdma.html>, [accessed 26 July 2013].

2 Josephine Tovey, 'Adverts Pulled from TV after Public Backlash', Sydney Morning Herald, 30 April 2013: <http://www.smh.com.au/business/media-and-marketing/adverts-pulled-from-tv-after-public-backlash-20130430-2iqa1.html>

3 Topsfield & Hurst, op. cit.

What emerged consistently in the international research were serious concerns regarding the impact of high stakes testing on student health and well-being, learning, teaching and curriculum. The consistency of these findings raised legitimate questions and deep concern regarding the Australian experience.

The fact remained though that much of the literature was focussed on the USA and the UK. From that point on we have been focussed on undertaking original Australian research.

Our second report, *The Experience of Education: The impacts of high stakes testing on school students and their families. An Educator's Perspective* examined the views of educators in respect to NAPLAN testing within the broader context of the purposes of education. The methodology used an online survey instrument and attracted a remarkable 8,300 respondents from educators' nation-wide. This report suggested that the NAPLAN testing regime is plagued by unintended consequences well beyond its stated intent and added weight to the contention that it does represent a shift to 'high stakes' testing. Seeking the view of educators the findings not only confirmed those trends identified in research conducted in the USA and the UK, but also provided substantial evidence on the impacts NAPLAN is having on the Australian curriculum, pedagogy, staff morale, schools' capacity to attract and retain students and more importantly students' health and well-being.

Our interests continue to be on the implications for students themselves. The report before you, *Parental Attitudes and Perceptions Concerning NAPLAN* is a further, important contribution to an understanding of NAPLAN as students experience it.

This report presents the findings of a parent survey conducted by Newspoll in the period 24 May to 9 June 2013. The purpose of the research was to measure some basic, overall attitudes to NAPLAN among parents, along with their perceptions about the impact of NAPLAN on their children. It supplements the previous survey of educators though using a different survey methodology. The report very usefully draws on the results of the earlier survey of educators where relevant to compare the opinions of parents and teachers.

The survey of parents finds a majority, though not an overwhelming majority (56 percent), of parents are in favour of NAPLAN with a substantial number (34 percent) against it. While teachers were divided as to NAPLAN's usefulness, around 70 percent of parents indicated they found the information useful. Parents were split as to NAPLAN's impact on their child's self esteem. However, it is noteworthy that around 40 percent of parents reported some sign of stress or anxiety exhibited by their child as a result of NAPLAN.

The report also offers valuable new insights revealing, for example, a gender split with mothers more likely than fathers to be against NAPLAN (41 percent as opposed to 27 percent). Interestingly, given the controversy surrounding the *MySchool* website, only 17 percent of parents claim to have visited the website in the 12 months prior in order to compare the NAPLAN results of their child's school with that of others.

At the time of writing the primary research on the final phase of this project is nearing completion. This involves qualitative research with several schools in each of five regions. The qualitative research with teachers, parents and students themselves enables the researchers from the Youth Research Centre at the University of Melbourne to probe more deeply and to test the earlier findings.

The picture is gradually becoming clearer.

The Whitlam Institute and our partners at the University of Melbourne's Graduate School of Education welcomed the establishment and opportunity to contribute to the Senate Inquiry into 'The Effectiveness of the National Assessment Program - Literacy and Numeracy (NAPLAN)' in June 2013. In brief, in addition to presenting the research findings, our submission pointed out that NAPLAN was carrying the weight of increasingly heavy expectations: in effect becoming the default measure for very significant policy purposes.⁴

The 2011 Gonski report, for example, noted that the development of a school resourcing standard and loadings for funding frameworks relies heavily on NAPLAN data (Gonski 2011: 157). The authors, however, also warned of the dangers of relying on such data in a move away from a much broader and more holistic sense of the goals of education:

It is important that accountability for the expenditure of funds in schools does not solely rely on the evidence and data that are provided by external tests such as NAPLAN. While literacy and numeracy are core elements of the curriculum, other broader schooling outcomes can be strong indicators of school improvement and the quality of education (Gonski 2011:221)

NAPLAN has become a high-stakes testing regime certainly to the extent that it is bearing a weight much greater than would or should be expected of what is said to be a simple tool for diagnostic purposes.

Eric Sidoti, Director
with Ms Justine Chambers.

4 Available for downloading at: http://www.whitlam.org/the_program/high_stakes_testing

EXECUTIVE SUMMARY

This report presents the findings of a national survey among parents of school children in years 3 to 10 who have undertaken NAPLAN testing. The purpose of the research was to measure some basic, overall attitudes to NAPLAN among parents, along with their perceptions about the impact of NAPLAN on their children. The survey was conducted by telephone in May/ June 2013, among a total sample of 568 parents.

Where relevant, the report also draws on results from the Whitlam Institute's survey of teachers to compare the opinions of parents and teachers.

OVERALL LEVEL OF SUPPORT FOR NAPLAN

A majority of parents are in favour of NAPLAN, though it is not an overwhelming majority: 56 percent are in favour of it; 34 percent against it and the balance of 10 percent uncommitted in their views.

The Whitlam Institute's survey of teachers finds a far less positive sentiment among teachers. Using a different style of question from that asked of parents, when asked how they feel about NAPLAN, only around 20 percent of teachers say they have a *positive* feeling about it, around 70 percent have a *negative* feeling, and the remainder of 10 percent have no particular view.

USEFULNESS

Although only just over half of parents are in favour of NAPLAN testing, around 7-in-10 say that they find information about their child's NAPLAN results to be *useful*.

Teachers were asked about the usefulness of NAPLAN information in a more general sense – not just in relation to individual students. But based on this, teachers appear to be more divided than parents, with half believing NAPLAN provides useful information, and half that it does not.

Nonetheless it's clear that both among parents and teachers, even some of those who are against NAPLAN (or feel negatively about it), concede that the information it provides is useful to some degree.

PERCEIVED IMPACT ON SELF ESTEEM

One-in-two parents do *not* perceive NAPLAN to have any impact on their child's self esteem, with the balance equally divided between those who believe it has a *positive* impact, 23 percent, and those who believe it has a *negative* impact, also 23 percent.

PERCEPTIONS ABOUT STRESS/ ANXIETY ASSOCIATED WITH NAPLAN

Around 40 percent of parents report that the last time their child undertook NAPLAN testing, the child exhibited some sign of stress or anxiety as a result of NAPLAN. This includes:

- 20 percent who say their child had a fear of freezing up during the tests;
- 13 percent reporting their child had a fear of parental reaction to the test results, and a similar number saying their child experienced sleeplessness or feeling sick, while 6 percent say their child cried; and,
- about 30 percent say their child showed some *other* sign of stress or anxiety because of the tests (and verbatim responses to these 'other' signs most commonly refer to the child experiencing general stress or anxiety).

The survey of teachers also found a significant proportion of teachers reporting they had received feedback both from students and parents about these issues.

COMPARING NAPLAN RESULTS ON MYSCHOOL

Seventeen percent of parents claim to have visited the *MySchool* website in the past 12 months in order to compare the NAPLAN results of their child's school with that of others.

CONNECTIONS BETWEEN ATTITUDES

There is a strong relationship between parents' overall attitudes to NAPLAN and their attitudes / perceptions about other aspects of NAPLAN.

Among parents *in favour* of NAPLAN:

- they are more likely to think information about their child's results as useful;
- very few perceive it has a negative impact on their child's self esteem;
- they are less likely to report their child showing signs of stress/ anxiety due to NAPLAN.

Conversely, among parents *against* NAPLAN:

- they are less likely to think information about their child's results is useful;
- *half* believe it has a negative impact on their child's self esteem;
- almost *two-thirds* report their child showing signs of stress/ anxiety due to NAPLAN – and the incidence of reports concerning sleeplessness, feeling sick or crying among those against NAPLAN is roughly five times that among parents in favour of it.

BACKGROUND AND OBJECTIVES

Of course these relationships do not necessarily prove any causal link, but it's entirely plausible that parents who feel NAPLAN has a negative impact on their child could develop negative views about NAPLAN. The qualitative research to be conducted later in the year will provide the opportunity to explore these issues further.

Finally, the survey of parents reveals that mothers are more likely than fathers to be *against* NAPLAN (41 percent vs. 27 percent) – yet there is no difference between mothers and fathers in relation to the perceived usefulness of NAPLAN; the extent to which they report their children experiencing signs of stress/anxiety, and there is only a relatively small difference in relation to perceptions about NAPLAN's impact on self esteem.

There may be different reasons for this apparent contradiction:

- One possibility is that some mothers and fathers may react differently to their child being affected by NAPLAN. For example, the mother of a child showing stress or anxiety might react by 'blaming' NAPLAN and develop negative feelings about NAPLAN – but a father may not see it this way.

However this is not really supported by the survey data. For example, among parents who do *not* perceive their child has experienced stress/ anxiety due to NAPLAN, mothers are more likely than fathers to be against NAPLAN. Similarly, among parents who *do* believe their child has experienced stress/ anxiety due to NAPLAN, mothers are more likely than fathers to be against NAPLAN.

- Another possibility is that factors apart from those covered by the survey are driving the difference in attitudes between mothers and fathers. Again, the qualitative research will provide the opportunity to explore this further.

The National Assessment Program – Literacy and Numeracy (NAPLAN) was introduced to Australian schools in 2008, and involves annual standardised testing of school children in years 3,5,7 and 9.

There has been a good deal of discussion about NAPLAN testing and the results reported on the *MySchool* website and there are mixed views about this standardised testing regime.

However there has been little debate or research on the issue of how, if at all, high stakes testing such as NAPLAN may impact on the well-being of students and their family circumstances.

To address this issue, the Whitlam Institute has embarked on a multi-faceted research program, comprising:

- a) a literature review;
- b) a large scale (online) survey of teachers;
- c) quantitative research among parents;
- d) qualitative research among parents; and potentially,
- e) a further quantitative evaluation of the mental health impact from a student perspective.

This report presents the findings of item (c) above; a quantitative survey of parents with school children in years 3 to 10.

The objective of this research was to provide a basic quantitative framework of attitudes and perceptions about NAPLAN among parents, which is to be fleshed out in more depth through qualitative research to be conducted later in 2013.

Specifically, the research measured:

- the extent to which parents are, overall, in favour or against NAPLAN testing;
- how useful they find information about their children's results;
- their perceptions about the impact, if any, on their child's self esteem;
- their observations about their children experiencing any stress or anxiety as a result of NAPLAN testing; and,
- claimed visitation by parents to the *MySchool* website to compare the results of their children's school with that of others.

Where relevant, the report also draws on results from the Whitlam Institute's survey of teachers to compare the opinions of parents and teachers.

METHODOLOGY

The research was conducted by telephone, by including relevant questions on the Newspoll national telephone omnibus.

In total, the omnibus comprises interviews with 1,200 people aged 18 years and over nationally. In order to yield an adequate sample of relevant parents, the questions for this project were fielded on *three* rounds of the omnibus. Consequently a total of 3,600 people were screened to identify the target sample.

The screening process involved the following steps:

- People aged 25 years and over were first screened to determine if they were the parent or guardian of any school children aged between 7 and 16 years.
- Parents were further qualified to determine if their child was in years 3 to 10 at school (and for parents with more than one child in the target age range, this was done on the basis of the child who had the most recent birthday). This yielded a sample of n= 596 parents.
- Of these, n= 568 reported that their child had undertaken NAPLAN testing, including n= 319 who said their child sat for the 2013 round of tests held within the few weeks prior to fieldwork.

Some questions in the survey asked parental perceptions about the impact of NAPLAN on their children – for example whether they felt it impacted positively or negatively on their children's self esteem, or whether children experienced stress/ anxiety as a consequence of NAPLAN. For these types of questions, parents with two or more children in years 3 to 10, were asked their perceptions in relation to the child *who had the most recent birthday*.

TIMING

Fieldwork was conducted over the period May 24 to June 9, 2013. This followed the round of NAPLAN tests held over the period May 14-16, 2013.

WEIGHTING

To help reflect the overall population distribution, the total cross-sectional screening sample of n= 3,600 respondents aged 18 years and over was post-weighted to Australian Bureau of Statistics data on age, highest level of schooling completed, sex and area.

ISO 20252 – MARKET, SOCIAL AND OPINION RESEARCH

This study was carried out in compliance with ISO 20252 - Market, Social and Opinion Research.

STATISTICAL SIGNIFICANCE TESTING

Statistically significant differences between demographic or attitudinal segments are identified throughout the report. Statistical significance testing was undertaken by comparing a particular segment or group *with its complement*. To illustrate:

- For a test of significance by parents' highest level of education, respondents in a given group (e.g. those with a University degree) have been compared with all parents who are *not* in that group (in this example, people who do *not* have a degree).
- For a test of significance by gender, males are compared with all people who are *not* males, that is, females.

In charts:

- segments that are significantly *higher* than others are indicated using blue 'up' arrows
- segments that are significantly *lower* than others are indicated using red 'down' arrows



RESEARCH FINDINGS

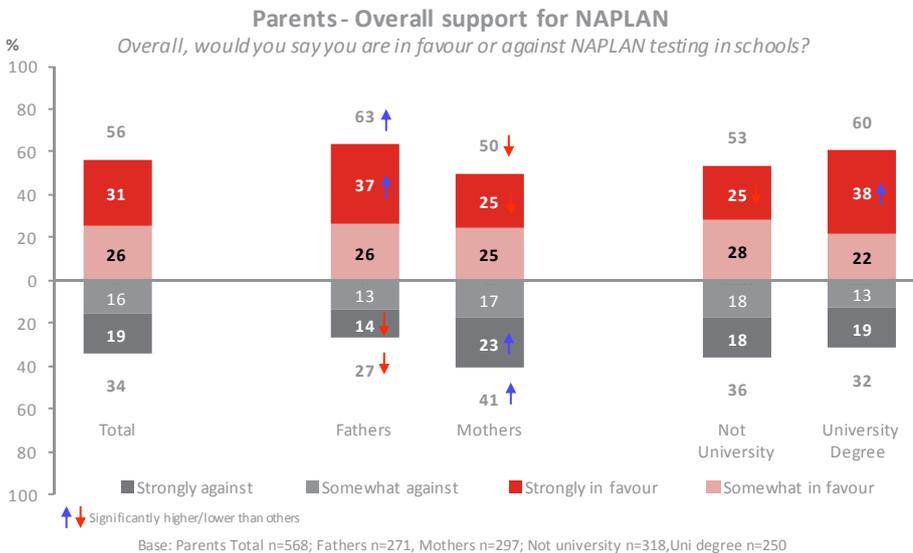
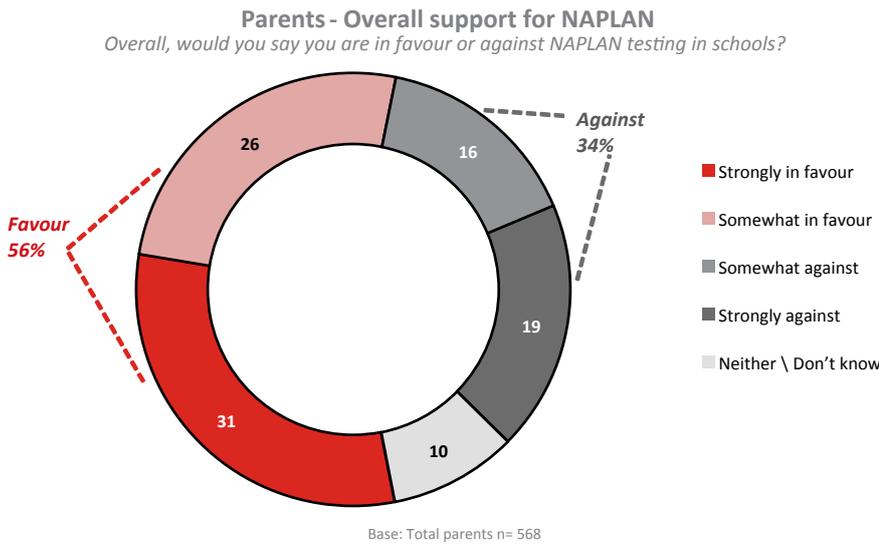
OVERALL LEVEL OF SUPPORT FOR NAPLAN

Just over half of parents, 56 percent, are in favour of NAPLAN testing; 34 percent are against it and the balance of 10 percent are uncommitted.

To some degree mothers and fathers differ in their views, with fathers tending to be more supportive of NAPLAN:

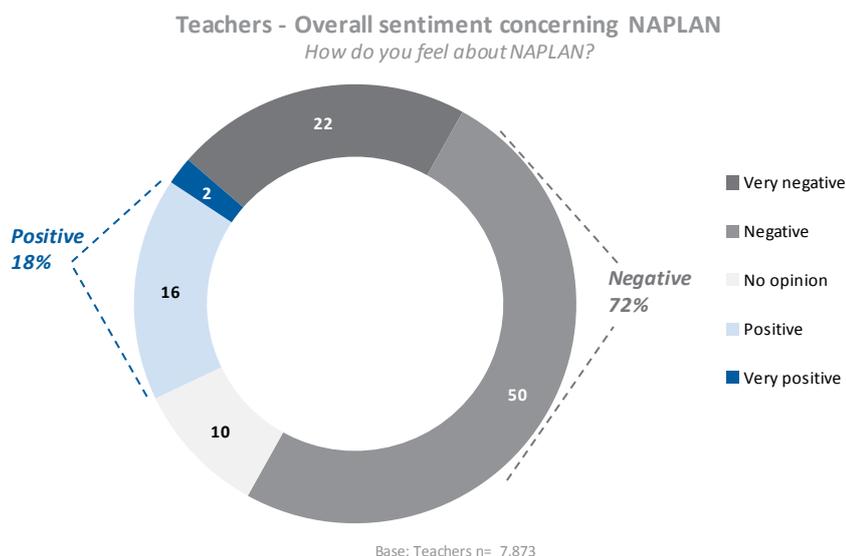
- About two-thirds of fathers are in favour of it (37 percent *strongly* so), compared with only 50 percent of mothers.
- Conversely, 41 percent of mothers are against it, compared with only 27 percent of fathers.

There is a higher level of *strong* support for NAPLAN among University educated parents than others (38 percent compared with 25 percent). There are no significant differences according to the school class/ year of children.



The Whitlam Institute's survey of teachers did not include exactly the same question that was put to parents, though overall teacher sentiment was measured using 'positive' vs. 'negative' scale⁵. This found that a majority of teachers (72 percent) feel *negative* about NAPLAN; about 20 percent say they feel *positive* about it, and 10 percent are uncommitted.

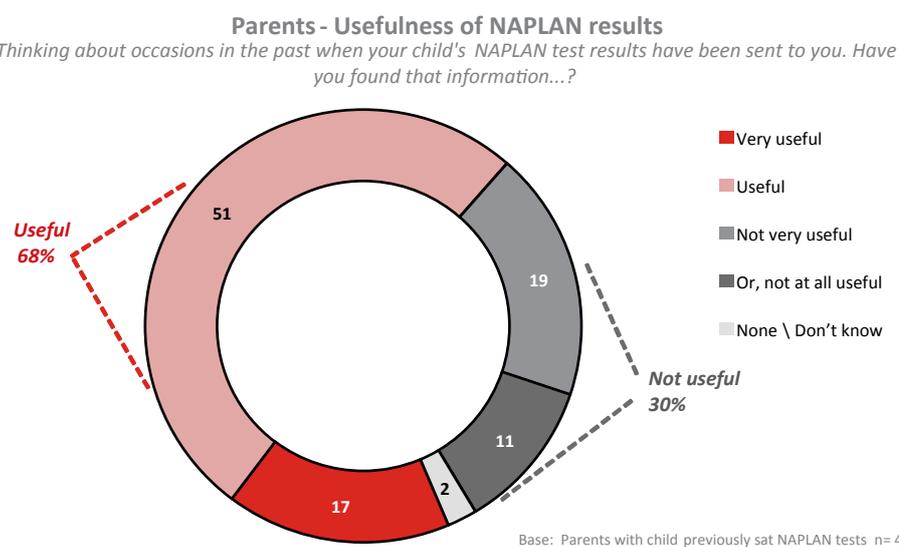
Consequently, NAPLAN has its share of supporters and critics both among parents and teachers, but the balance of overall sentiment certainly appears to be more favourable among parents.



USEFULNESS OF NAPLAN RESULTS

Although only just over half of parents are in favour of NAPLAN testing, around 7-in-10 say they find information about their child's NAPLAN results to be *useful*.⁶

On this issue, mothers and fathers share much the same view, with University educated parents a little more likely than others to describe the results as *very useful* (22 percent vs. 13 percent). Although parents of children in years 7 and 8 are a little more likely to feel that NAPLAN results are *not useful* (38 percent), there is no systematic pattern across class/ year groups.



5 The results of this question were not included in the published report of the teachers survey. The figures in the above chart have been provided by the Whitlam Institute and are based on unweighted data.

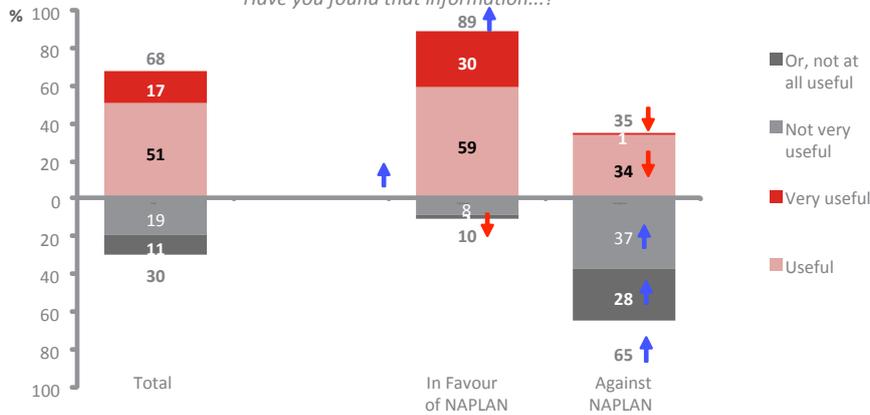
6 Fieldwork was undertaken just after the 2013 NAPLAN tests and therefore parents had not yet been sent their child's results from the 2013 round. Consequently this question was only asked of parents who claimed their child had (also) sat for previous NAPLAN tests, and had therefore had the opportunity to be sent NAPLAN results.

There is, however, a strong relationship between perceptions about the usefulness of NAPLAN results and overall attitudes to NAPLAN:

- among those in favour of NAPLAN, about 90 percent say the results are useful, while only 10 percent do not;
- among those against it, two-thirds do not find the results useful, though even amongst these parents, one-in-three do.

Parents - Usefulness of NAPLAN results

Thinking about occasions in the past when your child's NAPLAN test results have been sent to you.
Have you found that information...?



↑/↓ significantly higher/lower than others

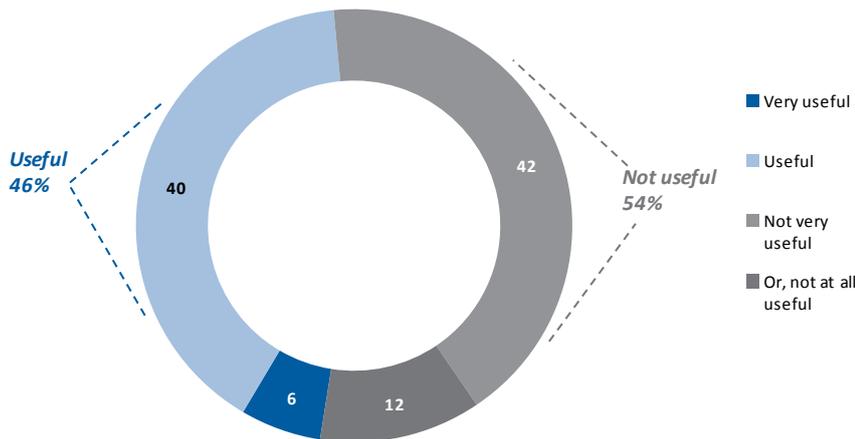
Base: Total n=473; Favour NAPLAN n=265, Against NAPLAN n=160

The Whitlam Institute's survey of teachers also included a question about the usefulness of NAPLAN information, though while parents were questioned about the usefulness of their own child's results, teachers were asked about the usefulness of NAPLAN information in a more general sense – which could include its usefulness in number of ways, not just in relation to individual students.

Nonetheless, the results indicate that teachers are more divided than parents, with half believing NAPLAN provides useful information, and half that it does not.

Teachers - Usefulness of NAPLAN information

How useful is the information provided by NAPLAN?



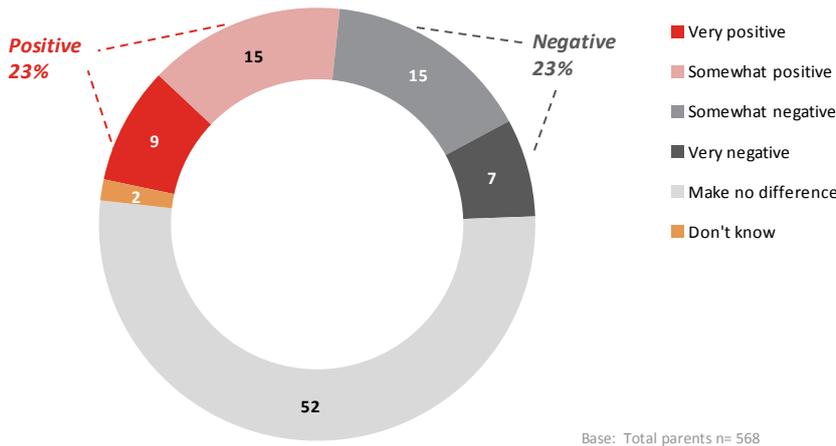
Base: Teachers n= 6,333

NAPLAN'S PERCEIVED IMPACT ON SELF ESTEEM

One-in-two parents do *not* perceive NAPLAN to have any impact on their child's self esteem, with the balance equally divided between those who believe it has a *positive* impact, 23 percent, and those who believe it has a *negative* impact, also 23 percent.

Slightly more fathers than mothers believe NAPLAN has a positive impact on their child's self esteem, and University educated parents are also a little more likely to perceive a positive impact, while those without University education a little more likely to perceive a negative impact.

Parents - NAPLAN's impact on child's self esteem
In your opinion, what impact, if any, do NAPLAN tests have on your child's self esteem? Would you say they have a positive impact, a negative impact, or do they make no difference?

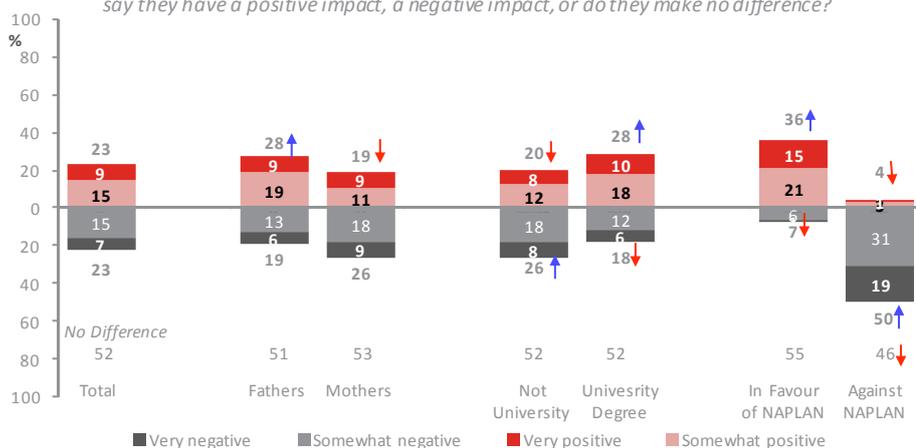


The main divide is between those in favour of NAPLAN vs. those who are against it. Although about half of each group do not perceive any impact on their child's self esteem, the mix of opinions among the remainder is very different:

- half of those who are against NAPLAN believe it has a negative impact on their child's self esteem, with very few perceiving a positive impact, 4 percent;
- conversely, relatively few of those in favour of NAPLAN, 7 percent, perceive a negative impact, but 36 percent believe it has a positive impact on their child.

Parents - NAPLAN's impact on child's self esteem

In your opinion, what impact, if any, do NAPLAN tests have on your child's self esteem? Would you say they have a positive impact, a negative impact, or do they make no difference?



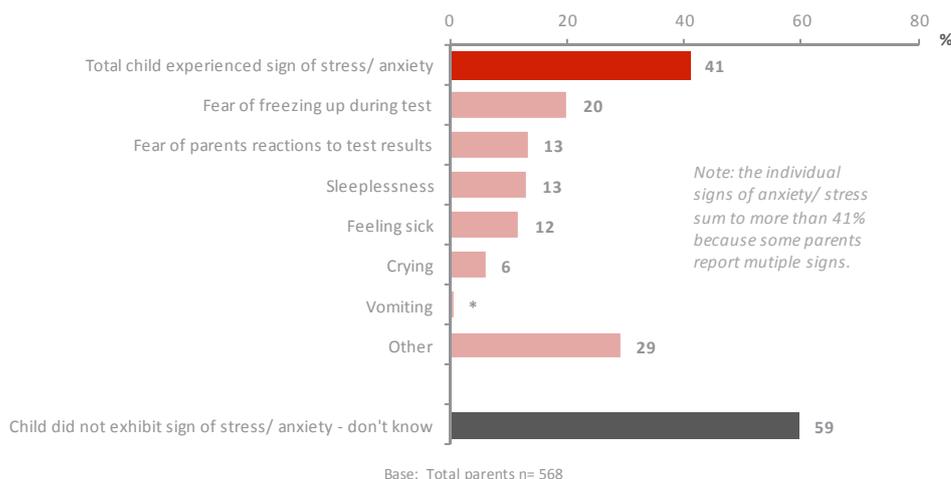
PERCEPTIONS ABOUT STRESS/ANXIETY ASSOCIATED WITH NAPLAN

Around 40 percent of parents report that the last time⁷ their child undertook NAPLAN testing, the child exhibited some sign of stress or anxiety as a result of NAPLAN – either in the lead up to the tests, or during the period of the tests themselves. This includes:

- 20 percent who say their child had a fear of freezing up during the tests;
- 13 percent reporting their child had a fear of parental reaction to the test results, and a similar number saying their child experienced sleeplessness or feeling sick, while 6 percent say their child cried; and,
- about 30 percent say their child showed some *other* sign of stress or anxiety because of the tests (and verbatim responses to these 'other' signs most commonly referred to the child experiencing general stress or anxiety).

Parents - Signs of stress/anxiety caused by NAPLAN

In the lead up to the tests, or while the tests were on, which of the following, if any, would you say your child experienced as a direct result of the NAPLAN tests?

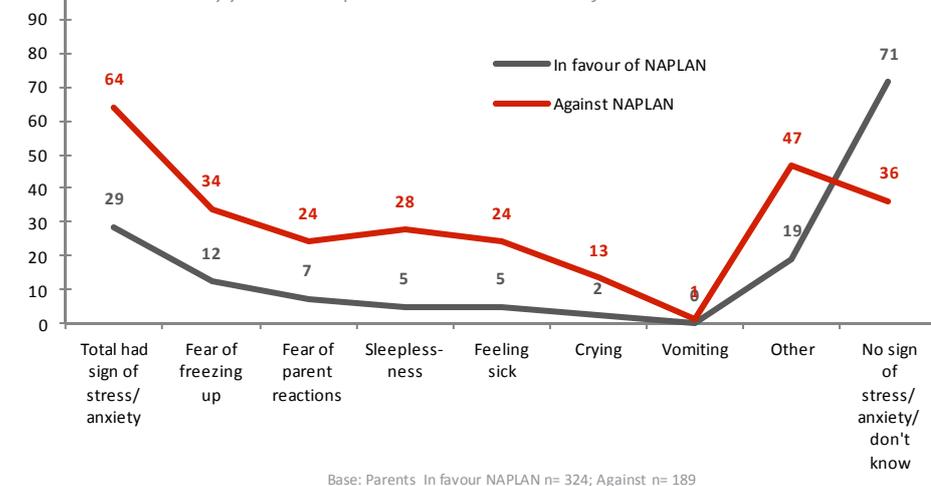


There are no significant differences in the level of reported signs of stress/ anxiety among mothers and fathers, nor among University educated parents vs. others. Although the level is higher among parents of children in years 5 and 6, 48 percent, there is no systematic patterns across class/ year groups.

However there are large, significant differences between those in favour or against NAPLAN. Among those against it, 64 percent report their child experienced signs of stress/ anxiety, compared with 29 percent among those in favour of NAPLAN. In particular the incidence of reported sleeplessness, feeling sick or crying among parents against NAPLAN is around five times than among those in favour of it.

Parents - Signs of stress/anxiety caused by NAPLAN

In the lead up to the tests, or while the tests were on, which of the following, if any, would you say your child experienced as a direct result of the NAPLAN tests?



⁷ Of the 568 parents surveyed, 44 percent had a child who did not undertake the 2013 round of NAPLAN tests immediately prior to fieldwork, but their child had undertaken tests in the past. Consequently these parents are reporting signs of stress/ anxiety they recall from NAPLAN testing undertaken 12 months ago. However there were no significant differences in the patterns of stress/anxiety reported by these parents, and those reported by parents with a child who had undertaken NAPLAN tests within the previous few weeks.

The Whitlam Institute's survey of teachers covered these issues at two levels: (i) firstly by asking teachers to report how many *students* had ever reported these same problems to them, and (ii) how many *parents/ guardians* had complained to them in relation to these problems impacting on their children.

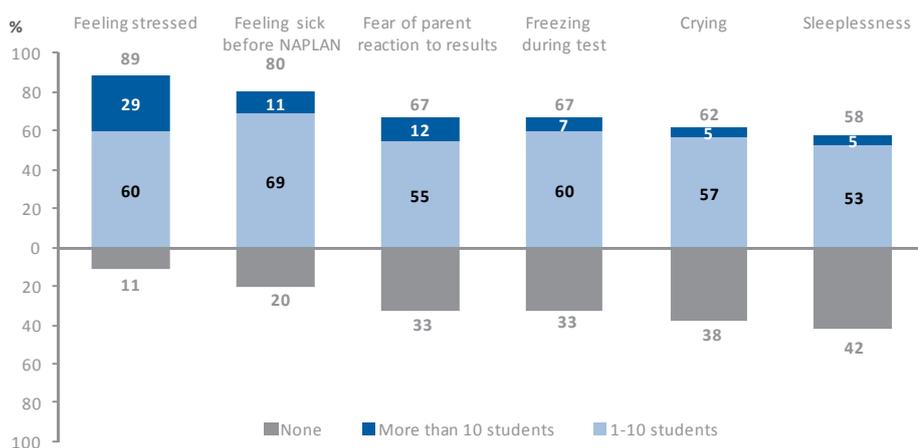
In summary:

- Between 60 percent and 90 percent of teachers say that at least one *student* has reported each of the respective problems surveyed. For example, around 60 percent of teachers say they have had a student report sleeplessness or crying as a result of NAPLAN, and about 90 percent of teachers say they have had a student report being stressed by it.
- Between about 35 percent and 70 percent of teachers report that at least one *parent or guardian* has complained of each of the respective problems affecting their children. For example around 35 percent of teachers say they have had a parent or guardian report their child has a fear of parental reaction to the test results, and about 70 percent say they have had a parent or guardian report their child has been stressed by NAPLAN.

It is not really possible to directly align the results of the teacher's survey with those from the survey of parents conducted by Newspoll, because each has collected very different types of data. Nonetheless, both the experience/ perceptions of parents, and the experience of teachers, indicate NAPLAN has impacted on the well-being of a proportion of students.

Teachers - Problems due to NAPLAN reported to teachers by students

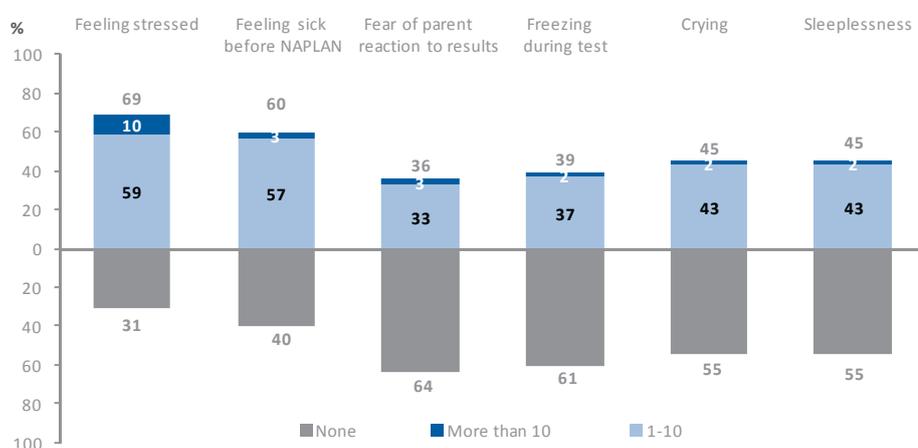
From your own experience as a teacher, have you ever had any students report the following problems as a result of NAPLAN?



Base: Teachers n= approx 7,700 per attribute

Teachers - Problems due to NAPLAN reported to teachers by parents

Have you had any parents/guardians complain of the following problems for their children as a result of NAPLAN?



Base: Teachers n= approx 7,700 per attribute

COMPARING NAPLAN RESULTS ON *MY*SCHOOL

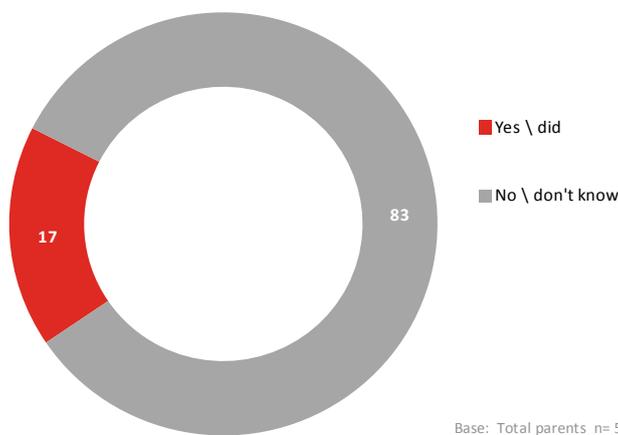
Seventeen percent of parents claim to have visited the *MySchool* website in the past 12 months in order to compare the NAPLAN results of their child's school with that of others.

The incidence of claimed visitation is:

- higher among University educated parents than others (23 percent compared with 12 percent);
- highest among parents of children in years 3 and 4 (25 percent), then progressively declines to 9 percent among parents of children in years 9 and 10; and,
- higher among those strongly in favour of NAPLAN (24 percent).

Parents - Visited *MySchool* past 12 months

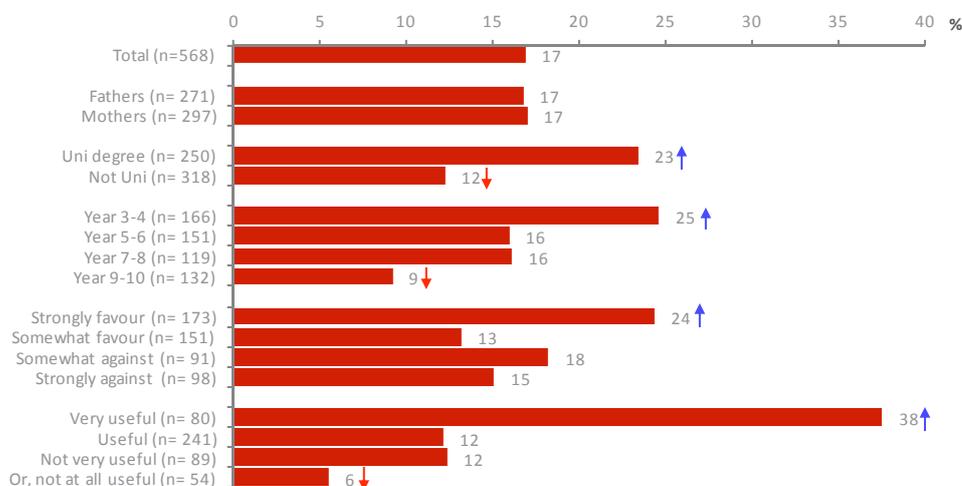
Now a question about the government's website called *MySchool*. In the past 12 months, did you personally visit the *MySchool* website, and compare the NAPLAN results for your child's school, with the NAPLAN results of other schools?



There is a relationship between visitation to the site, and the perceived usefulness of an individual child's NAPLAN results. Based on a small sample of n= 80 parents who say their child's NAPLAN results are very useful, almost 40 percent of this segment have visited the site in the past 12 months. At the other extreme, site visitation among those who say NAPLAN results are *not at all useful*, is only 6 percent – though the sample base is very small at n= 54.

Parents - Visited *MySchool* past 12 months

In the past 12 months, did you personally visit the *MySchool* website, and compare the NAPLAN results for your child's school, with the NAPLAN results of other schools?



APPENDIX – QUESTIONNAIRE

SECTION AA

PROG NOTE: ASK RESPONDENTS AGED 25+ WITH CHILDREN AGED 5 TO 17 IN HOUSEHOLD IE CODE 3-11 IN Q1 AND CODE 2-5 IN Q4(c) ONLY. OTHERS GO TO NEXT SECT

AA1 Now a question about yourself. Are you the parent or guardian of any **school** children aged between 7 and 16? **UNFOLD**

IF YES And do you have only **one** child aged between 7 and 16 at school, or do you have **more** than one child aged between 7 and 16 at school?

PROG NOTE: - SINGLE RESPONSE

1	One child aged 7 to 16
2	More than one child aged 7 to 16
3	No \ not parent or guardian of any children aged 7 to 16 at school
99	Don't know \ refused

PROG NOTE: ASK IF PARENT \ GUARDIAN OF CHILD AGED 7 TO 16 IE CODE 1-2 IN AA1. CODE 3-99 GO TO NEXT SECT

AA2 **(PROG NOTE: IF CODE 2 IN AA1 INSERT: “Could you please think about your child aged between 7 and 16 who had the most recent birthday (PAUSE)”)**. In what **class** or **year** is that child at school? **READ SCALE AS NECESSARY**

INTERVIEWER INFORMATION:
YEAR 3 = 3rd CLASS \ GRADE 3
YEAR 4 = 4TH CLASS \ GRADE 4
YEAR 5 = 5TH CLASS \ GRADE 5
YEAR 6 = 6TH CLASS \ GRADE 6
YEAR 7 = 1ST FORM
YEAR 8 = 2ND FORM
YEAR 9 = 3RD FORM
YEAR 10 = 4TH FORM

PROG NOTE: - SINGLE RESPONSE

3	Year 3
4	Year 4
5	Year 5
6	Year 6
7	Year 7
8	Year 8
9	Year 9
10	Year 10
99	DO NOT READ None of these \ don't know \ refused

PROG NOTE: ASK IF CHILD IN YEAR 3-10 IE CODE 1-8 IN AA2. CODE 99 GO TO NEXT SECT

AA3 Now a question about **NAPLAN** testing. Please tell me whether each of the following things **do**, or **do not** apply to that child? Firstly...? **DO NOT READ**

PROG NOTE: - SINGLE RESPONSE PER ROW

		Yes \ applies	No	Don't know
A	They took the recent NAPLAN tests that were held within the last few weeks	1	2	99
B	They have taken NAPLAN tests on some other previous occasion	1	2	99

PROG NOTE: ASK IF CHILD UNDERTAKEN NAPLAN TESTING IE CODE 1 IN AA3A OR AA3B. OTHERS GO TO NEXT SECT

AA4 Overall, would you say you are in **favour** or **against** NAPLAN testing in schools? **UNFOLD**

IF IN FAVOUR Is that strongly in favour or somewhat in favour?

IF AGAINST Is that strongly against or somewhat against?

PROG NOTE: - SINGLE RESPONSE

1	Strongly in favour
2	Somewhat in favour
3	Somewhat against
4	Strongly against
99	Neither \ don't know

PROG NOTE: ASK IF CHILD UNDERTAKEN NAPLAN TESTS ON PREVIOUS OCCASIONS IE CODE 1 IN AA3B. OTHERS GO TO AA6

AA5 Thinking about occasions in the **past** when your child's NAPLAN test results have been sent to you. Have you found that information...? **READ OUT**

PROG NOTE: - SINGLE RESPONSE

1	Very useful
2	Useful
3	Not very useful
4	Or, not at all useful
99	DO NOT READ None \ don't know

PROG NOTE: ASK ALL PARENTS WITH CHILD UNDERTAKEN NAPLAN TESTING IE CODE 1 IN AA3A OR AA3B

AA6 In your opinion, what impact, if any, do NAPLAN tests have on your child's **self esteem**? Would say they have a **positive** impact on their self esteem, a **negative** impact, or do they make no difference? **UNFOLD**

IF POSITIVE Is that a very positive or somewhat positive impact?

IF NEGATIVE Is that a very negative or somewhat negative impact?

PROG NOTE: - SINGLE RESPONSE

1	Very positive
2	Somewhat positive
3	Somewhat negative
4	Very negative
5	Make no difference
99	Don't know

AA7 **(PROG NOTE: IF CODE 1 IN AA3A INSERT: "Thinking about the recent NAPLAN tests your child did." ELSE INSERT: "Thinking about the last time your child did NAPLAN tests.")** In the lead up to tests, or while the tests were on, which of the following, if any, would you say your child experienced as a direct **result** of the NAPLAN tests? Firstly...?

READ OUT

PROG NOTE: - MULTI RESPONSE
- RANDOMISE 1-4 THEN 5-99 LAST
- IF 1-96 SELECTED THEN CANNOT SELECT 99

1	Sleeplessness
2	Feeling sick
3	Crying
4	Vomiting
5	A fear of freezing up during the test
6	A fear of parent's reactions to the test results
96	Or, some other sign of stress or anxiety because of the tests (SPECIFY)
99	DO NOT READ None \ don't know

AA8 Now a question about the government's website called **"MySchool" (PAUSE)**. In the past 12 months, did you personally **visit** the MySchool website, and compare the NAPLAN results for **your** child's school, with the NAPLAN results of other schools? **DO NOT READ**

PROG NOTE: - SINGLE RESPONSE

1	Yes \ did
2	No \ don't know

STANDARD OMNIBUS DEMOGRAPHICS

- age
- sex
- whether the respondent is the person most responsible for the household grocery shopping
- number of adults 18+ in the household
- number of children under 18 in the household
- ages of children in the household
- employment status
- highest level of schooling
- highest level of education
- marital status
- household income
- occupation of main income earner

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