

HELP STOP LEAGUE TABLES

**WE NEED YOUR SUPPORT TO STOP THE
PUBLICATION OF DAMAGING LEAGUE TABLES.**

**Visit the Australian
Education Union's website
at www.aeufederal.org.au
Send a message direct to
Kevin Rudd and Julia Gillard
and your local MP telling
them to take action Watch
a video that shows what
happens when league tables
are created Read the latest
news and information on
the campaign**



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WHY WE MUST STOP LEAGUE TABLES

**JOIN THE CAMPAIGN:
WHAT YOU CAN DO**



**AUSTRALIAN
EDUCATION UNION**
GROUND FLOOR,
120 CLARENDON STREET,
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**“This is one of the most critical issues
the teaching profession has ever had
to confront.”**

Angelo Gavrielatos
Federal President, Australian Education Union

LEAGUE TABLES

THE INSIDE STORY

BEYOND ACCURACY AND VALIDITY

“What the government proposes is going beyond the accuracy and the validity of the NAPLAN results. We can't allege any school or teacher is not working based on these numbers.”

Professor Margaret Wu
Melbourne University.

PUBLICLY RANKING SCHOOLS IN LEAGUE TABLES BASED ON TEST SCORES IS MISLEADING AND DAMAGING TO STUDENTS AND SCHOOL COMMUNITIES.

In January 2010, the federal government is planning to publish NAPLAN* test results from every school in the country.

Those test results will be available for media outlets to use to publish misleading league tables which brand schools as 'winners' or 'losers'.

Parent, teacher and principal organisations are strongly opposed to league tables and are calling for the federal government to prevent the

NAPLAN results being used to create them.

Although every education minister in the country agrees that simplistic league tables misrepresent what schools do and are damaging for students and school communities, the federal government is refusing to act.

Join the campaign to stop league tables now.

*National Assessment Program - Literacy and Numeracy

WHAT IS WRONG WITH LEAGUE TABLES?

INACCURATE

The national tests were never designed to be used to compare schools. Experts say the results are not accurate enough to be used this way.

UNNECESSARY

Politicians don't need schools to be publicly ranked to know which ones need help and more resources. Parents can already access relevant information on school performance by directly contacting schools.

MISLEADING

Publicly ranking schools based on students' results in national tests presents an invalid and misleading picture of school performance.

DEMORALISING

It takes schools many years to throw off the tag of a 'failing school' and it is demoralising for students, teachers and parents. It makes it much harder for those schools to improve the performance of their students.

DAMAGING

Schools where students do not do well in literacy and numeracy tests are likely to be unfairly branded as 'failing' schools.

PERFORMING FOR THE TEST

“We could end up with a similar situation to the UK, where you get a whole industry created around improving performance on the tests rather than necessarily improving students' learning skills.”

Professor Gordon Stanley
Former head of the NSW Board of Studies and now Director of the Oxford University Centre for Educational Assessment.

STEREOTYPE A WHOLE SCHOOL

“The biggest fear of league tables is that you stereotype a whole school and you bring one school down to a single number. Within any school you have students who are stars and students who are struggling yet by putting a school into a rank order you are forgetting about the individual students and their needs.”

Cathy Anderson
Principal, Mt Druitt Campus, Chifley College.

SKEWED RESULTS

“With our small numbers...one or two children could really skew the result one way or another.”

Ralph Thompson, Principal
Wilmot Public School, Tasmania.



TASMANIA

Media ranking of Tasmanian high schools caused dismay and outrage earlier this year and even the school named the state's highest achiever, is experiencing a sense of apprehension. Wynyard High School topped the 2008 league table published in *The Mercury* “but this year's table may well have us much lower down,” says principal, David Raw, who describes the rankings, based on literacy and numeracy tests and student attendance, as simplistic and ridiculous.

Standardised testing produces a snapshot of a particular student cohort at a particular time, says Raw, and “fails to capture the full colour of what a school is about.”

At Bridgewater High—the school ranked at the bottom of the newspaper's table—the sense of hurt and outrage is still palpable. “It didn't take into account the innovative programs running here and the effort the staff put in. I don't think people in our community have

a problem with coming from a low socio-economic background but they do have a problem with being labelled stupid and lazy because of that,” says school council member Marie Bennett.

Bridgewater High principal Roseanne McDade says the ranking generated feelings of hopelessness among students and resignation among parents.

“Students who are capable, intelligent and articulate are fighting stigma,” she says.