



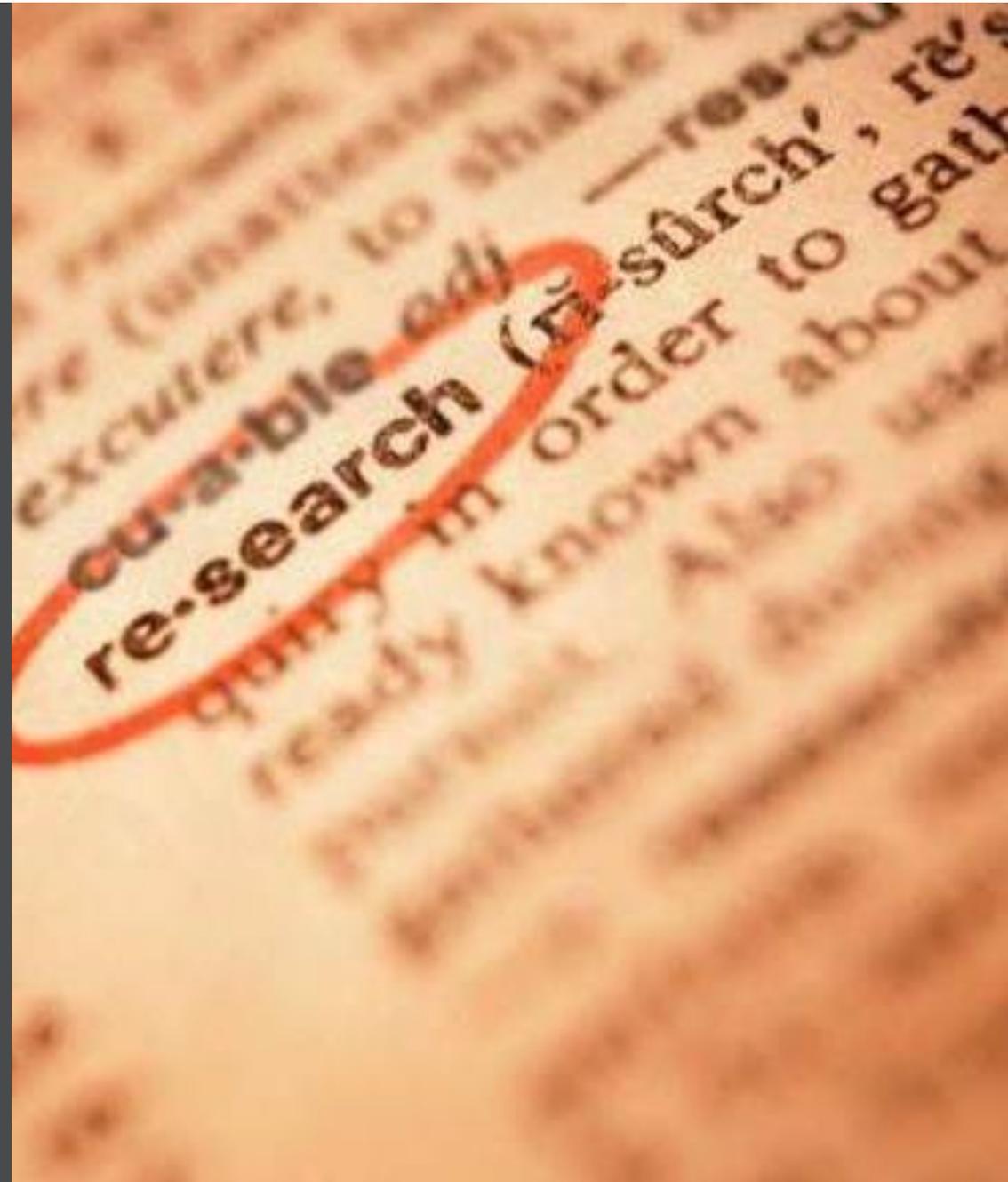


Research objectives.

The output from this study will be used to ensure informed decision-making and develop comprehensive communication strategies to support the introduction of NAPLAN online.

The key research objectives are:

- To understand what is driving current perceptions of NAPLAN and NAPLAN online and;
- To understand how ACARA might communicate with parents to deliver the required information and provide reassurance about any issues of concern.





Research methodology.





Qualitative Sample.

N=16 x 90 minute group discussions were across States and Territories. All participants had at least one child in year 2, 3, 5, 7 or 9. In each location one group was held with parents of children at Government and Catholic schools and one with parents of children at Independent schools. A mix of gender and income levels were included in the sample. Fieldwork was conducted in June 2018.



Group #	Description	Location	Attendees
1	Parents of children at Government and Catholic schools	Victoria	15
2	Parents of children at Independent schools		
3	Parents of children at Government and Catholic schools	ACT	15
4	Parents of children at Independent schools		
5	Parents of children at Government and Catholic schools	NT	16
6	Parents of children at Independent schools		
7	Parents of children at Government and Catholic schools	Western Australia	13
8	Parents of children at Independent schools		
9	Parents of children at Government and Catholic schools	NSW	16
10	Parents of children at Independent schools		
11	Parents of children at Government and Catholic schools	South Australia	14
12	Parents of children at Independent schools		
13	Parents of children at Government and Catholic schools	Queensland	15
14	Parents of children at Independent schools		
15	Parents of children at Government and Catholic schools	Tasmania	14
16	Parents of children at Independent schools		



Quantitative Sample.



The total sample surveyed was n=1,228.

Demographics	% 2018 (n=1228)
Gender	
Male	47%
Female	53%
Age	
26-34 years	12%
35-44 years	45%
45-54 years	35%
55 - 65 years	8%
State	
NSW	15%
VIC & TAS	32%
QLD	22%
SA & NT	11%
WA	13%
ACT	6%

School characteristics	% 2018 (n=1228)
School type (multiple response)	
Government school	64%
Independent school	21%
Catholic school	22%
Home schooled	1%
Year (multiple response)	
Grade/Year 2	25%
Grade/Year 3	23%
Grade/Year 5	24%
Primary Grade/Year 7	14%
Secondary Grade/Year 7	16%
Year 9	22%



NAPLAN in general.

- 1. On the whole parents are accepting of NAPLAN and do not regard it as controversial or problematic.** NAPLAN is part of the school experience and continues in the background, with parents often having little involvement or active interest in the details.
- 2. The majority of parents (3/5) believe that NAPLAN is valuable.** NAPLAN is valued for providing parents with a comparable snapshot of their child's progress.
- 3. However, some negative views remain.** Concerns include disadvantage to less resourced schools, stress on students, diversion of teaching time from the curriculum, exclusion of students from the test and concerns as to whether NAPLAN accurately reflects student performance.
- 4. Parents' knowledge of the purpose and logistics of NAPLAN is often limited.** There is a lack of clarity around what is actually tested and a range of views around how results are used. However, parents do not often feel the need for, or seek out further details.
- 5. A general lack of knowledge about NAPLAN influences response to NAPLAN online.** In particular, confusion over the purpose and nature of the tests raises questions in relation to the logistics of doing the test online and the impact of tailored testing.
- 6. The My School website is being utilised by a third of parents, of which the majority feel it is an important resource.** The main reasons for using the My School website are to see how their child's school is performing and to help make informed decisions about their child's education.



NAPLAN online.

1.

Awareness of NAPLAN moving online is greater 2018 than in 2016. Approximately half of parents know that NAPLAN is moving online, compared with one third in 2016. Relatively few parents (one fifth) recall seeing communications about NAPLAN online, with email newsletters from schools the most common channel.

2.

With increased awareness levels in 2018, fewer parents feel that they need further information about NAPLAN moving online. However, a third of parents still feel they want more information about the move. The majority are unsure of where to find information about NAPLAN's move online.

3.

In general, parents are accepting of the move to NAPLAN online. Support for NAPLAN online has increased in 2018, with approximately half of parents in favour of online assessment. Those in support see it as "moving with the times" and identify a range of benefits including; minimising waste, easier and more fun experience for students, easier to read and mark than handwriting, quicker access to results and greater suitability for students with disabilities.

4.

The majority of parents believe that moving NAPLAN online will improve NAPLAN and result in a more engaging experience for students. Over half of parents believe that the move online will contribute to an improvement in NAPLAN, whilst almost two thirds believe that it will be more engaging for students to complete.

5.

The majority of parents feel confident in their child's ability to complete NAPLAN online. Most parents claim children are using technology daily or at least multiple times a week. Three quarters of parents feel very or extremely confident with their child's ability to use a mouse and/or keyboard and complete the assessment online.



NAPLAN online.

- 6.** **Fewer parents have concerns about NAPLAN moving online in 2018.** In the focus groups it was clear that many concerns are not top of mind and emerge only when parents are encouraged to focus on the issue. Issues around screen time, threat to handwriting skills and online competence amongst younger children did not emerge as strongly as in 2016.
- 7.** **Access to appropriate devices (quality and quantity), variations in computer literacy and typing ability, reliability of network connections, security issues and logistical issues are the greatest concerns.** Concerns about younger students typing their writing test were less evident in the focus groups, but emerged as more of an issue in the survey.
- 8.** **Around half of parents believe that NAPLAN results will be different from a test taken on paper.** Around half of these parents expect students to perform better on the online test. Anticipated discrepancies between results feed into concerns around comparability.
- 9.** **Parents with children who have already completed NAPLAN online expressed few concerns.** While there were some issues with connectivity, online testing appears to have taken place with little impact on parents or students.
- 10.** **Comparability of results did not emerge as a major issue until the concept of tailored testing was introduced.** Tailored testing is difficult for parents to understand and the level of concern and confusion associated with the concept outweigh the potential benefits. Parents interpret tailored testing to represent a fundamental move away from NAPLAN as a standardised test. The diagram and video go some way towards clarifying the process but issues of comparability are not resolved.



Perceptions of
NAPLAN in general.



On the whole parents are accepting of NAPLAN and do not regard it as controversial or problematic.

Parents have a basic understanding that NAPLAN is a standardised test completed by students across Australia and can generally see the value in this.

NAPLAN is an accepted part of the school experience and continues in the background from the parental perspective, with parents often having little involvement or interest in the details. Receipt of the results can come as a surprise some time after the tests.

Acceptance develops over time, with the main concerns (if any) emerging in year three when the child first takes the test.

Initial “controversy” around NAPLAN is now perceived to have abated.



“It doesn’t bother me ... in the early days there was a lot of stress [but] I have seen a lot of change” Ballarat, Private

“This year it happened with very little fuss” Adelaide, Private

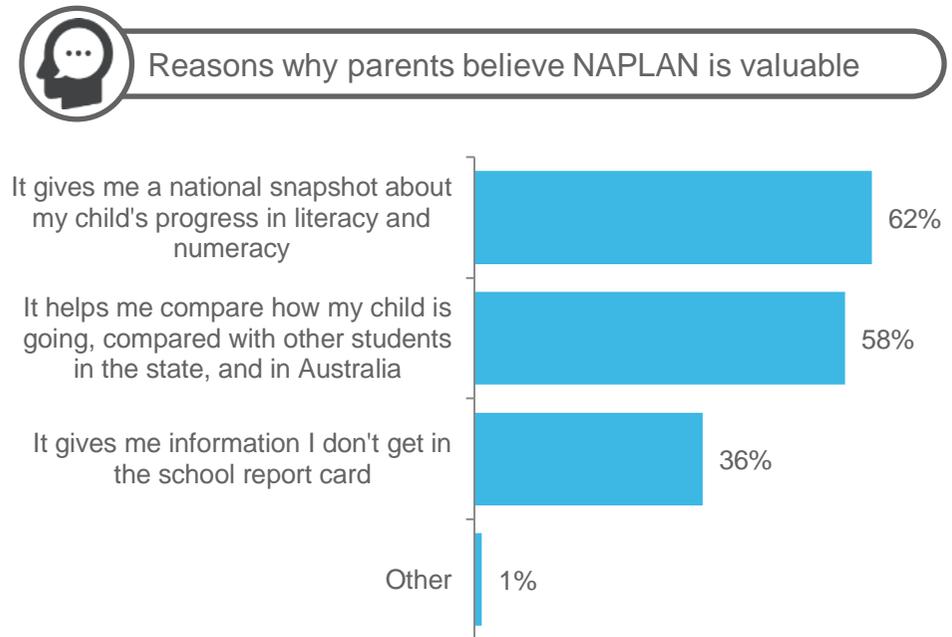
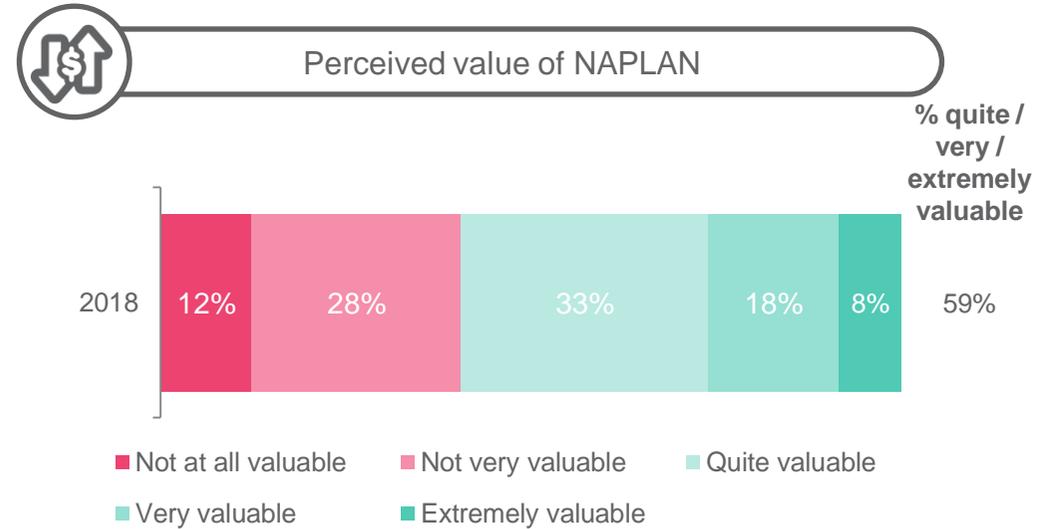
“It’s valid to have a national benchmarking system” Darwin, Private

“Seemed a it more manic in primary but more chilled in secondary” Ballarat, Private



The majority of parents believe that NAPLAN is valuable.

- Three in five parents (59%) believe that NAPLAN is at least quite valuable, yet this means two in five (41%) parents do not see the value in NAPLAN.
- Parents living in QLD are more likely to believe NAPLAN is not valuable (49% vs. 41% among all parents).
- The key reasons for parents' belief that NAPLAN is valuable is that it provides them with a national snapshot about their child's progress (62%) and that it allows for comparisons to other students within the state and within Australia (58%).



Q33. How valuable is NAPLAN (National Assessment Program Literacy & Numeracy) for parents? SR

Q40. Why do you think NAPLAN is valuable for parents? MR

Base: Q33 Total sample 2018 n=1,228 Q40 Those who believe NAPLAN is valuable n=720

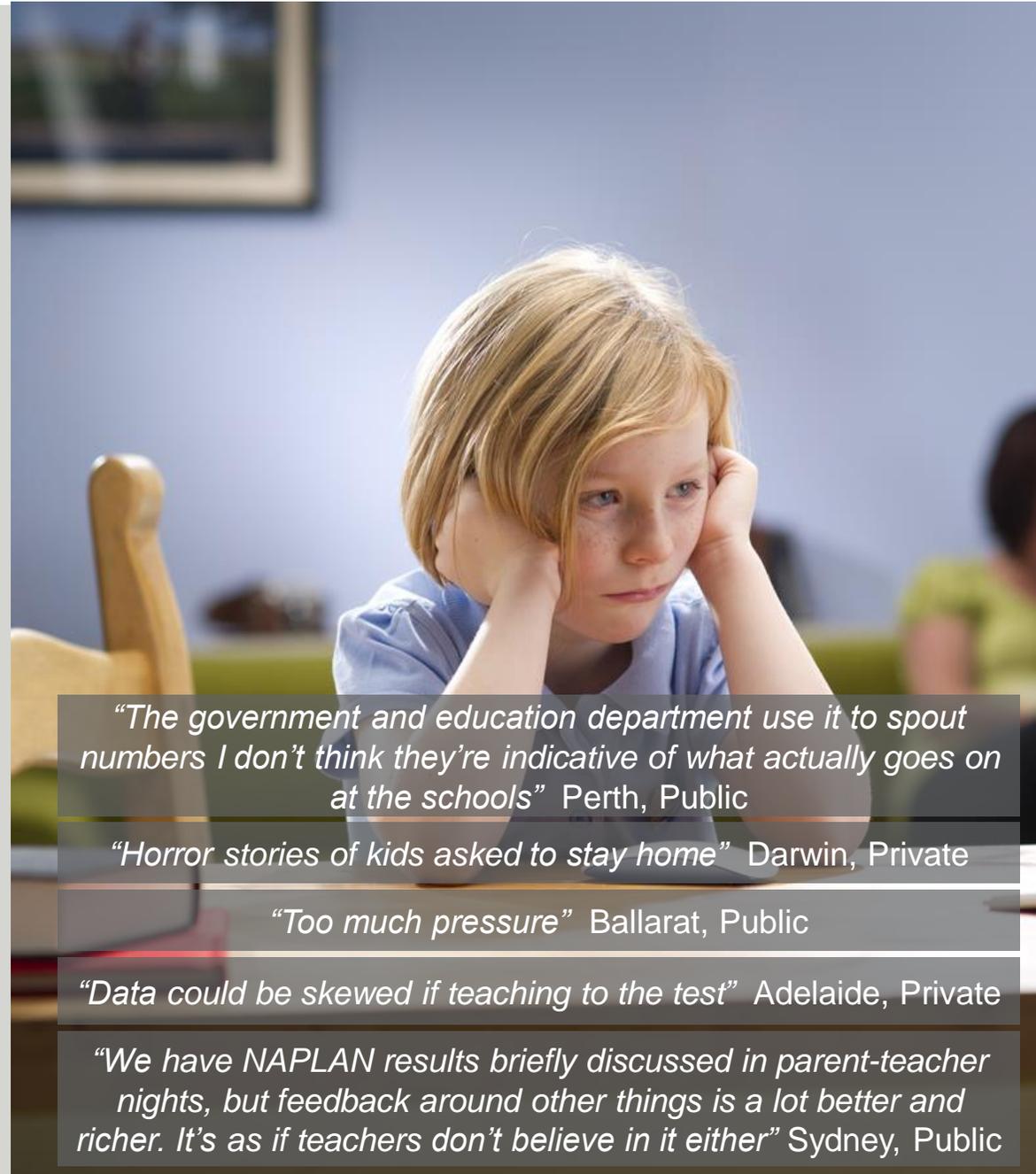


However, some strong negative views remain.

NAPLAN....

- Disadvantages smaller/less resourced/ government schools
- Places too much stress on children
- Diverts teaching time from the curriculum
- Is not as accurate or timely as other school assessments.

Among some parents the perception remains that students who are “weaker” academically are sometimes excluded from sitting NAPLAN, potentially inflating a school’s performance.



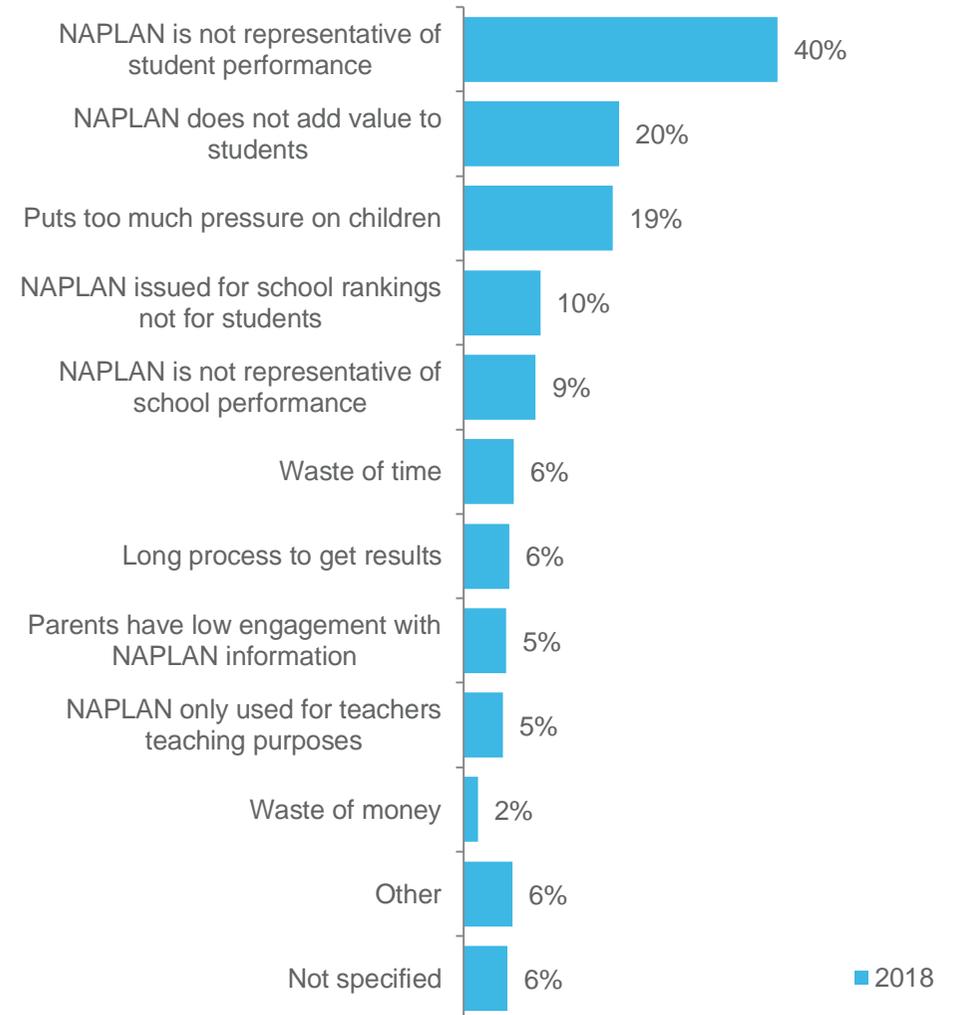


The belief that NAPLAN is not seen as valuable is centered around the core belief that it is not representative of student performance.

- Among those parents who don't see NAPLAN as valuable, two fifths (40%) believe that it is not representative of student performance.
- A further fifth of these parents also believe it does not add value to students (20%) or puts too much pressure on students (19%).



Reasons for belief that NAPLAN is not valuable





Parents provide a broad range of reasons why they don't see NAPLAN as a valuable tool for themselves..



Reasons for belief that NAPLAN is not valuable

"Generalised testing does not show the needs of individual students. Each child learns differently and at their own pace. I feel lumping all children together as an average number is simply just that...an average number."

"It places unnecessary pressure on children to perform. I trust my child's teacher to tell me how my child is performing, and I don't find it useful for my child to be taught to NAPLAN."

"Because all the children get the same test but all children learn differently."

"Too long between doing the test and getting the results. I don't like that it detracts from other activities the teachers should be teaching."

"It only tests certain things under certain conditions. It is not a true reflection of my child's learning or abilities. It is not a true reflection of the school or teacher."

"By the time we see results its months down the road. School seems to coach kids so don't see how accurate is."

"Causes extra stress for children that I don't feel is necessary."

"I don't consider it a particularly valuable assessment tool because it isn't that reliable and needlessly adds stress to young people."

"It doesn't really give parents that much information about how their children are progressing at school. It is just a reflection of one piece of work done under unrealistic conditions."

"I do not believe in standardised testing, it wastes time, encourages teachers to teach to test, rather than teaching our children to be thinkers and engaging with learning."





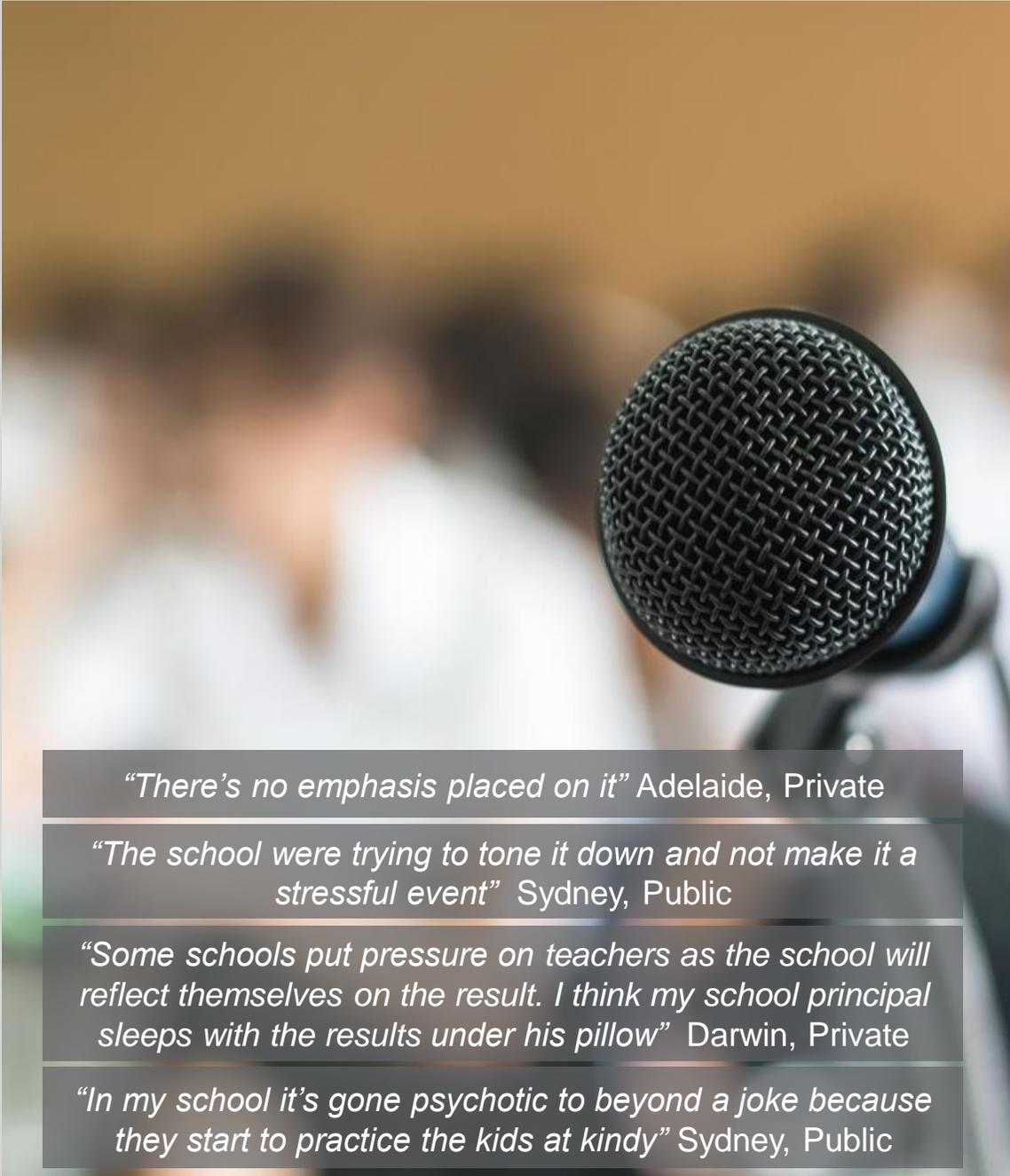
Parental attitudes towards NAPLAN are influenced by the way in which the school positions the tests.

Approaches to NAPLAN vary widely from school to school, ranging from hardly any emphasis put on NAPLAN (*"No big deal"*), to a strong focus on preparation and achieving high scores.

Some schools stress that NAPLAN is about the performance of the year level, school or state in general. Others emphasise individual scores.

Schools placing higher emphasis on NAPLAN are reported to use practice tests, teach to NAPLAN and have long periods of preparation.

Where NAPLAN is given high importance, students (and parents) can experience stress and anxiety. Parents describe reassuring children and "talking down" the seriousness of the tests.



"There's no emphasis placed on it" Adelaide, Private

"The school were trying to tone it down and not make it a stressful event" Sydney, Public

"Some schools put pressure on teachers as the school will reflect themselves on the result. I think my school principal sleeps with the results under his pillow" Darwin, Private

"In my school it's gone psychotic to beyond a joke because they start to practice the kids at kindy" Sydney, Public



Parents' knowledge of the purpose and logistics of NAPLAN is often limited.

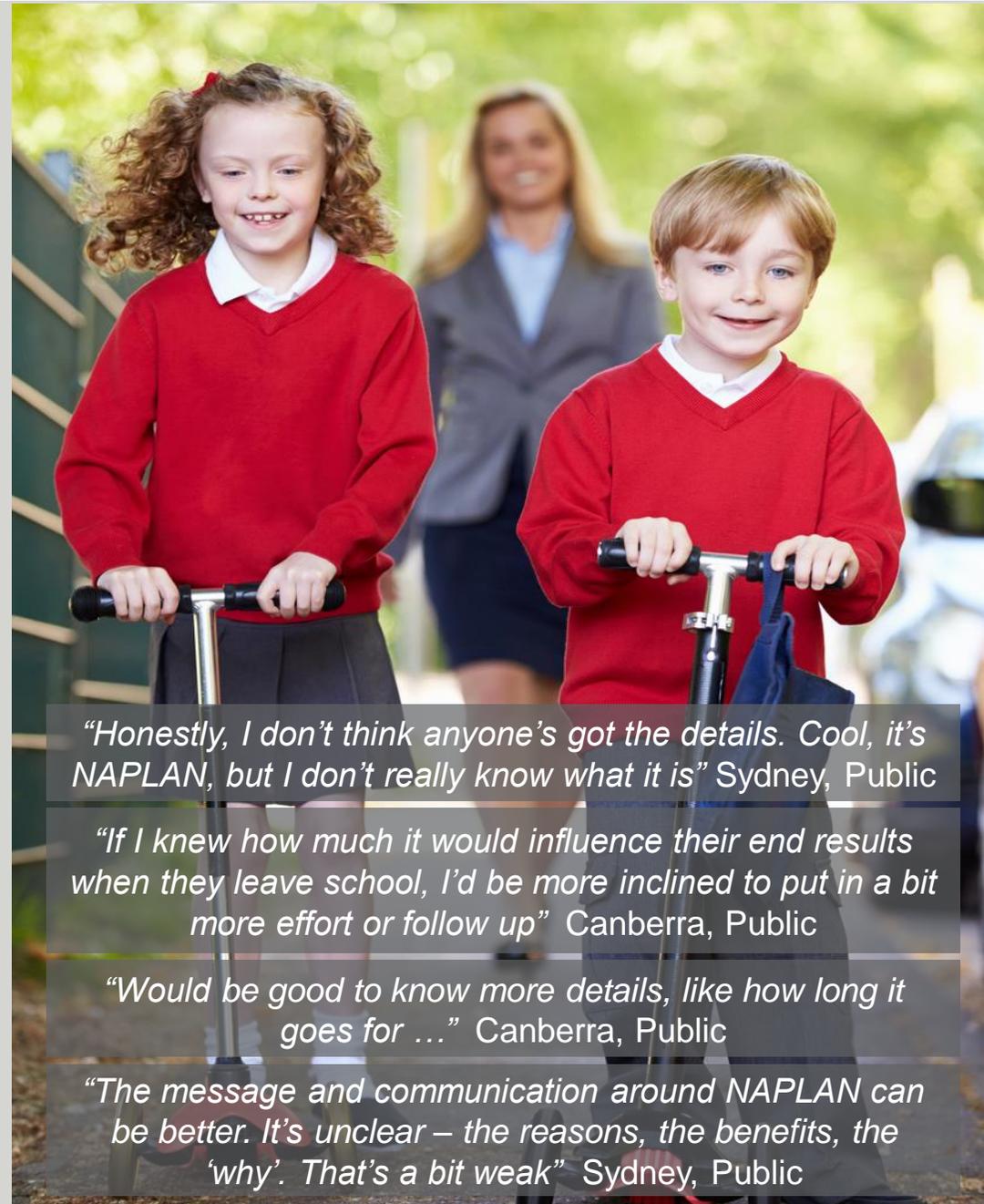
Knowledge can be limited to what parents learned about NAPLAN when their child was in year 2 or 3, prior to the first round of testing.

Parents receive information from schools about NAPLAN, but this is generally around timing and practical requirements (e.g. type of pencil or device needed).

Few parents have sought additional information and there is limited interest in doing so in future.

If further information is required about the practicalities, parents would contact the school.

For further information about the nature or purpose of NAPLAN, parents envisage using internet searches to answer specific questions.



"Honestly, I don't think anyone's got the details. Cool, it's NAPLAN, but I don't really know what it is" Sydney, Public

"If I knew how much it would influence their end results when they leave school, I'd be more inclined to put in a bit more effort or follow up" Canberra, Public

"Would be good to know more details, like how long it goes for ..." Canberra, Public

"The message and communication around NAPLAN can be better. It's unclear – the reasons, the benefits, the 'why'. That's a bit weak" Sydney, Public



Unless practice tests have been sent home, parents have not seen the format or content of NAPLAN.

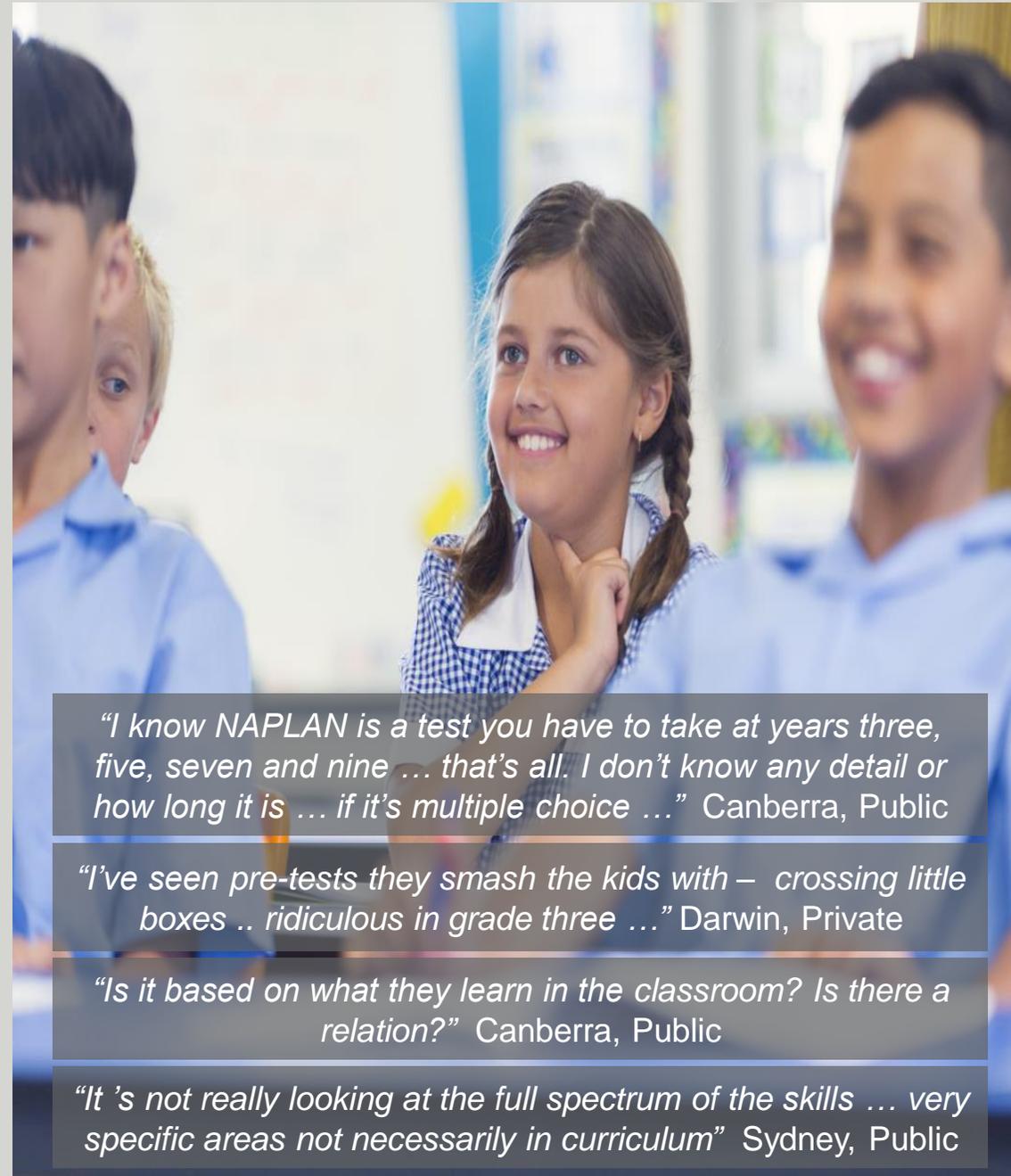
There is a lack of familiarity with what is tested and how it is delivered..

There is some knowledge that:

- There are multiple tests.
- Both literacy and numeracy are covered.

There is a lack of clarity around:

- Whether and how handwriting is assessed.
- Whether the tests are multi-choice or require writing.
- How questions requiring responses other than multiple choice or numeric are marked and how fairness is ensured.



“I know NAPLAN is a test you have to take at years three, five, seven and nine ... that’s all. I don’t know any detail or how long it is ... if it’s multiple choice ...” Canberra, Public

“I’ve seen pre-tests they smash the kids with – crossing little boxes .. ridiculous in grade three ...” Darwin, Private

“Is it based on what they learn in the classroom? Is there a relation?” Canberra, Public

“It ’s not really looking at the full spectrum of the skills ... very specific areas not necessarily in curriculum” Sydney, Public



Opinions on the rationale for NAPLAN range from big picture to individual child focus.

Parents suggested that the intention of NAPLAN is:

- To facilitate comparisons in student achievement or teacher effectiveness on a national (state) or international level.
- To facilitate comparisons with other local schools.
- To monitor the performance of teachers.
- To monitor the performance of students as a cohort.
- To assess the performance of individual students.

“They can use it to see trends over time” Sydney, Public

“If Government is not monitoring our literacy and numeracy ... nothing ensuring we keep at world class” Sydney, Private

“To evaluate regional areas of how the kids are performing in that area, not individual students” Darwin, Private

“Check schools teaching correct curriculum” Ballarat, Private

“We chose the school from NAPLAN results” Darwin, Private

“Schools ... to get more resources?” Darwin, Private

“See where children are at” Darwin, Private



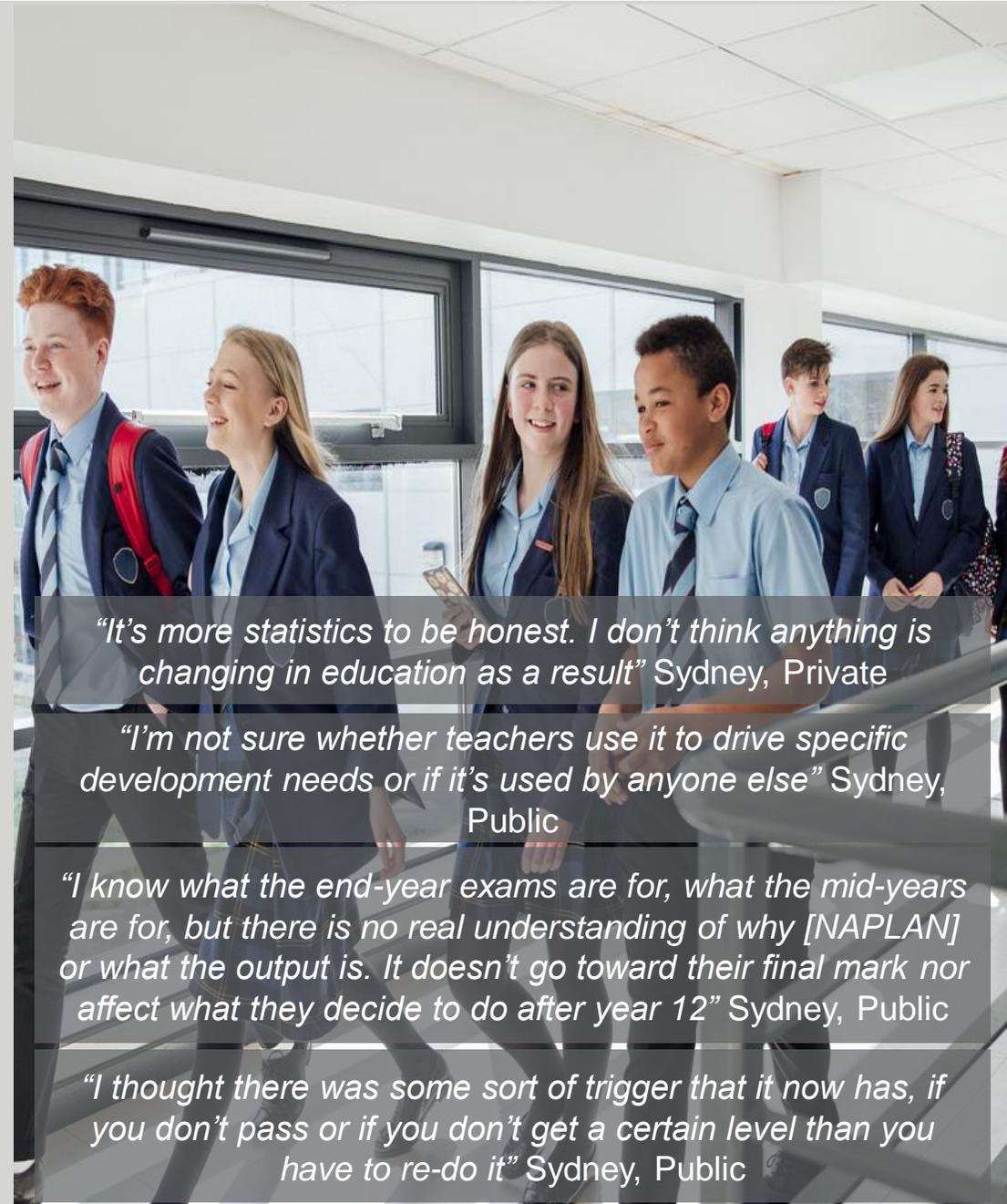
There is a lack of clarity around to how NAPLAN results are used.

Suggestions include:

- To assess where extra funding is needed.
- To help parents compare and select schools.
- To help schools take action if they are falling behind in some areas.
- To help teachers to take action to improve the learning of individual students.

Other (less common) uses of NAPLAN test scores include:

- Awarding a prize for the highest NAPLAN achievement in the state (Tasmania)
- Requiring a certain level of performance/a “pass” on the Year 9 NAPLAN test in order to progress to higher levels of study.



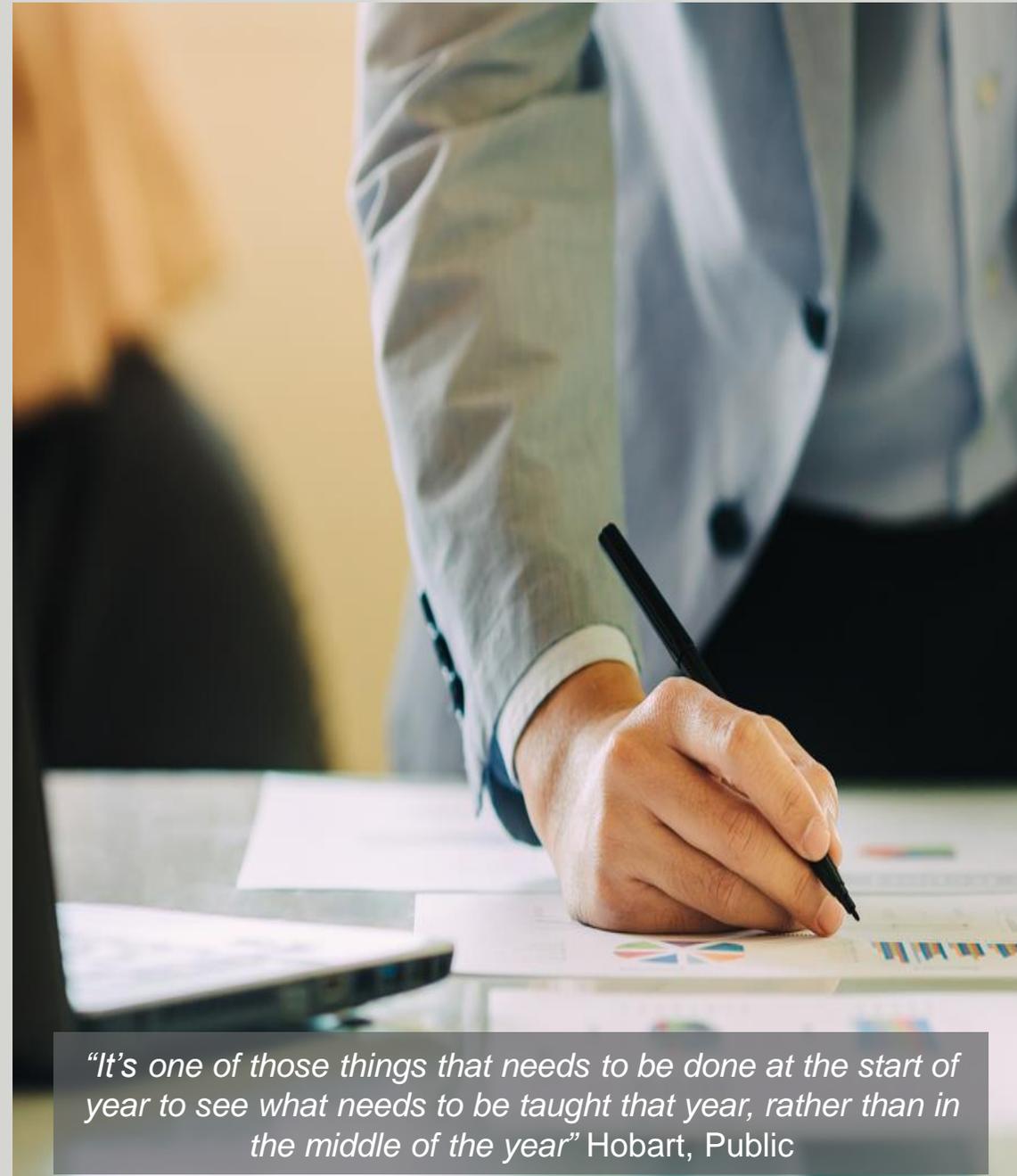


The idea that NAPLAN results can be used by teachers to enhance the learning of individual students raises questions.

Teachers are believed to be assessing children in other ways during the year, rather than relying on NAPLAN tests for feedback.

The timing of the tests is also questioned. As they fall in the first half of the year, they do not reflect the entire year of teaching and learning. On the other hand, the tests are not conducted early enough in the year to enable teachers to tailor their teaching to an individual child's needs.

The perceived usefulness of NAPLAN in this context is also limited by the long time period between sitting the tests and receiving the results.



"It's one of those things that needs to be done at the start of year to see what needs to be taught that year, rather than in the middle of the year" Hobart, Public

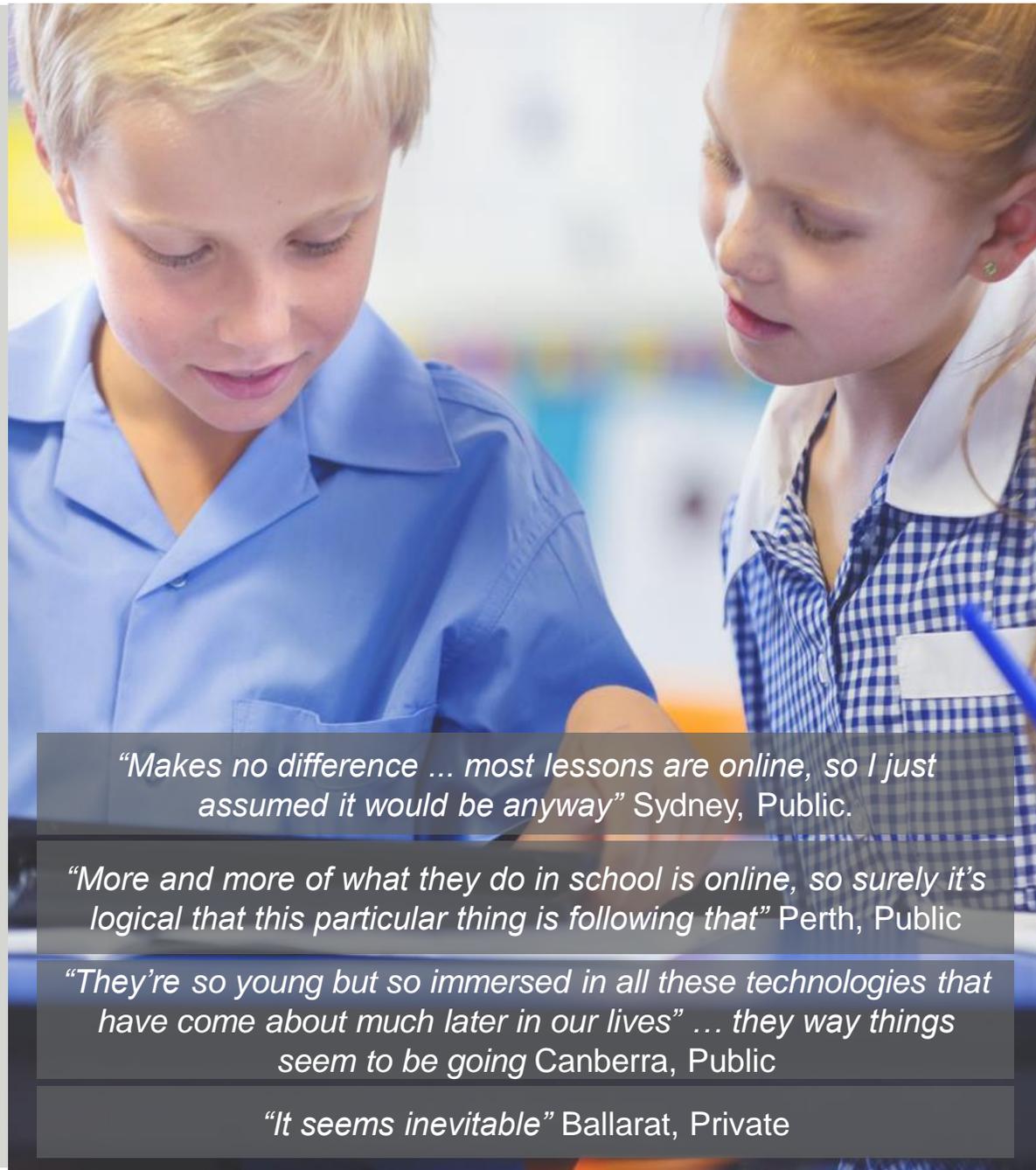


Benefits of NAPLAN
moving to an online
format.



In general, parents are accepting of the move to NAPLAN online.

- This is perceived as part of a broader trend to an online format in general, and in school work specifically.
- In addition, there is awareness that some school tests are already conducted online.
- Some parents are unsure as to whether NAPLAN has been conducted online or in paper format in the past.
- With some exceptions, concerns only tend to emerge when parents are encouraged to focus on the issue (i.e. they are not top of mind).



“Makes no difference ... most lessons are online, so I just assumed it would be anyway” Sydney, Public.

“More and more of what they do in school is online, so surely it’s logical that this particular thing is following that” Perth, Public

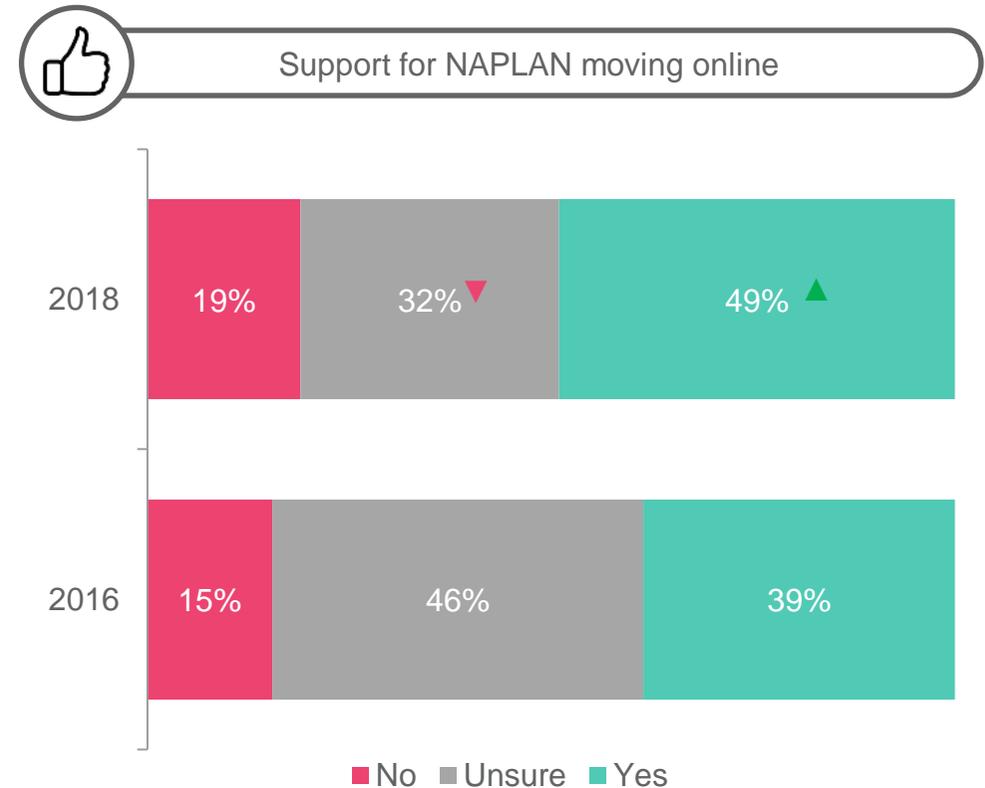
“They’re so young but so immersed in all these technologies that have come about much later in our lives” ... they way things seem to be going Canberra, Public

“It seems inevitable” Ballarat, Private



In line with increased awareness of moving NAPLAN online, more parents are also in support of the move.

- Half of parents (49%) support NAPLAN going online, significantly more than in 2016.
- A fifth (19%) are not in favour of NAPLAN going online, while a further third (32%) are unsure of their support.
- Although two fifths (42%) of younger parents aged under 34 years are in support of the move, a larger proportion are less favourable in their support (27% vs. 19% among all parents).
- Similarly to 2016, support for NAPLAN going online is similar across states and in metro vs. regional areas.





Parents identified a range of potential advantages to moving NAPLAN online.

Most frequently mentioned advantages are:

- Students will find it easier and/or less stressful to complete the tests as they are comfortable and proficient in an online environment.
- Results will be provided to both teachers and parents more quickly, enabling earlier intervention if required.
- Easier to read and mark than handwriting so students whose handwriting is less clear will not be disadvantaged.
- Saves paper/the environment.
- Easier for students with (some) disabilities.

Other advantages:

- More interactive, engaging and interesting for students.
- Minimises potential for errors when marking.
- Easier for children who are not skilled in/dislike handwriting.
- More secure/less chance of influence from school/teachers.
- Easier to navigate if students can bookmark difficult questions to revisit.





The main reason for supporting the move online is as it is seen as a natural progression.

All parents were asked why they support or do not support NAPLAN going online.

The **most common reasons for support** are:

- NAPLAN Online is part of a natural progression of systems going online (16%);
- Saves money and less paper wastage (9%);
- NAPLAN Online will be easier to manage and administer(7%); and
- NAPLAN Online will be easier for many children as they are already computer literate (7%).

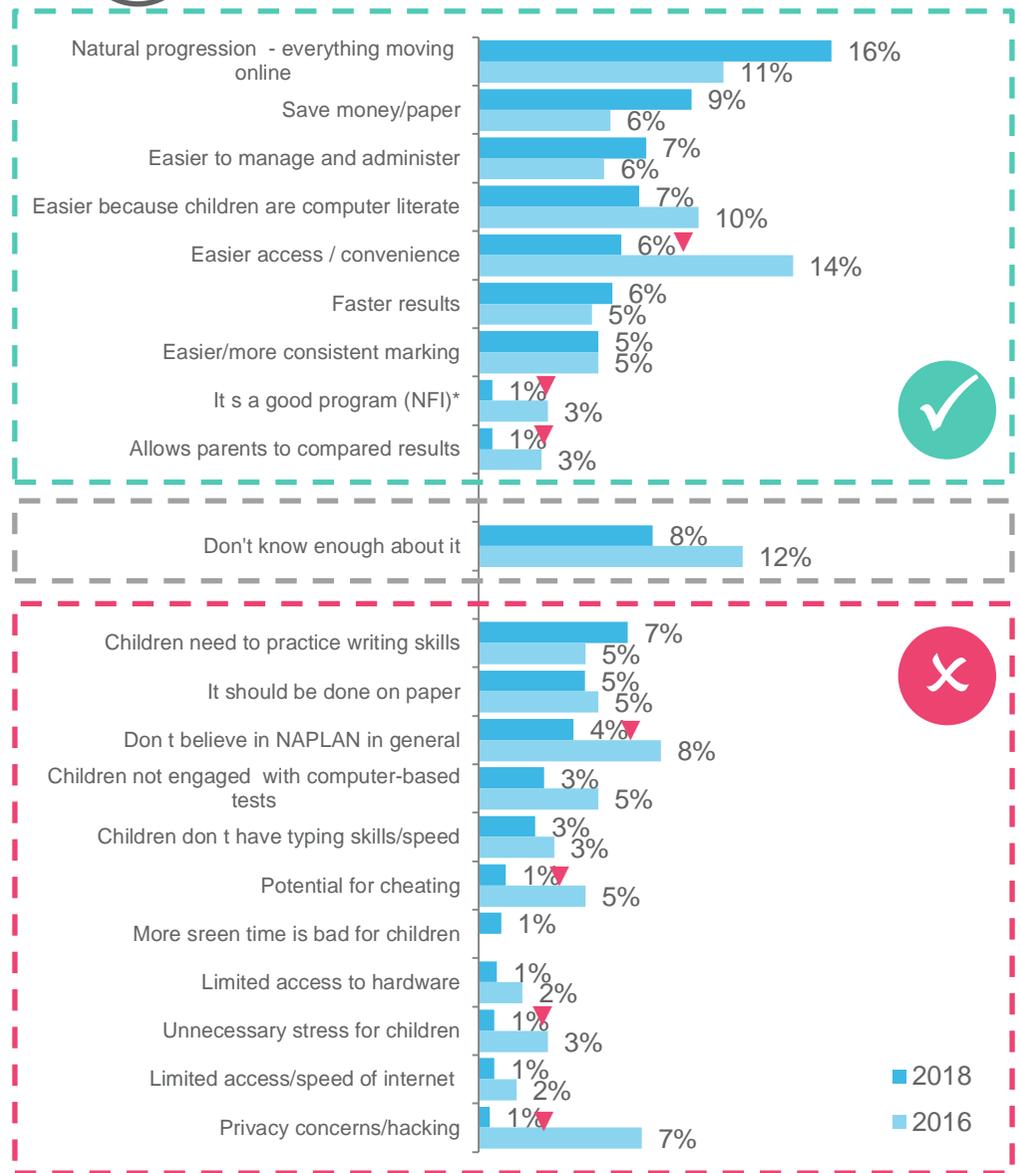
Fewer than one in ten parents (8%) did not know enough about NAPLAN Online to comment.

The **most common reasons for a lack of support** are:

- Children need to practice writing skills (7%);
- A general belief that NAPLAN should continue in hard-copy (5%)
- A lack of belief in the value of NAPLAN in general (4%).



NAPLAN online: support and challenge



Q3. Are you in favour of NAPLAN going online ... SR Q4 Why is that? OE
 Base: Total sample 2016 n=607 2018 n=1,228
 *NFI = No Further Information



The most important benefit of moving NAPLAN online, from parents' perspective, is teachers receiving results earlier.

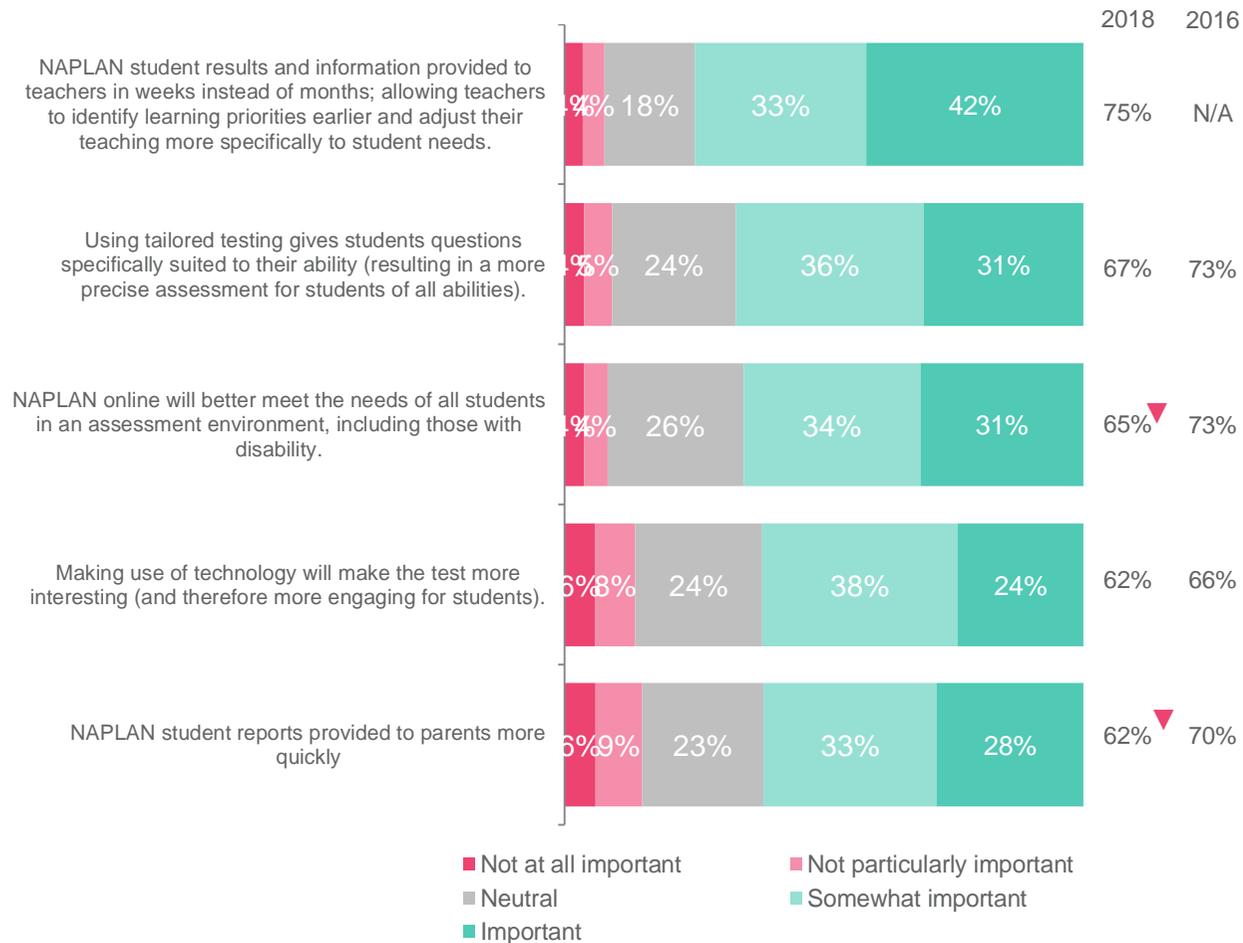
Parents perceive that the most important benefits of moving NAPLAN online are:

- Providing NAPLAN results to teachers within weeks, meaning teachers can identify learning opportunities and adjust teaching methods to suit individual student needs (75%).
- The potential for tailored testing to provide assessments that are tailored to students' abilities (67%).

Fewer parents believe that moving NAPLAN online will meet the needs of all students, including those with a disability (65% vs 73% in 2016) and that NAPLAN student reports are provided to teachers and parents more quickly (62% vs. 70%). It will be important to consider how we might encourage parents to identify these as benefits.



Importance of benefits of moving NAPLAN online



Q38/11/12/13/37. Moving NAPLAN online will provide the following benefits to Australian school children. Please rate how important each of the following benefits are to you. SR

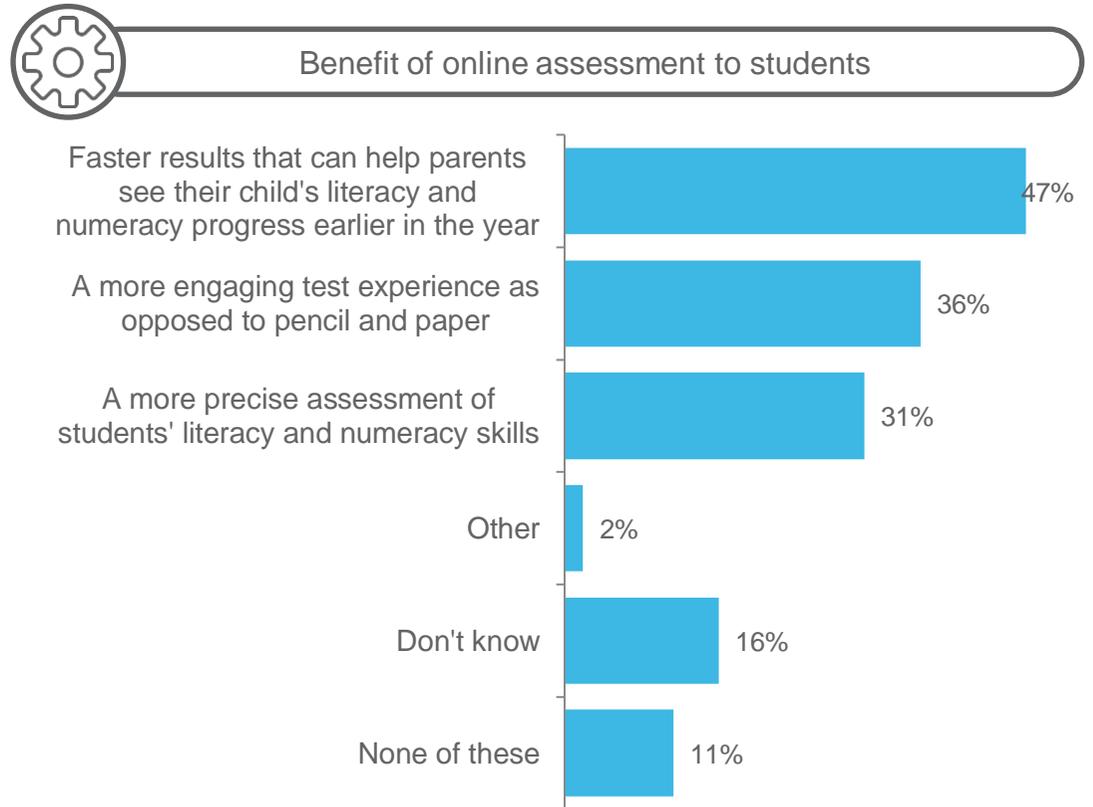
Base: Total sample 2016 n=607 2018 n=1,228

▲ / ▼ indicates significantly higher or lower result to previous wave



The perceived main benefit of conducting the assessment online is that results will be available faster allowing for parents to assist with child's literacy and numeracy skills earlier in the year.

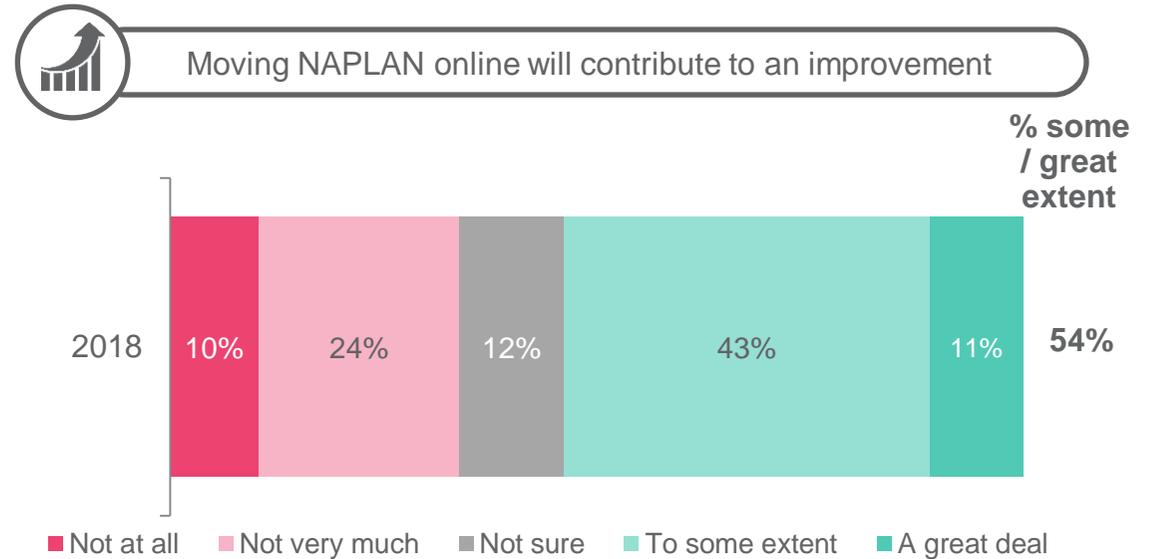
- Just under half of all parents (47%) believe that the main benefit of the online assessment is that results will be available faster allowing for parents to help with their child's literacy and numeracy skills.
- Just over a third of parents (36%) believe that conducting the assessment online will result in a more engaging test experience.
- Just under a third (31%) believe that the online assessment in a more precise assessment of student's literacy.
- Over a quarter of parents (27%) are unsure of how the online assessment will benefit students.





Over half of parents believe that moving NAPLAN online will contribute to an overall improvement in NAPLAN.

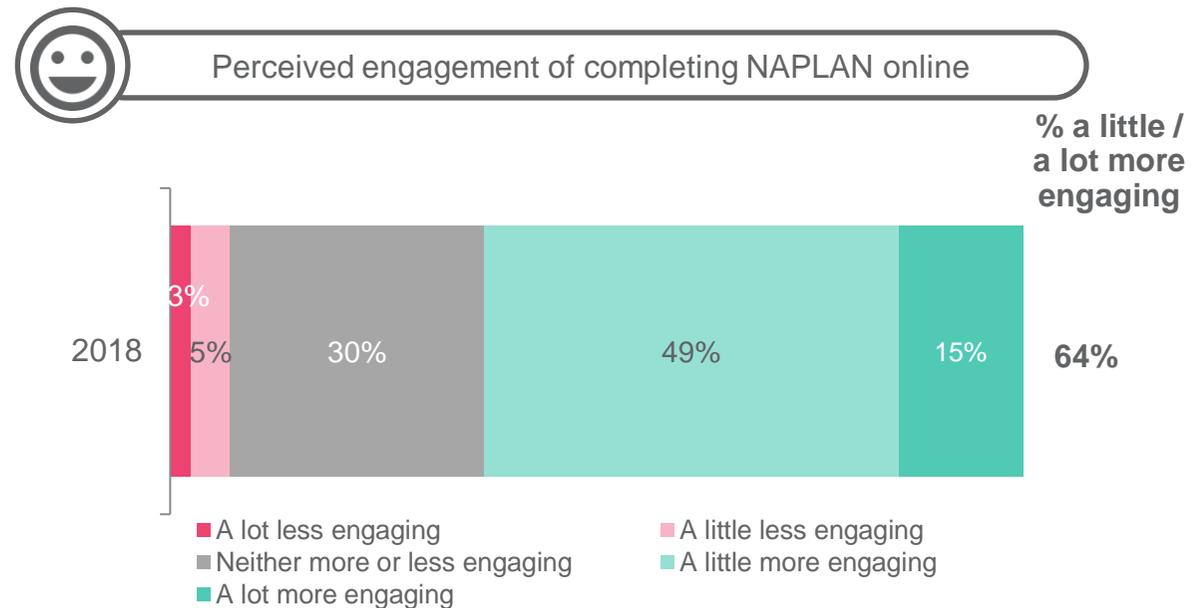
- Although the majority feel positive that moving NAPLAN online will make an improvement to NAPLAN overall, a third of parents (34%) do not believe that it will contribute to an overall improvement, with a further one in eight (12%) unsure of its impact.





The majority of parents believe that completing NAPLAN online will be a more engaging experience for students.

- Almost two thirds (64%) of parents believe that completing NAPLAN online will be a more engaging experience. A further, three in ten hold no opinion if it will be more or less engaging than a paper version of the assessment.
- Fewer than one in ten (8%) of parents believe that completing NAPLAN online will be less engaging.





Parents are in support of NAPLAN moving online as it is seen as moving with the times, less waste, quicker access to results and easier for some children.



Reasons for supporting NAPLAN's move online

“Computers are the way of the future, can collate information easier and can move from question to question easier.”

“Easier for most students should give quicker results.”

“My child looks forward to completing it online.”

“Only if it means that results can be delivered immediately. If it's still going to take ages, then I can't see the point.”

“My son struggles to get pen to paper so online would be much easier for him.”

“More efficient for both students and the administering body.”

“I am a fan of technology, and I expect that it will make it simpler to mark/compile.”

“Kids these days are excellent with technology.”

“Quicker results. Easier for child to use.”

“Modern Technology should be used more often.”

“Less paper waste.”

“Easier and will achieve quicker results.”

“Faster marking and may be more fun for the kids.”

“It reflects the change to a more digital society. It also should be faster to mark and make data analysis quicker for researchers. I would like to note that I disagree with the writing portion moving across to computer based.”

“More accurate assessment.”

“Because of how the questions will move you to different levels depending on ability.”





Concerns about
NAPLAN moving to
an online format.



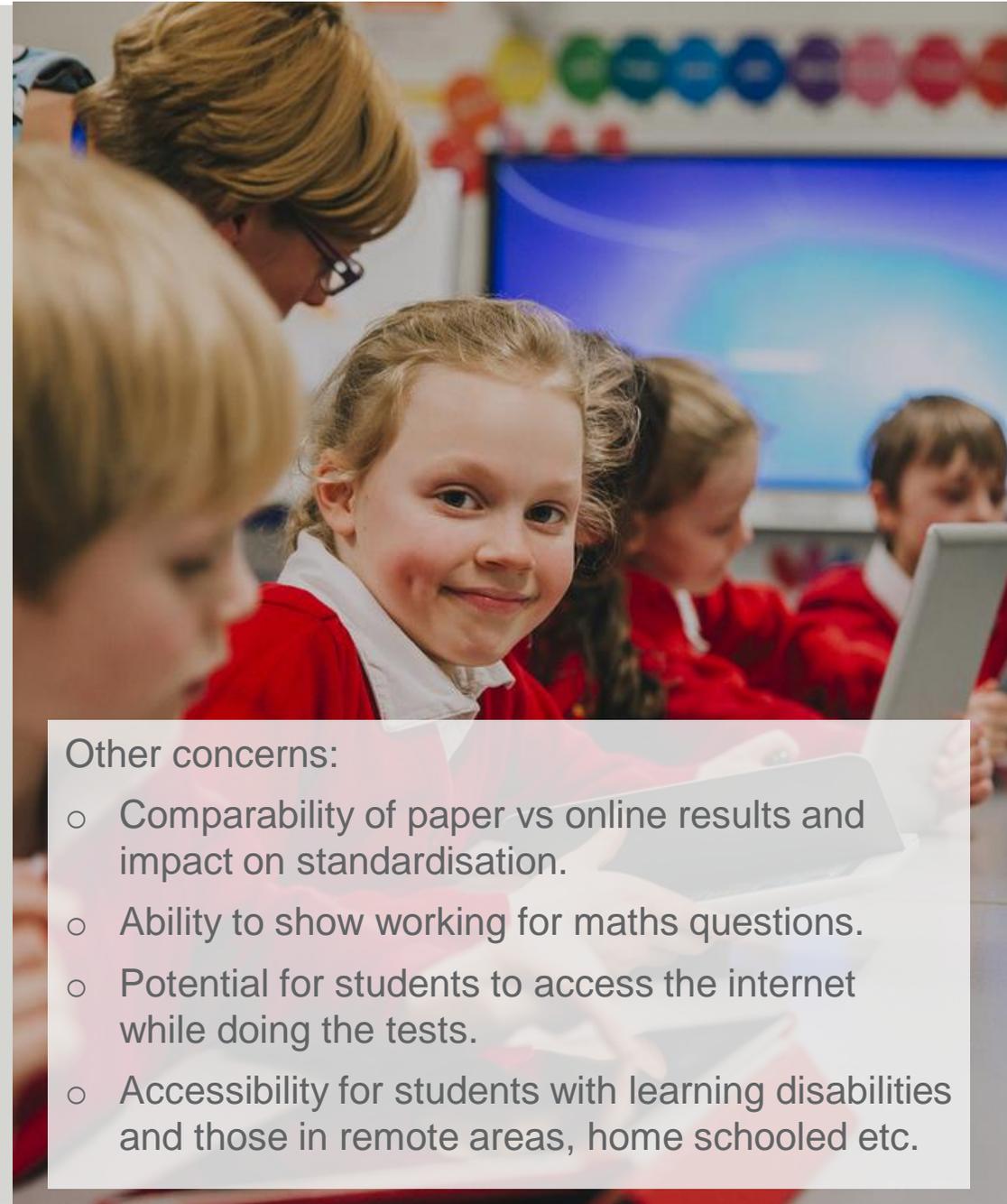
Parents identified a range of concerns around NAPLAN online. However, many of these were not top of mind, emerging only after consideration of the issue.

Most frequently mentioned concerns:

- Availability of appropriate technology and associated equity concerns.
- Variations in computer literacy and typing speed.
- Potential loss of network connection.
- Security issues.
- Logistical/format issues e.g. access to spell check, ability to return to missed questions.
- Longer time period (when made aware that NAPLAN tests are staggered over nine days).

Other concerns:

- Comparability of paper vs online results and impact on standardisation.
- Ability to show working for maths questions.
- Potential for students to access the internet while doing the tests.
- Accessibility for students with learning disabilities and those in remote areas, home schooled etc.





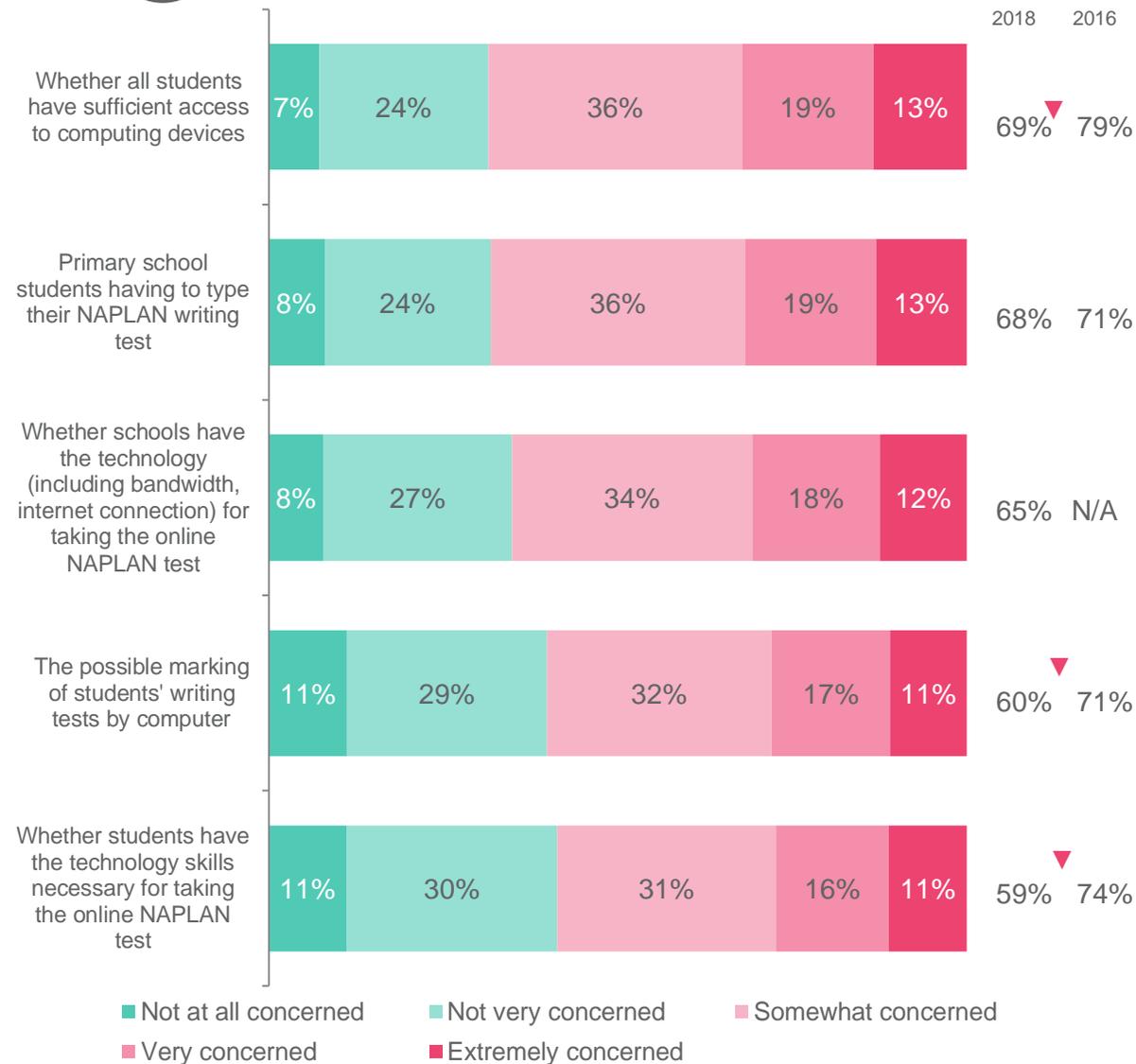
Parents have significantly fewer concerns about NAPLAN moving online in 2018.



Concerns of moving NAPLAN online

More than six in ten parents have some concerns about moving NAPLAN online at least somewhat, including:

- Whether all students have sufficient access to computing devices (69% at least somewhat concerned).
- Primary school students having to type their NAPLAN writing test (68% at least somewhat concerned).
- Whether schools have the technology (65% at least somewhat concerned).



Q14-19. There are many issues to consider before moving NAPLAN online. Please indicate how concerned you are about each of the following SR

Base: Total sample 2016 n=607 2018 n=1,228

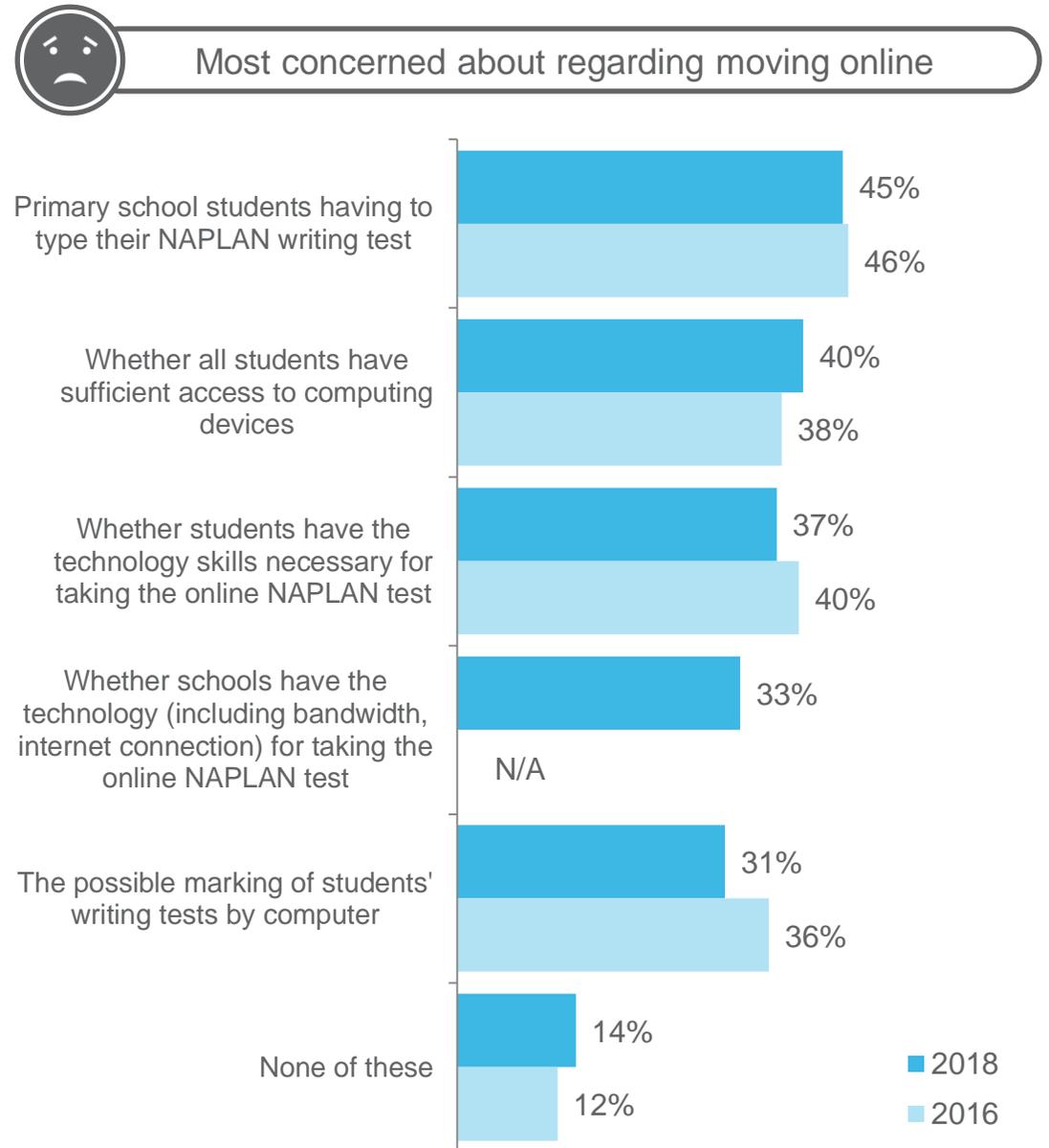
▲ / ▼ indicates significantly higher or lower result to previous wave



The greatest concern for parents exists for primary school aged students having to type their NAPLAN writing test.

When parents were asked to select their three biggest concerns, similar to findings from 2016, parents are most concerned about the following issues:

- Primary school students having to type their NAPLAN writing test is the most concerning issue (45%).
- Whether all students have sufficient access to computing devices (40%).
- Whether students have the technology skills necessary for taking the online NAPLAN test (37%).
- Whether schools have the technology for taking the NAPLAN test online (33%).
- The marking of students' writing tests by computer (31%).



Q20. And looking at each of these issues again, which are you most concerned about, please select up to 3 that most concern you. SR
 NOTE: Some wording changes to some statements in 2018
 Base = Total sample 2016 n=607 2018 n=1,228



The loss of writing and spelling skills and the extra screen time are cited by parents as concerns with the move online.



Reasons for not supporting NAPLAN's move online

"Kids need writing skills! I know the online world is important but kids these days cannot write or fill out forms."

"Because children use enough technology in what they do at school and even at home without adding one more thing to what they already do more than enough of and it doesn't hurt them to having to work out the problems manually with a pen/pencil."

"Puts more pressure on the kids."

"Security and fairness concerns."

"Children that are not as efficient on the computer are not going to get the results they otherwise should have."

"Kids are being deprived of writing skills spelling words independently in form of a computer."

"I feel there will be problems with the servers when that many students are sitting the same exam Australia wide at the same time."

"It might be difficult for kids to type in answers."

"Kids should learn to do written exams rather than fully get addicted to computer. It seems like government is forcing kids to live in computer."

"Writing is an important skill for children to have and be able to show. To me, moving to inline testing is simply a way to cut marking costs rather than any actual benefit to the child."

"More screen time for a generation of kids that can hardly read and write, suffering visual, verbal and physical strains on there bodies at a seriously much younger age now because of the amount of screen time in education and personal lives."





Experience of parents
whose children have
already completed
NAPLAN online.



Parents with children who have already completed NAPLAN online expressed few concerns.

- In some cases, the school informed parents via newsletter or email that students would be completing NAPLAN online.
- Messages from schools did not tend to give reasons for online testing but instead focussed on the logistics e.g. requirements in terms of devices.
- Although some schools had sent links to further details about NAPLAN online, parents had not sought additional information.
- Online testing had elicited few comments from students or conversations between parents and their children on the subject.



“My child was comfortable with it online” Ballarat, Public

“Our school trialled iPads at the end of last year and sent out links to practice online, then did it online” Canberra, Private.

“He just took it in his stride” Sydney, Private

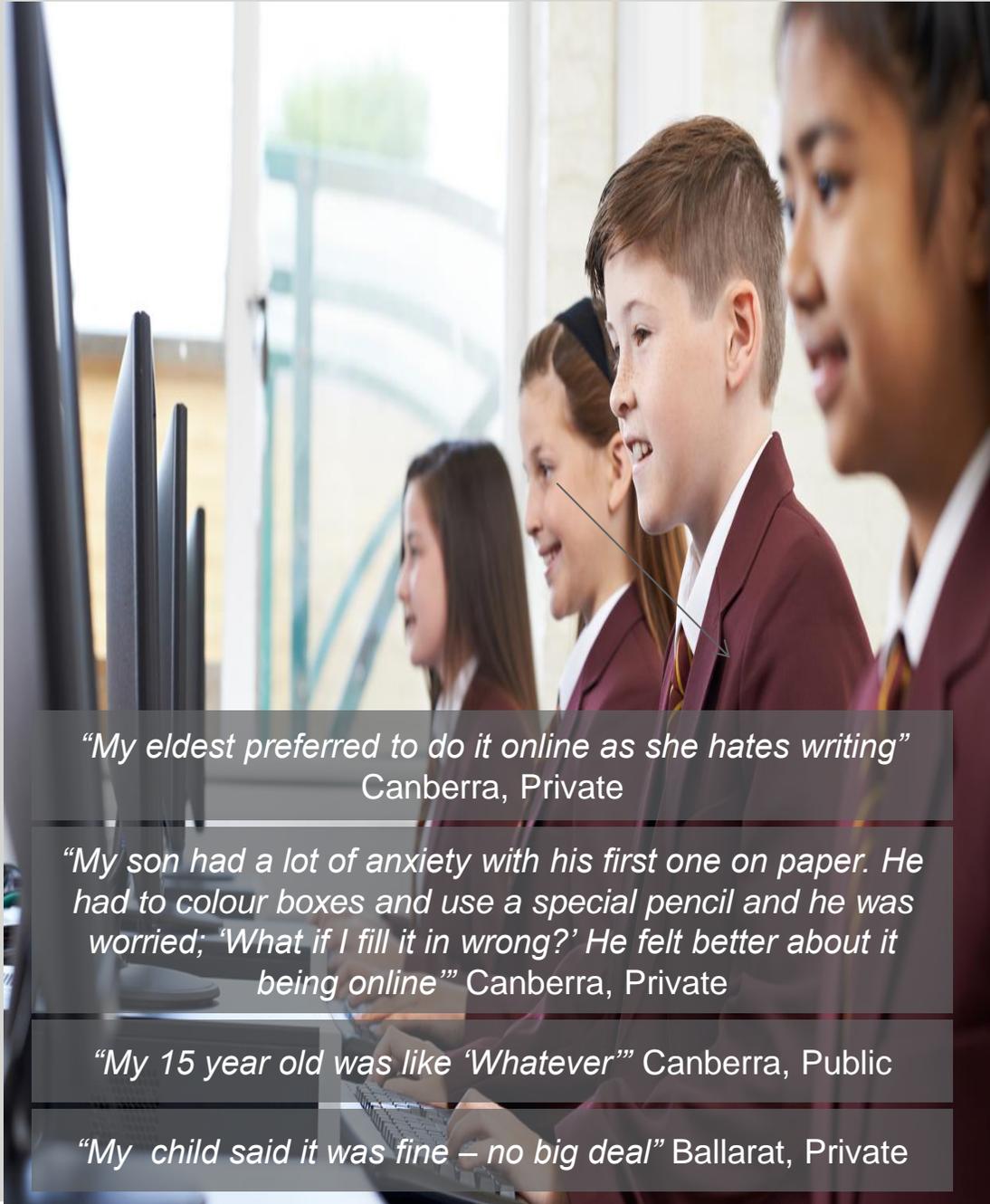
“It’s not a big deal [for them]. It’s not the first ever online test they’ve ever had” Canberra, Private



On the whole, students were positive about the online tests*.

Positive feedback:

- Online test is “quick and easy” to complete.
- Saved time for a child with poor handwriting.
- Easier to complete for a child who dislikes writing.
- Easier to correct mistakes; no need to rub out answers.
- Easy to navigate.
- Ability flag questions to return to later.
- Child found it exciting to use a computer for the test.
- Less anxiety around filling in forms correctly.



*“My eldest preferred to do it online as she hates writing”
Canberra, Private*

*“My son had a lot of anxiety with his first one on paper. He had to colour boxes and use a special pencil and he was worried; ‘What if I fill it in wrong?’ He felt better about it being online”
Canberra, Private*

*“My 15 year old was like ‘Whatever’”
Canberra, Public*

*“My child said it was fine – no big deal”
Ballarat, Private*

* As reported by parents.



Students who had completed online tests generally reported few issues. However, there were a few negative experiences*.

Reported issues:

- More difficult to complete as used to paper tests.
- Insufficient time to think during the test.
- Inability to show working out for maths questions (as students have been accustomed to do).
- Planned online tests being abandoned and reverting to a paper format due to connectivity issues.
- Internet dropping out.
- Difficulties in logging in.



“My eldest son said that a lot of kids in his class had a lot of trouble logging in, so they lost time in the logging in time”
Hobart, Public

“The school down the hill did their maths online for year nine, and the system crashed” Adelaide, Private

“My daughter said the internet was dropping in and out, and one person couldn’t log on” Canberra, Private

“My oldest didn’t like it because he was used to paper and thinking that way. For maths in everyday class they’re told they have to work it out for full marks” Canberra, Public

* As reported by parents.



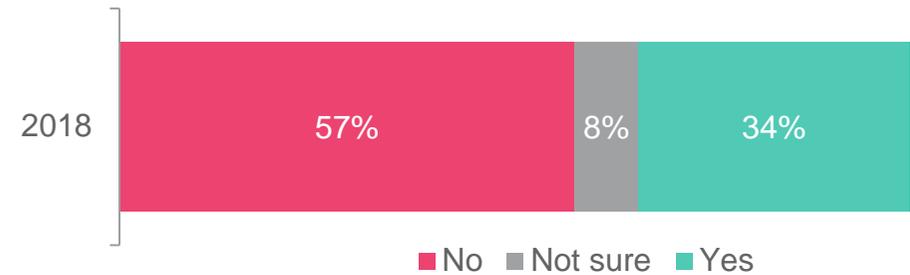
My School website.



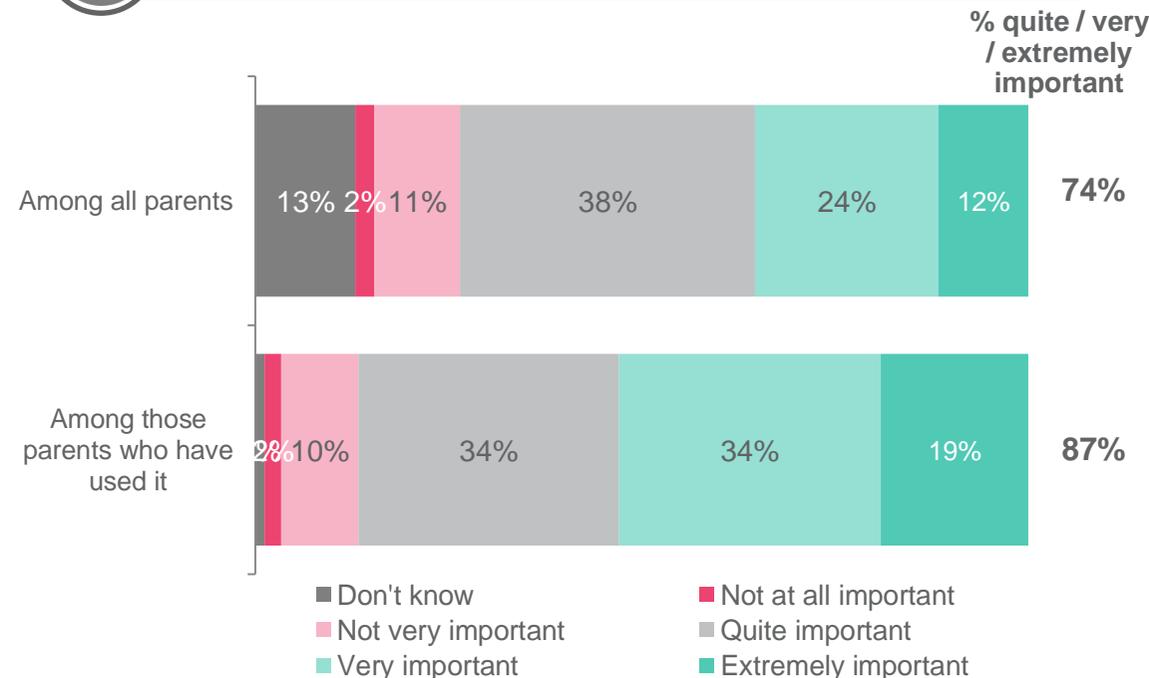
A third of parents have used the My School website before, however the majority have not.

- Three quarters of all parents (74%) believe that it is important for parents to access the My School website and the information it provides on schools. Only one in eight (13%) parents believe it is not important.
- The third of parents (34%) who have used the My School website place a greater importance on the website and the information it provides on schools, with nearly nine in ten users rating it as being at least quite important. Just over half (53%) rate it as being very or extremely important.

Use of My School website



Importance of My School website



Q34. Have you used the My School website before? SR

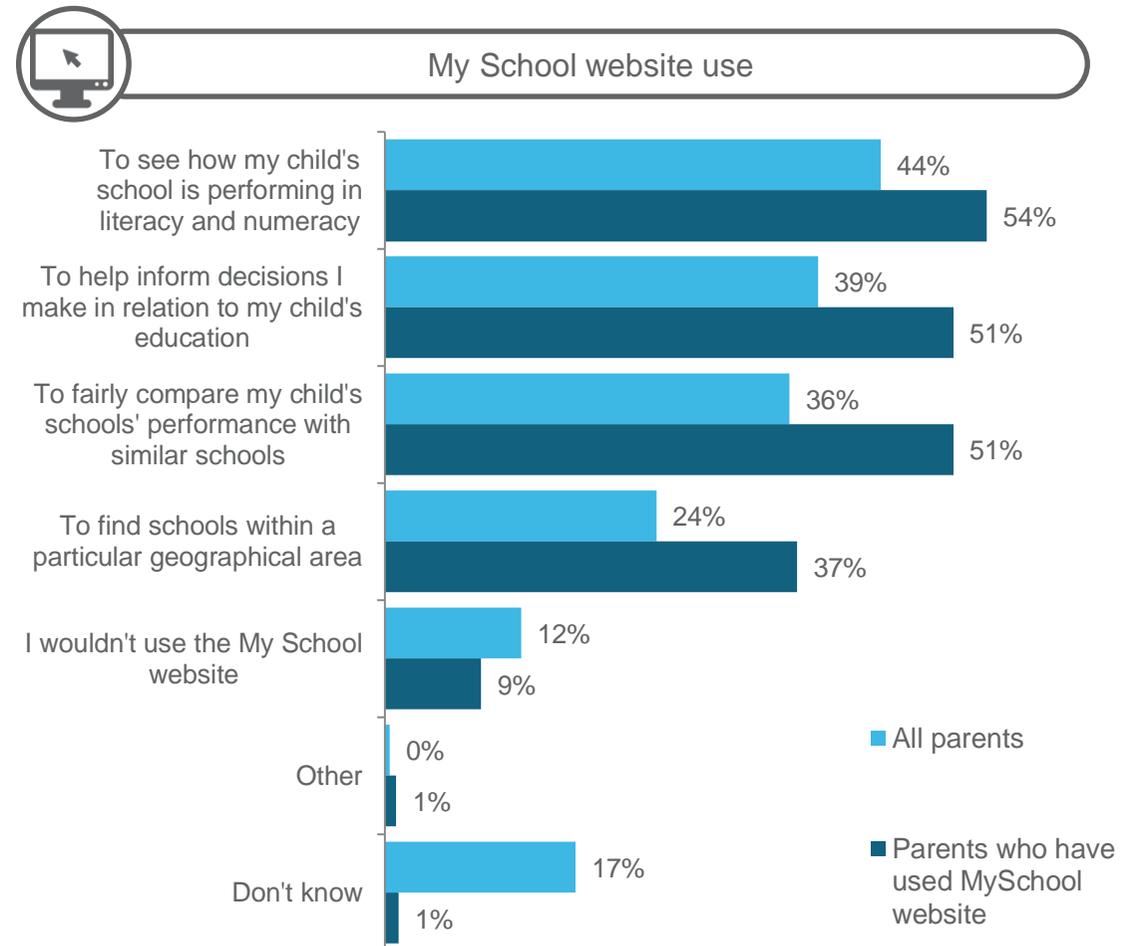
Q39. How important is it for parents to have access to My School and the information on schools it provides? SR

Base: Total sample n=1,228 Those parents who have used My School Website n=419



Parents would use the My School website to see how their child's school is performing and to help inform decisions about their child's education.

- Two fifths of parents indicated that they would use the My School website to see how their child's school is performing (44%) or to help inform decisions for their child's education (39%).
- Parents who have used the My School website are more broadly using the site for a variety of things, including fairly comparing their school's performance with similar schools.

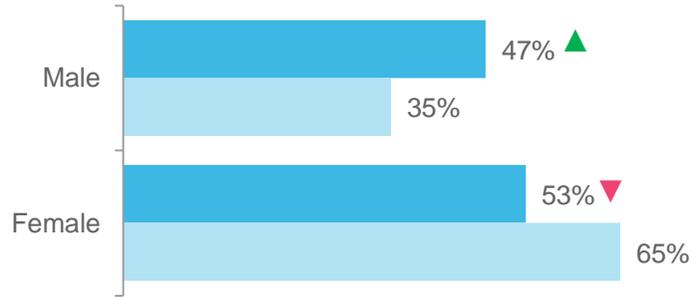




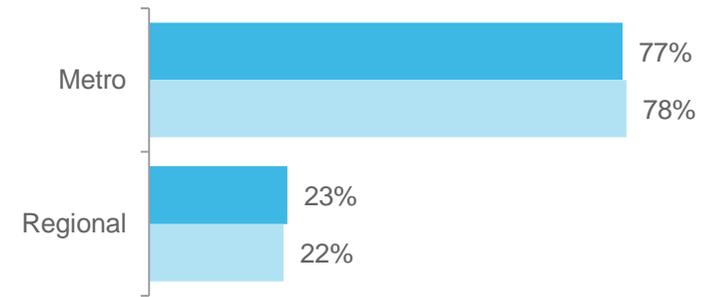
Demographics.



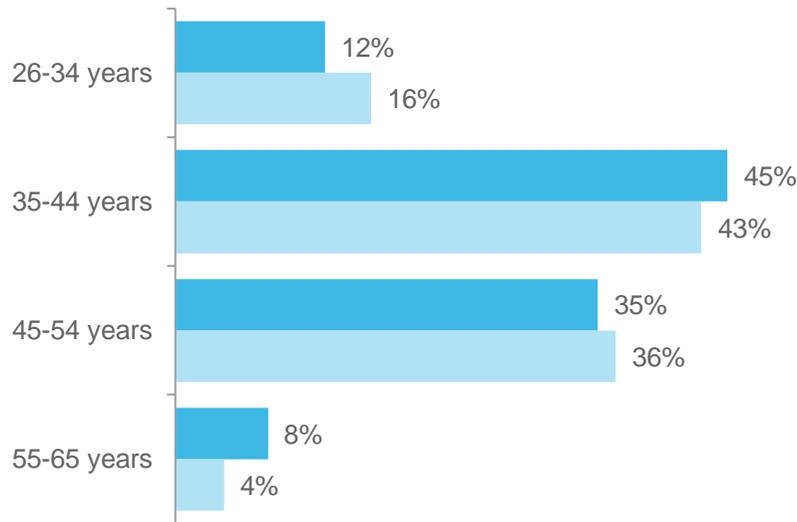
Gender



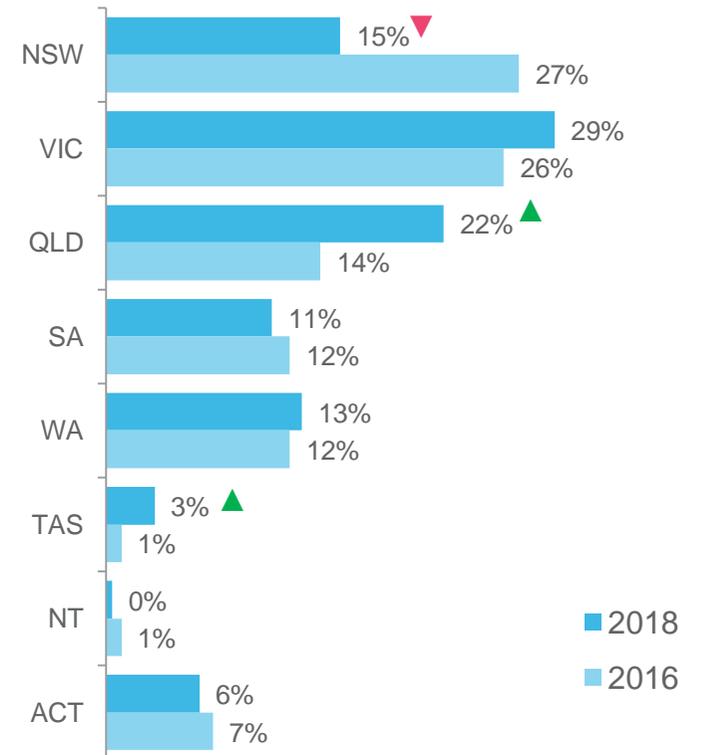
Location by metro / regional



Parents age



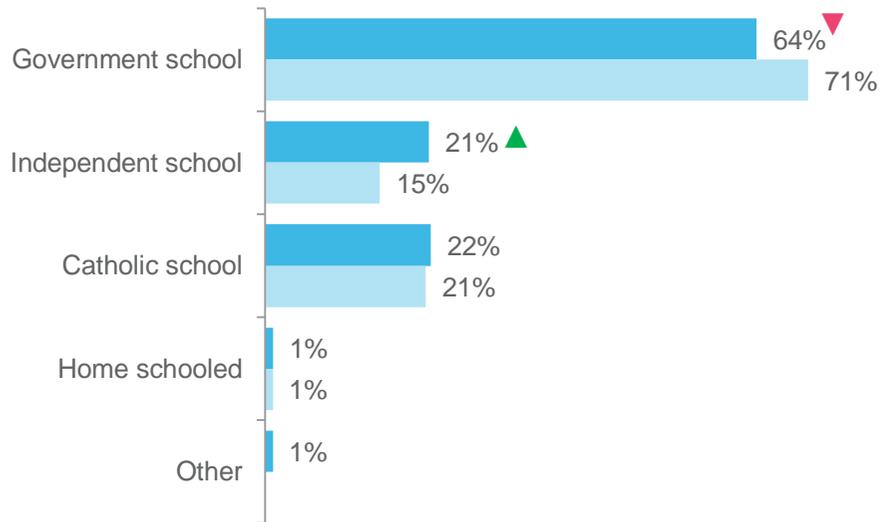
Location



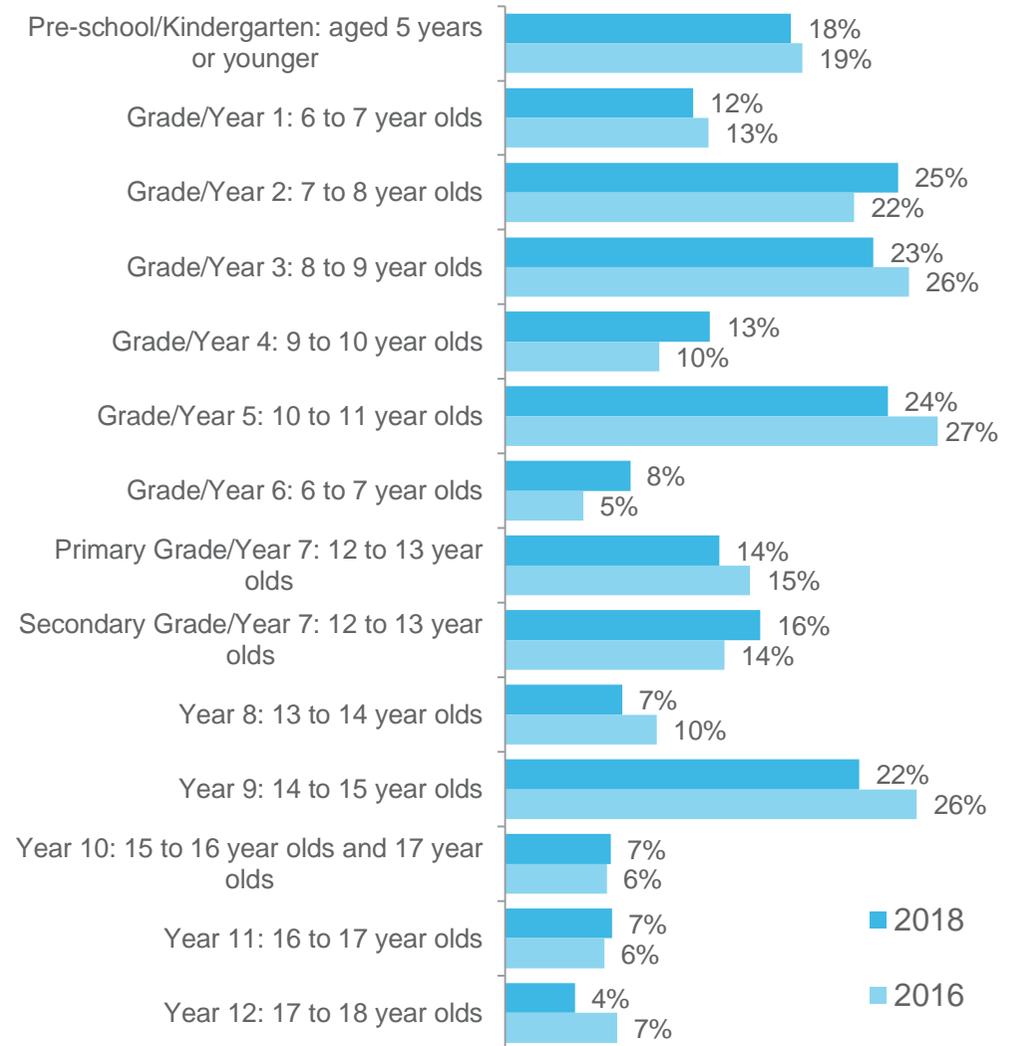
S2. Please indicate how you identify your gender.
 S3 How old are you?
 S4 Please enter your postcode in the space below
 Base: Total sample 2016 n=607 2018 n=1,228



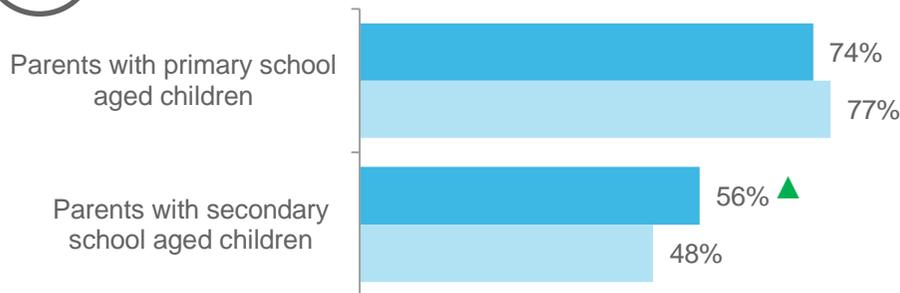
School type



Age of Child/Children



Primary / secondary ages



S5. Below is a list of school years, please indicate which Grade/year your child is in. If you have more than one child please select as many years as apply. MR
 S6. What type of school does your child or children attend? MR
 Base: Total sample 2016 n=607 2018 n=1,228

