



## Research Brief

# NSW PUBLIC OPINION ABOUT NAPLAN

The majority of the NSW public still holds negative views on NAPLAN.

## The problem

Despite numerous media reports and anecdotal stories about NAPLAN, there is a scarcity of systematic investigations that represent the views of the NSW public. Two interrelated studies have been undertaken to shed light on the current sentiment towards NAPLAN and the underlying factors that shape public opinions about NAPLAN among the people of NSW..

## What we did

We utilized quota sampling to conduct a two-phase online survey-based study involving members of the general public in NSW (N = 2,017). The survey incorporated both open- and close-ended questions. Thematic and statistical analyses were employed to gain insights into the thoughts and sentiments of the NSW general public regarding NAPLAN.

## Key findings



### Still negative sentiments

61% of the study participants believe that there is excessive emphasis placed on NAPLAN.



### Nuanced and deeper insights

The NSW public assesses NAPLAN in terms of its informational value, alignment with social values, and impact on individuals and society.



### Critical and positive views

Individuals who hold highly critical views on NAPLAN also exhibit high levels of positivity.

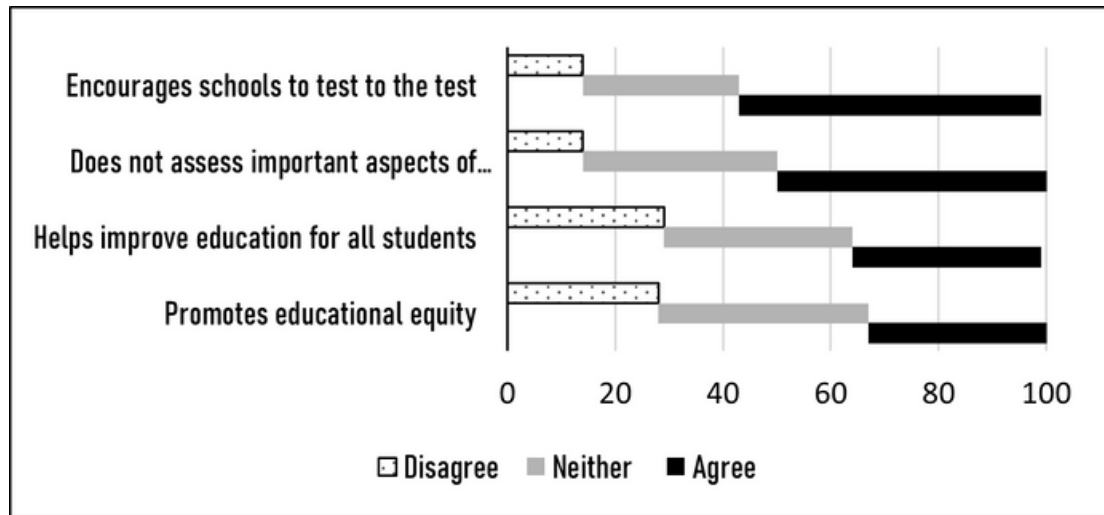
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# Details of the research

Members of the general public in New South Wales demonstrated the following perspectives:

- 56% agree that NAPLAN encourages schools to teach to the test.
- 50% believe that NAPLAN does not assess important aspects of education.
- 35% consider that NAPLAN contributes to the improvement of education for all students.
- 33% perceive that NAPLAN promotes educational equity.

Members of the general public in NSW seek to evaluate NAPLAN, assessing whether it provides benefits and serves the self-interest of stakeholders such as parents/carers and members of society. They also interpret the functions and impact of NAPLAN not in isolation as a testing instrument, but in the broader context of core social and educational values. Negative consequences of NAPLAN are viewed in relation to its impact on the educational and societal climate, highlighting the critical importance of the institutions and government agencies responsible for program development, evaluation and communication.



## Want more details?

The published article from which this Research Brief is based can be accessed at:

Lee, J., Lee, J-S., & Ellis, N. J. (2023). [Public Support for NAPLAN, a standardised testing program in Australia.](#) Educational Assessment.

Lee, J., Lee, J-S., & Lawton, J. (2022). [Cognitive mechanisms for the formation of public perception about national testing: A case of NAPLAN in Australia.](#) Educational Assessment, Evaluation and Accountability, 34, 427-457.

## The researcher

### Professor Jihyun Lee



Professor Jihyun is an interdisciplinary researcher whose work revolves around the examination of large-scale assessments, such as NAPLAN and PISA. Her research focuses on key questions regarding what to assess, how to assess, and whether it is useful to assess in a large-scale educational setting.

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