



ACT Assessment Program PERFORMANCE 2006



Message from the Minister

I am pleased to provide this report on the literacy and numeracy results for ACT students in years 3, 5, 7 and 9 from the 2006 ACT Assessment Program (ACTAP). The Report shows the performance of ACT students against national benchmarks and ACT curriculum profile levels, and trends from 2004 to 2006.

Literacy and numeracy is an extremely important part of learning, and in the ACT a high percentage of our students continue to achieve above benchmarks.

Particularly pleasing is the continued improvement in the year 5 reading, writing and numeracy results for Indigenous students. In 2004, the Government increased literacy and numeracy support for Indigenous students in government schools through the *Indigenous Student Support Initiative*. The first group of students who have received this additional support are now in year 5 and have achieved excellent results.

Other projects and initiatives that have impacted on ACTAP results include:

- The implementation of assessment programs that identify students who might benefit from early intervention or enrichment in their first years of schooling, including the *Performance Indicators in Primary Schools (PIPS)* assessment. In 2006, parents of students in government schools are being provided with reports on their children's achievement in PIPS for the first time.
- Professional development of teachers in the use of diagnostic assessment data to inform their teaching and learning programs.
- The *Learning Assistance Program* in ACT government schools, which provides early intervention to support students with literacy and numeracy difficulties.
- The use of the *School Improvement Framework* to monitor and enhance the effectiveness of government schools.
- Continued collaboration with the University of Canberra in the *Parents as Tutors Program*, which provides ongoing support to students who have not developed age-appropriate literacy skills.
- Continued provision of new information technologies to engage and support students in their learning.
- The *Certificate in Professional Studies for Learning Support Assistants*, a Catholic Education Office and Australian Catholic University initiative, with a focus on literacy and numeracy.
- The *Primary Literacy Project* that enhances the pedagogy, curriculum, assessment, and teaching and learning in literacy in Catholic schools.

In addition to highlighting our achievements, ACTAP also provides us with information about where we can improve. The ACT Government will continue to focus on improving literacy and numeracy outcomes through specifically targeted programs to identify and support students who are under performing.

I would like to extend my congratulations to students and teachers on these excellent results.

Andrew Barr MLA

Minister for Education and Training



Australian Capital Territory
EDUCATION AND TRAINING

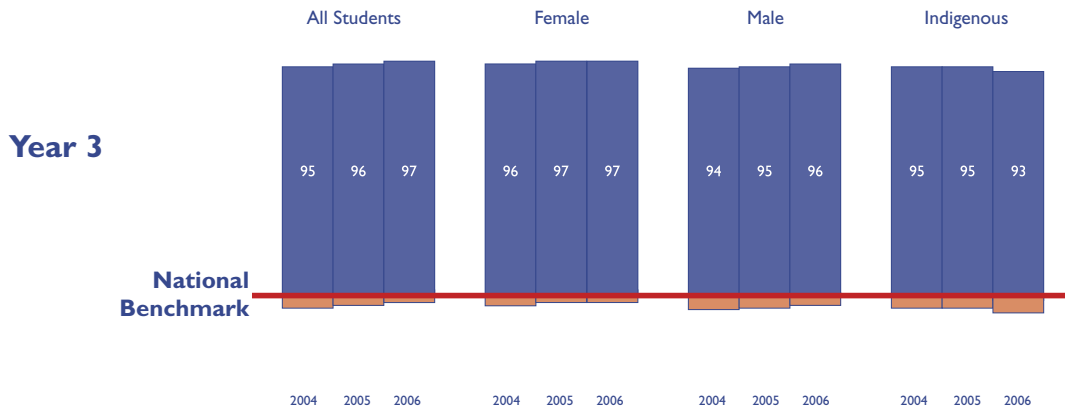
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Reading Benchmarks

The excellent performance of years 3, 5 and 7 students against the national Reading benchmarks has been maintained in 2006.

There is no significant difference in the achievement of male and female students in Reading in years 3 and 5 in 2006.

The proportion of year 5 Indigenous students achieving the Reading benchmark has increased in 2006.

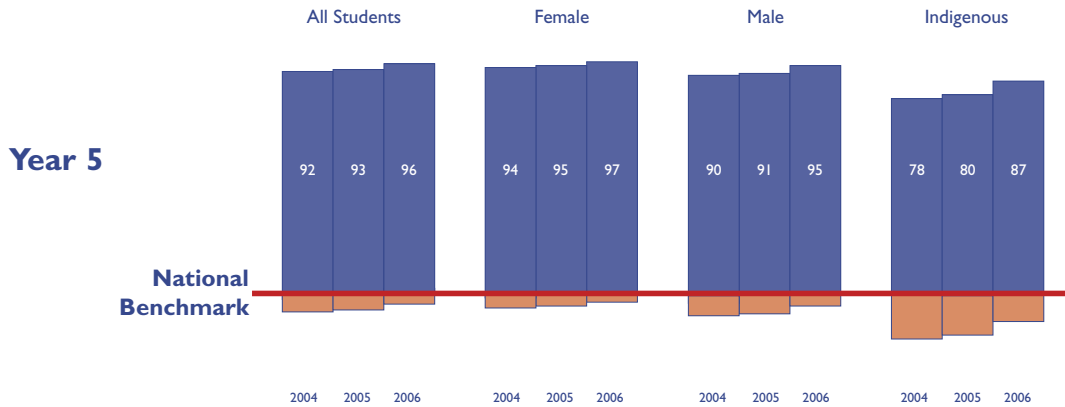
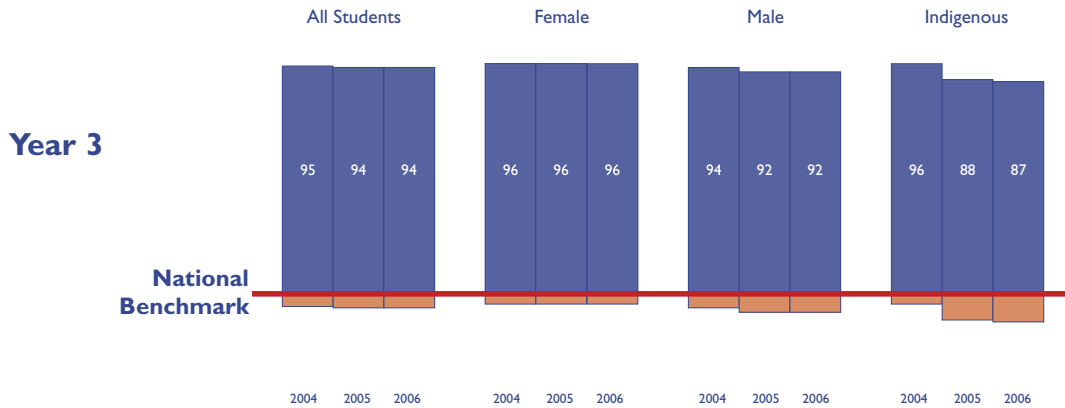


Writing Benchmarks

ACT students continue to maintain a high level of performance against the years 3, 5 and 7 Writing benchmarks.

There has been an improvement in the year 5 achievements in Writing for both males and females, and a reduction in the gap in performance between male and female students.

A greater proportion of year 5 Indigenous students achieved above the Writing benchmark in 2006.

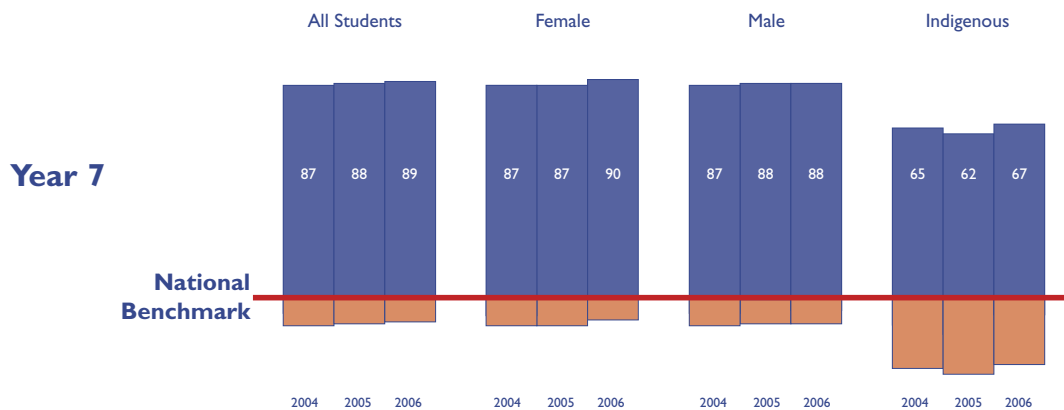
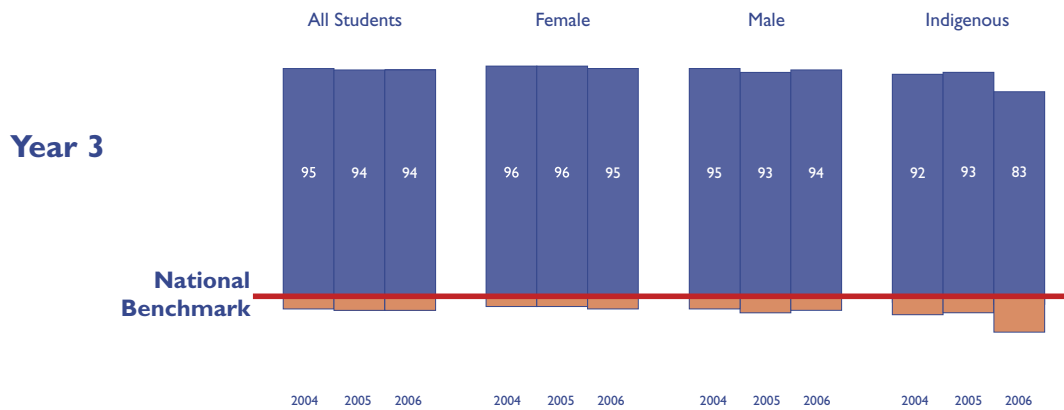


Numeracy Benchmarks

The high level of performance of ACT students against the Numeracy benchmarks has been maintained in 2006.

There is no significant difference in the achievement of male and female students in Numeracy in all three year levels.

The result of year 5 Indigenous students in Numeracy show continuing improvement. There is a decrease in the proportion of year 3 Indigenous students above benchmark, however the change is not significant due to the small number of students in the group.

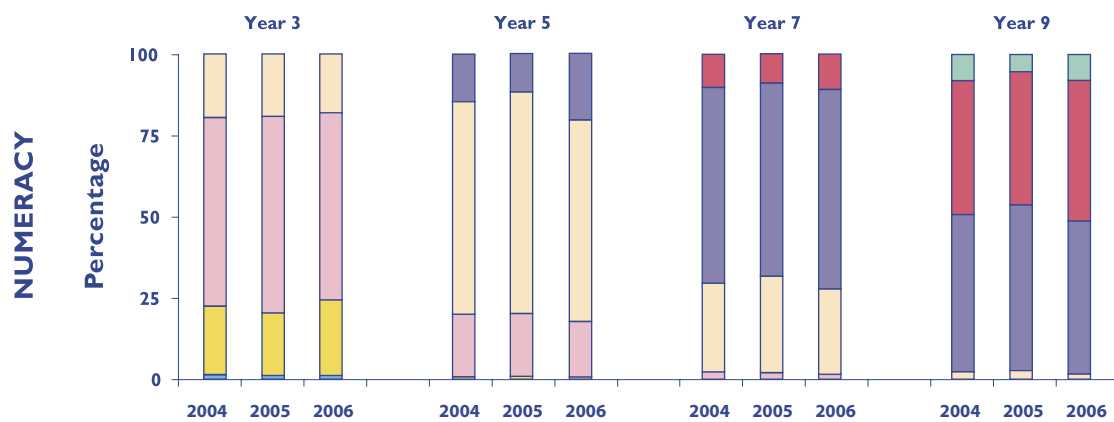
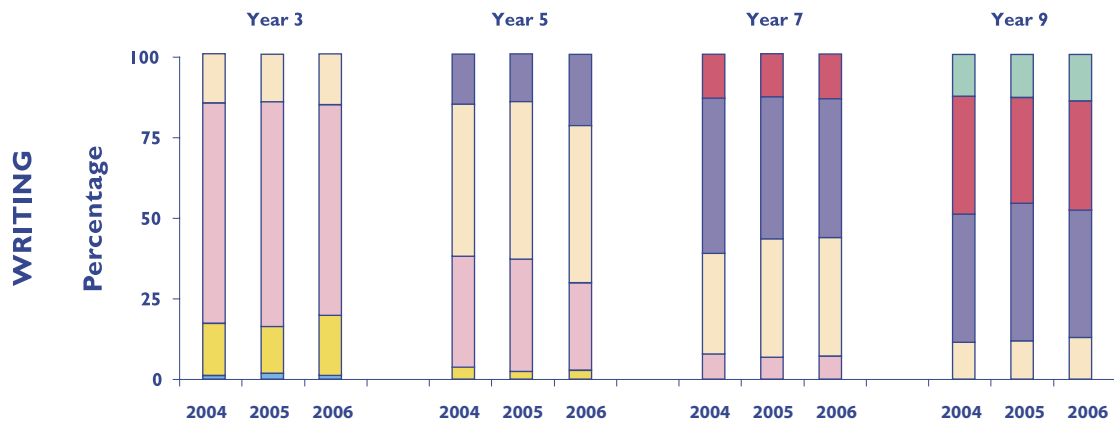
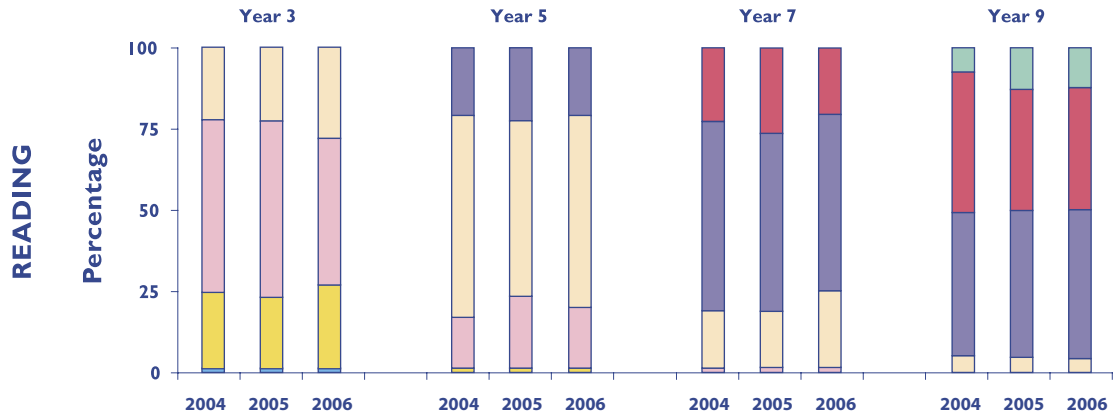


Curriculum Profiles

A high proportion of students continue to achieve in the top two profile levels in Reading, Writing and Numeracy in years 3, 5 and 7.

In year 9, approximately half the students are achieving in the top two profile levels for Reading, Writing and Numeracy.

In Numeracy, there was an increase in the proportion of students in years 5, 7 and 9 performing in the top profile level compared to 2005.



■ Profile 1
 ■ Profile 2
 ■ Profile 3
 ■ Profile 4
 ■ Profile 5
 ■ Profile 6
 ■ Profile 7

The National Benchmarks for Years 3, 5 and 7

The report shows ACT student performance against the national benchmarks. The benchmarks describe nationally agreed minimum standards for Reading, Writing and Numeracy at years 3, 5 and 7. The benchmark percentages for 2004, 2005 and 2006 include ACT government, Catholic and independent schools that participated in ACTAP.

The students who performed below the benchmark include those who have been learning English in Australian schools for less than one year and students who meet the ACT Student Disability criteria for an intellectual disability. These students can be exempted from the tests but are counted as being below benchmark if they do not participate.

Caution needs to be exercised when comparing the results over time for Indigenous students. The small number of Indigenous students in each year level means that the movement of one student can change the percentage results significantly.

Curriculum Profiles

The report shows the ACT student performance against the ACT curriculum profiles. The profiles describe the skills and knowledge that students achieve as they progress through Kindergarten to Year 10. The performance of students in Years 3 to 9 spans the profile levels 1 to 7. Four profile levels are reported for each of the year levels assessed.

For each year level:

- students at the lowest profile level are still developing the basic skills appropriate to their year level
- students at the next profile level are performing within the skill range appropriate to their year level
- students at the two highest profile levels are achieving at high or very high levels.

For further information about the ACT Assessment Program contact:

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A copy of this pamphlet is available at:
www.det.act.gov.au/schools/report.htm

