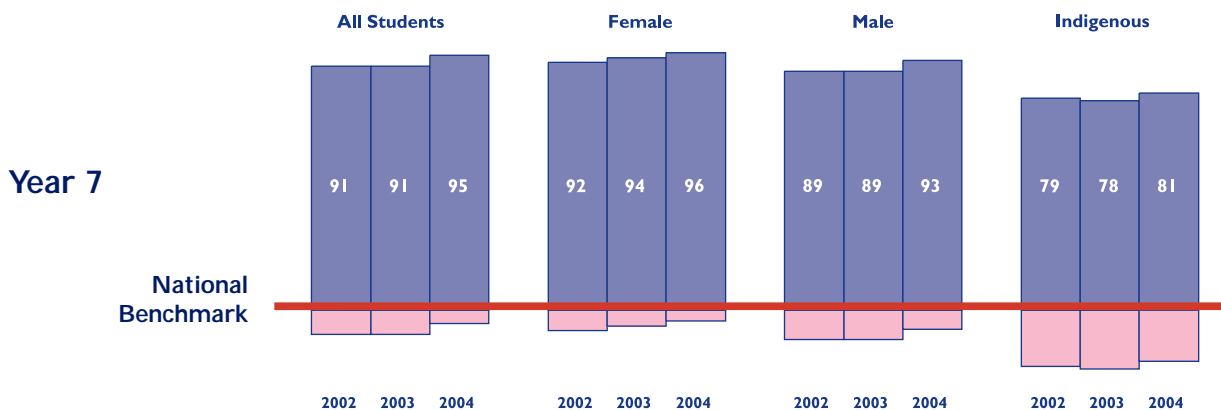
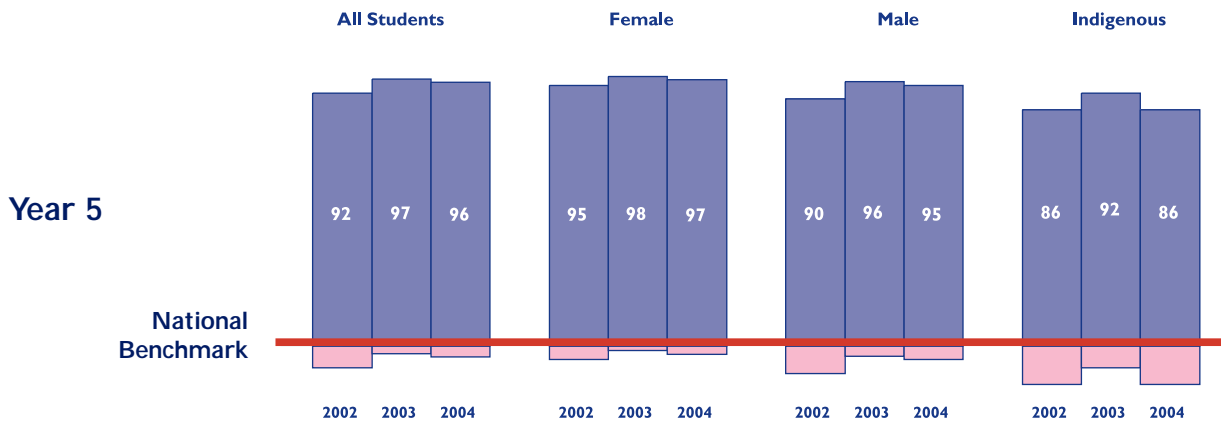
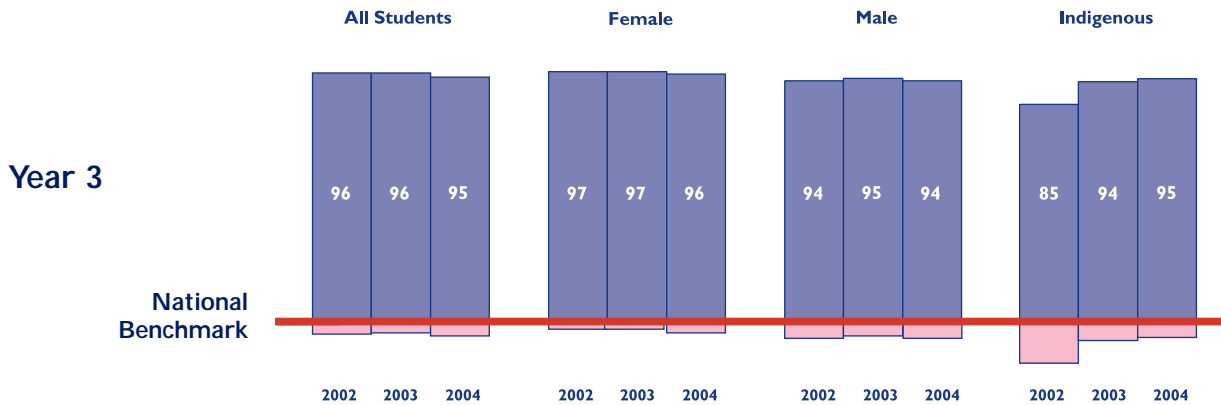


# Reading Benchmarks

The high proportions of students achieving above the benchmark in Years 3 and 5 have been maintained and there is a significant improvement in the Year 7 result compared to previous years.

There continues to be a small but decreasing gender difference in Reading results with female students outperforming male students.

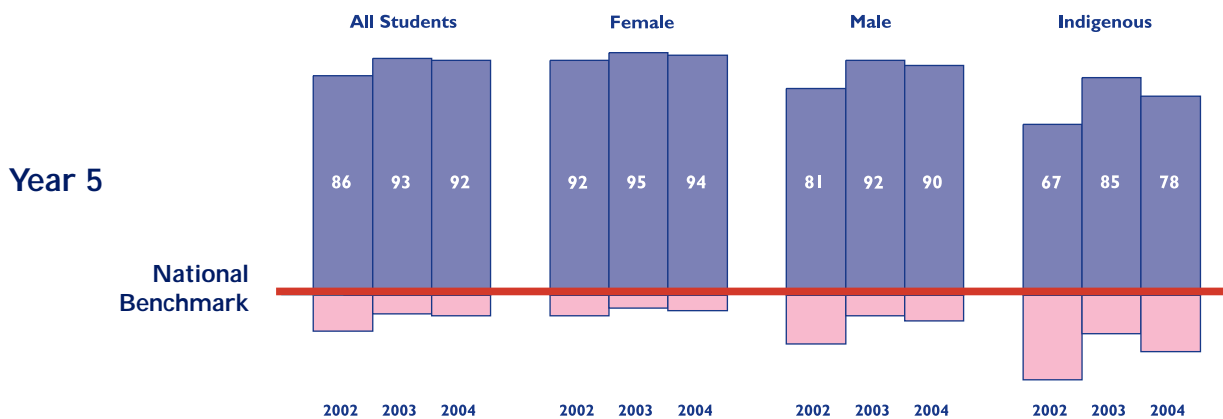
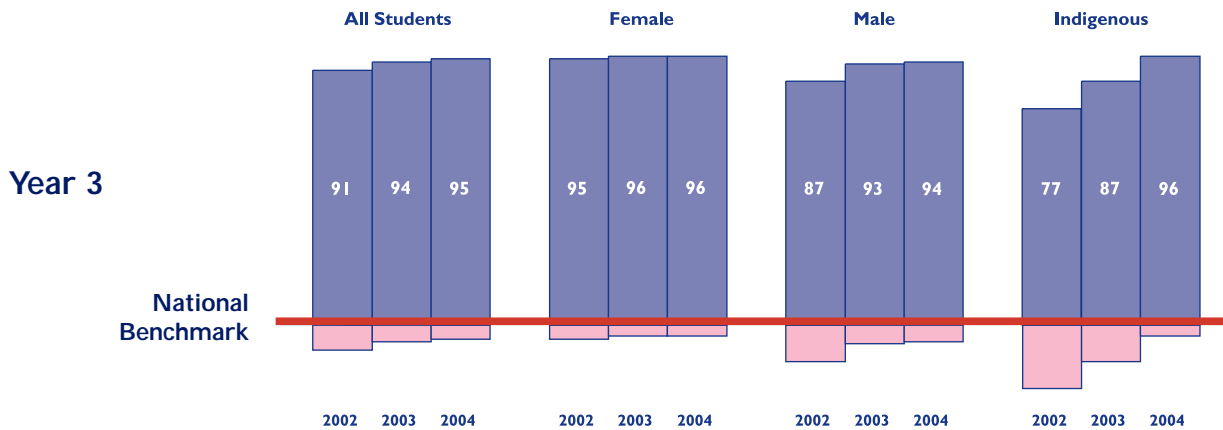
In Year 3 the results for Indigenous students are the same as for non-Indigenous students. The proportions of Indigenous students above benchmark in Years 5 and 7 are similar to those in 2002 and 2003 when variations due to the small numbers of students involved are taken into account.



# Writing Benchmarks

The high proportions of students performing at or above the Writing benchmark in Years 3, 5 and 7 are similar to those in previous years. While female students continue to outperform male students, the gap has decreased for Year 3 students.

There is an improvement in the performance of Indigenous students in Year 3, with the 96% above benchmark comparing favourably to the 95% for all students. In Year 5 there is a decrease in the percentage of Indigenous students at or above the benchmark compared to 2003, but an increase compared to 2002. The small number of Indigenous students in each year level can result in large percentage changes over time.

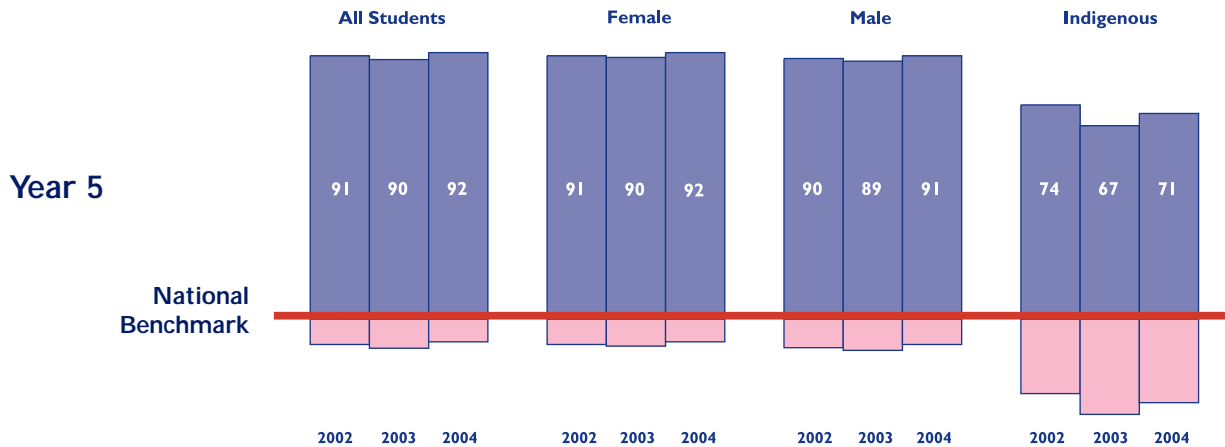
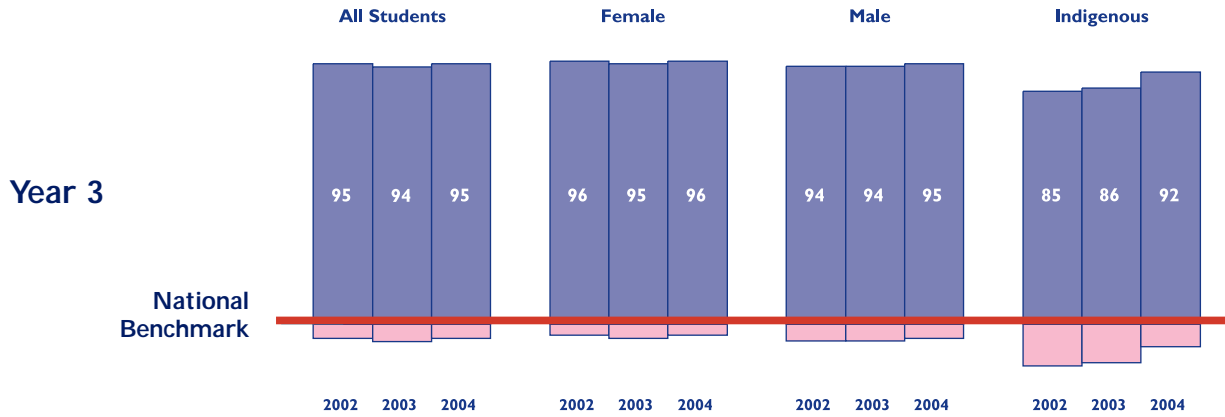


# Numeracy Benchmarks

High proportions of students in Years 3 and 5 continue to perform at or above the benchmark as in previous years. Year 7 Numeracy results in 2004 are similar to those in 2003 and 2002.

There is little difference in the performance of male and female students in Years 3, 5 and 7 in Numeracy.

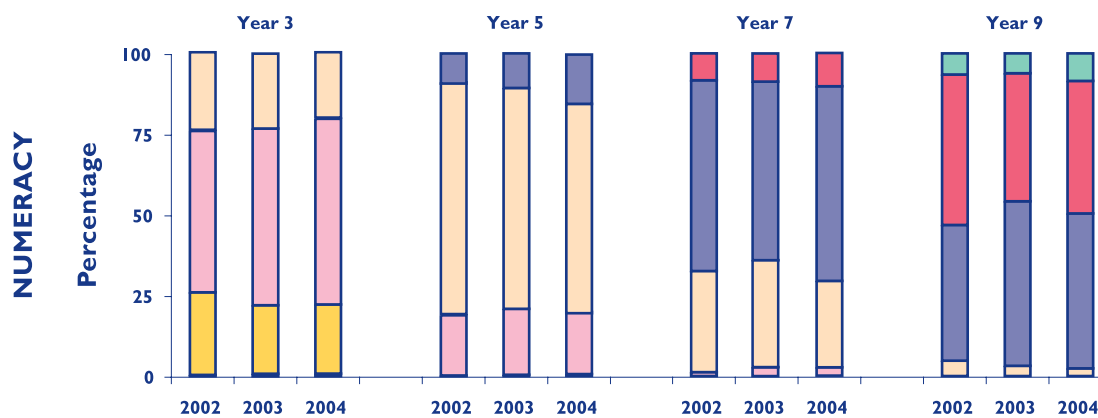
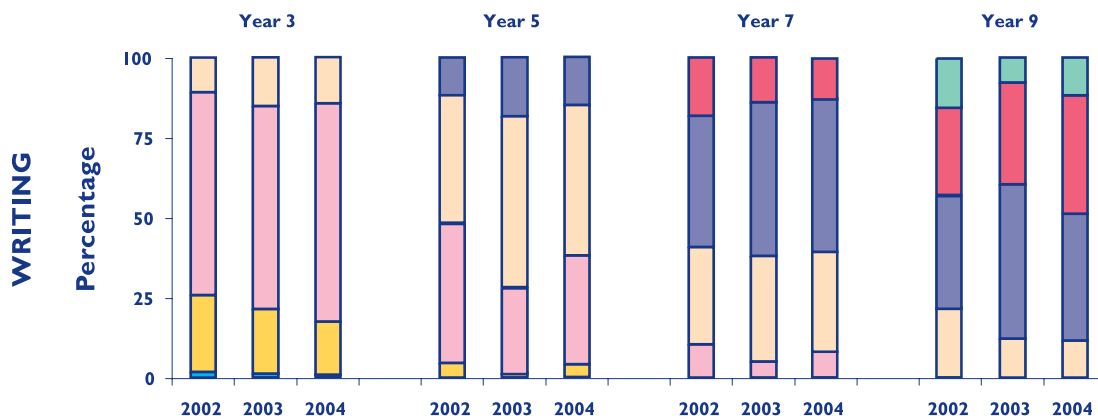
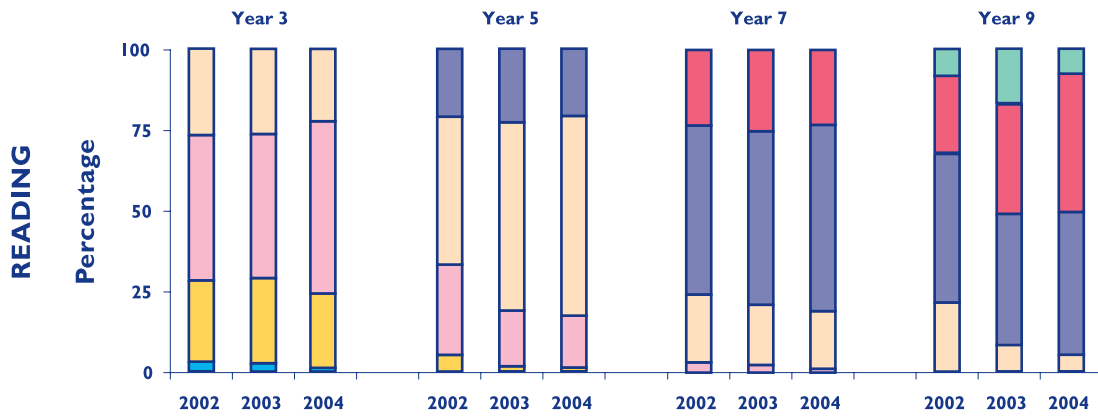
The Numeracy results for Year 3 Indigenous students have shown an improvement on 2003. The results for Years 5 and 7 Indigenous students are similar to those in previous years.



# Curriculum Profiles

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

The improvement in the proportion of Year 9 students in the top two profile levels in Reading, noted in 2003, has been maintained in 2004 and the proportion of Year 9 students in the top two profile levels in Writing has increased. Year 9 Numeracy results in 2004 were similar to those in 2003.



## 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 2002, 2003 and 2004 include ACT Government, Catholic and independent schools that participated in ACTAP.

Year 7 benchmarks are reported for the first time following national agreement on the release of benchmark data measured against the standards by states and territories.

The students who performed below the benchmark include those who have been learning English in Australian schools for fewer than two years and students enrolled in Special Schools and Learning Support Units. These students are exempt from the tests and are counted as being below benchmark if they do not participate.

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

## Curriculum Profiles

The report shows 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 against, for each of the year levels assessed.

For each year level:

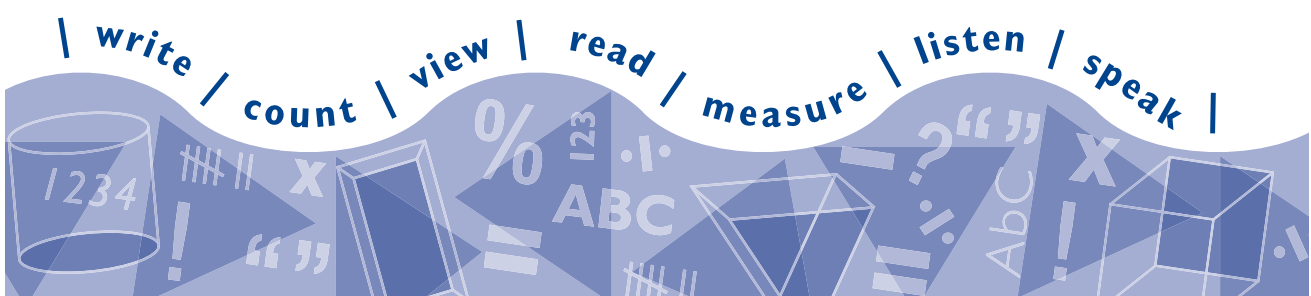
- students at the lowest profile level are still developing the basic skills appropriate to their year level
- students at the next profile level are performing within the skill range appropriate to their year level
- students at the two highest profile levels are achieving at high or very high levels.

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/publicat/publicat.htm](http://www.det.act.gov.au/publicat/publicat.htm)





## Message from the Minister

It is with great pleasure that I report the outcomes of the 2004 ACT Assessment Program (ACTAP) in literacy and numeracy. The assessment program provides the ACT Government with an overview of student performance in literacy and numeracy against the national benchmarks and the ACT curriculum profile levels. ACTAP results provide important information for schools, parents and carers on students' level of achievement and provide a map of student progress over time. Data from these tests help schools to improve their literacy and numeracy programs.

ACT schools continue to maintain high standards. A pleasing outcome this year is seen in the results for Year 3 Indigenous students. This group achieved benchmark results equal to those of non-Indigenous students in Reading and Writing. Also pleasing is the improvement in Year 7 Reading results from 91% above benchmark in 2002 and 2003, to 95% above benchmark in 2004.

Current initiatives focusing on providing high quality schooling and enhancing outcomes for students include:

- The School Excellence Initiative which is the overarching framework for achieving high standards in student learning, innovation and best practice in ACT Government schools.
- The Literacy and Numeracy Action Plan 2003-2005 which is guiding schools in developing coherent literacy and numeracy programs to improve student learning outcomes for all students.
- The Early Literacy Officer program which supports the professional learning of Kindergarten to Year 3 teachers in developing collaborative and flexible literacy teaching practices that value and address student diversity.

Other important projects currently being undertaken in ACT schools that will impact on the future successes of our students include:

- The Learning Technologies Plan which is supporting schools to use learning technologies to develop and broaden their literacy and numeracy skills.
- The online resources provided by ACTivatED and the Le@rning Federation that incorporate literacy and numeracy strategies across the curriculum.
- The Curriculum Renewal process that will enhance the curriculum development capacity of ACT schools and assist schools to develop citizens of the future through relevant and challenging curricula from Preschool to Year 10.
- The Indigenous Student Support initiative that has increased the level of literacy and numeracy assistance to Indigenous students in government schools, to enhance their engagement with learning and retention at school.
- The Primary Literacy Project that will enhance teaching and learning in literacy in Catholic schools.

Students and teachers in our schools are to be congratulated on the success they have achieved. These high standards of performance are a source of pride and I look forward to future reports that will show the benefits of developing programs that focus on achieving improved outcomes for all in today's society.

**Katy Gallagher MLA**

Minister for Education and Training

| write | count | view | read | measure | listen | speak |