

**Senate Committee: Education and Employment**

**QUESTION ON NOTICE**  
**Budget Estimates 2017 - 2018**

**Outcome: Schools and Youth**

**Department of Education and Training Question No. SQ17-000836**

Senator Collins, Jacinta provided in writing

***National Year One Literacy and Numeracy Check***

**Question**

What evidence is there that there is a problem in relation to year one testing and outcomes?

**Answer**

Australia's results over recent years in national and international assessments show that large numbers of children do not reach expected standards of literacy and numeracy. At the national level, the first evidence of student progress in literacy and numeracy is through the National Assessment Program – Literacy and Numeracy (NAPLAN) in Year 3. This is likely to be too late to provide the crucial early years interventions to those students who may need additional help. The 2005 National Inquiry into the Teaching of Literacy found that early years assessment is of critical importance to the teaching of reading, in particular for students at risk of not making adequate progress. The early identification of children experiencing reading difficulties means that interventions can be put in place as early as possible.

Early success in reading and number skills is a powerful predictor of later literacy and numeracy achievement and is strongly correlated with performance across the curriculum. Effective reading and numeracy instruction in the early years is critical, and part of this is an appropriate assessment to inform teachers of a student's achievement level.

There is currently no national early years assessment in Australia, rather this is left up to jurisdictions and school systems to determine. A nationally consistent assessment of literacy and numeracy in the early years would provide important information, not just for individual students and teachers, but on the teaching of literacy and numeracy at the school and system level across states and territories.