



WELCOME

This newsletter is intended to share questions, queries, stories, feedback and any news regarding PIPS.

STAFF CHANGES

Farewell from the PIPS Manager

By the time you receive this newsletter I would have left my position as PIPS Manager to commence maternity leave. Thank you to all who have sent me well wishes. I appreciate the kind words and it touches me that so many people have indicated their appreciation and that I will be missed.

For those who did not receive my farewell email, I would like to affirm again the enjoyment I have had working with the many schools taking part in PIPS over the years and wish you all the very best. It has been a pleasure to receive the positive feedback about the PIPS assessment and in particular what we provide to schools from Murdoch University.

Best wishes

Carmen Sum-Leggatt

Greetings from The Newest PIPS Member

Hi to all the schools involved with PIPS! I have just joined as the PIPS Project Coordinator and I am keen to continue from where Carmen left off. My association with PIPS thus far has led me to believe there are great things to come. This Project has many benefits and projections well beyond imagination and I will be there every step of the way to assist everyone with their queries. So don't be a stranger and know that I am here to help.

Having very big shoes to fill, I am counting down the days as my feet get bigger!

I wish Carmen "All the best to you and your baby".

Warm regards

Eva Tam

Introduction from the PIPS Project Officer

Although this is my first time in the PIPS Australia Newsletter, I have been involved with PIPS since July 2004. My role is to support the PIPS Project Coordinator in administering the Project in Australia. This includes liaising with schools undertaking the assessment, preparing data for analysis, and compiling and checking the accuracy of assessment feedback.

These are exciting times for PIPS with more students being assessed than ever before, a new PIPS Project Coordinator, and the launch of PIPS+ making it easier for schools to access their feedback and submit their data over the internet.

Get ready! There are only five months before the Final Assessment period begins!

Regards

Danny Sherman

WHO USED PIPS IN 2005?

This year we have 592 schools participating in PIPS across Australia. More than 20,000 Australian students have been assessed with the First Assessment in 2005.

The number of students per cohort appears below. Please refer to the PIPS Manual for a further explanation of cohorts.

Cohort	Pre-primary or equivalent year group	Year 1
ACT	2841	0
WA+	8448	52*
TAS	5962	0
QLD	1559	1320**

Note: WA+ contains more than 200 WA schools, 3 from SA, 6 from NT and 2 from NSW.

* WA Year 1 students are not normally tested with PIPS. This number includes those schools that mistakenly tested Year 1 students and a few schools that were given permission to test Year 1 students due to special circumstances.

** Queensland schools are moving towards the inclusion of state wide pre-primary programs. Currently the program is available in some, but not all schools.

 REMINDER 	
Undertake Final Assessment between:	
ACT and SA	17 October – 3 November
QLD and TAS	26 September - 14 October
WA, NSW and NT	10 October – 28 October

WHAT'S BEEN HAPPENING IN YOUR STATE

ACT - Visits to assist analysis of PIPS feedback

A third of the ACT Government schools have welcomed the opportunity to receive a visit from Assessment and Reporting, Executive Officer, Michelle Earnshaw, to assist with the analysis of PIPS feedback. A central workshop was also provided and attended by teachers from a number of schools.

Assessment and Reporting are working with the Literacy and Numeracy team to assist schools in developing literacy and numeracy programs in the early years that take into account current information obtained about students from PIPS.

QLD - Potential Workshops in Queensland

The registrations from Queensland schools are on the increase. Growing from strength to strength, the opportunity for workshops to help analyse feedback and data is now an option. With continual support from the Education Queensland Office, PIPS is gaining wider uptake.

TAS - Progress of PIPS Usage in Tasmania

PIPS has been administered in Tasmanian government schools for the past five years. University students undertaking a teaching degree in early childhood are being provided with professional learning for PIPS. Reporting of PIPS is likely to be incorporated into the Reporting Agreement that schools have

developed with their school community. PIPS has also been administered in non-government schools for the past three years.

WA - Record Breaking Results

WA has once again raised the number of schools participating in PIPS from government, Catholic and independent sectors. As a result, workshops in WA are on the rise. Traditionally, they have been held in metropolitan areas.

CURRENT ISSUES

PIPS Workshops / Professional Developments (PD)

Current workshops cater for three groups of users.

Non-PIPS Users

As a Non-PIPS user, this is a chance to join a group of people who have had exposure to PIPS and can contribute their views and opinions. Getting comments from school teachers and principals will allow an understanding of the benefits of PIPS.

First Time (New) PIPS Users

It is expected First Time users of PIPS will have many questions. As with any exercise we undertake, the "first time" is always filled with excitement, expectations and the unknown. The aim of the workshop for new users is to help answer concerns and share experiences.

Existing PIPS Users

For existing PIPS users, attendance of the workshop is still valuable. This is an avenue for sharing your thoughts and feelings with other users. You also receive assistance in analysing feedback in more detail and expert advice from Dr. Helen Wildy (facilitator & presenter).

Workshop trends over the years in WA

PIPS workshops provide an overview of the PIPS assessment background and the examining of feedback. Positive responses have been made by teachers, principals and curriculum coordinators amongst others. This is also reflected through the increase in enrolments.

Introducing PIPS+



A new innovative add-on feature for PIPS users is PIPS+. PIPS+ allows quick access to feedback over the Internet and submission of data without using floppy disks. As technology moves forward, PIPS is advancing to accommodate the changes and make participation in PIPS for schools "a walk in the park".

This component is currently under trial for schools in WA who wish to participate and all TAS government schools. It is anticipated that all schools will eventually be given the opportunity to take advantage of this. We are hoping to smooth out any teething issues as well as gain feedback from trial users. PIPS+ will be available soon across Australia.

The colour "purple" and PIP with a "+" in hand is used to symbolize PIPS+.

HAVE YOUR SAY

Questions and Answers

This section includes issues arising throughout the year. Perhaps you also want to know answers to the same questions. We encourage you to ask questions and share your experiences in this newsletter.

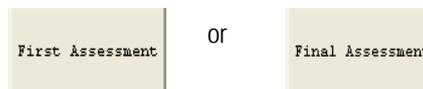
Who is my school standardised with?

Depending on your state/territory, your school is standardised with a different group. Locate your state in the 2005 PIPS Manual between pages 6-15. The box labelled "Who is my cohort?" will detail who your school is standardised with.

Can I stop a student's assessment mid-way?

We recommends that the assessment of each student to be completed in one session. However, external factors may not always permit this. Therefore, if you click the  button, it will allow you to temporarily stop the assessment.

To complete the assessment, select the student's name, select



button. The assessment will continue from the start of the section where it was previously stopped. E.g - the assessment was stopped after answering two questions from "Object Country". Although questions have been answered previously, it will still start at the beginning of "Object Country" with the first question again.

Comments from PIPS users

Aside from questions, we receives many compliments and comments from individual schools. We want to take this opportunity to share these with you.

"We are so impressed with the quality and quantity of data we received following the baseline assessment and teachers are able to use this to inform their programming and other decisions."
Rosemary Watts (The Springfield College – QLD) 16 Jul 04

"The assessments are very valuable to us, especially once we get the comparative data."
Leah Crockford (Driver Primary School – NT) 13 Oct 04

ADMINISTRATION NOTE (Government ACT schools only.)

ACT government schools need to check that student details have been entered correctly before undertaking the final assessment. The Student ID is a 6 or 7 digit Maze ID number e.g. 6898731 not the Family code e.g. CAVAD. For guidance to edit details, refer to page 33 of the 2005 PIPS Manual.

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<http://www.education.murdoch.edu.au/pips/>