



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2023-2024

Mr Mark Parton MLA (Chair), Ms Jo Clay MLA (Deputy Chair),
Mr Michael Pettersson MLA

ANSWER TO QUESTION ON NOTICE

Mr Jeremy Hanson MLA: To ask the Minister for Education and Youth Affairs

Ref: Budget Statement F, Budget Outlook

Hearing Date: 21 July 2023

In relation to: **Output Class 1: Public School Education and Australian Curriculum**

The latest version of the Australian Curriculum emphasises early reading instruction based on phonic knowledge and removes references to 'predictable texts' and the 'three-cueing system', which to be implemented effectively requires the use of decodable readers.

- 1) How will the Education Directorate satisfy itself that each school is fully implementing the changes to the curriculum from day 1 of Term 1, 2024?
- 2) How many schools are still using the 3-cueing system?
- 3) Could you provide a table of the number of decodable readers available for students in K-2 in each school and the number of K-2 students in those schools?
- 4) What is the difference between predictable texts and authentic texts? Will predictable or authentic texts be sent home to students who have not learnt the phonic code in 2024?

Minister Yvette Berry MLA: The answer to the Member's question is as follows: –

1. ACT public school principals lead and manage the implementation of curriculum in schools as outlined in the ACT Education Directorate's Curriculum Requirements Policy, available here: https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/curriculum/curriculum-requirements/curriculum-requirements-policy.

From 2024 all ACT public schools will be required to provide Academic Reporting against V9.0 of the Australian Curriculum to families.

The Education Directorate curriculum team is supporting ACT public schools to deliver V9.0 of the Australian curriculum through a suite of professional learning, in-school consultancy including readiness and implementation reviews, and targeted coaching.

2. The Directorate does not collect or maintain data about the number of schools using the 3-cueing system.
3. No data exists centrally on the number of decodable readers within ACT public schools.

4. The term 'predictable texts' is used in Version 8.4 of the Australian Curriculum but has been replaced with 'authentic texts' in Version 9.0.

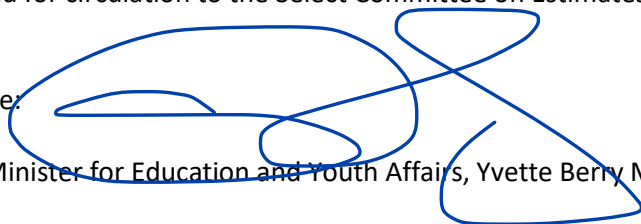
Predictable texts are defined by ACARA as ones, "that are easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words".

Authentic texts are defined by ACARA as, "real, living or natural language texts which may entertain, inform and/or persuade".

Both Version 8.4 and 9.0 of the Australian Curriculum: English require a variety of texts to provide intentional and explicit instruction to best meet the needs of students. Each school makes its own decisions around the most appropriate books for their home reading program.

Approved for circulation to the Select Committee on Estimates 2023-2024

Signature:

A large, stylized handwritten signature in blue ink, consisting of several loops and a long horizontal stroke.

Date: 3/8/23

By the Minister for Education and Youth Affairs, Yvette Berry MLA