



STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION
MICHAEL PETERSSON MLA (CHAIR), JOHNATHAN DAVIS MLA (DEPUTY CHAIR), PETER CAIN MLA

**Inquiry into referred 2019–20 Annual and Financial Reports
ANSWER TO QUESTION ON NOTICE**

Asked by Ms Kikkert MLA:

In relation to:

Closing the Gap: reading and numeracy targets (CSD Annual Report 2019–20 p. 56)

Output Class 2.3 now includes 'equality for Aboriginal and Torres Strait Islander people and communities' (Annual Report, p. 56). The 2019 Closing the Gap Report showed that 'in 2017, the Australian Capital Territory was the only jurisdiction on track across all eight areas' of reading and numeracy (p. 49). The 2020 Closing the Gap Report shows that the ACT had reached only three of these eight targets in 2018. What happened to create such different outcomes, and what has the government done to rectify this failure?

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

Given the relatively small Aboriginal and Torres Strait Islander student population in ACT schools, caution needs to be exercised in the interpretation of data which can fluctuate greatly year to year. Changes for a small number of students in a cohort can have a large effect for some indicators. Ensuring equitable educational outcomes for Aboriginal and Torres Strait Islander students is a priority and focus for all ACT schools.

All public schools have Professional Learning Communities (PLC) that look at student data, including literacy and numeracy. With this data, PLCs use a spiral of inquiry methodology to formulate an improvement plan and monitor its success.

Teachers also differentiate their teaching and learning program to meet the individual learning needs of their students.

Approved for circulation to the Standing Committee on Community Inclusion

Signature:

A handwritten signature in black ink, appearing to be 'Yvette Berry', written over a circular stamp.

Date: 12/04/21

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