



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 Mr Hanson MLA:

In relation to:

Complaints (Education AR Page 223)

1. The Directorate received 398 complaints (out of 960?) about policies. Were there any themes identified in these policy complaints?
2. In what way is feedback that is received via the Directorate's website, through schools or any other means, collated and considered?
3. Is there de-identified aggregated data available as to general themes of feedback? If so, where?
4. If not, why not?

Year 12 outcomes 2019 Education (AR Page 298-302)

5. The trends are down in % of students awarded ACT Senior Secondary Certificate; Tertiary Entrance Statement; and VET outcomes. Why?
6. There has been a downward trend in ACT students receiving a Tertiary Entrance Statement (ATAR) since 2013. In 2019 public college males had the largest decrease from 2018 (50.8% to 46.6%). Why is this the case?
7. 9.9% of student who received a Senior Secondary Certificate completed a course in IT in 2019. What is the subject matter of IT courses?
8. What is the breakdown of the 44.2% of SSC students who studied Sciences?
9. What categories of Science?

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

1. During this reporting period, key themes in the 'policy' category related to: the response to the COVID-19 pandemic, the proposed Hawker Primary School extension and the National School Chaplaincy Program.
2. Feedback is received through a range of sources and is shared with schools and business areas to inform service and system improvement.
3. Feedback and complaints received by the central complaints team in the Education Directorate are recorded and reported on in the annual report.
4. See the response to question 3.
5. The Office of the BSSS does not have data on causal factors for these outcomes.

The percentage of public college students receiving an ACT Senior Secondary



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

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Certificate (SSC) in 2019 was 90.2%. The average over the preceding five-year period 2014-2018 was 87.9%.

The percentage of public college student ACT SSC receivers with a Tertiary Entrance Statement (TES) in 2019 was 51.8%. The average over the preceding five-year period 2014-2018 was 54.1%. 2020 outcomes indicate this single year result did not represent a trend.

Some jurisdictions require that students receive a TES regardless of student interest, career plans or readiness to enter University. The ACT SSC accommodates a wide variety of pathways for individual students where courses are designed according to need. Students can choose to pursue a range of pathways, two of which are a TES or VET competencies.

6. The Office of the BSSS does not have data on causal factors for this outcome.

There is natural fluctuation year to year. These percentages are a result of student choice in course selection and pathways. In 2019 a higher percentage of male students chose to engage with learning options that did not include a TES.

7. The 2019 course focussed on the study of information and intelligent systems, software development and application, hardware implementation, human computer interface/interaction and social, ethical, and environmental issues through the Digital Media, Programming and Networking streams.
8. Chemistry - 20.7%, Biology - 17.7%, Physics - 12.7%, Human Biology - 7.3%, Earth and Environmental Science - 1.8%, Senior Science - 1.2%, Interdisciplinary Science - 0.9%, Electronics and Mechatronics - 0.8%, Oceanography - 0.7%, Flight - 0.6%, Agriculture - 0.4%, Forestry - 0.2%.

A proportion of students study more than one science.

9. Chemistry, Biology, Physics, Human Biology, Earth and Environmental Science, Senior Science, Interdisciplinary Science, Electronics and Mechatronics, Oceanography, Flight, Agriculture, Forestry.

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 or seal.

Date: 12/04/21

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