

## MEDIA RELEASE

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### INDIGENOUS LITERACY DAY

Yesterday was Indigenous Literacy Day, a day for celebrating Indigenous culture, stories, language and literacy, as well as promoting access to literacy resources in remote communities.

Literacy and numeracy are essential foundational skills for success in life. Increasing the proportion of Aboriginal and Torres Strait students meeting the national minimum standard in NAPLAN tests is an important Closing the Gap target.

Since 2008, when NAPLAN commenced, results have shown some positive improvements for Aboriginal and Torres Strait Islander students. The most recent national results data from 2018 show that since the first year of NAPLAN (in 2008) there were significant cumulative gains in a number of domains and year levels, including reading (Years 3 and 5), spelling (Years 3 and 5), and grammar and punctuation (Years 3, 5, 7 and 9).

Nationally, the average gain over time in reading for Year 5 in 2016 and Year 7 in 2018 was 53 score points for Indigenous students and 40 score points for non-Indigenous students. Overall, the rate of growth in literacy and numeracy achievement among Indigenous students is double that of non-Indigenous students.

“These gains are to be welcomed, and students, families, communities and teachers who have achieved these gains over time should be congratulated. However, a lot more needs to be done to close the literacy gaps between Indigenous and non-Indigenous students, which we see in NAPLAN results,” said David de Carvalho, ACARA's CEO.

“The 10 years of accumulated NAPLAN data and information show that the literacy and numeracy gap is still too great and closing too slowly; however, the use of the data allows progress to be tracked so that schools, governments and education authorities can inform decisions and actions to better support the educational needs of Aboriginal and Torres Strait Islander students and support them to success in life and work.”

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Graphic representation of gain over years:

