

6A Early school engagement and performance — attachment

The tables in this file accompany the Report, *Overcoming Indigenous Disadvantage: Key Indicators 2007*, prepared by the Steering Committee for the Review of Government Service Provision. Background and definitions are available in the Report, which is available on the Review website (www.pc.gov.au/gsp).

This file is available in both Microsoft Excel and Adobe PDF formats on the Review website (www.pc.gov.au/gsp). Users without Internet access can contact the Secretariat to obtain these tables (details inside the front cover of the Report).

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Table 6A.1.1

Table 6A.1.1 **Total number of children enrolled in preschool, 2005**

	Indigenous Enrolments			Total Enrolments		
	<i>Government</i>	<i>Non-government</i>	<i>All schools</i>	<i>Government</i>	<i>Non-government</i>	<i>All schools</i>
NSW	434	2 339	2 773	4 307	63 343	67 650
Victoria	(a)	523	523	(a)	80 354	80 354
Queensland	(b)	738	738	(b)	14 479	14 479
WA	1 634	271	1 905	18 424	5 553	23 977
SA	963	84	1 047	17 046	4 665	21 711
Tasmania	337	19	356	4 850	1 036	5 886
ACT	122	12	134	3 535	505	4 040
NT	1 413	130	1 543	3 329	246	3 575
Australia (c)	4 903	4 116	9 019	51 491	170 181	221 672

(a) There are no government preschools in Victoria. All data for Victoria were collected via the Supplementary Non-Government Census and recorded under non-government.

(b) Queensland Government only run trial programs for Year One Minus One (preschool). In 2005, information was only collected for Queensland children in Year One Minus Two (kindergarten), hence all data were collected via the Supplementary Census and is recorded under non-government.

(c) Australian totals exclude other territories.

Source: *National Preschool Census 2005*, Data Analysis Australia, DEST.

Table 6A.1.2

Table 6A.1.2 **Indigenous and non-Indigenous children enrolled in preschool and participation rate, 2005**
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Indigenous children aged 3 years (e)										
Enrolled	no.	936	41	219	240	412	–	42	351	2 241
In population	no.	3 582	710	3 454	1 745	651	444	109	1 366	12 066
Participation rate	%	26.1	5.8	6.3	13.8	63.3	–	38.5	25.7	18.6
Indigenous children aged 4 years										
Enrolled	no.	1 459	284	387	1 595	601	159	72	956	5 513
In population	no.	3 541	678	3 427	1 715	658	431	108	1 360	11 923
Participation rate	%	41.2	41.9	11.3	93.0	91.3	36.9	66.7	70.3	46.2
Indigenous children aged 5 years (e)										
Enrolled	no.	375	198	132	69	34	197	20	236	1 261
In population	no.	3 537	647	3 465	1 680	638	417	104	1 462	11 955
Participation rate	%	10.6	30.6	3.8	4.1	5.3	47.2	19.2	16.1	10.5
Total Indigenous preschool children aged 3•5 years										
Enrolled	no.	2 770	523	738	1 904	1 047	356	134	1 543	9 015
In population	no.	10 660	2 035	10 346	5 140	1 947	1 292	321	4 188	35 944
Participation rate	%	26.0	25.7	7.1	37.0	53.8	27.6	41.7	36.8	25.1

Table 6A.1.2

Table 6A.1.2 **Indigenous and non-Indigenous children enrolled in preschool and participation rate, 2005**
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Non-Indigenous children aged 3 years (e)										
Enrolled	no.	16 833	15 450	4 261	513	2 102	148	243	203	39 753
In population	no.	78 693	60 327	46 888	22 781	17 162	5 607	3 804	2 123	237 457
Participation rate	%	21.4	25.6	9.1	2.3	12.2	2.6	6.4	9.6	16.7
Non-Indigenous children aged 4 years										
Enrolled	no.	33 415	38 954	7 920	20 842	16 983	2 733	2 777	1 677	125 301
In population	no.	82 642	60 344	49 583	23 951	17 368	5 924	3 896	2 033	245 782
Participation rate	%	40.4	64.6	16.0	87.0	97.8	46.1	71.3	82.5	51.0
Non-Indigenous children aged 5 years (e)										
Enrolled	no.	13 909	24 892	1 560	717	819	2 649	886	152	45 584
In population	no.	83 500	62 000	49 428	24 647	17 785	5 788	4 010	1 881	249 080
Participation rate	%	16.7	40.1	3.2	2.9	4.6	45.8	22.1	8.1	18.3
Total non-Indigenous preschool children aged 3•5 years										
Enrolled	no.	64 157	79 296	13 741	22 072	19 904	5 530	3 906	2 032	210 638
In population	no.	244 835	182 671	145 899	71 379	52 315	17 319	11 710	6 037	732 319
Participation rate	%	26.2	43.4	9.4	30.9	38.0	31.9	33.4	33.7	28.8

Table 6A.1.2

**Table 6A.1.2 Indigenous and non-Indigenous children enrolled in preschool and participation rate, 2005
(a), (b)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
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(a) In 2005, there were 4 Indigenous children enrolled in preschool whose age was unknown – 3 in NSW and 1 in WA. Of all enrolments, which form the basis for the non-Indigenous comparator, there were 723 children in NSW, 535 in Victoria, 760 in SA and 1 child in WA, whose ages were unknown. These numbers were not included in the calculations for participation rates.

(b) Calculations of rates for the Indigenous population are based on ABS Experimental Projections, Aboriginal and Torres Strait Islander Australians (low series, 2001 base). There are no comparable population data for the Non-Indigenous population. Calculations of rates for the Non-Indigenous population are based on data derived by subtracting Indigenous population projections from total population estimates and should be used with care.

(c) Prior to 2007, the Queensland Government offered free non-compulsory, non-universal preschool in preschool centres attached to state primary schools, usually on a 0.5 week basis. From 2003 to 2006, a preparatory year was also offered to some students instead of preschool, on a trial basis. From 2007, all Queensland children will have access to a full-time preparatory (Prep) year of education before starting year 1. Children born between 1 January and 30 June 2002 are eligible to enrol in Prep in 2007. In 2008, the compulsory school starting age will increase so that children must be six by 30 June in the year they enrol in year 1.

(d) The enrolment estimates for Australia exclude other territories. The population estimates for Australia include other territories.

(e) A small number of two year olds may be in the three year olds category and a small number of six year olds may be in the five year olds category.

– Nil or rounded to zero.

Source: *National Preschool Census 2005 Data Analysis Australia*, DEST; ABS 2006 ERP (unpublished); ABS 2006 ERP, Cat. no. 3201.

Table 6A.1.3

Table 6A.1.3 Indigenous children enrolled in preschool and participation rate, 2002, 2003 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (b)</i>
2002										
Children aged 3 years (c)										
Enrolled	no.	888	26	242	317	417	–	5	291	2 186
In population	no.	3 596	753	3 400	1 767	673	448	113	1 324	12 074
Participation rate	%	24.7	3.5	7.1	17.9	62.0	–	4.4	22.0	18.1
Children aged 4 years										
Enrolled	no.	1 441	323	405	1 462	584	118	39	911	5 283
In population	no.	3 686	727	3 377	1 702	661	427	106	1 222	11 908
Participation rate	%	39.1	44.4	12.0	85.9	88.4	27.6	36.8	74.5	44.4
Children aged 5 years (c)										
Enrolled	no.	345	181	216	96	34	131	39	218	1 260
In population	no.	3 686	724	3 532	1 630	630	434	95	1 369	12 100
Participation rate	%	9.4	25.0	6.1	5.9	5.4	30.2	41.1	15.9	10.4
Total preschool children aged 3•5 years										
Enrolled	no.	2 674	530	863	1 875	1 035	249	83	1 420	8 729
In population	no.	10 968	2 204	10 309	5 099	1 964	1 309	314	3 915	36 082
Participation rate	%	24.4	24.0	8.4	36.8	52.7	19.0	26.4	36.3	24.2
2003										
Children aged 3 years (c)										
Enrolled	no.	920	11	272	24	467	–	3	372	2 069
In population	no.	3 561	679	3 445	1 726	652	437	107	1 424	12 031
Participation rate	%	25.8	1.6	7.9	1.4	71.6	–	2.8	26.1	17.2

Table 6A.1.3

Table 6A.1.3 Indigenous children enrolled in preschool and participation rate, 2002, 2003 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (b)</i>
Children aged 4 years										
Enrolled	no.	1 406	399	401	1 758	609	160	25	903	5 661
In population	no.	3 596	732	3 407	1 763	689	442	112	1 324	12 065
Participation rate	%	39.1	54.5	11.8	99.7	88.4	36.2	22.3	68.2	46.9
Children aged 5 years (c)										
Enrolled	no.	367	209	220	52	38	171	44	240	1 341
In population	no.	3 687	716	3 401	1 683	661	427	103	1 223	11 901
Participation rate	%	10.0	29.2	6.5	3.1	5.7	40.0	42.7	19.6	11.3
Total preschool children aged 3•5 years										
Enrolled	no.	2 693	619	893	1 834	1 114	331	72	1 515	9 071
In population	no.	10 844	2 127	10 253	5 172	2 002	1 306	322	3 971	35 997
Participation rate	%	24.8	29.1	8.7	35.5	55.6	25.3	22.4	38.2	25.2

(a) There were 37 children enrolled in preschool in 2003 whose age was unknown – 16 in NSW, 1 in ACT, 20 in NT.

(b) Excluding other territories.

(c) A small number of two year olds may be in the three year olds category and a small number of six year olds may be in the five year olds category.

– Nil or rounded to zero.

Source: *National Indigenous Preschool Census 2003*, Data Analysis Australia, DEST; ABS 2003 ERP (unpublished).

Table 6A.2.1

Table 6A.2.1 **Children enrolled in school and participation rate, 2006 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
5 years old										
Indigenous										
Male										
Enrolled	no.	1 498	214	813	982	273	78	23	586	4 467
In population	no.	1 851	313	1 759	846	313	226	49	753	6 113
Participation rate	%	80.9	68.4	46.2	116.1	87.2	34.5	46.9	77.8	73.1
Female										
Enrolled	no.	1 440	231	918	936	312	81	37	544	4 499
In population	no.	1 686	334	1 706	834	325	191	55	709	5 842
Participation rate	%	85.4	69.2	53.8	112.2	96.0	42.4	67.3	76.7	77.0
Total										
Enrolled	no.	2 938	445	1 731	1 918	585	159	60	1 130	8 966
In population	no.	3 537	647	3 465	1 680	638	417	104	1 462	11 955
Participation rate	%	83.1	68.8	50.0	114.2	91.7	38.1	57.7	77.3	75.0
Non-Indigenous										
Male										
Enrolled	no.	33 164	19 932	10 792	12 311	8 302	1 540	1 553	861	88 455
In population	no.	42 587	31 070	25 762	12 537	8 906	3 105	1 975	923	126 888
Participation rate	%	77.9	64.2	41.9	98.2	93.2	49.6	78.6	93.3	69.7
Female										
Enrolled	no.	33 824	20 892	11 651	11 574	8 359	1 437	1 611	927	90 275
In population	no.	40 014	29 712	24 497	11 866	8 664	2 866	1 909	1 030	120 576
Participation rate	%	84.5	70.3	47.6	97.5	96.5	50.1	84.4	90.0	74.9
Total										
Enrolled	no.	66 988	40 824	22 443	23 885	16 661	2 977	3 164	1 788	178 730
In population	no.	82 601	60 782	50 259	24 403	17 570	5 971	3 884	1 953	247 464
Participation rate	%	81.1	67.2	44.7	97.9	94.8	49.9	81.5	91.6	72.2

Table 6A.2.1

Table 6A.2.1 **Children enrolled in school and participation rate, 2006 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
6 years old										
Indigenous										
Male										
Enrolled	no.	1 790	340	1 857	1 054	373	206	53	667	6 340
In population	no.	1 847	323	1 783	845	334	217	62	712	6 126
Participation rate	%	96.9	105.3	104.2	124.7	111.7	94.9	85.5	93.7	103.5
Female										
Enrolled	no.	1 798	335	1 739	1 023	334	201	47	641	6 118
In population	no.	1 705	331	1 705	854	315	212	56	709	5 890
Participation rate	%	105.5	101.2	102.0	119.8	106.0	94.8	83.9	90.4	103.9
Total										
Enrolled	no.	3 588	675	3 596	2 077	707	407	100	1 308	12 458
In population	no.	3 552	654	3 488	1 699	649	429	118	1 421	12 016
Participation rate	%	101.0	103.2	103.1	122.2	108.9	94.9	84.7	92.0	103.7
Non-Indigenous										
Male										
Enrolled	no.	43 236	31 835	25 703	12 796	9 259	3 016	2 088	943	128 876
In population	no.	42 978	31 561	25 896	12 787	9 247	2 998	2 004	986	128 477
Participation rate	%	100.6	100.9	99.3	100.1	100.1	100.6	104.2	95.6	100.3
Female										
Enrolled	no.	41 016	30 959	24 407	12 089	8 704	2 894	2 061	895	123 025
In population	no.	40 622	30 738	24 305	12 338	8 683	2 805	1 979	897	122 388
Participation rate	%	101.0	100.7	100.4	98.0	100.2	103.2	104.1	99.8	100.5
Total										
Enrolled	no.	84 252	62 794	50 110	24 885	17 963	5 910	4 149	1 838	251 901
In population	no.	83 600	62 299	50 201	25 125	17 930	5 803	3 983	1 883	250 865
Participation rate	%	100.8	100.8	99.8	99.0	100.2	101.8	104.2	97.6	100.4

Table 6A.2.1

Table 6A.2.1 **Children enrolled in school and participation rate, 2006 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
7 years old										
Indigenous										
Male										
Enrolled	no.	1 906	341	1 737	1 078	356	217	55	648	6 338
In population	no.	1 828	344	1 733	894	332	219	63	655	6 072
Participation rate	%	104.3	99.1	100.2	120.6	107.2	99.1	87.3	98.9	104.4
Female										
Enrolled	no.	1 719	403	1 792	1 020	342	198	49	638	6 161
In population	no.	1 750	367	1 729	845	335	226	62	666	5 983
Participation rate	%	98.2	109.8	103.6	120.7	102.1	87.6	79.0	95.8	103.0
Total										
Enrolled	no.	3 625	744	3 529	2 098	698	415	104	1 286	12 499
In population	no.	3 578	711	3 462	1 739	667	445	125	1 321	12 055
Participation rate	%	101.3	104.6	101.9	120.6	104.6	93.3	83.2	97.4	103.7
Non-Indigenous										
Male										
Enrolled	no.	42 887	32 615	26 076	13 207	9 457	3 113	2 168	957	130 480
In population	no.	42 883	31 834	26 008	12 947	9 343	3 149	1 999	1 054	129 231
Participation rate	%	100.0	102.5	100.3	102.0	101.2	98.9	108.5	90.8	101.0
Female										
Enrolled	no.	40 915	30 753	24 743	12 457	9 061	3 054	2 126	839	123 948
In population	no.	40 514	30 056	24 642	12 407	8 950	3 082	1 955	879	122 499
Participation rate	%	101.0	102.3	100.4	100.4	101.2	99.1	108.7	95.4	101.2
Total										
Enrolled	no.	83 802	63 368	50 819	25 664	18 518	6 167	4 294	1 796	254 428
In population	no.	83 397	61 890	50 650	25 354	18 293	6 231	3 954	1 933	251 730
Participation rate	%	100.5	102.4	100.3	101.2	101.2	99.0	108.6	92.9	101.1

Table 6A.2.1

Table 6A.2.1 **Children enrolled in school and participation rate, 2006 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
8 years old										
Indigenous										
Male										
Enrolled	no.	1 899	343	1 875	1 026	350	217	42	710	6 462
In population	no.	1 841	357	1 738	882	327	223	55	599	6 024
Participation rate	%	103.2	96.1	107.9	116.3	107.0	97.3	76.4	118.5	107.3
Female										
Enrolled	no.	1 723	368	1 779	883	389	183	52	666	6 043
In population	no.	1 788	350	1 703	804	311	212	64	632	5 866
Participation rate	%	96.4	105.1	104.5	109.8	125.1	86.3	81.3	105.4	103.0
Total										
Enrolled	no.	3 622	711	3 654	1 909	739	400	94	1 376	12 505
In population	no.	3 629	707	3 441	1 686	638	435	119	1 231	11 890
Participation rate	%	99.8	100.6	106.2	113.2	115.8	92.0	79.0	111.8	105.2
Non-Indigenous										
Male										
Enrolled	no.	43 087	32 588	26 317	13 095	9 415	3 061	2 109	1 051	130 723
In population	no.	42 535	32 433	26 201	12 851	9 318	2 893	1 922	1 146	129 321
Participation rate	%	101.3	100.5	100.4	101.9	101.0	105.8	109.7	91.7	101.1
Female										
Enrolled	no.	41 052	30 619	25 233	12 313	9 043	2 859	2 111	928	124 158
In population	no.	40 299	30 593	24 774	12 225	8 994	2 760	1 975	955	122 592
Participation rate	%	101.9	100.1	101.9	100.7	100.5	103.6	106.9	97.2	101.3
Total										
Enrolled	no.	84 139	63 207	51 550	25 408	18 458	5 920	4 220	1 979	254 881
In population	no.	82 834	63 026	50 975	25 076	18 312	5 653	3 897	2 101	251 913
Participation rate	%	101.6	100.3	101.1	101.3	100.8	104.7	108.3	94.2	101.2

Table 6A.2.1

Table 6A.2.1 **Children enrolled in school and participation rate, 2006 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Total (5• 8 year old)										
Indigenous										
Enrolled	no.	13 773	2 575	12 510	8 002	2 729	1 381	358	5 100	46 428
In population	no.	14 296	2 719	13 856	6 804	2 592	1 726	466	5 435	47 916
Participation rate	%	96.3	94.7	90.3	117.6	105.3	80.0	76.8	93.8	96.9
Non-Indigenous										
Enrolled	no.	319 181	230 193	174 922	99 842	71 600	20 974	15 827	7 401	939 940
In population	no.	332 432	247 997	202 085	99 958	72 105	23 658	15 718	7 870	1 001 972
Participation rate	%	96.0	92.8	86.6	99.9	99.3	88.7	100.7	94.0	93.8

(a) For 2006, the Indigenous population projections are likely to be less reliable because they were projected from the Census figures from 2001. Consequently, many of the estimates of school participation exceed 100 per cent. The data need to be interpreted with caution.

(b) Calculations of rates for the Indigenous population are based on ABS Experimental Projections, Aboriginal and Torres Strait Islander Australians (low series, 2001 base). There are no comparable population data for the Non-Indigenous population. Calculations of rates for the Non-Indigenous population are based on data derived by subtracting Indigenous population projections from total population estimates and should be used with care.

(c) Includes other territories.

Source: ABS *Schools Australia 2006*, Cat. no. 4221.0 (unpublished); ABS 2006 ERP (unpublished); ABS 2006 ERP, Cat. no. 3201.

Table 6A.2.2

Table 6A.2.2 **Children enrolled in school and participation rate, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
5 years old										
Indigenous										
Male										
Enrolled	no.	1 448	216	757	941	324	94	36	529	4 345
In population	no.	1 853	330	1 770	843	339	218	55	718	6 129
Participation rate	%	78.1	65.5	42.8	111.6	95.6	43.1	65.5	73.7	70.9
Female										
Enrolled	no.	1 520	226	801	934	306	106	30	517	4 440
In population	no.	1 712	326	1 703	861	327	213	49	698	5 892
Participation rate	%	88.8	69.3	47.0	108.5	93.6	49.8	61.2	74.1	75.4
Total										
Enrolled	no.	2 968	442	1 558	1 875	630	200	66	1 046	8 785
In population	no.	3 565	656	3 473	1 704	666	431	104	1 416	12 021
Participation rate	%	83.3	67.4	44.9	110.0	94.6	46.4	63.5	73.9	73.1
Non-Indigenous										
Male										
Enrolled	no.	33 531	19 954	10 287	12 219	8 758	1 459	1 531	857	88 596
In population	no.	42 927	31 403	25 503	12 532	9 166	2 990	2 016	974	127 531
Participation rate	%	78.1	63.5	40.3	97.5	95.5	48.8	75.9	88.0	69.5
Female										
Enrolled	no.	34 381	21 679	11 115	11 639	8 320	1 499	1 654	844	91 131
In population	no.	40 573	30 597	23 925	12 115	8 619	2 798	1 994	907	121 549
Participation rate	%	84.7	70.9	46.5	96.1	96.5	53.6	82.9	93.1	75.0
Total										
Enrolled	no.	67 912	41 633	21 402	23 858	17 078	2 958	3 185	1 701	179 727
In population	no.	83 500	62 000	49 428	24 647	17 785	5 788	4 010	1 881	249 080
Participation rate	%	81.3	67.2	43.3	96.8	96.0	51.1	79.4	90.4	72.2

Table 6A.2.2

Table 6A.2.2 **Children enrolled in school and participation rate, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
6 years old										
Indigenous										
Male										
Enrolled	no.	1 867	300	1 640	1 035	349	210	54	616	6 071
In population	no.	1 840	340	1 729	892	330	217	62	661	6 075
Participation rate	%	101.5	88.2	94.9	116.0	105.8	96.8	87.1	93.2	99.9
Female										
Enrolled	no.	1 679	380	1 703	973	335	196	45	610	5 921
In population	no.	1 748	377	1 721	844	340	223	61	668	5 985
Participation rate	%	96.1	100.8	99.0	115.3	98.5	87.9	73.8	91.3	98.9
Total										
Enrolled	no.	3 546	680	3 343	2 008	684	406	99	1 226	11 992
In population	no.	3 588	717	3 450	1 736	670	440	123	1 329	12 060
Participation rate	%	98.8	94.8	96.9	115.7	102.1	92.3	80.5	92.2	99.4
Non-Indigenous										
Male										
Enrolled	no.	42 911	32 298	25 210	12 979	9 356	3 115	2 129	1 027	129 025
In population	no.	42 816	31 672	25 599	12 758	9 295	3 158	2 015	1 063	128 390
Participation rate	%	100.2	102.0	98.5	101.7	100.7	98.6	105.7	96.6	100.5
Female										
Enrolled	no.	40 922	30 565	24 103	12 176	8 964	3 041	2 088	870	122 729
In population	no.	40 555	29 885	24 249	12 142	8 877	3 067	1 964	892	121 645
Participation rate	%	100.9	102.3	99.4	100.3	101.0	99.2	106.3	97.5	100.9
Total										
Enrolled	no.	83 833	62 863	49 313	25 155	18 320	6 156	4 217	1 897	251 754
In population	no.	83 371	61 557	49 848	24 900	18 172	6 225	3 979	1 955	250 035
Participation rate	%	100.6	102.1	98.9	101.0	100.8	98.9	106.0	97.0	100.7

Table 6A.2.2

Table 6A.2.2 **Children enrolled in school and participation rate, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
7 years old										
Indigenous										
Male										
Enrolled	no.	1 893	338	1 823	1 008	347	215	36	672	6 332
In population	no.	1 855	351	1 736	883	327	220	55	598	6 027
Participation rate	%	102.0	96.3	105.0	114.2	106.1	97.7	65.5	112.4	105.1
Female										
Enrolled	no.	1 691	364	1 730	865	367	177	64	647	5 905
In population	no.	1 803	354	1 693	798	317	208	64	629	5 868
Participation rate	%	93.8	102.8	102.2	108.4	115.8	85.1	100.0	102.9	100.6
Total										
Enrolled	no.	3 584	702	3 553	1 873	714	392	100	1 319	12 237
In population	no.	3 658	705	3 429	1 681	644	428	119	1 227	11 895
Participation rate	%	98.0	99.6	103.6	111.4	110.9	91.6	84.0	107.5	102.9
Non-Indigenous										
Male										
Enrolled	no.	43 030	32 367	25 852	12 802	9 313	3 037	2 132	1 050	129 583
In population	no.	42 464	32 305	25 737	12 627	9 259	2 886	1 916	1 163	128 379
Participation rate	%	101.3	100.2	100.4	101.4	100.6	105.2	111.3	90.3	100.9
Female										
Enrolled	no.	40 992	30 292	24 791	11 918	8 950	2 842	2 083	910	122 778
In population	no.	40 309	30 421	24 403	11 973	8 933	2 730	1 964	965	121 715
Participation rate	%	101.7	99.6	101.6	99.5	100.2	104.1	106.1	94.3	100.9
Total										
Enrolled	no.	84 022	62 659	50 643	24 720	18 263	5 879	4 215	1 960	252 361
In population	no.	82 773	62 726	50 140	24 600	18 192	5 616	3 880	2 128	250 094
Participation rate	%	101.5	99.9	101.0	100.5	100.4	104.7	108.6	92.1	100.9

Table 6A.2.2

Table 6A.2.2 **Children enrolled in school and participation rate, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
8 years old										
Indigenous										
Male										
Enrolled	no.	1 785	348	1 757	962	314	229	57	641	6 093
In population	no.	1 816	367	1 797	842	314	223	55	686	6 101
Participation rate	%	98.3	94.8	97.8	114.3	100.0	102.7	103.6	93.4	99.9
Female										
Enrolled	no.	1 766	371	1 729	895	326	208	42	625	5 962
In population	no.	1 815	352	1 770	794	296	221	56	681	5 990
Participation rate	%	97.3	105.4	97.7	112.7	110.1	94.1	75.0	91.8	99.5
Total										
Enrolled	no.	3 551	719	3 486	1 857	640	437	99	1 266	12 055
In population	no.	3 631	719	3 567	1 636	610	444	111	1 367	12 091
Participation rate	%	97.8	100.0	97.7	113.5	104.9	98.4	89.2	92.6	99.7
Non-Indigenous										
Male										
Enrolled	no.	43 405	33 074	25 806	13 065	9 450	3 143	2 226	957	131 126
In population	no.	43 509	32 927	26 206	13 038	9 422	3 036	2 086	932	131 182
Participation rate	%	99.8	100.4	98.5	100.2	100.3	103.5	106.7	102.7	100.0
Female										
Enrolled	no.	41 083	30 919	24 675	12 235	9 025	3 014	2 143	902	123 996
In population	no.	41 366	31 008	24 754	12 265	9 090	2 953	1 966	918	124 347
Participation rate	%	99.3	99.7	99.7	99.8	99.3	102.1	109.0	98.3	99.7
Total										
Enrolled	no.	84 488	63 993	50 481	25 300	18 475	6 157	4 369	1 859	255 122
In population	no.	84 875	63 935	50 960	25 303	18 512	5 989	4 052	1 850	255 529
Participation rate	%	99.5	100.1	99.1	100.0	99.8	102.8	107.8	100.5	99.8

Table 6A.2.2

Table 6A.2.2 **Children enrolled in school and participation rate, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Total (5• 8 year old)										
Indigenous										
Enrolled	no.	13 649	2 543	11 940	7 613	2 668	1 435	364	4 857	45 069
In population	no.	14 442	2 797	13 919	6 757	2 590	1 743	457	5 339	48 067
Participation rate	%	94.5	90.9	85.8	112.7	103.0	82.3	79.6	91.0	93.8
Non-Indigenous										
Enrolled	no.	320 255	231 148	171 839	99 033	72 136	21 150	15 986	7 417	938 964
In population	no.	334 519	250 218	200 376	99 450	72 661	23 618	15 921	7 814	1 004 738
Participation rate	%	95.7	92.4	85.8	99.6	99.3	89.6	100.4	94.9	93.5

- (a) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in participation rates when disaggregated by gender. Consequently, some estimates of participation were clearly inconsistent, being greater than 100 per cent, and as such these results should be viewed with care.
- (b) Calculations of rates for Indigenous population are based on ABS Experimental Projections, Aboriginal and Torres Strait Islander Australians (low series). Calculations of rates for non-Indigenous population are based on data derived from these projections and ABS Estimated Resident Population.
- (c) Includes other territories.

Source: ABS *Schools Australia 2006*, Cat. no. 4221.0 (unpublished); ABS 2006 ERP (unpublished); ABS 2006 ERP, Cat. no. 3201.

Table 6A.3.1

Table 6A.3.1 **Proportion of year 3 students who achieved the reading benchmark, 1999• 2005 (per cent)**
(a) (b) (c)

	1999	2000	2001	2002	2003	2004	2005
All Students	89.7 ± 2.5	92.5 ± 2.2	90.3 ± 2.0	92.3 ± 1.7	92.4 ± 1.7	93.0 ± 1.5	92.7 ± 1.6
Indigenous students (d)	73.4 ± 6.2	76.9 ± 6.5	72.0 ± 4.8	76.7 ± 4.1	78.8 ± 6.9	82.9 ± 3.6	78.0 ± 4.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2001, *National Report on Schooling in Australia 1999*; MCEETYA 2002, *National Report on Schooling in Australia 2000*; MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.2

Table 6A.3.2 **Proportion of year 3 students who achieved the writing benchmark, 1999• 2005 (per cent) (a) (b) (c)**

	1999	2000	2001	2002	2003	2004	2005
All Students	91.9 ± 1.8	90.0 ± 2.6	89.5 ± 2.3	93.6 ± 1.2	92.2 ± 1.5	92.9 ± 1.5	92.8 ± 1.6
Indigenous students (d)	66.9 ± 4.8	65.0 ± 5.4	67.8 ± 4.9	77.1 ± 3.5	75.2 ± 4.1	76.8 ± 4.3	74.0 ± 4.7

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2001, *National Report on Schooling in Australia 1999*; MCEETYA 2002, *National Report on Schooling in Australia 2000*; MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.3

Table 6A.3.3 Proportion of year 3 students who achieved the numeracy benchmark, 2000• 2005 (per cent) (a) (b) (c)

	2000	2001	2002	2003	2004	2005
All Students	92.7 ± 2.0	93.9 ± 1.2	92.8 ± 1.3	94.2 ± 1.1	93.7 ± 1.2	94.1 ± 1.1
Indigenous students (d)	73.7 ± 7.1	80.2 ± 3.9	77.6 ± 3.6	80.5 ± 3.7	79.2 ± 4.1	80.4 ± 3.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating process, and may not reflect actual improvements in student performance.

(d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2001, *National Report on Schooling in Australia 1999*; MCEETYA 2002, *National Report on Schooling in Australia 2000*; MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.4

Table 6A.3.4 Proportion of year 5 students who achieved the reading benchmark, 1999• 2005 (per cent) (a) (b) (c)

	1999	2000	2001	2002	2003	2004	2005
All Students	85.6 ± 2.0	87.4 ± 2.1	89.8 ± 1.3	89.3 ± 1.4	89.0 ± 1.5	88.7 ± 1.6	87.5 ± 1.8
Indigenous students (d)	58.7 ± 4.2	62.0 ± 4.8	66.9 ± 3.6	68.0 ± 3.5	67.7 ± 4.1	69.4 ± 3.8	62.8 ± 4.1

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2001, *National Report on Schooling in Australia 1999*; MCEETYA 2002, *National Report on Schooling in Australia 2000*; MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.5

Table 6A.3.5 **Proportion of year 5 students who achieved the writing benchmark, 1999• 2005 (per cent) (a) (b) (c)**

	1999	2000	2001	2002	2003	2004	2005
All Students	93.0 ± 1.1	92.5 ± 1.3	94.0 ± 1.0	93.6 ± 1.1	94.1 ± 1.1	94.2 ± 1.1	93.3 ± 1.3
Indigenous students (d)	74.6 ± 3.6	74.3 ± 3.7	79.9 ± 3.3	76.4 ± 3.8	79.6 ± 3.8	81.7 ± 3.5	74.3 ± 4.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2001, *National Report on Schooling in Australia 1999*; MCEETYA 2002, *National Report on Schooling in Australia 2000*; MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.6

Table 6A.3.6 Proportion of year 5 students who achieved the numeracy benchmark, 2000• 2005 (per cent)
(a) (b) (c)

	2000	2001	2002	2003	2004	2005
All Students	89.6 ± 1.7	89.6 ± 1.3	90.0 ± 1.3	90.8 ± 1.2	91.2 ± 1.2	90.8 ± 1.3
Indigenous students (d)	62.8 ± 4.5	63.2 ± 3.7	65.6 ± 3.7	67.6 ± 3.9	69.4 ± 3.9	66.5 ± 3.9

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*; MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.7

Table 6A.3.7 **Proportion of year 7 students who achieved the reading benchmark, 2001• 2005 (per cent) (a) (b) (c)**

	2001	2002	2003	2004	2005
All Students	88.4 ± 0.9	89.1 ± 0.8	89.4 ± 0.9	91.0 ± 0.7	89.8 ± 0.8
Indigenous students (d)	60.1 ± 3.1	65.3 ± 2.9	66.4 ± 3.1	71.0 ± 2.8	63.8 ± 2.9

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.8

Table 6A.3.8 **Proportion of year 7 students who achieved the writing benchmark, 2001• 2005 (per cent) (a) (b) (c)**

	2001	2002	2003	2004	2005
All Students	92.6 ± 1.5	90.7 ± 1.7	92.1 ± 1.7	93.6 ± 1.3	92.2 ± 1.5
Indigenous students (d)	74.3 ± 4.6	71.6 ± 4.8	74.4 ± 4.4	78.8 ± 3.8	72.3 ± 4.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.9

Table 6A.3.9 Proportion of year 7 students who achieved the numeracy benchmark, 2001• 2005 (per cent) (a) (b) (c)

	2001	2002	2003	2004	2005
All Students	82.0 ± 0.9	83.5 ± 0.9	81.3 ± 0.8	82.1 ± 0.8	81.8 ± 0.9
Indigenous students (d)	48.6 ± 2.8	51.9 ± 3.0	49.3 ± 2.9	51.9 ± 2.8	48.8 ± 2.9

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The method used to identify Indigenous students varies between jurisdictions.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*; MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.10

Table 6A.3.10 Proportion of year 3 students who achieved the reading benchmark, 2003 (per cent) (a) (b) (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	93.0 ± 1.6	91.3 ± 1.9	94.9 ± 1.3	81.5 ± 4.2	92.6 ± 1.6
1. 8yrs 9mths					
2. 3yrs 7mths					
Victoria	90.4 ± 2.1	88.3 ± 2.5	92.8 ± 1.8	76.9 ± 5.0	87.0 ± 2.7
1. 9yrs 0mths					
2. 3yrs 7mths					
Queensland	93.8 ± 1.6	92.7 ± 2.1	95.3 ± 1.4	84.9 ± 4.0	91.5 ± 2.1
1. 8yrs 3mths					
2. 2yrs 8mths					
WA	95.2 ± 1.4	94.1 ± 1.6	96.3 ± 1.1	82.3 ± 4.5	94.4 ± 1.6
1. 8yrs 2mths					
2. 2yrs 7mths					
SA	89.7 ± 1.6	87.6 ± 1.8	91.9 ± 1.5	66.3 ± 4.8	85.9 ± 2.2
1. 8yrs 6mths					
2. 3yrs 3mths					
Tasmania	96.4 ± 0.8	95.3 ± 1.1	97.6 ± 0.7	95.3 ± 2.7	97.6 ± 1.7
1. 9yrs 1mth					
2. 3yrs 7mths					
ACT	96.2 ± 0.9	95.4 ± 1.2	97.1 ± 0.8	93.5 ± 5.0	91.7 ± 1.9
1. 8yrs 10mths					
2. 3yrs 6mths					
NT	71.5 ± 2.6	70.2 ± 3.3	72.8 ± 2.7	36.2 ± 5.3	31.1 ± 5.6
1. 8yrs 8mths					
2. 3yrs 3mths					
Australia	92.4 ± 1.7	90.8 ± 2.0	94.3 ± 1.4	78.8 ± 6.9	90.0 ± 2.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.14. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.11

Table 6A.3.11 Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent) (a) (b) (c)

<i>1 Average age (d)</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	91.7 ± 1.2	89.7 ± 1.3	93.9 ± 1.0	76.5 ± 3.2	90.5 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	89.6 ± 1.2	87.0 ± 1.5	92.2 ± 1.1	72.0 ± 4.5	85.5 ± 1.6
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	81.4 ± 2.5	78.4 ± 2.9	84.8 ± 2.5	55.5 ± 4.3	77.5 ± 3.6
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.4 ± 1.3	92.1 ± 1.6	94.8 ± 1.1	76.5 ± 4.7	91.0 ± 2.0
1. 10yrs 3mths					
2. 4yrs 8mths					
SA	88.6 ± 1.4	86.5 ± 1.6	90.7 ± 1.3	62.6 ± 4.6	82.7 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	95.2 ± 0.9	93.9 ± 1.3	96.6 ± 1.0	92.7 ± 3.1	95.3 ± 2.5
1. 11yrs 0mths					
2. 5yrs 7mths					
ACT	96.1 ± 1.1	95.1 ± 1.7	97.1 ± 1.3	89.5 ± 12.9	91.1 ± 3.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	78.8 ± 1.9	76.5 ± 2.6	81.2 ± 2.1	49.4 ± 4.7	43.3 ± 5.4
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.0 ± 1.5	86.8 ± 1.8	91.6 ± 1.4	67.7 ± 4.1	88.7 ± 1.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.14. Readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Table 6A.3.11

Table 6A.3.11 Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.12

Table 6A.3.12 **Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent) (a) (b) (c)**

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	88.9 ± 0.8	86.1 ± 1.0	91.9 ± 0.7	68.1 ± 2.4	87.9 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	90.3 ± 0.6	87.8 ± 0.8	92.8 ± 0.5	72.7 ± 3.7	87.8 ± 0.9
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	89.3 ± 1.1	87.6 ± 1.3	91.5 ± 1.0	68.3 ± 2.8	84.5 ± 2.0
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.2	86.9 ± 1.4	90.9 ± 1.1	59.1 ± 3.8	83.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.9 ± 0.6	91.4 ± 0.8	94.5 ± 0.6	75.3 ± 4.2	88.2 ± 1.8
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.3 ± 1.1	86.0 ± 1.4	90.7 ± 1.4	80.3 ± 4.6	85.7 ± 3.9
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	91.4 ± 1.1	89.4 ± 1.6	93.5 ± 1.0	78.0 ± 12.1	84.8 ± 5.3
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	77.7 ± 1.8	76.9 ± 2.4	82.8 ± 2.4	44.8 ± 4.7	39.1 ± 4.8
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.4 ± 0.9	87.1 ± 1.1	91.9 ± 0.8	66.4 ± 3.1	86.4 ± 1.2

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.14. Readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.
- (g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.13

Table 6A.3.13 **Participation in reading testing by school sector, 2003 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	93.6	93.5	95.4	94.2	94.4	92.3	71.0	70.8	64.1	29.0	29.2	35.9
Victoria	91.3	90.3	83.9	92.7	92.0	90.3	69.1	68.3	58.6	30.9	31.7	41.4
Queensland	96.6	96.9	96.7	97.3	98.4	97.8	75.2	74.7	73.5	24.8	25.3	26.5
WA	91.3	92.7	93.2	94.8	93.8	92.3	73.9	73.1	71.9	26.1	26.9	28.1
SA	97.1	97.5	96.4	95.6	94.5	94.5	70.3	70.1	69.4	29.7	29.9	30.6
Tasmania	94.4	94.6	88.7	93.5	92.3	88.7	78.4	77.0	69.2	21.6	23.0	30.8
ACT	93.0	93.3	89.3	93.4	96.5	91.7	65.2	61.7	52.6	34.8	38.3	47.4
NT	85.9	89.2	88.0	86.2	87.4	96.5	79.7	79.4	75.1	20.3	20.6	24.9
Aust	93.6	93.6	92.6	94.4	94.3	92.7	71.8	71.3	66.0	28.2	28.7	34.0

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.14

Table 6A.3.14 Exemptions, absences and participation by equity group in reading testing, 2003 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students								
							Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.1	1.1	0.7	6.2	6.2	5.7	4.0	4.0	4.5	26.2	67.0	24.9	93.8	93.8	94.3
Victoria	2.3	2.0	0.8	8.3	9.2	13.5	1.0	1.0	1.0	19.3	19.4	20.8	91.7	90.8	86.5
Queensland	1.7	1.8	1.6	2.9	2.8	2.9	6.2	6.2	5.7	6.7	6.6	5.9	96.7	97.3	97.0
WA	0.8	0.8	0.8	7.8	7.0	7.1	4.8	5.2	5.0	13.5	13.1	12.8	92.2	93.0	92.9
SA	3.6	3.3	2.8	3.4	3.4	4.2	3.0	2.8	2.7	7.4	7.1	7.0	96.6	96.6	95.8
Tasmania	1.0	1.1	0.9	5.8	6.0	11.3	5.8	6.0	5.6	6.2	5.0	4.6	94.2	94.0	88.7
ACT	1.7	1.2	0.9	6.9	5.5	9.6	1.8	1.7	1.2	9.6	8.7	3.0	93.1	94.5	90.4
NT (c)	0.9	0.9	0.6	14.1	11.1	11.1	26.0	28.1	26.7	22.5	22.9	21.9	86.0	88.9	90.0
Aust	1.7	1.6	1.1	6.1	6.2	7.4	4.0	3.9	4.0	17.2	30.5	16.7	93.9	93.8	92.6

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.15

Table 6A.3.15 Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent) (a) (b) (c)

	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	95.4 ± 0.9	93.9 ± 1.2	97.1 ± 0.6	85.5 ± 2.9	94.6 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.1 ± 0.9	94.8 ± 1.3	97.6 ± 0.6	88.1 ± 2.6	94.6 ± 0.9
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.0 ± 2.4	84.7 ± 3.2	91.8 ± 2.0	73.7 ± 4.7	88.3 ± 2.6
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	84.6 ± 3.1	80.7 ± 3.7	88.8 ± 2.6	57.8 ± 5.5	83.4 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	89.3 ± 1.5	86.0 ± 1.8	92.9 ± 1.2	69.8 ± 5.1	87.4 ± 2.2
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	89.9 ± 2.0	86.5 ± 2.4	93.5 ± 1.7	82.2 ± 6.0	91.0 ± 4.0
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT (g)	94.4 ± 1.0	92.9 ± 1.4	96.1 ± 0.7	87.2 ± 5.9	89.8 ± 2.3
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	73.8 ± 2.2	71.7 ± 2.9	76.3 ± 2.7	43.9 ± 4.5	41.6 ± 4.6
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.2 ± 1.5	89.9 ± 2.0	94.7 ± 1.2	75.2 ± 4.1	92.3 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.19. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

(g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.16

Table 6A.3.16 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a) (b) (c)

<i>1 Average age (d)</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	95.7 ± 1.2	94.3 ± 1.6	97.2 ± 0.8	86.2 ± 3.6	94.6 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	95.6 ± 0.2	93.9 ± 0.3	97.3 ± 0.2	87.5 ± 2.5	93.7 ± 0.3
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	94.0 ± 1.7	92.2 ± 2.4	96.3 ± 1.3	85.5 ± 3.6	92.1 ± 2.1
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.3 ± 1.8	83.2 ± 2.3	91.5 ± 1.4	58.3 ± 4.9	85.1 ± 2.4
1. 10yrs 3mths					
2. 4yrs 8mths					
SA	94.6 ± 0.6	93.2 ± 0.8	96.1 ± 0.5	83.2 ± 3.6	89.8 ± 1.5
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	90.0 ± 1.7	86.2 ± 2.4	94.0 ± 1.3	84.7 ± 4.4	91.3 ± 3.3
1. 11yrs 0mths					
2. 5yrs 7mths					
ACT (h)	94.0 ± 1.9	92.3 ± 2.5	95.7 ± 1.5	87.0 ± 8.6	89.7 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	78.1 ± 2.1	73.7 ± 3.0	82.7 ± 2.4	45.1 ± 4.5	38.3 ± 4.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.1 ± 1.1	92.1 ± 1.5	96.1 ± 1.1	79.6 ± 3.8	92.5 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.19. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions, as outlined in the explanatory notes.

(g) Victoria assessed a sample of students based on voluntary participation. Results in Victoria do not include exempt students as data on exempt students was not available.

Table 6A.3.16

Table 6A.3.16 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a) (b) (c)

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.17

Table 6A.3.17 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a) (b) (c)

<i>1 Average age (d)</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	92.2 ± 2.2	89.7 ± 2.8	94.9 ± 1.6	75.2 ± 5.4	91.4 ± 2.6
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	94.3 ± 1.2	91.5 ± 1.8	97.2 ± 0.7	85.6 ± 4.1	94.6 ± 1.2
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	94.4 ± 1.0	92.3 ± 1.5	97.0 ± 0.7	84.8 ± 2.7	92.7 ± 1.4
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	87.1 ± 1.4	82.5 ± 1.8	91.7 ± 1.1	58.1 ± 3.9	83.1 ± 2.1
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.8 ± 2.3	85.1 ± 3.0	92.7 ± 1.7	67.7 ± 6.2	87.0 ± 2.6
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	83.1 ± 2.3	77.0 ± 2.8	89.4 ± 2.0	72.6 ± 6.1	84.8 ± 4.0
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT (h)	93.1 ± 2.3	90.1 ± 3.2	96.2 ± 1.5	83.7 ± 15.6	87.1 ± 4.8
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	81.3 ± 1.8	79.7 ± 2.5	83.1 ± 2.2	46.0 ± 4.4	39.5 ± 4.6
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.1 ± 1.7	89.2 ± 2.2	95.2 ± 1.2	74.4 ± 4.4	91.0 ± 2.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.19. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Table 6A.3.17

Table 6A.3.17 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a) (b) (c)

- (g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.
- (h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.18

Table 6A.3.18 **Participation in writing testing by school sector, 2003 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.0	94.1	95.4	94.8	94.9	92.3	71.0	70.8	64.1	29.0	29.2	35.9
Victoria	91.2	89.9	83.4	92.4	91.6	90.1	69.1	68.3	58.5	30.9	31.7	41.5
Queensland	96.7	97.0	96.6	97.2	98.4	97.7	75.2	74.7	73.5	24.8	25.3	26.5
WA	90.6	91.6	92.2	93.8	93.2	91.4	73.9	73.0	71.9	26.1	27.0	28.1
SA	96.7	97.5	96.2	95.3	94.0	94.1	70.3	70.2	69.4	29.7	29.8	30.6
Tasmania	93.6	93.0	87.4	93.5	91.9	87.6	78.3	76.8	69.1	21.7	23.2	30.9
ACT	93.4	93.6	89.8	92.9	95.5	91.2	65.5	62.0	52.9	34.5	38.0	47.1
NT	79.5	84.2	81.9	83.7	86.6	95.5	78.9	78.6	74.0	21.1	21.4	26.0
Aust	93.5	93.5	92.3	94.4	94.3	92.4	71.8	71.3	66.0	28.2	28.7	34.0

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.19

Table 6A.3.19 Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)

	Students			Students			Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.3	1.2	0.7	5.7	5.7	5.8	4.1	4.2	4.4	26.5	25.5	24.9	94.3	94.3	94.2
Victoria	2.3	2.0	0.8	8.5	9.6	13.9	1.0	1.0	1.0	19.2	19.4	20.7	91.5	90.4	86.1
Queensland	1.7	1.8	1.6	2.9	2.7	3.0	6.2	6.2	5.7	6.7	6.6	5.9	96.8	97.3	96.9
WA	0.8	0.8	0.8	8.6	8.0	8.0	4.7	5.0	4.8	13.3	12.9	12.6	91.4	92.0	92.0
SA	3.9	3.6	2.9	3.8	3.6	4.5	2.8	2.7	2.6	7.2	7.0	6.8	96.2	96.4	95.5
Tasmania	1.0	1.1	0.9	6.5	7.3	12.5	5.7	5.9	5.5	6.3	5.1	4.6	93.5	92.7	87.5
ACT	1.7	1.2	0.9	6.8	5.7	9.6	2.0	1.6	1.2	9.5	8.5	2.9	93.2	94.3	90.4
NT (c)	0.9	0.9	0.6	19.7	15.3	16.1	20.9	24.1	22.5	17.7	19.0	18.2	80.4	84.8	85.1
Aust	1.8	1.6	1.1	6.2	6.3	7.7	3.9	4.0	3.9	17.2	16.8	16.6	93.8	93.7	92.3

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.20

Table 6A.3.20 Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	96.7 ± 0.6	96.3 ± 0.6	97.1 ± 0.6	91.4 ± 1.9	95.9 ± 0.6
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.8 ± 0.5	95.2 ± 0.5	96.6 ± 0.6	86.7 ± 2.2	93.9 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	92.1 ± 1.6	92.0 ± 1.6	92.7 ± 1.8	78.3 ± 3.7	90.0 ± 2.0
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	89.7 ± 2.7	89.7 ± 2.6	89.7 ± 2.8	67.2 ± 6.6	87.6 ± 3.3
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.1 ± 1.7	89.3 ± 1.7	90.8 ± 1.9	67.5 ± 5.2	86.0 ± 2.4
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	93.9 ± 1.4	93.9 ± 1.4	94.1 ± 1.7	90.2 ± 4.0	94.7 ± 3.3
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.2 ± 1.1	94.7 ± 1.1	95.8 ± 1.2	88.2 ± 7.7	89.5 ± 2.6
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	86.4 ± 2.4	85.8 ± 2.8	87.1 ± 2.6	65.5 ± 5.4	64.1 ± 5.4
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	94.2 ± 1.1	93.8 ± 1.1	94.7 ± 1.2	80.5 ± 3.7	93.3 ± 1.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.24. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.3.21

Table 6A.3.21 Proportion of year 5 students who achieved the numeracy benchmark, 2003 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	91.3 ± 1.1	90.4 ± 1.1	92.2 ± 1.1	73.9 ± 3.0	90.8 ± 1.1
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	83.7 ± 3.3	92.2 ± 0.8
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	86.3 ± 1.6	86.6 ± 1.7	86.4 ± 1.9	62.6 ± 3.4	83.7 ± 2.2
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	90.4 ± 2.0	90.0 ± 2.1	90.8 ± 2.1	66.2 ± 5.5	87.2 ± 3.0
1. 10yrs 3mths					
2. 4yrs 8mths					
SA	90.7 ± 1.2	90.1 ± 1.3	91.3 ± 1.3	66.1 ± 4.9	85.8 ± 1.9
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.4 ± 1.2	91.6 ± 1.4	93.3 ± 1.3	87.8 ± 4.1	93.4 ± 3.1
1. 11yrs 0mths					
2. 5yrs 7mths					
ACT	91.9 ± 1.7	91.7 ± 1.9	92.1 ± 1.9	71.6 ± 12.4	86.6 ± 3.2
1. 10yrs 8mths					
2. 5yrs 6mths					
NT	76.1 ± 2.6	74.6 ± 3.0	77.6 ± 3.2	43.3 ± 4.9	39.1 ± 5.2
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.8 ± 1.2	90.3 ± 1.3	91.4 ± 1.3	67.6 ± 3.9	89.3 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.24. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.3.22

Table 6A.3.22 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW (g)	73.9 ± 0.8	72.9 ± 0.9	75.1 ± 0.9	41.1 ± 2.1	72.7 ± 1.0
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria (h)	85.8 ± 0.7	86.3 ± 0.8	85.4 ± 0.9	64.1 ± 4.4	83.1 ± 1.0
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	85.2 ± 0.6	85.5 ± 0.7	85.1 ± 0.7	56.9 ± 2.0	81.7 ± 1.4
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.3 ± 0.7	84.2 ± 0.8	84.5 ± 0.9	49.9 ± 3.3	78.8 ± 1.6
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	85.2 ± 0.8	84.9 ± 1.0	85.5 ± 1.0	54.1 ± 6.3	80.0 ± 2.6
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.6 ± 1.1	80.4 ± 1.4	80.7 ± 1.6	66.5 ± 5.4	75.5 ± 4.5
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	86.4 ± 1.6	86.3 ± 1.8	86.5 ± 1.9	61.6 ± 12.8	81.0 ± 5.6
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	68.7 ± 2.1	69.0 ± 2.7	68.3 ± 2.9	30.0 ± 3.6	27.2 ± 3.9
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	81.3 ± 0.8	81.0 ± 0.9	81.6 ± 0.9	49.3 ± 2.9	76.6 ± 1.2

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.24. Readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Table 6A.3.22 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a) (b) (c)

(g) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.

(h) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.3.23

Table 6A.3.23 **Participation in numeracy testing by school sector, 2003 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	93.6	93.5	92.6	94.3	94.4	91.1	71.0	70.8	63.7	29.0	29.2	36.3
Victoria	91.7	90.7	84.0	92.9	92.2	90.2	69.2	68.4	58.6	30.8	31.6	41.4
Queensland	97.2	97.7	97.3	97.9	98.9	98.4	75.2	74.8	73.5	24.8	25.2	26.5
WA	92.1	93.2	93.6	95.4	94.2	92.4	73.9	73.2	72.0	26.1	26.8	28.0
SA	96.8	97.1	95.8	95.4	94.7	94.5	70.3	70.0	69.2	29.7	30.0	30.8
Tasmania	94.8	94.9	90.3	93.8	92.6	89.2	78.5	77.0	69.4	21.5	23.0	30.6
ACT	94.8	94.5	89.5	94.3	96.5	92.5	65.5	61.9	52.5	34.5	38.1	47.5
NT	88.4	91.3	88.1	95.9	91.4	99.8	78.4	79.1	74.5	21.6	20.9	25.5
Aust	94.0	94.0	91.9	94.8	94.6	92.4	71.9	71.3	65.9	28.2	28.7	34.1

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.24

Table 6A.3.24 **Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)**

	Students			Students			Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.1	1.1	0.7	6.2	6.2	8.0	4.0	4.0	4.0	26.2	25.2	24.5	93.8	93.8	92.0
Victoria	2.3	2.0	0.8	7.9	8.8	13.5	1.0	1.0	1.0	19.3	19.6	20.7	92.1	91.2	86.5
Queensland	1.7	1.8	1.6	2.3	2.1	2.3	6.3	6.3	5.9	6.7	6.7	5.9	97.4	98.0	97.6
WA	0.8	0.8	0.8	7.0	6.6	6.8	5.2	5.4	5.1	13.7	13.2	12.9	93.0	93.4	93.2
SA	3.6	3.3	2.8	3.6	3.7	4.6	2.9	2.7	2.6	7.4	7.1	6.9	96.4	96.3	95.4
Tasmania	0.9	1.0	0.9	5.4	5.7	10.1	5.9	5.9	5.9	6.4	5.1	4.7	94.6	94.3	89.9
ACT	1.7	1.2	0.9	5.4	4.7	9.1	2.2	1.9	1.1	9.7	8.8	3.0	94.6	95.3	90.9
NT (c)	0.9	0.9	0.6	10.1	8.7	10.3	29.7	30.0	27.1	24.8	24.9	22.5	90.0	91.4	90.9
Aust	1.7	1.6	1.1	5.7	5.9	7.9	4.1	2.8	3.9	17.2	8.5	16.5	94.2	94.1	92.1

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.25

Table 6A.3.25 Proportion of year 3 students who achieved the reading benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	92.2 ± 1.8	90.6 ± 2.1	93.9 ± 1.4	80.4 ± 4.4	91.7 ± 1.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	90.5 ± 1.9	88.2 ± 2.3	92.8 ± 1.6	76.6 ± 5.2	86.7 ± 2.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	97.0 ± 0.5	96.3 ± 0.6	97.7 ± 0.4	94.6 ± 1.3	94.2 ± 0.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	95.6 ± 1.4	94.8 ± 1.7	96.4 ± 1.3	84.1 ± 5.0	95.0 ± 1.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.9 ± 1.7	88.9 ± 2.0	92.9 ± 1.5	73.3 ± 6.4	89.4 ± 2.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	96.5 ± 0.7	95.8 ± 0.9	97.1 ± 0.7	93.7 ± 3.0	91.5 ± 2.5
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.2 ± 0.9	94.0 ± 1.4	96.4 ± 0.8	94.6 ± 5.3	88.1 ± 1.8
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	76.0 ± 3.0	73.7 ± 3.7	78.4 ± 3.2	44.7 ± 4.9	46.9 ± 4.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.5	91.5 ± 1.8	94.6 ± 1.2	82.9 ± 3.6	90.0 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.29. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.26

Table 6A.3.26 Proportion of year 5 students who achieved the reading benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	90.9 ± 1.0	88.6 ± 1.2	93.3 ± 0.8	75.7 ± 2.8	89.3 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	87.6 ± 2.1	85.3 ± 2.4	89.9 ± 1.8	71.4 ± 5.6	83.1 ± 2.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	83.4 ± 2.3	81.4 ± 2.5	85.6 ± 2.1	65.0 ± 4.2	80.1 ± 2.8
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.7 ± 1.0	92.4 ± 1.2	95.0 ± 0.9	74.2 ± 3.9	91.7 ± 1.8
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.2	87.8 ± 1.5	92.2 ± 1.1	60.3 ± 5.2	86.6 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	94.0 ± 1.0	92.9 ± 1.3	95.2 ± 0.9	88.1 ± 3.9	88.3 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	96.5 ± 0.6	95.6 ± 0.9	97.3 ± 0.7	86.7 ± 7.0	92.0 ± 2.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	77.2 ± 2.5	74.1 ± 3.3	80.5 ± 2.9	47.1 ± 4.5	44.8 ± 4.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	88.7 ± 1.6	86.6 ± 1.8	90.9 ± 1.4	69.4 ± 3.8	86.2 ± 1.9

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.29. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.27

Table 6A.3.27 Proportion of year 7 students who achieved the reading benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	88.1 ± 0.8	85.7 ± 0.9	90.6 ± 0.7	68.5 ± 2.1	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	93.1 ± 0.5	91.5 ± 0.6	94.8 ± 0.5	77.0 ± 4.1	89.8 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	94.5 ± 0.7	93.1 ± 0.8	95.9 ± 0.6	85.5 ± 2.1	92.0 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.1	86.6 ± 1.4	91.4 ± 1.1	57.6 ± 3.9	84.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.5 ± 0.6	91.0 ± 0.8	94.0 ± 0.6	69.2 ± 4.2	89.1 ± 1.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.9 ± 1.0	85.7 ± 1.5	92.2 ± 1.1	75.7 ± 5.7	80.1 ± 5.3
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	95.0 ± 0.7	93.4 ± 1.1	96.7 ± 0.9	81.6 ± 7.8	85.0 ± 4.9
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	73.9 ± 1.9	72.1 ± 2.7	75.7 ± 2.7	38.8 ± 4.3	39.7 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	91.0 ± 0.7	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.29. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 6A.3.27

Table 6A.3.27 Proportion of year 7 students who achieved the reading benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.28

Table 6A.3.28 **Participation in reading testing by school sector, 2004 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.6	95.1	95.4	96.5	96.5	96.9	69.9	70.0	62.7	30.1	30.0	37.3
Victoria	93.0	93.1	89.9	93.7	94.2	96.0	69.4	68.8	58.7	30.6	31.2	41.3
Queensland	97.1	97.1	97.2	97.6	97.6	96.6	75.0	74.6	73.2	25.0	25.4	26.8
WA	91.9	92.3	92.2	94.4	95.0	94.6	73.0	72.0	71.2	27.0	28.0	28.8
SA	96.8	97.5	96.7	95.7	95.5	94.7	69.0	69.1	68.5	31.0	30.9	31.5
Tasmania	95.6	95.2	92.9	95.1	94.9	93.6	77.6	76.4	69.3	22.4	23.6	30.7
ACT	94.5	94.5	92.5	93.2	96.6	95.8	64.2	61.3	51.2	35.8	38.7	48.8
NT	80.3	84.1	86.0	84.1	92.2	98.3	78.9	78.8	74.0	21.1	21.2	26.0
Aust	94.5	94.8	94.1	95.5	95.8	96.2	71.3	70.9	65.3	28.7	29.1	34.7

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.29

Table 6A.3.29 **Exemptions, absences and participation by equity group in reading testing, 2004 (per cent)**

	Students exempted (a)			Students absent or withdrawn			Assessed students								
							Indigenous students			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.2	1.1	1.0	4.8	4.5	4.1	4.2	4.1	4.9	27.3	26.1	25.6	95.2	95.5	95.9
Victoria	2.5	2.4	1.0	6.8	6.5	7.7	0.8	0.9	1.0	18.1	18.8	18.5	93.2	93.5	92.3
Queensland	2.0	2.0	1.7	2.6	2.5	2.5	6.3	6.3	6.1	7.0	6.6	6.1	97.2	97.2	97.0
WA	0.5	0.4	0.5	7.4	7.0	7.1	5.3	5.1	4.9	9.6	10.0	9.9	92.6	93.1	92.9
SA	2.8	2.7	2.5	3.6	3.1	3.9	3.0	2.7	2.9	11.5	11.6	11.3	96.4	96.9	96.1
Tasmania	1.0	0.8	0.5	4.5	4.8	6.9	6.1	6.4	5.8	4.1	3.8	3.7	95.5	95.2	93.1
ACT	2.1	1.8	1.3	6.0	4.7	5.9	1.7	1.8	1.6	12.5	11.5	4.6	94.0	95.3	94.1
NT (c)	0.3	0.3	0.5	12.5	9.8	12.0	23.5	27.7	27.9	21.1	21.9	24.0	81.1	85.7	88.9
Aust	1.7	1.6	1.2	5.1	4.8	5.1	4.1	4.1	4.3	17.2	16.9	16.3	94.8	95.1	94.8

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.30

Table 6A.3.30 Proportion of year 3 students who achieved the writing benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	95.8 ± 0.8	94.5 ± 1.1	97.1 ± 0.6	86.9 ± 2.7	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	97.1 ± 0.1	96.3 ± 0.2	98.1 ± 0.1	93.5 ± 1.2	94.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.4 ± 3.2	85.1 ± 3.9	92.0 ± 2.5	75.0 ± 5.7	87.0 ± 3.2
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	85.5 ± 2.9	81.9 ± 3.4	89.3 ± 2.5	56.9 ± 5.4	84.5 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.0 ± 2.3	87.1 ± 2.7	93.0 ± 1.9	62.1 ± 6.0	86.4 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.4 ± 1.5	88.3 ± 2.0	94.7 ± 1.4	86.2 ± 3.9	89.5 ± 3.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.5 ± 0.9	94.6 ± 1.3	96.5 ± 0.9	95.9 ± 4.6	88.4 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	83.8 ± 2.5	81.7 ± 3.7	86.1 ± 2.6	56.7 ± 5.3	58.5 ± 5.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.9 ± 1.5	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.34. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.31

Table 6A.3.31 Proportion of year 5 students who achieved the writing benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	95.9 ± 1.4	94.6 ± 1.9	97.3 ± 1.0	87.4 ± 4.2	94.9 ± 1.4
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.4 ± 0.7	91.1 ± 0.9	95.9 ± 0.5	82.2 ± 4.2	92.3 ± 0.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	97.1 ± 0.4	96.2 ± 0.5	98.1 ± 0.2	92.6 ± 1.4	94.3 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.4 ± 1.9	83.5 ± 2.4	91.4 ± 1.5	59.2 ± 4.6	86.0 ± 2.3
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 1.4	90.3 ± 1.8	95.3 ± 1.1	69.7 ± 5.8	90.1 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	91.6 ± 1.6	88.6 ± 2.2	94.9 ± 1.4	83.0 ± 4.7	86.6 ± 4.4
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.8 ± 2.4	90.8 ± 3.3	94.7 ± 1.9	78.7 ± 9.4	88.1 ± 3.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	81.1 ± 1.9	77.8 ± 2.8	84.4 ± 2.2	49.5 ± 4.2	47.1 ± 4.3
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.2 ± 1.1	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 1.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.34. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.32

Table 6A.3.32 **Proportion of year 7 students who achieved the writing benchmark, 2004 (per cent) (a) (b) (c)**

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	93.7 ± 2.0	91.8 ± 2.5	95.8 ± 1.5	81.8 ± 4.9	93.2 ± 2.3
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	96.0 ± 0.7	94.2 ± 1.1	97.9 ± 0.4	87.1 ± 3.4	95.7 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	97.3 ± 0.4	96.4 ± 0.6	98.3 ± 0.2	92.3 ± 1.7	95.4 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	86.6 ± 1.4	81.8 ± 1.9	91.7 ± 1.2	58.2 ± 3.9	84.2 ± 2.2
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.0 ± 2.1	84.1 ± 2.7	92.1 ± 1.7	59.4 ± 6.3	85.7 ± 2.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.9	80.2 ± 2.6	92.7 ± 1.5	75.2 ± 6.2	82.6 ± 6.5
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	93.1 ± 2.1	90.4 ± 3.0	96.0 ± 1.4	79.7 ± 9.4	81.2 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	79.4 ± 1.9	76.3 ± 2.6	82.7 ± 2.5	42.4 ± 4.2	43.0 ± 4.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	93.6 ± 1.3	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.34. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.33

Table 6A.3.33 **Participation in writing testing by school sector, 2004 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.2	94.6	95.4	95.9	96.3	96.9	70.0	69.9	62.7	30.0	30.1	37.3
Victoria	92.6	92.7	89.3	93.5	93.8	95.7	69.4	68.8	58.6	30.6	31.2	41.4
Queensland	96.9	97.0	97.0	97.5	97.5	96.5	75.0	74.6	73.1	25.0	25.4	26.9
WA	91.0	91.3	91.6	93.1	94.2	93.4	73.1	72.0	71.4	26.9	28.0	28.6
SA	96.6	97.2	96.6	95.5	95.4	94.7	69.0	69.0	68.5	31.0	31.0	31.5
Tasmania	93.8	93.6	90.6	95.4	95.2	92.7	77.2	76.0	69.0	22.8	24.0	31.0
ACT	94.5	93.6	92.0	93.2	95.6	95.1	64.2	61.3	51.3	35.8	38.7	48.7
NT	70.4	71.3	81.3	87.8	92.4	96.4	75.9	75.9	73.3	24.1	24.1	26.7
Aust	93.9	94.2	93.8	95.1	95.5	95.9	71.2	70.8	65.3	28.8	29.2	34.7

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.34

Table 6A.3.34 Exemptions, absences and participation by equity group in writing testing, 2004 (per cent)

	Students			Students			Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.1	1.0	0.7	5.3	4.9	4.0	4.2	4.4	4.9	26.6	25.7	25.6	94.7	95.1	96.0
Victoria	2.5	2.4	1.0	7.1	7.0	8.2	0.8	0.9	1.0	18.0	18.7	18.4	92.9	93.0	91.8
Queensland	2.0	2.0	1.7	2.7	2.6	2.7	6.3	6.3	6.1	7.0	6.6	6.1	97.1	97.1	96.9
WA	0.5	0.4	0.5	8.4	7.9	7.9	5.0	4.9	4.7	9.4	9.8	9.7	91.6	92.1	92.2
SA	2.7	2.7	2.5	3.7	3.4	4.0	2.6	2.7	2.9	11.4	11.6	11.3	96.3	96.6	96.0
Tasmania	1.0	0.8	0.6	5.8	6.0	8.8	6.0	6.1	5.4	4.0	3.7	3.6	94.2	94.0	91.2
ACT	2.0	1.8	1.3	6.0	5.6	6.5	1.7	1.8	1.6	12.5	11.4	4.6	94.0	94.4	93.5
NT (c)	0.3	0.3	0.5	19.8	14.0	16.4	17.5	24.2	24.0	15.8	18.6	20.5	73.9	81.8	84.8
Aust	1.7	1.6	1.1	5.6	5.3	5.4	3.9	4.1	4.2	16.8	16.6	16.2	94.3	94.6	94.5

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.35

Table 6A.3.35 Proportion of year 3 students who achieved the numeracy benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	95.8 ± 0.8	95.4 ± 0.8	96.2 ± 0.7	89.5 ± 2.4	94.7 ± 0.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.0 ± 0.5	95.4 ± 0.4	96.6 ± 0.6	88.2 ± 2.5	92.8 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.5 ± 1.9	90.6 ± 1.7	90.5 ± 2.1	74.3 ± 4.2	87.2 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	89.9 ± 2.6	89.5 ± 2.6	90.3 ± 2.8	68.1 ± 6.8	88.7 ± 2.9
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.5 ± 1.8	90.6 ± 1.8	92.4 ± 1.9	68.0 ± 6.4	87.5 ± 2.4
1. 8 years, 8 months					
2. 3 years, 6 months					
Tasmania	93.7 ± 1.4	93.0 ± 1.7	94.5 ± 1.4	89.1 ± 4.4	87.4 ± 4.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.3 ± 1.2	94.9 ± 1.6	95.8 ± 1.3	91.8 ± 7.7	88.3 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	88.0 ± 2.5	88.0 ± 2.8	88.0 ± 2.8	69.0 ± 5.7	69.4 ± 5.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.7 ± 1.2	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.39. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.36

Table 6A.3.36 Proportion of year 5 students who achieved the numeracy benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW	92.2 ± 1.2	91.9 ± 1.1	92.5 ± 1.3	77.0 ± 3.6	91.0 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	85.8 ± 3.4	92.4 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	89.3 ± 1.6	89.3 ± 1.5	89.2 ± 1.7	71.7 ± 3.6	86.2 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.1 ± 1.6	86.9 ± 1.7	87.3 ± 1.6	56.6 ± 4.2	82.8 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.3	89.6 ± 1.3	90.5 ± 1.4	62.4 ± 5.4	87.6 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.2 ± 1.5	89.2 ± 1.7	89.2 ± 1.8	81.9 ± 5.0	82.0 ± 5.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.1 ± 1.2	91.6 ± 1.5	92.6 ± 1.5	72.0 ± 10.6	85.3 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	71.5 ± 2.5	70.5 ± 3.0	72.6 ± 3.1	38.8 ± 3.8	36.5 ± 4.0
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	91.2 ± 1.2	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.39. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.37

Table 6A.3.37 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW (g)	76.1 ± 0.9	75.5 ± 1.0	76.8 ± 1.0	46.6 ± 2.1	75.8 ± 1.1
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	85.8 ± 0.7	86.1 ± 0.7	85.5 ± 0.8	62.9 ± 4.5	82.0 ± 1.1
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	84.6 ± 0.6	84.9 ± 0.6	84.3 ± 0.7	60.6 ± 2.1	82.3 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.6 ± 0.8	83.7 ± 1.0	85.6 ± 0.8	47.8 ± 2.8	79.4 ± 1.7
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.3 ± 1.0	87.6 ± 1.2	87.1 ± 1.1	59.1 ± 5.6	84.6 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.9 ± 1.3	79.1 ± 1.7	82.6 ± 1.6	67.9 ± 5.0	70.6 ± 6.1
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	87.7 ± 1.1	87.0 ± 1.6	88.5 ± 1.5	65.0 ± 10.8	76.3 ± 5.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	66.1 ± 2.1	66.6 ± 3.0	65.5 ± 2.7	26.8 ± 3.7	30.9 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	82.1 ± 0.8	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 1.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.39. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 6A.3.37

Table 6A.3.37 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a) (b) (c)

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.38

Table 6A.3.38 **Participation in numeracy testing by school sector, 2004 (per cent)**

	Assessed			Assessed			Assessed students					
	government school students (a)			non-government school students (a)			Government school students (b)			Non-government school students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	94.6	95.0	93.3	96.6	96.6	95.7	69.9	70.0	62.4	30.1	30.0	37.6
Victoria	93.3	93.3	90.0	94.0	94.3	96.0	69.4	68.8	58.7	30.6	31.2	41.3
Queensland	97.7	98.0	97.9	98.0	97.9	97.1	75.0	74.7	73.2	25.0	25.3	26.8
WA	92.5	92.8	92.7	94.7	95.3	94.7	73.1	72.1	71.3	26.9	27.9	28.7
SA	95.9	96.4	95.6	95.6	95.8	94.8	68.8	68.8	68.3	31.2	31.2	31.7
Tasmania	95.9	95.6	92.9	95.6	96.1	94.1	77.5	76.2	69.2	22.5	23.8	30.8
ACT	96.1	95.3	92.6	94.3	97.6	96.5	64.4	61.2	51.0	35.6	38.8	49.0
NT	83.7	87.2	88.9	90.6	94.1	99.5	78.4	79.1	74.4	21.6	20.9	25.6
Aust	94.7	95.0	93.7	95.8	96.1	95.9	71.3	70.9	65.3	28.7	29.1	34.7

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.39

Table 6A.3.39 Exemptions, absences and participation by equity group in numeracy testing, 2004 (per cent)

	Students			Students			Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5		Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.2	1.1	0.6	4.8	4.5	5.8	4.2	4.1	4.4	27.3	26.1	25.1	95.2	95.5	94.2
Victoria	2.5	2.4	1.0	6.5	6.4	7.6	0.8	0.9	1.0	18.1	18.8	18.5	93.5	93.6	92.4
Queensland	2.0	2.0	1.7	2.0	1.8	1.9	6.4	6.5	6.3	7.1	6.7	6.2	97.8	98.0	97.7
WA	0.5	0.4	0.5	6.9	6.5	6.8	5.6	5.3	5.1	9.7	10.1	10.0	93.1	93.5	93.3
SA	2.5	2.7	2.5	4.2	3.8	4.6	2.9	2.5	2.7	11.4	11.4	11.1	95.8	96.2	95.4
Tasmania	1.0	0.8	0.5	4.2	4.3	6.8	6.2	6.4	5.5	4.1	3.9	3.8	95.8	95.7	93.2
ACT	2.0	1.8	1.3	4.6	3.8	5.5	1.8	1.9	1.6	12.7	11.7	4.8	95.4	96.2	94.5
NT (c)	0.3	0.3	0.3	8.4	6.9	9.5	27.4	30.6	30.2	24.7	24.4	26.0	85.1	88.6	91.4
Aust	1.7	1.6	1.1	4.8	4.6	5.5	4.2	4.1	4.1	17.3	16.9	16.2	95.0	95.3	94.4

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.40

Table 6A.3.40 Proportion of year 3 students who achieved the reading benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW					
1. 8 years, 9 months	93.3 ± 1.6	92.0 ± 1.8	94.7 ± 1.3	81.8 ± 3.9	92.7 ± 1.5
2. 3 years, 7 months					
Victoria					
1. 9 years, 0 months	91.7 ± 1.9	90.0 ± 2.3	93.7 ± 1.6	83.6 ± 5.1	93.3 ± 2.2
2. 3 years, 7 months					
Queensland					
1. 8 years, 4 months	93.7 ± 1.2	92.1 ± 1.5	95.5 ± 1.0	83.2 ± 3.9	91.2 ± 1.3
2. 2 years, 8 months					
WA					
1. 8 years, 2 months	93.6 ± 1.7	92.3 ± 2.0	95.0 ± 1.5	73.8 ± 6.6	91.4 ± 2.4
2. 2 years, 7 months					
SA					
1. 8 years, 6 months	91.1 ± 1.6	89.2 ± 1.8	93.1 ± 1.4	71.0 ± 4.8	93.8 ± 2.1
2. 3 years, 3 months					
Tasmania					
1. 9 years, 1 month	94.9 ± 1.5	93.5 ± 1.9	96.3 ± 1.3	87.4 ± 5.0	93.5 ± 2.8
2. 3 years, 7 months					
ACT					
1. 8 years, 10 months	96.3 ± 0.8	95.2 ± 1.1	97.4 ± 0.7	95.3 ± 4.5	93.6 ± 1.3
2. 3 years, 6 months					
NT					
1. 8 years, 8 months	70.4 ± 2.7	67.3 ± 3.5	73.6 ± 3.1	40.1 ± 4.4	41.5 ± 4.4
2. 3 years, 3 months					
Australia	92.7 ± 1.6	91.2 ± 1.9	94.4 ± 1.3	78.0 ± 4.3	92.0 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.44. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.41

Table 6A.3.41 Proportion of year 5 students who achieved the reading benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW					
1. 10yrs 9mths	89.7 ± 1.6	87.9 ± 1.8	91.5 ± 1.5	72.3 ± 3.5	87.2 ± 1.9
2. 5yrs 7mths					
Victoria					
1. 10yrs 11mths	88.7 ± 1.8	86.4 ± 2.0	91.2 ± 1.6	73.7 ± 5.5	89.3 ± 2.1
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	79.7 ± 2.4	75.7 ± 2.6	83.9 ± 2.1	52.2 ± 4.2	74.8 ± 2.9
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	91.6 ± 1.5	89.6 ± 1.8	93.7 ± 1.3	64.7 ± 4.8	89.3 ± 2.0
2. 4yrs 8mths					
SA					
1. 10yrs 6mths	89.0 ± 1.2	86.7 ± 1.5	91.4 ± 1.1	63.9 ± 4.7	87.1 ± 2.0
2. 5yrs 3mths					
Tasmania					
1. 11yrs 1mths	92.8 ± 1.1	90.9 ± 1.5	94.9 ± 1.0	87.3 ± 3.7	87.3 ± 3.1
2. 5yrs 7mths					
ACT					
1. 10yrs 10mths	94.9 ± 0.8	93.8 ± 1.2	96.2 ± 0.9	85.2 ± 6.5	92.9 ± 1.6
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	73.1 ± 2.0	71.2 ± 2.6	75.2 ± 2.5	40.7 ± 3.7	40.0 ± 3.8
2. 5yrs 3mths					
Australia	87.5 ± 1.8	85.1 ± 2.0	90.1 ± 1.6	62.8 ± 4.1	86.2 ± 2.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.44. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.42

Table 6A.3.42 Proportion of year 7 students who achieved the reading benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All	Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	students	students	students	students (f)	students (f)
NSW					
1. 12yrs 4mths	88.1 ± 0.8	85.4 ± 0.9	91.0 ± 0.8	69.4 ± 2.2	86.8 ± 1.1
2. 7yrs 2mths					
Victoria					
1. 13yrs 0mths	95.1 ± 0.5	93.8 ± 0.6	96.5 ± 0.4	85.0 ± 3.3	94.3 ± 0.8
2. 7yrs 7mths					
Queensland					
1. 12yrs 4mths	88.1 ± 1.1	85.6 ± 1.3	90.9 ± 0.9	64.9 ± 2.9	83.2 ± 1.7
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	85.6 ± 0.8	83.3 ± 1.0	88.0 ± 0.9	46.8 ± 3.0	81.4 ± 1.9
2. 6yrs 7mths					
SA					
1. 12yrs 6mths	93.8 ± 0.6	92.4 ± 0.8	95.2 ± 0.7	69.4 ± 4.7	90.5 ± 1.5
2. 7yrs 3mths					
Tasmania					
1. 13yrs 1mths	88.3 ± 0.9	85.4 ± 1.3	91.2 ± 1.2	78.0 ± 4.2	80.0 ± 4.6
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	93.5 ± 0.8	92.4 ± 1.3	94.7 ± 0.9	76.9 ± 10.6	89.0 ± 2.4
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	71.6 ± 1.9	66.7 ± 2.8	76.5 ± 2.6	36.8 ± 3.4	36.0 ± 3.5
2. 7yrs 3mths					
Australia	89.8 ± 0.8	87.6 ± 1.0	92.2 ± 0.8	63.8 ± 2.9	87.9 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.44. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.43

Table 6A.3.43 **Participation in reading testing by school sector, 2005 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.1	94.9	94.9	95.4	95.4	97.0	69.7	70.1	62.7	30.3	29.9	37.3
Victoria	90.9	91.3	89.8	93.0	93.4	94.4	68.7	68.0	59.1	31.3	32.0	40.9
Queensland	96.8	97.0	96.8	96.4	96.8	96.7	74.3	73.7	72.5	25.7	26.3	27.5
WA	92.6	92.5	95.3	93.4	94.9	97.2	68.8	72.1	71.3	31.2	27.9	28.7
SA	98.1	98.5	98.3	95.6	95.2	95.0	68.1	69.1	67.5	31.9	30.9	32.5
Tasmania	95.6	95.5	92.7	94.9	94.6	93.7	77.0	76.1	68.3	23.0	23.9	31.7
ACT	93.9	94.8	90.2	92.4	95.2	93.6	63.9	60.9	50.9	36.1	39.1	49.1
NT	84.4	88.0	84.8	88.9	90.4	92.3	78.7	79.2	72.1	21.3	20.8	27.9
Aust	94.0	94.7	94.2	94.7	96.1	95.9	70.5	71.1	65.2	29.5	28.9	34.8

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.44

Table 6A.3.44 Exemptions, absences and participation by equity group in reading testing, 2005 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students								
							Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.0	0.9	0.7	5.5	5.0	4.4	4.1	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6
Victoria	2.3	2.0	0.9	8.5	8.0	8.4	0.9	0.9	0.8	22.7	22.0	21.5	91.5	92.0	91.6
Queensland	2.0	1.9	2.0	3.3	3.0	3.2	6.4	6.5	6.1	7.1	6.8	6.4	96.7	96.9	96.8
WA	0.7	0.7	0.6	7.2	6.8	4.2	5.6	5.1	5.5	8.5	9.5	8.7	92.8	93.2	95.8
SA	3.3	2.7	2.7	2.7	2.5	2.8	3.0	2.9	3.1	11.1	11.2	11.1	97.3	97.5	97.2
Tasmania	0.8	1.0	0.7	4.6	4.7	7.0	5.5	6.5	6.0	4.9	4.5	4.0	95.4	95.3	93.0
ACT	2.2	2.2	1.4	6.7	5.1	8.2	1.8	2.2	1.7	19.8	15.8	11.7	93.3	94.9	91.8
NT (c)	0.7	1.2	0.8	12.5	10.3	10.1	27.8	29.9	28.8	24.0	26.4	24.0	84.8	88.5	86.6
Aust	1.7	1.5	1.2	5.8	5.4	5.2	4.1	4.2	4.3	18.9	17.8	17.3	94.2	94.1	94.8

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.45

Table 6A.3.45 Proportion of year 3 students who achieved the writing benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
2 Years of schooling (e)					
NSW					
1. 8 years, 9 months	93.6 ± 1.9	91.7 ± 2.3	95.6 ± 1.4	80.6 ± 4.9	92.5 ± 1.9
2. 3 years, 7 months					
Victoria					
1. 9 years, 0 months	97.5 ± 0.1	97.1 ± 0.1	98.2 ± 0.0	98.6 ± 0.4	99.5 ± 0.1
2. 3 years, 7 months					
Queensland					
1. 8 years, 4 months	89.3 ± 2.6	85.7 ± 3.3	93.1 ± 2.0	74.6 ± 5.0	88.4 ± 2.3
2. 2 years, 8 months					
WA					
1. 8 years, 2 months	86.8 ± 1.6	82.9 ± 2.0	91.1 ± 1.3	56.1 ± 4.4	84.6 ± 2.5
2. 2 years, 7 months					
SA					
1. 8 years, 6 months	91.8 ± 2.7	89.5 ± 3.2	94.3 ± 2.3	71.7 ± 6.8	94.9 ± 3.1
2. 3 years, 3 months					
Tasmania					
1. 9 years, 1 month	91.9 ± 1.4	88.8 ± 1.9	95.2 ± 1.1	85.5 ± 5.1	91.9 ± 2.7
2. 3 years, 7 months					
ACT					
1. 8 years, 10 months	94.0 ± 1.4	91.8 ± 2.0	96.3 ± 1.0	87.6 ± 11.3	92.0 ± 1.9
2. 3 years, 6 months					
NT					
1. 8 years, 8 months	73.5 ± 2.6	70.2 ± 3.4	77.0 ± 3.0	40.3 ± 4.3	40.4 ± 4.2
2. 3 years, 3 months					
Australia	92.8 ± 1.6	90.7 ± 2.0	95.1 ± 1.3	74.0 ± 4.7	93.4 ± 1.5

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.49. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.46

Table 6A.3.46 Proportion of year 5 students who achieved the writing benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
2 Years of schooling (e)					
NSW					
1. 10yrs 9mths	94.3 ± 1.9	92.6 ± 2.4	96.0 ± 1.4	81.5 ± 5.5	93.0 ± 1.9
2. 5yrs 7mths					
Victoria					
1. 10yrs 11mths	97.4 ± 0.1	96.7 ± 0.1	98.4 ± 0.1	95.8 ± 1.6	99.0 ± 0.1
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	92.0 ± 1.5	89.3 ± 1.9	94.8 ± 1.1	79.0 ± 3.4	88.9 ± 1.5
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	86.8 ± 1.7	83.1 ± 2.2	90.6 ± 1.3	56.4 ± 4.0	85.7 ± 2.0
2. 4yrs 8mths					
SA					
1. 10yrs 6mths	92.1 ± 1.4	89.8 ± 1.8	94.6 ± 1.1	73.2 ± 4.8	93.7 ± 1.8
2. 5yrs 3mths					
Tasmania					
1. 11yrs 1mths	90.1 ± 1.4	86.4 ± 1.9	94.0 ± 1.3	82.0 ± 4.3	87.0 ± 2.9
2. 5yrs 7mths					
ACT					
1. 10yrs 10mths	92.6 ± 2.3	90.5 ± 2.9	94.9 ± 1.9	80.4 ± 9.9	91.0 ± 3.1
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	72.4 ± 2.3	69.4 ± 3.2	75.8 ± 2.5	36.1 ± 3.7	35.5 ± 3.8
2. 5yrs 3mths					
Australia	93.3 ± 1.3	91.3 ± 1.7	95.4 ± 1.0	74.3 ± 4.3	93.1 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.49. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.47

Table 6A.3.47 Proportion of year 7 students who achieved the writing benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW					
1. 12yrs 4mths	92.1 ± 2.2	89.3 ± 2.9	95.0 ± 1.6	75.3 ± 5.6	92.1 ± 2.4
2. 7yrs 2mths					
Victoria					
1. 13yrs 0mths	94.7 ± 0.5	92.1 ± 0.8	97.4 ± 0.3	83.9 ± 3.6	95.7 ± 0.6
2. 7yrs 7mths					
Queensland					
1. 12yrs 4mths	95.0 ± 0.6	93.1 ± 0.9	97.1 ± 0.4	83.8 ± 2.1	92.1 ± 0.9
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	87.7 ± 1.6	83.7 ± 2.0	91.9 ± 1.2	56.7 ± 4.9	86.3 ± 2.1
2. 6yrs 7mths					
SA					
1. 12yrs 6mths	87.7 ± 2.9	84.1 ± 3.6	91.5 ± 2.2	60.3 ± 6.3	85.8 ± 3.2
2. 7yrs 3mths					
Tasmania					
1. 13yrs 1mths	83.6 ± 2.2	77.4 ± 2.9	89.8 ± 1.8	74.6 ± 5.5	76.5 ± 5.2
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	92.1 ± 2.7	89.5 ± 3.6	94.9 ± 2.0	78.9 ± 12.7	89.6 ± 4.0
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	72.6 ± 2.0	67.3 ± 2.9	78.0 ± 2.6	34.6 ± 3.6	32.2 ± 3.9
2. 7yrs 3mths					
Australia					
	92.2 ± 1.5	89.3 ± 2.0	95.2 ± 1.1	72.3 ± 4.3	91.6 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.49. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.48

Table 6A.3.48 **Participation in writing testing by school sector, 2005 (per cent)**

	<i>Assessed</i>			<i>Assessed</i>			<i>Assessed students</i>					
	<i>government school students (a)</i>			<i>non-government school students (a)</i>			<i>Government school students (b)</i>			<i>Non-government school students (b)</i>		
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.1	94.8	94.9	95.3	95.5	96.8	69.7	70.1	62.8	30.3	29.9	37.2
Victoria	90.6	90.9	90.1	92.7	93.2	94.5	68.7	68.0	59.2	31.3	32.0	40.8
Queensland	96.8	96.9	96.8	96.3	96.7	96.7	74.3	73.7	72.5	25.7	26.3	27.5
WA	91.7	92.2	90.7	92.4	93.7	93.4	68.9	72.2	71.1	31.1	27.8	28.9
SA	98.1	98.5	98.3	95.6	94.7	94.3	68.1	69.2	67.6	31.9	30.8	32.4
Tasmania	95.1	94.1	91.0	94.7	94.6	93.3	77.0	75.8	67.9	23.0	24.2	32.1
ACT	93.1	94.1	89.9	92.0	95.2	94.5	63.8	60.7	50.6	36.2	39.3	49.4
NT	87.8	89.1	85.8	89.2	89.8	90.2	79.3	79.5	72.8	20.7	20.5	27.2
Aust	93.9	94.2	93.7	94.5	94.8	95.5	70.5	70.6	65.2	29.5	29.4	34.8

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.49

Table 6A.3.49 Exemptions, absences and participation by equity group in writing testing, 2005 (per cent)

	Students			Students			Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.0	0.9	0.7	5.5	5.0	4.4	4.2	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6
Victoria	2.2	2.0	0.9	8.8	8.4	8.7	0.9	0.8	0.8	22.6	22.0	21.4	91.3	91.6	91.3
Queensland	2.0	1.9	2.0	3.3	3.1	3.2	6.4	6.5	6.1	7.1	6.8	6.3	96.7	96.9	96.7
WA	0.7	0.7	0.6	8.1	7.4	8.5	5.4	5.0	4.6	8.4	9.4	8.3	91.9	92.6	91.5
SA	3.2	2.7	2.7	2.7	2.7	3.1	2.7	3.0	3.1	11.0	11.2	11.1	97.3	97.3	96.9
Tasmania	0.8	1.0	0.7	5.0	5.8	8.3	5.4	6.4	5.9	4.9	4.5	3.9	95.0	94.2	91.7
ACT	2.2	2.2	1.4	7.3	5.5	7.9	1.8	2.2	1.6	19.6	19.0	13.7	92.7	94.5	92.1
NT (c)	0.8	1.2	0.7	9.5	9.2	9.7	28.3	28.8	28.1	24.2	25.3	23.6	85.1	86.8	85.1
Aust	1.7	1.5	1.2	5.9	5.6	5.8	4.1	4.2	4.2	18.8	17.8	17.3	94.1	94.4	94.3

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.50

Table 6A.3.50 Proportion of year 3 students who achieved the numeracy benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
2 Years of schooling (e)					
NSW					
1. 8 years, 9 months	95.4 ± 0.9	94.9 ± 1.0	95.9 ± 0.9	87.6 ± 2.6	94.2 ± 1.0
2. 3 years, 7 months					
Victoria					
1. 9 years, 0 months	95.5 ± 0.6	95.1 ± 0.6	96.1 ± 0.6	91.8 ± 3.0	97.3 ± 0.7
2. 3 years, 7 months					
Queensland					
1. 8 years, 4 months	92.7 ± 1.4	92.1 ± 1.4	93.4 ± 1.5	78.9 ± 3.9	89.5 ± 1.8
2. 2 years, 8 months					
WA					
1. 8 years, 2 months	90.2 ± 2.0	89.6 ± 2.1	91.0 ± 2.1	64.8 ± 5.7	86.6 ± 3.0
2. 2 years, 7 months					
SA					
1. 8 years, 8 months	92.6 ± 0.9	91.7 ± 0.9	93.4 ± 1.0	74.5 ± 4.1	95.4 ± 1.6
2. 3 years, 6 months					
Tasmania					
1. 9 years, 1 month	91.2 ± 2.0	90.0 ± 2.2	92.5 ± 2.0	82.4 ± 5.1	86.8 ± 4.1
2. 3 years, 7 months					
ACT					
1. 8 years, 10 months	94.6 ± 1.2	93.5 ± 1.4	95.7 ± 1.2	92.8 ± 6.5	91.8 ± 1.9
2. 3 years, 6 months					
NT					
1. 8 years, 8 months	86.2 ± 2.5	85.5 ± 2.9	87.2 ± 2.8	68.0 ± 5.6	66.7 ± 5.5
2. 3 years, 3 months					
Australia	94.1 ± 1.1	93.5 ± 1.1	94.7 ± 1.1	80.4 ± 3.8	94.0 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.54. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.51

Table 6A.3.51 Proportion of year 5 students who achieved the numeracy benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
2 Years of schooling (e)					
NSW					
1. 10yrs 9mths	91.7 ± 1.1	91.1 ± 1.1	92.3 ± 1.1	75.4 ± 3.1	90.1 ± 1.2
2. 5yrs 7mths					
Victoria					
1. 10yrs 11mths	95.4 ± 0.7	94.8 ± 0.7	96.1 ± 0.7	89.5 ± 3.3	96.3 ± 0.9
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	88.1 ± 1.9	88.0 ± 1.9	88.4 ± 2.0	65.8 ± 4.3	84.0 ± 2.3
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	85.9 ± 1.8	86.4 ± 1.8	85.4 ± 2.0	51.6 ± 4.7	83.4 ± 2.4
2. 4yrs 8mths					
SA					
1. 10yrs 6mths	90.1 ± 1.3	90.5 ± 1.3	89.7 ± 1.5	69.8 ± 5.2	89.1 ± 2.0
2. 5yrs 3mths					
Tasmania					
1. 11yrs 1mths	89.1 ± 1.5	89.1 ± 1.6	89.1 ± 1.7	78.7 ± 4.8	84.0 ± 3.7
2. 5yrs 7mths					
ACT					
1. 10yrs 10mths	93.2 ± 1.2	92.9 ± 1.4	93.4 ± 1.5	81.4 ± 8.2	91.7 ± 1.9
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	69.6 ± 2.4	69.8 ± 2.9	69.4 ± 2.9	35.1 ± 3.6	35.2 ± 3.6
2. 5yrs 3mths					
Australia	90.8 ± 1.3	90.5 ± 1.3	91.2 ± 1.4	66.5 ± 3.9	90.0 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.54. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.52

Table 6A.3.52 Proportion of year 7 students who achieved the numeracy benchmark, 2005 (per cent) (a) (b) (c)

1 Average age (d)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
2 Years of schooling (e)					
NSW (g)					
1. 12yrs 6mths	75.8 ± 1.1	75.7 ± 1.2	75.9 ± 1.2	44.5 ± 2.3	75.2 ± 1.2
2. 7yrs 4mths					
Victoria					
1. 13yrs 0mths	86.9 ± 0.6	86.6 ± 0.6	87.3 ± 0.8	66.5 ± 4.5	85.9 ± 0.9
2. 7yrs 7mths					
Queensland					
1. 12yrs 4mths	83.2 ± 0.6	82.7 ± 0.7	83.9 ± 0.7	54.5 ± 2.4	79.8 ± 1.6
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	84.3 ± 0.8	84.9 ± 0.8	83.6 ± 1.0	46.8 ± 2.9	81.8 ± 1.6
2. 6yrs 7mths					
SA					
1. 12yrs 6mths	85.7 ± 1.2	86.6 ± 1.2	84.9 ± 1.3	55.8 ± 5.3	82.5 ± 1.9
2. 7yrs 3mths					
Tasmania					
1. 13yrs 1mths	80.5 ± 1.2	80.4 ± 1.6	80.5 ± 1.7	66.4 ± 4.9	75.4 ± 5.8
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	88.1 ± 1.2	88.0 ± 1.5	88.3 ± 1.8	62.6 ± 11.4	84.4 ± 2.6
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	64.8 ± 2.0	62.7 ± 2.8	66.9 ± 2.6	24.9 ± 3.3	24.8 ± 3.2
2. 7yrs 3mths					
Australia	81.8 ± 0.9	81.6 ± 0.9	82.0 ± 1.0	48.8 ± 2.9	78.8 ± 1.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 6A.3.54. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 6A.3.52 Proportion of year 7 students who achieved the numeracy benchmark, 2005 (per cent) (a) (b) (c)

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.53

Table 6A.3.53 **Participation in numeracy testing by school sector, 2005 (per cent)**

	Assessed			Assessed			Assessed students					
	government school students (a)			non-government school students (a)			Government school students (b)			Non-government school students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	94.1	94.8	93.4	95.5	95.5	96.1	69.7	70.1	62.6	30.3	29.9	37.4
Victoria	91.5	91.7	90.9	93.2	93.9	94.9	68.8	68.0	59.3	31.2	32.0	40.7
Queensland	97.2	97.2	97.1	96.8	97.1	97.1	74.3	73.7	72.5	25.7	26.3	27.5
WA	93.3	93.5	93.7	93.4	95.5	95.9	69.0	72.1	71.2	31.0	27.9	28.8
SA	98.0	98.5	98.3	95.8	95.3	95.0	68.1	69.1	67.4	31.9	30.9	32.6
Tasmania	96.5	95.9	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6
ACT	95.9	94.9	90.6	93.9	96.5	94.9	64.0	60.6	50.7	36.0	39.4	49.3
NT	88.2	89.3	86.4	90.1	91.3	91.7	79.2	79.3	72.6	20.8	20.7	27.4
Aust	94.4	94.7	93.9	94.9	95.3	95.7	70.5	70.6	65.1	29.5	29.4	34.9

(a) The percentage of students from government and non-government schools respectively who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.54

Table 6A.3.54 Exemptions, absences and participation by equity group in numeracy testing, 2005 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students								
							Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.0	0.9	0.7	5.5	5.0	5.6	4.2	4.3	4.3	27.6	26.3	25.9	94.5	95.0	94.4
Victoria	2.2	2.0	0.9	8.0	7.6	8.3	0.9	0.9	0.8	22.8	22.1	21.4	92.0	92.4	91.7
Queensland	2.0	2.0	2.0	2.9	2.7	2.9	6.5	6.6	6.1	7.1	6.8	6.3	97.1	97.2	97.1
WA	0.7	0.7	0.6	6.7	5.9	5.7	5.9	5.4	5.2	8.6	9.6	8.6	93.3	94.1	94.3
SA	3.2	2.8	2.7	2.7	2.5	2.8	3.0	2.9	2.8	11.1	11.2	11.1	97.3	97.5	97.2
Tasmania	0.8	1.0	0.7	3.9	4.3	6.3	5.6	6.6	6.1	4.9	4.5	3.9	96.1	95.7	93.7
ACT	2.3	2.2	1.4	4.8	4.5	7.3	1.9	2.1	1.6	20.0	19.1	13.9	95.2	95.5	92.7
NT (c)	0.7	1.2	0.7	9.7	9.1	9.0	31.0	31.1	29.7	26.7	27.6	24.7	88.4	89.8	87.8
Aust	1.7	1.5	1.1	5.4	5.1	5.6	4.2	4.3	4.1	18.9	17.9	17.2	94.6	94.9	94.6

- (a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.
- (b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.
- (c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2007, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.55

Table 6A.3.55 Proportion of year 6 students achieving at or above the proficient standard in science literacy, 2003 (per cent) (a) (b)

	<i>Aust</i>
All students	58.2 ± 0.9
Indigenous students	29.8 ± 4.5

- (a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent + 2.7 per cent).

Source: MCEETYA 2004, *National Year 6 Science Assessment Report*, Melbourne.

Table 6A.3.56

Table 6A.3.56 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, Australia, 2004 (per cent) (a) (b)**

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
Year 6					
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
All students	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

.. Not applicable. – Nil or rounded to zero.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne.

Table 6A.3.57

Table 6A.3.57 Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy (per cent) (a)

	<i>Aust</i>
2000	
All students	61.8
Standard error	1.4
Indigenous students	30.7
Standard error	3.1
2003	
All students	65.3
Standard error	1.0
Indigenous students	33.2
Standard error	3.6

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson, S, Cresswell, J and De Bortoli L. 2004, *Facing the Future: A Focus on Mathematical Literacy among Australian 15-year-old Students in PISA 2003*, Camberwell, Australian Council for Educational Research.

Source: ACER (unpublished).

Table 6A.3.58

Table 6A.3.58 Proportion of students achieving level 3 or above in the overall reading literacy scale (per cent) (a) (b) (c)

	<i>Aust</i>
2000	
All students	69.0
Standard error	1.2
Indigenous students	38.0
Standard error	3.4
2003	
All students	69.9
Standard error	1.0
Indigenous students	38.1
Standard error	3.9

- (a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson. S, Cresswell. J and De Bortoli L. 2004, *Facing the Future: A Focus on Mathematical Literacy among Australian 15-year-old Students in PISA 2003*, Camberwell, Australian Council for Educational Research.
- (b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.
- (c) The PISA overall reading literacy scale has five defined proficiency levels, from level 5 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. At level 3, students are capable of reading tasks of moderate complexity such as locating multiple pieces of information, making links between different parts of a text and relating it to familiar everyday knowledge. Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished).

Table 6A.3.59

Table 6A.3.59 **Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy (per cent) (a)**

	<i>Aust</i>
2000	
All students	65.4
Standard error	1.6
Indigenous students	26.2
Standard error	4.9
2003	
All students	60.4
Standard error	0.9
Indigenous students	23.9
Standard error	2.9

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson, S, Cresswell, J and De Bortoli L. 2004, *Facing the Future: A Focus on Mathematical Literacy among Australian 15-year-old Students in PISA 2003*, Camberwell, Australian Council for Educational Research.

Source: ACER (unpublished).

Table 6A.3.60

Table 6A.3.60 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy (per cent) (a)

	<i>Aust</i>
2000	
All students	61.8
Standard error	1.9
Indigenous students	29.1
Standard error	4.1
2003	
All students	61.2
Standard error	0.9
Indigenous students	25.6
Standard error	2.9

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson, S, Cresswell, J and De Bortoli L. 2004, *Facing the Future: A Focus on Mathematical Literacy among Australian 15-year-old Students in PISA 2003*, Camberwell, Australian Council for Educational Research.

Source: ACER (unpublished).

Table 6A.3.61

Table 6A.3.61 Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, 2003 (per cent) (a)

	<i>Aust</i>
All students	64.2
Standard error	0.9
Indigenous students	30.6
Standard error	3.1

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson, S, Cresswell, J and De Bortoli L. 2004, *Facing the Future: A Focus on Mathematical Literacy among Australian 15-year-old Students in PISA 2003*, Camberwell, Australian Council for Educational Research.

Source: ACER (unpublished).