

7A Positive childhood and transition to adulthood — attachment

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

Table 7A.1.1

Table 7A.1.1 Proportion of year 5 students who achieved the reading benchmark, 1999–2002 (per cent) (a), (b), (c)

	1999	2000	2001	2002
Indigenous students (d)	58.7 ± 4.2	62.0 ± 4.8	66.9 ± 3.6	68.0 ± 3.5
All Students	85.6 ± 2.0	87.4 ± 2.1	89.8 ± 1.3	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- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C2, MCEETYA (2005). 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 and students with a language background other than English (LBOTE) varies between jurisdictions.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.2

Table 7A.1.2 Proportion of year 5 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 10yrs 9mths	92.3 ± 0.9	90.5 ± 1.2	94.1 ± 0.8	75.4 ± 2.5	90.6 ± 1.0
2. 5yrs 7mths					
Victoria					
1. 10yrs 11mths	87.3 ± 2.4	84.8 ± 2.9	89.9 ± 2.2	65.9 ± 6.0	83.5 ± 3.0
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	83.0 ± 1.9	80.4 ± 2.3	86.0 ± 1.9	58.5 ± 3.9	77.3 ± 3.0
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.8	79.2 ± 3.9	93.1 ± 1.5
2. 4yrs 7mths					
SA					
1. 10yrs 6mths	90.0 ± 0.9	87.7 ± 1.3	92.4 ± 0.6	65.6 ± 4.1	89.1 ± 1.3
2. 5yrs 3mths					
Tasmania					
1. 11yrs 3mths	96.3 ± 0.8	95.2 ± 1.2	97.4 ± 0.7	93.8 ± 2.7	93.4 ± 3.0
2. 5yrs 7mths					
ACT					
1. 10yrs 8mths	92.6 ± 1.0	90.3 ± 1.4	95.1 ± 1.0	86.1 ± 6.1	88.9 ± 2.8
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	79.0 ± 1.7	78.1 ± 2.3	80.4 ± 2.2	46.7 ± 3.5	45.7 ± 3.7
2. 5yrs 3mths					
Australia	89.3 ± 1.4	87.2 ± 1.8	91.5 ± 1.3	68.0 ± 3.5	87.1 ± 1.8

(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 as shown in Table C2, MCEETYA (2005). 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 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, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.3

Table 7A.1.3 Proportion of year 5 students who achieved the writing benchmark, 1999 (per cent) (a)

<i>State/Territory</i>					
<i>1. Average age (b)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (d)</i>	<i>LBOTE students (d)</i>
<i>2. Yrs of schooling (c)</i>					
NSW					
1. 10yrs 9mths	95.5 ± 1.3	94.5 ± 1.9	96.5 ± 1.0	86.9 ± 4.2	94.9 ± 1.6
2. 5yrs 7mths					
Victoria (e)					
1. 10yrs 11mths	95.1 ± 0.6	93.3 ± 0.9	97.0 ± 0.5	85.3 ± 3.9	94.3 ± 0.8
2. 5yrs 7mths					
Queensland (f)					
1. 10yrs 3mths	94.6 ± 1.1	94.6 ± 0.8	96.9 ± 0.9	85.8 ± 1.4	95.6 ± 0.8
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	86.8 ± 1.3	82.6 ± 1.9	91.1 ± 1.2	54.8 ± 3.7	83.0 ± 1.8
2. 4yrs 7mths					
SA	na	na	na	na	na
Tasmania					
1. 11yrs 0mths	85.5 ± 2.2	80.1 ± 3.2	90.8 ± 1.9	70.6 ± 5.8	75.2 ± 9.9
2. 5yrs 7mths					
ACT					
1. 10yrs 8mths	84.7 ± 1.7	78.7 ± 2.7	90.4 ± 1.7	60.0 ± 14.8	73.8 ± 4.0
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	67.0 ± 2.4	62.7 ± 3.2	73.4 ± 2.6	28.5 ± 3.4	21.9 ± 3.5
2. 5yrs 3mths					
Australia (g)	93.0 ± 1.1	91.4 ± 1.5	95.4 ± 0.9	74.6 ± 3.6	91.4 ± 1.5

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

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

(c) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 7A.1.4 contains more information.

(d) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions. The two categories are not mutually exclusive. Table 7A.1.6 contains more information.

(e) 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.

(f) Data from Queensland are based on a sample of approximately 10 per cent of year 3 students from government and non-government schools. Data from Queensland for the percentage of male, female, Indigenous and LBOTE students do not include students formally exempted from testing.

(g) Excludes data from South Australia.

na Not available.

Source: MCEETYA (unpublished).

Table 7A.1.4

Table 7A.1.4 Proportion of year 5 students who achieved the writing benchmark, 2000 (per cent) (a)

<i>State/Territory</i>					
<i>1. Average age (b)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (d)</i>	<i>LBOTE students (d)</i>
<i>2. Yrs of schooling (c)</i>					
NSW					
1. 10yrs 9mths	94.3 ± 1.8	92.9 ± 2.4	95.7 ± 1.4	83.3 ± 5.3	93.5 ± 2.1
2. 5yrs 7mths					
Victoria (e)					
1. 10yrs 11mths	92.6 ± 0.8	90.0 ± 1.1	95.2 ± 0.7	81.4 ± 4.1	91.7 ± 1.0
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	95.5 ± 1.0	94.3 ± 1.4	97.1 ± 0.8	87.2 ± 2.5	93.4 ± 1.4
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	86.3 ± 1.2	81.8 ± 1.8	91.0 ± 1.0	52.6 ± 3.5	82.6 ± 1.6
2. 4yrs 7mths					
SA					
1. 10yrs 6mths	93.6 ± 1.6	93.2 ± 1.7	94.1 ± 1.8	91.5 ± 3.0	91.6 ± 2.3
2. 5yrs 3mths					
Tasmania					
1. 11yrs 0mths	88.2 ± 1.7	83.7 ± 2.6	93.1 ± 1.4	76.8 ± 5.0	91.6 ± 4.0
2. 5yrs 8mths					
ACT					
1. 10yrs 8mths	83.2 ± 1.6	77.0 ± 2.5	89.1 ± 1.6	71.4 ± 11.1	74.4 ± 4.7
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	72.4 ± 2.1	69.7 ± 2.8	75.6 ± 2.4	32.6 ± 3.4	47.6 ± 3.2
2. 5yrs 3mths					
Australia	92.5 ± 1.3	90.2 ± 1.7	94.9 ± 1.1	74.3 ± 3.7	90.2 ± 1.8

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

(b) The typical average age of students at the time of testing (expressed in years and months). Table 7A.1.4 contains more information.

(c) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 7A.1.4 contains more information.

(d) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions. The two categories are not mutually exclusive. Table 7A.1.6 contains more information.

(e) 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.

Source: MCEETYA (unpublished).

Table 7A.1.5

Table 7A.1.5 Year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1 Average age (d)</i>					
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	95.9	94.6	97.2	87.4	94.6
1. 10 years, 9 months	± 0.9	± 1.4	± 0.7	± 3.1	± 1.1
2. 5 years, 7 months					
Victoria (g)	92.4	89.6	95.3	75.4	91.4
1. 10 years, 11 months	± 0.8	± 1.1	± 0.6	± 3.3	± 1.0
2. 5 years, 7 months					
Queensland	95.8	94.5	97.7	87.5	94.3
1. 10 years, 4 months	± 0.7	± 1.1	± 0.4	± 2.1	± 0.9
2. 4 years, 8 months					
WA	89.4	85.6	93.2	63.8	86.7
1. 10 years, 2 months	± 1.9	± 2.6	± 1.4	± 4.9	± 2.3
2. 4 years, 7 months					
SA	95.0	93.3	96.8	80.0	93.7
1. 10 years, 6 months	± 0.8	± 1.2	± 0.7	± 3.9	± 1.1
2. 5 years, 3 months					
Tasmania	91.9	88.4	95.5	88.0	88.7
1. 11 years, 2 months	± 1.3	± 1.9	± 1.1	± 3.6	± 4.2
2. 5 years, 7 months					
ACT	90.6	87.0	94.4	66.9	88.0
1. 10 years, 8 months	± 1.8	± 2.5	± 1.5	± 10.6	± 3.4
2. 5 years, 6 months					
NT	77.6	74.3	80.9	41.6	45.8
1. 10 years, 8 months	± 2.2	± 2.9	± 2.4	± 4.2	± 4.2
2. 5 years, 3 months					
Australia	94.0	91.9	96.2	79.9	92.2
	± 1.0	± 1.4	± 0.7	± 3.3	± 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. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months). Table 3A.21 contains more information.

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.28 contains more information.

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

(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.

Table 7A.1.5

Table 7A.1.5 **Year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>					
<i>1 Average age (d)</i>		<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 7A.1.6

Table 7A.1.6 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 10yrs 9mths	95.6 ± 1.1	94.3 ± 1.5	96.9 ± 0.8	84.8 ± 3.5	94.2 ± 1.2
2. 5yrs 7mths					
Victoria (g)					
1. 10yrs 11mths	94.9 ± 0.5	93.1 ± 0.7	96.8 ± 0.3	83.7 ± 2.8	94.3 ± 0.5
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	92.2 ± 1.7	89.8 ± 2.4	94.9 ± 1.3	80.5 ± 3.8	89.9 ± 2.0
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	88.9 ± 1.5	85.1 ± 2.1	92.9 ± 1.2	61.8 ± 4.2	85.3 ± 2.0
2. 4yrs 7mths					
SA					
1. 10yrs 6mths	94.5 ± 1.0	93.0 ± 1.4	96.0 ± 0.9	75.5 ± 5.2	93.0 ± 1.3
2. 5yrs 3mths					
Tasmania					
1. 11yrs 3mths	92.5 ± 1.3	89.5 ± 2.0	95.6 ± 1.0	86.5 ± 3.9	89.4 ± 3.9
2. 5yrs 7mths					
ACT (h)					
1. 10yrs 8mths	87.2 ± 2.3	82.0 ± 3.4	92.7 ± 1.0	67.2 ± 10.3	86.1 ± 3.6
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	75.6 ± 2.0	73.8 ± 2.6	77.8 ± 2.4	37.5 ± 3.6	35.4 ± 3.7
2. 5yrs 3mths					
Australia	93.6 ± 1.1	91.5 ± 1.6	95.7 ± 0.9	76.4 ± 3.8	92.1 ± 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 considerably across jurisdictions as shown in Table C2, MCEETYA (2005). 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 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.
- (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.

Table 7A.1.6

**Table 7A.1.6 Proportion of year 5 students who achieved the writing benchmark, 2002
(per cent) (a), (b), (c)**

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					

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

Table 7A.1.7

Table 7A.1.7 Years of schooling and level of participation: Year 5 Writing, 1999–2002 (a), (b), (c), (d)

State or Territory	Average age at time of testing (e)				Years at school (f)				Per cent of students assessed (g)			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
NSW	10yrs,9mths	10yrs,9mths	10yrs, 9mths	10yrs, 9mths	5yrs,7mths	5yrs,7mths	5yrs, 7mths	5yrs, 7mths	46.3	65.1	94.3	94.5
Victoria	10yrs,11mth	10yrs,11mth	10yrs,11mths	10yrs, 11mths	5yrs,7mths	5yrs,7mths	5yrs, 7mths	5yrs, 7mths	89.0	89.6	90.2	91.5
Queensland	10yrs,3mths	10yrs,4mths	10yrs, 4mths	10yrs, 4mths	4yrs,8mths	4yrs,8mths	4yrs, 8mths	4yrs, 8mths	97.6	97.0	96.5	97.3
WA	10yrs,2mths	10yrs,2mths	10yrs, 2mths	10yrs, 2mths	4yrs,7mths	4yrs,7mths	4yrs, 7mths	4yrs, 7mths	88.2	90.6	91.8	91.4
SA	na	10yrs,6mths	10yrs, 6mths	10yrs, 6mths	na	5yrs,3mths	5yrs, 3mths	5yrs, 3mths	na	60.1	91.7	94.5
Tasmania	11yrs,0mths	11yrs,0mths	11yrs, 2mths	11yrs, 3mths	5yrs,7mths	5yrs,8mths	5yrs, 7mths	5yrs, 7mths	92.3	94.5	94.2	92.7
ACT (h)	10yrs,8mths	10yrs,8mths	10yrs, 8mths	10yrs, 10mths	5yrs,6mths	5yrs,6mths	5yrs, 6mths	5yrs, 6mths	61.1	59.6	95.5	96.7
NT (i)	10yrs,8mths	10yrs,8mths	10yrs, 8mths	10yrs, 8mths	5yrs,3mths	5yrs,3mths	5yrs, 3mths	5yrs, 3mths	87.7	85.8	89.5	88.1
Australia	..	..	..	..	..	..	..	..	74.9	80.2	93.3	94.0

(a) See tables 7A.1.2 and 7A.1.3 for the percentage of year 5 students who achieved the writing benchmark.

(b) The achievement percentages reported in this table include 95 per cent confidence interval, for example, 80 per cent \pm 2.7 per cent.

(c) 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 as shown in Table C2. Hence, readers are urged to be cautious when comparing results.

(d) 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.

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

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

(g) Students from all schools who were assessed includes exempted students, except for Victoria, 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 based on data from the *National Schools Statistics Collection*.

(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.

(i) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12 rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable. na Not available.

Table 7A.1.7

Table 7A.1.7 Years of schooling and level of participation: Year 5 Writing, 1999–2002 (a), (b), (c), (d)

State or Territory	Average age at time of testing (e)				Years at school (f)				Per cent of students assessed (g)			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.8

Table 7A.1.8 Participation in Year 5 Writing, by school sector and by State and Territory, 1999–2002 (a)

	<i>Proportion of assessed students (per cent)</i>															
	<i>Government school (b)</i>				<i>Non-government school (c)</i>				<i>Government school (d)</i>				<i>Non-government school (e)</i>			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
NSW	59.5	66.8	92.0	94.2	12.3	60.7	87.2	95.4	92.6	73.5	72.6	71.1	7.4	26.5	27.4	28.9
Victoria	87.2	88.1	89.6	91.1	93.4	93.2	89.3	92.3	69.7	69.0	68.7	68.2	30.3	31.0	31.3	31.8
Queensland (f)	96.9	96.9	96.4	97.4	95.0	97.2	96.2	97.2	75.6	75.8	75.9	75.5	23.2	24.2	24.1	24.5
WA	91.0	90.3	90.0	90.6	79.6	91.4	93.4	93.6	77.9	74.6	73.2	73.2	22.1	25.4	26.8	26.8
SA	na	48.0	91.1	94.5	na	92.3	94.0	94.4	na	58.1	70.7	70.7	na	41.9	29.3	29.3
Tasmania	96.1	94.5	92.3	92.7	79.8	94.2	94.1	92.8	79.9	76.5	75.6	77.2	20.1	23.5	24.4	22.8
ACT	94.3	91.9	96.7	96.7	0.0	0.0	98.1	96.8	100.0	100.0	63.5	63.5	0.0	0.0	36.5	36.5
NT	86.4	84.8	81.7	87.2	93.3	89.7	84.6	91.6	79.2	78.5	78.5	79.3	20.8	21.5	21.5	20.7
Australia	80.3	80.2	92.0	93.7	59.2	80.2	90.8	94.6	78.5	72.7	72.2	71.6	21.2	27.3	27.8	28.4

(a) See tables 7A.1.2 and 7A.1.3 for the percentage of year 5 students who achieved the writing benchmark.

(b) Assessed students from government schools includes exempted students, except for Victoria, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.

(c) Assessed students from non-government schools includes exempted students, except for Victoria, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.

(d) Assessed government school students compared with all assessed students.

(e) Assessed non-government school students compared with all assessed students.

(f) In 1999, data from Queensland for the percentage of students from government and non-government schools do not include students formally exempted from testing.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.9

Table 7A.1.9 Exemptions, absences and participation of equity groups: Year 5 Writing, 1999–2002 (per cent) (a)

State or Territory	<i>Exempted from testing (b)</i>				<i>Absent or withdrawn (c)</i>				<i>Indigenous students (d)</i>				<i>LBOTE students (e)</i>			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
NSW (f)	0.6	0.7	1.2	1.3	53.7	34.9	9.4	5.5	2.0	2.3	3.5	4.0	10.6	15.1	23.4	24.6
Victoria	na	na	1.7	1.9	11.6	10.6	9.7	8.4	0.6	0.7	0.8	0.8	14.9	13.4	17.2	20.3
Queensland (g)	1.1	1.3	1.3	1.4	2.1	2.5	3.0	2.3	6.0	5.8	5.8	6.4	8.0	7.7	6.3	6.5
WA	0.2	0.9	0.8	0.8	11.8	9.4	9.1	8.6	4.8	4.9	4.7	5.0	14.1	13.4	13.2	13.5
SA	na	1.1	2.0	2.0	na	3.6	8.1	5.5	na	1.5	2.9	3.1	na	10.0	14.8	15.5
Tasmania	0.5	0.5	0.7	0.8	7.7	5.5	7.3	7.3	5.2	5.2	5.7	5.7	1.0	2.7	3.7	4.2
ACT	1.0	2.3	1.5	1.9	2.7	2.9	2.8	3.3	0.9	0.9	1.6	1.7	8.9	4.9	8.9	9.8
NT (h)	9.0	5.0	1.2	0.8	9.6	5.8	11.9	11.7	22.7	24.4	22.0	25.5	18.1	29.7	20.4	23.1
Australia	0.6	0.8	1.3	1.4	24.4	16.4	7.9	5.9	3.1	3.2	3.6	4.0	11.3	12.4	16.1	17.4

(a) See tables 7A.1.2 and 7A.1.3 for the percentage of year 5 students who achieved the writing benchmark.

(b) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.

(c) Students who were absent or were withdrawn by parents/care-givers from the testing program were not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.

(d) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(e) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(f) In 1999 and 2000 the Writing tests in NSW were voluntary. This accounts for the unusually high percentage of NSW students absent or withdrawn.

(g) In 1999, data from Queensland for the percentage of Indigenous and LBOTE students assessed do not include students formally exempted from testing.

Table 7A.1.9

Table 7A.1.9 **Exemptions, absences and participation of equity groups: Year 5 Writing, 1999–2002 (per cent) (a)**

State or Territory	<i>Exempted from testing (b)</i>				<i>Absent or withdrawn (c)</i>				<i>Indigenous students (d)</i>				<i>LBOTE students (e)</i>			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002

(h) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

– Nil or rounded to zero. .. Not applicable. **na** Not available.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.10

Table 7A.1.10 Proportion of year 5 students who achieved the writing benchmark, 1999–2002 (per cent) (a)

	1999	2000	2001	2002
Indigenous students (b)	74.6 ± 3.6	74.3 ± 3.7	79.9 ± 3.3	76.4 ± 3.8
All Students	93.0 ± 1.1	92.5 ± 1.3	94.0 ± 1.0	93.6 ± 1.1

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

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

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.11

Table 7A.1.11 Proportion of year 5 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 10yrs 9mths	91.2 ± 0.9	91.0 ± 1.0	91.4 ± 1.1	72.4 ± 2.7	89.5 ± 1.1
2. 5yrs 7mths					
Victoria					
1. 10yrs 11mths	93.2 ± 1.1	92.7 ± 1.2	93.7 ± 1.3	78.6 ± 4.3	91.7 ± 1.4
2. 5yrs 7mths					
Queensland					
1. 10yrs 4mths	88.7 ± 1.9	89.3 ± 1.9	88.5 ± 2.1	68.9 ± 4.0	85.1 ± 2.5
2. 4yrs 8mths					
WA					
1. 10yrs 2mths	86.2 ± 1.7	85.8 ± 1.7	86.6 ± 1.9	52.2 ± 4.2	81.5 ± 2.1
2. 4yrs 7mths					
SA					
1. 10yrs 6mths	85.5 ± 1.3	85.7 ± 1.4	85.3 ± 1.6	52.2 ± 4.5	83.5 ± 1.7
2. 5yrs 3mths					
Tasmania					
1. 11yrs 3mths	89.1 ± 1.7	88.2 ± 2.0	90.0 ± 2.0	80.9 ± 4.6	81.6 ± 5.1
2. 5yrs 7mths					
ACT					
1. 10yrs 10mths	91.3 ± 1.1	90.8 ± 1.3	91.8 ± 1.3	75.0 ± 8.4	88.0 ± 2.7
2. 5yrs 6mths					
NT					
1. 10yrs 8mths	75.6 ± 2.2	75.7 ± 2.7	75.8 ± 2.7	39.3 ± 4.0	40.4 ± 4.1
2. 5yrs 3mths					
Australia	90.0 ± 1.3	89.9 ± 1.4	90.2 ± 1.5	65.6 ± 3.7	87.9 ± 1.5

- (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 as shown in Table C2. 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 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, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.12

Table 7A.1.12 Proportion of year 5 students who achieved the numeracy benchmark, 2000–2002 (per cent) (a), (b), (c)

	2000	2001	2002
Indigenous students (d)	62.8 ± 4.5	63.2 ± 3.7	65.6 ± 3.7
All Students	89.6 ± 1.7	89.6 ± 1.3	90.0 ± 1.3

- (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 and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.13

Table 7A.1.13 Years of schooling and level of participation: Year 5 and Year 7 Reading, 2001

	Average age at time of testing (a)		Years at school (b)		Per cent of students assessed (c)	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	10yrs,9mths	12yrs,4mths	5yrs,7mths	7yrs,2mths	94.3	88.3
Victoria	10yrs,11mth	12yrs,11mth	5yrs,7mths	7yrs,7mths	90.2	45.2
Queensland	10yrs,4mths	12yrs,3mths	4yrs,8mths	6yrs,8mths	96.5	96.8
WA	10yrs,2mths	12yrs,2mths	4yrs,7mths	6yrs,7mths	91.8	92.6
SA (d)	10yrs,6mths	na	5yrs,3mths	na	91.7	na
Tasmania	11yrs,2mths	13yrs,0mths	5yrs,7mths	7yrs,7mths	94.2	92.1
ACT	10yrs,8mths	12yrs,10mths	5yrs,6mths	7yrs,6mths	95.5	74.4
NT	10yrs,8mths	12yrs,8mths	5yrs,3mths	7yrs,3mths	89.5	92.1
Australia	..	..	..	..	93.3	79.2

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

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

(c) Students from all schools who were assessed include exempted students but not students absent or withdrawn by parents/care-givers 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 based on preliminary data for the *National Schools Statistics Collection*.

(d) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

.. Not applicable. **na** Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.14

Table 7A.1.14 Years of schooling and level of participation: Year 5 and Year 7 Reading, 2002 (a), (b), (c)

	<i>Average age at time of testing (d)</i>		<i>Years at school (e)</i>		<i>Per cent of students assessed (f)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	10yrs,9mths	12yrs,4mths	5yrs,7mths	7yrs,2mths	95.1	96.0
Victoria (f)	10yrs,11mth	12yrs,11mth	5yrs,7mths	7yrs,7mths	91.8	66.5
Queensland	10yrs,4mths	12yrs,4mths	4yrs,8mths	6yrs,8mths	97.3	97.3
WA	10yrs,2mths	12yrs,2mths	4yrs,7mths	6yrs,7mths	92.6	92.5
SA	10yrs,6mths	12yrs,6mths	5yrs,3mths	7yrs,3mths	94.6	94.6
Tasmania	11yrs,3mths	13yrs,2mths	5yrs,7mths	7yrs,7mths	93.8	89.7
ACT	10yrs,10mths	12yrs,10mths	5yrs,6mths	7yrs,6mths	94.2	92.5
NT (g)	10yrs,8mths	12yrs,8mths	5yrs,3mths	7yrs,3mths	89.7	93.2
Australia	..	..	..	..	94.4	88.6

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent \pm 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 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 the testing, expressed in years and months.

(f) 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.

(g) National Schools Statistics Collection figures have been used for the total number of students in Calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable.

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

Table 7A.1.15

Table 7A.1.15 Participation in Year 5 and Year 7 Reading, by school sector, 2001

	<i>Proportion of assessed students (%)</i>							
	<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.0	95.3	95.2	75.9	71.3	68.8	28.7	31.2
Victoria (e)	90.2	44.6	90.0	46.1	68.6	60.3	31.4	39.7
Queensland	96.5	96.9	96.3	96.5	75.9	74.3	24.1	25.7
WA	91.0	91.8	94.1	94.7	73.3	72.7	26.7	27.3
SA (f)	90.3	na	95.2	na	70.3	na	29.7	na
Tasmania	94.7	91.6	92.7	93.3	76.4	70.4	23.6	29.6
ACT (g)	94.5	93.7	97.3	52.7	63.1	66.5	36.9	33.5
NT (h)	90.2	89.8	86.8	99.8	79.7	74.6	20.3	25.4
Australia (i)	93.1	82.9	93.8	71.9	71.8	69.6	28.2	30.4

- (a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.
- (b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.
- (e) 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.
- (f) The year 7 benchmark data for South Australia is not available because not all government and non-government students participated in a year 7 test.
- (g) Participation of non-government students in the ACT was voluntary.
- (h) Record supplied by testing organisation indicated a different number of students enrolled in schools to that published in the *National Schools Statistics Collection* (NSSC) tables. When student enrolment is transitory it is possible for the participation rate which is calculated from the NSSC to be greater than 100.
- (i) Does not include data from South Australia.

Table 7A.1.15

Table 7A.1.15 Participation in Year 5 and Year 7 Reading, by school sector, 2001

<i>Proportion of assessed students (%)</i>							
<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

na Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.16

Table 7A.1.16 Participation in Year 5 and Year 7 Reading, by school sector, 2002

	<i>Proportion of assessed students (%)</i>							
	<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.8	95.5	95.9	96.7	71.2	63.2	28.8	36.8
Victoria (e)	91.5	64.3	92.5	69.8	68.3	58.0	31.7	42.0
Queensland	97.4	97.4	97.2	97.1	75.5	74.0	24.5	26.0
WA	91.8	92.0	94.2	94.0	73.2	72.1	26.8	27.9
SA	94.6	93.6	94.7	94.2	70.7	70.3	29.3	29.7
Tasmania	93.9	89.4	93.5	90.4	77.2	70.5	22.8	29.5
ACT	94.2	91.8	94.2	93.4	63.5	53.8	36.5	46.2
NT	89.1	91.6	91.9	97.8	79.6	73.5	20.4	26.5
Australia	94.1	88.5	94.9	88.7	71.7	66.3	28.3	33.7

- (a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.
- (e) 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, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.17

Table 7A.1.17 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Reading, 2001 (per cent)

	<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	0.7	0.6	5.7	11.7	3.6	4.3	24.0	23.8
Victoria (e)	1.7	na	9.1	54.8	0.8	0.6	17.3	8.4
Queensland	1.3	1.2	2.8	2.6	5.8	5.4	6.3	6.0
WA	0.8	0.8	8.2	7.4	4.8	4.6	13.3	12.5
SA (f)	2.1	na	8.3	na	3.0	na	15.0	na
Tasmania	0.7	0.7	5.8	7.9	5.9	5.8	3.7	3.8
ACT (g)	1.5	1.1	4.5	4.7	1.5	1.0	8.2	3.9
NT (h)	1.1	0.9	8.9	9.5	27.5	27.1	25.8	24.2
Australia	1.2	0.6	6.4	20.3	3.7	2.3	16.4	5.3

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) 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.

Table 7A.1.17

Table 7A.1.17 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Reading, 2001 (per cent)

<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7

(f) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

(g) Participation of non-government students in the ACT was voluntary.

(h) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.18

Table 7A.1.18 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Reading, 2002 (per cent)

	<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	1.2	0.8	4.9	4.0	3.8	4.4	24.8	25.3
Victoria (e)	1.9	0.9	8.1	33.5	0.8	0.6	20.4	16.0
Queensland	1.4	1.4	2.3	2.3	6.4	5.7	6.5	6.1
WA	0.8	0.8	7.4	7.5	5.1	5.0	13.7	12.8
SA	2.3	2.7	5.4	6.3	3.1	2.5	15.3	16.2
Tasmania	0.8	0.6	6.2	10.3	5.9	5.4	4.3	4.6
ACT	1.9	1.8	5.8	7.5	1.7	1.3	9.4	2.7
NT (f)	0.6	0.7	8.3	8.3	27.1	26.6	24.2	22.8
Australia	1.4	1.1	5.5	11.3	4.0	3.9	17.5	16.4

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) 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.

Table 7A.1.18

Table 7A.1.18 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Reading, 2002 (per cent)

<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(f) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

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

Table 7A.1.19

Table 7A.1.19 Years of schooling and level of participation: Year 5 and Year 7 Writing, 2001

	Average age at time of testing (a)		Years at school (b)		Per cent of students assessed (c)	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	10yrs,9mths	12yrs,4mths	5yrs,7mths	7yrs,2mths	91.2	88.3
Victoria (d)	10yrs,11mths	12yrs,11mths	5yrs,7mths	7yrs,7mths	89.5	44.0
Queensland	10yrs,4mths	12yrs,3mths	4yrs,8mths	6yrs,8mths	96.3	96.6
WA	10yrs,2mths	12yrs,2mths	4yrs,7mths	6yrs,7mths	90.9	93.4
SA (e)	10yrs,6mths	na	5yrs,3mths	na	91.9	na
Tasmania	11yrs,2mths	13yrs,0mths	5yrs,7mths	7yrs,7mths	92.7	91.0
ACT (f)	10yrs,8mths	12yrs,10mths	5yrs,6mths	7yrs,6mths	97.2	74.8
NT	10yrs,8mths	12yrs,8mths	5yrs,3mths	7yrs,3mths	82.3	86.5
Australia (g)	..	..	..	..	91.7	78.8

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

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

(c) Students from all schools who were assessed include exempted students but not students absent or withdrawn by parents/care-givers 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 based on preliminary data for the *National Schools Statistics Collection*.

(d) 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.

(e) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

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

(g) Does not include data from South Australia

.. Not applicable. **na** Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.20

Table 7A.1.20 Years of schooling and level of participation: Year 5 and Year 7 Writing, 2002

	<i>Average age at time of testing (a)</i>		<i>Years at school (b)</i>		<i>Per cent of students assessed</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	10yrs,9mths	12yrs,4mths	5yrs,7mths	7yrs,2mths	94.5	95.5
Victoria (c)	10yrs,11mth	12yrs,11mths	5yrs,7mths	7yrs,7mths	91.5	64.6
Queensland	10yrs,4mths	12yrs,4mths	4yrs,8mths	6yrs,8mths	97.3	97.3
WA	10yrs,2mths	12yrs,2mths	4yrs,7mths	6yrs,7mths	91.4	91.3
SA	10yrs,6mths	12yrs,6mths	5yrs,3mths	7yrs,3mths	94.5	93.5
Tasmania	11yrs,3mths	13yrs,2mths	5yrs,7mths	7yrs,7mths	92.7	87.7
ACT (d)	10yrs,10mths	12yrs,10mths	5yrs,6mths	7yrs,6mths	96.7	93.1
NT (e)	10yrs,8mths	12yrs,8mths	5yrs,3mths	7yrs,3mths	88.1	90.2
Australia	..	..	..	..	94.0	87.9

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

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

(c) 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.

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

(e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable.

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

Table 7A.1.21

Table 7A.1.21 Participation in Year 5 and Year 7 Writing, by school sector, 2001

	<i>Proportion of assessed students (%)</i>							
	<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	92.0	95.3	87.2	75.9	72.6	68.8	27.4	31.2
Victoria (e)	89.6	43.2	89.3	45.2	68.7	60.0	31.3	40.0
Queensland	96.4	96.6	96.2	96.3	75.9	74.3	24.1	25.7
WA	90.0	91.7	93.4	96.8	73.2	72.9	26.8	27.1
SA (f)	91.1	na	94.0	na	70.7	na	29.3	na
Tasmania	92.3	89.9	94.1	93.6	75.6	69.9	24.4	30.1
ACT (g)	96.7	93.8	98.1	53.5	63.5	66.2	36.5	33.8
NT (h)	81.7	84.0	84.6	94.9	78.5	74.3	21.5	25.7
Australia (i)	92.0	82.4	90.8	71.7	72.2	69.5	27.8	30.5

(a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.

(b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.

(c) Assessed government school students compared with all assessed students.

(d) Assessed non-government school students compared with all assessed students.

(e) 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.

(f) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

(g) Participation of non-government students in the ACT was voluntary.

(h) Record supplied by testing organisation indicated a different number of students enrolled in schools to that published in the *National Schools Statistic Collection* (NSSC) tables. When student enrolment is transitory it is possible for the participation rate which is calculated from the NSSC to be greater than 100.

Table 7A.1.21

Table 7A.1.21 Participation in Year 5 and Year 7 Writing, by school sector, 2001

<i>Proportion of assessed students (%)</i>							
<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(i) Does not include data from South Australia.

na Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.22

Table 7A.1.22 Participation in Year 5 and Year 7 Writing, by school sector, 2002

	<i>Proportion of assessed students (%)</i>							
	<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.2	95.5	95.4	96.7	71.1	63.2	28.9	36.8
Victoria (e)	91.1	61.8	92.3	68.8	68.2	57.4	31.8	42.6
Queensland	97.4	97.4	97.2	97.0	75.5	74.0	24.5	26.0
WA	90.6	91.2	93.6	91.6	73.2	72.4	26.8	27.6
SA	94.5	93.4	94.4	93.9	70.7	70.4	29.3	29.6
Tasmania	92.7	86.6	92.8	90.5	77.2	69.8	22.8	30.2
ACT	96.7	92.4	96.8	93.9	63.5	53.8	36.5	46.2
NT	87.2	89.2	91.6	93.1	79.3	74.0	20.7	26.0
Australia	93.7	87.8	94.6	88.2	71.6	66.3	28.4	33.7

- (a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.
- (e) 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, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.23

Table 7A.1.23 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Writing, 2001(per cent)

	<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	1.2	0.6	9.4	11.7	3.5	4.3	23.4	23.8
Victoria (e)	1.7	na	9.7	56.0	0.8	0.6	17.2	8.2
Queensland	1.3	1.2	3.0	2.8	5.8	5.4	6.3	6.0
WA	0.8	1.5	9.1	7.0	4.7	4.5	13.2	12.5
SA (f)	2.0	na	8.1	na	2.9	na	14.8	na
Tasmania	0.7	0.7	7.3	9.0	5.7	5.6	3.7	3.8
ACT (g)	1.5	1.1	2.8	4.4	1.6	1.1	8.9	3.9
NT (h)	1.2	1.0	11.9	11.9	22.0	23.0	20.4	20.4
Australia	1.3	0.7	7.9	20.7	3.6	3.7	16.1	13.7

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) 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.
- (f) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 7A.1.23

Table 7A.1.23 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Writing, 2001(per cent)

<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(g) Participation of non-government students in the ACT was voluntary.

(h) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA, National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5; National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7.

Table 7A.1.24

Table 7A.1.24 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Writing, 2002 (per cent)

	<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	1.3	0.8	5.5	4.1	4.0	4.4	24.6	25.3
Victoria (f)	1.9	0.9	8.4	35.4	0.8	0.6	20.3	15.5
Queensland	1.4	1.4	2.3	2.2	6.4	5.7	6.5	6.1
WA	0.8	0.8	8.6	8.7	5.0	4.8	13.5	12.6
SA	2.0	2.1	5.5	6.5	3.1	3.4	15.5	16.0
Tasmania	0.8	0.6	7.3	12.3	5.7	5.1	4.2	4.5
ACT	1.9	1.8	3.3	6.9	1.7	1.3	9.8	2.7
NT (g)	0.8	0.7	11.7	13.2	25.5	24.6	23.1	20.7
Australia	1.4	1.1	5.9	12.0	4.0	3.9	17.4	16.2

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) 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.

Table 7A.1.24

Table 7A.1.24 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Writing, 2002 (per cent)

<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(g) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

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

Table 7A.1.25

Table 7A.1.25 Years of schooling and level of participation: Year 5 and Year 7 Numeracy, 2001

	<i>Average age at time of testing (a)</i>		<i>Years at school (b)</i>		<i>Per cent of students assessed (c)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW (d)	10yrs,9mths	12yrs,6mths	5yrs,7mths	7yrs,4mths	94.4	86.1
Victoria (e)	10yrs,11mths	12yrs,11mths	5yrs,7mths	7yrs,7mths	91.0	43.4
Queensland	10yrs,4mths	12yrs,3mths	4yrs,8mths	6yrs,8mths	97.3	97.4
WA	10yrs,2mths	12yrs,2mths	4yrs,7mths	6yrs,7mths	92.7	93.0
SA (f)	10yrs,6mths	na	5yrs,3mths	na	93.7	na
Tasmania	11yrs,2mths	13yrs,0mths	5yrs,7mths	7yrs,7mths	95.1	92.2
ACT	10yrs,8mths	12yrs,10mths	5yrs,6mths	7yrs,6mths	97.5	75.0
NT (g)	10yrs,8mths	12yrs,8mths	5yrs,3mths	7yrs,3mths	90.2	92.8
Australia (h)	..	..	..	..	93.9	78.2

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

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

(c) Students from all schools who were assessed include exempted students but not students absent or withdrawn by parents/care-givers 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 based on preliminary data for the *National Schools Statistics Collection*.

(d) 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.

(e) 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.

(f) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 7A.1.25

Table 7A.1.25 Years of schooling and level of participation: Year 5 and Year 7 Numeracy, 2001

<i>Average age at time of testing (a)</i>		<i>Years at school (b)</i>		<i>Per cent of students assessed (c)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(g) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

(h) Does not include data from South Australia

.. Not applicable. **na** Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.26

Table 7A.1.26 Years of schooling and level of participation: Year 5 and Year 7 Numeracy, 2002

State or Territory	Average age at time of testing (a)		Years at school (b)		Per cent of students assessed	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW (c)	10yrs,9mths	12yrs,4mths	5yrs,7mths	7yrs,2mths	95.1	93.8
Victoria (d)	10yrs,11mths	12yrs,11mths	5yrs,7mths	7yrs,7mths	92.2	65.6
Queensland	10yrs,4mths	12yrs,4mths	4yrs,8mths	6yrs,8mths	97.7	97.7
WA	10yrs,2mths	12yrs,2mths	4yrs,7mths	6yrs,7mths	92.9	93.1
SA	10yrs,6mths	12yrs,6mths	5yrs,3mths	7yrs,3mths	94.8	93.9
Tasmania	11yrs,3mths	13yrs,2mths	5yrs,7mths	7yrs,7mths	94.5	90.5
ACT	10yrs,10mths	12yrs,10mths	5yrs,6mths	7yrs,6mths	97.2	95.0
NT (e)	10yrs,8mths	12yrs,8mths	5yrs,3mths	7yrs,3mths	90.0	93.9
Australia	..	..	..	..	94.6	87.9

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

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

(c) 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.

(d) 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.

(e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable.

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

Table 7A.1.27

Table 7A.1.27 Participation in Year 5 and Year 7 Numeracy, by school sector, 2001

	<i>Proportion of assessed students (%)</i>							
	<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.0	93.4	95.3	73.3	71.3	69.1	28.7	30.9
Victoria (e)	91.0	42.7	90.9	44.5	68.6	60.1	31.4	39.9
Queensland	97.4	97.5	97.0	97.1	76.0	74.3	24.0	25.7
WA	92.0	92.2	94.7	95.2	73.4	72.7	26.6	27.3
SA (f)	92.9	na	95.7	na	70.8	na	29.2	na
Tasmania	95.2	91.9	94.6	93.0	76.1	70.5	23.9	29.5
ACT (g)	96.9	94.1	98.5	53.6	63.4	66.3	36.6	33.7
NT (h)	90.8	90.3	87.7	101.1	79.7	74.5	20.3	25.5
Australia (i)	93.8	82.0	94.4	70.5	71.8	69.7	28.2	30.3

- (a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.
- (e) 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.
- (f) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.
- (g) Participation of non-government students in the ACT was voluntary.
- (h) Record supplied by testing organisation indicated a different number of students enrolled in schools to that published in the *National Schools Statistics Collection* (NSSC) tables. When student enrolment is transitory it is possible for the participation rate which is calculated from the NSSC to be greater than 100.

Table 7A.1.27

Table 7A.1.27 Participation in Year 5 and Year 7 Numeracy, by school sector, 2001

<i>Proportion of assessed students (%)</i>							
<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(i) Does not include data from South Australia.

na Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.28

Table 7A.1.28 Participation in Year 5 and Year 7 Numeracy, by school sector, 2002

	<i>Proportion of assessed students (%)</i>							
	<i>Government school (a)</i>		<i>Non-government school (b)</i>		<i>Government school (c)</i>		<i>Non-government school (d)</i>	
	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>
NSW	94.8	92.8	95.9	95.5	71.2	62.9	28.8	37.1
Victoria (e)	91.9	62.6	92.8	70.1	68.3	57.2	31.7	42.8
Queensland	97.7	97.8	97.7	97.3	75.4	74.1	24.6	25.9
WA	92.2	92.7	94.9	94.4	73.2	72.1	26.8	27.9
SA	94.6	93.6	95.0	94.6	70.6	70.2	29.4	29.8
Tasmania	94.7	90.3	93.9	91.0	77.3	70.6	22.7	29.4
ACT	97.4	94.1	96.9	96.0	63.6	53.7	36.4	46.3
NT	89.7	92.8	90.9	97.1	79.9	73.9	20.1	26.1
Australia	94.4	87.5	95.2	88.5	71.7	66.1	28.3	33.9

- (a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.
- (e) 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, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 7A.1.29

Table 7A.1.29 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Numeracy, 2001 (per cent)

	<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	0.7	0.7	5.6	13.9	3.6	3.9	24.0	22.9
Victoria (e)	1.7	na	8.3	56.6	0.8	0.6	17.5	8.1
Queensland	1.2	1.2	2.0	2.1	6.0	5.5	6.3	6.1
WA	0.8	0.8	7.3	7.0	5.2	4.8	13.6	12.6
SA (f)	2.1	na	6.3	na	3.2	na	15.0	na
Tasmania	0.7	0.7	4.9	7.8	6.0	5.7	3.7	3.8
ACT (g)	1.5	1.1	2.5	4.1	1.7	1.0	9.0	3.9
NT (h)	1.0	0.5	8.6	9.2	27.9	27.7	26.0	24.8
Australia	1.2	0.6	5.7	21.3	3.8	3.7	16.5	13.5

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) 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.
- (f) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 7A.1.29

Table 7A.1.29 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Numeracy, 2001 (per cent)

<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7

(g) Participation of non-government students in the ACT was voluntary.

(h) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.30

Table 7A.1.30 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Numeracy, 2002 (per cent)

	<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7	Year 5	Year 7
NSW	1.2	0.8	4.9	6.2	3.8	4.0	24.8	24.5
Victoria (e)	1.9	0.9	7.7	34.4	0.9	0.6	20.5	15.9
Queensland	1.4	1.4	1.9	2.0	6.4	5.8	6.5	6.1
WA	0.8	0.8	7.1	6.9	5.3	5.1	13.5	12.9
SA	2.3	2.1	5.2	6.1	3.1	2.9	15.5	16.0
Tasmania	0.8	0.6	5.5	9.5	6.0	5.4	4.2	4.6
ACT	1.9	1.8	2.8	5.0	1.8	1.4	9.9	2.7
NT (f)	0.5	0.6	8.7	7.4	27.4	27.7	24.2	23.9
Australia	1.4	1.0	5.2	12.1	4.0	3.9	17.5	16.1

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) 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.

Table 7A.1.30

Table 7A.1.30 Exemptions, absences and participation of equity groups: Year 5 and Year 7 Numeracy, 2002 (per cent)

<i>Exempted from testing (a)</i>		<i>Absent or withdrawn (b)</i>		<i>Indigenous students (c)</i>		<i>LBOTE students (d)</i>	
<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 5</i>	<i>Year 7</i>

(f) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, 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, rather than at year level. This may result in percentages for NT not adding to 100.

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

Table 7A.1.31

Table 7A.1.31 Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 12yrs 4mths	88.0 ± 0.9	85.1 ± 1.1	91.0 ± 0.8	65.6 ± 2.3	86.4 ± 1.1
2. 7yrs 2mths					
Victoria (g)					
1. 12yrs 11mths	91.5 ± 0.5	89.6 ± 0.7	93.6 ± 0.6	73.5 ± 5.1	88.2 ± 1.3
2. 7yrs 7mths					
Queensland					
1. 12yrs 3mths	87.5 ± 0.9	85.8 ± 1.1	89.8 ± 0.8	59.3 ± 2.7	81.3 ± 1.7
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	89.2 ± 1.1	86.5 ± 1.5	92.0 ± 1.0	54.3 ± 3.6	83.2 ± 1.9
2. 6yrs 7mths					
SA (h)					
	na	na	na	na	na
Tasmania					
1. 13yrs 0mths	87.5 ± 1.1	84.4 ± 1.5	90.7 ± 1.2	72.9 ± 4.5	82.1 ± 4.7
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	92.4 ± 1.4	91.6 ± 1.7	93.3 ± 1.6	71.5 ± 14.9	83.2 ± 4.0
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	69.6 ± 4.3	66.8 ± 4.6	72.6 ± 5.3	29.6 ± 5.6	32.4 ± 6.2
2. 7yrs 3mths					
Australia (i)	88.4 ± 0.9	86.0 ± 1.2	91.0 ± 0.9	60.1 ± 3.1	84.8 ± 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 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 as shown in Table C3, MCEETYA (2005). 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 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.

(h) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 7A.1.31

Table 7A.1.31 **Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>					
1. Average age (d)	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
2. Yrs of schooling (e)					

(i) Does not include data for South Australia.

na Not available

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.32

Table 7A.1.32 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 12yrs 4mths	88.0 ± 0.8	85.7 ± 1.0	90.3 ± 0.8	68.0 ± 2.2	86.2 ± 1.0
2. 7yrs 2mths					
Victoria (g)					
1. 12yrs 11mths	88.5 ± 0.9	85.3 ± 1.2	91.9 ± 0.8	64.8 ± 5.3	85.5 ± 1.3
2. 7yrs 7mths					
Queensland					
1. 12yrs 4mths	90.2 ± 0.5	88.0 ± 0.7	92.9 ± 0.5	69.5 ± 2.0	86.2 ± 1.3
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	90.5 ± 0.6	88.3 ± 0.8	92.6 ± 0.6	57.2 ± 2.8	84.4 ± 1.4
2. 6yrs 7mths					
SA					
1. 12yrs 6mths	92.1 ± 0.6	90.4 ± 0.8	93.8 ± 0.7	70.8 ± 5.2	91.4 ± 1.2
2. 7yrs 3mths					
Tasmania					
1. 13yrs 2mths	88.6 ± 1.1	86.1 ± 1.5	91.3 ± 1.2	77.8 ± 4.6	87.3 ± 3.7
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	91.1 ± 1.0	89.5 ± 1.4	92.8 ± 1.2	79.8 ± 11.7	79.7 ± 5.2
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	74.9 ± 3.8	73.4 ± 4.3	76.7 ± 4.3	37.9 ± 6.8	39.4 ± 7.3
2. 7yrs 3mths					
Australia	89.1 ± 0.8	86.8 ± 1.0	91.6 ± 0.8	65.3 ± 2.9	85.6 ± 1.3

(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 as shown in Table C3, MCEETYA (2005). 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 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.

Table 7A.1.32

Table 7A.1.32 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
1. Average age (d)	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
2. Yrs of schooling (e)					

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

Table 7A.1.33

Table 7A.1.33 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 12yrs 4mths	92.5 ± 1.9	89.5 ± 2.8	95.4 ± 1.5	77.5 ± 5.2	90.8 ± 2.6
2. 7yrs 2mths					
Victoria (g)					
1. 12yrs 11mths	97.8 ± 0.7	96.4 ± 1.2	99.2 ± 0.4	92.7 ± 3.5	97.4 ± 0.9
2. 7yrs 7mths					
Queensland					
1. 12yrs 3mths	94.1 ± 1.2	91.9 ± 1.9	96.7 ± 0.8	83.0 ± 3.2	91.7 ± 1.6
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	87.6 ± 1.6	83.1 ± 2.2	92.2 ± 1.3	57.5 ± 4.3	84.8 ± 2.0
2. 6yrs 7mths					
SA (h)					
	na	na	na	na	na
Tasmania					
1. 13yrs 0mths	85.9 ± 3.1	80.3 ± 4.3	91.6 ± 2.6	75.4 ± 6.3	84.1 ± 5.8
2. 7yrs 7mths					
ACT (i)					
1. 12yrs 10mths	90.8 ± 2.0	86.8 ± 2.8	95.4 ± 1.6	79.2 ± 12.9	81.8 ± 4.4
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	75.1 ± 0.1	71.3 ± 2.3	79.0 ± 4.5	36.0 ± 6.8	37.0 ± 6.8
2. 7yrs 3mths					
Australia (j)	92.6 ± 1.5	89.8 ± 2.3	95.6 ± 1.2	74.3 ± 4.6	90.4 ± 2.3

(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 as shown in Table C3, MCEETYA (2005). 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 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.

(h) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 7A.1.33

Table 7A.1.33 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

<i>State/Territory</i>					
1. Average age (d)	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
2. Yrs of schooling (e)					

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

(j) Does not include data for South Australia.

na Not available

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.34

Table 7A.1.34 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW					
1. 12yrs 4mths	90.9 ± 2.6	87.8 ± 3.5	94.0 ± 2.0	75.4 ± 5.9	90.0 ± 2.9
2. 7yrs 2mths					
Victoria (g)					
1. 12yrs 11mths	92.3 ± 1.2	88.5 ± 1.8	96.1 ± 0.7	76.5 ± 5.3	92.4 ± 1.3
2. 7yrs 7mths					
Queensland					
1. 12yrs 4mths	93.9 ± 1.0	91.7 ± 1.5	96.5 ± 0.6	82.2 ± 3.0	91.4 ± 1.3
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	87.5 ± 1.6	83.2 ± 2.2	91.8 ± 1.3	56.2 ± 3.9	83.3 ± 1.9
2. 6yrs 7mths					
SA					
1. 12yrs 6mths	84.9 ± 0.6	80.0 ± 3.6	89.4 ± 2.4	61.8 ± 5.9	84.3 ± 3.2
2. 7yrs 3mths					
Tasmania					
1. 13yrs 2mths	86.1 ± 1.8	81.5 ± 2.4	91.0 ± 1.8	75.2 ± 5.4	85.6 ± 4.2
2. 7yrs 7mths					
ACT (h)					
1. 12yrs 10mths	91.3 ± 1.9	87.7 ± 2.9	94.8 ± 1.3	79.3 ± 11.8	80.6 ± 5.3
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	75.8 ± 3.7	71.4 ± 4.4	80.2 ± 4.1	37.2 ± 6.3	39.9 ± 7.1
2. 7yrs 3mths					
Australia	90.7 ± 1.7	87.3 ± 2.6	94.1 ± 1.4	71.6 ± 4.8	89.0 ± 2.4

(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 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 as shown in Table C3, MCEETYA (2005). 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 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.

Table 7A.1.34

Table 7A.1.34 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					

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

Table 7A.1.35

Table 7A.1.35 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

<i>State/Territory</i>					
<i>1. Average age (d)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2. Yrs of schooling (e)</i>					
NSW (g)					
1. 12yrs 6mths	79.2 ± 1.0	77.9 ± 1.1	80.2 ± 1.1	47.8 ± 2.2	77.7 ± 1.2
2. 7yrs 4mths					
Victoria (h)					
1. 12yrs 11mths	85.8 ± 0.8	86.0 ± 0.9	85.6 ± 1.0	65.6 ± 6.1	82.8 ± 1.4
2. 7yrs 7mths					
Queensland					
1. 12yrs 3mths	83.8 ± 0.5	84.3 ± 0.6	83.8 ± 0.7	52.3 ± 2.0	80.0 ± 1.5
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	84.1 ± 0.8	84.2 ± 0.9	84.2 ± 0.9	47.7 ± 2.9	78.6 ± 1.5
2. 6yrs 7mths					
SA (i)					
	na	na	na	na	na
Tasmania					
1. 13yrs 0mths	79.7 ± 1.3	79.2 ± 1.7	80.3 ± 1.7	63.2 ± 5.0	78.4 ± 5.0
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	88.3 ± 1.3	88.4 ± 1.5	88.2 ± 1.7	62.6 ± 15.4	79.2 ± 5.0
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	65.2 ± 4.1	63.9 ± 4.4	66.6 ± 4.9	23.0 ± 5.4	79.2 ± 5.0
2. 7yrs 3mths					
Australia (j)	82.0 ± 0.9	81.7 ± 1.0	81.9 ± 1.1	48.6 ± 2.8	77.8 ± 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 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 as shown in Table C3, MCEETYA (2005). 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 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) 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.

Table 7A.1.35

Table 7A.1.35 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

<i>State/Territory</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
1. Average age (d)					
2. Yrs of schooling (e)					

(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.

(i) The year 7 benchmark data for South Australia for 2001 is not available because not all government and non-government students participated in a year 7 test.

(j) Does not include data for South Australia.

na Not available

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Year 7*.

Table 7A.1.36

Table 7A.1.36 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>1. Average age (d)</i>					
<i>2. Yrs of schooling (e)</i>					
NSW (g)					
1. 12yrs 4mths	78.2 ± 0.7	77.4 ± 0.8	78.9 ± 0.9	46.0 ± 1.9	76.4 ± 0.9
2. 7yrs 2mths					
Victoria (h)					
1. 12yrs 11mths	87.1 ± 1.0	87.3 ± 1.0	87.0 ± 1.1	58.7 ± 5.6	84.5 ± 1.3
2. 7yrs 7mths					
Queensland					
1. 12yrs 4mths	88.3 ± 0.8	88.2 ± 0.8	88.7 ± 0.9	61.6 ± 2.2	85.3 ± 1.4
2. 6yrs 8mths					
WA					
1. 12yrs 2mths	85.0 ± 0.9	84.7 ± 1.0	85.2 ± 1.1	49.1 ± 3.0	79.2 ± 1.5
2. 6yrs 7mths					
SA					
1. 12yrs 6mths	85.6 ± 0.8	85.8 ± 1.1	85.5 ± 1.0	57.9 ± 4.9	84.5 ± 1.5
2. 7yrs 3mths					
Tasmania					
1. 13yrs 2mths	84.0 ± 1.1	83.5 ± 1.4	84.5 ± 1.5	72.3 ± 4.7	83.2 ± 4.2
2. 7yrs 7mths					
ACT					
1. 12yrs 10mths	86.9 ± 1.2	88.0 ± 1.4	85.8 ± 1.7	61.8 ± 14.0	79.6 ± 5.5
2. 7yrs 6mths					
NT					
1. 12yrs 8mths	68.1 ± 3.8	68.2 ± 4.4	68.2 ± 4.7	27.4 ± 6.4	31.7 ± 6.9
2. 7yrs 3mths					
Australia	83.5 ± 0.9	83.3 ± 0.9	83.8 ± 1.0	51.9 ± 3.0	79.2 ± 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 considerably across jurisdictions as shown in Table C3, MCEETYA (2005). 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 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) 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

Table 7A.1.36

Table 7A.1.36 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

<i>State/Territory</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
1. Average age (d)					
2. Yrs of schooling (e)					

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

Table 7A.3.1

Table 7A.3.1 Indigenous employment in schools

	<i>Government schools</i>			<i>Catholic schools (a)</i>		
	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>
Number of Indigenous teachers (b), (c)	1338	1360	1456	52	66	72
Indigenous teachers as a proportion of all teachers (%) (b), (c)	0.8	0.8	0.8	0.1	0.2	0.2
Indigenous students as a proportion of all students (%) (d)	4.5	4.7	4.9	1.5	1	1.5
Number of AIEWs in schools (b), (c), (e), (f)	1764	1723	1647	411	477	495
Ratio of Indigenous students to Indigenous teachers and AIEWs (b), (c), (d)	33	34.5	35.5	21	18.6	27.8
Number of Indigenous staff in schools including teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff (b), (c), (g), (h)	2962	2951	3055	473	535	552
Total number of staff in schools including teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff	160 231	126898	131772	56 268	46214	50671
Indigenous staff as a proportion of all staff in schools (%) (b), (c), (h)	1.8	2.3	2.3	0.8	1.2	1.1
Indigenous teaching staff as a proportion of all teaching staff (%)	na	0.8	0.8	na	0.2	0.2
Indigenous administrative and clerical staff as a proportion of all administrative and clerical staff (%)	na	3.7	3.6	na	3.5	2.7

(a) The number of Indigenous students in Catholic schools is based on the number in all Catholic schools, not just IESIP funded Catholic systems. Staff numbers are those in IESIP funded Catholic systems.

(b) For some states these figures are based on actual numbers and for some others it is based on full time equivalent (FTE).

(c) Figures are not to be considered as nationally reflective because not all states reported on employment in any one year.

(d) Catholic Schools' enrolment data includes some other non government schools including many indigenous run schools that have greatly influenced the results.

(e) Figure for 2001 includes 140 teacher aides in Queensland who are not classified as AIEWs because they are not placed in identified positions.

(f) Includes school and non school bases AIEWs.

(g) Changes in the way staffing in the category 'specialist support staff' was reported by two state departments in 2003 means that it is not possible to provide a consistent picture of change over the period 2002-03.

(h) Total for government schools in 2001 is less than the sum of numbers for Indigenous teachers and AIEWs because the total Indigenous staff numbers in government schools does not include 140 teacher aides in Queensland not classified as AIEWs

na Not available. AIEWs = Aboriginal and Islander Education Workers.

Table 7A.3.1

Table 7A.3.1 Indigenous employment in schools

<i>Government schools</i>			<i>Catholic schools (a)</i>		
<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>

Source: DEST National Report to Parliament on Indigenous Education and Training 2002; DEST derived from ABS National Schools Statistics Collection 2003 (unpublished).

Table 7A.3.2

Table 7A.3.2 Aboriginal and Islander Education Workers in government and Catholic schools who have completed or are undertaking professional development leading to formal qualifications

	<i>Degree</i>		<i>Diploma</i>		<i>Certificate</i>		<i>Total</i>		Total AIEWs	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	No.	%
<i>2001</i>										
Government schools	64	3.6	49	2.8	327	18.5	440	24.9	1764	100.0
Catholic schools	68	16.5	63	15.3	77	18.7	208	50.6	411	100.0
<i>2002</i>										
Government schools	67	3.9	75	4.4	345	20.0	487	28.3	1723	100.0
Catholic schools	85	17.8	66	13.8	103	21.6	254	53.2	477	100.0
<i>2003</i>										
Government schools	104	6.3	93	5.6	357	21.7	554	33.6	1647	100.0
Catholic schools	80	16.2	77	15.6	95	19.2	252	50.9	495	100.0

AIEWs = Aboriginal and Islander Education Workers.

Source: DEST Indigenous Education Strategic Initiatives Programme (IESIP) performance reports 2002–2004; DEST *National Report to Parliament on Indigenous Education and Training 2002*; DEST derived from ABS *National Schools Statistics Collection 2003* (unpublished).

Table 7A.4.1

Table 7A.4.1 NSW, juvenile (aged 10–17 years) diversions, by offence type, 2003 (a), (b), (c), (d)

	<i>Unit</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Unknown</i>	<i>Total</i>
Proceeded against to court					
Homicide	no.	5	13	1	19
Assault	no.	764	1 530	140	2 434
Sexual offences	no.	35	112	13	160
Abduction/Kidnap	no.	3	19	1	23
Robbery	no.	158	582	21	761
Other offences against the person	no.	55	108	3	166
Theft	no.	1 907	3 045	225	5 177
Demand money with menaces	no.	4	27	–	31
Extortion, blackmail	no.	–	1	–	1
Arson	no.	12	27	–	39
Malicious damage to property	no.	393	731	69	1 193
Drug offences	no.	89	366	12	467
Offensive behaviour	no.	196	285	15	496
Prostitution offences	no.	–	–	–	–
Betting and gaming offences	no.	–	1	–	1
Weapons offences	no.	63	146	8	217
Against justice procedures	no.	1 068	1 671	83	2 822
Driving offences	no.	318	1 784	786	2 888
Other offences	no.	399	650	48	1 097
Total	no.	5 469	11 098	1 425	17 992
Infringement Notice					
Homicide	no.	–	–	–	–
Assault	no.	–	–	–	–
Sexual offences	no.	–	–	–	–
Abduction/Kidnap	no.	–	–	–	–
Robbery	no.	–	–	–	–
Other offences against the person	no.	–	–	–	–
Theft	no.	–	13	1	14
Demand money with menaces	no.	–	–	–	–
Extortion, blackmail	no.	–	–	–	–
Arson	no.	–	–	–	–
Malicious damage to property	no.	2	13	1	16
Drug offences	no.	–	2	–	2
Offensive behaviour	no.	3	27	1	31
Prostitution offences	no.	–	–	–	–
Betting and gaming offences	no.	1	2	–	3
Weapons offences	no.	17	169	14	200
Against justice procedures	no.	1	1	–	2
Driving offences	no.	1 099	13 909	11 848	26 856
Other offences	no.	373	7 543	486	8 402
Total	no.	1 496	21 679	12 351	35 526

Youth Justice Conference

Table 7A.4.1

Table 7A.4.1 NSW, juvenile (aged 10–17 years) diversions, by offence type, 2003 (a), (b), (c), (d)

	<i>Unit</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Unknown</i>	<i>Total</i>
Homicide	no.	–	–	–	–
Assault	no.	44	119	22	185
Sexual offences	no.	1	–	–	1
Abduction/Kidnap	no.	–	–	–	–
Robbery	no.	3	4	2	9
Other offences against the person	no.	2	5	–	7
Theft	no.	171	521	26	718
Demand money with menaces	no.	–	6	1	7
Extortion, blackmail	no.	–	–	–	–
Arson	no.	–	23	–	23
Malicious damage to property	no.	26	118	14	158
Drug offences	no.	3	16	–	19
Offensive behaviour	no.	4	5	1	10
Prostitution offences	no.	–	–	–	–
Betting and gaming offences	no.	–	–	–	–
Weapons offences	no.	1	24	–	25
Against justice procedures	no.	–	7	–	7
Driving offences	no.	2	23	3	28
Other offences	no.	24	58	2	84
Total	no.	281	929	71	1 281
Caution					
Homicide	no.	–	–	–	–
Assault	no.	203	832	117	1 152
Sexual offences	no.	–	11	–	11
Abduction/Kidnap	no.	–	–	–	–
Robbery	no.	3	11	1	15
Other offences against the person	no.	7	24	3	34
Theft	no.	805	4 573	217	5 595
Demand money with menaces	no.	–	2	–	2
Extortion, blackmail	no.	–	–	–	–
Arson	no.	5	43	4	52
Malicious damage to property	no.	170	1 045	86	1 301
Drug offences	no.	53	870	54	977
Offensive behaviour	no.	71	170	8	249
Prostitution offences	no.	–	1	–	1
Betting and gaming offences	no.	–	–	–	–
Weapons offences	no.	27	232	9	268
Against justice procedures	no.	22	82	3	107
Driving offences	no.	39	230	21	290
Other offences	no.	103	691	35	829
Total	no.	1 508	8 817	558	10 883
Warning					
Homicide	no.	–	–	–	–

Table 7A.4.1

Table 7A.4.1 NSW, juvenile (aged 10–17 years) diversions, by offence type, 2003 (a), (b), (c), (d)

	<i>Unit</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Unknown</i>	<i>Total</i>
Assault	no.	89	404	47	540
Sexual offences	no.	1	14	1	16
Abduction/Kidnap	no.	–	–	–	–
Robbery	no.	–	–	–	–
Other offences against the person	no.	18	64	8	90
Theft	no.	386	1 961	144	2 491
Demand money with menaces	no.	–	–	–	–
Extortion, blackmail	no.	–	–	–	–
Arson	no.	10	33	3	46
Malicious damage to property	no.	200	902	97	1 199
Drug offences	no.	14	370	29	413
Offensive behaviour	no.	193	647	50	890
Prostitution offences	no.	4	28	–	32
Betting and gaming offences	no.	–	3	–	3
Weapons offences	no.	83	419	29	531
Against justice procedures	no.	8	40	3	51
Driving offences	no.	460	1 540	893	2 893
Other offences	no.	892	10 645	764	12 301
Total	no.	2 358	17 070	2 068	21 496
All types					
Homicide	no.	5	13	1	19
Assault	no.	1 100	2 885	326	4 311
Sexual offences	no.	37	137	14	188
Abduction/Kidnap	no.	3	19	1	23
Robbery	no.	164	597	24	785
Other offences against the person	no.	82	201	14	297
Theft	no.	3 269	10 113	613	13 995
Demand money with menaces	no.	4	35	1	40
Extortion, blackmail	no.	–	1	–	1
Arson	no.	27	126	7	160
Malicious damage to property	no.	791	2 809	267	3 867
Drug offences	no.	159	1 624	95	1 878
Offensive behaviour	no.	467	1 134	75	1 676
Prostitution offences	no.	4	29	–	33
Betting and gaming offences	no.	1	6	–	7
Weapons offences	no.	191	990	60	1 241
Against justice procedures	no.	1 099	1 801	89	2 989
Driving offences	no.	1 918	17 486	13 551	32 955
Other offences	no.	1 791	19 587	1 335	22 713
Total	no.	11 112	59 593	16 473	87 178

(a) This table represents persons of interest (POIs) or alleged offenders who have come to the attention of NSW Police for a recorded criminal incident. Not all crimes have an associated POI. The table only shows POIs whom the police have taken action against. 'Proceeded against to court' includes the issue of court attendance notices, charges and summonses. 'Youth Justice Conference' shows police conference referrals but excludes court referrals.

Table 7A.4.1

Table 7A.4.1 NSW, juvenile (aged 10–17 years) diversions, by offence type, 2003 (a), (b), (c), (d)

	<i>Unit</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Unknown</i>	<i>Total</i>
(b) Under the <i>Young Offenders Act 1997</i> , when police apprehend a young person they must first consider whether the young person is entitled to be diverted under the Act by way of warning, caution or youth justice conference.					
(c) Excluded from this table were 2,029 juvenile POIs whose status was recorded by police as 'legal process - not further classified'.					
(d) Indigenous status is based on self-identification by the juvenile.					
– Nil or rounded to zero.					

Source: NSW Bureau of Crime Statistic & Research (BOCSAR) (unpublished).

Table 7A.4.2

Table 7A.4.2 **NSW, juvenile diversions, 2002 (a), (b), (c), (d)**

	Indigenous				Non-Indigenous				Unknown				Total			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Juvenile diversions																
Young Offenders Act																
Youth conference	50	280	–	330	201	824	–	1 025	24	39	–	63	275	1 143	–	1 418
Caution	427	1 001	–	1 428	2 227	6 628	–	8 855	130	386	–	516	2 784	8 015	–	10 799
Warning given	493	1 727	1	2 221	2 960	10 725	9	13 694	276	1 050	1	1 327	3 729	13 502	11	17 242
Cannabis Caution	–	–	–	–	–	2	–	2	–	–	–	–	–	2	–	2
Total	970	3 008	1	3 979	5 388	18 179	9	23 576	430	1 475	1	1 906	6 788	22 662	11	29 461
Proceeded against																
Unknown legal process	47	165	–	212	266	1 244	–	1 510	21	90	–	111	334	1 499	–	1 833
Infringement notice	250	1 831	–	2 081	3 882	23 353	62	27 297	681	3 811	17	4 509	4 813	28 995	79	33 887
Criminal infringement notice	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Charged and fingerprinted	–	1	–	1	–	1	–	1	–	–	–	–	–	2	–	2
Person charged	732	3 709	2	4 443	1 185	7 486	4	8 675	69	406	–	475	1 986	11 601	6	13 593
Person given Field CAN (e)	27	87	–	114	93	735	1	829	7	59	–	66	127	881	1	1 009
Person given CAN	81	218	–	299	204	1 186	–	1 390	11	41	–	52	296	1 445	–	1 741
Person summonsed	111	444	1	556	271	1 446	–	1 717	48	164	–	212	430	2 054	1	2 485
Total	1 248	6 455	3	7 706	5 901	35 451	67	41 419	837	4 571	17	5 425	7 986	46 477	87	54 550

(a) These data represent persons of interest (POIs) or alleged offenders who have come to the attention of NSW Police for a recorded criminal incident. Not all crimes have an associated POI.

(b) Indigenous status based on self-identification by the juvenile.

(c) Under the *Young Offenders Act 1997*, when police apprehend a young person they must first consider whether the young person is entitled to be diverted under the Act by way of warning, caution or youth justice conference.

(d) This table shows the various legal processes NSW Police can employ against alleged offenders.

(e) CAN means Court Attendance Notice.

– Nil or rounded to zero.

Source: NSW BOCSAR (unpublished).

Table 7A.4.3

Table 7A.4.3 **Victoria, method of processing of juvenile alleged offenders, 2003-04 (a)**

	Unit	Arrest		Caution		Summons		Other (b)		Total	
		Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Crime against the person	no.	71	631	7	391	105	1 332	25	405	208	2 759
	%	4.8	3.2	0.5	2.0	7.1	6.7	1.7	2.0	14.1	13.8
Crime against property	no.	448	3 083	134	4 449	303	4 902	58	562	943	12 996
	%	30.4	15.5	9.1	22.3	20.5	24.6	3.9	2.8	63.9	65.2
Drug Offences	no.	11	114	3	242	4	180	1	15	19	551
	%	0.7	0.6	0.2	1.2	0.3	0.9	0.1	0.1	1.3	2.8
Other Crime	no.	75	426	18	791	200	2 227	13	188	306	3 632
	%	5.1	2.1	1.2	4.0	13.6	11.2	0.9	0.9	20.7	18.2
TOTAL	no.	605	4 254	162	5 873	612	8 641	97	1 170	1 476	19 938
	%	41.0	21.3	11.0	29.5	41.5	43.3	6.6	5.9	100.0	100.0

(a) Indigenous status is derived from the racial appearance of the offender which is a subjective assessment of the police officer.

(b) Other in the Method of Processing tables includes complaint withdrawn, alleged offender is underage, insane or deceased, or warrant issued.

Source: Victoria Police (unpublished).

Table 7A.4.4

Table 7A.4.4 **Victoria, method of processing of juvenile alleged offenders, 2002-03 (a)**

Unit	Arrest		Caution		Summons		Other (b)		Total	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Crime against the person no.	56	773	9	340	109	1 441	27	398	201	2 952
%	3.9	3.5	0.6	1.5	7.7	6.5	1.9	1.8	14.1	13.3
Crime against property no.	336	3 590	162	5 103	411	5 236	44	787	953	14 716
%	23.6	16.2	11.4	23.0	28.9	23.6	3.1	3.5	66.9	66.3
Drug Offences no.	10	167	3	256	6	150	–	22	19	595
%	0.7	0.8	0.2	1.2	0.4	0.7	–	0.1	1.3	2.7
Other Crime no.	53	502	24	825	166	2 378	8.0	226	251	3 931
%	3.7	2.3	1.7	3.7	11.7	10.7	0.6	1.0	17.6	17.7
TOTAL no.	455	5 032	198	6 524	692	9 205	79	1 433	1 424	22 194
%	32.0	22.7	13.9	29.4	48.6	41.5	5.5	6.5	100.0	100.0

(a) Indigenous status is derived from the racial appearance of the offender which is a subjective assessment of the police officer.

(b) Other in the Method of Processing tables includes complaint withdrawn, alleged offender is underage, insane or deceased, or warrant issued.

– Nil or rounded to zero.

Source: Victoria Police (unpublished).

Table 7A.4.5

Table 7A.4.5 Victoria, method of processing of juvenile alleged offenders, 2003-04 (a)

	Unit	Arrest			Caution			Summons			Other (b)			Total		
		Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown
Homicide	no.	–	5	1	–	–	–	–	5	1	–	–	–	–	10	2
Rape	no.	–	5	–	–	–	–	1	49	10	–	32	7	1	86	17
Sex (non rape)	no.	–	20	2	–	27	4	1	158	44	4	85	18	5	290	68
Robbery	no.	29	234	29	–	37	14	18	148	27	2	41	14	49	460	84
Assault	no.	40	365	48	7	326	69	85	964	151	19	239	30	151	1 894	298
Abduction/Kidnap	no.	2	2	1	–	1	–	–	8	–	–	8	5	2	19	6
Crime against the person	no.	71	631	81	7	391	87	105	1 332	233	25	405	74	208	2 759	475
Arson	no.	1	35	6	1	50	8	6	85	8	1	19	3	9	189	25
Property damage	no.	33	352	32	17	682	115	37	1 304	228	23	174	23	110	2 512	398
Burglary (agg)	no.	15	76	5	–	4	–	–	20	3	1	2	2	16	102	10
Burglary (res)	no.	46	320	34	6	205	26	12	265	20	3	49	2	67	839	82
Burglary (other)	no.	61	453	41	13	375	75	26	338	37	6	35	6	106	1 201	159
Deception	no.	–	112	7	2	72	16	3	205	35	–	10	5	5	399	63
Handle stolen goods	no.	22	149	18	–	68	16	14	228	24	1	19	10	37	464	68
Theft from m/car	no.	88	383	100	4	216	22	53	433	43	1	51	5	146	1 083	170
Theft (shop steal)	no.	70	299	28	80	2 055	425	71	806	74	4	60	14	225	3 220	541
Theft of m/car	no.	75	579	61	4	196	35	27	558	41	2	75	6	108	1 408	143
Theft (bicycle)	no.	11	59	2	3	60	12	18	125	12	2	5	3	34	249	29
Theft (other)	no.	26	266	28	4	466	91	36	535	75	14	63	18	80	1 330	212
Crime against property	no.	448	3 083	362	134	4 449	841	303	4 902	600	58	562	97	943	12 996	1 900
Drugs (cult/man/traff)	no.	1	33	4	1	8	3	1	41	3	1	1	1	4	83	11
Drugs (poss/use)	no.	10	81	16	2	234	39	3	139	10	–	14	2	15	468	67
Drug Offences	no.	11	114	20	3	242	42	4	180	13	1	15	3	19	551	78
Going equipped to steal	no.	7	22	2	–	8	–	4	37	2	–	3	1	11	70	5
Justice procedures	no.	35	156	13	1	60	17	32	227	25	3	32	7	71	475	62
Regulated public order	no.	1	17	2	1	181	31	38	434	42	2	30	8	42	662	83
Weapons/explosives	no.	7	57	10	3	126	14	17	222	27	–	16	2	27	421	53
Harassment	no.	–	23	5	–	37	6	3	28	5	–	4	–	3	92	16
Behaviour in public	no.	9	68	6	3	64	8	40	259	21	–	18	1	52	409	36
Other	no.	16	83	15	10	315	71	66	1 020	97	8	85	9	100	1 503	192
Other Crime	no.	75	426	53	18	791	147	200	2 227	219	13	188	28	306	3 632	447
TOTAL	no.	605	4 254	516	162	5 873	1 117	612	8 641	1 065	97	1 170	202	1 476	19 938	2 900

(a) Indigenous status is derived from the racial appearance of the offender which is a subjective assessment of the police officer.

(b) Other in the Method of Processing tables includes complaint withdrawn, alleged offender is underage, insane or deceased, or warrant issued.

– Nil or rounded to zero.

Source Victoria Police (unpublished).

Table 7A.4.6

Table 7A.4.6 Victoria, method of processing of juvenile alleged offenders, 2002-03 (a)

	Unit	Arrest			Caution			Summons			Other (b)			Total		
		Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown
Homicide	no.	–	1	–	–	–	–	–	–	–	–	–	–	–	1	–
Rape	no.	1	10	1	–	–	–	–	15	10	2	21	5	3	46	16
Sex (non rape)	no.	2	40	18	–	17	3	3	125	28	1	106	25	6	288	74
Robbery	no.	8	346	26	–	23	–	14	214	11	2	63	8	24	646	45
Assault	no.	45	367	32	9	300	45	92	1 081	130	22	207	32	168	1 955	239
Abduction/Kidnap	no.	–	9	1	–	–	–	–	6	–	–	1	–	–	16	1
Crime against the person	no.	56	773	78	9	340	48	109	1 441	179	27	398	70	201	2 952	375
Arson	no.	2	77	8	4	101	16	4	109	7	2	29	2	12	316	33
Property damage	no.	33	399	34	23	675	80	57	1 207	104	9	214	13	122	2 495	231
Burglary (agg)	no.	21	43	4	–	6	–	3	27	4	1	11	2	25	87	10
Burglary (res)	no.	31	357	18	12	142	30	36	328	33	1	59	9	80	886	90
Burglary (other)	no.	35	395	32	22	388	60	46	340	38	9	51	3	112	1 174	133
Deception	no.	2	108	19	–	46	26	5	201	25	–	26	5	7	381	75
Handle stolen goods	no.	14	138	27	3	91	15	18	259	20	2	30	–	37	518	62
Theft from m/car	no.	90	473	111	17	171	62	80	470	61	2	37	1	189	1 151	235
Theft (shop steal)	no.	31	380	34	60	2 704	484	65	1 067	79	2	95	13	158	4 246	610
Theft of m/car	no.	34	845	39	3	193	32	20	558	30	1	78	3	58	1 674	104
Theft (bicycle)	no.	8	42	1	3	73	14	33	62	5	3	20	1	47	197	21
Theft (other)	no.	35	333	31	15	513	96	44	608	68	12	137	34	106	1 591	229
Crime against property	no.	336	3 590	358	162	5 103	915	411	5 236	474	44	787	86	953	14 716	1 833
Drugs (cult/man/tranf)	no.	2	41	8	–	11	1	1	42	3	–	8	–	3	102	12
Drugs (poss/use)	no.	8	126	12	3	245	28	5	108	12	–	14	1	16	493	53
Drug Offences	no.	10	167	20	3	256	29	6	150	15	–	22	1	19	595	65
Going equipped to steal	no.	1	38	3	1	15	5	4	36	2	1	4	–	7	93	10
Justice procedures	no.	22	164	22	1	65	10	19	210	28	–	32	4	42	471	64
Regulated public order	no.	1	29	4	6	185	26	23	398	43	–	36	6	30	648	79
Weapons/explosives	no.	7	94	15	3	134	19	18	248	17	1	35	5	29	511	56
Harassment	no.	1	11	1	–	27	1	–	18	2	–	7	1	1	63	5
Behaviour in public	no.	13	42	7	4	64	4	31	303	19	2	18	2	50	427	32
Other	no.	8	124	9	9	335	46	71	1 165	84	4	94	19	92	1 718	158
Other Crime	no.	53	502	61	24	825	111	166	2 378	195	8	226	37	251	3 931	404
TOTAL	no.	455	5 032	517	198	6 524	1 103	692	9 205	863	79	1 433	194	1 424	22 194	2 677

(a) Indigenous status is derived from the racial appearance of the offender which is a subjective assessment of the police officer.

(b) Other in the Method of Processing tables includes complaint withdrawn, alleged offender is underage, insane or deceased, or warrant issued.

– Nil or rounded to zero.

Source: Victoria Police (unpublished).

Table 7A.4.7

Table 7A.4.7 **Victoria, method of processing of juvenile alleged offenders by geographic regions, 2003-04 (a)**

	Unit	Arrest		Caution		Summons		Other (b)		Total	
		Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Major city	no.	89	2 831	23	3 871	151	5 754	12	802	275	13 258
	%	32.4	21.4	8.4	29.2	54.9	43.4	4.4	6.0	100.0	100.0
Inner Regional	no.	284	1 152	60	1 639	255	2 329	54	286	653	5 406
	%	43.5	21.3	9.2	30.3	39.1	43.1	8.3	5.3	100.0	100.0
Outer Regional	no.	229	253	79	351	204	537	31	82	543	1 223
	%	42.2	20.7	14.5	28.7	37.6	43.9	5.7	6.7	100.0	100.0
Remote	no.	—	—	—	9	2	9	—	—	2	18
	%	—	—	—	50.0	100.0	50.0	—	—	100.0	100.0

(a) Indigenous status is derived from the racial appearance of the offender which is a subjective assessment of the police officer.

(b) Other in the Method of Processing tables includes complaint withdrawn, alleged offender is underage, insane or deceased, or warrant issued.

— Nil or rounded to zero.

Source: Victoria Police (unpublished).

Table 7A.4.8

Table 7A.4.8 **Victoria, method of processing of juvenile alleged offenders by geographic regions, 2002-03 (a)**

	Unit	Arrest		Caution		Summons		Other (b)		Total	
		Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Major city	no.	73	3 635	49	4 435	181	6 151	15	991	318	15 212
	%	23.0	23.9	15.4	29.2	56.9	40.4	4.7	6.5	100.0	100.0
Inner Regional	no.	202	1 171	84	1 689	288	2 570	30	345	604	5 775
	%	33.4	20.3	13.9	29.2	47.7	44.5	5.0	6.0	100.0	100.0
Outer Regional	no.	180	222	65	397	223	481	34	96	502	1 196
	%	35.9	18.6	12.9	33.2	44.4	40.2	6.8	8.0	100.0	100.0
Remote	no.	—	2	—	—	—	—	—	1	—	3
	%	—	66.7	—	—	—	—	—	33.3	—	100.0

(a) Indigenous status is derived from the racial appearance of the offender which is a subjective assessment of the police officer.

(b) Other in the Method of Processing tables includes complaint withdrawn, alleged offender is underage, insane or deceased, or warrant issued.

— Nil or rounded to zero.

Source: Victoria Police (unpublished).

Table 7A.4.9

Table 7A.4.9 WA - Number of distinct juveniles having (formal) contact with police via arrest or diversion, 1995-2001 (a), (b), (c)

	1995	1996	1997	1998	1999	2000	2001
Total juveniles							
Juveniles apprehended (only)	2 326	2 064	2 131	1 997	2 149	2 072	2 008
Juveniles diverted (only)	6 283	7 895	7 948	9 007	8 814	9 235	9 043
Juveniles apprehended & diverted in the same year	931	1 047	1 111	1 216	1 437	1 381	1 261
<i>Total police contact</i>	<i>9 540</i>	<i>11 006</i>	<i>11 190</i>	<i>12 220</i>	<i>12 400</i>	<i>12 688</i>	<i>12 312</i>
<i>Rate of contact per 1000 juveniles</i>	<i>46.2</i>	<i>52.3</i>	<i>52.4</i>	<i>56.4</i>	<i>56.5</i>	<i>57.3</i>	<i>55.2</i>
Indigenous juveniles							
Juveniles apprehended (only)	773	688	695	721	757	752	767
Juveniles diverted (only)	726	1 029	1 167	1 443	1 444	1 497	1 567
Juveniles apprehended & diverted in the same year	291	342	397	478	528	513	503
<i>Total police contact</i>	<i>1 790</i>	<i>2 059</i>	<i>2 259</i>	<i>2 642</i>	<i>2 729</i>	<i>2 762</i>	<i>2 837</i>
<i>Rate of contact per 1000 juveniles</i>	<i>183.0</i>	<i>202.4</i>	<i>213.3</i>	<i>238.9</i>	<i>239.4</i>	<i>233.7</i>	<i>234.2</i>
Non-Indigenous juveniles							
Juveniles apprehended (only)	1 541	1 348	1 410	1 257	1 298	1 109	1 123
Juveniles diverted (only)	5 499	6 743	6 664	7 504	7 370	7 738	7 476
Juveniles apprehended & diverted in the same year	624	661	647	732	909	868	758
<i>Total police contact</i>	<i>7 664</i>	<i>8 752</i>	<i>8 721</i>	<i>9 493</i>	<i>9 577</i>	<i>9 715</i>	<i>9 357</i>
<i>Rate of contact per 1000 juveniles</i>	<i>39.0</i>	<i>43.7</i>	<i>43.0</i>	<i>46.1</i>	<i>46.0</i>	<i>46.3</i>	<i>44.4</i>

(a) Aboriginality is derived from the WA Police Identity Code field for ethnic appearance. The field is completed on the basis of the attending police officer's subjective assessment of the person's appearance and is recorded for operational purposes only. Care should be exercised in the interpretation of these statistics, as a subjective assessment means it is possible that a person attributed to a particular group does not belong to that group.

(b) Data counts number of 'distinct' juveniles.

(c) In WA, a diversion includes both 'cautioning' and 'referrals' of juveniles by the police.

Source: University of WA 2003, *Aboriginal involvement in the Western Australian criminal justice system: A statistical review, 2001*, Crime Research Centre, Perth.

Table 7A.4.10

**Table 7A.4.10 WA - Cautions issued by offence type, by gender, 2001
(a), (b), (c)**

	<i>Indigenous</i>			<i>Non-Indigenous</i>		
	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
<i>Number</i>						
Against person	115	80	195	324	110	434
Property	907	516	1 423	2 758	1 370	4 128
Liquor	28	19	47	177	102	279
Drug	67	32	99	965	175	1 140
Traffic	80	36	116	982	120	1 102
Good order	168	116	284	673	147	820
Truancy	10	14	24	69	58	127
Other	166	92	258	589	158	747
Total	1 541	905	2 446	6 537	2 240	8 777
<i>Proportion of the cautions issued</i>						
Against person	7.5	8.8	8.0	5.0	4.9	4.9
Property	58.9	57.0	58.2	42.2	61.2	47.0
Liquor	1.8	2.1	1.9	2.7	4.6	3.2
Drug	4.3	3.5	4.0	14.8	7.8	13.0
Traffic	5.2	4.0	4.7	15.0	5.4	12.6
Good order	10.9	12.8	11.6	10.3	6.6	9.3
Truancy	0.6	1.5	1.0	1.1	2.6	1.4
Other	10.8	10.2	10.5	9.0	7.1	8.5

(a) Aboriginality is derived from the WA Police Identity Code field for ethnic appearance. The field is completed on the basis of the attending police officer's subjective assessment of the person's appearance and is recorded for operational purposes only. Care should be exercised in the interpretation of these statistics, as a subjective assessment means it is possible that a person attributed to a particular group does not belong to that group.

(b) Data counts number of 'distinct' juveniles.

(c) A diversion includes both 'cautioning' and 'referrals' of juveniles by the police.

Source: University of WA 2003, *Aboriginal involvement in the Western Australian criminal justice system: A statistical review, 2001*, Crime Research Centre,

Table 7A.4.11

Table 7A.4.11 WA - Cautions issued by offence type, by gender, 2000 (a), (b), (c), (d)

	<i>Indigenous</i>			<i>Non-Indigenous</i>		
	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
	<i>Number</i>					
Against person	101	68	169	382	131	513
Property	870	470	1 340	2 911	1 315	4 226
Liquor	48	24	72	241	87	328
Drug	67	38	105	1 029	183	1 212
Traffic	146	31	177	1 072	134	1 206
Good order	238	128	366	808	147	955
Truancy	13	9	22	80	41	121
Other	209	94	303	568	165	733
Total	1 692	862	2 554	7 091	2 203	9 294
	<i>Proportion of the cautions issued</i>					
Against person	6.0	7.9	6.6	5.4	5.9	5.5
Property	51.4	54.5	52.5	41.1	59.7	45.5
Liquor	2.8	2.8	2.8	3.4	3.9	3.5
Drug	4.0	4.4	4.1	14.5	8.3	13.0
Traffic	8.6	3.6	6.9	15.1	6.1	13.0
Good order	14.1	14.8	14.3	11.4	6.7	10.3
Truancy	0.8	1.0	0.9	1.1	1.9	1.3
Other	12.4	10.9	11.9	8.0	7.5	7.9

(a) Caution totals exceed the overall number of cautions issued in 2000 since one caution can be issued for more than one offence.

(b) Aboriginality is derived from the WA Police Identity Code field for ethnic appearance. The field is completed on the basis of the attending police officer's subjective assessment of the person's appearance and is recorded for operational purposes only. Care should be exercised in the interpretation of these statistics, as a subjective assessment means it is possible that a person attributed to a particular group does not belong to that group.

(c) Data counts number of 'distinct' juveniles.

(d) A diversion includes both 'cautioning' and 'referrals' of juveniles by the police.

Source: University of WA 2001, *Aboriginal involvement in the Western Australian criminal justice system: A statistical review, 2000*, Crime Research Centre, Perth.

Table 7A.4.12

Table 7A.4.12 SA - Aboriginal and non-Aboriginal juvenile apprehensions and diversions (a)

	<i>Aboriginal</i>	<i>Non-Aboriginal</i>
<i>1 January to 31 December 2003</i>		
Total juvenile apprehensions (number) (b)	1 325	4 712
Participated in diversion (number) (c)	248	1 454
Proportion diverted	18.7	30.9
<i>1 January to 31 December 2002</i>		
Total juvenile apprehensions (number)	1 354	4 745
Participated in diversion (number)	206	1 529
Proportion diverted	15.2	32.2

(a) Aboriginal appearance, derived from police apprehension reports, reflects the opinion of the apprehending officer.

(b) Excludes persons where type of action was unknown legal process.

(c) Data on diversion refer to those receiving a formal caution.

Source: OCSAR (Office of Crime Statistics and Research) 2003, *Crime and Justice in South Australia - Juvenile Justice 2002*, OCSAR, Adelaide.

Table 7A.4.13

Table 7A.4.13 SA - type of action by major offence alleged against persons of Aboriginal appearance 2003 (a)

Unit	Formal caution		Transfer to family conference		Transfer to Youth Court		Withdrawn		Unknown		Total	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
Offences against the person (excl. sexual offences)												
Homicide	no.	—	—	—	—	4	—	—	—	—	—	4
Serious assault	no.	—	12	3	41	26	71	—	—	2	29	126
Other assault	no.	22	156	27	121	62	220	—	13	7	118	522
Offences against the person - miscellaneous	no.	—	3	—	16	10	38	—	1	—	10	59
Sexual offences	no.	—	1	—	17	8	34	—	3	—	8	57
Robbery and extortion												
Armed robbery	no.	—	1	—	4	4	21	—	—	—	4	26
Unarmed robbery and extortion	no.	—	1	—	6	16	47	—	—	4	20	54
Criminal trespass	no.	15	58	44	191	175	376	1	4	20	255	643
Fraud and misappropriation	no.	—	9	—	19	—	11	—	2	—	—	42
Larceny and receiving												
Receiving/unlawful possession	no.	5	50	12	36	29	78	—	1	—	10	175
Larceny/illegal use of vehicle (motor and other)	no.	7	43	15	87	92	213	1	5	2	117	361
Interfere with a motor vehicle	no.	1	17	4	6	17	15	—	—	—	1	39
Larceny from a motor vehicle	no.	1	39	4	35	11	49	—	1	2	3	127
Larceny from shops	no.	42	233	25	145	94	208	2	4	5	168	595
Larceny-miscellaneous	no.	8	89	7	54	30	104	3	5	—	48	255
Damage property and environmental offences	no.	33	196	23	127	90	206	1	11	5	152	560
Offences against good order												
Resist/hinder police	no.	10	72	6	20	27	85	—	—	1	13	190
Unlawful possession and/or use of weapons	no.	1	47	4	18	15	30	1	3	—	21	103
Disorderly/offensive behaviour	no.	24	121	12	31	38	65	1	2	2	77	222
Indecent/offensive language	no.	9	19	—	6	6	12	—	—	—	1	38
Graffiti and related offences	no.	8	48	3	30	5	27	—	1	—	16	107
Public order offences - miscellaneous	no.	27	168	22	33	35	81	2	6	5	91	293
Drug offences	no.	3	28	2	10	8	44	—	3	1	14	90
Driving offences												
Drink driving offences	no.	—	—	—	—	6	20	—	—	5	76	96
Dangerous, reckless, or negligent driving	no.	1	9	—	1	4	33	—	—	—	5	285
Driving while licence suspended or cancelled	no.	1	1	—	—	10	35	—	—	6	17	97
Other offences	no.	30	33	10	4	24	8	—	—	22	86	50
TOTAL	no.	248	1 454	223	1 058	842	2 135	12	65	87	504	5 216

(a) Aboriginal appearance, derived from police apprehension reports, reflects the opinion of the apprehending officer.

— Nil or rounded to zero.

Source: OCSAR (Office of Crime Statistics and Research) 2003, *Crime and Justice in South Australia - Juvenile Justice 2002*, OCSAR, Adelaide.

Table 7A.4.14

Table 7A.4.14 SA - type of action by major offence alleged against persons of Aboriginal appearance 2002 (a)

	Unit	Formal caution		Transfer to family conference		Transfer to Youth Court		Withdrawn		Unknown		Total	
		Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
Offences against the person (excl. sexual offences)													
Homicide	no.	—	—	—	—	3	4	—	—	—	—	3	4
Serious assault	no.	1	12	1	18	27	97	—	1	9	9	38	137
Other assault	no.	11	138	16	88	72	230	—	6	11	30	110	492
Offences against the person - miscellaneous	no.	—	6	1	9	17	41	—	1	4	5	22	62
Sexual offences	no.	—	1	—	13	10	32	—	—	2	6	12	52
Robbery and extortion													
Armed robbery	no.	—	—	—	—	4	27	—	—	1	1	5	28
Unarmed robbery and extortion	no.	—	—	1	4	20	68	—	—	9	2	30	74
Criminal trespass	no.	13	80	23	169	222	378	—	3	41	77	299	707
Fraud and misappropriation	no.	1	15	3	14	4	11	—	—	—	10	8	50
Larceny and receiving													
Receiving/unlawful possession	no.	6	50	6	33	25	96	—	1	5	13	42	193
Larceny/illegal use of vehicle (motor and other)	no.	9	61	13	92	112	214	1	7	12	21	147	395
Interfere with a motor vehicle	no.	—	16	2	11	16	47	—	—	1	10	19	84
Larceny from a motor vehicle	no.	1	43	3	30	30	85	—	1	1	8	35	167
Larceny from shops	no.	36	268	35	119	99	204	3	6	10	46	183	643
Larceny-miscellaneous	no.	2	118	5	46	36	107	—	3	7	29	50	303
Damage property and environmental offences	no.	36	197	32	95	90	188	1	15	19	50	178	545
Offences against good order													
Resist/hinder police	no.	10	74	4	14	34	88	—	2	8	22	56	200
Unlawful possession and/or use of weapons	no.	3	43	1	11	9	40	—	4	1	9	14	107
Disorderly/offensive behaviour	no.	31	96	12	31	44	69	—	—	8	24	95	220
Indecent/offensive language	no.	6	19	—	4	5	14	—	—	—	2	11	39
Graffiti and related offences	no.	10	64	2	11	9	29	—	3	2	11	23	118
Public order offences - miscellaneous	no.	22	176	14	46	44	74	—	7	8	33	88	336
Drug offences	no.	4	23	2	24	10	45	—	7	3	12	19	111
Driving offences													
Drink driving offences	no.	—	—	—	1	4	9	—	—	3	70	7	80
Dangerous, reckless, or negligent driving	no.	1	8	—	2	3	28	—	—	2	190	6	228
Driving while licence suspended or cancelled	no.	—	—	—	—	5	23	—	—	8	55	13	78
Other offences	no.	3	21	4	9	9	6	—	1	4	4	20	41
TOTAL	no.	206	1 529	180	894	963	2 254	5	68	179	749	1 533	5 494

(a) Aboriginal appearance, derived from police apprehension reports, reflects the opinion of the apprehending officer.

— Nil or rounded to zero.

Source: OCSAR (Office of Crime Statistics and Research) 2003, *Crime and Justice in South Australia - Juvenile Justice 2002*, OCSAR, Adelaide.

Table 7A.4.15

Table 7A.4.15 NT - Indigenous and non-Indigenous juvenile apprehensions and diversions (a), (b)

	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Total</i>
<i>1 January to 31 December 2003</i>			
Total juvenile apprehensions (number)			
Male	790	300	1 090
Female	146	102	248
<i>Total</i>	<i>936</i>	<i>402</i>	<i>1 338</i>
Declined or denied participation in diversion (number) (c)			
Male	510	146	656
Female	59	26	85
<i>Total</i>	<i>569</i>	<i>172</i>	<i>741</i>
Participated in diversion (number)			
Male	280	154	434
Female	87	76	163
<i>Total</i>	<i>367</i>	<i>230</i>	<i>597</i>
Proportion diverted			
Male	35.4	51.3	39.8
Female	59.6	74.5	65.7
Total	39.2	57.2	44.6
<i>1 January to 31 December 2002</i>			
Total juvenile apprehensions (number)			
Male	793	358	1 151
Female	113	112	225
<i>Total</i>	<i>906</i>	<i>470</i>	<i>1 376</i>
Declined or denied participation in diversion (number) (c)			
Male	481	190	671
Female	36	18	54
<i>Total</i>	<i>517</i>	<i>208</i>	<i>725</i>
Participated in diversion (number)			
Male	312	168	480
Female	77	94	171
<i>Total</i>	<i>389</i>	<i>262</i>	<i>651</i>
Proportion diverted			
Male	39.3	46.9	41.7
Female	68.1	83.9	76.0
Total	42.9	55.7	47.3

(a) Data refers to apprehension cases rather than individual persons, therefore, there may be a number of cases that relate to one person.

(b) Indigenous data are based on self-identification by the juvenile.

(c) Where cases did not result in a diversion, these cases either proceeded to court or were resolved in some other manner (it is not an indicator of the number of matters referred to the courts).

Source: Northern Territory Police (unpublished).

Table 7A.5.1

Table 7A.5.1 **People aged 18-24 years who were unemployed or not in the labour force: whether currently studying, by Indigenous status and State/Territory, 2002 (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</i>
Indigenous										
Studying										
Estimate	'000	1.8	0.4	1.2	1.0	0.3	0.3	–	0.5	5.4
RSE	%	27.3	26.1	34.2	24.5	33.0	37.1	45.8	39.8	13.8
Per population	%	12.2	12.1	8.7	13.9	10.0	15.0	–	6.8	10.4
Not studying										
Estimate	'000	6.1	1.1	7.0	2.3	1.0	0.6	0.1	3.5	21.8
RSE	%	16.0	19.2	11.3	15.1	16.1	18.8	29.3	11.7	6.6
Per population	%	41.2	33.3	50.7	31.9	33.3	30.0	25.0	47.3	42.0
Indigenous Population	'000	14.8	3.3	13.8	7.2	3.0	2.0	0.4	7.4	51.9
Non-Indigenous										
Studying										
Estimate	'000	110.8	72.5	35.0	30.7	26.0	8.6	3.2	1.4	288.2
RSE	%	19.1	19.9	31.2	19.9	18.1	16.6	18.7	30.4	11.2
Per population	%	17.8	14.9	10.1	15.9	19.0	21.3	9.6	10.9	15.4
Not studying										
Estimates	'000	60.5	68.1	65.6	21.9	10.9	5.4	2.2	1.1	235.6
RSE	%	20.3	20.6	20.0	18.8	28.1	20.1	25.8	24.4	12.0
Proportion of not studying	%	9.7	14.0	19.0	11.4	8.0	13.4	6.6	8.6	12.6
Non-Indigenous Population	'000	622.3	485.6	345.7	192.5	136.9	40.3	33.2	12.8	1869.2

a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution.

b) Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

– Nil or rounded to zero.

Source: National Aboriginal and Torres Strait Islander Social Survey 2002

Table 7A.5.2

Table 7A.5.2 **Persons aged 18-24 years who were unemployed or not in the labour force, whether studying, by sex, 2002**

	<i>Males</i>			<i>Females</i>			<i>Persons</i>		
	<i>Estimate</i>	<i>Proportion</i>	<i>RSE</i>	<i>Estimate</i>	<i>Proportion</i>	<i>RSE</i>	<i>Estimate</i>	<i>Proportion</i>	<i>RSE</i>
	'000	%	%	'000	%	%	'000	%	%
Indigenous									
Studying	2.5	24.1	21.1	2.9	17.3	17.4	5.4	19.9	13.8
Not studying	7.9	75.9	10.4	13.8	82.7	7.0	21.8	80.1	6.6
Total	10.5	100.0	8.1	16.7	100.0	6.2	27.2	100.0	5.2
Non-Indigenous									
Studying	162.5	62.8	14.2	125.7	47.4	15.3	288.2	55.0	11.2
Not studying	96.2	37.2	18.4	139.5	52.6	12.3	235.6	45.0	12.0
Total	258.7	100.0	11.1	265.2	100.0	10.6	523.9	100.0	8.4

Source: National Aboriginal and Torres Strait Islander Social Survey 2002

Table 7A.5.3

Table 7A.5.3 **Indigenous persons aged 18-24 years who were unemployed or not in the labour force: whether studying, by remoteness, 2002 (a), (b)**

	<i>Unit</i>	<i>Studying</i>	<i>Not Studying</i>	<i>Total</i>
Major Cities				
Estimate	'000	1.9	7.3	9.3
Proportion	%	21.0	79.0	100.0
RSE	%	23.2	17.7	13.9
Inner Regional				
Estimate	'000	1.8	3.4	5.2
Proportion	%	34.9	65.1	100.0
RSE	%	23.9	17.8	13.4
Outer Regional				
Estimate	'000	1.2	5.0	6.2
Proportion	%	19.7	80.3	100.0
RSE	%	30.1	12.0	10.9
Remote				
Estimate	'000	0.2	1.7	1.9
Proportion	%	10.2	89.8	100.0
RSE	%	36.1	14.6	14.3
Very Remote				
Estimate	'000	0.2	4.4	4.6
Proportion	%	5.2	94.8	100.0
RSE	%	41.0	9.8	9.6
Total				
Estimate	'000	5.4	21.8	27.2
Proportion	%	19.9	80.1	100.0
RSE	%	13.8	6.6	5.2

a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution.

b) Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

Source: National Aboriginal and Torres Strait Islander Social Survey 2002

Table 7A.5.4

Table 7A.5.4 **Persons aged 18 years and over, by level of highest non-school qualification and employment status, by State/Territory, age-standardised, 2002 (a), (b)**

	<i>Unemployed</i>			<i>Employed</i>			<i>Labour Force (LF)</i>		<i>Not in LF</i>	
	%	RSE%	% of LF	%	RSE%	% of LF	%	RSE%	%	RSE%
Indigenous										
Cert III and above										
New South Wales	9.6	38.2	12.5	67.0	10.4	87.5	76.6	8.6	23.4	28.2
Victoria	3.2	55.4	4.7	65.3	10.0	95.3	68.5	9.5	31.5	20.6
Queensland	6.7	29.6	8.8	69.8	7.8	91.2	76.6	7.1	23.4	23.2
Western Australia	7.3	41.8	8.3	80.9	5.6	91.7	88.2	4.6	11.8	34.4
South Australia	10.2	34.6	13.0	68.6	7.8	87.0	78.9	6.3	21.1	23.4
Northern Territory	6.2	60.4	7.2	79.8	7.4	92.8	86.0	5.6	14.0	34.2
Australia (c)	7.3	18.8	9.4	70.0	4.3	90.6	77.3	3.8	22.7	12.8
Other people										
New South Wales	11.6	11.7	25.1	34.6	6.8	74.9	46.2	4.9	53.8	4.2
Victoria	8.2	16.7	19.0	34.8	6.9	81.0	43.0	5.4	57.0	4.1
Queensland	11.5	16.0	23.1	38.2	7.9	76.9	49.6	6.2	50.4	6.1
Western Australia	8.7	15.0	17.5	40.9	7.1	82.5	49.5	5.8	50.5	5.7
South Australia	8.1	14.8	18.1	36.5	6.6	81.9	44.6	5.4	55.4	4.3
Northern Territory	5.6	20.2	13.1	37.4	7.6	86.9	43.1	6.6	56.9	5.0
Australia (c)	9.7	6.9	20.6	37.3	3.2	79.4	47.0	2.5	53.0	2.2
All people										
New South Wales	11.3	11.1	21.7	40.7	5.4	78.3	52.0	3.5	48.0	3.8
Victoria	7.3	15.9	14.7	42.1	5.2	85.3	49.4	4.0	50.6	3.9
Queensland	11.1	13.9	20.5	43.0	7.2	79.5	54.1	5.5	45.9	6.5
Western Australia	8.5	13.2	15.8	45.1	6.1	84.2	53.6	5.0	46.4	5.8
South Australia	8.5	14.0	16.4	43.2	5.9	83.6	51.7	4.5	48.3	4.9
Northern Territory	5.6	16.7	12.0	41.2	6.5	88.0	46.8	5.7	53.2	5.0

Table 7A.5.4

Table 7A.5.4 **Persons aged 18 years and over, by level of highest non-school qualification and employment status, by State/Territory, age-standardised, 2002 (a), (b)**

	<i>Unemployed</i>			<i>Employed</i>			<i>Labour Force (LF)</i>		<i>Not in LF</i>	
	%	RSE%	% of LF	%	RSE%	% of LF	%	RSE%	%	RSE%
Australia (c)	9.4	6.2	18.1	42.7	2.8	81.9	52.1	2.1	47.9	2.3
Non-Indigenous										
Cert III and above										
New South Wales	2.5	17.3	3.2	77.8	3.1	96.8	80.3	2.9	19.7	5.5
Victoria	1.9	23.9	2.4	77.1	3.2	97.6	79.0	3.0	21.0	7.6
Queensland	4.0	17.4	5.1	74.8	3.4	94.9	78.8	3.3	21.2	8.7
Western Australia	2.8	23.6	3.7	74.7	3.8	96.3	77.6	3.7	22.4	7.4
South Australia	1.1	36.1	1.4	76.2	3.7	98.6	77.2	3.6	22.8	8.1
Northern Territory	2.4	33.7	2.9	80.4	6.9	97.1	82.8	6.6	17.2	11.5
Australia (c)	2.5	9.0	3.2	76.7	1.6	96.8	79.2	1.6	20.8	2.8
Other people										
New South Wales	4.4	18.5	7.6	53.1	3.3	92.4	57.5	3.1	42.5	3.2
Victoria	4.8	10.4	8.0	55.1	3.4	92.0	59.8	3.1	40.2	3.1
Queensland	4.5	15.3	7.4	56.0	3.4	92.6	60.5	2.9	39.5	4.6
Western Australia	5.3	16.8	8.8	54.9	3.3	91.2	60.2	3.0	39.8	4.1
South Australia	4.9	16.0	8.3	54.0	3.9	91.7	58.9	3.3	41.1	3.4
Northern Territory	4.2	22.2	6.4	61.9	4.8	93.6	66.1	4.7	33.9	8.5
Australia (c)	4.6	8.4	7.8	54.5	2.0	92.2	59.0	1.7	41.0	1.6
All people										
New South Wales	3.6	13.0	5.3	63.7	1.5	94.7	67.3	1.3	32.7	2.5
Victoria	3.7	7.8	5.4	63.6	1.6	94.6	67.3	1.4	32.7	2.9
Queensland	4.3	11.0	6.5	62.8	2.1	93.5	67.1	1.8	32.9	3.8
Western Australia	4.2	15.2	6.2	63.6	1.6	93.8	67.8	1.4	32.2	3.0

Table 7A.5.4

Table 7A.5.4 Persons aged 18 years and over, by level of highest non-school qualification and employment status, by State/Territory, age-standardised, 2002 (a), (b)

	<i>Unemployed</i>			<i>Employed</i>			<i>Labour Force (LF)</i>		<i>Not in LF</i>	
	%	RSE%	% of LF	%	RSE%	% of LF	%	RSE%	%	RSE%
South Australia	3.4	15.8	5.1	62.6	1.9	94.9	66.0	1.5	34.0	2.8
Northern Territory	3.4	20.1	4.7	69.9	2.3	95.3	73.3	2.2	26.7	7.0
Australia (c)	3.7	6.4	5.6	63.5	0.8	94.4	67.2	0.6	32.8	1.3

(a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution.

(b) Includes highest level of educational attainment not determined.

(c) ACT & Tas not shown due to low number of contributing respondents.

Source: National Aboriginal and Torres Strait Islander Social Survey 2002

Table 7A.5.5

Table 7A.5.5 **People aged 18 years and over in the labour force: highest educational attainment, by sex and employment status, age-standardised, 2002 (a)**

		Indigenous			Non-Indigenous		
	unit	Employed	Unemployed	Labour force	Employed	Unemployed	Labour force
Certificate III or above							
Male	%	91.5	8.5	81.0	97.1	2.9	82.0
RSE	%	2.3	24.9	3.8	2.1	14.4	1.9
Female	%	89.4	10.6	73.1	96.4	3.6	75.3
RSE	%	3.4	28.5	6.5	2.6	14.9	2.7
Balance of population							
Male	%	78.0	22.0	57.1	91.9	8.1	69.6
RSE	%	2.2	7.7	2.7	2.8	12.2	2.3
Female	%	81.1	18.9	38.3	92.6	7.4	51.1
RSE	%	2.4	10.2	4.1	2.3	10.5	1.8
Total (b)							
Male	%	81.0	19.0	61.5	94.6	5.4	75.5
RSE	%	1.8	7.5	2.2	1.1	10.6	0.8
Female	%	83.0	17.0	43.5	94.2	5.8	59.1
RSE	%	1.9	9.4	3.3	1.0	8.1	0.9

(a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution.

(b) Includes highest level of educational attainment not determined.

Source: National Aboriginal and Torres Strait Islander Social Survey 2002

Table 7A.5.6

Table 7A.5.6 **Indigenous people aged 18 years and over, by level of highest non-school qualification and types of employment, Australia 2002, (a) (b)**

	<i>CDEP</i>					<i>Non-CDEP</i>				
	'000	%	RSE %	% of labour force	RSE %	'000	%	RSE %	% of labour force	RSE %
Cert III and above										
Males	1.2	5.7	18.9	6.5	19.3	15.2	72.4	4.3	82.9	3.5
Females	1.1	5.8	26.5	7.3	26.4	12.2	64.3	5.7	80.4	4.5
Total	2.3	5.8	15.5	6.9	15.6	27.4	68.6	3.6	81.8	2.8
Other people										
Males	18.5	20.4	7.1	27.6	6.8	32.7	36.0	4.7	48.8	4.1
Females	10.9	10.4	10.2	21.7	9.7	28.6	27.3	5.7	56.9	4.5
Total	29.4	15.0	7.2	25.1	7.0	61.3	31.4	4.0	52.3	3.3
All people										
Males	20.0	17.7	6.6	23.1	6.4	48.5	42.8	3.7	55.9	3.1
Females	12.2	9.7	10.5	18.2	10.0	41.6	33.3	4.4	62.4	3.5
Total	32.3	13.5	7.1	21.0	6.9	90.1	37.8	3.2	58.8	2.6

a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution.

b) Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

Source: National Aboriginal and Torres Strait Islander Social Survey 2002