

## 3A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.6 of the chapter. Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

This file is available in Adobe PDF format on the Review web page ([www.pc.gov.au/gsp](http://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).

## Attachment contents

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<b>Table 3A.1</b>	Government schools: students, staff and school numbers
<b>Table 3A.2</b>	Non-government schools: students, staff and school numbers
<b>Table 3A.3</b>	All schools: students, staff and school numbers
<b>Table 3A.4</b>	All schools: students time series, by sex
<b>Table 3A.5</b>	Students as a proportion of the population, 2004 (per cent)
<b>Table 3A.6</b>	Australian Government specific purpose payments for schools, 2003-04
<b>Table 3A.7</b>	Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)
<b>Table 3A.8</b>	Real Australian, State and Territory government recurrent expenditure per student, government schools (2003-04 \$ per FTE student)
<b>Table 3A.9</b>	Real Australian, State and Territory government recurrent expenditure
<b>Table 3A.10</b>	Value of capital stock, government schools (\$'000)
<b>Table 3A.11</b>	Treatment of assets by school education agencies
<b>Table 3A.12</b>	Students-to-staff ratios, 2004
<b>Table 3A.13</b>	Distribution of school sizes — government schools, 2004 (per cent)
<b>Table 3A.14</b>	Distribution of school sizes — non-government schools, 2004 (per cent)
<b>Table 3A.15</b>	Distribution of school sizes — all schools, 2004 (per cent)
<b>Table 3A.16</b>	Full time student enrolments and schools (number)
<b>Table 3A.17</b>	Change in number of schools and number of students, 2000–04 (per cent)
<b>Table 3A.18</b>	Indigenous full time students, 2004
<b>Table 3A.19</b>	Students from language backgrounds other than English as a proportion of all students (per cent)
<b>Table 3A.20</b>	Funded students with disabilities, 2004
<b>Table 3A.21</b>	Student body mix, government schools (per cent)
<b>Table 3A.22</b>	Student body mix, non-government schools (per cent)
<b>Table 3A.23</b>	Student body mix, all schools (per cent)
<b>Table 3A.24</b>	Students attending schools in metropolitan, provincial and remote zones, 2004 (per cent of students)
<b>Table 3A.25</b>	Proportion of year 3 students who achieved the reading benchmark, 2001 (per cent)
<b>Table 3A.26</b>	Proportion of year 5 students who achieved the reading benchmark, 2001 (per cent)
<b>Table 3A.27</b>	Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent)
<b>Table 3A.28</b>	Participation in reading testing by school sector, 2001 (per cent)
<b>Table 3A.29</b>	Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent)
<b>Table 3A.30</b>	Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent)
<b>Table 3A.31</b>	Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent)
<b>Table 3A.32</b>	Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent)
<b>Table 3A.33</b>	Participation in writing testing by school sector, 2001 (per cent)

## Attachment contents

<b>Table 3A.34</b>	Exemptions, absences and participation of equity groups in writing testing, 2001 (per cent)
<b>Table 3A.35</b>	Proportion of year 3 students who achieved the numeracy benchmark, 2001 (per cent)
<b>Table 3A.36</b>	Proportion of year 5 students who achieved the numeracy benchmark, 2001 (per cent)
<b>Table 3A.37</b>	Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent)
<b>Table 3A.38</b>	Participation in numeracy testing by school sector, 2001 (per cent)
<b>Table 3A.39</b>	Exemptions, absences and participation of equity groups in numeracy testing, 2001 (per cent)
<b>Table 3A.40</b>	Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent)
<b>Table 3A.41</b>	Proportion of year 5 students who achieved the reading benchmark, 2002 (per cent)
<b>Table 3A.42</b>	Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent)
<b>Table 3A.43</b>	Participation in reading testing by school sector, 2002 (per cent)
<b>Table 3A.44</b>	Exemptions, absences and participation of equity groups in reading testing, 2002 (per cent)
<b>Table 3A.45</b>	Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent)
<b>Table 3A.46</b>	Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent)
<b>Table 3A.47</b>	Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent)
<b>Table 3A.48</b>	Participation in writing testing by school sector, 2002 (per cent)
<b>Table 3A.49</b>	Exemptions, absences and participation of equity groups in writing testing, 2002 (per cent)
<b>Table 3A.50</b>	Proportion of year 3 students who achieved the numeracy benchmark, 2002 (per cent)
<b>Table 3A.51</b>	Proportion of year 5 students who achieved the numeracy benchmark, 2002 (per cent)
<b>Table 3A.52</b>	Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent)
<b>Table 3A.53</b>	Participation in numeracy testing by school sector, 2002 (per cent)
<b>Table 3A.54</b>	Exemptions, absences and participation of equity groups in numeracy testing, 2002 (per cent)
<b>Table 3A.55</b>	Proportion of year 3 students who achieved the reading benchmark, 2003 (per cent)
<b>Table 3A.56</b>	Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent)
<b>Table 3A.57</b>	Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent)
<b>Table 3A.58</b>	Proportion of year 3, 5 and 7 students achieving the reading benchmark, by geolocation, 2003 (per cent)
<b>Table 3A.59</b>	Participation in reading testing by school sector, 2003 (per cent)
<b>Table 3A.60</b>	Exemptions, absences and participation by equity group in reading testing, 2003 (per cent)
<b>Table 3A.61</b>	Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent)
<b>Table 3A.62</b>	Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent)

## Attachment contents

<b>Table 3A.63</b>	Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent)
<b>Table 3A.64</b>	Proportion of year 3, 5 and 7 students achieving the writing benchmark, by geolocation, 2003 (per cent)
<b>Table 3A.65</b>	Participation in writing testing by school sector, 2003 (per cent)
<b>Table 3A.66</b>	Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)
<b>Table 3A.67</b>	Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent)
<b>Table 3A.68</b>	Proportion of year 5 students who achieved the numeracy benchmark, 2003 (per cent)
<b>Table 3A.69</b>	Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent)
<b>Table 3A.70</b>	Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by geolocation, 2003 (per cent)
<b>Table 3A.71</b>	Participation in numeracy testing by school sector, 2003 (per cent)
<b>Table 3A.72</b>	Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)
<b>Table 3A.73</b>	Proportion of year 6 students achieving at or above the proficient standard in science literacy, 2003 (per cent)
<b>Table 3A.74</b>	Proportion of year 6 students achieving at or above the proficient standard in science literacy, by geolocation, 2003 (per cent)
<b>Table 3A.75</b>	Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group, 2003 (per cent)
<b>Table 3A.76</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, 2000 (per cent)
<b>Table 3A.77</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, 2003 (per cent)
<b>Table 3A.78</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, by equity group (per cent)
<b>Table 3A.79</b>	Proportion of students achieving level 3 or above in the overall reading literacy scale (per cent)
<b>Table 3A.80</b>	Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent)
<b>Table 3A.81</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, 2000 (per cent)
<b>Table 3A.82</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, 2003 (per cent)
<b>Table 3A.83</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, by equity group (per cent)
<b>Table 3A.84</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2000 (per cent)
<b>Table 3A.85</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2003 (per cent)

## Attachment contents

<b>Table 3A.86</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent)
<b>Table 3A.87</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, 2003 (per cent)
<b>Table 3A.88</b>	Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent)
<b>Table 3A.89</b>	School participation rates by age and sex of students, all schools, 2004 (per cent)
<b>Table 3A.90</b>	School participation rates by age of students, all students, all schools (per cent)
<b>Table 3A.91</b>	Apparent retention rates of full time secondary students to years 10–12, 2004 (per cent)
<b>Table 3A.92</b>	Apparent retention rates of full time secondary students from years 10–12, 2004 (per cent)
<b>Table 3A.93</b>	Apparent retention rates of full time secondary students, government schools (per cent)
<b>Table 3A.94</b>	Apparent retention rates of full time secondary students, non-government schools (per cent)
<b>Table 3A.95</b>	Apparent retention rates of full time secondary students, all schools (per cent)
<b>Table 3A.96</b>	Year 12 estimated completion rate, by socioeconomic status and gender (per cent)
<b>Table 3A.97</b>	Year 12 estimated completion rate, by locality and gender (per cent)
<b>Table 3A.98</b>	School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2004
<b>Single Jurisdiction Data – NSW</b>	
<b>Table 3A.99</b>	Real expenditure per student by location, government schools, New South Wales (\$)
<b>Table 3A.100</b>	Real expenditure per student by socioeconomic disadvantage, government schools, New South Wales (\$)
<b>Table 3A.101</b>	Student-to-staff ratios for primary and secondary schools by location, government schools, New South Wales
<b>Single Jurisdiction Data – Vic</b>	
<b>Table 3A.102</b>	Real expenditure per student by location, government schools, Victoria (\$)
<b>Table 3A.103</b>	Real expenditure per student by socioeconomic disadvantage, government schools, Victoria (\$)
<b>Single Jurisdiction Data – Qld</b>	
<b>Table 3A.104</b>	Student-to-staff ratios for primary and secondary schools by location, government schools, Queensland
<b>Table 3A.105</b>	Student-to-staff ratios for combined and special schools by location, government schools, Queensland
<b>Table 3A.106</b>	Student-to-staff ratios by socioeconomic disadvantage, Queensland
<b>Single Jurisdiction Data – WA</b>	
<b>Table 3A.107</b>	Student-to-staff ratios for primary and secondary schools by location, government schools, Western Australia
<b>Table 3A.108</b>	Student-to-staff ratios for combined and special schools by location, government schools, Western Australia

## Attachment contents

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### Single Jurisdiction Data – SA

- Table 3A.109** Real expenditure per student by location, government schools, South Australia (\$)
- Table 3A.110** Real expenditure per student by socioeconomic disadvantage, government schools, South Australia (\$)
- Table 3A.111** Student-to-staff ratios for primary and secondary schools by location, government schools, South Australia
- Table 3A.112** Student-to-staff ratios for combined and special schools by location, government schools, South Australia
- Table 3A.113** Student-to-staff ratios by socioeconomic disadvantage, South Australia

### Single Jurisdiction Data – Tas

- Table 3A.114** Real expenditure per student by location, government schools, Tasmania (\$)
- Table 3A.115** Real expenditure per student by socioeconomic disadvantage, government schools, Tasmania (\$)
- Table 3A.116** Student-to-staff ratios for primary and secondary schools by location, government schools, Tasmania
- Table 3A.117** Student-to-staff ratios by socioeconomic disadvantage, government schools, Tasmania

### Single Jurisdiction Data – ACT

- Table 3A.118** Real expenditure per student by location, government schools, Australian Capital Territory (\$)
- Table 3A.119** Student-to-staff ratios for primary and secondary schools by location, government schools, Australian Capital Territory
- Table 3A.120** Student-to-staff ratios for combined and special schools by location, government schools, Australian Capital Territory
- Table 3A.121** Real expenditure per student by socioeconomic disadvantage, government schools, Australian Capital Territory (\$)

### Single Jurisdiction Data – NT

- Table 3A.122** Real expenditure per student by location, government schools, Northern Territory (\$)
- Table 3A.123** Real expenditure per student by socioeconomic disadvantage, government schools, Northern Territory (\$)
- Table 3A.124** Student-to-staff ratios for primary and secondary schools by location, government schools, Northern Territory

Table 3A.1

Table 3A.1 Government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
2000										
Students										
	Primary — full time	no. 455 914	313 369	278 190	144 087	115 387	36 770	21 409	20 947	1 386 073
	Primary — part time	no. —	449	538	—	50	7	58	—	1 102
	Primary — FTE of part time students	no. —	227	215	—	29	3	29	—	502
	Primary — FTE total	no. 455 914	313 596	278 405	144 087	115 416	36 773	21 438	20 947	1 386 575
	Secondary — full time	no. 303 709	214 820	152 212	81 680	58 790	26 033	16 992	7 978	862 214
	Secondary — part time	no. 3 638	2 489	3 868	4 154	7 015	3 538	7	977	25 686
	Secondary — FTE of part time students	no. 2 213	1 288	1 414	1 140	3 272	1 766	4	447	11 542
	Secondary — FTE total	no. 305 922	216 108	153 626	82 820	62 062	27 799	16 996	8 425	873 756
	Primary and secondary — full time total	no. 759 623	528 189	430 402	225 767	174 177	62 803	38 401	28 925	2 248 287
	Primary and secondary — FTE total	no. 761 836	529 703	432 031	226 907	177 478	64 572	38 434	29 372	2 260 331
Staff (d)										
	Primary	no. 32 148	23 336	24 440	11 379	9 043	3 097	1 617	2 031	107 091
	Secondary	no. 29 870	20 983	17 316	8 493	6 682	2 594	1 651	1 011	88 600
	Total active in schools	no. 62 018	44 319	41 756	19 873	15 725	5 690	3 268	3 042	195 690
	Not active in schools	no. 1 852	947	1 635	888	961	306	239	368	7 196
Schools										
	Primary	no. 1 648	1 236	985	517	452	142	67	91	5 138
	Secondary	no. 384	266	188	95	75	39	22	12	1 081
	Combined (e)	no. 64	48	75	88	74	26	3	42	420
	Special	no. 96	79	49	66	20	8	4	5	327
	<b>Total</b>	<b>no. 2 192</b>	<b>1 629</b>	<b>1 297</b>	<b>766</b>	<b>621</b>	<b>215</b>	<b>96</b>	<b>150</b>	<b>6 966</b>
Schools										
	Primary	% 75.4	75.9	75.9	67.5	72.8	66.0	69.8	60.7	73.8
	Secondary	% 18.0	16.3	14.5	12.4	12.1	18.1	22.9	8.0	15.7

Table 3A.1

Table 3A.1 Government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Combined (e)	%	2.9	2.9	5.8	11.5	11.9	12.1	3.1	28.0	6.0
Special	%	3.7	4.8	3.8	8.6	3.2	3.7	4.2	3.3	4.7
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2001										
Students										
Primary — full time	no.	452 626	314 859	282 143	142 527	114 264	36 405	21 439	20 603	1 384 866
Primary — part time	no.	—	400	549	—	36	17	74	—	1 076
Primary — FTE of part time students	no.	—	201	238	—	23	9	37	—	507
Primary — FTE total	no.	452 626	315 060	282 381	142 527	114 287	36 414	21 476	20 603	1 385 373
Secondary — full time	no.	302 620	217 399	152 952	81 769	58 576	25 571	16 531	7 935	863 353
Secondary — part time	no.	2 809	2 827	3 930	4 948	6 932	2 853	3	1 006	25 308
Secondary — FTE of part time students	no.	1 494	1 436	1 581	1 348	3 359	1 489	2	428	11 135
Secondary — FTE total	no.	304 114	218 835	154 533	83 117	61 935	27 060	16 533	8 363	874 488
Primary and secondary — full time total	no.	755 246	532 258	435 095	224 296	172 840	61 976	37 970	28 538	2 248 219
Primary and secondary — FTE total	no.	756 740	533 894	436 913	225 644	176 222	63 474	38 009	28 966	2 259 861
Staff (d)										
Primary	no.	32 338	23 962	25 200	11 246	9 139	3 069	1 669	1 952	108 574
Secondary	no.	30 053	21 489	17 240	8 606	6 636	2 606	1 660	996	89 286
Total active in schools	no.	62 391	45 451	42 439	19 852	15 774	5 675	3 329	2 948	197 860
Not active in schools	no.	1 822	1 165	1 731	993	965	340	273	371	7 660
Schools										
Primary	no.	1 648	1 233	981	516	441	141	66	94	5 120
Secondary	no.	380	264	187	96	73	39	22	10	1 071
Combined (e)	no.	64	49	76	89	77	26	3	40	424
Special	no.	93	79	49	68	20	8	4	5	326
<b>Total</b>	<b>no.</b>	<b>2 185</b>	<b>1 625</b>	<b>1 293</b>	<b>769</b>	<b>611</b>	<b>214</b>	<b>95</b>	<b>149</b>	<b>6 941</b>



Table 3A.1

Table 3A.1 Government schools: students, staff and school numbers (a)

Schools	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Primary	%	75.4	75.9	75.9	67.1	72.2	65.9	69.5	63.1	73.8
Secondary	%	17.4	16.2	14.5	12.5	11.9	18.2	23.2	6.7	15.4
Combined (e)	%	2.9	3.0	5.9	11.6	12.6	12.1	3.2	26.8	6.1
Special	%	4.3	4.9	3.8	8.8	3.3	3.7	4.2	3.4	4.7
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2002										
Students										
Primary — full time	no.	449 482	316 843	284 262	151 599	112 111	36 300	20 904	20 249	1 391 750
Primary — part time	no.	—	424	670	—	38	5	83	—	1 220
Primary — FTE of part time students	no.	—	213	263	—	17	3	37	—	533
Primary — FTE total	no.	449 482	317 056	284 525	151 599	112 128	36 303	20 941	20 249	1 392 283
Secondary — full time	no.	304 218	216 574	155 802	81 745	57 728	25 208	16 355	7 957	865 587
Secondary — part time	no.	2 455	3 029	4 096	4 880	7 099	2 684	10	1 052	25 305
Secondary — FTE of part time students	no.	1 100	1 574	1 603	1 256	3 488	1 434	5	440	10 899
Secondary — FTE total	no.	305 318	218 148	157 405	83 001	61 216	26 642	16 360	8 397	876 486
Primary and secondary — full time total	no.	753 700	533 417	440 064	233 344	169 839	61 508	37 259	28 206	2 257 337
Primary and secondary — FTE total	no.	754 800	535 204	441 930	234 600	173 344	62 945	37 301	28 646	2 268 769
Staff (d)										
Primary	no.	32 565	24 627	24 605	12 540	8 998	3 095	1 680	2 058	110 167
Secondary	no.	30 282	22 197	16 370	8 679	6 530	2 607	1 662	1 049	89 376
Total active in schools	no.	62 847	46 824	40 975	21 219	15 528	5 702	3 341	3 108	199 543
Not active in schools	no.	1 836	1 246	1 851	1 168	940	351	266	383	8 090
Schools										
Primary	no.	1 650	1 230	976	519	438	141	66	89	5 109
Secondary	no.	373	261	186	96	73	39	22	11	1 061

Table 3A.1

Table 3A.1 Government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Combined (e)	no.	64	53	81	90	79	26	3	45	441
Special	no.	104	79	48	70	20	8	4	5	338
<b>Total</b>	<b>no.</b>	<b>2 191</b>	<b>1 623</b>	<b>1 291</b>	<b>775</b>	<b>610</b>	<b>214</b>	<b>95</b>	<b>150</b>	<b>6 949</b>
Schools										
Primary	%	74.6	75.8	75.6	67.0	71.8	65.9	69.5	59.3	73.3
Secondary	%	17.8	16.1	14.4	12.4	12.0	18.2	23.2	7.3	15.5
Combined (e)	%	2.9	3.3	6.3	11.6	13.0	12.1	3.2	30.0	6.3
Special	%	4.7	4.9	3.7	9.0	3.3	3.7	4.2	3.3	4.9
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2003										
Students										
Primary — full time	no.	444 854	316 475	285 876	149 869	110 217	35 975	20 301	20 146	1 383 713
Primary — part time	no.	—	449	750	—	24	7	96	31	1 357
Primary — FTE of part time students	no.	—	223	291	—	13	3	35	21	586
Primary — FTE total	no.	444 854	316 698	286 167	149 869	110 230	35 978	20 336	20 167	1 384 299
Secondary — full time	no.	305 026	218 875	159 149	80 439	57 633	25 182	16 294	8 321	870 919
Secondary — part time	no.	2 647	3 093	3 786	2 583	6 623	2 578	48	888	22 246
Secondary — FTE of part time students	no.	1 305	1 574	1 328	595	3 145	1 409	19	374	9 750
Secondary — FTE total	no.	306 331	220 449	160 477	81 034	60 778	26 591	16 313	8 695	880 669
Primary and secondary — full time total	no.	749 880	535 350	445 025	230 308	167 850	61 157	36 595	28 467	2 254 632
Primary and secondary — FTE total	no.	751 185	537 147	446 644	230 903	171 008	62 569	36 650	28 862	2 264 967
Staff (d)										
Primary	no.	33 027	24 875	25 366	13 351	9 386	3 099	1 729	2 120	112 953
Secondary	no.	30 367	22 688	16 822	8 790	6 345	2 624	1 684	1 048	90 368
Total active in schools	no.	63 394	47 563	42 188	22 141	15 731	5 723	3 413	3 168	203 321
Not active in schools	no.	1 873	1 298	1 743	1 221	1 045	383	293	413	8 267

Table 3A.1

Table 3A.1 Government schools: students, staff and school numbers (a)

Schools	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Primary	no.	1 650	1 222	970	517	437	142	66	88	5 092
Secondary	no.	367	261	180	97	74	39	22	11	1 051
Combined (e)	no.	65	54	86	94	78	25	3	46	451
Special	no.	104	78	47	70	20	8	4	5	336
<b>Total</b>	<b>no.</b>	<b>2 186</b>	<b>1 615</b>	<b>1 283</b>	<b>778</b>	<b>609</b>	<b>214</b>	<b>95</b>	<b>150</b>	<b>6 930</b>
Schools										
Primary	%	75.5	75.7	75.6	66.5	71.8	66.4	69.5	58.7	73.5
Secondary	%	16.8	16.2	14.0	12.5	12.2	18.2	23.2	7.3	15.2
Combined (e)	%	3.0	3.3	6.7	12.1	12.8	11.7	3.2	30.7	6.5
Special	%	4.8	4.8	3.7	9.0	3.3	3.7	4.2	3.3	4.8
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2004										
Students (c)										
Primary — full time	no.	440 309	316 143	287 406	150 222	108 786	35 918	19 788	19 801	1 378 373
Primary — part time	no.	—	442	800	—	26	4	109	33	1 414
Primary — FTE of part time students	no.	—	224	301	—	16	2	46	14	603
Primary — FTE total	no.	440 309	316 367	287 707	150 222	108 802	35 920	19 834	19 815	1 378 976
Secondary — full time	no.	303 920	220 073	161 400	79 544	57 080	25 069	16 033	8 534	871 653
Secondary — part time	no.	2 441	3 106	3 764	2 925	6 818	2 260	25	1 043	22 382
Secondary — FTE of part time students	no.	1 279	1 531	1 369	590	3 197	1 215	16	422	9 618
Secondary — FTE total	no.	305 199	221 604	162 769	80 134	60 277	26 284	16 049	8 956	881 271
Primary and secondary — full time total	no.	744 229	536 216	448 806	229 766	165 866	60 987	35 821	28 335	2 250 026
Primary and secondary — FTE total	no.	745 508	537 971	450 475	230 356	169 079	62 204	35 883	28 771	2 260 247
Staff (d)										
Primary	no.	33 474	25 004	25 568	14 155	9 315	3 130	1 805	2 120	114 569

Table 3A.1

Table 3A.1 Government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Secondary	no.	30 516	22 909	16 979	9 126	6 630	2 660	1 689	1 098	91 606
Total active in schools	no.	63 990	47 913	42 546	23 281	15 945	5 790	3 494	3 218	206 175
Not active in schools	no.	1 713	1 143	1 748	1 281	1 059	414	336	467	8 161
Schools										
Primary	no.	1 652	1 221	969	511	438	142	67	82	5 082
Secondary	no.	368	262	183	98	74	39	22	11	1 057
Combined (b) (e)	no.	66	55	85	na	na	na	na	52	459
Special (b) (e)	no.	106	80	47	na	na	na	na	5	340
Combined and special (b) (e)	no.	..	..	..	166	97	33	7	..	..
<b>Total</b>	<b>no.</b>	<b>2 192</b>	<b>1 618</b>	<b>1 284</b>	<b>775</b>	<b>609</b>	<b>214</b>	<b>96</b>	<b>150</b>	<b>6 938</b>
Schools										
Primary	%	75.4	75.5	75.5	65.9	71.9	66.4	69.8	54.7	73.2
Secondary	%	16.8	16.2	14.3	12.6	12.2	18.2	22.9	7.3	15.2
Combined (b) (e)	%	3.0	3.4	6.6	na	na	na	na	34.7	6.6
Special (b) (e)	%	4.8	4.9	3.7	na	na	na	na	3.3	4.9
Combined and special (b) (e)	%	..	..	..	21.4	15.9	15.4	7.3	..	..
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data revisions.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately in 2004 due to the small number of schools in those categories. Australia totals are correct for both the combined and special school categories.

(c) Some 2004 student number data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in ABS, or other, publications.

(d) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools.

Table 3A.1

**Table 3A.1 Government schools: students, staff and school numbers (a)**

	<i>Unit</i>	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
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(e) Combined schools include both primary and secondary students.

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

Source: ABS 2001, *Schools Australia* 2000, Cat. no. 4221.0; ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2003, *Schools Australia* 2002, Cat. no. 4221.0; ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS Schools Australia (unpublished); Tasmanian Government (unpublished).





Table 3A.2

Table 3A.2 Non-government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
2002										
Students										
	Primary — full time	no. 179 930	139 821	92 497	54 153	46 389	10 340	11 321	5 145	539 596
	Primary — part time	no. 155	307	145	547	80	94	103	38	1 469
	Primary — FTE of part time students	no. 107	174	71	415	47	37	71	30	953
	Primary — FTE total	no. 180 037	139 995	92 568	54 568	46 436	10 377	11 392	5 175	540 549
	Secondary — full time	no. 171 151	141 255	87 026	47 229	32 383	10 502	11 974	3 296	504 816
	Secondary — part time	no. 445	417	40	11	359	151	17	16	1 456
	Secondary — FTE of part time students	no. 267	178	21	4	213	64	8	7	762
	Secondary — FTE total	no. 171 418	141 433	87 047	47 233	32 596	10 566	11 982	3 303	505 578
	Primary and secondary — full time total	no. 351 081	281 076	179 523	101 382	78 772	20 842	23 295	8 441	1 044 412
	Primary and secondary — FTE total	no. 351 455	281 429	179 616	101 801	79 031	20 943	23 374	8 478	1 046 127
Staff (c)										
	Primary	no. 12 724	10 593	7 799	4 673	3 455	815	740	427	41 225
	Secondary	no. 18 049	15 942	9 631	5 318	3 635	1 164	1 245	462	55 446
	Total active in schools	no. 30 773	26 534	17 430	9 991	7 090	1 979	1 985	889	96 670
	Not active in schools	no. 818	401	386	180	125	26	76	26	2 038
Schools										
	Primary	no. 522	446	243	154	117	32	27	16	1 557
	Secondary	no. 145	101	77	40	22	7	6	7	405
	Combined (d)	no. 206	134	113	89	58	26	9	10	645
	Special	no. 31	16	2	2	3	1	1	—	56
	<b>Total</b>	<b>no. 904</b>	<b>697</b>	<b>435</b>	<b>285</b>	<b>200</b>	<b>66</b>	<b>43</b>	<b>33</b>	<b>2 663</b>
Schools										
	Primary	% 57.7	64.0	55.9	54.0	58.5	48.5	62.8	48.5	58.5
	Secondary	% 16.0	14.5	17.7	14.0	11.0	10.6	14.0	21.2	15.2



Table 3A.2

Table 3A.2 Non-government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Combined (d)	%	22.8	19.2	26.0	31.2	29.0	39.4	20.9	30.3	24.2
Special	%	3.4	2.3	0.5	0.7	1.5	1.5	2.3	—	2.1
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2003										
Students										
Primary — full time	no.	181 529	139 029	95 530	54 824	47 727	10 305	11 413	5 100	545 457
Primary — part time	no.	184	271	165	476	73	23	111	16	1 319
Primary — FTE of part time students	no.	125	165	84	337	46	14	69	13	853
Primary — FTE total	no.	181 654	139 194	95 614	55 161	47 773	10 319	11 482	5 113	546 310
Secondary — full time	no.	175 927	144 724	89 216	48 918	33 238	10 914	12 158	3 436	518 531
Secondary — part time	no.	232	179	59	24	389	16	23	14	936
Secondary — FTE of part time students	no.	136	95	31	11	233	7	12	8	532
Secondary — FTE total	no.	176 063	144 819	89 247	48 929	33 471	10 921	12 170	3 444	519 063
Primary and secondary — full time total	no.	357 456	283 753	184 746	103 742	80 965	21 219	23 571	8 536	1 063 988
Primary and secondary — FTE total	no.	357 716	284 013	184 861	104 090	81 244	21 240	23 653	8 557	1 065 374
Staff (c)										
Primary	no.	13 254	10 937	8 312	4 938	3 597	842	785	441	43 105
Secondary	no.	19 286	16 780	10 301	5 543	3 822	1 242	1 283	527	58 783
Total active in schools	no.	32 540	27 717	18 612	10 481	7 419	2 084	2 067	968	101 889
Not active in schools	no.	848	415	449	174	132	32	46	32	2 127
Schools										
Primary	no.	517	446	243	154	116	31	26	17	1 550
Secondary	no.	148	103	80	39	22	7	6	8	413
Combined (d)	no.	209	131	119	91	59	28	10	8	655
Special	no.	32	17	3	2	3	1	1	—	59
<b>Total</b>	<b>no.</b>	<b>906</b>	<b>697</b>	<b>445</b>	<b>286</b>	<b>200</b>	<b>67</b>	<b>43</b>	<b>33</b>	<b>2 677</b>

Table 3A.2

Table 3A.2 Non-government schools: students, staff and school numbers (a)

Schools	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Primary	%	57.1	64.0	54.6	53.8	58.0	46.3	60.5	51.5	57.9
Secondary	%	16.3	14.8	18.0	13.6	11.0	10.4	14.0	24.2	15.4
Combined (d)	%	23.1	18.8	26.7	31.8	29.5	41.8	23.3	24.2	24.5
Special	%	3.5	2.4	0.7	0.7	1.5	1.5	2.3	0.0	2.2
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2004										
Students										
Primary — full time	no.	183 670	139 279	98 738	55 855	48 664	10 491	11 607	5 114	553 418
Primary — part time	no.	190	249	165	523	80	20	101	15	1 343
Primary — FTE of part time students	no.	135	145	78	358	48	10	66	13	853
Primary — FTE total	no.	183 805	139 424	98 816	56 213	48 712	10 501	11 673	5 127	554 271
Secondary — full time	no.	179 150	146 805	91 411	50 445	33 992	11 086	12 352	3 581	528 822
Secondary — part time	no.	243	170	83	29	429	9	23	11	997
Secondary — FTE of part time students	no.	136	81	43	15	264	3	7	6	554
Secondary — FTE total	no.	179 286	146 886	91 454	50 460	34 256	11 089	12 359	3 587	529 376
Primary and secondary — full time total	no.	362 820	286 084	190 149	106 300	82 656	21 577	23 959	8 695	1 082 240
Primary and secondary — FTE total	no.	363 090	286 310	190 270	106 673	82 968	21 590	24 032	8 714	1 083 647
Staff (c)										
Primary	no.	13 643	11 086	8 661	5 112	3 744	879	814	443	44 382
Secondary	no.	19 788	17 402	10 684	5 765	3 959	1 263	1 318	558	60 737
Total active in schools	no.	33 430	28 488	19 346	10 877	7 704	2 141	2 132	1 001	105 119
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	514	437	244	152	114	29	26	17	1 533
Secondary	no.	143	101	82	37	20	7	5	7	402

Table 3A.2

Table 3A.2 Non-government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Combined (b) (d)	no.	216	135	120	na	na	na	na	11	683
Special (b) (d)	no.	32	17	3	na	na	na	na	–	59
Combined and special (b) (d)	no.	..	..	..	100	66	30	12	..	..
<b>Total</b>	<b>no.</b>	<b>905</b>	<b>690</b>	<b>449</b>	<b>289</b>	<b>200</b>	<b>66</b>	<b>43</b>	<b>35</b>	<b>2 677</b>
Schools										
Primary	%	56.8	63.3	54.3	52.6	57.0	43.9	60.5	48.6	57.3
Secondary	%	15.8	14.6	18.3	12.8	10.0	10.6	11.6	20.0	15.0
Combined (b) (d)	%	23.9	19.6	26.7	na	na	na	na	31.4	25.5
Special (b) (d)	%	3.5	2.5	0.7	na	na	na	na	–	2.2
Combined and special (b) (d)	%	..	..	..	34.6	33.0	45.5	27.9	..	..
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data revisions.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately in 2004 due to the small number of schools in those categories. Australia totals are correct for both the combined and special school categories.

(c) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools.

(d) Combined schools include both primary and secondary students.

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

Source: ABS 2001, *Schools Australia* 2000, Cat. no. 4221.0; ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2003, *Schools Australia* 2002, Cat. no. 4221.0; ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS Schools Australia (unpublished).

Table 3A.3

Table 3A.3 All schools: students, staff and school numbers (a)

2000	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
	Students									
	Primary — full time	no. 628 960	451 720	366 160	192 047	159 346	47 220	32 286	26 142	1 903 881
	Primary — part time	no. 170	756	705	36	139	67	170	27	2 070
	Primary — FTE of part time students	no. 113	400	299	18	80	27	112	18	1 065
	Primary — FTE total	no. 629 073	452 120	366 459	192 065	159 426	47 247	32 398	26 160	1 904 946
	Secondary - full time	no. 465 356	349 975	236 752	125 714	90 013	36 317	28 166	11 251	1 343 544
	Secondary - part time	no. 3 908	2 674	3 907	4 161	7 276	3 659	981	24	26 590
	Secondary - FTE of part time students	no. 2 330	1 374	1 432	1 143	3 421	1 810	448	13	11 969
	Secondary - FTE total	no. 467 686	351 349	238 184	126 857	93 434	38 127	28 614	11 264	1 355 513
	Staff (d)									
	Primary	no. 43 665	33 081	31 451	15 578	12 218	3 900	2 271	2 456	144 619
	Secondary	no. 46 359	35 920	26 322	13 277	10 064	3 705	2 769	1 443	139 860
	Total active in schools	no. 90 024	69 001	57 772	28 856	22 282	7 605	5 040	3 898	284 479
	Schools									
	Primary	no. 2 183	1 685	1 220	672	571	175	93	106	6 705
	Secondary	no. 525	369	262	133	100	46	28	18	1 481
	Combined (e)	no. 256	177	185	170	126	52	12	53	1 031
	Special	no. 129	93	51	68	23	9	5	4	383
	<b>Total</b>	<b>no. 3 093</b>	<b>2 324</b>	<b>1 718</b>	<b>1 043</b>	<b>820</b>	<b>282</b>	<b>138</b>	<b>182</b>	<b>9 600</b>
	Schools									
	Primary	% 70.7	72.5	71.0	64.4	69.6	62.1	67.4	58.2	69.9
	Secondary	% 17.3	15.9	15.3	12.8	12.2	16.3	20.3	9.9	15.5
	Combined (e)	% 8.3	7.6	10.8	16.3	15.4	18.4	8.7	29.1	10.7
	Special	% 3.7	4.0	3.0	6.5	2.8	3.2	3.6	2.7	3.8
	<b>Total</b>	<b>% 100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Table 3A.3

Table 3A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
2001										
Students										
Primary – full time	no.	630 261	453 766	372 316	191 633	159 400	46 872	32 490	25 803	1 912 541
Primary – part time	no.	179	678	704	30	113	94	176	34	2 008
Primary – FTE of part time students	no.	126	361	316	15	75	43	114	27	1 076
Primary – FTE total	no.	630 387	454 127	372 632	191 648	159 475	46 915	32 604	25 830	1 913 617
Secondary – full time	no.	468 908	355 599	238 494	127 262	90 096	35 925	28 153	11 199	1 355 636
Secondary – part time	no.	3 180	2 989	3 968	5 017	7 242	2 993	15	1 017	26 421
Secondary – FTE of part time students	no.	1 673	1 513	1 599	1 395	3 530	1 547	7	435	11 696
Secondary – FTE total	no.	470 581	357 112	240 093	128 657	93 626	37 472	28 160	11 634	1 367 332
Staff (d)										
Primary	no.	44 488	34 148	32 562	15 769	12 428	3 882	2 347	2 388	148 013
Secondary	no.	47 325	36 820	26 677	13 652	10 075	3 751	2 852	1 438	142 590
Total active in schools	no.	91 813	70 968	59 239	29 421	22 503	7 633	5 199	3 826	290 603
Schools										
Primary	no.	2 179	1 681	1 219	673	560	173	93	109	6 687
Secondary	no.	524	367	263	136	95	46	28	16	1 475
Combined (e)	no.	264	178	188	173	133	53	11	51	1 051
Special	no.	124	95	51	70	23	9	5	5	382
<b>Total</b>	<b>no.</b>	<b>3 091</b>	<b>2 321</b>	<b>1 721</b>	<b>1 052</b>	<b>811</b>	<b>281</b>	<b>137</b>	<b>181</b>	<b>9 595</b>
Schools										
Primary	%	70.5	72.4	70.8	64.0	69.1	61.6	67.9	60.2	69.7
Secondary	%	17.0	15.8	15.3	12.9	11.7	16.4	20.4	8.8	15.5
Combined (e)	%	8.5	7.7	10.9	16.4	16.4	18.9	8.0	28.2	11.0
Special	%	4.0	4.1	3.0	6.7	2.8	3.2	3.6	2.8	3.8
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Table 3A.3

Table 3A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
2002										
Students										
Primary — full time	no.	629 412	456 664	376 759	205 752	158 500	46 640	32 225	25 394	1 931 346
Primary — part time	no.	155	731	815	547	118	99	186	38	2 689
Primary — FTE of part time students	no.	107	387	334	415	64	40	108	30	1 486
Primary — FTE total	no.	629 519	457 051	377 093	206 167	158 564	46 680	32 333	25 424	1 932 832
Secondary — full time	no.	475 369	357 829	242 828	128 974	90 111	35 710	28 329	11 253	1 370 403
Secondary — part time	no.	2 900	3 446	4 136	4 891	7 458	2 835	27	1 068	26 761
Secondary — FTE of part time students	no.	1 367	1 752	1 624	1 260	3 701	1 498	13	447	11 661
Secondary — FTE total	no.	476 736	359 581	244 452	130 234	93 812	37 208	28 342	11 700	1 382 064
Primary and secondary — full time total	no.	1 104 781	814 493	619 587	334 726	248 611	82 350	60 554	36 647	3 301 749
Primary and secondary — FTE total	no.	1 106 255	816 632	621 545	336 401	252 376	83 888	60 675	37 124	3 314 896
Staff (d)										
Primary	no.	45 289	35 219	32 404	17 213	12 453	3 909	2 420	2 485	151 392
Secondary	no.	48 331	38 139	26 001	13 997	10 165	3 771	2 906	1 511	144 821
Total active in schools	no.	93 620	73 358	58 405	31 210	22 618	7 681	5 326	3 996	296 213
Not active in schools	no.	2 654	1 695	2 237	1 348	1 065	377	342	410	10 128
Schools										
Primary	no.	2 172	1 676	1 219	673	555	173	93	105	6 666
Secondary	no.	518	362	263	136	95	46	28	18	1 466
Combined (e)	no.	270	187	194	179	137	52	12	55	1 086
Special	no.	135	95	50	72	23	9	5	5	394
<b>Total</b>	<b>no.</b>	<b>3 095</b>	<b>2 320</b>	<b>1 726</b>	<b>1 060</b>	<b>810</b>	<b>280</b>	<b>138</b>	<b>183</b>	<b>9 612</b>
Schools										
Primary	%	70.2	72.2	70.6	63.5	68.5	61.8	67.4	57.4	69.4
Secondary	%	16.7	15.6	15.2	12.8	11.7	16.4	20.3	9.8	15.3

Table 3A.3

Table 3A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Combined (e)	%	8.7	8.1	11.2	16.9	16.9	18.6	8.7	30.1	11.3
Special	%	4.4	4.1	2.9	6.8	2.8	3.2	3.6	2.7	4.1
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2003										
Students										
Primary — full time	no.	626 383	455 504	381 406	204 693	157 944	46 280	31 714	25 246	1 929 170
Primary — part time	no.	184	720	915	476	97	30	207	47	2 676
Primary — FTE of part time students	no.	125	388	375	337	59	17	104	34	1 439
Primary — FTE total	no.	626 508	455 892	381 781	205 030	158 003	46 297	31 818	25 280	1 930 609
Secondary — full time	no.	480 953	363 599	248 365	129 357	90 871	36 096	28 452	11 757	1 389 450
Secondary — part time	no.	2 879	3 272	3 845	2 607	7 012	2 594	71	902	23 182
Secondary — FTE of part time students	no.	1 441	1 669	1 359	606	3 378	1 416	31	382	10 282
Secondary — FTE total	no.	482 394	365 268	249 724	129 963	94 249	37 512	28 483	12 139	1 399 732
Primary and secondary — full time total	no.	1 107 336	819 103	629 771	334 050	248 815	82 376	60 166	37 003	3 318 620
Primary and secondary — FTE total	no.	1 108 902	821 160	631 505	334 993	252 252	83 809	60 301	37 419	3 330 341
Staff (d)										
Primary	no.	46 281	35 812	33 678	18 289	12 983	3 941	2 514	2 561	156 059
Secondary	no.	49 653	39 468	27 123	14 333	10 167	3 866	2 967	1 575	149 151
Total active in schools	no.	95 934	75 280	60 801	32 622	23 150	7 807	5 481	4 136	305 210
Not active in schools	no.	2 721	1 713	2 192	1 395	1 177	415	339	445	10 394
Schools										
Primary	no.	2 167	1 668	1 213	671	553	173	92	105	6 642
Secondary	no.	515	364	260	136	96	46	28	19	1 464
Combined (e)	no.	274	185	205	185	137	53	13	54	1 106
Special	no.	136	95	50	72	23	9	5	5	395
<b>Total</b>	<b>no.</b>	<b>3 092</b>	<b>2 312</b>	<b>1 728</b>	<b>1 064</b>	<b>809</b>	<b>281</b>	<b>138</b>	<b>183</b>	<b>9 607</b>

Table 3A.3

Table 3A.3 All schools: students, staff and school numbers (a)

Schools	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Primary	%	70.1	72.1	70.2	63.1	68.4	61.6	66.7	57.4	69.1
Secondary	%	16.7	15.7	15.0	12.8	11.9	16.4	20.3	10.4	15.2
Combined (e)	%	8.9	8.0	11.9	17.4	16.9	18.9	9.4	29.5	11.5
Special	%	4.4	4.1	2.9	6.8	2.8	3.2	3.6	2.7	4.1
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2004										
Students (c)										
Primary — full time	no.	623 979	455 422	386 144	206 077	157 450	46 409	31 395	24 915	1 931 791
Primary — part time	no.	190	691	965	523	106	24	210	48	2 757
Primary — FTE of part time students	no.	135	369	378	358	64	12	112	27	1 456
Primary — FTE total	no.	624 114	455 791	386 522	206 435	157 514	46 421	31 507	24 942	1 933 247
Secondary — full time	no.	483 070	366 878	252 811	129 989	91 072	36 155	28 385	12 115	1 400 475
Secondary — part time	no.	2 684	3 276	3 847	2 954	7 247	2 269	48	1 054	23 379
Secondary — FTE of part time students	no.	1 414	1 612	1 412	605	3 460	1 218	22	428	10 172
Secondary — FTE total	no.	484 484	368 490	254 223	130 594	94 532	37 373	28 407	12 543	1 410 647
Primary and secondary — full time total	no.	1 107 049	822 300	638 955	336 066	248 522	82 564	59 780	37 030	3 332 266
Primary and secondary — FTE total	no.	1 108 598	824 281	640 745	337 029	252 046	83 794	59 914	37 485	3 343 894
Staff (d)										
Primary	no.	47 117	36 090	34 229	19 267	13 059	4 008	2 619	2 563	158 951
Secondary	no.	50 303	40 311	27 663	14 891	10 589	3 923	3 007	1 656	152 343
Total active in schools	no.	97 420	76 400	61 892	34 158	23 648	7 931	5 626	4 219	311 294
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 166	1 658	1 213	663	552	171	93	99	6 615
Secondary	no.	511	363	265	135	94	46	27	18	1 459



Table 3A.3

Table 3A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b) (c)	ACT (b)	NT	Aust
Combined (b) (e)	no.	282	190	205	na	na	na	na	63	1 142
Special (b) (e)	no.	138	97	50	na	na	na	na	5	399
Combined and special (b) (e)	no.	..	..	..	266	163	63	19	..	..
<b>Total</b>	<b>no.</b>	<b>3 097</b>	<b>2 308</b>	<b>1 733</b>	<b>1 064</b>	<b>809</b>	<b>280</b>	<b>139</b>	<b>185</b>	<b>9 615</b>
Schools										
Primary	%	69.9	71.8	70.0	62.3	68.2	61.1	66.9	53.5	68.8
Secondary	%	16.5	15.7	15.3	12.7	11.6	16.4	19.4	9.7	15.2
Combined (b) (e)	%	9.1	8.2	11.8	na	na	na	na	34.1	11.9
Special (b) (e)	%	4.5	4.2	2.9	na	na	na	na	2.7	4.1
Combined and special (b) (e)	%	..	..	..	25.0	20.1	22.5	13.7	..	..
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data revisions.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately in 2004 due to the small number of schools in those categories. Australia totals are correct for both the combined and special school categories.

(c) Some 2004 student number data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in ABS, or other, publications.

(d) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools.

(e) Combined schools include both primary and secondary students.

na Not available... Not applicable.

Source: ABS 2001, *Schools Australia* 2000, Cat. no. 4221.0; ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2003, *Schools Australia* 2002, Cat. no. 4221.0; ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS Schools Australia (unpublished); Tasmanian Government (unpublished).

Table 3A.4

Table 3A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas (a)	ACT	NT	Aust	
2000											
Students — male											
	Primary — full time	no.	322 763	232 109	187 964	98 664	82 101	24 182	16 539	13 392	977 714
	Primary — part time	no.	83	486	494	21	74	36	96	13	1 303
	Primary — FTE of part time students	no.	51	253	213	11	40	16	61	9	652
	Primary — FTE total	no.	322 814	232 362	188 177	98 675	82 141	24 198	16 600	13 401	978 366
	Secondary — full time	no.	233 127	174 753	119 229	63 241	44 984	18 112	14 245	5 635	673 326
	Secondary — part time	no.	1 620	1 047	1 621	1 468	2 682	1 315	6	421	10 180
	Secondary — FTE of part time students	no.	994	536	620	441	1 396	633	3	189	4 812
	Secondary — FTE total	no.	234 121	175 289	119 849	63 682	46 380	18 745	14 248	5 824	678 138
	Primary and secondary — full time total	no.	555 890	406 862	307 193	161 905	127 085	42 294	30 784	19 027	1 651 040
	Primary and secondary — FTE total	no.	556 935	407 650	308 026	162 356	128 521	42 943	30 847	19 225	1 656 503
Students — female											
	Primary — full time	no.	306 197	219 611	178 196	93 383	77 245	23 038	15 747	12 750	926 167
	Primary — part time	no.	87	270	211	15	65	31	74	14	767
	Primary — FTE of part time students	no.	62	147	86	7	40	12	51	9	413
	Primary — FTE total	no.	306 259	219 758	178 282	93 390	77 285	23 050	15 798	12 759	926 580
	Secondary — full time	no.	232 229	175 222	117 523	62 473	45 029	18 205	13 921	5 616	670 218
	Secondary — part time	no.	2 288	1 627	2 286	2 693	4 594	2 344	5	573	16 410
	Secondary — FTE of part time students	no.	1 336	839	811	702	2 025	1 177	2	267	7 157
	Secondary — FTE total	no.	233 565	176 061	118 334	63 175	47 054	19 382	13 923	5 883	677 375
	Primary and secondary — full time total	no.	538 426	394 833	295 719	155 856	122 274	41 243	29 668	18 366	1 596 385
	Primary and secondary — FTE total	no.	539 823	395 818	296 616	156 565	124 339	42 431	29 721	18 642	1 603 955
2001											
Students — male											
	Primary — full time	no.	323 417	233 119	191 037	98 478	82 153	24 045	16 593	13 232	982 074

Table 3A.4

Table 3A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas (a)	ACT	NT	Aust
Primary — part time	no.	87	432	477	18	64	55	102	17	1 252
Primary — FTE of part time students	no.	58	225	221	9	41	25	65	13	657
Primary — FTE total	no.	323 475	233 344	191 258	98 487	82 194	24 070	16 658	13 245	982 731
Secondary — full time	no.	235 718	177 958	120 415	64 335	45 146	17 930	14 281	5 659	681 442
Secondary — part time	no.	1 413	1 210	1 694	1 759	2 819	1 009	9	450	10 363
Secondary — FTE of part time students	no.	762	599	744	551	1 528	494	4	191	4 871
Secondary — FTE total	no.	236 480	178 557	121 159	64 886	46 674	18 424	14 285	5 850	686 313
Primary and secondary — full time total	no.	559 135	411 077	311 452	162 813	127 299	41 975	30 874	18 891	1 663 516
Primary and secondary — FTE total	no.	559 955	411 901	312 416	163 372	128 868	42 494	30 943	19 095	1 669 044
Students — female										
Primary — full time	no.	306 844	220 647	181 279	93 155	77 247	22 827	15 897	12 571	930 467
Primary — part time	no.	92	246	227	12	49	39	74	17	756
Primary — FTE of part time students	no.	69	135	95	6	34	18	49	13	419
Primary — FTE total	no.	306 913	220 782	181 374	93 161	77 281	22 845	15 946	12 584	930 886
Secondary — full time	no.	233 190	177 641	118 079	62 927	44 950	17 995	13 872	5 540	674 194
Secondary — part time	no.	1 767	1 779	2 274	3 258	4 423	1 984	6	567	16 058
Secondary — FTE of part time students	no.	911	914	855	844	2 001	1 053	3	243	6 825
Secondary — FTE total	no.	234 101	178 555	118 934	63 771	46 951	19 048	13 875	5 783	681 019
Primary and secondary — full time total	no.	540 034	398 288	299 358	156 082	122 197	40 822	29 769	18 111	1 604 661
Primary and secondary — FTE total	no.	541 014	399 337	300 308	156 932	124 232	41 893	29 821	18 368	1 611 905
2002										
Students — male										
Primary — full time	no.	323 235	234 869	193 189	106 124	81 491	23 897	16 531	13 011	992 347
Primary — part time	no.	83	469	548	282	68	52	102	24	1 628
Primary — FTE of part time students	no.	56	238	231	213	38	22	57	19	874
Primary — FTE total	no.	323 291	235 107	193 420	106 337	81 529	23 919	16 588	13 030	993 221

Table 3A.4

Table 3A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas (a)	ACT	NT	Aust
Secondary — full time	no.	239 256	179 351	122 596	65 401	45 363	17 947	14 431	5 734	690 079
Secondary — part time	no.	1 217	1 398	1 744	1 843	2 997	928	14	448	10 589
Secondary — FTE of part time students	no.	582	698	737	497	1 592	475	7	196	4 784
Secondary — FTE total	no.	239 838	180 049	123 333	65 898	46 955	18 422	14 438	5 930	694 863
Primary and secondary — full time total	no.	562 491	414 220	315 785	171 525	126 854	41 844	30 962	18 745	1 682 426
Primary and secondary — FTE total	no.	563 129	415 156	316 753	172 235	128 483	42 342	31 026	18 960	1 688 084
Students — female										
Primary — full time	no.	306 177	221 795	183 570	99 628	77 009	22 743	15 694	12 383	938 999
Primary — part time	no.	72	262	267	265	50	47	84	14	1 061
Primary — FTE of part time students	no.	52	149	103	202	26	18	51	11	611
Primary — FTE total	no.	306 229	221 944	183 673	99 830	77 035	22 761	15 745	12 394	939 610
Secondary — full time	no.	236 113	178 478	120 232	63 573	44 748	17 763	13 898	5 519	680 324
Secondary — part time	no.	1 683	2 048	2 392	3 048	4 461	1 907	13	620	16 172
Secondary — FTE of part time students	no.	785	1 054	887	763	2 109	1 022	6	251	6 878
Secondary — FTE total	no.	236 898	179 532	121 119	64 336	46 857	18 785	13 904	5 770	687 202
Primary and secondary — full time total	no.	542 290	400 273	303 802	163 201	121 757	40 506	29 592	17 902	1 619 323
Primary and secondary — FTE total	no.	543 126	401 477	304 792	164 166	123 892	41 546	29 649	18 165	1 626 812
2003										
Students — male										
Primary — full time	no.	321 282	234 547	195 190	105 764	81 137	23 733	16 269	12 971	990 893
Primary — part time	no.	105	466	635	266	52	20	118	28	1 690
Primary — FTE of part time students	no.	68	240	264	187	31	11	57	20	876
Primary — FTE total	no.	321 350	234 787	195 454	105 951	81 168	23 744	16 326	12 991	991 769
Secondary — full time	no.	242 371	182 408	125 543	65 545	45 765	18 083	14 454	5 926	700 095
Secondary — part time	no.	1 156	1 303	1 577	853	2 706	842	38	422	8 897
Secondary — FTE of part time students	no.	635	648	616	215	1 378	449	16	175	4 133

Table 3A.4

Table 3A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas (a)	ACT	NT	Aust
Secondary — FTE total	no.	243 006	183 056	126 159	65 760	47 143	18 532	14 470	6 101	704 228
Primary and secondary — full time total	no.	563 653	416 955	320 733	171 309	126 902	41 816	30 723	18 897	1 690 988
Primary and secondary — FTE total	no.	564 356	417 843	321 613	171 711	128 311	42 276	30 796	19 092	1 695 997
Students — female										
Primary — full time	no.	305 101	220 957	186 216	98 929	76 807	22 547	15 445	12 275	938 277
Primary — part time	no.	79	254	280	210	45	10	89	19	986
Primary — FTE of part time students	no.	57	148	111	150	28	7	48	14	563
Primary — FTE total	no.	305 158	221 105	186 327	99 079	76 835	22 554	15 493	12 289	938 840
Secondary — full time	no.	238 582	181 191	122 822	63 812	45 106	18 013	13 998	5 831	689 355
Secondary — part time	no.	1 723	1 969	2 268	1 754	4 306	1 752	33	480	14 285
Secondary — FTE of part time students	no.	805	1 021	743	391	2 000	967	16	207	6 149
Secondary — FTE total	no.	239 387	182 212	123 565	64 203	47 106	18 980	14 014	6 038	695 504
Primary and secondary — full time total	no.	543 683	402 148	309 038	162 741	121 913	40 560	29 443	18 106	1 627 632
Primary and secondary — FTE total	no.	544 546	403 317	309 892	163 282	123 941	41 533	29 507	18 327	1 634 344
2004 (a)										
Students — male										
Primary — full time	no.	320 061	234 264	197 570	106 738	80 780	23 869	16 075	12 930	992 287
Primary — part time	no.	98	471	656	282	55	20	136	22	1 740
Primary — FTE of part time students	no.	69	248	266	192	34	11	68	14	902
Primary — FTE total	no.	320 130	234 512	197 836	106 930	80 814	23 880	16 143	12 944	993 189
Secondary — full time	no.	243 461	184 253	127 322	65 668	45 918	18 035	14 471	6 191	705 319
Secondary — part time	no.	1 044	1 373	1 646	974	2 812	708	23	499	9 079
Secondary — FTE of part time students	no.	605	642	641	216	1 404	372	11	208	4 098
Secondary — FTE total	no.	244 066	184 895	127 963	65 884	47 322	18 407	14 482	6 399	709 417
Primary and secondary — full time total	no.	563 522	418 517	324 892	172 406	126 698	41 904	30 546	19 121	1 697 606
Primary and secondary — FTE total	no.	564 196	419 407	325 800	172 814	128 136	42 287	30 624	19 342	1 702 606

Table 3A.4

Table 3A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas (a)	ACT	NT	Aust
Students — female										
Primary — full time	no.	303 918	221 158	188 574	99 339	76 670	22 540	15 320	11 985	939 504
Primary — part time	no.	92	220	309	241	51	4	74	26	1 017
Primary — FTE of part time students	no.	66	121	112	166	30	1	44	14	554
Primary — FTE total	no.	303 984	221 279	188 686	99 505	76 700	22 541	15 364	11 999	940 058
Secondary — full time	no.	239 609	182 625	125 489	64 321	45 154	18 120	13 914	5 924	695 156
Secondary — part time	no.	1 640	1 903	2 201	1 980	4 435	1 561	25	555	14 300
Secondary — FTE of part time students	no.	810	970	771	389	2 056	846	12	220	6 073
Secondary — FTE total	no.	240 419	183 595	126 260	64 710	47 210	18 966	13 926	6 145	701 230
Primary and secondary — full time total	no.	543 527	403 783	314 063	163 660	121 824	40 660	29 234	17 909	1 634 660
Primary and secondary — FTE total	no.	544 402	404 874	314 946	164 214	123 911	41 507	29 290	18 143	1 641 287

FTE = Full time equivalent.

(a) Some 2004 student number data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in ABS, or other, publications.

Source: ABS 2001, *Schools Australia 2000*, Cat. no. 4221.0; ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0; ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS Schools Australia (unpublished); Tasmanian Government (unpublished).

Table 3A.5

Table 3A.5	<b>Students as a proportion of the population, 2004 (per cent) (a)</b>								
	<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>
All students as a proportion of the population									
Government schools	11.0	10.8	11.5	11.6	10.8	12.6	11.1	14.2	11.2
Non-government schools	5.4	5.7	4.9	5.4	5.4	4.5	7.4	4.3	5.4
All schools	16.4	16.5	16.4	16.9	16.2	17.1	18.4	18.5	16.5
Primary students as a proportion of the population									
Government schools	6.5	6.3	7.4	7.6	7.1	7.4	6.1	9.9	6.8
Non-government schools	2.7	2.8	2.5	2.8	3.2	2.2	3.6	2.6	2.7
All schools	9.3	9.1	9.9	10.4	10.3	9.6	9.7	12.5	9.6
Secondary students as a proportion of the population									
Government schools	4.5	4.4	4.1	4.0	3.7	5.2	4.9	4.3	4.3
Non-government schools	2.7	2.9	2.3	2.5	2.2	2.3	3.8	1.8	2.6
All schools	7.2	7.4	6.5	6.5	5.9	7.5	8.8	6.1	7.0

(a) Full time students as a proportion of the total population. Average Estimated Residential Population by calendar year.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2005, *Estimated Residential Population 2004*, Cat. no. 3201.0.

Table 3A.6

Table 3A.6 Australian Government specific purpose payments for schools, 2003-04 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	516 758	370 801	315 911	153 123	112 614	43 193	25 365	19 243	1 557 008
Targeted	\$'000	127 088	79 960	55 778	30 273	31 018	9 772	3 128	6 914	343 931
Indigenous programs	\$'000	26 363	6 980	26 764	18 421	6 966	2 443	1 048	24 836	113 821
Total recurrent	\$'000	670 209	457 741	398 453	201 817	150 598	55 408	29 541	50 993	2 014 760
Capital	\$'000	83 439	58 948	48 617	25 755	18 781	6 799	4 121	3 119	249 579
Total recurrent and capital	\$'000	753 648	516 689	447 070	227 572	169 379	62 207	33 662	54 112	2 264 339
FTE students (b)	no.	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 816	2 262 607
\$/FTE student	\$	1 007	961	997	987	996	997	928	1 878	1 001
Non-government schools										
General recurrent	\$'000	1 362 230	1 078 858	749 209	401 577	310 043	82 840	86 962	35 184	4 106 903
Targeted	\$'000	66 073	53 615	24 181	13 814	13 890	3 154	2 642	1 842	179 211
Indigenous programs	\$'000	14 613	2 333	11 185	10 634	2 708	646	534	10 522	53 175
Total recurrent	\$'000	1 442 916	1 134 806	784 575	426 025	326 641	86 640	90 138	47 548	4 339 289
Capital	\$'000	32 593	26 282	17 220	9 458	7 337	2 107	2 192	874	98 063
Total recurrent and capital	\$'000	1 475 509	1 161 088	801 795	435 483	333 978	88 747	92 330	48 422	4 437 352
FTE students (b)	no.	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 510
\$/FTE student	\$	4 094	4 072	4 275	4 132	4 068	4 144	3 873	5 607	4 130
Joint programs										
Total	\$'000	946	898	794	202	304	130	283	606	4 163
FTE students (b)	no.	1 108 750	822 720	636 125	336 011	252 149	83 802	60 109	37 452	3 337 117
\$/FTE student	\$	1	1	1	1	1	2	5	16	1



Table 3A.6

Table 3A.6 Australian Government specific purpose payments for schools, 2003-04 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All schools										
Total recurrent	\$'000	2 114 071	1 593 445	1 183 822	628 044	477 543	142 178	119 962	99 147	6 358 212
Total recurrent and capital	\$'000	2 230 103	1 678 675	1 249 659	663 257	503 661	151 084	126 275	103 140	6 705 854
FTE students (b)	no.	1 108 750	822 720	636 125	336 011	252 149	83 802	60 109	37 452	3 337 117
\$/FTE student	\$	2 011	2 040	1 964	1 974	1 997	1 803	2 101	2 754	2 009

(a) Data include actual payments provided under the *States Grants (Primary and Secondary Assistance) Act 2000* and the *Indigenous Education (Targeted Assistance) Act 2000*. Additional Australian Government funding is provided through annual appropriations and non-programme items. Figures reported are based on accrual expenditure.

(b) Students are the full time equivalent average for 2003 and 2004.

Source: Derived from Department of Education, Science and Training (DEST) financial management system (unpublished); ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0, Canberra; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0, Canberra.

Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)**  
**(a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas (e)	ACT	NT	Aust
1999-2000									
<b>Total expenditure</b>	<b>7 220 744</b>	<b>4 441 288</b>	<b>3 942 671</b>	<b>2 173 309</b>	<b>1 632 302</b>	<b>613 627</b>	<b>399 926</b>	<b>493 617</b>	<b>20 917 483</b>
Total employee related expenditure	4 416 963	2 910 945	2 517 767	1 388 087	1 086 905	387 392	264 518	273 480	13 246 057
In-school primary									
Total employee related expenditure	2 195 542	1 486 695	1 393 553	725 558	580 480	196 834	119 571	154 663	6 852 896
Teachers	1 917 089	1 297 035	1 108 250	597 098	474 650	166 157	100 458	116 205	5 776 943
Other staff (f)	278 453	189 659	285 303	128 459	105 830	30 678	19 113	38 458	1 075 953
Other operating expenses (g)	684 833	402 838	427 523	185 846	189 518	69 213	25 718	64 317	2 049 805
User cost of capital (h)	695 687	258 585	293 688	143 944	67 505	38 151	14 538	73 001	1 585 099
Depreciation	130 079	97 543	89 183	26 738	35 718	8 877	9 184	14 134	411 455
<b>Total</b>	<b>3 706 141</b>	<b>2 245 661</b>	<b>2 203 947</b>	<b>1 082 086</b>	<b>873 221</b>	<b>313 074</b>	<b>169 011</b>	<b>306 114</b>	<b>10 899 255</b>
In-school secondary									
Total employee related expenditure	2 047 034	1 363 984	992 184	590 896	442 886	168 378	128 583	84 082	5 818 027
Teachers	1 787 695	1 210 786	808 623	492 439	367 720	145 637	114 363	59 904	4 987 167
Other staff (f)	259 339	153 198	183 561	98 457	75 166	22 742	14 219	24 178	830 861
Other operating expenses (g)	580 264	339 421	300 861	150 736	115 525	64 255	24 579	37 656	1 613 296
User cost of capital (h)	463 801	167 610	151 294	192 605	76 822	29 144	40 926	5 303	1 127 504
Depreciation	121 166	99 543	57 455	23 954	20 749	6 781	13 272	8 394	351 313
<b>Total</b>	<b>3 212 265</b>	<b>1 970 558</b>	<b>1 501 793</b>	<b>958 191</b>	<b>655 981</b>	<b>268 558</b>	<b>207 360</b>	<b>135 435</b>	<b>8 910 141</b>
Out of school									
Total employee related expenditure	174 387	60 266	132 030	71 633	63 539	22 179	16 363	34 735	575 134
Teachers	-	-	-	-	-	-	-	-	-
Other staff (f)	174 387	60 266	132 030	71 633	63 539	22 179	16 363	34 735	575 134
Other operating expenses (g)	93 805	129 974	82 221	59 117	36 277	9 038	7 190	13 101	430 720
User cost of capital (h)	33 437	31 470	13 014	582	712	-	-	3 615	82 829
REPORT ON GOVERNMENT SERVICES 2006									SCHOOL EDUCATION

Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)**  
**(a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas (e)	ACT	NT	Aust
Depreciation	710	3 360	9 666	1 701	2 573	778	1	617	19 406
<b>Total</b>	<b>302 338</b>	<b>225 070</b>	<b>236 930</b>	<b>133 032</b>	<b>103 101</b>	<b>31 995</b>	<b>23 554</b>	<b>52 067</b>	<b>1 108 088</b>
2000-01									
<b>Total expenditure</b>	<b>7 089 235</b>	<b>4 520 885</b>	<b>3 857 553</b>	<b>2 189 595</b>	<b>1 686 124</b>	<b>605 136</b>	<b>382 951</b>	<b>439 923</b>	<b>20 771 402</b>
Total employee related expenditure	4 264 162	3 015 871	2 571 063	1 391 847	1 137 119	389 102	253 891	265 230	13 288 286
In-school primary									
Total employee related expenditure	2 117 819	1 517 070	1 425 585	728 987	616 108	197 399	116 783	151 740	6 871 490
Teachers	1 838 416	1 282 626	1 140 132	599 637	489 836	165 271	97 149	116 185	5 729 253
Other staff (f)	279 403	234 443	285 453	129 350	126 272	32 127	19 634	35 554	1 142 237
Other operating expenses (g)	714 951	405 121	352 266	191 216	213 660	67 021	23 145	61 732	2 029 111
User cost of capital (h)	665 401	230 044	285 987	157 017	66 944	28 479	25 023	26 241	1 485 136
Depreciation	124 255	84 145	69 661	41 651	32 511	7 075	8 602	12 280	380 181
<b>Total</b>	<b>3 622 426</b>	<b>2 236 379</b>	<b>2 133 499</b>	<b>1 118 871</b>	<b>929 223</b>	<b>299 974</b>	<b>173 553</b>	<b>251 992</b>	<b>10 765 918</b>
In-school secondary									
Total employee related expenditure	1 981 602	1 407 233	1 009 135	588 766	458 655	168 855	124 391	80 317	5 818 954
Teachers	1 720 382	1 221 362	818 461	488 862	365 052	145 467	110 053	58 724	4 928 364
Other staff (f)	261 220	185 871	190 674	99 904	93 602	23 388	14 338	21 593	890 590
Other operating expenses (g)	630 855	317 660	238 927	150 173	118 682	61 438	25 197	36 984	1 579 916
User cost of capital (h)	443 556	210 653	170 174	168 570	56 962	34 392	27 596	13 712	1 125 614
Depreciation	115 664	95 231	44 803	29 211	18 866	8 322	12 956	7 657	332 711
<b>Total</b>	<b>3 171 678</b>	<b>2 030 777</b>	<b>1 463 039</b>	<b>936 720</b>	<b>653 164</b>	<b>273 008</b>	<b>190 141</b>	<b>138 670</b>	<b>8 857 196</b>
Out of school									
Total employee related expenditure	164 741	91 569	136 343	74 095	62 356	22 849	12 717	33 173	597 842
Teachers	-	-	-	-	-	-	-	-	-
Other staff (f)	164 741	91 569	136 343	74 095	62 356	22 849	12 717	33 173	597 842
REPORT ON GOVERNMENT SERVICES 2006									SCHOOL EDUCATION

Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)**  
**(a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas (e)	ACT	NT	Aust
Other operating expenses (g)	102 373	120 747	101 217	57 798	34 193	8 693	6 540	9 638	441 199
User cost of capital (h)	27 000	28 456	16 544	310	4 099	61	-	5 745	82 216
Depreciation	1 019	12 956	6 912	1 800	3 088	552	-	704	27 031
<b>Total</b>	<b>295 132</b>	<b>253 729</b>	<b>261 015</b>	<b>134 003</b>	<b>103 736</b>	<b>32 155</b>	<b>19 257</b>	<b>49 260</b>	<b>1 148 288</b>
2001-02									
<b>Total expenditure</b>	<b>7 339 286</b>	<b>4 685 363</b>	<b>4 013 137</b>	<b>2 261 055</b>	<b>1 691 644</b>	<b>613 034</b>	<b>383 694</b>	<b>475 698</b>	<b>21 462 910</b>
Total employee related expenditure	4 439 790	3 058 876	2 702 143	1 439 215	1 151 973	395 993	257 050	281 382	13 726 422
In-school primary									
Total employee related expenditure	<b>2 202 446</b>	<b>1 539 380</b>	<b>1 507 513</b>	<b>758 234</b>	<b>618 111</b>	<b>200 889</b>	<b>120 881</b>	<b>156 581</b>	<b>7 104 036</b>
Teachers	1 913 607	1 308 608	1 226 059	605 462	495 308	165 857	100 899	112 589	5 928 388
Other staff (f)	288 840	230 772	281 454	152 772	122 804	35 032	19 982	43 993	1 175 648
Other operating expenses (g)	775 039	427 305	366 258	200 290	209 180	67 007	18 265	66 975	2 130 319
User cost of capital (h)	658 841	248 328	302 406	193 881	67 787	26 629	21 466	32 076	1 551 414
Depreciation	121 981	75 938	53 635	40 810	28 661	6 712	9 071	14 954	351 762
<b>Total</b>	<b>3 758 308</b>	<b>2 290 951</b>	<b>2 229 812</b>	<b>1 193 215</b>	<b>923 739</b>	<b>301 236</b>	<b>169 683</b>	<b>270 586</b>	<b>11 137 531</b>
In-school secondary									
Total employee related expenditure	<b>2 065 397</b>	<b>1 424 699</b>	<b>1 061 123</b>	<b>596 667</b>	<b>461 078</b>	<b>172 439</b>	<b>122 208</b>	<b>88 123</b>	<b>5 991 734</b>
Teachers	1 792 557	1 238 023	853 361	493 715	363 288	147 115	108 011	60 744	5 056 813
Other staff (f)	272 840	186 676	207 762	102 952	97 790	25 324	14 197	27 379	934 920
Other operating expenses (g)	678 350	386 285	255 992	153 028	118 084	59 228	23 359	39 681	1 714 006
User cost of capital (h)	439 227	228 056	170 714	127 180	59 968	32 992	29 522	20 519	1 108 176
Depreciation	112 567	86 462	55 277	30 938	22 564	8 133	12 825	9 594	338 361
<b>Total</b>	<b>3 295 541</b>	<b>2 125 503</b>	<b>1 543 105</b>	<b>907 813</b>	<b>661 695</b>	<b>272 791</b>	<b>187 914</b>	<b>157 916</b>	<b>9 152 277</b>
Out of school									
Total employee related expenditure	<b>171 947</b>	<b>94 797</b>	<b>133 507</b>	<b>84 314</b>	<b>72 784</b>	<b>22 665</b>	<b>13 961</b>	<b>36 678</b>	<b>630 652</b>
REPORT ON GOVERNMENT SERVICES 2006									SCHOOL EDUCATION

Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)**  
**(a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas (e)	ACT	NT	Aust
Teachers	—	—	—	—	—	—	—	—	—
Other staff (f)	171 947	94 797	133 507	84 314	72 784	22 665	13 961	36 678	630 652
Other operating expenses (g)	101 263	123 303	97 497	73 546	28 338	15 304	12 134	10 425	461 811
User cost of capital (h)	10 669	30 407	—	—	4 538	174	—	20	45 808
Depreciation	1 559	20 401	9 215	2 168	550	863	2	72	34 830
<b>Total</b>	<b>285 438</b>	<b>268 909</b>	<b>240 220</b>	<b>160 028</b>	<b>106 210</b>	<b>39 006</b>	<b>26 097</b>	<b>47 195</b>	<b>1 173 102</b>
2002-03									
<b>Total expenditure</b>	<b>7 854 343</b>	<b>4 924 057</b>	<b>4 127 790</b>	<b>2 370 871</b>	<b>1 670 564</b>	<b>616 888</b>	<b>400 200</b>	<b>435 110</b>	<b>22 399 822</b>
Total employee related expenditure	5 050 324	3 090 777	2 806 372	1 525 332	1 144 851	400 185	265 715	254 160	14 537 717
In-school primary	4 009 378	2 395 057	2 339 464	1 248 480	949 611	301 442	178 628	239 289	11 661 351
Total employee related expenditure	2 512 382	1 547 769	1 584 652	822 668	633 849	202 427	124 468	141 787	7 570 002
Teachers	2 179 121	1 316 130	1 277 713	641 774	516 910	165 955	101 227	94 925	6 293 755
Other staff (f)	333 260	231 639	306 939	180 894	116 938	36 472	23 241	46 862	1 276 247
Other operating expenses (g)	756 212	470 786	380 624	199 923	219 963	65 386	24 551	55 999	2 173 443
User cost of capital (h)	621 815	279 257	308 846	183 699	66 945	26 994	20 093	27 926	1 535 575
Depreciation	118 969	97 245	65 342	42 191	28 854	6 636	9 515	13 577	382 330
<b>Total</b>	<b>4 009 378</b>	<b>2 395 057</b>	<b>2 339 464</b>	<b>1 248 480</b>	<b>949 611</b>	<b>301 442</b>	<b>178 628</b>	<b>239 289</b>	<b>11 661 351</b>
In-school secondary									
Total employee related expenditure	<b>2 345 773</b>	<b>1 438 277</b>	<b>1 094 670</b>	<b>609 953</b>	<b>439 818</b>	<b>173 231</b>	<b>129 443</b>	<b>73 785</b>	<b>6 304 949</b>
Teachers	2 036 796	1 253 861	876 923	506 233	349 728	146 144	113 253	52 846	5 335 783
Other staff (f)	308 976	184 416	217 747	103 720	90 090	27 087	16 190	20 939	969 166
Other operating expenses (g)	689 576	421 651	271 672	158 743	87 245	60 167	26 195	35 367	1 750 615
User cost of capital (h)	410 193	284 957	177 820	127 326	56 751	32 891	28 818	19 673	1 138 429
Depreciation	110 473	114 533	45 905	29 986	21 316	7 916	13 412	8 635	352 175
<b>Total</b>	<b>3 556 015</b>	<b>2 259 418</b>	<b>1 590 067</b>	<b>926 007</b>	<b>605 130</b>	<b>274 205</b>	<b>197 868</b>	<b>137 460</b>	<b>9 546 168</b>

REPORT ON  
GOVERNMENT  
SERVICES 2006

SCHOOL  
EDUCATION

Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)**  
**(a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas (e)	ACT	NT	Aust
<b>Out of school</b>									
Total employee related expenditure	192 170	104 731	127 050	92 712	71 184	24 527	11 803	38 588	662 766
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	192 170	104 731	127 050	92 712	71 184	24 527	11 803	38 588	662 766
Other operating expenses (g)	83 582	148 045	55 840	97 938	42 184	15 637	11 900	19 692	474 819
User cost of capital (h)	12 112	5 700	5 910	3 398	1 918	173	..	12	29 223
Depreciation	1 085	11 106	9 459	2 335	537	904	-	68	25 495
<b>Total</b>	<b>288 950</b>	<b>269 582</b>	<b>198 259</b>	<b>196 384</b>	<b>115 823</b>	<b>41 241</b>	<b>23 704</b>	<b>58 361</b>	<b>1 192 303</b>
2003-04									
<b>Total expenditure</b>	<b>7 733 043</b>	<b>5 012 385</b>	<b>4 282 673</b>	<b>2 412 127</b>	<b>1 725 178</b>	<b>613 121</b>	<b>426 070</b>	<b>427 760</b>	<b>22 632 367</b>
Total employee related expenditure	4 975 335	3 241 019	2 854 164	1 561 278	1 198 428	405 889	288 906	263 126	14 788 145
<b>In-school primary</b>									
Total employee related expenditure	2 472 728	1 609 093	1 607 373	860 193	647 688	205 016	137 177	140 370	7 679 637
Teachers	2 178 120	1 411 107	1 314 535	663 121	508 142	167 986	111 094	95 327	6 449 432
Other staff (f)	294 608	197 986	292 838	197 072	139 546	37 030	26 083	45 043	1 230 205
Other operating expenses (g)	757 216	406 342	368 177	222 305	191 125	63 317	31 066	51 934	2 091 484
User cost of capital (h)	597 232	369 561	349 646	178 795	78 081	25 031	18 033	26 536	1 642 916
Depreciation	94 309	86 706	70 858	46 017	28 252	6 391	9 711	8 502	350 747
<b>Total</b>	<b>3 921 485</b>	<b>2 471 702</b>	<b>2 396 054</b>	<b>1 307 310</b>	<b>945 147</b>	<b>299 755</b>	<b>195 987</b>	<b>227 342</b>	<b>11 764 784</b>
<b>In-school secondary</b>									
Total employee related expenditure	2 313 884	1 529 249	1 119 995	605 894	468 490	176 057	134 060	79 397	6 427 026
Teachers	2 054 683	1 340 262	907 172	495 219	364 694	148 060	114 661	58 480	5 483 231
Other staff (f)	259 202	188 987	212 823	110 675	103 796	27 997	19 399	20 916	943 795
Other operating expenses (g)	703 900	412 667	277 762	178 376	118 909	57 477	29 189	33 463	1 811 743
User cost of capital (h)	414 893	263 899	240 973	125 445	55 818	32 519	24 996	18 615	1 177 158
<b>REPORT ON</b>									
<b>GOVERNMENT</b>									<b>SCHOOL</b>
<b>SERVICES 2006</b>									<b>EDUCATION</b>

Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2003-04 \$'000)**  
**(a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas (e)	ACT	NT	Aust
Depreciation	89 180	102 219	48 786	32 460	20 914	7 977	13 341	6 449	321 326
<b>Total</b>	<b>3 521 857</b>	<b>2 308 034</b>	<b>1 687 516</b>	<b>942 175</b>	<b>664 131</b>	<b>274 030</b>	<b>201 586</b>	<b>137 924</b>	<b>9 737 253</b>
Out of school									
Total employee related expenditure	188 723	102 677	126 796	95 191	82 250	24 816	17 669	43 360	681 481
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	188 723	102 677	126 796	95 191	82 250	24 816	17 669	43 360	681 481
Other operating expenses (g)	93 418	113 630	66 510	65 484	31 166	13 985	10 828	19 028	414 058
User cost of capital (h)	6 484	6 399	2 081	1 210	2 042	111	-	11	18 338
Depreciation	1 076	9 943	3 716	757	442	423	-	95	16 452
<b>Total</b>	<b>289 701</b>	<b>232 649</b>	<b>199 103</b>	<b>162 642</b>	<b>115 900</b>	<b>39 335</b>	<b>28 497</b>	<b>62 494</b>	<b>1 130 329</b>

(a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 3A.11.

(b) Expenditure on special schools is allocated to either primary or secondary schools.

(c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(d) Expenditure specifically includes: Australian Government grants for education; expenditure by other State and Territory Government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government.

(e) Some 1999-2000, 2000-01 and 2001-02 data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in MCEETYA, or other, publications.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

(h) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June 2004 is applied to data for all jurisdictions.

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

Source: Derived from Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) (unpublished); MCEETYA 2004 *National Schools Statistics Collection 2003*, Melbourne; MCEETYA 2005, *National Schools Statistics Collection 2004*, Melbourne; Tasmanian Government (unpublished).

Table 3A.8

**Table 3A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2003-04 \$ per FTE student) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1999-2000 (e)									
<b>Total</b>	<b>9 456</b>	<b>8 414</b>	<b>9 175</b>	<b>9 546</b>	<b>9 153</b>	<b>9 518</b>	<b>10 357</b>	<b>16 917</b>	<b>9 275</b>
Total employee related	5 785	5 515	5 859	6 097	6 095	6 009	6 850	9 372	5 863
In-school primary									
Total employee related	4 820	4 767	5 048	5 024	5 003	5 386	5 557	7 441	4 956
Teachers	4 209	4 158	4 015	4 135	4 091	4 547	4 669	5 590	4 178
Other staff (f)	611	608	1 033	889	912	839	888	1 850	778
Other operating (g)	1 504	1 292	1 549	1 287	1 633	1 894	1 195	3 094	1 482
User cost of capital	1 527	829	1 064	997	582	1 043	676	3 512	1 149
Depreciation	286	313	323	185	308	243	427	680	298
<b>Total</b>	<b>8 137</b>	<b>7 200</b>	<b>7 984</b>	<b>7 493</b>	<b>7 526</b>	<b>8 567</b>	<b>7 855</b>	<b>14 727</b>	<b>7 885</b>
In-school secondary									
Total employee related	6 644	6 316	6 457	7 097	7 109	6 029	7 520	10 019	6 636
Teachers	5 802	5 607	5 263	5 915	5 903	5 215	6 689	7 138	5 689
Other staff (f)	842	709	1 195	1 183	1 207	814	832	2 881	948
Other operating (g)	1 883	1 572	1 958	1 811	1 854	2 301	1 437	4 487	1 840
User cost of capital	1 505	776	985	2 313	1 233	1 043	2 394	632	1 325
Depreciation	393	461	374	288	333	243	776	1 000	401
<b>Total</b>	<b>10 425</b>	<b>9 125</b>	<b>9 774</b>	<b>11 509</b>	<b>10 530</b>	<b>9 616</b>	<b>12 128</b>	<b>16 138</b>	<b>10 203</b>
Out-of-school									
Total employee related	228	114	307	315	356	344	424	1 190	255
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	228	114	307	315	356	344	424	1 190	255
Other operating (g)	123	246	191	260	203	140	186	449	191
User cost of capital	44	60	30	3	4	-	-	124	37
Depreciation	1	6	23	7	14	12	-	21	9
<b>Total</b>	<b>396</b>	<b>426</b>	<b>551</b>	<b>584</b>	<b>578</b>	<b>496</b>	<b>610</b>	<b>1 784</b>	<b>490</b>
2000-01 (e)									
<b>Total</b>	<b>9 337</b>	<b>8 501</b>	<b>8 879</b>	<b>9 677</b>	<b>9 534</b>	<b>9 452</b>	<b>10 021</b>	<b>15 082</b>	<b>9 189</b>
Total employee related	5 616	5 671	5 918	6 151	6 430	6 078	6 644	9 093	5 880
In-school primary									
Total employee related	4 662	4 826	5 084	5 087	5 364	5 394	5 444	7 304	4 958
Teachers	4 047	4 081	4 066	4 184	4 265	4 516	4 529	5 593	4 134
Other staff (f)	615	746	1 018	903	1 099	878	915	1 711	824
Other operating (g)	1 574	1 289	1 256	1 334	1 860	1 831	1 079	2 971	1 464
User cost of capital	1 465	732	1 020	1 096	583	779	1 167	1 263	1 070
Depreciation	274	268	248	291	283	193	401	591	274
<b>Total</b>	<b>7 974</b>	<b>7 115</b>	<b>7 609</b>	<b>7 808</b>	<b>8 091</b>	<b>8 197</b>	<b>8 091</b>	<b>12 130</b>	<b>7 766</b>



Table 3A.8

Table 3A.8 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2003-04 \$ per FTE student) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary									
Total employee related	6 497	6 471	6 549	7 096	7 398	6 156	7 420	9 569	6 657
Teachers	5 640	5 616	5 312	5 892	5 888	5 303	6 565	6 996	5 638
Other staff (f)	856	855	1 237	1 204	1 510	853	855	2 572	1 019
Other operating (g)	2 068	1 461	1 551	1 810	1 914	2 240	1 503	4 406	1 807
User cost of capital	1 454	969	1 104	2 032	919	1 254	1 646	1 634	1 283
Depreciation	379	438	291	352	304	303	773	912	381
<b>Total</b>	<b>10 398</b>	<b>9 338</b>	<b>9 495</b>	<b>11 290</b>	<b>10 535</b>	<b>9 953</b>	<b>11 342</b>	<b>16 521</b>	<b>10 128</b>
Out-of-school									
Total employee related	217	172	314	327	353	357	333	1 137	264
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	217	172	314	327	353	357	333	1 137	264
Other operating (g)	135	227	233	255	193	136	171	330	195
User cost of capital	36	53	38	1	23	1	-	197	37
Depreciation	1	24	16	8	17	9	-	24	12
<b>Total</b>	<b>389</b>	<b>477</b>	<b>601</b>	<b>592</b>	<b>587</b>	<b>502</b>	<b>504</b>	<b>1 689</b>	<b>509</b>
2001-02 (e)									
<b>Total</b>	<b>9 711</b>	<b>8 765</b>	<b>9 133</b>	<b>9 825</b>	<b>9 679</b>	<b>9 699</b>	<b>10 190</b>	<b>16 514</b>	<b>9 477</b>
Total employee related	5 875	5 722	6 149	6 254	6 591	6 265	6 826	9 768	6 062
In-school primary									
Total employee related	4 883	4 871	5 318	5 156	5 460	5 525	5 700	7 666	5 115
Teachers	4 243	4 140	4 325	4 117	4 375	4 562	4 757	5 512	4 269
Other staff (f)	640	730	993	1 039	1 085	964	942	2 154	847
Other operating (g)	1 718	1 352	1 292	1 362	1 848	1 843	861	3 279	1 534
User cost of capital	1 461	786	1 067	1 318	599	733	1 012	1 570	1 116
Depreciation	270	240	189	278	253	185	428	732	253
<b>Total</b>	<b>8 332</b>	<b>7 248</b>	<b>7 867</b>	<b>8 114</b>	<b>8 160</b>	<b>8 285</b>	<b>8 001</b>	<b>13 247</b>	<b>8 018</b>
In-school secondary									
Total employee related	6 778	6 521	6 803	7 184	7 488	6 422	7 431	10 516	6 844
Teachers	5 883	5 666	5 471	5 944	5 900	5 479	6 567	7 249	5 776
Other staff (f)	895	854	1 332	1 240	1 588	943	863	3 267	1 068
Other operating (g)	2 226	1 768	1 641	1 842	1 918	2 206	1 420	4 735	1 958
User cost of capital	1 441	1 044	1 094	1 531	974	1 229	1 795	2 448	1 263
Depreciation	369	396	354	373	366	303	780	1 145	387
<b>Total</b>	<b>10 815</b>	<b>9 728</b>	<b>9 894</b>	<b>10 930</b>	<b>10 746</b>	<b>10 159</b>	<b>11 426</b>	<b>18 844</b>	<b>10 451</b>
Out-of-school									
Total employee related	227	177	304	366	416	359	371	1 273	278
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	227	177	304	366	416	359	371	1 273	278

Table 3A.8

**Table 3A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2003-04 \$ per FTE student) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other operating (g)	134	231	222	320	162	242	322	362	204
User cost of capital	14	57	–	–	26	3	–	1	20
Depreciation	2	38	21	9	3	14	0	3	15
<b>Total</b>	<b>378</b>	<b>503</b>	<b>547</b>	<b>695</b>	<b>608</b>	<b>617</b>	<b>693</b>	<b>1 638</b>	<b>518</b>
2002-03									
<b>Total</b>	<b>10 431</b>	<b>9 184</b>	<b>9 291</b>	<b>10 186</b>	<b>9 703</b>	<b>9 830</b>	<b>10 823</b>	<b>15 132</b>	<b>9 881</b>
Total employee related	6 707	5 764	6 317	6 553	6 649	6 377	7 186	8 839	6 413
In-school primary									
Total employee related	5 618	4 884	5 553	5 458	5 701	5 601	6 031	7 016	5 453
Teachers	4 873	4 153	4 478	4 258	4 649	4 592	4 905	4 697	4 533
Other staff (f)	745	731	1 076	1 200	1 052	1 009	1 126	2 319	919
Other operating (g)	1 691	1 486	1 334	1 326	1 978	1 809	1 190	2 771	1 566
User cost of capital	1 391	881	1 082	1 219	602	747	974	1 382	1 106
Depreciation	266	307	229	280	260	184	461	672	275
<b>Total</b>	<b>8 966</b>	<b>7 558</b>	<b>8 199</b>	<b>8 283</b>	<b>8 541</b>	<b>8 341</b>	<b>8 655</b>	<b>11 841</b>	<b>8 400</b>
In-school secondary									
Total employee related	7 670	6 559	6 887	7 437	7 210	6 508	7 924	8 634	7 176
Teachers	6 660	5 718	5 517	6 172	5 734	5 491	6 932	6 184	6 073
Other staff (f)	1 010	841	1 370	1 265	1 477	1 018	991	2 450	1 103
Other operating (g)	2 255	1 923	1 709	1 935	1 430	2 260	1 603	4 138	1 993
User cost of capital	1 341	1 299	1 119	1 552	930	1 236	1 764	2 302	1 296
Depreciation	361	522	289	366	349	297	821	1 010	401
<b>Total</b>	<b>11 628</b>	<b>10 303</b>	<b>10 004</b>	<b>11 290</b>	<b>9 921</b>	<b>10 302</b>	<b>12 112</b>	<b>16 085</b>	<b>10 865</b>
Out-of-school									
Total employee related	255	195	286	398	413	391	319	1 342	292
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	255	195	286	398	413	391	319	1 342	292
Other operating (g)	111	276	126	421	245	249	322	685	209
User cost of capital	16	11	13	15	11	3	–	0	13
Depreciation	1	21	21	10	3	14	–	2	11
<b>Total</b>	<b>384</b>	<b>503</b>	<b>446</b>	<b>844</b>	<b>673</b>	<b>657</b>	<b>641</b>	<b>2 030</b>	<b>526</b>
2003-04									
<b>Total</b>	<b>10 334</b>	<b>9 324</b>	<b>9 548</b>	<b>10 459</b>	<b>10 146</b>	<b>9 828</b>	<b>11 748</b>	<b>14 844</b>	<b>10 003</b>
Total employee related	6 648	6 029	6 363	6 770	7 048	6 506	7 966	9 131	6 536
In-school primary									
Total employee related	5 587	5 084	5 602	5 733	5 914	5 703	6 830	7 022	5 558
Teachers	4 921	4 458	4 581	4 419	4 640	4 673	5 531	4 768	4 668
Other staff (f)	666	625	1 021	1 313	1 274	1 030	1 299	2 253	890
Other operating (g)	1 711	1 284	1 283	1 482	1 745	1 761	1 547	2 598	1 514

Table 3A.8

**Table 3A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2003-04 \$ per FTE student) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
User cost of capital	1 349	1 168	1 219	1 192	713	696	898	1 327	1 189
Depreciation	213	274	247	307	258	178	483	425	254
<b>Total</b>	<b>8 860</b>	<b>7 809</b>	<b>8 350</b>	<b>8 713</b>	<b>8 630</b>	<b>8 338</b>	<b>9 758</b>	<b>11 372</b>	<b>8 515</b>
In-school secondary									
Total employee related	7 568	6 919	6 930	7 519	7 740	6 659	8 285	8 996	7 295
Teachers	6 720	6 064	5 613	6 145	6 025	5 600	7 086	6 626	6 224
Other staff (f)	848	855	1 317	1 373	1 715	1 059	1 199	2 370	1 071
Other operating (g)	2 302	1 867	1 719	2 214	1 965	2 174	1 804	3 792	2 057
User cost of capital	1 357	1 194	1 491	1 557	922	1 230	1 545	2 109	1 336
Depreciation	292	462	302	403	346	302	824	731	365
<b>Total</b>	<b>11 518</b>	<b>10 442</b>	<b>10 441</b>	<b>11 692</b>	<b>10 972</b>	<b>10 365</b>	<b>12 458</b>	<b>15 628</b>	<b>11 053</b>
Out-of-school									
Total employee related	252	191	283	413	484	398	487	1 505	301
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	252	191	283	413	484	398	487	1 505	301
Other operating (g)	125	211	148	284	183	224	299	660	183
User cost of capital	9	12	5	5	12	2	–	0	8
Depreciation	1	18	8	3	3	7	–	3	7
<b>Total</b>	<b>387</b>	<b>433</b>	<b>444</b>	<b>705</b>	<b>682</b>	<b>631</b>	<b>786</b>	<b>2 169</b>	<b>500</b>

FTE = Full time equivalent.

- (a) Total government expenditure on government schools (table 3A.7), divided by two year average FTE student population. See footnotes to table 3A.7.
- (b) Actual user cost of capital for Victoria, Queensland and the ACT have been removed before applying a user cost of capital charge of 8 per cent across jurisdictions. This is to achieve greater comparability across jurisdictions.
- (c) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to all jurisdictions.
- (d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).
- (e) Some 1999-2000, 2000-01 and 2001-02 data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in MCEETYA, or other, publications.
- (f) Includes redundancy payments.
- (g) Includes grants and subsidies.
- .. Not applicable. – Nil or rounded to zero.

Source: Derived from MCEETYA (unpublished), MCEETYA 2004 National Schools Statistics Collection 2003, Melbourne; MCEETYA 2005, National Schools Statistics Collection 2004, Melbourne; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; Tasmanian Government (unpublished).

Table 3A.9

## Table 3A.9 Real Australian, State and Territory government recurrent expenditure (a)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Australian Government specific purpose payments for government schools, including capital grants (\$'000) (b)									
2003-04	753 648	516 689	447 070	227 572	169 379	62 207	33 662	54 112	2 264 339
Australian Government specific purpose payments for government schools, excluding capital grants (\$'000) (b)									
2003-04	670 209	457 741	398 453	201 817	150 598	55 408	29 541	50 993	2 014 760
State and Territory net recurrent expenditure on government schools, including user cost of capital (\$'000) (c)									
2003-04	7 062 834	4 554 644	3 884 220	2 210 310	1 574 580	557 713	396 529	376 767	20 617 607
Australian, State and Territory government recurrent expenditure on government schools, including user cost of capital (\$'000) (d)									
2003-04	7 733 043	5 012 385	4 282 673	2 412 127	1 725 178	613 121	426 070	427 760	22 632 367
Australian Government specific purpose recurrent payments for non-government schools (\$'000) (c)									
2003-04	1 442 916	1 134 806	784 575	426 025	326 641	86 640	90 138	47 548	4 339 289
State and Territory recurrent payments to non-government schools (\$'000)									
2003-04	607 477	299 247	367 098	200 761	104 094	32 810	33 432	27 838	1 672 757
Australian, State and Territory government recurrent expenditure on non-government schools (\$'000) (d)									
2003-04	2 050 393	1 434 053	1 151 673	626 786	430 735	119 450	123 570	75 386	6 012 046
Australian, State and Territory government recurrent expenditure on all schools, including user cost of capital (\$'000) (e)									
2003-04	9 783 436	6 446 438	5 434 346	3 038 913	2 155 913	732 571	549 640	503 146	28 644 413
Average FTE student population in government schools (no.)									
1999-2000	763 584	527 849	429 709	227 675	178 330	64 473	38 620	29 179	2 259 419
2000-01	759 288	531 799	434 472	226 275	176 850	64 023	38 221	29 169	2 260 096
2001-02	755 770	534 549	439 422	230 122	174 783	63 209	37 655	28 806	2 264 315
2002-03	752 993	536 176	444 287	232 752	172 176	62 757	36 975	28 754	2 266 868
2003-04	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 816	2 262 607
Average FTE student population in non-government schools (no.)									
1999-2000	330 678	271 693	170 629	90 688	74 695	20 828	21 878	8 383	989 471
2000-01	339 519	275 468	174 169	93 329	76 105	20 845	22 404	8 488	1 010 326
2001-02	347 842	279 386	177 713	98 231	77 955	20 928	23 065	8 488	1 033 608

REPORT ON  
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SERVICES 2006

SCHOOL  
EDUCATION

Table 3A.9

## Table 3A.9 Real Australian, State and Territory government recurrent expenditure (a)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2002-03	354 586	282 721	182 238	102 945	80 138	21 092	23 513	8 518	1 055 750
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 510
Average FTE student population in all schools (no.)									
1999-2000	1 094 262	799 429	600 230	318 363	253 010	85 300	60 706	37 340	3 248 639
2000-01	1 098 807	807 154	608 534	319 605	252 941	84 867	60 832	37 435	3 270 171
2001-02	1 103 612	813 936	617 135	328 353	252 739	84 138	60 720	37 294	3 297 923
2002-03	1 107 579	818 896	626 525	335 697	252 314	83 849	60 488	37 272	3 322 619
2003-04	1 108 750	822 721	636 125	336 011	252 149	83 802	60 108	37 452	3 337 118
Real government recurrent expenditure per FTE student in government schools, including user cost of capital (2003-04 \$ per student) (f)									
1999-2000	9 456	8 414	9 175	9 546	9 153	9 518	10 357	16 917	9 275
2000-01	9 337	8 501	8 879	9 677	9 534	9 452	10 021	15 082	9 189
2001-02	9 711	8 765	9 133	9 825	9 679	9 699	10 190	16 514	9 477
2002-03	10 431	9 184	9 291	10 186	9 703	9 830	10 823	15 132	9 881
2003-04	10 334	9 324	9 548	10 459	10 146	9 828	11 748	14 844	10 003
Real government recurrent expenditure per FTE student in non-government schools (2003-04 \$ per student) (f), (g)									
1999-2000	4 586	4 051	4 865	4 989	4 209	4 469	4 233	7 369	4 509
2000-01	5 135	4 570	5 449	5 729	4 771	4 865	4 667	6 996	5 062
2001-02	5 219	4 635	5 571	5 698	4 954	5 221	4 805	8 487	5 165
2002-03	5 201	4 680	5 512	5 350	4 909	5 130	4 759	8 508	5 123
2003-04	5 689	5 029	6 140	5 948	5 246	5 578	5 183	8 730	5 595
Real government recurrent expenditure per FTE student in all schools, including user cost of capital (2003-04 \$ per student)									
1999-2000	6 963	6 427	7 256	7 031	7 182	7 550	7 022	12 686	6 992
2000-01	7 004	6 580	7 122	7 504	7 596	7 584	7 175	12 048	7 092
2001-02	8 295	7 347	8 107	8 591	8 221	8 533	8 144	14 688	8 125
2002-03	8 756	7 629	8 192	8 703	8 180	8 648	8 466	13 617	8 369
2003-04	8 824	7 836	8 543	9 044	8 550	8 742	9 144	13 434	8 584

Table 3A.9

Table 3A.9 Real Australian, State and Territory government recurrent expenditure (a)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
User cost of capital for government schools, 2003-04 (\$'000) (h)									
Land	448 367	320 167	186 684	67 371	51 185	4 007	37 056	2 992	1 117 829
Other assets	570 241	319 691	406 016	238 080	84 756	53 655	5 972	42 171	1 720 582
<b>Total assets</b>	<b>1 018 608</b>	<b>639 859</b>	<b>592 700</b>	<b>305 450</b>	<b>135 941</b>	<b>57 662</b>	<b>43 029</b>	<b>45 163</b>	<b>2 838 411</b>
User cost of capital per FTE student in government schools, 2003-04 (\$) (g), (h)									
Land	599	596	416	292	301	64	1 022	104	494
Other assets	762	595	905	1 032	498	860	165	1 463	760
<b>Total assets</b>	<b>1 361</b>	<b>1 190</b>	<b>1 321</b>	<b>1 324</b>	<b>799</b>	<b>924</b>	<b>1 186</b>	<b>1 567</b>	<b>1 254</b>

(a) This table integrates information from tables 3A.6 to 3A.8 and 3A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled, for the purpose of comparison to previous years' reporting. Where it is stated the UCC is included, this relates to government school expenditure only. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

(b) See table 3A.6 for explanations on the derivation of these figures.

(c) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

(d) See table 3A.7 for explanations on the derivation of these figures.

(e) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

(f) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

(g) Figures are derived by dividing Australian, State and Territory government expenditure on non-government schools by average student population in 2003 and 2004.

(h) User cost of capital is assumed to be 8 per cent of the value of land and other assets. Other assets comprise buildings and equipment. Asset values are reported in table 3A.10.

Table 3A.9

**Table 3A.9 Real Australian, State and Territory government recurrent expenditure (a)**

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
<i>Source:</i>	ABS 2000 Schools Australia 1999, Cat.no. 4221.0; ABS 2001 Schools Australia 2000, Cat.no. 4221.0; ABS 2002 Schools Australia 2001, Cat.no. 4221.0; ABS 2003 Schools Australia 2002, Cat.no. 4221.0; ABS 2004 Schools Australia 2003, Cat.no. 4221.0; ABS 2005 Schools Australia 2004, Cat.no. 4221.0; DEST (unpublished); MCEETYA (unpublished); MCEETYA 2004 National Schools Statistics Collection 2003, Melbourne; MCEETYA 2005 National Schools Statistics Collection 2004, Melbourne; State and Territory governments (unpublished).								

Table 3A.10

	NSW (e)	Vic (f)	Qld (g)	WA	SA	Tas	ACT (h)	NT	Aust
<b>Value of capital stock, government schools (\$'000) (a) (b) (c) (d)</b>									
1999-2000									
<b>Total assets (gross)</b>	<b>17 178 320</b>	<b>na</b>	<b>7 443 915</b>	<b>3 770 809</b>	<b>na</b>	<b>na</b>	<b>605 128</b>	<b>na</b>	<b>na</b>
Less accumulated depreciation	4 120 892	na	2 294 499	190 579	na	na	42 520	na	na
<b>Total assets (WDV) (c)</b>	<b>13 057 428</b>	<b>na</b>	<b>5 149 416</b>	<b>3 580 230</b>	<b>na</b>	<b>na</b>	<b>562 608</b>	<b>na</b>	<b>na</b>
Land	3 363 568	1 979 655	992 909	861 679	352 397	51 250	29 160	na	na
Buildings, equipment and other	9 693 860	3 231 278	4 156 507	2 718 551	1 132 054	684 796	533 448	na	na
Annual depreciation	220 450	174 357	138 538	50 125	51 050	14 404	19 550	na	na
2000-01									
<b>Total assets (gross)</b>	<b>17 376 096</b>	<b>na</b>	<b>7 687 434</b>	<b>3 957 571</b>	<b>na</b>	<b>na</b>	<b>608 542</b>	<b>na</b>	<b>na</b>
Less accumulated depreciation	4 331 181	na	2 104 441	246 411	na	na	61 339	na	na
<b>Total assets (WDV) (c)</b>	<b>13 044 915</b>	<b>na</b>	<b>5 582 993</b>	<b>3 711 160</b>	<b>na</b>	<b>na</b>	<b>547 203</b>	<b>na</b>	<b>na</b>
Land	3 371 570	2 153 532	1 164 749	855 363	349 811	50 718	29 160	40 595	8 015 498
Buildings, equipment and other	9 673 345	3 388 982	4 418 244	2 855 797	1 082 560	671 438	518 044	583 795	23 192 205
Annual depreciation	221 181	171 423	113 095	67 760	49 617	14 642	19 707	21 031	678 456
2001-02 (h)									
<b>Total assets (gross)</b>	<b>17 608 511</b>	<b>na</b>	<b>7 810 571</b>	<b>4 038 088</b>	<b>na</b>	<b>na</b>	<b>576 794</b>	<b>na</b>	<b>na</b>
Less accumulated depreciation	4 539 285	na	2 130 601	308 261	na	na	24 845	na	na
<b>Total assets (WDV) (c)</b>	<b>13 069 226</b>	<b>na</b>	<b>5 679 970</b>	<b>3 729 827</b>	<b>na</b>	<b>na</b>	<b>551 949</b>	<b>na</b>	<b>na</b>
Land	5 684 930	2 648 324	1 259 538	856 370	443 798	50 716	39 141	28 021	11 010 838
Buildings, equipment and other	7 384 296	3 325 485	4 420 432	2 873 457	1 115 603	654 105	512 808 347	592 182	533 173 907
Annual depreciation	224 073	219 447	119 878	73 046	49 246	15 023	22 421	21 551	744 685
2002-03 (g)									
<b>Total assets (gross)</b>	<b>19 937 356</b>	<b>na</b>	<b>8 763 020</b>	<b>4 131 777</b>	<b>3 164 221</b>	<b>na</b>	<b>558 613</b>	<b>578 320</b>	<b>na</b>
Less accumulated depreciation	7 251 296	na	2 409 350	366 834	1 637 997	na	44 528	199 918	na
<b>Total assets (WDV) (c)</b>	<b>12 686 060</b>	<b>na</b>	<b>6 353 670</b>	<b>3 764 943</b>	<b>1 526 224</b>	<b>na</b>	<b>514 085</b>	<b>378 402</b>	<b>na</b>
Land	5 496 036	3 211 824	1 531 106	855 391	440 283	50 489	39 141	37 563	11 661 833



Table 3A.10

Value of capital stock, government schools (\$'000) (a) (b) (c) (d)										
	NSW (e)	Vic (f)	Qld (g)	WA	SA	Tas	ACT (h)	NT	Aust	
Buildings, equipment and other	7 190 024	3 991 643	4 822 564	2 909 552	1 085 941	679 213	514 084	540 757	21 733 778	
Annual depreciation	224 073	219 447	119 878	73 046	49 246	15 023	22 421	21 551	744 685	
2003-04 (g)										
<b>Total assets (gross)</b>	<b>20 169 931</b>	<b>8 099 688</b>	<b>10 096 745</b>	<b>4 290 915</b>	<b>3 372 888</b>	<b>1 193 599</b>	<b>604 594</b>	<b>792 301</b>	<b>48 620 661</b>	
Less accumulated depreciation	7 437 330	101 456	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 140 534	
<b>Total assets (WDV) (c)</b>	<b>12 732 601</b>	<b>7 998 232</b>	<b>7 408 754</b>	<b>3 818 115</b>	<b>1 699 260</b>	<b>720 770</b>	<b>537 857</b>	<b>564 538</b>	<b>35 480 127</b>	
Land	5 604 592	4 002 093	2 333 550	842 133	639 810	50 085	463 204	37 403	13 972 870	
Buildings, equipment and other	7 128 009	3 996 139	5 075 204	2 975 982	1 059 450	670 685	74 653	527 135	21 507 257	
Annual depreciation	184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526	

(a) Table 3A.11 contains information on the treatment of assets.

(b) The value of capital stock is consistent with the written down value treatment of capital assets from 2000.

(c) The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation. (Less Public Private Leaseholds for NSW).

(d) Depreciation costs align with MCEETYA treatment.

(e) Asset values for NSW in 1999-2000 to 2002-03 are in written down values (net of accumulated depreciation) to align with MCEETYA treatment. The change in WDV of assets in 2001-02 is due to a revaluation of all assets by NSW Department of Education and Training in that year and the alignment of WDV numbers with MCEETYA. Total assets (gross) reported do not include \$27 942 million of Public Private Financial Lease Projects. If the value of these leases was included, the total assets (gross) would equal \$20 198 billion, instead of \$20 170 billion. The value of these finance lease assets are not included in the calculation of UCC charges in table 3A.9

(f) In Victoria, heritage and cultural components are not considered as valuations are on the basis of replacement value. The annual depreciation charge consists of depreciation on buildings and leasehold improvements, plant and equipment.

(g) From 2002-03 onwards Queensland data include intangible assets, at a gross value of \$38.9 million (in 2002-03) and related accumulated amortisation of \$19.2 million (in 2002-03).

(h) The difference between asset levels for the ACT in 2001-02 and previous years is due partly to the transfer of some assets to another agency as a result of changes to Administrative Arrangements Orders. Previous years' results also included some items not directly related to government schooling such as preschools, child care centres and other assets.

na Not available.

Source : State and Territory governments (unpublished).

Table 3A.11

**Table 3A.11 Treatment of assets by school education agencies (a), (b), (c)**

Depreciation method	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		
	Depreciable assets	Straight-line	Straight Line	Fair value	Straight Line	Fair value	Straight line	Fair value	Straight Line	Market value	Market value	Market value	Market value	Market value	Cost as at 1 July 2002	Straight Line	Fair value
Revaluation method	Land	Fair value	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value	Fair value	Market value	Market value	Market value	Deprival	Historic cost	Cost as at 1 July 2002	Cost as at 1 July 2002	Fair value	Fair value
	Buildings	Fair value	Fair value	na	Fair value	Fair value	Fair value	Fair value	Market value	Market value	Market value	Deprival	Historic cost	Cost as at 1 July 2002	Cost as at 1 July 2002	Fair value	Fair value
	Other assets	Fair value	Fair value	na	Fair value	Fair value	Fair value	Fair value	Market value	Market value	Market value	Deprival or market value	Historic cost	Cost as at 1 July 2002	Cost as at 1 July 2002	na	na
Frequency of revaluations	Land, buildings	5 years	3 years	3 years	5 years	5 years	3 years	3 years	3 years	3 years	3 years	5	5	na	na	5 years	5 years
	Other assets	Not revalued	na	na	na	na	As required	As required	3 years	3 years	3 years	na	na	na	na	na	na
Useful asset lives	Buildings	50 years	60 years	32-80 years	80 years	80 years	80 years	80 years	30 to 100 years	30 to 100 years	30 to 100 years	5-80 years	5-80 years	50 years	50 years	50 years	50 years
	Specialist equipment	3-30 years	na	5-20 years	8-12.5 years	8-12.5 years	8-12.5 years	8-12.5 years	..	..	..	na	na	5-20 years	5-20 years	na	na
	IT equipment	3-15 years	3-5 years	5 years	4-5 years	4-5 years	4-5 years	4-5 years	3-15 years	3-15 years	3-15 years	3-30 years	3-30 years	3-8 years	3-8 years	na	na
	Other vehicles	5-15 years	na	5-10 years	5 years	5 years	5 years	5 years	12-20 years	12-20 years	12-20 years	3-30 years	3-30 years	6 years	6 years	4-10 years	4-10 years
	Office equipment (d)	3-30 years	5-10 years	5-10 years	8 years	8 years	8 years	8 years	5-25 years	5-25 years	5-25 years	3-30 years	3-30 years	5-10 years	5-10 years	4-10 years	4-10 years
	Other equipment (e)	3-30 years	5-10 years	5-10 years	8-12.5 years	8-12.5 years	8-12.5 years	8-12.5 years	8-20 years	8-20 years	8-20 years	3-30 years	3-30 years	na	na	na	na
Threshold	Buildings	50 000	1 000	5 000	1 000	1 000	1 000	1 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	5 000	5 000
capitalisation levels	IT equipment	5 000	1 000	5 000	1 000	1 000	1 000	1 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	5 000	5 000
(\$)	Other assets	5 000	1 000	5 000	1 000	1 000	1 000	1 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	5 000	5 000

(a) Market value (MV) is the current (net) value market selling price or exchange value; deprival value may be either the depreciated replacement cost of an asset of a similar service potential or the stream of its future economic benefits. DRC = the depreciated replacement cost; CV = the current value; MV = the current (net) value, market selling price or exchange value; and deprival value may be either the DRC of an asset of a similar service potential or the stream of its future economic benefits

(b) Estimated as 1/depreciation rate.

(c) Asset lives for some assets have been grouped with other classifications.

Table 3A.11

**Table 3A.11 Treatment of assets by school education agencies (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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(d) For some jurisdictions, office equipment includes furniture and fittings.

(e) For some jurisdictions, other equipment includes information technology.

na Not available. .. Not applicable.

Source: State and Territory governments (unpublished).

Table 3A.12

**Table 3A.12 Students-to-staff ratios, 2004 (a)**

	<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>
Government schools									
Teaching staff (b)									
Primary schools	17.0	16.2	15.4	16.2	16.2	15.9	14.2	13.5	16.2
Secondary schools	12.5	12.1	13.0	11.7	12.5	13.2	11.8	11.0	12.4
All schools	14.8	14.2	14.4	14.3	14.6	14.6	13.0	12.6	14.5
Non-teaching school staff (c), (d)									
Primary schools	57.8	57.4	41.6	30.9	41.9	41.2	48.8	30.7	46.9
Secondary schools	49.6	48.0	36.6	35.0	33.3	39.4	48.6	31.4	42.8
All schools	54.1	53.1	39.7	32.2	38.4	40.5	48.7	30.9	45.2
All school staff (e)									
Primary schools	13.2	12.7	11.3	10.6	11.7	11.5	11.0	9.3	12.0
Secondary schools	10.0	9.7	9.6	8.8	9.1	9.9	9.5	8.2	9.6
All schools	11.7	11.2	10.6	9.9	10.6	10.7	10.3	8.9	11.0
Non-government schools									
Teaching staff (b)									
Primary schools	17.2	16.4	16.6	17.0	17.2	17.2	17.9	18.1	16.9
Secondary schools	11.9	11.7	12.5	12.4	12.1	12.4	12.8	9.8	12.0
All schools	14.1	13.6	14.3	14.5	14.6	14.3	14.9	13.4	14.1
Non-teaching school staff (c), (d)									
Primary schools	61.7	54.4	36.3	31.0	53.7	39.4	71.7	32.2	47.9
Secondary schools	38.0	30.2	27.4	29.9	30.5	30.3	35.0	18.7	31.8
All schools	47.2	38.6	31.4	30.5	40.9	34.1	46.5	24.8	38.4
All school staff (e)									
Primary schools	13.5	12.6	11.4	11.0	13.0	12.0	14.3	11.6	12.5
Secondary schools	9.1	8.4	8.6	8.8	8.7	8.8	9.4	6.4	8.7
All schools	10.9	10.1	9.8	9.8	10.8	10.1	11.3	8.7	10.3
All schools									
Teaching staff (b)									
Primary schools	17.1	16.3	15.7	16.4	16.5	16.2	15.4	14.2	16.4
Secondary schools	12.3	12.0	12.8	12.0	12.3	12.9	12.2	10.6	12.3
All schools	14.6	14.0	14.4	14.3	14.6	14.5	13.7	12.8	14.3
Non-teaching school staff (c), (d)									
Primary schools	58.9	56.4	40.1	30.9	45.0	40.8	55.3	31.0	47.2
Secondary schools	44.6	38.9	32.7	32.8	32.3	36.2	41.5	26.3	37.9
All schools	49.6	44.7	35.0	29.1	35.5	33.2	38.5	22.8	40.0
All school staff (e)									
Primary schools	13.2	12.6	11.3	10.7	12.1	11.6	12.0	9.7	12.2
Secondary schools	9.6	9.1	9.2	8.8	8.9	9.5	9.4	7.6	9.3
All schools	11.4	10.8	10.4	9.9	10.7	10.6	10.7	8.9	10.7

(a) FTE students and FTE staff.

Table 3A.12 **Students-to-staff ratios, 2004 (a)**

	<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>
(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum).									
(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).									
(d) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by: <ul style="list-style-type: none"> <li>• the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers)</li> <li>• the proportion of administrative work undertaken outside the school (because administrative tasks such as personnel management are centralised in some jurisdictions but undertaken at the school level in others)</li> <li>• the extent to which technology is applied to teaching, learning and school administration</li> <li>• the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching</li> <li>• the degree to which schools contract out services.</li> </ul>									
(e) School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).									

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0, Canberra.

Table 3A.13

Table 3A.13 **Distribution of school sizes — government schools, 2004 (per cent) (a)**

	<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>
Primary schools, by size									
1–20	7.7	4.3	11.2	3.3	1.1	1.4	–	17.1	6.4
21–35	8.2	6.1	8.3	4.7	6.2	3.5	1.5	13.4	7.0
36–100	15.9	16.1	20.1	13.3	18.5	19.7	9.0	18.3	16.8
101–200	13.1	19.4	10.4	17.6	20.1	20.4	26.9	6.1	15.4
201–300	15.5	20.1	9.6	20.7	27.4	28.2	16.4	22.0	17.5
301–600	31.8	28.3	23.2	35.0	25.6	24.6	46.3	23.2	29.0
601–1000	7.8	5.4	15.4	5.3	1.1	2.1	–	–	7.5
1001+	0.1	0.2	1.8	–	–	–	–	–	0.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	–	0.5	1.0	–	–	–	–	0.2
36–100	–	2.7	1.1	3.1	–	–	–	–	1.1
101–200	2.7	4.2	6.0	5.1	5.4	–	–	–	3.9
201–300	4.9	6.5	4.9	7.1	9.5	7.7	9.1	18.2	6.1
301–600	19.8	25.6	24.0	20.4	33.8	48.7	22.7	36.4	24.3
601–1000	51.4	32.4	31.7	38.8	36.5	33.3	68.2	36.4	40.6
1001+	21.2	28.6	31.7	24.5	14.9	10.3	–	9.1	23.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Combined primary/secondary schools, by size (b)									
1–20	–	3.6	–	9.4	5.2	–	–	1.9	3.5
21–35	–	–	–	–	–	–	–	–	–
36–100	15.2	5.5	17.6	26.0	29.9	8.0	–	7.7	17.9
101–200	24.2	14.5	20.0	19.8	5.2	16.0	–	40.4	19.4
201–300	47.0	29.1	29.4	22.9	29.9	48.0	–	26.9	31.2
301–600	7.6	21.8	18.8	17.7	20.8	24.0	–	15.4	17.4
601–1000	1.5	16.4	3.5	3.1	3.9	4.0	33.3	7.7	5.4
1001+	4.5	9.1	10.6	1.0	5.2	–	66.7	–	5.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Data are based on full time equivalent students.

(b) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS Schools Australia (unpublished).

Table 3A.14

Table 3A.14 **Distribution of school sizes — non-government schools, 2004 (per cent) (a)**

	<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>
Primary schools, by size									
1–20	2.5	1.8	1.6	2.6	0.9	–	3.8	5.9	2.1
21–35	5.1	4.3	3.7	5.3	0.9	–	–	5.9	4.2
36–100	14.6	14.2	20.1	21.7	13.2	13.8	7.7	35.3	16.0
101–200	27.2	30.0	24.6	19.7	29.8	55.2	15.4	17.6	27.3
201–300	14.6	22.7	9.8	23.7	26.3	13.8	26.9	5.9	18.0
301–600	31.7	24.5	38.1	23.7	24.6	17.2	34.6	29.4	29.1
601–1000	4.3	2.5	2.0	3.3	4.4	–	11.5	–	3.3
1001+	–	–	–	–	–	–	–	–	–
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Secondary schools, by size									
1–20	1.4	–	1.2	2.7	5.0	–	–	–	1.2
21–35	1.4	2.0	1.2	–	–	–	–	–	1.2
36–100	3.5	2.0	9.8	10.8	5.0	14.3	–	42.9	6.0
101–200	0.7	2.0	7.3	8.1	5.0	14.3	–	14.3	3.7
201–300	0.7	5.9	8.5	5.4	5.0	–	–	14.3	4.5
301–600	25.9	16.8	35.4	18.9	40.0	28.6	–	28.6	25.4
601–1000	49.0	44.6	26.8	45.9	40.0	28.6	–	–	40.8
1001+	17.5	26.7	9.8	8.1	–	14.3	100.0	–	17.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Combined primary/secondary schools, by size (a)									
1–20	3.0	–	1.8	6.9	–	11.8	–	11.1	2.9
21–35	–	–	–	–	–	–	–	–	–
36–100	8.5	6.9	4.5	22.3	5.7	15.7	–	5.6	9.3
101–200	6.8	5.8	8.0	8.6	3.8	19.6	–	11.1	7.3
201–300	15.0	10.4	12.5	12.6	9.4	7.8	30.0	22.2	12.8
301–600	28.0	25.9	21.9	15.4	25.5	15.7	20.0	33.3	24.3
601–1000	25.0	24.3	22.3	13.7	37.7	25.5	10.0	16.7	23.1
1001+	13.8	26.6	29.0	20.6	17.9	3.9	40.0	–	20.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Data are based on full time equivalent students.

(b) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS Schools Australia (unpublished).

Table 3A.15

Table 3A.15 **Distribution of school sizes — all schools, 2004 (per cent) (a)**

	<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>
Primary schools, by size									
1–20	6.5	3.7	9.3	3.2	1.1	1.2	1.1	15.2	5.4
21–35	7.4	5.6	7.3	4.8	5.1	2.9	1.1	12.1	6.4
36–100	15.6	15.6	20.1	15.2	17.4	18.7	8.6	21.2	16.6
101–200	16.5	22.2	13.3	18.1	22.1	26.3	23.7	8.1	18.2
201–300	15.3	20.8	9.6	21.4	27.2	25.7	19.4	19.2	17.6
301–600	31.8	27.3	26.2	32.4	25.4	23.4	43.0	24.2	29.0
601–1000	7.0	4.6	12.7	4.8	1.8	1.8	3.2	–	6.5
1001+	0.0	0.1	1.4	–	–	–	–	–	0.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Secondary schools, by size									
1–20	0.4	–	0.4	0.7	1.1	–	–	–	0.3
21–35	0.4	0.6	0.8	0.7	–	–	–	–	0.5
36–100	1.0	2.5	3.8	5.2	1.1	2.2	–	16.7	2.5
101–200	2.2	3.6	6.4	5.9	5.3	2.2	–	5.6	3.8
201–300	3.7	6.3	6.0	6.7	8.5	6.5	7.4	16.7	5.7
301–600	21.5	23.1	27.5	20.0	35.1	45.7	18.5	33.3	24.6
601–1000	50.7	35.8	30.2	40.7	37.2	32.6	55.6	22.2	40.6
1001+	20.2	28.1	24.9	20.0	11.7	10.9	18.5	5.6	21.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Combined primary/secondary schools, by size (b)									
1–20	2.6	0.6	1.3	7.7	2.2	7.9	–	4.3	3.0
21–35	–	–	–	–	–	–	–	–	–
36–100	9.4	6.7	8.1	23.6	15.8	13.2	–	7.1	11.6
101–200	9.2	7.3	11.3	12.5	4.4	18.4	–	32.9	10.5
201–300	19.5	13.7	17.2	16.2	18.0	21.1	26.1	25.7	17.8
301–600	25.1	25.2	21.0	16.2	23.5	18.4	17.4	20.0	22.5
601–1000	21.7	22.9	17.2	10.0	23.5	18.4	13.0	10.0	18.4
1001+	12.4	23.6	23.9	13.7	12.6	2.6	43.5	–	16.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Data are based on full time equivalent students.

(b) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS Schools Australia (unpublished).



Table 3A.16

Table 3A.16 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas (b)	ACT	NT	Aust
2000 (August)									
Government schools									
Primary students	455 914	313 369	278 190	144 087	115 387	36 770	21 409	20 947	1 386 073
Secondary students	303 709	214 820	152 212	81 680	58 790	26 033	16 992	7 978	862 214
<b>Total students</b>	<b>759 623</b>	<b>528 189</b>	<b>430 402</b>	<b>225 767</b>	<b>174 177</b>	<b>62 803</b>	<b>38 401</b>	<b>28 925</b>	<b>2 248 287</b>
Primary	1 648	1 236	985	517	452	142	67	91	5 138
Secondary	393	266	188	95	75	39	22	12	1 090
Combined	64	48	75	88	74	26	3	42	420
Special	82	79	49	66	20	8	4	5	313
<b>Total schools</b>	<b>2 187</b>	<b>1 629</b>	<b>1 297</b>	<b>766</b>	<b>621</b>	<b>215</b>	<b>96</b>	<b>150</b>	<b>6 961</b>
Non-government schools									
Primary students	173 046	138 351	87 970	47 960	43 959	10 450	10 877	5 195	517 808
Secondary students	161 647	135 155	84 540	44 034	31 223	10 284	11 174	3 273	481 330
<b>Total students</b>	<b>334 693</b>	<b>273 506</b>	<b>172 510</b>	<b>91 994</b>	<b>75 182</b>	<b>20 734</b>	<b>22 051</b>	<b>8 468</b>	<b>999 138</b>
Primary	535	449	235	155	119	33	26	15	1 567
Secondary	141	103	74	38	25	7	6	6	400
Combined	192	129	110	82	52	26	9	11	611
Special	33	14	2	2	3	1	1	-	56
<b>Total schools</b>	<b>901</b>	<b>695</b>	<b>421</b>	<b>277</b>	<b>199</b>	<b>67</b>	<b>42</b>	<b>32</b>	<b>2 634</b>
All schools									
Primary students	628 960	451 720	366 160	192 047	159 346	47 220	32 286	26 142	1 903 881
Secondary students	465 356	349 975	236 752	125 714	90 013	36 317	28 166	11 251	1 343 544
<b>Total students</b>	<b>1 094 316</b>	<b>801 695</b>	<b>602 912</b>	<b>317 761</b>	<b>249 359</b>	<b>83 537</b>	<b>60 452</b>	<b>37 393</b>	<b>3 247 425</b>
Primary	2 183	1 685	1 220	672	571	175	93	106	6 705
Secondary	534	369	262	133	100	46	28	18	1 490
Combined	256	177	185	170	126	52	12	53	1 031

Table 3A.16

Table 3A.16 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas (b)	ACT	NT	Aust
Special	115	93	51	68	23	9	5	5	369
<b>Total schools</b>	<b>3 088</b>	<b>2 324</b>	<b>1 718</b>	<b>1 043</b>	<b>820</b>	<b>282</b>	<b>138</b>	<b>182</b>	<b>9 595</b>
2004 (August)									
Government schools									
Primary students	440 309	316 143	287 406	150 222	108 786	35 918	19 788	19 801	1 378 373
Secondary students	303 920	220 073	161 400	79 544	57 080	25 069	16 033	8 534	871 653
<b>Total students</b>	<b>744 229</b>	<b>536 216</b>	<b>448 806</b>	<b>229 766</b>	<b>165 866</b>	<b>60 987</b>	<b>35 821</b>	<b>28 335</b>	<b>2 250 026</b>
Primary	1 652	1 221	969	511	438	142	67	82	5 082
Secondary	368	262	183	98	74	39	22	11	1 057
Combined	66	55	85	na	na	na	na	52	459
Special	106	80	47	na	na	na	na	5	340
<b>Total schools</b>	<b>2 192</b>	<b>1 618</b>	<b>1 284</b>	<b>775</b>	<b>609</b>	<b>214</b>	<b>96</b>	<b>150</b>	<b>6 938</b>
Non-government schools									
Primary students	183 670	139 279	98 738	55 855	48 664	10 491	11 607	5 114	553 418
Secondary students	179 150	146 805	91 411	50 445	33 992	11 086	12 352	3 581	528 822
<b>Total students</b>	<b>362 820</b>	<b>286 084</b>	<b>190 149</b>	<b>106 300</b>	<b>82 656</b>	<b>21 577</b>	<b>23 959</b>	<b>8 695</b>	<b>1 082 240</b>
Primary	514	437	244	152	114	29	26	17	1 533
Secondary	143	101	82	37	20	7	5	7	402
Combined	216	135	120	na	na	na	na	11	683
Special	32	17	3	na	na	na	na	-	59
<b>Total schools</b>	<b>905</b>	<b>690</b>	<b>449</b>	<b>289</b>	<b>200</b>	<b>66</b>	<b>43</b>	<b>35</b>	<b>2 677</b>
All schools									
Primary students	623 979	455 422	386 144	206 077	157 450	46 409	31 395	24 915	1 931 791
Secondary students	483 070	366 878	252 811	129 989	91 072	36 155	28 385	12 115	1 400 475
<b>Total students</b>	<b>1 107 049</b>	<b>822 300</b>	<b>638 955</b>	<b>336 066</b>	<b>248 522</b>	<b>82 564</b>	<b>59 780</b>	<b>37 030</b>	<b>3 332 266</b>
Primary	2 166	1 658	1 213	663	552	171	93	99	6 615

Table 3A.16

Table 3A.16 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas (b)	ACT	NT	Aust
Secondary	511	363	265	135	94	46	27	18	1 459
Combined	282	190	205	na	na	na	na	63	1 142
Special	138	97	50	na	na	na	na	5	399
<b>Total schools</b>	<b>3 097</b>	<b>2 308</b>	<b>1 733</b>	<b>1 064</b>	<b>809</b>	<b>280</b>	<b>139</b>	<b>185</b>	<b>9 615</b>

(a) Student numbers are full time students, not FTE students.

(b) Some student number data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in ABS, or other, publications.

Source: ABS 2001, *Schools Australia 2000*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; Tasmanian Government (unpublished).

Table 3A.17

**Table 3A.17 Change in number of schools and number of students, 2000–04 (per cent) (a)**

	<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>
2000–04 overall change									
Schools									
Government schools	0.2	-0.7	-1.0	1.2	-1.9	-0.5	–	–	-0.3
Non-government schools	0.4	-0.7	6.7	4.3	0.5	-1.5	2.4	9.4	1.6
All schools	0.3	-0.7	0.9	2.0	-1.3	-0.7	0.7	1.6	0.2
Students									
Government schools	-2.0	1.5	4.3	1.8	-4.8	-2.9	-6.7	-2.0	0.1
Non-government schools	8.4	4.6	10.2	15.6	9.9	4.1	8.7	2.7	8.3
All schools	1.2	2.6	6.0	5.8	-0.3	-1.2	-1.1	-1.0	2.6
2000–04 average annual change									
Schools									
Government schools	0.1	-0.2	-0.3	0.3	-0.5	-0.1	–	–	-0.1
Non-government schools	0.1	-0.2	1.7	1.1	0.1	-0.4	0.6	2.3	0.4
All schools	0.1	-0.2	0.2	0.5	-0.3	-0.2	0.2	0.4	0.1
Students									
Government schools	-0.5	0.4	1.1	0.4	-1.2	-0.7	-1.7	-0.5	0.0
Non-government schools	2.1	1.1	2.6	3.9	2.5	1.0	2.2	0.7	2.1
All schools	0.3	0.6	1.5	1.4	-0.1	-0.3	-0.3	-0.2	0.7

(a) Student numbers are full time students, not FTE students.

– Nil or rounded to zero.

Source: ABS 2001, *Schools Australia 2000*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0.

Table 3A.18

Table 3A.18 Indigenous full time students, 2004

Unit	NSW	Vic	Qld	WA	SA	Tas (a)	ACT	NT	Aust	
Total Indigenous students										
Government schools	no.	35 256	6 621	31 527	17 042	6 791	4 526	893	11 403	114 059
Non-government schools	no.	3 748	645	4 777	3 425	704	546	205	2 374	16 424
All schools	no.	39 004	7 266	36 304	20 467	7 495	5 072	1 098	13 777	130 483
Total non-Indigenous students										
Government schools	no.	708 973	529 595	417 279	212 724	159 075	56 461	34 928	16 932	2 135 967
Non-government schools	no.	359 072	285 439	185 372	102 875	81 952	21 031	23 754	6 321	1 065 816
All schools	no.	1 068 045	815 034	602 651	315 599	241 027	77 492	58 682	23 253	3 201 783
Total students										
Government schools	no.	744 229	536 216	448 806	229 766	165 866	60 987	35 821	28 335	2 250 026
Non-government schools	no.	362 820	286 084	190 149	106 300	82 656	21 577	23 959	8 695	1 082 240
All schools	no.	1 107 049	822 300	638 955	336 066	248 522	82 564	59 780	37 030	3 332 266
Indigenous students as a proportion of all students										
Government schools	%	4.7	1.2	7.0	7.4	4.1	7.4	2.5	40.2	5.1
Non-government schools	%	1.0	0.2	2.5	3.2	0.9	2.5	0.9	27.3	1.5
All schools	%	3.5	0.9	5.7	6.1	3.0	6.1	1.8	37.2	3.9
Indigenous students per 100 non-Indigenous students										
Government schools	no.	5.0	1.3	7.6	8.0	4.3	8.0	2.6	67.3	5.3
Non-government schools	no.	1.0	0.2	2.6	3.3	0.9	2.6	0.9	37.6	1.5
All schools	no.	3.7	0.9	6.0	6.5	3.1	6.5	1.9	59.2	4.1

(a) Some student number data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in ABS, or other, publications.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; Tasmanian Government (unpublished).

Table 3A.19

Table 3A.19 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
1991	24.2	26.2	12.7	19.7	17.9	6.7	24.0	32.4
1996	23.4	23.5	12.1	17.1	15.2	5.8	21.9	32.8
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Non-government schools								
1991	na	na	na	na	na	na	na	na
1996	na	na	na	na	na	na	na	na
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
All schools								
1991	na	na	na	na	na	na	na	na
1996	26.1	27.3	13.4	20.2	17.9	7.2	22.4	33.0
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8

- (a) The number of students from a language background other than English in each state/territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each state/territory in government schools, in non-government schools and in total.
- (b) Based on the numbers of students who fall into categories related to: home language (non-English or English); country of birth of student (non-English or English speaking country); and country of birth of one or both parents (non-English speaking country). Data include Indigenous students whose home language is not English.
- (c) The DEST definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions.
- (d) There have been some changes to the data collected in the 1996 and 2001 Censuses. Data may not be strictly comparable between 1996 and 2001.

**na** Not available.

Source: DEST (unpublished) based on the ABS (various years) Census of Population and Housing.

Table 3A.20

Table 3A.20 Funded students with disabilities, 2004 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total students with disabilities											
	Government schools	no.	37 180	23 141	15 573	7 309	12 916	2 954	1 603	4 246	104 922
	Non-government schools	no.	10 230	6 274	2 844	1 592	2 528	325	303	168	24 264
	All schools	no.	47 410	29 415	18 417	8 901	15 444	3 279	1 906	4 414	129 186
Total students											
	Government schools	no.	744 229	536 216	448 806	229 766	165 866	60 987	35 821	28 335	2 250 026
	Non-government schools	no.	362 820	286 084	190 149	106 300	82 656	21 577	23 959	8 695	1 082 240
	All schools	no.	1 107 049	822 300	638 955	336 066	248 522	82 564	59 780	37 030	3 332 266
Students with disabilities as a proportion of all students											
	Government schools	%	5.0	4.3	3.5	3.2	7.8	4.8	4.5	15.0	4.7
	Non-government schools	%	2.8	2.2	1.5	1.5	3.1	1.5	1.3	1.9	2.2
	All schools	%	4.3	3.6	2.9	2.6	6.2	4.0	3.2	11.9	3.9

(a) To be an eligible student with disabilities, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions, for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other States/Territories under funded students with disabilities. Other States/Territories fund these students with other specific programs.

(b) The 'funded' student data used by DEST, refers to the FTE number of students that qualify for DEST recurrent funding. This excludes Full Fee Paying Overseas students from both the government and non-government sectors as well as a number of schools in the NT (these are funded through the Grants Commission process), and on Christmas and Cocos Islands (funded through the Department of Transport and Regional Services). The DEST funded figures also include Pre Year 1 students in part time programmes in Queensland schools.

(c) FTE students.

Source: ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished).

Table 3A.21

Table 3A.21 **Student body mix, government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2000								
LBOTE (a)	23.4	23.5	12.1	17.1	15.2	5.8	21.9	32.8
Indigenous students	3.9	1.0	6.3	6.3	3.4	6.4	1.9	38.1
Students with disabilities (b)	4.2	3.4	3.0	4.0	4.5	4.7	3.7	14.9
Seniority profile (c)	10.2	11.5	12.2	12.1	10.8	12.5	16.6	7.8
Government students as % of all students	69.4	65.9	71.4	71.0	69.8	75.2	63.5	77.4
2001								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.1	1.1	6.5	6.4	3.6	6.7	2.1	38.3
Students with disabilities (b)	4.2	3.6	3.3	4.3	4.8	4.7	3.8	16.0
Seniority profile (c)	10.4	11.6	12.1	12.3	11.1	12.6	16.0	8.0
Government students as % of all students	68.7	65.8	71.2	70.3	69.3	74.9	62.6	77.2
2002								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.4	1.1	6.6	6.9	3.8	7.0	2.3	38.5
Students with disabilities (b)	4.4	3.9	3.2	3.1	6.9	4.7	3.8	15.8
Seniority profile (c)	10.6	11.7	12.2	12.2	11.1	12.4	16.0	8.8
Government students as % of all students	68.2	65.5	71.1	69.7	68.7	75.0	61.5	77.1
2003								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.5	1.1	6.9	7.2	3.9	7.2	2.3	40.0
Students with disabilities (b)	4.8	4.0	3.2	3.1	7.4	4.8	4.2	15.8
Seniority profile (c)	10.6	11.7	12.0	11.7	11.2	11.0	16.0	9.1
Government students as % of all students	67.7	65.4	70.7	68.9	67.8	74.7	60.8	77.1
2004								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.7	1.2	7.0	7.4	4.1	7.4	2.5	40.2
Students with disabilities (b)	5.0	4.3	3.5	3.2	7.8	4.8	4.5	15.0
Seniority profile (c)	10.5	11.7	11.9	11.7	11.2	9.8	15.7	9.9
Government students as % of all students	67.2	65.3	70.3	68.3	67.1	74.2	59.9	76.8

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

(c) Proportion of students in years 11 and 12.



Table 3A.21 **Student body mix, government schools (per cent)**

	<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>Source:</i>	ABS 2001, Schools Australia 2000, Cat. no. 4221.0; ABS 2002, Schools Australia 2001, Cat. no. 4221.0; ABS 2003, Schools Australia 2002, Cat. no. 4221.0; ABS 2004, Schools Australia 2003, Cat. no. 4221.0; ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished).							

Table 3A.22

Table 3A.22 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2000								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	0.9	0.2	2.2	3.3	0.7	2.4	0.7	28.4
Students with disabilities (b)	2.6	–	1.4	1.3	2.9	1.3	1.2	2.8
Seniority profile (c)	13.5	15.4	18.3	16.7	15.5	14.2	12.6	8.1
Non-government students as % of all students	30.6	34.2	28.6	29.0	30.2	24.8	36.5	22.6
2001								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	0.9	0.2	2.3	3.3	0.7	2.4	0.9	26.7
Students with disabilities (b)	2.5	1.7	1.3	1.3	3.1	1.5	1.1	2.3
Seniority profile (c)	13.4	15.4	18.2	16.9	15.5	14.1	13.5	8.0
Non-government students as % of all students	31.3	34.2	28.8	29.7	30.7	25.1	37.4	22.8
2002								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	0.9	0.2	2.4	3.4	0.8	2.5	0.8	26.6
Students with disabilities (b)	2.6	1.9	1.3	1.3	3.2	1.5	1.1	2.5
Seniority profile (c)	13.6	15.6	18.2	16.3	15.5	14.2	14.0	7.5
Non-government students as % of all students	31.8	34.5	28.9	30.3	31.3	25.0	38.5	22.9
2003								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	1.0	0.2	2.5	3.3	0.8	2.4	0.8	27.2
Students with disabilities (b)	2.7	2.0	1.4	1.5	3.2	1.6	1.3	1.9
Seniority profile (c)	13.7	15.7	18.1	16.4	15.1	14.0	13.6	7.3
Non-government students as % of all students	32.3	34.6	29.3	31.1	32.2	25.3	39.2	22.9
2004								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	1.0	0.2	2.5	3.2	0.9	2.5	0.9	27.3
Students with disabilities (b)	2.8	2.2	1.5	1.5	3.1	1.5	1.3	1.9
Seniority profile (c)	13.7	15.8	17.9	16.7	14.9	13.4	13.4	8.0
Non-government students as % of all students	32.8	34.7	29.7	31.7	32.9	25.8	40.1	23.2

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

Table 3A.22 **Student body mix, non-government schools (per cent)**

	<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>Source:</i>	ABS 2001, Schools Australia 2000, Cat. no. 4221.0; ABS 2002, Schools Australia 2001, Cat. no. 4221.0; ABS 2003, Schools Australia 2002, Cat. no. 4221.0; ABS 2004, Schools Australia 2003, Cat. no. 4221.0; ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished).							

Table 3A.23

**Table 3A.23 Student body mix, all schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2000								
LBOTE (a)	26.1	27.3	13.4	20.2	17.9	7.2	22.4	33.0
Indigenous students	3.0	0.7	5.1	5.4	2.6	5.4	1.5	35.9
Students with disabilities (b)	3.7	2.8	2.5	3.0	4.1	3.8	2.8	12.4
Seniority profile (c)	11.2	12.7	13.9	13.4	12.2	12.9	15.1	7.8
2001								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
Indigenous students	3.1	0.8	5.3	5.5	2.7	5.6	1.6	35.7
Students with disabilities (b)	3.7	3.0	2.8	3.2	4.4	3.9	2.8	13.2
Seniority profile (c)	11.3	12.9	13.9	13.7	12.5	13.0	15.1	8.0
2002								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
Indigenous students	3.3	0.8	5.4	5.8	2.8	5.9	1.7	35.8
Students with disabilities (b)	3.8	3.2	2.6	3.2	4.6	3.9	2.8	13.0
Seniority profile (c)	11.5	13.0	14.0	13.4	12.5	12.8	15.3	8.5
2003								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
Indigenous students	3.4	0.8	5.6	6.0	2.9	6.0	1.7	37.1
Students with disabilities (b)	4.1	3.3	3.3	2.7	3.2	4.0	3.1	12.8
Seniority profile (c)	11.6	13.1	13.8	13.2	12.5	11.8	15.1	8.7
2004								
LBOTE (a)	25.6	26.6	27.6	28.6	29.6	30.6	31.6	32.6
Indigenous students	3.5	0.9	5.7	6.1	3.0	6.1	1.8	37.2
Students with disabilities (b)	4.3	3.6	2.9	2.6	6.2	4.0	3.2	11.9
Seniority profile (c)	11.6	9.7	7.9	4.0	2.8	0.8	0.8	0.3

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

(c) Proportion of students in years 11 and 12.

Source: ABS 2001, Schools Australia 2000, Cat. no. 4221.0; ABS 2002, Schools Australia 2001, Cat. no. 4221.0; ABS 2003, Schools Australia 2002, Cat. no. 4221.0; ABS 2004, Schools Australia 2003, Cat. no. 4221.0; ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished).

Table 3A.24

Table 3A.24 **Students attending schools in metropolitan, provincial and remote zones, 2004 (per cent of students) (a), (b), (c)**

	<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>
Metropolitan zone									
Primary									
Government schools	72.8	71.2	64.2	67.3	65.7	37.5	99.6	..	67.8
Non-government schools	76.3	78.7	73.6	77.3	79.1	51.8	100.0	..	76.1
All schools	73.8	73.5	66.6	70.0	69.9	40.8	99.8	..	70.2
Secondary									
Government schools	70.7	71.4	65.2	68.8	68.3	42.4	100.0	..	68.4
Non-government schools	80.8	80.1	76.7	84.6	85.0	57.2	100.0	..	79.9
All schools	74.4	74.9	69.4	74.9	74.4	46.8	100.0	..	72.7
All school levels									
Government schools	71.9	71.3	64.5	67.8	66.7	39.6	99.8	..	68.0
Non-government schools	78.5	79.4	75.0	80.8	81.5	54.6	100.0	..	77.9
All schools	74.1	74.1	67.7	71.9	71.6	43.5	99.9	..	71.2
Provincial zone									
Primary									
Government schools	26.5	28.7	31.3	22.3	28.7	60.7	0.4	50.2	28.6
Non-government schools	23.1	21.2	24.3	17.8	19.4	47.0	–	54.2	22.3
All schools	25.5	26.4	29.5	21.1	25.8	57.6	0.2	51.1	26.8
Secondary									
Government schools	28.7	28.4	31.8	23.8	27.4	56.3	–	65.0	29.4
Non-government schools	19.2	19.9	22.9	13.2	13.9	42.8	–	59.1	19.5
All schools	25.2	25.0	28.6	19.7	22.5	52.3	–	63.4	25.7
All school levels									
Government schools	27.4	28.6	31.4	22.8	28.2	58.8	0.2	55.1	28.9
Non-government schools	21.2	20.6	23.7	15.7	17.1	44.8	–	56.2	20.9
All schools	25.4	25.8	29.1	20.6	24.5	55.2	0.1	55.3	26.3
Remote zone									
Primary									
Government schools	0.8	0.1	4.6	10.5	5.6	1.8	..	49.8	3.6
Non-government schools	0.6	–	2.1	4.9	1.5	1.2	..	45.8	1.7
All schools	0.7	0.1	3.9	9.0	4.3	1.6	..	48.9	3.0
Secondary									
Government schools	0.7	0.2	3.0	7.3	4.3	1.3	..	35.0	2.2
Non-government schools	–	–	0.4	2.2	1.1	–	..	40.9	0.6
All schools	0.4	0.1	2.1	5.4	3.2	0.9	..	36.6	1.6
All school levels									
Government schools	0.7	0.2	4.0	9.4	5.1	1.6	..	44.9	3.1
Non-government schools	0.3	–	1.3	3.6	1.4	0.6	..	43.8	1.2
All schools	0.6	0.1	3.2	7.6	3.9	1.3	..	44.7	2.4

**Table 3A.24 Students attending schools in metropolitan, provincial and remote zones, 2004 (per cent of students) (a), (b), (c)**

	<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>
(a) Geographic categorisation is based on the agreed MCEETYA Geographic Location Classification. See section 3.6 of the chapter for definitions.									
(b) Calculated as the number of students attending a particular type of school (such as government primary school) in a particular geographic classification (such as metropolitan), divided by the total number of students attending that type of school.									
(c) FTE students.									
.. Not applicable. – Nil or rounded to zero.									
<i>Source:</i> DEST (unpublished).									

Table 3A.25

**Table 3A.25 Proportion of year 3 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	91.3 ± 1.8	89.7 ± 2.4	92.9 ± 1.6	79.2 ± 4.5	91.4 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	89.0 ± 2.2	86.5 ± 2.7	91.4 ± 2.1	64.3 ± 5.3	86.0 ± 2.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	89.0 ± 2.5	87.1 ± 3.0	91.5 ± 2.2	71.6 ± 5.1	87.4 ± 2.9
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	95 ± 1.5	93.9 ± 1.9	96.1 ± 1.4	83.5 ± 5.1	94.5 ± 1.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	87.7 ± 2.5	85.0 ± 3.0	90.4 ± 2.3	61.7 ± 5.9	84.5 ± 2.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	95.1 ± 1.3	93.8 ± 1.7	96.4 ± 1.2	92.6 ± 3.4	96.0 ± 2.5
1. 9 years, 2 months					
2. 3 years, 7 months					
ACT	95.1 ± 0.8	93.2 ± 1.3	97.1 ± 0.7	89.8 ± 4.9	92.4 ± 2.0
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	68 ± 2.2	64.1 ± 2.9	72.3 ± 2.7	29.2 ± 3.3	34.7 ± 3.6
1. 8 years, 10 months					
2. 3 years, 6 months					
Australia	90.3 ± 2.0	88.4 ± 2.6	92.3 ± 1.9	72 ± 4.8	88.6 ± 2.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.28 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.29. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.29 contains more information.

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

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne.

Table 3A.26

**Table 3A.26 Proportion of year 5 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	92.0 ± 1.2	90.5 ± 1.5	93.5 ± 1.1	76.6 ± 3.2	90.6 ± 1.5
1. 10 years, 9 months					
2. 5 years, 7 months					
Victoria (g)	90.9 ± 1.2	88.7 ± 1.7	93.1 ± 1.1	71.7 ± 4.0	87.8 ± 2.0
1. 10 years, 11 months					
2. 5 years, 7 months					
Queensland	83 ± 1.6	80.1 ± 2.0	86.3 ± 1.5	57.3 ± 3.4	76 ± 2.4
1. 10 years, 4 months					
2. 4 years, 8 months					
WA	94.5 ± 1.0	93.2 ± 1.3	95.9 ± 0.9	77.9 ± 4.3	92.2 ± 1.7
1. 10 years, 2 months					
2. 4 years, 7 months					
SA	89.0 ± 1.3	86.5 ± 1.7	91.6 ± 1.3	62.9 ± 4.5	87.0 ± 1.8
1. 10 years, 6 months					
2. 5 years, 3 months					
Tasmania	94.4 ± 0.9	92.2 ± 1.4	96.6 ± 0.8	91.5 ± 2.9	93.5 ± 3.0
1. 11 years, 2 months					
2. 5 years, 7 months					
ACT	94.6 ± 0.8	92.9 ± 0.8	96.4 ± 0.7	82.3 ± 7.9	91.9 ± 2.4
1. 10 years, 8 months					
2. 5 years, 6 months					
NT	71.5 ± 2.2	71.0 ± 2.7	72.2 ± 2.7	34.5 ± 3.6	34.4 ± 3.6
1. 10 years, 8 months					
2. 5 years, 3 months					
Australia	89.8 ± 1.3	87.8 ± 1.6	92 ± 1.2	66.9 ± 3.6	87.7 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.28 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.29. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.29 contains more information.

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

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne.



Table 3A.27

**Table 3A.27 Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	88.0 ± 0.9	85.1 ± 1.1	91.0 ± 0.8	65.6 ± 2.3	86.4 ± 1.1
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	91.5 ± 0.5	89.6 ± 0.7	93.6 ± 0.6	73.5 ± 5.1	88.2 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	87.5 ± 0.9	85.8 ± 1.1	89.8 ± 0.8	59.3 ± 2.7	81.3 ± 1.7
1. 12yrs 3mths					
2. 6yrs 8mths					
WA	89.2 ± 1.1	86.5 ± 1.5	92.0 ± 1.0	54.3 ± 3.6	83.2 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA (h)	na	na	na	na	na
Tasmania	87.5 ± 1.1	84.4 ± 1.5	90.7 ± 1.2	72.9 ± 4.5	82.1 ± 4.7
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	92.4 ± 1.4	91.6 ± 1.7	93.3 ± 1.6	71.5 ± 14.9	83.2 ± 4.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	69.6 ± 4.3	66.8 ± 4.6	72.6 ± 5.3	29.6 ± 5.6	32.4 ± 6.2
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia (f)	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, 80.0 per cent ± 2.7 per cent). Table 3A.28 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.29. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.29 contains more information.

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

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

**Table 3A.27 Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

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

**na** Not available.

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.28

Table 3A.28 Participation in reading testing by school sector, 2001 (per cent)

	Assessed						Assessed students					
	government school students (a)			non-government school students (a)			Government school students (b)			Non-government school students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	94.0	94.0	95.3	94.9	95.2	75.9	71.8	71.3	68.8	28.2	28.7	31.2
Victoria (c)	90.2	90.2	44.6	89.9	90.0	46.1	69.8	68.6	60.3	30.2	31.4	39.7
Queensland	96.1	96.5	96.9	95.6	96.3	96.5	76.4	75.9	74.3	23.6	24.1	25.7
WA	88.3	91.0	91.8	90.3	94.1	94.7	74.8	73.3	72.7	25.2	26.7	27.3
SA (d)	93.8	90.3	na	95.7	95.2	na	71.4	70.3	na	28.6	29.7	na
Tasmania	95.0	94.7	91.6	92.0	92.7	93.3	78.7	76.4	70.4	21.3	23.6	29.6
ACT (e)	93.5	94.5	93.7	96.1	97.3	52.7	65.9	63.1	66.5	34.1	36.9	33.5
NT (f)	82.4	90.2	89.8	89.4	86.8	99.8	77.9	79.7	74.6	22.1	20.3	25.4
Aust	92.8	93.1	82.9	93.3	93.8	71.9	72.6	71.8	69.6	27.4	28.2	30.4

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

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

(c) In 2001, 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) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government year 7 students in the ACT was voluntary.

(f) Record supplied by testing organisation in the NT indicated a different number of year 7 students enrolled in schools to that published in the 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.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7, Melbourne.

Table 3A.29

Table 3A.29 Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			Assessed students LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
	NSW	1.4	0.7	0.6	5.7	5.7	11.7	3.9	3.6	4.3	25.5	24.0	23.8	94.3	94.3
Victoria (c)	1.9	1.7	na	9.4	9.1	54.8	0.8	0.8	0.6	16.8	17.3	8.4	90.1	90.2	45.2
Queensland	1.3	1.3	1.2	3.2	2.8	2.6	5.7	5.8	5.4	6.7	6.3	6.0	96.0	96.5	96.8
WA	0.8	0.8	0.8	11.2	8.2	7.4	4.3	4.8	4.6	12.1	13.3	12.5	88.8	91.8	92.6
SA (d)	2.5	2.1	na	5.7	8.3	na	3.3	3.0	na	16.5	15.0	na	94.3	91.7	na
Tasmania	0.7	0.7	0.7	5.7	5.8	7.9	4.4	5.9	5.8	4.4	3.7	3.8	94.3	94.2	92.1
ACT (e)	1.8	1.5	1.1	5.7	4.5	4.7	1.6	1.5	1.0	9.7	8.2	3.9	94.3	95.5	74.4
NT (f)	1.2	1.1	0.9	10.1	8.9	9.5	24.8	27.5	27.1	23.8	25.8	24.2	83.8	89.5	92.1
Aust	1.5	1.2	0.6	6.7	6.4	20.3	3.7	3.7	2.3	16.9	16.4	5.3	92.9	93.3	79.2

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

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

(c) In 2001, 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) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. 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, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.30

**Table 3A.30 Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

<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>
NSW	89.9 ± 2.9	87.0 ± 3.8	92.7 ± 2.4	73.1 ± 6.2	89.3 ± 3.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	94.7 ± 1.7	93.1 ± 2.4	96.2 ± 1.4	78.2 ± 4.0	92.9 ± 2.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	85.4 ± 1.9	81.1 ± 2.6	90.5 ± 1.6	68.4 ± 3.4	83.8 ± 2.1
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	84.3 ± 2.5	80.0 ± 3.2	88.8 ± 2.3	54.7 ± 4.9	83.7 ± 2.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	88.4 ± 2.5	84.9 ± 3.3	91.9 ± 2.2	60.5 ± 6.2	84.8 ± 2.9
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.8 ± 1.6	88.7 ± 2.2	94.9 ± 1.4	89.4 ± 3.9	90.2 ± 3.9
1. 9 years, 2 months					
2. 3 years, 7 months					
ACT (h)	93.3 ± 1.3	90.7 ± 1.9	96.1 ± 1.0	87.4 ± 6.2	90.4 ± 2.5
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	79.1 ± 2.7	75.8 ± 3.4	82.5 ± 2.7	48.4 ± 4.9	51.1 ± 4.4
1. 8 years, 10 months					
2. 3 years, 6 months					
Australia	89.5 ± 2.3	86.4 ± 3.0	92.7 ± 1.9	67.8 ± 4.9	88.5 ± 2.7

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.33 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.34. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.34 contains more information.

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

Table 3A.30

- (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 2003, *National Report on Schooling in Australia 2001*, Melbourne.

Table 3A.31

**Table 3A.31 Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	95.9 ± 0.9	94.6 ± 1.4	97.2 ± 0.7	87.4 ± 3.1	94.6 ± 1.1
1. 10 years, 9 months					
2. 5 years, 7 months					
Victoria (g)	92.4 ± 0.8	89.6 ± 1.1	95.3 ± 0.6	75.4 ± 3.3	91.4 ± 1.0
1. 10 years, 11 months					
2. 5 years, 7 months					
Queensland	95.8 ± 0.7	94.5 ± 1.1	97.7 ± 0.4	87.5 ± 2.1	94.3 ± 0.9
1. 10 years, 4 months					
2. 4 years, 8 months					
WA	89.4 ± 1.9	85.6 ± 2.6	93.2 ± 1.4	63.8 ± 4.9	86.7 ± 2.3
1. 10 years, 2 months					
2. 4 years, 7 months					
SA	95 ± 0.8	93.3 ± 1.2	96.8 ± 0.7	80.0 ± 3.9	93.7 ± 1.1
1. 10 years, 6 months					
2. 5 years, 3 months					
Tasmania	91.9 ± 1.3	88.4 ± 1.9	95.5 ± 1.1	88.0 ± 3.6	88.7 ± 4.2
1. 11 years, 2 months					
2. 5 years, 7 months					
ACT (h)	90.6 ± 1.8	87.0 ± 2.5	94.4 ± 1.5	66.9 ± 10.6	88.0 ± 3.4
1. 10 years, 8 months					
2. 5 years, 6 months					
NT	77.6 ± 2.2	74.3 ± 2.9	80.9 ± 2.4	41.6 ± 4.2	45.8 ± 4.2
1. 10 years, 8 months					
2. 5 years, 3 months					
Australia	94.0 ± 1.0	91.9 ± 1.4	96.2 ± 0.7	79.9 ± 3.3	92.2 ± 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). Table 3A.33 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.34. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.34 contains more information.

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

Table 3A.31

- (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 2003, *National Report on Schooling in Australia 2001*, Melbourne.



Table 3A.32

**Table 3A.32 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

<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	92.5 ± 1.9	89.5 ± 2.8	95.4 ± 1.5	77.5 ± 5.2	90.8 ± 2.6
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	97.8 ± 0.7	96.4 ± 1.2	99.2 ± 0.4	92.7 ± 3.5	97.4 ± 0.9
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	94.1 ± 1.2	91.9 ± 1.9	96.7 ± 0.8	83.0 ± 3.2	91.7 ± 1.6
1. 12yrs 3mths					
2. 6yrs 8mths					
WA	87.6 ± 1.6	83.1 ± 2.2	92.2 ± 1.3	57.5 ± 4.3	84.8 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA (h)	na	na	na	na	na
Tasmania	85.9 ± 3.1	80.3 ± 4.3	91.6 ± 2.6	75.4 ± 6.3	84.1 ± 5.8
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT (i)	90.8 ± 2.0	86.8 ± 2.8	95.4 ± 1.6	79.2 ± 12.9	81.8 ± 4.4
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	75.1 ± 0.1	71.3 ± 2.3	79.0 ± 4.5	36.0 ± 6.8	37.0 ± 6.8
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	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. Table 3A.33 contains details of test populations in all states and territories.

(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 3A.34. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred as a result 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 in 2001. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table 3A.32

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

**na** Not available.

*Source: MCEETYA 2005, National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7, Melbourne.*

Table 3A.33

Table 3A.33 Participation in writing testing by school sector, 2001 (per cent)

	Assessed government school students (a)						Assessed non-government school students (a)						Assessed government school students (b)						Assessed non-government school students (b)					
	Year 3		Year 5		Year 7		Year 3		Year 5		Year 7		Year 3		Year 5		Year 7		Year 3		Year 5		Year 7	
NSW	92.3	92.0	95.3	88.5	87.2	75.9	72.8	72.6	68.8	27.2	27.4	31.2	68.8	72.6	68.8	27.2	27.4	31.2	68.8	72.6	68.8	27.2	27.4	31.2
Victoria (c)	89.9	89.6	43.2	89.7	89.3	45.2	69.8	68.7	60.0	30.2	31.3	40.0	69.8	68.7	60.0	30.2	31.3	40.0	69.8	68.7	60.0	30.2	31.3	40.0
Queensland	95.8	96.4	96.6	95.4	96.2	96.3	76.4	75.9	74.3	23.6	24.1	25.7	76.4	75.9	74.3	23.6	24.1	25.7	76.4	75.9	74.3	23.6	24.1	25.7
WA	88.7	90.0	91.7	90.2	93.4	96.8	74.9	73.2	72.9	25.1	26.8	27.1	74.9	73.2	72.9	25.1	26.8	27.1	74.9	73.2	72.9	25.1	26.8	27.1
SA (d)	91.7	91.1	na	94.8	94.0	na	71.2	70.7	na	28.8	29.3	na	71.2	70.7	na	28.8	29.3	na	71.2	70.7	na	28.8	29.3	na
Tasmania	93.0	92.3	89.9	90.2	94.1	93.6	78.7	75.6	69.9	21.3	24.4	30.1	78.7	75.6	69.9	21.3	24.4	30.1	78.7	75.6	69.9	21.3	24.4	30.1
ACT (e)	96.4	96.7	93.8	97.0	98.1	53.5	66.4	63.5	66.2	33.6	36.5	33.8	66.4	63.5	66.2	33.6	36.5	33.8	66.4	63.5	66.2	33.6	36.5	33.8
NT (f)	75.2	81.7	84.0	81.5	84.6	94.9	77.9	78.5	74.3	22.1	21.5	25.7	77.9	78.5	74.3	22.1	21.5	25.7	77.9	78.5	74.3	22.1	21.5	25.7
Aust	91.9	92.0	82.4	90.8	90.8	71.7	73.0	72.2	69.5	27.0	27.8	30.5	73.0	72.2	69.5	27.0	27.8	30.5	73.0	72.2	69.5	27.0	27.8	30.5

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

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

(c) In 2001, 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) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government year 7 students in the ACT was voluntary.

(f) Record supplied by testing organisation in the NT indicated a different number of year 7 students enrolled in schools to that published in the 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.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.34

Table 3A.34 Exemptions, absences and participation of equity groups in writing testing, 2001 (per cent)

	Students						Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.3	1.2	0.6	8.8	9.4	11.7	3.7	3.5	4.3	24.5	23.4	23.8	91.2	91.2	88.3
Victoria (c)	1.9	1.7	na	9.6	9.7	56.0	0.8	0.8	0.6	16.9	17.2	8.2	89.9	89.5	44.0
Queensland	1.3	1.3	1.2	3.4	3.0	2.8	5.7	5.8	5.4	6.7	6.3	6.0	95.7	96.3	96.6
WA	0.8	0.8	1.5	10.9	9.1	7.0	4.6	4.7	4.5	12.2	13.2	12.5	89.1	90.9	93.4
SA (d)	2.2	2.0	na	7.4	8.1	na	3.2	2.9	na	15.7	14.8	na	92.6	91.9	na
Tasmania	0.7	0.7	0.7	7.6	7.3	9.0	4.3	5.7	5.6	4.3	3.7	3.8	92.4	92.7	91.0
ACT (e)	1.6	1.5	1.1	3.4	2.8	4.4	1.7	1.6	1.1	10.0	8.9	3.9	96.6	97.2	74.8
NT (f)	1.5	1.2	1.0	11.7	11.9	11.9	18.7	22.0	23.0	18.0	20.4	20.4	76.5	82.3	86.5
Aust	1.5	1.3	0.7	8.0	7.9	20.7	3.6	3.6	3.7	16.4	16.1	13.7	91.6	91.7	78.8

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

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

(c) In 2001, 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) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. 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, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.35

**Table 3A.35 Proportion of year 3 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	95.0 ± 0.9	94.9 ± 1.0	95.0 ± 0.9	86.9 ± 2.8	94.7 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	94.1 ± 1.2	93.7 ± 1.2	94.5 ± 1.4	75.1 ± 4.3	91.8 ± 1.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	93.4 ± 1.4	93.4 ± 1.5	94.0 ± 1.6	79.0 ± 4.0	91.5 ± 1.8
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	92.9 ± 2.0	92.4 ± 2.2	93.4 ± 2.2	79.2 ± 5.3	92.0 ± 2.3
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.1 ± 1.4	90.3 ± 1.5	91.8 ± 1.3	68.0 ± 4.5	86.2 ± 1.9
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	95.6 ± 1.3	95.2 ± 1.4	95.9 ± 1.4	94.1 ± 3.0	94.3 ± 3.2
1. 9 years, 2 months					
2. 3 years, 7 months					
ACT	97.0 ± 0.6	96.5 ± 0.7	97.4 ± 0.7	91.4 ± 4.3	94.2 ± 1.6
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	86.6 ± 2.0	84.9 ± 2.4	88.4 ± 2.1	65.0 ± 4.8	64.8 ± 4.5
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.9 ± 1.2	93.7 ± 1.3	94.3 ± 1.3	80.2 ± 3.9	92.5 ± 1.5

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.38 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.39. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.39 contains more information.

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

Table 3A.35

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne.

Table 3A.36

**Table 3A.36 Proportion of year 5 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	91.7 ± 1.0	91.5 ± 1.1	91.8 ± 1.1	74.6 ± 2.9	90.3 ± 1.2
1. 10 years, 9 months					
2. 5 years, 7 months					
Victoria (g)	94.7 ± 1.0	94.4 ± 1.0	94.9 ± 1.1	80.4 ± 3.3	92.4 ± 1.3
1. 10 years, 11 months					
2. 5 years, 7 months					
Queensland	81.8 ± 1.9	82.2 ± 2.0	81.9 ± 2.2	54.4 ± 3.5	75.0 ± 2.4
1. 10 years, 4 months					
2. 4 years, 8 months					
WA	90.0 ± 1.9	89.7 ± 2.0	90.3 ± 2.2	65.6 ± 5.4	87.3 ± 2.6
1. 10 years, 2 months					
2. 4 years, 7 months					
SA	85.9 ± 1.3	85.6 ± 1.5	86.2 ± 1.6	54.9 ± 4.4	82.8 ± 1.8
1. 10 years, 6 months					
2. 5 years, 3 months					
Tasmania	91.7 ± 1.3	91.2 ± 1.6	92.2 ± 1.6	85.0 ± 4.1	89.1 ± 4.2
1. 11 years, 2 months					
2. 5 years, 7 months					
ACT	93.1 ± 1.1	92.2 ± 1.4	94.0 ± 1.3	71.9 ± 10.1	87.4 ± 3.2
1. 10 years, 8 months					
2. 5 years, 6 months					
NT	68.8 ± 2.8	69.2 ± 3.0	68.3 ± 3.4	32.3 ± 4.1	34.0 ± 3.8
1. 10 years, 8 months					
2. 5 years, 3 months					
Australia	89.6 ± 1.3	89.5 ± 1.4	89.8 ± 1.5	63.2 ± 3.7	87.9 ± 1.6

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.38 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.39. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.39 contains more information.

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

Table 3A.36

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne.



Table 3A.37

**Table 3A.37 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW (g)	79.2 ± 1.0	77.9 ± 1.1	80.3 ± 1.1	47.8 ± 2.2	77.7 ± 1.2
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria (h)	85.8 ± 0.8	86.0 ± 0.9	85.6 ± 1.0	65.6 ± 6.1	82.8 ± 1.4
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	83.8 ± 0.5	84.3 ± 0.6	83.8 ± 0.7	52.3 ± 2.0	80.0 ± 1.5
1. 12yrs 3mths					
2. 6yrs 8mths					
WA	84.1 ± 0.8	84.2 ± 0.9	84.2 ± 0.9	47.7 ± 2.9	78.6 ± 1.5
1. 12yrs 2mths					
2. 6yrs 7mths					
SA (i)	na	na	na	na	na
Tasmania	79.7 ± 1.3	79.2 ± 1.7	80.3 ± 1.7	63.2 ± 5.0	78.4 ± 5.0
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	88.3 ± 1.3	88.4 ± 1.5	88.2 ± 1.7	62.6 ± 15.4	79.2 ± 5.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	65.2 ± 4.1	63.9 ± 4.4	66.6 ± 4.9	23.0 ± 5.4	79.2 ± 5.0
1. 12yrs 8mths					
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, 80.0 per cent ± 2.7 per cent). Table 3A.38 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.39. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.39 contains more information.

Table 3A.37

- (g) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:
- (i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks
  - (ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling.

The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing at 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) In 2001, 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 SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

**na** Not available.

*Source:* MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.38

Table 3A.38 Participation in numeracy testing by school sector, 2001 (per cent)

	Assessed						Assessed students					
	government school students (a)			non-government school students (a)			Government school students (b)			Non-government school students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	94.1	94.0	93.4	95.0	95.3	73.3	71.8	71.3	69.1	28.2	28.7	30.9
Victoria (c)	90.9	91.0	42.7	90.4	90.9	44.5	69.8	68.6	60.1	30.2	31.4	39.9
Queensland	96.7	97.4	97.5	96.3	97.0	97.1	76.4	76.0	74.3	23.6	24.0	25.7
WA	90.3	92.0	92.2	91.4	94.7	95.2	75.0	73.4	72.7	25.0	26.6	27.3
SA (d)	90.8	92.9	na	95.4	95.7	na	70.8	70.8	na	29.2	29.2	na
Tasmania	92.9	95.2	91.9	94.7	94.6	93.0	77.9	76.1	70.5	22.1	23.9	29.5
ACT (e)	96.6	96.9	94.1	97.6	98.5	53.6	66.3	63.4	66.3	33.7	36.6	33.7
NT (f)	84.4	90.8	90.3	90.3	87.7	101.1	78.1	79.7	74.5	21.9	20.3	25.5
Aust	93.1	93.8	82.0	93.7	94.4	70.5	72.6	71.8	69.7	27.4	28.2	30.3

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

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

(c) In 2001, 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) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government year 7 students in the ACT was voluntary.

(f) Record supplied by testing organisation in the NT indicated a different number of year 7 students enrolled in schools to that published in the 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.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7, Melbourne.

Table 3A.39

Table 3A.39 Exemptions, absences and participation of equity groups in numeracy testing, 2001 (per cent)

	Students						Assessed students								
	exempted (a)			absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.4	0.7	0.7	5.6	5.6	13.9	3.9	3.6	3.9	25.5	24.0	22.9	94.4	94.4	86.1
Victoria (c)	1.9	1.7	na	8.8	8.3	56.6	0.8	0.8	0.6	17.0	17.5	8.1	90.7	91.0	43.4
Queensland	1.2	1.2	1.2	2.5	2.0	2.1	5.9	6.0	5.5	6.8	6.3	6.1	96.6	97.3	97.4
WA	0.8	0.8	0.8	9.5	7.3	7.0	5.0	5.2	4.8	12.5	13.6	12.6	90.5	92.7	93.0
SA (d)	2.5	2.1	na	7.9	6.3	na	3.3	3.2	na	15.4	15.0	na	92.1	93.7	na
Tasmania	0.7	0.7	0.7	6.7	4.9	7.8	4.4	6.0	5.7	4.4	3.7	3.8	93.3	95.1	92.2
ACT (e)	1.7	1.5	1.1	3.1	2.5	4.1	1.7	1.7	1.0	10.1	9.0	3.9	96.9	97.5	75.0
NT (f)	1.1	1.0	0.5	8.9	8.6	9.2	26.1	27.9	27.7	25.0	26.0	24.8	85.6	90.2	92.8
Aust	1.5	1.2	0.6	6.4	5.7	21.3	3.8	3.8	3.7	16.9	16.5	13.5	93.3	93.9	78.2

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

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

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

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

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. 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, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.40

**Table 3A.40 Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	92.1 ± 1.8	90.0 ± 2.4	94.1 ± 1.6	78.2 ± 4.5	91.1 ± 1.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	92.0 ± 1.9	90.4 ± 2.4	93.7 ± 1.9	77.9 ± 5.4	90.2 ± 2.4
1. 8 years, 11 months					
2. 3 years, 7 months					
Queensland	92.6 ± 1.7	91.3 ± 2.1	94.3 ± 1.5	81.8 ± 3.7	90.2 ± 2.1
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	95.4 ± 1.0	94.3 ± 1.3	96.4 ± 0.9	82.7 ± 3.7	94.4 ± 1.4
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	89.3 ± 1.8	86.9 ± 2.3	91.9 ± 1.7	62.1 ± 5.4	88.4 ± 2.0
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	96.3 ± 0.7	95.3 ± 1.0	97.2 ± 0.7	94.4 ± 2.4	97.5 ± 1.6
1. 9 years, 3 months					
2. 3 years, 7 months					
ACT	95.7 ± 0.7	94.6 ± 1.0	96.8 ± 0.6	85.2 ± 6.3	93.5 ± 1.5
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	74.2 ± 1.8	71.7 ± 2.5	76.6 ± 2.4	39.9 ± 3.4	37.4 ± 3.8
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.3 ± 1.7	90.6 ± 2.2	94.1 ± 1.5	76.7 ± 4.1	90.2 ± 2.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.43 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.44. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.44 contains more information.

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

Table 3A.41

**Table 3A.41 Proportion of year 5 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	92.3 ± 0.9	90.5 ± 1.2	94.1 ± 0.8	75.4 ± 2.5	90.6 ± 1.0
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	87.3 ± 2.4	84.8 ± 2.9	89.9 ± 2.2	65.9 ± 6.0	83.5 ± 3.0
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	83.0 ± 1.9	80.4 ± 2.3	86.0 ± 1.9	58.5 ± 3.9	77.3 ± 3.0
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.8	79.2 ± 3.9	93.1 ± 1.5
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	90.0 ± 0.9	87.7 ± 1.3	92.4 ± 0.6	65.6 ± 4.1	89.1 ± 1.3
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	96.3 ± 0.8	95.2 ± 1.2	97.4 ± 0.7	93.8 ± 2.7	93.4 ± 3.0
1. 11yrs 3mths					
2. 5yrs 7mths					
ACT	92.6 ± 1.0	90.3 ± 1.4	95.1 ± 1.0	86.1 ± 6.1	88.9 ± 2.8
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	79.0 ± 1.7	78.1 ± 2.3	80.4 ± 2.2	46.7 ± 3.5	45.7 ± 3.7
1. 10yrs 8mths					
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, 80.0 per cent ± 2.7 per cent). Table 3A.43 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.44. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.44 contains more information.

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

Table 3A.42

**Table 3A.42 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)**

<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>
NSW	88.0 ± 0.8	85.7 ± 1.0	90.3 ± 0.8	68.0 ± 2.2	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	88.5 ± 0.9	85.3 ± 1.2	91.9 ± 0.8	64.8 ± 5.3	85.5 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	90.2 ± 0.5	88.0 ± 0.7	92.9 ± 0.5	69.5 ± 2.0	86.2 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	90.5 ± 0.6	88.3 ± 0.8	92.6 ± 0.6	57.2 ± 2.8	84.4 ± 1.4
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.1 ± 0.6	90.4 ± 0.8	93.8 ± 0.7	70.8 ± 5.2	91.4 ± 1.2
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.6 ± 1.1	86.1 ± 1.5	91.3 ± 1.2	77.8 ± 4.6	87.3 ± 3.7
1. 13yrs 2mths					
2. 7yrs 7mths					
ACT	91.1 ± 1.0	89.5 ± 1.4	92.8 ± 1.2	79.8 ± 11.7	79.7 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	74.9 ± 3.8	73.4 ± 4.3	76.7 ± 4.3	37.9 ± 6.8	39.4 ± 7.3
1. 12yrs 8mths					
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, 80.0 per cent ± 2.7 per cent). Table 3A.43 contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.44. 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).

(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 LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.44 contains more information.

(g) Victoria assessed a sample of students based on voluntary participation in 2002. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

**Table 3A.42 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)**

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

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



Table 3A.43

Table 3A.43 Participation in reading testing by school sector, 2002 (per cent)

	Assessed government school students (a)						Assessed non-government school students (a)						Assessed government school students (b)						Assessed non-government school students (b)					
	Year 3		Year 5		Year 7		Year 3		Year 5		Year 7		Year 3		Year 5		Year 7		Year 3		Year 5		Year 7	
NSW	94.6	94.8	94.8	95.5	95.3	95.9	96.7	96.7	95.3	95.9	96.7	71.4	71.2	71.2	63.2	28.6	28.6	28.6	28.6	28.6	28.8	28.8	36.8	
Victoria (c)	91.7	91.5	91.5	64.3	92.4	92.5	69.8	69.8	92.4	92.5	69.8	69.6	68.3	68.3	58.0	30.4	30.4	30.4	30.4	30.4	31.7	31.7	42.0	
Queensland	97.0	97.4	97.4	97.4	96.7	97.2	97.1	97.1	96.7	97.2	97.1	75.9	75.5	75.5	74.0	24.1	24.1	24.1	24.1	24.1	24.5	24.5	26.0	
WA	90.5	91.8	91.8	92.0	94.2	94.2	94.0	94.0	94.2	94.2	94.0	73.7	73.2	73.2	72.1	26.3	26.3	26.3	26.3	26.3	26.8	26.8	27.9	
SA	94.2	94.6	94.6	93.6	94.6	94.7	94.2	94.2	94.6	94.7	94.2	70.2	70.7	70.7	70.3	29.8	29.8	29.8	29.8	29.8	29.3	29.3	29.7	
Tasmania	94.1	93.9	93.9	89.4	92.8	93.5	90.4	90.4	92.8	93.5	90.4	78.1	77.2	77.2	70.5	21.9	21.9	21.9	21.9	21.9	22.8	22.8	29.5	
ACT	95.2	94.2	94.2	91.8	91.9	94.2	93.4	93.4	91.9	94.2	93.4	67.0	63.5	63.5	53.8	33.0	33.0	33.0	33.0	33.0	36.5	36.5	46.2	
NT	83.3	89.1	89.1	91.6	84.2	91.9	97.8	97.8	84.2	91.9	97.8	80.6	79.6	79.6	73.5	19.4	19.4	19.4	19.4	19.4	20.4	20.4	26.5	
Aust	93.8	94.1	94.1	88.5	94.4	94.9	88.7	88.7	94.4	94.9	88.7	72.2	71.7	71.7	66.3	27.8	27.8	27.8	27.8	27.8	28.3	28.3	33.7	

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

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

(c) Victoria assessed a sample of students based on voluntary participation in 2002. 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 3A.44

Table 3A.44 Exemptions, absences and participation of equity groups in reading testing, 2002 (per cent)

	Students							Assessed students									
	exempted (a)			absent or withdrawn (a)				Indigenous students (b)			LBOTE students (b)				Assessed students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7		
NSW	1.3	1.2	0.8	5.2	4.9	4.0	3.9	3.8	4.4	26.0	24.8	25.3	94.8	95.1	96.0		
Victoria (c)	2.0	1.9	0.9	8.0	8.1	33.5	0.8	0.8	0.6	19.9	20.4	16.0	91.9	91.8	66.5		
Queensland	1.5	1.4	1.4	2.7	2.3	2.3	6.1	6.4	5.7	6.4	6.5	6.1	96.9	97.3	97.3		
WA	0.7	0.8	0.8	8.6	7.4	7.5	5.1	5.1	5.0	12.9	13.7	12.8	91.4	92.6	92.5		
SA	2.8	2.3	2.7	5.7	5.4	6.3	2.8	3.1	2.5	15.9	15.3	16.2	94.3	94.6	94.6		
Tasmania	0.8	0.8	0.6	6.2	6.2	10.3	5.9	5.9	5.4	5.5	4.3	4.6	93.8	93.8	89.7		
ACT	2.0	1.9	1.8	5.9	5.8	7.5	1.9	1.7	1.3	9.9	9.4	2.7	94.1	94.2	92.5		
NT (d)	1.0	0.6	0.7	9.3	8.3	8.3	25.7	27.1	26.6	19.7	24.2	22.8	83.5	89.7	93.2		
Aust	1.6	1.4	1.1	5.8	5.5	11.3	3.9	4.0	3.9	17.7	17.5	16.4	94.0	94.4	88.6		

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

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

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. 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, not at year level. This may result in percentages for NT not adding to 100.

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

Table 3A.45

**Table 3A.45 Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

<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>
NSW	94.4 ± 1.1	92.7 ± 1.5	96.2 ± 0.8	82.6 ± 3.3	93.4 ± 1.1
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.3 ± 1.0	93.8 ± 1.4	96.9 ± 0.7	85.4 ± 3.6	94.6 ± 1.0
1. 8 years, 11 months					
2. 3 years, 7 months					
Queensland	86.3 ± 1.5	82.9 ± 2.0	90.3 ± 1.4	70.2 ± 2.7	85.6 ± 1.8
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	86.3 ± 0.8	82.6 ± 3.1	90.1 ± 2.1	57.0 ± 4.7	85.0 ± 2.7
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	93.0 ± 1.1	90.7 ± 1.6	95.2 ± 0.5	66.7 ± 4.5	92.2 ± 1.3
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.8 ± 1.7	89.2 ± 2.3	94.5 ± 1.5	84.2 ± 4.7	94.1 ± 2.7
1. 9 years, 3 months					
2. 3 years, 7 months					
ACT (g)	91.2 ± 1.6	87.2 ± 2.5	95.0 ± 1.2	76.7 ± 8.7	90.1 ± 2.5
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	72.2 ± 2.6	69.3 ± 3.3	75.2 ± 2.8	38.3 ± 3.8	34.9 ± 4.0
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.6 ± 1.2	91.8 ± 1.8	95.5 ± 1.1	77.1 ± 3.5	95.0 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.49. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

**Table 3A.45 Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

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

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

Table 3A.46

Table 3A.46 **Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	95.6 ± 1.1	94.3 ± 1.5	96.9 ± 0.8	84.8 ± 3.5	94.2 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	94.9 ± 0.5	93.1 ± 0.7	96.8 ± 0.3	83.7 ± 2.8	94.3 ± 0.5
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	92.2 ± 1.7	89.8 ± 2.4	94.9 ± 1.3	80.5 ± 3.8	89.9 ± 2.0
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	88.9 ± 1.5	85.1 ± 2.1	92.9 ± 1.2	61.8 ± 4.2	85.3 ± 2.0
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	94.5 ± 1.0	93.0 ± 1.4	96.0 ± 0.9	75.5 ± 5.2	93.0 ± 1.3
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.5 ± 1.3	89.4 ± 2.0	95.6 ± 1.0	86.5 ± 3.9	89.4 ± 3.9
1. 11yrs 3mths					
2. 5yrs 7mths					
ACT (h)	87.2 ± 2.3	82.0 ± 3.4	92.7 ± 1.0	67.2 ± 10.3	86.1 ± 3.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	75.6 ± 2.0	73.8 ± 2.6	77.8 ± 2.4	37.5 ± 3.6	35.4 ± 3.7
1. 10yrs 8mths					
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 3A.49. Readers are urged to be cautious when comparing results.

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

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

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

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

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

**Table 3A.46 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

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

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

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

Table 3A.47

**Table 3A.47 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

<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	90.9 ± 2.6	87.8 ± 3.5	94.0 ± 2.0	75.4 ± 5.9	90.0 ± 2.9
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	92.3 ± 1.2	88.5 ± 1.8	96.1 ± 0.7	76.5 ± 5.3	92.4 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	93.9 ± 1.0	91.7 ± 1.5	96.5 ± 0.6	82.2 ± 3.0	91.4 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	87.5 ± 1.6	83.2 ± 2.2	91.8 ± 1.3	56.2 ± 3.9	83.3 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	84.9 ± 0.6	80.0 ± 3.6	89.4 ± 2.4	61.8 ± 5.9	84.3 ± 3.2
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.1 ± 1.8	81.5 ± 2.4	91.0 ± 1.8	75.2 ± 5.4	85.6 ± 4.2
1. 13yrs 2mths					
2. 7yrs 7mths					
ACT (h)	91.3 ± 1.9	87.7 ± 2.9	94.8 ± 1.3	79.3 ± 11.8	80.6 ± 5.3
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	75.8 ± 3.7	71.4 ± 4.4	80.2 ± 4.1	37.2 ± 6.3	39.9 ± 7.1
1. 12yrs 8mths					
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 as shown in table 3A.49. 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 3A.47 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

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

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

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



Table 3A.48

Table 3A.48 Participation in writing testing by school sector, 2002 (per cent)

	Assessed government school students (a)			Assessed non-government school students (a)			Assessed government school students (b)			Assessed non-government school students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
	NSW	94.2	94.2	95.5	94.9	95.4	96.7	71.4	71.1	63.2	28.6	28.9
Victoria (c)	91.4	91.1	61.8	92.0	92.3	68.8	69.6	68.2	57.4	30.4	31.8	42.6
Queensland	97.0	97.4	97.4	96.6	97.2	97.0	75.9	75.5	74.0	24.1	24.5	26.0
WA	89.5	90.6	91.2	93.2	93.6	91.6	73.6	73.2	72.4	26.4	26.8	27.6
SA	94.6	94.5	93.4	94.8	94.4	93.9	70.2	70.7	70.4	29.8	29.3	29.6
Tasmania	92.5	92.7	86.6	91.9	92.8	90.5	77.9	77.2	69.8	22.1	22.8	30.2
ACT	96.5	96.7	92.4	93.7	96.8	93.9	66.9	63.5	53.8	33.1	36.5	46.2
NT	81.8	87.2	89.2	87.9	91.6	93.1	79.6	79.3	74.0	20.4	20.7	26.0
Aust	93.5	93.7	87.8	94.1	94.6	88.2	72.2	71.6	66.3	27.8	28.4	33.7

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

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

(c) Victoria assessed a sample of students based on voluntary participation in 2002. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

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

Table 3A.49

Table 3A.49 Exemptions, absences and participation of equity groups in writing testing, 2002 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			Assessed students (b)					
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7			
	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			Assessed students (b)					
NSW	1.4	1.3	0.8	5.6	5.5	4.1	3.9	4.0	4.4	25.7	24.6	25.3	94.4	94.5	95.9
Victoria (c)	2.0	1.9	0.9	8.3	8.4	35.4	0.8	0.8	0.6	19.9	20.3	15.5	91.6	91.5	64.6
Queensland	1.5	1.4	1.4	2.7	2.3	2.2	6.2	6.4	5.7	6.4	6.5	6.1	96.9	97.3	97.3
WA	0.7	0.8	0.8	9.5	8.6	8.7	4.9	5.0	4.8	12.6	13.5	12.6	90.5	91.4	91.3
SA	2.4	2.0	2.1	5.4	5.5	6.5	2.8	3.1	3.4	16.2	15.5	16.0	94.6	94.5	93.5
Tasmania	0.8	0.8	0.6	7.6	7.3	12.3	5.7	5.7	5.1	5.4	4.2	4.5	92.4	92.7	87.7
ACT	2.0	1.9	1.8	4.4	3.3	6.9	2.0	1.7	1.3	10.0	9.8	2.7	95.6	96.7	93.1
NT (d)	1.1	0.8	0.7	12.9	11.7	13.2	25.9	25.5	24.6	20.1	23.1	20.7	83.0	88.1	90.2
Aust	1.6	1.4	1.1	6.2	5.9	12.0	3.9	4.0	3.9	17.6	17.4	16.2	93.7	94.0	87.9

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

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

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

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

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

Table 3A.50

**Table 3A.50 Proportion of year 3 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	95.3 ± 0.7	94.7 ± 0.8	95.9 ± 0.7	85.3 ± 2.2	94.1 ± 0.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	92.0 ± 1.7	91.8 ± 1.7	92.1 ± 1.9	76.8 ± 4.8	89.8 ± 1.9
1. 8 years, 11 months					
2. 3 years, 7 months					
Queensland	91.8 ± 1.5	92.0 ± 1.6	92.0 ± 1.8	76.6 ± 3.9	89.4 ± 2.0
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	88.6 ± 2.3	88.5 ± 2.4	88.5 ± 2.6	64.9 ± 5.2	85.8 ± 2.6
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.2 ± 1.2	90.4 ± 1.3	92.0 ± 1.3	66.0 ± 4.5	89.5 ± 1.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	94.1 ± 1.2	93.7 ± 1.4	94.5 ± 1.5	90.6 ± 3.4	95.6 ± 2.2
1. 9 years, 3 months					
2. 3 years, 7 months					
ACT	95.4 ± 0.8	94.6 ± 1.0	96.2 ± 0.9	84.9 ± 6.5	92.4 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	89.1 ± 1.8	87.8 ± 2.2	90.5 ± 1.9	73.1 ± 4.2	70.4 ± 4.6
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.8 ± 1.3	92.5 ± 1.4	93.1 ± 1.5	77.6 ± 3.6	91.3 ± 1.4

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.54. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.51

**Table 3A.51 Proportion of year 5 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	91.2 ± 0.9	91.0 ± 1.0	91.4 ± 1.1	72.4 ± 2.7	89.5 ± 1.1
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.2 ± 1.1	92.7 ± 1.2	93.7 ± 1.3	78.6 ± 4.3	91.7 ± 1.4
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	88.7 ± 1.9	89.3 ± 1.9	88.5 ± 2.1	68.9 ± 4.0	85.1 ± 2.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.2 ± 1.7	85.8 ± 1.7	86.6 ± 1.9	52.2 ± 4.2	81.5 ± 2.1
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	85.5 ± 1.3	85.7 ± 1.4	85.3 ± 1.6	52.2 ± 4.5	83.5 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.1 ± 1.7	88.2 ± 2.0	90.0 ± 2.0	80.9 ± 4.6	81.6 ± 5.1
1. 11yrs 3mths					
2. 5yrs 7mths					
ACT	91.3 ± 1.1	90.8 ± 1.3	91.8 ± 1.3	75.0 ± 8.4	88.0 ± 2.7
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	75.6 ± 2.2	75.7 ± 2.7	75.8 ± 2.7	39.3 ± 4.0	40.4 ± 4.1
1. 10yrs 8mths					
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 3A.54. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.52

**Table 3A.52 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)**

<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 (g) 1. 12yrs 4mths 2. 7yrs 2mths	78.2 ± 0.7	77.4 ± 0.8	78.9 ± 0.9	46.0 ± 1.9	76.4 ± 0.9
Victoria (h) 1. 12yrs 11mths 2. 7yrs 7mths	87.1 ± 1.0	87.3 ± 1.0	87.0 ± 1.1	58.7 ± 5.6	84.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	88.3 ± 0.8	88.2 ± 0.8	88.7 ± 0.9	61.6 ± 2.2	85.3 ± 1.4
WA 1. 12yrs 2mths 2. 6yrs 7mths	85.0 ± 0.9	84.7 ± 1.0	85.2 ± 1.1	49.1 ± 3.0	79.2 ± 1.5
SA 1. 12yrs 6mths 2. 7yrs 3mths	85.6 ± 0.8	85.8 ± 1.1	85.5 ± 1.0	57.9 ± 4.9	84.5 ± 1.5
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	84.0 ± 1.1	83.5 ± 1.4	84.5 ± 1.5	72.3 ± 4.7	83.2 ± 4.2
ACT 1. 12yrs 10mths 2. 7yrs 6mths	86.9 ± 1.2	88.0 ± 1.4	85.8 ± 1.7	61.8 ± 14.0	79.6 ± 5.5
NT 1. 12yrs 8mths 2. 7yrs 3mths	68.1 ± 3.8	68.2 ± 4.4	68.2 ± 4.7	27.4 ± 6.4	31.7 ± 6.9
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 3A.54. 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:

**Table 3A.52 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)**

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

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

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

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

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

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

Table 3A.53

Table 3A.53 Participation in numeracy testing by school sector, 2002 (per cent)

	Assessed government school students (a)			Assessed non-government school students (a)			Assessed government school students (b)			Assessed non-government school students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
	NSW	94.6	94.8	92.8	95.3	95.9	95.5	71.4	71.2	62.9	28.6	28.8
Victoria (c)	92.2	91.9	62.6	92.8	92.8	70.1	69.6	68.3	57.2	30.4	31.7	42.8
Queensland	97.4	97.7	97.8	97.2	97.7	97.3	75.9	75.4	74.1	24.1	24.6	25.9
WA	91.3	92.2	92.7	94.9	94.9	94.4	73.7	73.2	72.1	26.3	26.8	27.9
SA	94.4	94.6	93.6	94.8	95.0	94.6	70.2	70.6	70.2	29.8	29.4	29.8
Tasmania	94.7	94.7	90.3	93.3	93.9	91.0	78.1	77.3	70.6	21.9	22.7	29.4
ACT	96.9	97.4	94.1	94.7	96.9	96.0	66.7	63.6	53.7	33.3	36.4	46.3
NT	85.1	89.7	92.8	91.2	90.9	97.1	79.7	79.9	73.9	20.3	20.1	26.1
Aust	94.2	94.4	87.5	94.8	95.2	88.5	72.2	71.7	66.1	27.8	28.3	33.9

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

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

(c) Victoria assessed a sample of year 7 students based on voluntary participation in 2002. Data on exempt year 7 students was not available. Any comparisons should be done so with these factors in mind.

na Not available.

Source: MCEETYA 2005, *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 3A.54

**Table 3A.54 Exemptions, absences and participation of equity groups in numeracy testing, 2002 (per cent)**

	Students							Assessed students							
	exempted (a)			absent or withdrawn (a)				Indigenous students (b)			LBOTE students (b)				
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.3	1.2	0.8	5.2	4.9	6.2	3.9	3.8	4.0	26.0	24.8	24.5	94.8	95.1	93.8
Victoria (c)	2.0	1.9	0.9	7.5	7.7	34.4	0.8	0.9	0.6	20.0	20.5	15.9	92.3	92.2	65.6
Queensland	1.5	1.4	1.4	2.2	1.9	2.0	6.2	6.4	5.8	6.4	6.5	6.1	97.4	97.7	97.7
WA	0.7	0.8	0.8	7.7	7.1	6.9	5.4	5.3	5.1	13.0	13.8	12.9	92.3	92.9	93.1
SA	2.8	2.3	2.1	5.5	5.2	6.1	2.9	3.1	2.9	15.9	15.3	16.0	94.5	94.8	93.9
Tasmania	0.8	0.8	0.6	5.6	5.5	9.5	5.9	6.0	5.4	5.5	4.2	4.6	94.4	94.5	90.5
ACT	2.0	1.9	1.8	3.8	2.8	5.0	2.0	1.8	1.4	10.1	9.9	2.7	96.2	97.2	95.0
NT (d)	0.8	0.5	0.6	7.9	8.7	7.4	28.7	27.4	27.7	22.5	24.2	23.9	86.3	90.0	93.9
Aust	1.5	1.4	1.0	5.5	5.2	12.1	4.0	4.0	3.9	17.8	17.5	16.1	94.4	94.6	87.9

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

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

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

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

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



Table 3A.55

**Table 3A.55 Proportion of year 3 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.60. Readers are urged to be cautious when comparing results.

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

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

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

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

Table 3A.56

**Table 3A.56 Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.60. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.57

**Table 3A.57 Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.60. 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 3A.57 Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)**

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

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

Table 3A.58

Table 3A.58 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by geolocation, 2003 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 3</b>									
Metropolitan	93.6 ± 1.5	90.7 ± 2.1	94.3 ± 1.4	96.0 ± 1.2	90.5 ± 1.4	96.8 ± 0.9	96.2 ± 0.9	..	93.1 ± 1.5
Provincial	91.7 ± 2.0	89.8 ± 2.3	93.4 ± 1.8	94.2 ± 1.9	88.8 ± 2.1	96.2 ± 0.9	..	82.2 ± 2.6	91.7 ± 2.0
Remote	81.9 ± 5.3	84.4 ± 10.5	89.9 ± 3.1	92.5 ± 2.3	85.5 ± 3.5	96.4 ± 4.6	..	75.4 ± 4.2	87.1 ± 3.4
Very remote	78.2 ± 8.8	..	83.8 ± 4.8	86.0 ± 4.7	65.7 ± 9.1	88.7 ± 13.5	..	32.0 ± 5.9	71.2 ± 5.7
<b>Year 5</b>									
Metropolitan	92.4 ± 1.1	90.0 ± 1.2	83.1 ± 2.4	94.0 ± 1.3	90.0 ± 1.2	95.2 ± 1.1	96.1 ± 0.9	..	90.0 ± 1.4
Provincial	90.3 ± 1.4	88.5 ± 1.4	79.6 ± 2.7	93.4 ± 1.5	85.8 ± 2.1	95.3 ± 1.0	..	88.6 ± 1.0	87.7 ± 1.7
Remote	76.6 ± 4.4	90.3 ± 7.3	70.4 ± 4.1	91.4 ± 2.2	84.8 ± 3.4	94.5 ± 4.8	..	78.7 ± 1.6	81.5 ± 3.1
Very remote	78.0 ± 8.3	..	56.5 ± 4.7	81.7 ± 4.6	68.5 ± 6.9	..	..	41.9 ± 4.0	62.5 ± 5.0
<b>Year 7</b>									
Metropolitan	89.7 ± 0.8	91.0 ± 0.6	90.2 ± 1.0	90.6 ± 1.1	93.7 ± 0.5	89.9 ± 1.4	91.4 ± 1.1	..	90.5 ± 0.8
Provincial	87.2 ± 1.0	88.4 ± 0.8	89.0 ± 1.2	87.2 ± 1.6	91.5 ± 1.0	87.3 ± 1.3	..	88.6 ± 1.8	88.2 ± 1.1
Remote	69.0 ± 5.3	94.7 ± 5.6	82.4 ± 2.7	82.8 ± 2.7	93.2 ± 2.5	76.2 ± 17.2	..	78.7 ± 3.5	82.5 ± 3.2
Very remote	71.4 ± 10.0	..	64.5 ± 4.2	65.2 ± 4.6	75.6 ± 6.9	83.8 ± 14.0	..	41.9 ± 6.2	61.0 ± 5.4

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable. There are no remote or very remote areas in the ACT.  
.. Not applicable.

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

Table 3A.59

Table 3A.59 Participation in reading testing by school sector, 2003 (per cent)

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

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

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

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

Table 3A.60

Table 3A.60 Exemptions, absences and participation by equity group in reading testing, 2003 (per cent)

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

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

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

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

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

Table 3A.61

**Table 3A.61 Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)**

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

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.66. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.



**Table 3A.61 Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)**

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

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

Table 3A.62

**Table 3A.62 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.66. Readers are urged to be cautious when comparing results.

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

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

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

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

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

**Table 3A.62 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)**

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

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

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

Table 3A.63

**Table 3A.63 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.66. 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 3A.63 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)**

<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>

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

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

Table 3A.64

Table 3A.64 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by geolocation, 2003 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 3</b>									
Metropolitan	95.7 ± 0.8	96.2 ± 0.9	89.0 ± 2.3	86.3 ± 3.0	90.0 ± 1.4	91.1 ± 2.1	94.4 ± 1.0	..	93.1 ± 1.4
Provincial	94.9 ± 1.1	95.9 ± 1.1	87.2 ± 2.7	82.2 ± 3.7	88.4 ± 1.8	89.0 ± 2.2	..	82.2 ± 2.3	91.4 ± 1.8
Remote	87.5 ± 3.5	93.1 ± 3.5	81.8 ± 3.7	80.9 ± 4.1	86.2 ± 2.6	95.5 ± 4.9	..	74.9 ± 3.8	82.3 ± 3.7
Very remote	86.8 ± 7.2	..	69.1 ± 5.6	63.7 ± 5.7	74.5 ± 6.4	84.6 ± 15.3	..	39.5 ± 5.3	63.6 ± 5.9
<b>Year 5</b>									
Metropolitan	96.1 ± 1.1	95.8 ± 0.2	94.4 ± 1.6	88.9 ± 1.6	95.0 ± 0.4	90.9 ± 1.7	94.0 ± 1.9	..	94.8 ± 1.0
Provincial	95.0 ± 1.5	94.9 ± 0.4	94.0 ± 1.9	84.7 ± 2.5	94.0 ± 0.8	89.5 ± 1.9	..	88.1 ± 2.2	93.6 ± 1.4
Remote	87.4 ± 4.6	95.2 ± 5.2	90.9 ± 2.9	84.3 ± 3.0	94.9 ± 1.2	91.2 ± 9.1	..	82.3 ± 3.4	88.0 ± 3.1
Very remote	88.3 ± 6.9	..	81.6 ± 4.5	65.9 ± 5.3	85.2 ± 5.6	..	..	35.5 ± 5.0	68.9 ± 5.2
<b>Year 7</b>									
Metropolitan	92.8 ± 2.1	95.1 ± 1.1	94.9 ± 1.0	89.3 ± 1.3	90.2 ± 2.1	85.3 ± 1.9	93.1 ± 2.3	..	93.1 ± 1.6
Provincial	91.1 ± 2.5	92.3 ± 1.7	94.3 ± 1.1	83.7 ± 1.9	85.7 ± 3.1	81.6 ± 2.9	..	92.4 ± 1.7	90.7 ± 2.0
Remote	70.2 ± 6.9	96.6 ± 5.8	90.5 ± 2.2	81.0 ± 3.0	87.6 ± 4.1	79.4 ± 13.4	..	80.1 ± 3.4	83.6 ± 3.5
Very remote	71.3 ± 10.7	..	82.2 ± 3.8	63.8 ± 4.8	67.9 ± 7.8	72.4 ± 18.2	..	38.8 ± 5.3	67.0 ± 5.3

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable. There are no remote or very remote areas in the ACT.  
.. Not applicable.

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

Table 3A.65

Table 3A.65 Participation in writing testing by school sector, 2003 (per cent)

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

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

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

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

Table 3A.66

Table 3A.66 Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)

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

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

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

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

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



Table 3A.67

**Table 3A.67 Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.72. Readers are urged to be cautious when comparing results.

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

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

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

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

**Table 3A.67 Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)**

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

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

Table 3A.68

**Table 3A.68 Proportion of year 5 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing 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 3A.72. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.69

**Table 3A.69 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing 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 3A.72. 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:

**Table 3A.69 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)**

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

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

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

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

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

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

Table 3A.70

**Table 3A.70 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by geolocation, 2003 (per cent)**  
**(a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 3</b>									
Metropolitan	96.8 ± 0.5	95.9 ± 0.5	92.8 ± 1.5	91.0 ± 2.5	90.7 ± 1.7	93.7 ± 1.4	95.2 ± 1.1	..	94.7 ± 1.0
Provincial	96.5 ± 0.7	95.7 ± 0.6	92.1 ± 1.7	88.3 ± 3.2	89.8 ± 1.9	94.1 ± 1.6	..	95.4 ± 1.6	94.1 ± 1.3
Remote	92.2 ± 3.3	93.2 ± 3.3	86.4 ± 3.0	85.9 ± 3.4	86.4 ± 2.9	94.3 ± 6.0	..	89.5 ± 3.0	87.6 ± 3.2
Very remote	85.6 ± 7.1	..	74.6 ± 4.4	74.2 ± 6.0	71.1 ± 7.3	87.8 ± 12.4	..	59.7 ± 6.1	71.2 ± 5.7
<b>Year 5</b>									
Metropolitan	92.1 ± 1.0	95.0 ± 0.7	87.6 ± 1.5	91.3 ± 1.9	91.9 ± 1.1	92.4 ± 1.3	91.9 ± 1.7	..	91.8 ± 1.1
Provincial	89.5 ± 1.3	94.1 ± 0.9	85.7 ± 1.8	89.8 ± 2.4	88.5 ± 1.7	92.4 ± 1.3	..	88.6 ± 24.9	89.8 ± 1.9
Remote	78.3 ± 4.7	94.2 ± 4.8	74.9 ± 3.4	87.2 ± 3.3	89.7 ± 2.6	90.9 ± 7.1	..	78.5 ± 4.1	82.2 ± 3.6
Very remote	81.2 ± 8.3	..	60.6 ± 4.5	73.9 ± 5.3	68.9 ± 7.5	..	..	39.4 ± 5.1	61.2 ± 5.4
<b>Year 7</b>									
Metropolitan	75.4 ± 0.8	86.6 ± 0.7	86.2 ± 0.6	86.4 ± 0.8	86.3 ± 0.8	81.3 ± 1.7	86.4 ± 1.6	..	82.5 ± 0.8
Provincial	70.5 ± 1.1	83.8 ± 1.0	84.9 ± 0.8	81.7 ± 1.3	83.2 ± 1.3	80.1 ± 1.6	..	82.0 ± 2.2	79.3 ± 1.1
Remote	49.4 ± 5.8	90.2 ± 9.8	76.0 ± 2.6	78.0 ± 2.7	84.4 ± 3.9	78.4 ± 13.1	..	68.4 ± 4.1	74.8 ± 3.6
Very remote	54.0 ± 12.0	..	55.8 ± 3.6	60.4 ± 4.5	58.4 ± 8.0	75.6 ± 19.1	..	27.5 ± 4.2	51.1 ± 4.9

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable. There are no remote or very remote areas in the ACT.  
 .. Not applicable.

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

Table 3A.71

Table 3A.71 Participation in numeracy testing by school sector, 2003 (per cent)

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

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

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

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

Table 3A.72

Table 3A.72 Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)

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

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

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

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

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



Table 3A.73

Table 3A.73 Proportion of year 6 students achieving at or above the proficient standard in science literacy, 2003 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
3.1 or above	96.6 ± 0.8	95.6 ± 1.0	94.9 ± 0.9	94.9 ± 1.0	95.6 ± 1.2	95.0 ± 1.4	97.3 ± 1.1	89.3 ± 3.6	95.4 ± 0.4
3.2 or above (b)	62.8 ± 2.1	58.7 ± 2.5	54.9 ± 2.1	54.6 ± 2.2	57 ± 2.4	59.3 ± 2.9	69.8 ± 3.6	49.4 ± 5.5	58.2 ± 0.9
3.3 or above	10.2 ± 1.7	6.4 ± 1.2	5.9 ± 1.1	6.0 ± 1.2	6.9 ± 1.3	9.4 ± 1.8	13.6 ± 2.8	6.9 ± 2.8	7.7 ± 0.5
4 or above	0.1 ± 0.2	0.0 ± 0.1	0.0 ± 0.0	0.0 ± 0.0	0.0 ± 0.1	0.1 ± 0.3	0.2 ± 0.5	0.0 ± 0.0	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

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

Table 3A.74

Table 3A.74 Proportion of year 6 students achieving at or above the proficient standard in science literacy, by geolocation, 2003 (per cent) (a), (b), (c)

	3.1	3.2 (a)	3.3	4 or above
Mainland state capital city regions	37.6 ± 1.5	50.9 ± 1.4	7.1 ± 0.9	0.0 ± 0.1
Major urban statistical districts	33.4 ± 2.0	52.4 ± 2.1	10.3 ± 1.3	0.1 ± 0.2
Provincial city statistical districts	39.1 ± 2.6	48.4 ± 2.8	7.0 ± 1.5	0.1 ± 0.2
Other regional areas	37.8 ± 2.4	50.5 ± 2.1	7.0 ± 1.3	0.1 ± 0.1
Remote zones	40.2 ± 5.8	41.3 ± 5.5	7.3 ± 3.1	0.0 ± 0.0
All locations	37.2 ± 0.9	50.5 ± 0.9	7.6 ± 0.5	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

(c) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

Table 3A.75 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group, 2003 (per cent) (a), (b)**

	<i>Aust</i>
Male students	59.1 ± 1.3
Female students	57.4 ± 1.2
Indigenous students	29.8 ± 4.5
LBOTE students	48.1 ± 3.0

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

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

Table 3A.76

**Table 3A.76 Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, 2000 (per cent) (a)**

	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
At or above OECD mean	66.5	55.2	59.6	63.4	64.8	60.2	71.4	51.0	61.8
Standard error	2.7	3.0	3.7	3.3	2.6	4.1	2.4	3.6	1.4
Male students									
At or above OECD mean	60.8	50.3	50.4	57.7	58.2	52.6	66.6	43.8	55.4
Standard error	3.8	3.4	4.0	4.0	4.4	6.0	5.8	5.2	1.9
Female students									
At or above OECD mean	72.5	61.7	69.3	70.1	70.8	68.6	76.5	59.0	69.0
Standard error	3.0	4.2	4.7	4.2	3.9	4.2	4.5	4.4	1.8
Students from low socioeconomic families (c)									
At or above OECD mean	50.5	38.5	45.6	46.6	46.6	46.4	51.3	40.4	45.5
Standard error	4.4	4.6	3.2	5.4	4.3	4.1	6.8	7.8	2.0

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) Victoria's results in reading literacy are likely to be underestimated due to a low percentage of females represented in the sample (42 per cent) compared to other states and territories.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

Table 3A.77

**Table 3A.77 Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, 2003 (per cent) (a), (b)**

	<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>
All students									
At or above OECD mean	67.3	61.8	61.4	72.8	68.1	57.8	74.3	55.2	65.3
Standard error	1.8	2.1	3.5	1.8	1.9	2.8	2.0	3.2	1.0
Male students									
At or above OECD mean	58.8	55.4	52.7	65.4	61.2	48.4	66.7	43.8	57.4
Standard error	2.7	2.9	4.0	2.6	2.9	4.2	3.7	4.4	1.3
Female students									
At or above OECD mean	75.2	68.2	71.9	79.9	76.2	68.9	81.3	65.3	73.5
Standard error	1.8	2.5	3.5	2.1	3.6	3.4	3.8	4.1	1.2
Students from low socioeconomic families (c)									
At or above OECD mean	52.2	45.9	50.3	56.6	55.2	39.8	46.5	40.9	50.5
Standard error	2.1	3.9	3.5	3.7	3.9	4.3	8.5	6.4	1.4

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

Table 3A.78

**Table 3A.78 Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, by equity group (per cent) (a)**

	<i>Aust</i>
2000	
Indigenous students	30.7
Standard error	3.1
Geographically remote students (b)	44.3
Standard error	9.0
2003	
Indigenous students	33.2
Standard error	3.6
Geographically remote students (b)	49.3
Standard error	5.7

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished).

Table 3A.79

**Table 3A.79 Proportion of students achieving level 3 or above in the overall reading literacy scale (per cent) (a), (b)**

	<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>	<i>OECD average</i>
2000										
All students	73.5	63.9	65.8	70.6	72.1	65.7	77.9	56.3	69.0	60.5
Standard error	2.5	2.8	3.1	3.5	2.7	3.9	2.1	2.9	1.2	0.2
2003										
All students	71.6	66.8	65.4	77.2	73.7	63.3	78.5	58.0	69.9	58.3
Standard error	1.5	2.1	3.6	1.7	1.9	2.9	1.9	3.7	1.0	0.2

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.

Source: ACER (unpublished).

Table 3A.80

**Table 3A.80 Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent) (a), (b)**

	<i>Aust</i>
2000	
All students	69.0
Standard error	1.2
Male students	63.2
Standard error	1.7
Female students	75.8
Standard error	1.5
Students from low socioeconomic families (c)	54.3
Standard error	1.8
Indigenous students	38.0
Standard error	3.4
Geographically remote students (d)	47.9
Standard error	8.8
2003	
All students	69.9
Standard error	1.0
Male students	62.3
Standard error	1.3
Female students	77.8
Standard error	1.1
Students from low socioeconomic families (c)	56.2
Standard error	1.4
Indigenous students	38.1
Standard error	3.9
Geographically remote students (d)	53.5
Standard error	4.6

- (a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).
- (b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.
- (c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.
- (d) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source: ACER (unpublished).



Table 3A.81

**Table 3A.81 Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, 2000 (per cent) (a)**

	<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>
All students									
At or above OECD mean	69.2	61.4	63.8	70.0	61.4	60.4	69.0	53.8	65.4
Standard error	3.2	3.6	4.2	4.2	3.4	3.8	3.9	4.3	1.6
Male students									
At or above OECD mean	72.4	65.7	63.2	70.2	65.1	59.4	73.4	53.7	67.7
Standard error	4.6	3.7	4.0	4.9	4.8	6.3	6.8	6.4	2.0
Female students									
At or above OECD mean	66.0	55.0	65.8	69.8	58.3	62.1	65.7	53.3	63.1
Standard error	4.5	5.8	6.7	5.7	5.0	4.1	6.9	6.0	2.6
Students from low socioeconomic families (b)									
At or above OECD mean	47.1	48.2	53.0	51.9	39.3	43.2	58.4	49.3	48.4
Standard error	5.6	6.6	5.8	8.6	6.0	5.5	11.4	12.7	2.9

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

Table 3A.82

**Table 3A.82 Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, 2003 (per cent) (a), (b)**

	<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>
All students									
At or above OECD mean	60.2	55.0	59.8	70.0	65.7	54.4	70.9	50.5	60.4
Standard error	1.7	2.3	2.9	2.1	2.4	4.2	1.7	2.6	0.9
Male students									
At or above OECD mean	60.3	58.1	59.2	70.5	66.3	53.3	70.6	48.7	61.1
Standard error	2.5	3.0	3.6	2.9	2.5	4.6	3.4	3.7	1.4
Female students									
At or above OECD mean	60.0	51.9	60.7	69.5	65.0	55.7	71.1	52.0	59.7
Standard error	2.0	3.0	3.8	2.6	3.7	5.1	4.4	4.1	1.3
Students from low socioeconomic families (c)									
At or above OECD mean	42.5	39.3	45.7	52.5	48.8	34.3	47.6	40.5	43.7
Standard error	2.3	3.8	3.1	3.4	3.7	4.5	6.4	6.4	1.5

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

**Table 3A.83 Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, by equity group (per cent) (a)**

	<i>Aust</i>
2000	
Indigenous students	26.2
Standard error	4.9
Geographically remote students (b)	67.1
Standard error	12.7
2003	
Indigenous students	23.9
Standard error	2.9
Geographically remote students (b)	45.4
Standard error	7.1

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

*Source:* ACER (unpublished).

Table 3A.84

**Table 3A.84 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2000 (per cent) (a)**

	<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>
All students									
At or above OECD mean	64.4	56.0	60.8	67.2	66.0	55.5	71.7	49.3	61.8
Standard error	3.7	4.4	3.5	3.6	3.7	3.9	4.4	5.0	1.9
Male students									
At or above OECD mean	63.6	57.6	56.0	66.0	64.8	55.5	75.6	47.4	60.8
Standard error	3.8	5.0	4.2	4.1	5.4	5.2	7.1	6.8	2.0
Female students									
At or above OECD mean	65.4	53.9	65.4	68.6	67.2	56.2	68.4	51.2	62.8
Standard error	5.0	6.4	5.1	4.7	4.8	4.9	8.0	6.5	2.5
Students from low socioeconomic families (b)									
At or above OECD mean	49.7	49.0	48.2	51.1	48.6	46.8	49.9	25.0	49.0
Standard error	6.0	7.3	4.9	6.6	8.1	5.1	15.1	9.4	3.4

(a) These data are from assessments conducted for PISA. PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

Table 3A.85

**Table 3A.85 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2003 (per cent) (a), (b)**

	<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>
All students									
At or above OECD mean	62.4	55.9	59.0	68.8	66.4	55.0	71.4	51.2	61.2
Standard error	1.7	2.3	2.7	1.6	3.1	4.2	2.1	2.7	0.9
Male students									
At or above OECD mean	62.0	57.7	57.3	67.5	67.3	54.4	70.6	48.7	61.0
Standard error	2.5	2.8	3.0	2.4	3.5	4.7	3.8	4.0	1.2
Female students									
At or above OECD mean	62.7	54.2	61.1	70.0	65.2	55.7	72.1	53.4	61.4
Standard error	2.2	3.0	3.9	2.3	3.9	4.9	5.2	4.2	1.3
Students from low socioeconomic families (c)									
At or above OECD mean	45.3	39.9	46.6	49.9	48.4	39.3	44.9	38.6	44.7
Standard error	2.4	3.8	3.0	3.8	3.4	5.3	8.6	7.8	1.4

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

**Table 3A.86 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent) (a)**

	<i>Aust</i>
2000	
Indigenous students	29.1
Standard error	4.1
Geographically remote students (b)	51.2
Standard error	7.8
2003	
Indigenous students	25.6
Standard error	2.9
Geographically remote students (b)	44.4
Standard error	6.1

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished).

Table 3A.87

**Table 3A.87 Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, 2003 (per cent) (a)**

	<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>
All students									
At or above OECD mean	64.6	59.9	62.6	71.0	69.9	59.5	73.3	53.9	64.2
Standard error	1.5	2.2	3.5	1.9	2.4	3.9	2.2	3.1	0.9
Male students									
At or above OECD mean	62.7	61.0	59.1	69.9	67.6	56.9	71.0	48.8	62.7
Standard error	2.3	2.8	3.9	2.3	2.8	4.7	3.7	4.1	1.2
Female students									
At or above OECD mean	66.3	58.9	67.0	71.9	72.7	62.5	75.4	58.3	65.8
Standard error	1.8	2.9	3.7	2.3	3.8	4.3	4.0	4.1	1.3
Students from low socioeconomic families (b)									
At or above OECD mean	48.7	45.4	50.3	55.6	54.9	42.1	50.0	44.2	49.2
Standard error	2.5	3.6	3.6	4.0	3.5	4.3	7.3	6.2	1.3

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

Source: ACER (unpublished).

**Table 3A.88 Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent) (a)**

	<i>Aust</i>
Indigenous students	30.6
Standard error	3.1
Geographically remote students (b)	50.1
Standard error	5.2

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source: ACER (unpublished).



Table 3A.89

**Table 3A.89 School participation rates by age and sex of students, all schools, 2004 (per cent) (a)**

	<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>
Participation age 15–19 years									
Male	49.9	55.5	44.7	41.9	49.1	52.0	63.1	41.6	49.5
Female	52.2	58.0	46.3	43.7	51.2	54.0	61.6	43.6	51.6
All students	51.0	56.7	45.5	42.8	50.1	53.0	62.4	42.5	50.5
Participation age 15 years									
Male	92.6	95.1	89.7	90.7	96.2	99.7	106.7	81.2	93.0
Female	92.7	96.4	91.9	93.3	95.9	96.9	107.9	83.0	93.9
All students	92.6	95.7	90.8	92.0	96.1	98.4	107.3	82.0	93.4
Participation age 16 years									
Male	76.8	86.9	78.7	74.8	83.9	83.1	104.5	66.2	80.4
Female	82.1	91.4	84.3	79.7	86.9	88.5	102.8	67.4	85.2
All students	79.4	89.1	81.4	77.2	85.4	85.7	103.7	66.8	82.8
Participation age 17 years									
Male	63.8	74.0	49.1	39.9	56.4	58.8	92.2	44.0	60.4
Female	71.6	83.1	51.1	42.3	66.7	67.3	91.8	49.7	66.9
All students	67.6	78.5	50.1	41.1	61.4	63.0	92.0	46.7	63.6
Participation age 18 years									
Male	15.7	22.0	6.5	4.6	10.1	15.8	25.4	14.0	13.9
Female	14.0	20.6	5.3	4.5	8.9	14.0	18.8	14.2	12.6
All students	14.9	21.3	5.9	4.5	9.5	14.9	22.2	14.1	13.3
Participation age 19 years									
Male	1.9	2.7	1.3	1.0	2.5	2.3	3.4	2.8	2.0
Female	1.8	2.5	1.0	0.8	2.6	2.3	1.8	2.8	1.8
All students	1.9	2.6	1.1	0.9	2.6	2.3	2.6	2.8	1.9

(a) Includes full time students only.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0.

Table 3A.90

**Table 3A.90 School participation rates by age of students, all students, all schools (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2000								
Participation age 15–19 years	50.8	55.8	46.9	43.4	49.5	54.0	63.2	41.1
Participation age 15 years	92.3	94.8	91.3	90.3	92.7	98.8	104.0	80.8
Participation age 16 years	78.2	87.7	82.2	76.2	82	81.6	99.5	65.9
Participation age 17 years	65.9	75.9	52.3	40.9	59.5	63.4	89.9	45.7
Participation age 18 years	14.3	18.5	6.2	5.4	8.4	15.7	29.3	11.2
Participation age 19 years	1.5	2.1	1.1	1.2	1.8	3.5	3.1	2.3
2001								
Participation age 15–19 years	50.3	55.2	46.2	43.3	49.4	53.1	61.5	41.0
Participation age 15 years	91.3	94.4	90.7	90.4	92.3	96.7	104.1	80.7
Participation age 16 years	77.8	87.6	82.0	75.8	83.0	79.9	99.1	62.8
Participation age 17 years	66.1	76.8	51.7	41.3	59.7	63.6	89.5	42.1
Participation age 18 years	14.1	19.7	5.9	5.5	8.8	16.1	27.0	15.9
Participation age 19 years	1.5	2.2	1.0	1.5	1.7	3.4	3.4	3.6
2002								
Participation age 15–19 years	50.2	55.4	45.9	43.2	48.8	53.3	61.4	40.9
Participation age 15 years	92.2	95.3	91.2	90.8	93.1	98.5	105.9	76.7
Participation age 16 years	77.5	87.3	82.0	76.6	81.9	81.0	102.4	67.6
Participation age 17 years	66.3	76.1	51.1	41.6	60.1	63.1	88.9	43.9
Participation age 18 years	14.7	19.7	6.1	5.4	9.1	15.6	25.2	12.5
Participation age 19 years	1.6	2.3	1.0	1.6	2.0	3.5	2.2	3.1
2003								
Participation age 15–19 years	50.8	56.1	45.9	42.6	49.5	53.0	61.5	41.8
Participation age 15 years	92.6	95.8	91.5	91.5	95.7	98.6	106.7	79.2
Participation age 16 years	79.5	88.8	82.5	76.7	83.9	84.5	102.4	67.0
Participation age 17 years	66.3	76.9	50.6	40.7	60.1	62.4	91.8	46.8
Participation age 18 years	14.9	20.6	6.1	4.1	9.6	15.1	23.3	10.4
Participation age 19 years	1.9	2.5	1.2	1.1	2.3	3.3	2.9	2.7
2004								
Participation age 15–19 years	51.0	56.7	45.5	42.8	50.1	53.0	62.4	42.5
Participation age 15 years	92.6	95.7	90.8	92.0	96.1	98.4	107.3	82.0
Participation age 16 years	79.4	89.1	81.4	77.2	85.4	85.7	103.7	66.8
Participation age 17 years	67.6	78.5	50.1	41.1	61.4	63.0	92.0	46.7
Participation age 18 years	14.9	21.3	5.9	4.5	9.5	14.9	22.2	14.1
Participation age 19 years	1.9	2.6	1.1	0.9	2.6	2.3	2.6	2.8

(a) Includes full time students only.

(b) The estimated resident population (ERP) data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0.

Table 3A.91

Table 3A.91 **Apparent retention rates of full time secondary students to years 10–12, 2004 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (c)</i>	<i>(d) ACT (d)</i>	<i>NT</i>	<i>Aust</i>
All students									
Government schools									
To year 10	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
To year 11	78.2	90.0	87.4	84.9	86.4	75.1	118.0	111.7	85.0
To year 12 (total)	65.8	74.4	75.3	65.9	58.0	76.0	100.5	72.0	69.8
To year 12 (male)	60.5	66.8	70.5	61.5	51.2	64.3	101.9	65.4	64.1
To year 12 (female)	71.5	82.8	80.3	70.5	65.0	88.3	99.0	79.2	75.9
All schools									
To year 10	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
To year 11	81.1	93.3	91.4	89.1	91.3	77.4	100.4	89.4	88.0
To year 12 (total)	71.1	81.1	81.2	72.6	68.0	76.4	88.5	59.0	75.7
To year 12 (male)	66.2	74.4	77.0	67.9	61.2	65.7	89.6	54.9	70.4
To year 12 (female)	76.2	88.2	85.7	77.5	75.1	87.8	87.3	63.1	81.2
Indigenous students (d)									
Government schools									
To year 10	79.9	78.0	87.2	87.0	79.7	104.1	108.2	85.7	84.8
To year 11	46.6	64.4	66.0	48.2	60.0	66.8	72.5	130.9	59.3
To year 12 (total)	30.0	33.8	51.3	23.7	31.4	60.2	106.7	41.7	36.9
To year 12 (male)	26.4	27.3	45.1	20.7	25.4	50.0	100.0	35.0	32.2
To year 12 (female)	33.5	40.0	57.6	26.9	37.6	73.6	115.0	50.0	41.8
All schools									
To year 10	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
To year 11	47.1	66.6	69.8	55.0	60.3	67.4	67.6	90.6	61.0
To year 12 (total)	31.7	36.5	56.7	27.0	34.1	59.0	88.3	30.2	39.5
To year 12 (male)	28.4	27.6	51.2	24.4	28.0	45.9	96.8	27.2	35.2
To year 12 (female)	34.9	44.9	62.6	29.8	40.4	78.4	79.3	33.3	44.0
Non-Indigenous students									
Government schools									
To year 10	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
To year 11	79.6	90.3	88.9	87.8	87.4	75.7	119.0	105.7	86.2
To year 12 (total)	67.3	74.9	76.7	69.0	59.0	77.1	100.4	80.9	71.2
To year 12 (male)	61.9	67.2	72.1	64.5	52.2	65.4	101.9	75.0	65.4
To year 12 (female)	73.1	83.3	81.8	73.8	66.1	89.2	98.7	87.1	77.4
All schools									
To year 10	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
To year 11	82.2	93.5	92.5	91.1	92.2	78.0	100.9	89.0	88.9
To year 12 (total)	72.3	81.4	82.4	75.1	69.0	77.3	88.5	69.3	76.8
To year 12 (male)	67.3	74.7	78.2	70.3	62.1	67.0	89.5	65.1	71.5
To year 12 (female)	77.5	88.5	86.9	80.1	76.1	88.3	87.4	73.4	82.4

**Table 3A.91 Apparent retention rates of full time secondary students to years 10–12, 2004 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (b)	<i>Tas</i> (c)	(d)	<i>ACT</i> (d)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling.									
(b)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.									
(c)	Some student number data for Tasmania have been revised by the Tasmanian Government, resulting in changes to some apparent retention rates, and these revisions may not be reflected in ABS, or other, publications.									
(d)	The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.									

*Source:* ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS *Schools Australia* (unpublished); Tasmanian Government (unpublished).

**Table 3A.92 Apparent retention rates of full time secondary students from years 10–12, 2004 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
All students									
Government schools	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.0
Non-government schools	81.3	91.9	91.5	82.4	87.7	76.0	72.6	43.1	86.1
All schools	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.1
Indigenous students									
Government schools	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	43.6
Non-government schools	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
All schools	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	45.7
Non-Indigenous students									
Government schools	69.8	77.5	76.0	69.2	63.6	72.9	101.1	99.8	73.1
Non-government schools	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
All schools	74.1	83.2	81.8	74.5	72.2	74.1	88.6	81.9	78.0

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.
- (d) Some student number data for Tasmania have been revised by the Tasmanian Government, resulting in changes to some apparent retention rates, and these revisions may not be reflected in ABS, or other, publications.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS (unpublished).

Table 3A.93

**Table 3A.93 Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b) (c)</i>	<i>ACT (b) (c)</i>	<i>NT</i>
2000								
From year 7or 8 to year 10								
All students	94.6	95.9	99.9	99.0	91.9	96.8	97.8	86.3
Indigenous students	78.9	83.2	87.8	84.1	72.0	98.8	84.9	62.6
From year 10 to year 12								
All students	64.2	74.4	73.9	67.3	61.9	71.6	105.0	69.9
Indigenous students	38.6	34.7	55.5	26.9	34.9	40.9	80.0	52.9
2001								
From year 7or 8 to year 10								
All students	95.4	96.9	99.5	100.0	91.8	97.5	100.0	87.7
Indigenous students	80.5	78.8	85.7	84.9	77.1	106.8	79.4	73.6
From year 10 to year 12								
All students	65.1	76.8	74.8	67.0	61.7	70.5	112.1	70.6
Indigenous students	35.4	40.7	55.7	21.0	41.4	41.6	50.0	47.4
2002								
From year 7or 8 to year 10								
All students	95.9	96.4	100.3	98.7	92.2	99.4	99.7	79.3
Indigenous students	81.6	77.2	89.4	85.5	77.4	106.3	122.2	73.4
From year 10 to year 12								
All students	67.4	77.5	76.5	69.7	61.9	75.3	101.0	73.1
Indigenous students	36.8	38.6	58.9	24.3	41.7	55.9	75.6	37.7
2003								
From year 7or 8 to year 10								
All students	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5
Indigenous students	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5
From year 10 to year 12								
All students	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7
Indigenous students	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7
2004								
From year 7or 8 to year 10								
All students	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5
Indigenous students	79.9	78.0	87.2	87.0	79.7	104.1	108.2	85.7
From year 10 to year 12								
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

**Table 3A.93 Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b) (c)</i>	<i>ACT (b) (c)</i>	<i>NT</i>
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(c) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS Schools Australia (unpublished).

Table 3A.94

**Table 3A.94 Apparent retention rates of full time secondary students, non-government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b)</i>	<i>(c) ACT (b)</i>	<i>(c)</i>	<i>NT</i>
2000									
From year 7or 8 to year 10									
All students	100.3	100.2	100.8	101.2	99.8	97.0	98.5	68.4	
Indigenous students	101.8	na	na	na	na	na	na	na	
From year 10 to year 12									
All students	81.2	88.3	87.8	80.2	84.1	71.6	65.2	43.9	
Indigenous students	51.6	65.5	72.1	34.3	62.5	43.2	46.7	18.6	
2001									
From year 7or 8 to year 10									
All students	100.0	100.3	101.2	102.3	101.0	99.6	98.5	71.5	
Indigenous students	109.2	na	na	na	na	na	100.0	na	
From year 10 to year 12									
All students	80.9	89.6	89.1	81.9	85.0	70.5	68.7	52.1	
Indigenous students	54.7	71.9	75.0	60.8	59.3	39.1	64.3	35.5	
2002									
From year 7or 8 to year 10									
All students	99.6	99.9	100.8	102.9	100.8	101.8	100.7	76.7	
Indigenous students	106.4	na	na	na	na	na	na	na	
From year 10 to year 12									
All students	82.1	91.5	89.8	82.1	86.9	74.1	75.2	49.8	
Indigenous students	49.1	63.3	65.5	54.3	61.3	100.0	100.0	50.0	
2003									
From year 7or 8 to year 10									
All students	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	
Indigenous students	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	
From year 10 to year 12									
All students	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	
Indigenous students	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	
2004									
From year 7or 8 to year 10									
All students	98.6	99.9	102.4	103.8	102.7	103.3	97.2	75.1	
Indigenous students	94.5	118.4	103.0	107.0	104.0	141.9	70.6	31.8	
From year 10 to year 12									
All students	81.3	91.9	91.5	82.4	87.7	76.0	72.6	43.1	
Indigenous students	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.



Table 3A.94 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b)</i>	<i>(c) ACT (b)</i>	<i>(c) NT</i>
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(c) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

na Not available.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS Schools Australia (unpublished).

Table 3A.95

Table 3A.95 **Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b)</i>	<i>(c) (d)</i>	<i>ACT (d)</i>	<i>NT (b)</i>	<i>Aust</i>
<b>2000</b>										
From year 7or 8 to year 10										
All students	96.5	97.5	100.3	99.7	94.5		96.9	98.1	80.1	97.6
Indigenous students	80.7	85.2	92.5	85.8	74.0		95.3	88.1	48.6	83.0
From year 10 to year 12										
All students	69.8	79.7	78.7	71.6	69.5		71.6	88.7	62.2	74.4
Indigenous students	39.9	37.9	58.6	28.1	37.2		41.2	70.0	35.7	43.8
<b>2001</b>										
From year 7or 8 to year 10										
All students	97.0	98.2	100.1	100.8	94.8		96.9	99.3	81.9	98.1
Indigenous students	83.1	83.4	91.9	89.7	78.0		95.3	84.1	57.7	85.7
From year 10 to year 12										
All students	70.3	81.6	79.7	71.9	69.6		71.6	93.3	64.9	75.4
Indigenous students	37.1	44.0	59.1	26.9	42.8		41.2	53.8	42.9	43.6
<b>2002</b>										
From year 7or 8 to year 10										
All students	97.2	97.8	100.5	100.2	95.0		100.1	100.1	78.4	98.1
Indigenous students	83.7	81.5	93.3	89.8	77.1		108.3	118.3	61.3	86.4
From year 10 to year 12										
All students	72.4	82.9	81.1	73.9	70.6		75.0	89.8	66.2	77.0
Indigenous students	38.0	40.9	60.3	29.0	43.3		59.7	78.8	41.1	45.8
<b>2003</b>										
From year 7or 8 to year 10										
All students	97.1	98.0	100.8	100.4	98.1		98.9	99.3	85.0	98.5
Indigenous students	82.1	74.8	94.9	94.0	83.5		105.8	91.2	61.0	87.2
From year 10 to year 12										
All students	72.7	82.9	81.5	70.6	70.7		76.2	90.3	68.7	76.9
Indigenous students	38.4	44.4	60.8	29.3	36.6		53.1	79.7	44.3	45.7
<b>2004</b>										
From year 7or 8 to year 10										
All students	96.6	97.3	100.3	100.5	98.2		99.6	99.8	85.9	98.1
Indigenous students	81.2	81.1	90.2	90.2	81.9		107.0	98.5	68.9	85.8
From year 10 to year 12										
All students	73.2	83.0	80.8	72.4	71.6		76.3	88.4	75.2	77.1
Indigenous students	37.8	44.7	60.8	30.1	44.2		54.5	74.6	49.2	45.7

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

(c) Some student number data for Tasmania have been revised by the Tasmanian Government, resulting in changes to some apparent retention rates, and these revisions may not be reflected in ABS, or other, publications.

(d) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Table 3A.95 **Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b)</i>	<i>(c)</i>	<i>(d)</i>	<i>ACT (d)</i>	<i>NT (b)</i>	<i>Aust</i>
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Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS (unpublished); Tasmanian Government (unpublished).

Table 3A.96

**Table 3A.96 Year 12 completion rate, by socioeconomic status and gender (per cent) (a), (b), (c), (d)**

	Low deciles (e)			Medium deciles (f)			High deciles (e)			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	2000	55	71	63	60	74	67	74	82	78	63	75
2001	56	69	62	60	73	66	72	80	76	62	74	68
2002	56	70	63	61	73	67	74	82	78	63	75	69
2003	56	69	63	62	72	67	75	83	79	64	75	69
2004	53	66	59	60	72	66	75	83	79	62	73	68

(a) Derived from data supplied by State/Territory accreditation authorities and the ABS.

(b) Data are estimates only. They express the number of year 12 completions (year 12 certificates issued by state education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. There are variations in assessment, reporting and certification methods for Year 12 across states and territories.

(c) The ABS Index of Relative Socio Economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses. 'Low' socioeconomic status is the average of the lowest three deciles, 'medium' socioeconomic status is the average of the middle four deciles and 'high' is the average of the highest three deciles.

(d) Jervis Bay has been included in NSW data.

(e) The populations in the low socioeconomic deciles of the ACT and the high socioeconomic deciles of the NT are too small to produce meaningful results.

(f) Year 12 completion rates for the 'medium' socioeconomic deciles have been reported for the first time in 2002.

Source: DEST (unpublished).

Table 3A.97

Table 3A.97 Year 12 completion rate, by locality and gender (per cent) (a), (b), (c)

	Metropolitan			Provincial			Remote (d)			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	2000	65	75	70	58	76	67	45	62	53	63	75
2001	65	74	69	58	74	66	44	62	52	62	74	68
2002	66	75	70	58	75	67	45	62	53	63	75	69
2003	66	75	71	58	73	66	47	62	54	64	75	69
2004	65	75	70	55	70	63	47	63	54	62	73	68

(a) Derived from data supplied by State/Territory accreditation authorities and the ABS.

(b) Data are estimates only. They express the number of year 12 completions (year 12 certificates issued by state education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. It is important to note that there are variations in assessment, reporting and certification methods for Year 12 across states and territories.

(c) Definitions are based on the agreed MCEETYA Geographic Location Classification. Metropolitan includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts of population 100 000 or more. Provincial includes Darwin SD, Statistical Districts of population less than 100 000 and other non-remote areas.

(d) 'Remote' comprises approximately 3 per cent of the 15–19 year old population in 2000 and, as a result, relatively small changes in the annual estimated resident population or number of completions can lead to substantial changes in the completion rates.

Source: DEST (unpublished).

Table 3A.98

Table 3A.98 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2004 (a), (b)

Year 12	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
Year 12										
Attending in May 2004										
	Higher Education	% 45.4 ± 11.7	37.9 ± 9.8	34.8 ± 12.2	32.7 ± 10.9	42.1 ± 15.4	24.9 ± 17.3	31.4 ± 17.6	np	38.9 ± 5.9
	TAFE/Other study	% 22.1 ± 8.9	33.2 ± 7.2	20.8 ± 8.8	28.9 ± 9.0	16.3 ± 8.9	20.3 ± 15.8	30.4 ± 17.6	np	25.2 ± 4.4
	Total attending	% 67.6 ± 11.8	71.1 ± 11.3	55.6 ± 14.4	61.6 ± 14.7	58.4 ± 16.5	45.2 ± 25.3	61.8 ± 23.1	np	64.1 ± 6.4
Not attending in May 2004										
	Full-time workers	% 10.5 ± 6.0	11.3 ± 4.6	16.8 ± 5.5	15.9 ± 6.3	11.6 ± 8.2	31.6 ± 24.6	8.9 ± 7.6	np	13.1 ± 2.4
	Other (c)	% 21.9 ± 8.4	17.6 ± 6.4	27.6 ± 9.8	22.5 ± 7.9	30.0 ± 13.5	23.2 ± 23.1	29.3 ± 16.6	np	22.8 ± 3.4
	Total not attending	% 32.4 ± 8.0	28.9 ± 8.0	44.4 ± 10.3	38.4 ± 9.6	41.6 ± 17.3	54.8 ± 34.5	38.2 ± 16.5	np	35.9 ± 4.2
	<b>Total</b>	<b>% 100.0 ± 13.9</b>	<b>100.0 ± 12.9</b>	<b>100.0 ± 17.2</b>	<b>100.0 ± 15.5</b>	<b>100.0 ± 22.9</b>	<b>100.0 ± 42.9</b>	<b>100.0 ± 25.9</b>	<b>np</b>	<b>100.0 ± 6.7</b>
Year 11 and below										
Attending in May 2004										
	Higher Education	% 1.7 ± 3.3	4.5 ± 6.1	2.3 ± 4.6	-	-	4.8 ± 9.9	-	np	2.3 ± 1.7
	TAFE/Other study	% 42.7 ± 15.2	32.1 ± 19.4	16.3 ± 11.2	28.8 ± 11.3	19.1 ± 13.7	42.6 ± 31.6	9.9 ± 19.9	np	31.1 ± 7.0
	Total attending	% 44.4 ± 15.7	36.6 ± 21.2	18.6 ± 11.5	28.8 ± 11.3	19.1 ± 13.7	47.4 ± 35.5	9.9 ± 19.9	np	33.4 ± 7.1
Not attending in May 2004										
	Full-time workers	% 17.7 ± 11.7	14.9 ± 9.8	30.6 ± 14.3	36.3 ± 16.4	23.0 ± 15.8	39.6 ± 27.4	41.0 ± 44.5	np	23.6 ± 5.3
	Other (c)	% 37.9 ± 16.1	48.6 ± 19.4	50.8 ± 23.1	34.9 ± 16.7	57.9 ± 22.2	13.1 ± 15.2	49.1 ± 48.7	np	43 ± 10.3
	Total not attending	% 55.6 ± 19.8	63.4 ± 21.5	81.4 ± 20.4	71.2 ± 25.1	80.9 ± 26.5	52.6 ± 29.2	90.1 ± 62.0	np	66.6 ± 10.8
	<b>Total</b>	<b>% 100.0 ± 23.3</b>	<b>100.0 ± 31.8</b>	<b>100.0 ± 23.5</b>	<b>100.0 ± 26.7</b>	<b>100.0 ± 27.8</b>	<b>100.0 ± 43.7</b>	<b>100.0 ± 63.3</b>	<b>np</b>	<b>100.0 ± 10.4</b>
All school leavers										
Attending in May 2004										
	Higher Education	% 31.3 ± 7.9	30.0 ± 7.4	26.9 ± 9.4	20.2 ± 6.7	24.6 ± 9.0	15.5 ± 9.7	26.2 ± 14.7	np	27.8 ± 4.0
	TAFE/Other study	% 28.8 ± 8.2	32.9 ± 6.1	19.7 ± 7.1	28.9 ± 7.6	17.5 ± 8.4	30.7 ± 16.1	27.1 ± 15.8	np	27.0 ± 3.9
	Total attending	% 60.1 ± 8.0	62.9 ± 10.0	46.6 ± 11.0	49.1 ± 10.2	42.1 ± 10.9	46.2 ± 18.8	53.3 ± 19.8	np	54.8 ± 4.9

Table 3A.98

Table 3A.98 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2004 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
Not attending in May 2004										
Full-time workers	%	12.8 ± 4.6	12.2 ± 4.3	20.2 ± 5.9	23.7 ± 7.3	16.3 + 7.7	35.3 ± 18.6	14.2 ± 10.2	np	16.3 ± 2.2
Other (c)	%	27.1 ± 8.5	24.9 ± 6.3	33.2 ± 8.5	27.2 ± 7.8	41.6 ± 10.9	18.5 ± 13.8	32.5 ± 15.5	np	28.9 ± 4.5
Total not attending	%	39.9 ± 9.2	37.1 ± 7.9	53.4 ± 8.6	50.9 ± 11.1	57.9 ± 11.1	53.8 ± 21.6	46.7 ± 16.5	np	45.2 ± 4.8
<b>Total</b>	<b>%</b>	<b>100.0 ± 10.0</b>	<b>100.0 ± 11.4</b>	<b>100.0 ± 12.5</b>	<b>100.0 ± 12.0</b>	<b>100.0 ± 14.9</b>	<b>100.0 ± 24.3</b>	<b>100.0 ± 22.0</b>	<b>np</b>	<b>100.0 ± 5.3</b>
Year 12										
Attending in May 2004										
Higher Education	000	28.6	20.5	14.9	6.9	5.7	0.9	1.4	np	79.0
TAFE/Other study	000	13.9	18.0	8.9	6.1	2.2	0.7	1.4	np	51.3
Total attending	000	42.6	38.5	23.8	13.1	7.9	1.6	2.8	np	130.2
Not attending in May 2004										
Full-time workers	000	6.6	6.1	7.2	3.4	1.6	1.1	0.4	np	26.7
Other (c)	000	13.8	9.5	11.8	4.8	4.0	1.8	1.3	np	46.4
Total not attending	000	20.4	15.7	19.0	8.2	5.6	1.9	1.8	np	73.0
<b>Total</b>	<b>000</b>	<b>63.0</b>	<b>54.2</b>	<b>42.8</b>	<b>21.3</b>	<b>13.5</b>	<b>3.5</b>	<b>4.6</b>	<b>np</b>	<b>203.3</b>
Year 11 and below										
Attending in May 2004										
Higher Education	000	0.5	0.7	0.3	-	-	0.1	-	np	2.0
TAFE/Other study	000	12.8	5.4	2.2	3.8	1.8	1.3	-	np	27.5
Total attending	000	13.3	6.1	2.6	3.8	1.8	1.5	-	np	29.5
Not attending in May 2004										
Full-time workers	000	5.3	2.5	4.2	4.8	2.2	1.2	0.4	np	20.8
Other (c)	000	11.4	8.1	7.0	4.6	5.5	0.4	0.4	np	38.0
Total not attending	000	16.7	10.6	11.2	9.3	7.7	1.6	0.8	np	58.8
<b>Total</b>	<b>000</b>	<b>30.0</b>	<b>16.7</b>	<b>13.8</b>	<b>13.1</b>	<b>9.6</b>	<b>3.1</b>	<b>0.9</b>	<b>np</b>	<b>88.3</b>

Table 3A.98

Table 3A.98 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2004 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
All school leavers										
Attending in May 2004										
Higher Education	000	29.1	21.3	15.2	6.9	5.7	1.0	1.4	np	81.0
TAFE/Other study	000	26.8	23.3	11.1	9.9	4.0	2.0	1.5	np	78.7
Total attending	000	55.9	44.6	26.4	16.9	9.7	3.1	2.9	np	159.7
Not attending in May 2004										
Full-time workers	000	11.9	8.6	11.4	8.2	3.8	2.3	0.8	np	47.5
Other (c)	000	25.2	17.6	18.8	9.4	9.6	1.2	1.8	np	84.4
Total not attending	000	37.1	26.3	30.2	17.5	13.3	3.6	2.6	np	131.9
<b>Total</b>	<b>000</b>	<b>93.0</b>	<b>70.9</b>	<b>56.6</b>	<b>34.4</b>	<b>23.0</b>	<b>6.6</b>	<b>5.5</b>	<b>np</b>	<b>291.6</b>

(a) Estimates with a relative standard error of 25 to 50 per cent should be used with caution. Estimates with a relative standard error greater than 50 per cent are considered too unreliable for general use. Some estimates in all categories (attending, full time workers not attending and other not attending) are between 25 to 50 per cent or greater than 50 per cent. A confidence interval of greater than 12.75 per cent reflects a relative standard error of greater than 25 per cent. Error bars represent the 95 per cent confidence interval associated with each point estimate. Data are not published for the NT due to unreliable estimates as described above but NT data are included in Australia totals.

(b) The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed.

(c) The category 'other' includes part-time workers, unemployed people and people not in the labour force.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished).



Single jurisdiction data — NSW

**Table 3A.99 Real expenditure per student by location, government schools, New South Wales (\$) (a), (b), (c)**

	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000	7 546	8 441	10 312	10 247
2000-01	7 541	8 427	10 211	10 199
2001-02	7 926	8 908	10 543	10 601
2002-03	8 931	10 104	11 717	11 972
2003-04	8 557	9 732	11 346	11 672

- (a) 'Metro' includes students in the Sydney metropolitan districts plus districts in Newcastle and Wollongong.
- (b) These unit costs: include 8 per cent notional user cost of capital consistent with the MCEETYA NSSC; are based on full time equivalent enrolments in the calendar year starting in the latter half of the financial year (that is, 2004 data for 2003-04); are based on full time equivalent enrolments in PSFP schools sourced from the EIS and mid-year Census collection. Data for 2002-03 are not comparable with previous years. The adoption of new accounting standard requirements for 2002-03 saw the introduction of one-off actuarial adjustments for Long Service Leave across all NSW Government departments and the inclusion for the first time of school-based expenditure for NSW Government schools.
- (c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: NSW Government.

Table 3A.100 **Real expenditure per student by socioeconomic disadvantage, government schools, New South Wales (\$) (a), (b), (c)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most (a)</i>
1999-2000			
Primary schools	na	na	8 406
Secondary schools	na	na	10 054
2000-01			
Primary schools	na	na	9 001
Secondary schools	na	na	10 131
2001-02			
Primary schools	na	na	9 238
Secondary schools	na	na	10 208
2002-03 (b)			
Primary schools	na	na	10 239
Secondary schools	na	na	11 478
2003-04			
Primary schools	na	na	10 512
Secondary schools	na	na	10 847

(a) Most disadvantaged are defined as those schools in the Priority Schools Funding Program (PSFP).

(b) These unit costs: include 8 per cent notional user cost of capital consistent with the MCEETYA NSSC; are based on full time equivalent enrolments in the calendar year starting in the latter half of the financial year (that is, 2004 data for 2003-04); are based on full time equivalent enrolments in PSFP schools sourced from the EIS and mid-year Census collection. Data for 2002-03 are not comparable with previous years. The adoption of new accounting standard requirements for 2002-03 saw the introduction of one-off actuarial adjustments for Long Service Leave across all NSW Government departments and the inclusion for the first time of school-based expenditure for NSW Government schools.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

na Not available.

Source: NSW Government.

Table 3A.101

Table 3A.101 **Student-to-staff ratios for primary and secondary schools by location, government schools, New South Wales (a), (b), (c)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000				
In-school primary	18	16	83	75
In-school secondary	12	12	62	60
2000-01				
In-school primary	18	16	80	71
In-school secondary	12	12	61	59
2001-02				
In-school primary	18	16	75	67
In-school secondary	12	12	60	58
2002-03				
In-school primary	18	16	70	63
In-school secondary	12	12	59	56
2003-04				
In-school primary	17	16	65	58
In-school secondary	12	12	58	56

(a) Location is based on school districts. 'Metro' includes staff and students in schools in the Sydney metropolitan districts plus districts in Newcastle and Wollongong.

(b) Ratios are based on ABS full time equivalent staff and full time equivalent student data at August.

(c) Student to teaching staff ratios in this table are calculated based on the combination of the NSSC staff categories 'in-school teaching staff' and 'in-school specialist support staff'. This is different to the student-to-teaching staff ratios published in ABS Schools Australia, which are based solely on the NSSC staff category 'in-school teaching staff'. Student to non-teaching staff ratios in this table are calculated based on the combination of the NSSC categories 'in-school administration and clerical staff' and 'in-school building operations and maintenance staff'.

Source: NSW Government.

Single jurisdiction data — Victoria

**Table 3A.102 Real expenditure per student by location, government schools, Victoria (\$) (a), (b), (c)**

	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
2000	4 968	5 299	6 451	6 793
2001	5 039	5 411	6 490	6 827
2002	5 102	5 405	6 564	6 906
2003	5 078	5 498	6 601	6 997
2004	5 149	5 483	6 545	6 959

- (a) Expenditure per student broken down by location (metropolitan/non-metropolitan) and school type is not comparable to NSSC figures on which interstate comparisons are based. The data in this table are the Victorian Department of Education and Training's (DET) School Global Budget expenditure to primary and secondary schools only.
- (b) Metropolitan is defined as comprising those regions belonging to the Victorian DET that are located in the greater Melbourne metropolitan area. They are Western Region, Northern Region, Eastern Region and Southern Region. Non-metropolitan is defined as comprising those regions belonging to the Victorian DET that are outside the metropolitan area. They are Barwon South Western Region, Central Highlands Wimmera Region, Loddon Campaspe Mallee Region, Goulburn North Eastern Region and Gippsland Region.
- (c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

*Source:* Victorian Government.

**Table 3A.103 Real expenditure per student by socioeconomic disadvantage, government schools, Victoria (\$) (a), (b), (c)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
2000			
Primary schools	4 847	5 109	5 515
Secondary schools	6 265	6 547	7 189
2001			
Primary schools	4 925	5 193	5 639
Secondary schools	6 229	6 630	7 332
2002			
Primary schools	4 908	5 185	5 589
Secondary schools	6 224	6 531	7 255
2003			
Primary schools	5 034	5 266	5 753
Secondary schools	6 324	6 693	7 897
2004			
Primary schools	5 006	5 243	5 827
Secondary schools	6 291	6 630	7 876

- (a) Expenditure per student broken down by socioeconomic status and school type is not comparable to NSSC figures on which interstate comparisons are based. The data in this table is the Victorian DET School Global Budget expenditure to schools, excluding ancillary and special settings.
- (b) Socioeconomic status has been defined using the Victorian DET Special Learning Needs (SLN) Index. The least, medium and most disadvantaged schools are based on the SLN Index ranking number. This ranking places the most disadvantaged schools in the top third of the highest SLN index values. Medium disadvantaged schools are placed in the middle third and least disadvantaged in the bottom third.
- (c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: Victorian Government.

Single jurisdiction data  
— Queensland



**Table 3A.104 Student-to-staff ratios for primary and secondary schools by location, government schools, Queensland (a)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
2000				
In-school primary	17.1	16.2	41.2	35.5
In-school secondary	13.4	13.1	37.9	33.5
2001				
In-school primary	17.0	16.1	45.4	35.5
In-school secondary	13.1	12.8	32.6	31.1
2002				
In-school primary	17.2	15.4	50.5	37.6
In-school secondary	13.5	12.9	40.8	34.4
2003				
In-school primary	16.3	15.3	48.4	37.5
In-school secondary	13.4	12.9	39.6	33.7
2004				
In-school primary	16.2	14.9	47.6	35.1
In-school secondary	13.5	12.4	42.0	32.6

(a) All student and staff data are sourced from the annual NSSC. Student full time equivalent enrolments are used in these calculations. All staff are in-school staff. Staff are classified as teaching staff or non-teaching staff as per NSSC definitions.

Source: Queensland Government.

Table 3A.105

Table 3A.105 **Student-to-staff ratios for combined and special schools by location, government schools, Queensland (a)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
2000				
In-school combined schools	14.2	11.0	28.8	18.2
In-school special schools	4.3	3.5	4.0	3.2
2001				
In-school combined schools	10.9	10.8	23.9	21.5
In-school special schools	4.3	4.2	3.7	3.3
2002				
In-school combined schools	14.5	11.0	38.6	22.2
In-school special schools	3.3	3.4	4.6	4.7
2003				
In-school combined schools	14.4	10.7	36.8	23.6
In-school special schools	4.2	4.4	4.0	3.2
2004				
In-school combined schools	14.6	10.6	45.3	23.5
In-school special schools	4.2	4.3	4.0	3.2

(a) All student and staff data are sourced from the annual NSSC. Student full time equivalent enrolments are used in these calculations. All staff are in-school staff. Staff are classified as teaching staff or non-teaching staff as per NSSC definitions.

Source: Queensland Government.

Table 3A.106

Table 3A.106 **Student-to-staff ratios by socioeconomic disadvantage, Queensland**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
In-school primary			
1999-2000			
Teaching staff	13.0	15.6	17.4
Non-teaching staff	21.3	32.5	44.1
2000-01			
Teaching staff	17.1	16.1	14.6
Non-teaching staff	51.0	36.4	26.0
2001-02			
Teaching staff	17.5	15.8	14.4
Non-teaching staff	56.6	40.7	31.4
2002-03			
Teaching staff	16.9	15.8	14.4
Non-teaching staff	56.4	41.9	29.7
2003-04			
Teaching staff	16.6	15.7	14.7
Non-teaching staff	54.1	42.1	32.5
In-school secondary			
1999-2000			
Teaching staff	8.4	12.4	12.5
Non-teaching staff	15.4	31.3	35.9
2000-01			
Teaching staff	13.4	12.7	11.2
Non-teaching staff	35.8	31.1	24.0
2001-02			
Teaching staff	13.7	13.2	11.8
Non-teaching staff	42.4	36.9	26.6
2002-03			
Teaching staff	13.8	13.2	12.0
Non-teaching staff	43.9	36.8	26.2
2003-04			
Teaching staff	13.8	13.1	11.9
Non-teaching staff	46.1	38.6	28.4

Source: Queensland Government.

Single jurisdiction data  
— Western Australia

Table 3A.107

Table 3A.107 **Student-to-staff ratios for primary and secondary schools by location, government schools, Western Australia**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
2000				
In-school primary	18.6	16.7	45.2	32.8
In-school secondary	13.4	12.3	62.1	38.8
2001				
In-school primary	18.4	16.5	45.2	30.9
In-school secondary	13.3	12.3	62.4	37.7
2002				
In-school primary	18.6	16.3	42.1	29.7
In-school secondary	13.0	12.3	65.1	38.4
2003				
In-school primary	16.8	14.6	35.0	25.2
In-school secondary	13.0	12.3	54.0	34.8
2004				
In-school primary	16.4	13.9	33.0	23.6
In-school secondary	12.4	11.7	50.4	32.0

Source: WA Government.

Table 3A.108

Table 3A.108 **Student-to-staff ratios for combined and special schools by location, government schools, Western Australia**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
2000				
In-school combined schools	15.1	15.1	50.9	27.4
In-school special schools	5.1	5.3	5.8	5.4
2001				
In-school combined schools	15.0	11.5	49.2	25.1
In-school special schools	5.4	5.2	5.8	5.5
2002				
In-school combined schools	14.8	11.6	51.1	24.2
In-school special schools	5.3	5.1	4.8	4.5
2003				
In-school combined schools	14.6	10.9	43.3	21.9
In-school special schools	4.9	4.8	4.7	4.5
2004				
In-school combined schools	14.2	10.5	42.0	20.3
In-school special schools	4.6	4.6	3.8	3.6

Source: WA Government.

Single jurisdiction data  
— South Australia

**Table 3A.109 Real expenditure per student by location, government schools, South Australia (\$) (a), (b)**

	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000	7 713	8 320	9 471	10 696
2000-01	7 394	8 093	9 046	10 356
2001-02	7 110	7 936	8 844	10 263
2002-03	7 383	8 249	9 109	10 572
2003-04	7 748	8 482	9 396	11 224

(a) Metropolitan is defined as the ABS Adelaide Statistical Division.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: SA Government.



Table 3A.110

**Table 3A.110 Real expenditure per student by socioeconomic disadvantage, government schools, South Australia (\$) (a), (b)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1999-2000			
Primary schools	7 302	7 675	8 633
Secondary schools	9 150	9 978	10 679
2000-01			
Primary schools	7 023	7 458	8 446
Secondary schools	8 807	9 775	10 744
2001-02			
Primary schools	6 761	7 314	8 348
Secondary schools	8 650	9 347	10 935
2002-03			
Primary schools	7 190	7 577	9 097
Secondary schools	9 168	9 527	10 947
2003-04			
Primary schools	7 259	7 732	9 266
Secondary schools	9 412	9 735	11 316

(a) Based on proportion of students in the school who are in receipt of a school card: 33 per cent of schools with highest percentages classed as most disadvantaged, next 33 per cent as medium and so on.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: SA Government.

**Table 3A.111 Student-to-staff ratios for primary and secondary schools by location, government schools, South Australia (a), (b)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000				
In-school primary	18.3	17.1	70.7	49.6
In-school secondary	12.1	12.2	54.8	47.1
2000-01				
In-school primary	18.3	17.1	68.2	46.6
In-school secondary	12.2	12.1	53.9	46.5
2001-02				
In-school primary	18.2	16.9	66.5	46.8
In-school secondary	12.4	12.0	52.7	45.1
2002-03				
In-school primary	17.8	16.3	63.5	44.9
In-school secondary	12.4	12.2	52.3	43.3
2003-04				
In-school primary	17.9	16.1	59.8	42.5
In-school secondary	12.5	12.2	50.2	41.6

(a) Non-metropolitan areas are defined as those areas that are outside metropolitan Adelaide.

(b) Although data for teaching and non-teaching staff were based on the NSSC definitions, counselling staff were returned to the teaching category for the calculations.

Source: SA Government.

Table 3A.112

Table 3A.112 **Student-to-staff ratios for combined and special schools by location, government schools, South Australia (a), (b)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000				
In-school combined schools	11.3	12.2	41.9	36.9
In-school special schools	4.6	5.1	4.8	8.7
2000-01				
In-school combined schools	11.8	12.1	45.4	36.3
In-school special schools	5.1	4.8	8.7	5.1
2001-02				
In-school combined schools	45.4	36.3	45.0	33.2
In-school special schools	5.0	5.9	8.8	5.0
2002-03				
In-school combined schools	11.3	11.8	41.9	33.4
In-school special schools	5.0	5.6	7.8	5.2
2003-04				
In-school combined schools	11.4	11.7	42.5	32.2
In-school special schools	5.5	3.9	7.6	4.7

(a) Non-metropolitan areas are defined as those areas that are outside metropolitan Adelaide.

(b) Although data for teaching and non-teaching staff were based on NSSC definitions, counselling staff were returned to the teaching category for the calculations.

Source: SA Government.

Table 3A.113 **Student-to-staff ratios by socioeconomic disadvantage, South Australia (a)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
In-school primary			
1999-2000			
Teaching staff	19.2	17.2	14.6
Non-teaching staff	76.6	55.4	41.9
2000-01			
Teaching staff	19.1	16.8	14.0
Non-teaching staff	73.1	50.5	34.9
2001-02			
Teaching staff	18.9	17.3	15.0
Non-teaching staff	71.0	54.7	38.0
2002-03			
Teaching staff	18.9	16.0	13.6
Non-teaching staff	67.1	49.3	33.3
2003-04			
Teaching staff	18.7	16.0	13.6
Non-teaching staff	63.8	45.9	32.3
In-school secondary			
1999-2000			
Teaching staff	13.2	11.8	5.7
Non-teaching staff	60.3	48.2	23.8
2000-01			
Teaching staff	13.0	11.7	4.9
Non-teaching staff	58.5	45.5	18.1
2001-02			
Teaching staff	13.2	12.1	6.2
Non-teaching staff	59.1	46.2	23.6
2002-03			
Teaching staff	13.1	12.0	4.1
Non-teaching staff	55.5	43.8	15.3
2003-04			
Teaching staff	13.1	12.2	4.2
Non-teaching staff	53.6	42.0	13.6

(a) Based on proportion of students in the school who are in receipt of a school card: 33 per cent of schools with highest percentages are classed as most disadvantaged, while next 33 per cent are classified as having medium disadvantage, and so on.

Source: SA Government.

# Single jurisdiction data — Tasmania

**Table 3A.114 Real expenditure per student by location, government schools, Tasmania (\$) (a), (b)**

	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000	8 801	9 230	9 896	10 269
2000-01	8 446	8 861	10 317	10 561
2001-02	8 708	9 020	10 707	10 829
2002-03	8 775	9 133	10 996	10 932
2002-03	8 748	9 101	11 013	10 983

(a) Metropolitan is defined as greater Hobart, while non-metropolitan is the balance of Tasmania.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: Tasmanian Government.

**Table 3A.115 Real expenditure per student by socioeconomic disadvantage, government schools, Tasmania (\$) (a), (b)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1999-2000			
Primary schools	8 377	8 915	10 536
Secondary schools	9 055	10 071	11 061
2000-01			
Primary schools	8 085	8 609	9 900
Secondary schools	9 664	10 327	11 532
2001-02			
Primary schools	8 285	8 841	10 027
Secondary schools	9 523	10 736	12 201
2002-03			
Primary schools	8 281	9 011	10 192
Secondary schools	10 277	10 748	12 575
2002-03			
Primary schools	8 274	8 959	10 184
Secondary schools	10 141	10 748	12 947

(a) Socioeconomic status has been determined using the Department of Education's Educational Needs Index (ENI). Schools have been ranked in order of their ENI with the lowest 25 per cent defined as 'least', the middle 50 per cent defined as 'medium' and the top 25 per cent defined as 'most' disadvantaged.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: Tasmanian Government.

Table 3A.116

Table 3A.116 **Student-to-staff ratios for primary and secondary schools by location, government schools, Tasmania**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000				
In-school primary	16.1	15.5	48.4	48.1
In-school secondary	13.1	12.7	46.4	45.5
2000-01				
In-school primary	16.5	15.8	45.0	45.5
In-school secondary	12.9	12.4	45.4	43.2
2001-02				
In-school primary	16.4	15.8	43.4	43.6
In-school secondary	13.4	13.4	45.2	42.0
2002-03				
In-school primary	16.5	15.7	42.3	42.8
In-school secondary	13.5	13.3	42.4	41.1
2003-04				
In-school primary	16.4	15.6	47.5	47.0
In-school secondary	13.2	13.1	43.8	42.2

Source: Tasmanian Government.



Table 3A.117

Table 3A.117 **Student-to-staff ratios by socioeconomic disadvantage, government schools, Tasmania (a)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
In-school primary			
1999-2000			
Teaching staff	16.6	15.8	14.4
Non-teaching staff	55.2	50.9	36.0
2000-01			
Teaching staff	16.8	16.2	14.7
Non-teaching staff	52.7	48.6	33.2
2001-02			
Teaching staff	16.9	16.0	14.9
Non-teaching staff	49.9	45.4	33.5
2002-03			
Teaching staff	17.0	15.9	14.6
Non-teaching staff	50.2	44.5	31.7
2003-04			
Teaching staff	16.8	16.0	14.5
Non-teaching staff	52.5	51.0	35.4
In-school secondary			
1999-2000			
Teaching staff	15.4	12.7	12.3
Non-teaching staff	51.8	48.2	34.0
2000-01			
Teaching staff	14.4	12.7	11.7
Non-teaching staff	49.7	47.0	31.6
2001-02			
Teaching staff	14.7	13.3	12.4
Non-teaching staff	55.8	45.4	30.0
2002-03			
Teaching staff	14.3	13.5	12.4
Non-teaching staff	46.2	45.6	26.7
2003-04			
Teaching staff	14.4	13.3	11.8
Non-teaching staff	52.6	46.1	27.7

(a) Socioeconomic status has been determined using the Department of Education's ENI. Schools have been ranked in order of their ENI with the lowest 25 per cent defined as 'least', the middle 50 per cent defined as 'medium' and the top 25 per cent defined as 'most' disadvantaged.

Source: Tasmanian Government.

Single jurisdiction data  
— Australian Capital Territory

**Table 3A.118 Real expenditure per student by location, government schools, Australian Capital Territory (\$) (a)**

	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000	7 814	..	10 714	..
2000-01	8 690	..	12 157	..
2001-02	8 554	..	12 083	..
2002-03	9 565	..	13 038	..
2003-04	11 408	..	14 656	..

(a) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

.. Not applicable.

Source: ACT Government.

Table 3A.119

Table 3A.119 **Student-to-staff ratios for primary and secondary schools by location, government schools, Australian Capital Territory (a)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000				
In-school primary	17.1	..	59.2	..
In-school secondary	11.7	..	56.0	..
2000-01				
In-school primary	16.7	..	61.1	..
In-school secondary	12.3	..	61.5	..
2001-02				
In-school primary	16.1	..	60.4	..
In-school secondary	12.2	..	59.6	..
2002-03				
In-school primary	15.3	..	56.8	..
In-school secondary	12.0	..	57.6	..
2003-04				
In-school primary	14.4	..	52.0	..
In-school secondary	12.0	..	52.3	..

(a) The ACT does not have schools in non-metropolitan areas.

.. Not applicable.

Source: ACT Government.

Table 3A.120

Table 3A.120 **Student-to-staff ratios for combined and special schools by location, government schools, Australian Capital Territory (a)**

	<i>Teaching staff</i>		<i>Non-teaching</i>	
	<i>Metro</i>	<i>Non-metro</i>	<i>Metro</i>	<i>Non-metro</i>
1999-2000				
In-school combined schools	15.3	..	68.2	..
In-school special schools	4.5	..	8.8	..
2000-01				
In-school combined schools	14.4	..	89.7	..
In-school special schools	4.1	..	4.4	..
2001-02				
In-school combined schools	14.7	..	77.6	..
In-school special schools	4.1	..	4.3	..
2002-03				
In-school combined schools	14.1	..	71.7	..
In-school special schools	4.2	..	4.4	..
2003-04				
In-school combined schools	13.5	..	68.6	..
In-school special schools	4.0	..	4.2	..

(a) The ACT does not have schools in non-metropolitan areas.

.. Not applicable.

Source: ACT Government.

Table 3A.121 **Real expenditure per student by socioeconomic disadvantage, government schools, Australian Capital Territory (\$) (a), (b)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
2000			
Primary schools	na	na	na
Secondary schools	na	na	na
2001			
Primary schools	na	na	na
Secondary schools	na	na	na
2002			
Primary schools	7 794	8 603	9 260
Secondary schools	11 446	12 125	12 705
2003			
Primary schools	8 856	9 798	9 917
Secondary schools	12 287	13 029	14 233
2004			
Primary schools	10 704	11 604	11 755
Secondary schools	14 018	14 631	15 713

(a) Data exclude Jervis Bay.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

**na** Not available.

*Source:* ACT Government.

Single jurisdiction data  
— Northern Territory

**Table 3A.122 Real expenditure per student by location, government schools, Northern Territory (\$) (a), (b)**

	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000	..	na	..	na
2000-01	..	na	..	na
2001-02	..	9 356	..	13 137
2002-03	..	10 380	..	13 401
2003-04	..	10 959	..	12 333

(a) The expenditure per student broken down by location and school type are not comparable to the NSSC figures on which interstate comparisons are based.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

na Not available. .. Not applicable.

Source: NT Government.



**Table 3A.123 Real expenditure per student by socioeconomic disadvantage, government schools, Northern Territory (\$) (a), (b)**

	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1999-2000			
Primary schools	8 075	8 698	9 741
Secondary schools	11 359	13 646	9 491
2000-01			
Primary schools	9 753	10 024	11 958
Secondary schools	12 547	13 511	13 657
2001-02			
Primary schools	8 478	10 492	12 238
Secondary schools	12 593	14 068	14 080
2002-03			
Primary schools	9 459	9 709	12 608
Secondary schools	12 655	15 531	13 809
2003-04			
Primary schools	9 849	10 311	13 492
Secondary schools	12 709	14 803	10 010

(a) Based on geographic location only. Darwin, Palmerston and Alice Springs schools are classed as 'least', other NT centres are classified as 'medium', and those schools not classified to a town centre are classed as 'most' disadvantaged.

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2003-04 = 100 (table A.26).

Source: NT Government.

**Table 3A.124 Student-to-staff ratios for primary and secondary schools by location, government schools, Northern Territory (a)**

	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1999-2000				
In-school primary	..	na	..	na
In-school secondary	..	na	..	na
2000-01				
In-school primary	..	13.9	..	38.8
In-school secondary	..	11.4	..	33.4
2001-02 (b)				
In-school primary	..	14.0	..	34.2
In-school secondary	..	10.7	..	32.6
2002-03				
In-school primary	..	14.0	..	31.0
In-school secondary	..	12.0	..	30.0
2003-04				
In-school primary	..	13.9	..	28.3
In-school secondary	..	12.5	..	35.3

(a) The NT does not have schools in metropolitan areas.

(b) Ratios are calculated on FTE of teaching and non-teaching staff and FTE of students as per August 2002 Census. Teaching and non-teaching classification is determined by NSSC rules. Excludes preschool staff and students.

.. Not applicable.

Source: NT Government.