

## 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).

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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)	ACT (b)	NT	Aust
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 (c)										
	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 (d)	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. 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>
Schools										
	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

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)	ACT (b)	NT	Aust
Combined (d)	%	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 (c)										
Primary	no.	32 565	24 374	24 606	12 540	8 998	3 095	1 680	2 059	109 914
Secondary	no.	30 282	21 983	16 370	8 678	6 530	2 608	1 662	1 050	89 162
Total active in schools	no.	62 847	46 357	40 976	21 218	15 528	5 703	3 342	3 109	199 076
Not active in schools	no.	1 836	1 246	1 851	1 168	940	351	266	383	8 042
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
Combined (d)	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>



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)	ACT (b)	NT	Aust
Primary	%	75.3	75.8	75.6	67.0	71.8	65.9	69.5	59.3	73.5
Secondary	%	17.0	16.1	14.4	12.4	12.0	18.2	23.2	7.3	15.3
Combined (d)	%	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 (c)										
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
Schools										
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

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)	ACT (b)	NT	Aust
Combined (d)	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 (d)	%	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										
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 (c)										
Primary	no.	33 474	25 004	25 568	14 155	9 315	3 130	1 805	2 120	114 569
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

REPORT ON  
GOVERNMENT  
SERVICES 2007

SCHOOL  
EDUCATION

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)	ACT (b)	NT	Aust
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) (d)	no.	106	80	47	na	na	na	na	5	340
Combined and special (b) (d)	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) (d)	%	4.8	4.9	3.7	na	na	na	na	3.3	4.9
Combined and special (b) (d)	%	..	..	..	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>
2005										
Students										
Primary — full time	no.	436 551	314 753	287 245	149 610	107 573	35 333	19 393	19 926	1 370 384
Primary — part time	no.	—	464	887	—	38	7	101	32	1 529
Primary — FTE of part time students	no.	—	228	344	—	18	4	38	12	644
Primary — FTE total	no.	436 551	314 981	287 589	149 610	107 591	35 337	19 431	19 938	1 371 028
Secondary — full time	no.	303 888	221 882	163 719	79 207	57 141	25 272	15 966	8 628	875 703
Secondary — part time	no.	2 404	2 898	3 836	2 824	6 435	1 870	36	1 084	21 387
Secondary — FTE of part time students	no.	1 139	1 398	1 347	608	2 917	1 007	18	452	8 887
Secondary — FTE total	no.	305 027	223 280	165 066	79 815	60 058	26 279	15 984	9 080	884 590
Primary and secondary — full time total	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Primary and secondary — FTE total	no.	741 578	538 261	452 654	229 425	167 649	61 617	35 415	29 018	2 255 618

Table 3A.1

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

Staff (c)	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Primary	no.	34 020	25 292	25 731	14 100	9 371	3 104	1 811	2 125	115 555
Secondary	no.	30 722	23 349	17 034	8 964	6 612	2 745	1 705	1 089	92 220
Total active in schools	no.	64 742	48 641	42 765	23 064	15 984	5 849	3 516	3 214	207 775
Not active in schools	no.	1 883	1 246	1 786	1 599	1 115	447	342	471	8 889
Schools										
Primary	no.	1 653	1 218	964	509	435	141	66	82	5 068
Secondary	no.	370	260	180	99	74	39	22	11	1 055
Combined (b) (e)	no.	65	57	89	na	na	na	na	na	468
Special (b) (d)	no.	106	78	47	na	na	na	na	na	338
Combined and special (b) (d)	no.	..	..	..	169	96	33	8	58	..
<b>Total</b>	<b>no.</b>	<b>2 194</b>	<b>1 613</b>	<b>1 280</b>	<b>777</b>	<b>605</b>	<b>213</b>	<b>96</b>	<b>151</b>	<b>6 929</b>
Schools										
Primary	%	75.3	75.5	75.3	65.5	71.9	66.2	68.8	54.3	73.1
Secondary	%	16.9	16.1	14.1	12.7	12.2	18.3	22.9	7.3	15.2
Combined (b) (e)	%	3.0	3.5	7.0	na	na	na	na	na	6.8
Special (b) (d)	%	4.8	4.8	3.7	na	na	na	na	na	4.9
Combined and special (b) (d)	%	..	..	..	21.8	15.9	15.5	8.3	38.4	..
<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.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately from 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.

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)	ACT (b)	NT	Aust
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(d) Combined schools include both primary and secondary students.

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

Source: 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 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS Schools Australia (unpublished).

Table 3A.2

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

	Unit	NSW	Vic	Q/ld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
2001										
Students										
Primary – full time	no.	177 635	138 907	90 173	49 106	45 136	10 467	11 051	5 200	527 675
Primary – part time	no.	179	278	155	30	77	77	102	34	932
Primary – FTE of part time students	no.	126	160	78	15	52	34	77	27	569
Primary – FTE total	no.	177 761	139 067	90 251	49 121	45 188	10 501	11 128	5 227	528 244
Secondary – full time	no.	166 288	138 200	85 542	45 493	31 520	10 354	11 622	3 264	492 283
Secondary – part time	no.	371	162	38	69	310	140	12	11	1 113
Secondary – FTE of part time students	no.	179	77	18	47	171	58	5	7	561
Secondary – FTE total	no.	166 467	138 277	85 560	45 540	31 691	10 412	11 627	3 271	492 844
Primary and secondary — full time total	no.	343 923	277 107	175 715	94 599	76 656	20 821	22 673	8 464	1 019 958
Primary and secondary — FTE total	no.	344 228	277 344	175 811	94 661	76 879	20 913	22 755	8 497	1 021 088
Staff (c)										
Primary	no.	12 151	10 186	7 364	4 524	3 290	813	679	436	39 439
Secondary	no.	17 273	15 331	9 436	5 046	3 439	1 145	1 192	442	53 303
Total active in schools	no.	29 424	25 517	16 800	9 570	6 729	1 958	1 871	878	92 742
Schools										
Primary	no.	531	448	238	157	119	32	27	15	1 567
Secondary	no.	144	103	76	40	22	7	6	6	404
Combined (d)	no.	200	129	112	84	56	27	8	11	627
Special	no.	31	16	2	2	3	1	1	–	56
<b>Total</b>	<b>no.</b>	<b>906</b>	<b>696</b>	<b>428</b>	<b>283</b>	<b>200</b>	<b>67</b>	<b>42</b>	<b>32</b>	<b>2 654</b>
Schools										
Primary	%	58.6	64.4	55.6	55.5	59.5	47.8	64.3	46.9	59.0
Secondary	%	15.9	14.8	17.8	14.1	11.0	10.4	14.3	18.8	15.2
Combined (d)	%	22.1	18.5	26.2	29.7	28.0	40.3	19.0	34.4	23.6

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
Special	%	3.4	2.3	0.5	0.7	1.5	1.5	2.4	0.0	2.1
<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.	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		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	8 479	1 046 127
Staff (c)										
Primary	no.	12 725	10 592	7 799	4 672	3 454	817	741	427	41 227
Secondary	no.	18 050	15 942	9 631	5 316	3 634	1 164	1 245	462	55 446
Total active in schools	no.	30 775	26 534	17 430	9 988	7 088	1 981	1 986	889	96 673
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.</b>	<b>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>

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
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
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	0.0	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



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)	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>
Schools										
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>%</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	79	19	101	15	1 341
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	430	10	23	11	999
Secondary — FTE of part time students	no.	136	81	43	15	264	4	7	6	555
Secondary — FTE total	no.	179 286	146 886	91 454	50 460	34 256	11 090	12 359	3 587	529 377
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	21 591	24 032	8 714	1 083 648
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
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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	no.	514	437	244	152	114	29	26	17	1 533
Secondary	no.	143	101	82	37	20	7	5	7	402
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
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>
2005										
Students										
Primary — full time	no.	185 342	139 702	102 284	57 278	49 708	10 655	11 694	5 122	561 785
Primary — part time	no.	165	314	149	415	59	18	114	9	1 243
Primary — FTE of part time students	no.	117	185	61	281	32	12	73	7	768
Primary — FTE total	no.	185 459	139 887	102 345	57 559	49 740	10 667	11 767	5 129	562 553
Secondary — full time	no.	181 905	149 610	94 006	52 205	35 003	11 244	12 597	3 697	540 267
Secondary — part time	no.	189	148	78	15	421	7	44	12	914
Secondary — FTE of part time students	no.	112	86	35	9	259	3	17	6	526
Secondary — FTE total	no.	182 017	149 696	94 041	52 214	35 262	11 247	12 614	3 703	540 793
Primary and secondary — full time total	no.	367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
Primary and secondary — FTE total	no.	367 476	289 584	196 386	109 773	85 002	21 915	24 381	8 832	1 103 345

Table 3A.2

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

Staff (c)	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Primary	no.	14 086	11 507	9 293	5 388	3 974	908	846	491	46 492
Secondary	no.	20 371	17 933	11 091	6 049	4 101	1 303	1 320	580	62 747
Total active in schools	no.	34 457	29 439	20 383	11 438	8 074	2 211	2 166	1 070	109 239
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	510	435	242	154	112	29	27	17	1 526
Secondary	no.	152	102	82	39	20	7	5	6	413
Combined (b) (d)	no.	218	138	127	na	na	na	na	na	696
Special (b) (d)	no.	32	17	3	na	na	na	na	na	59
Combined and special (b) (d)	no.	..	..	..	98	68	30	12	12	..
<b>Total</b>	<b>no.</b>	<b>912</b>	<b>692</b>	<b>454</b>	<b>291</b>	<b>200</b>	<b>66</b>	<b>44</b>	<b>35</b>	<b>2 694</b>
Schools										
Primary	%	55.9	62.9	53.3	52.9	56.0	43.9	61.4	48.6	56.6
Secondary	%	16.7	14.7	18.1	13.4	10.0	10.6	11.4	17.1	15.3
Combined (b) (d)	%	23.9	19.9	28.0	na	na	na	na	na	25.8
Special (b) (d)	%	3.5	2.5	0.7	na	na	na	na	na	2.2
Combined and special (b) (d)	%	..	..	..	33.7	34.0	45.5	27.3	..	..
<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.

(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.

Table 3A.2

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

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

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

Source: 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 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS Schools Australia (unpublished).

Table 3A.3

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

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	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
Primary and secondary — full time total	no.	1 099 169	809 365	610 810	318 895	249 496	82 797	60 643	37 002	3 268 177
Primary and secondary — FTE total	no.	1 100 968	811 239	612 725	320 305	253 101	84 387	60 764	37 464	3 280 949
Staff (c)										
Primary	no.	44 489	34 148	32 564	15 770	12 429	3 882	2 348	2 388	148 013
Secondary	no.	47 326	36 820	26 676	13 652	10 075	3 751	2 852	1 438	142 589
Total active in schools	no.	91 815	70 968	59 239	29 422	22 503	7 633	5 200	3 826	290 602
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 (d)	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	15.4
Combined (d)	%	8.5	7.7	10.9	16.4	16.4	18.9	8.0	28.2	11.0

Table 3A.3

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

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Special	%	4.0	4.1	3.0	6.7	2.8	3.2	3.6	2.8	4.0
<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.	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 (c)										
Primary	no.	45 290	34 966	32 405	17 212	12 452	3 912	2 421	2 486	151 141
Secondary	no.	48 332	37 925	26 001	13 994	10 164	3 772	2 907	1 512	144 608
Total active in schools	no.	93 622	72 891	58 406	31 206	22 616	7 684	5 328	3 998	295 749
Not active in schools	no.	2 654	1 648	2 237	1 348	1 065	377	342	410	10 080
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 (d)	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>

Table 3A.3

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

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
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
Combined (d)	%	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 (c)										
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

Table 3A.3

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

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Combined (d)	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>
Schools										
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 (d)	%	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>%</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	105	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	35 853	28 385	12 115	1 400 173
Secondary — part time	no.	2 684	3 276	3 847	2 954	7 248	2 270	48	1 054	23 381
Secondary — FTE of part time students	no.	1 414	1 612	1 412	605	3 461	1 219	22	428	10 173
Secondary — FTE total	no.	484 484	368 490	254 223	130 594	94 533	37 072	28 407	12 543	1 410 346
Primary and secondary — full time total	no.	1 107 049	822 300	638 955	336 066	248 522	82 262	59 780	37 030	3 331 964
Primary and secondary — FTE total	no.	1 108 598	824 281	640 745	337 029	252 047	83 493	59 914	37 485	3 343 593
Staff (c)										
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
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Table 3A.3

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

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
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
Combined (b) (d)	no.	282	190	205	na	na	na	na	63	1 142
Special (b) (d)	no.	138	97	50	na	na	na	na	5	399
Combined and special (b) (d)	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) (d)	%	9.1	8.2	11.8	na	na	na	na	34.1	11.9
Special (b) (d)	%	4.5	4.2	2.9	na	na	na	na	2.7	4.1
Combined and special (b) (d)	%	..	..	..	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>
2005										
Students (c)										
Primary — full time	no.	621 893	454 455	389 529	206 888	157 281	45 988	31 087	25 048	1 932 169
Primary — part time	no.	165	778	1 036	415	97	25	215	41	2 772
Primary — FTE of part time students	no.	117	413	405	281	50	17	111	19	1 411
Primary — FTE total	no.	622 010	454 868	389 934	207 169	157 331	46 005	31 198	25 067	1 933 580
Secondary — full time	no.	485 793	371 492	257 725	131 412	92 144	36 516	28 563	12 325	1 415 970
Secondary — part time	no.	2 593	3 046	3 914	2 839	6 856	1 877	80	1 096	22 301
Secondary — FTE of part time students	no.	1 251	1 485	1 382	617	3 175	1 011	34	458	9 412
Secondary — FTE total	no.	487 044	372 977	259 107	132 029	95 319	37 527	28 597	12 783	1 425 382
Primary and secondary — full time total	no.	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Primary and secondary — FTE total	no.	1 109 054	827 844	649 040	339 198	252 650	83 531	59 795	37 850	3 358 962

Table 3A.3

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

Staff (c)	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Primary	no.	48 107	36 799	35 024	19 489	13 345	4 012	2 657	2 615	162 047
Secondary	no.	51 093	41 282	28 125	15 013	10 713	4 048	3 026	1 668	154 966
Total active in schools	no.	99 200	78 081	63 149	34 502	24 058	8 060	5 682	4 284	317 014
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 163	1 653	1 206	663	547	170	93	99	6 594
Secondary	no.	522	362	262	138	94	46	27	17	1 468
Combined (b) (d)	no.	283	195	216	na	na	na	na	na	1 164
Special (b) (d)	no.	138	95	50	na	na	na	na	na	397
Combined and special (b) (d)	no.	..	..	..	267	164	63	20	70	..
<b>Total</b>	<b>no.</b>	<b>3 106</b>	<b>2 305</b>	<b>1 734</b>	<b>1 068</b>	<b>805</b>	<b>279</b>	<b>140</b>	<b>186</b>	<b>9 623</b>
Schools										
Primary	%	69.6	71.7	69.6	62.1	68.0	60.9	66.4	53.2	68.5
Secondary	%	16.8	15.7	15.1	12.9	11.7	16.5	19.3	9.1	15.3
Combined (b) (d)	%	9.1	8.5	12.5	na	na	na	na	na	12.1
Special (b) (d)	%	4.4	4.1	2.9	na	na	na	na	na	4.1
Combined and special (b) (d)	%	..	..	..	25.0	20.4	22.6	14.3	..	..
<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.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately from 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.

Table 3A.3

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

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

na Not available. .. Not applicable.

Source: 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 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS Schools Australia (unpublished).

Table 3A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
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

Table 3A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
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	128 484	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

Table 3A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
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										
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

Table 3A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	325 799	172 814	128 136	42 287	30 624	19 342	1 702 606
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	50	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	6 144	701 229
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
2005										
Students — male										
Primary — full time	no.	319 118	233 532	199 915	107 082	80 789	23 661	15 822	13 006	992 925
Primary — part time	no.	89	538	693	220	61	18	142	26	1 787
Primary — FTE of part time students	no.	63	283	276	151	30	11	70	11	896
Primary — FTE total	no.	319 181	233 815	200 191	107 233	80 819	23 672	15 892	13 017	993 821
Secondary — full time	no.	244 828	186 316	129 081	66 324	46 620	18 214	14 552	6 252	712 187
Secondary — part time	no.	987	1 262	1 671	890	2 641	554	31	490	8 526
Secondary — FTE of part time students	no.	533	585	606	230	1 300	287	12	203	3 755
Secondary — FTE total	no.	245 361	186 901	129 687	66 554	47 920	18 501	14 564	6 455	715 942
Primary and secondary — full time total	no.	563 946	419 848	328 996	173 406	127 409	41 875	30 374	19 258	712 187
Primary and secondary — FTE total	no.	564 542	420 717	329 878	173 787	128 738	42 173	30 457	19 473	1 709 763

Table 3A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students — female										
Primary — full time	no.	302 775	220 923	189 614	99 806	76 492	22 327	15 265	12 042	939 244
Primary — part time	no.	76	240	343	195	36	7	15	73	985
Primary — FTE of part time students	no.	54	130	129	129	20	6	8	40	515
Primary — FTE total	no.	302 829	221 053	189 743	99 935	76 512	22 333	15 273	12 082	939 759
Secondary — full time	no.	240 965	185 176	128 644	65 088	45 524	18 302	14 011	6 073	703 783
Secondary — part time	no.	1 606	1 784	2 243	1 949	4 215	1 323	606	49	13 775
Secondary — FTE of part time students	no.	718	899	776	387	1 876	724	255	22	5 657
Secondary — FTE total	no.	241 683	186 075	129 420	65 475	47 400	19 026	14 266	6 095	709 440
Primary and secondary — full time total	no.	543 740	406 099	318 258	164 894	122 016	40 629	29 276	18 115	1 643 027
Primary and secondary — FTE total	no.	544 512	407 128	319 163	165 411	123 912	41 359	29 538	18 178	1 649 199

FTE = Full time equivalent.

Source: 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 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS Schools Australia (unpublished).



Table 3A.5

**Table 3A.5 Students as a proportion of the population, 2005 (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 as a proportion of the population									
Government schools	10.9	10.7	11.3	11.3	10.7	12.5	10.8	14.0	11.0
Non-government schools	5.4	5.7	4.9	5.4	5.5	4.5	7.4	4.3	5.4
All schools	16.3	16.4	16.2	16.8	16.2	17.0	18.3	18.3	16.4
Primary students as a proportion of the population									
Government schools	6.4	6.3	7.2	7.4	7.0	7.3	5.9	9.8	6.7
Non-government schools	2.7	2.8	2.6	2.8	3.2	2.2	3.6	2.5	2.8
All schools	9.2	9.0	9.8	10.3	10.2	9.5	9.5	12.3	9.5
Secondary students as a proportion of the population									
Government schools	4.5	4.4	4.1	3.9	3.7	5.2	4.9	4.2	4.3
Non-government schools	2.7	3.0	2.4	2.6	2.3	2.3	3.9	1.8	2.7
All schools	7.2	7.4	6.5	6.5	6.0	7.5	8.8	6.0	6.9

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

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS Australian Demographic Statistics (unpublished).

Table 3A.6

**Table 3A.6 Australian Government specific purpose payments for schools, 2004-05 (a)**This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Government schools</b>										
General recurrent	\$'000	554 236	405 763	346 878	166 718	121 408	46 596	26 949	21 327	1 689 874
Targeted	\$'000	143 758	88 886	62 396	33 650	33 762	10 894	3 808	7 614	384 770
Indigenous programs	\$'000	1 373	666	21 846	703	4 884	2 592	668	9 229	41 960
Total recurrent	\$'000	699 367	495 315	431 119	201 072	160 054	60 082	31 425	38 171	2 116 604
Capital	\$'000	85 488	61 016	50 708	26 262	19 139	6 972	4 174	3 245	257 004
Total recurrent and capital	\$'000	784 855	556 331	481 827	227 334	179 193	67 054	35 599	41 416	2 373 608
FTE students (b)	no.	743 543	538 116	451 565	229 891	168 364	61 911	35 649	28 895	2 257 933
\$/FTE student	\$	1 056	1 034	1 067	989	1 064	1 083	999	1 433	1 051
<b>Non-government schools</b>										
General recurrent	\$'000	1 520 880	1 195 545	867 601	449 710	364 688	94 621	88 939	38 435	4 620 419
Targeted	\$'000	75 485	53 148	30 016	16 601	16 882	3 400	3 078	2 370	200 981
Indigenous programs (c)	\$'000	3 856	896	2 011	1 932	285	270	82	1 339	10 671
Total recurrent	\$'000	1 600 221	1 249 589	899 628	468 243	381 855	98 292	92 099	42 144	4 832 072
Capital	\$'000	33 672	26 775	17 900	9 797	7 602	2 135	2 264	4 838	104 984
Total recurrent and capital	\$'000	1 633 894	1 276 364	917 528	478 041	389 457	100 426	94 363	46 983	4 937 056
FTE students (b)	no.	365 283	287 947	193 328	108 223	83 985	21 753	24 206	8 773	1 093 497
\$/FTE student	\$	4 473	4 433	4 746	4 417	4 637	4 617	3 898	5 355	4 515
<b>Joint programs</b>										
Total	\$'000	2 962	2 042	1 526	503	499	278	485	2 004	10 300
FTE students (b)	no.	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
\$/FTE student	\$	3	2	2	1	2	3	8	53	3

Table 3A.6

### Table 3A.6 Australian Government specific purpose payments for schools, 2004-05 (a)

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All schools										
Total recurrent	\$'000	2 302 550	1 746 946	1 332 274	669 818	542 408	158 652	124 008	82 319	6 958 975
Total recurrent and capital	\$'000	2 421 710	1 834 736	1 400 882	705 877	569 149	167 759	130 447	90 403	7 320 963
FTE students (b)	no.	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
\$/FTE student	\$	2 184	2 221	2 172	2 088	2 255	2 005	2 179	2 400	2 184

(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 2004 and 2005.

(c) From 2004-05, the non-government element of the IESIP programme is no longer classified as an SPP, but has been included here for consistency with earlier Reports. The Indigenous Education (Targeted Assistance) Act 2000 (the Act) appropriates funds on a calendar year basis and allows for payments to be made over an 18 month period. While there was an under expense in 2004-05, the budget was rolled over into 2005-06, and funding will be expended within the 18 month period allowed by the legislation. The delays in expenditure were due, in part, to extended negotiation with some 20 major and 230 minor education providers in reaching agreements for the 2005-2008 quadrennium.

Source: Department of Education, Science and Training (DEST) (unpublished); ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0, Canberra; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0, Canberra.







Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2004-05 \$'000)**  
**(a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	199 988	108 993	132 219	96 484	74 080	25 525	12 284	40 158	689 731
Other operating expenses (g)	86 983	154 069	58 111	101 923	43 900	16 273	12 384	20 494	494 137
User cost of capital (h)	12 605	5 931	6 151	3 536	1 996	180	-	13	30 412
Depreciation	1 130	11 558	9 844	2 430	559	941	-	71	26 532
<b>Total</b>	<b>300 706</b>	<b>280 550</b>	<b>206 325</b>	<b>204 374</b>	<b>120 535</b>	<b>42 919</b>	<b>24 668</b>	<b>60 736</b>	<b>1 240 813</b>
2003-04									
<b>Total expenditure</b>	<b>8 038 507</b>	<b>5 210 379</b>	<b>4 451 843</b>	<b>2 507 409</b>	<b>1 793 334</b>	<b>637 340</b>	<b>442 900</b>	<b>444 657</b>	<b>23 526 368</b>
Total employee related expenditure	5 171 866	3 369 043	2 966 906	1 622 950	1 245 766	421 922	300 318	273 520	15 372 291
In-school primary									
Total employee related expenditure	2 570 403	1 672 654	1 670 866	894 172	673 272	213 114	142 596	145 914	7 982 991
Teachers	2 264 158	1 466 847	1 366 460	689 315	528 214	174 622	115 482	99 092	6 704 192
Other staff (f)	306 245	205 807	304 405	204 857	145 058	38 493	27 113	46 822	1 278 799
Other operating expenses (g)	787 127	422 393	382 720	231 086	198 675	65 818	32 293	53 986	2 174 099
User cost of capital (h)	620 823	384 159	363 458	185 858	81 166	26 020	18 745	27 585	1 707 813
Depreciation	98 035	90 131	73 657	47 835	29 368	6 643	10 095	8 838	364 602
<b>Total</b>	<b>4 076 389</b>	<b>2 569 336</b>	<b>2 490 701</b>	<b>1 358 950</b>	<b>982 481</b>	<b>311 596</b>	<b>203 729</b>	<b>236 323</b>	<b>12 229 505</b>
In-school secondary									
Total employee related expenditure	2 405 285	1 589 656	1 164 236	629 827	486 996	183 011	139 356	82 533	6 680 900
Teachers	2 135 845	1 393 204	943 006	514 781	379 100	153 909	119 190	60 790	5 699 825
Other staff (f)	269 440	196 452	221 230	115 047	107 896	29 103	20 165	21 742	981 076
Other operating expenses (g)	731 705	428 968	288 734	185 422	123 606	59 747	30 342	34 785	1 883 309
User cost of capital (h)	431 281	274 324	250 491	130 400	58 023	33 804	25 983	19 351	1 223 656
Depreciation	92 703	106 257	50 713	33 742	21 740	8 292	13 868	6 704	334 019
<b>Total</b>	<b>3 660 974</b>	<b>2 399 204</b>	<b>1 823 466</b>	<b>1 018 079</b>	<b>717 635</b>	<b>296 107</b>	<b>217 826</b>	<b>149 036</b>	<b>10 521 710</b>

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Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2004-05 \$'000)**  
**(a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Out of school</b>									
Total employee related expenditure	196 178	106 733	131 805	98 951	85 498	25 796	18 367	45 072	708 400
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	196 178	106 733	131 805	98 951	85 498	25 796	18 367	45 072	708 400
Other operating expenses (g)	97 108	118 119	69 137	68 071	32 408	14 537	11 256	19 779	430 414
User cost of capital (h)	6 740	6 651	2 164	1 258	2 122	116	-	12	19 062
Depreciation	1 119	10 336	3 863	787	460	440	-	99	17 102
<b>Total</b>	<b>301 144</b>	<b>241 838</b>	<b>206 968</b>	<b>169 067</b>	<b>120 488</b>	<b>40 889</b>	<b>29 623</b>	<b>64 962</b>	<b>1 174 979</b>
2004-05									
<b>Total expenditure</b>	<b>8 150 095</b>	<b>5 219 739</b>	<b>4 719 769</b>	<b>2 766 536</b>	<b>1 810 938</b>	<b>647 462</b>	<b>439 125</b>	<b>440 769</b>	<b>24 194 433</b>
Total employee related expenditure	5 378 768	3 312 555	2 990 360	1 702 036	1 248 553	426 840	312 190	270 266	15 641 568
<b>In-school primary</b>									
Total employee related expenditure	2 718 247	1 645 354	1 709 008	933 708	676 427	212 361	148 761	144 556	8 188 421
Teachers	2 347 214	1 447 221	1 355 011	704 532	529 082	173 354	120 566	96 865	6 773 845
Other staff (f)	371 033	198 133	353 997	229 176	147 345	39 007	28 194	47 691	1 414 576
Other operating expenses (g)	773 907	427 369	413 101	241 572	193 770	65 329	26 052	54 854	2 195 954
User cost of capital (h)	592 719	416 771	477 779	257 202	86 281	23 178	20 393	26 203	1 900 526
Depreciation	100 231	97 914	78 781	83 910	28 140	9 384	9 933	8 679	416 972
<b>Total</b>	<b>4 185 104</b>	<b>2 587 408</b>	<b>2 678 669</b>	<b>1 516 392</b>	<b>984 618</b>	<b>310 252</b>	<b>205 138</b>	<b>234 292</b>	<b>12 701 873</b>
<b>In-school secondary</b>									
Total employee related expenditure	2 476 706	1 567 561	1 154 660	653 449	486 266	185 676	143 361	82 135	6 749 814
Teachers	2 161 359	1 375 712	937 002	529 657	381 357	154 119	122 268	59 428	5 720 902
Other staff (f)	315 347	191 849	217 658	123 792	104 909	31 557	21 093	22 707	1 028 912
Other operating expenses (g)	672 211	437 617	301 356	184 799	125 965	62 169	24 205	36 712	1 845 034
User cost of capital (h)	425 625	297 570	318 520	180 456	63 482	29 873	24 860	18 190	1 358 576

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Table 3A.7

**Table 3A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2004-05 \$'000)**  
**(a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Depreciation	94 150	115 430	60 256	64 870	22 220	11 388	13 341	6 326	387 981
<b>Total</b>	<b>3 668 693</b>	<b>2 418 178</b>	<b>1 834 792</b>	<b>1 083 574</b>	<b>697 933</b>	<b>289 106</b>	<b>205 767</b>	<b>143 363</b>	<b>10 341 406</b>
Out of school									
Total employee related expenditure	183 815	99 640	126 692	114 879	85 860	28 803	20 068	43 575	703 332
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	183 815	99 640	126 692	114 879	85 860	28 803	20 068	43 575	703 332
Other operating expenses (g)	104 445	96 068	73 779	49 951	37 368	18 547	8 151	19 458	407 767
User cost of capital (h)	6 858	7 216	2 080	1 740	3 262	144	-	11	21 311
Depreciation	1 181	11 229	3 757	-	1 897	610	-	70	18 744
<b>Total</b>	<b>296 298</b>	<b>214 153</b>	<b>206 308</b>	<b>166 570</b>	<b>128 387</b>	<b>48 104</b>	<b>28 220</b>	<b>63 114</b>	<b>1 151 154</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 schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.

(e) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2004-05 = 100 (table AA.26).

(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 is applied to data for all jurisdictions.

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

Source: Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) National Schools Statistics Collection (NSSC) (unpublished).

Table 3A.8

**Table 3A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2004-05 \$ per FTE student) (a), (b), (c), (d), (e), (f)**

	<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>
2000-01									
<b>Total</b>	<b>9 729</b>	<b>8 858</b>	<b>9 252</b>	<b>10 083</b>	<b>9 935</b>	<b>9 849</b>	<b>10 442</b>	<b>15 715</b>	<b>9 576</b>
Total employee related	5 852	5 909	6 166	6 409	6 700	6 333	6 923	9 475	6 126
In-school primary									
Total employee related	4 858	5 029	5 298	5 301	5 590	5 621	5 673	7 611	5 166
Teachers	4 217	4 252	4 237	4 360	4 444	4 706	4 719	5 827	4 307
Other staff (g)	641	777	1 061	941	1 146	915	954	1 783	859
Other operating (h)	1 640	1 343	1 309	1 390	1 938	1 908	1 124	3 096	1 526
User cost of capital (i)	1 526	763	1 063	1 142	607	811	1 215	1 316	1 117
Depreciation	285	279	259	303	295	201	418	616	286
<b>Total</b>	<b>8 309</b>	<b>7 414</b>	<b>7 929</b>	<b>8 135</b>	<b>8 430</b>	<b>8 542</b>	<b>8 430</b>	<b>12 639</b>	<b>8 094</b>
In-school secondary									
Total employee related	6 770	6 743	6 825	7 394	7 709	6 415	7 732	9 971	6 936
Teachers	5 877	5 852	5 535	6 140	6 135	5 526	6 840	7 290	5 875
Other staff (g)	892	891	1 289	1 255	1 573	888	891	2 680	1 062
Other operating (h)	2 155	1 522	1 616	1 886	1 995	2 334	1 566	4 591	1 883
User cost of capital (i)	1 515	1 009	1 151	2 117	957	1 307	1 715	1 702	1 342
Depreciation	395	456	303	367	317	316	805	951	397
<b>Total</b>	<b>10 835</b>	<b>9 730</b>	<b>9 894</b>	<b>11 764</b>	<b>10 978</b>	<b>10 371</b>	<b>11 818</b>	<b>17 214</b>	<b>10 558</b>
Out-of-school									
Total employee related	226	179	327	341	367	372	347	1 185	276
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	226	179	327	341	367	372	347	1 185	276
Other operating (h)	140	237	243	266	201	141	178	344	203
User cost of capital (i)	37	–	–	–	–	–	–	–	–
Depreciation	1	25	17	8	18	9	–	25	12
<b>Total</b>	<b>405</b>	<b>497</b>	<b>626</b>	<b>617</b>	<b>611</b>	<b>523</b>	<b>525</b>	<b>1 760</b>	<b>529</b>
2001-02 (e)									
<b>Total</b>	<b>10 108</b>	<b>9 123</b>	<b>9 506</b>	<b>10 227</b>	<b>10 074</b>	<b>10 095</b>	<b>10 606</b>	<b>17 188</b>	<b>9 866</b>
Total employee related	6 114	5 956	6 400	6 510	6 860	6 521	7 105	10 167	6 310
In-school primary									
Total employee related	5 082	5 069	5 536	5 366	5 683	5 751	5 932	7 979	5 324
Teachers	4 416	4 309	4 502	4 285	4 554	4 748	4 952	5 737	4 443
Other staff (g)	667	760	1 033	1 081	1 129	1 003	981	2 242	881
Other operating (h)	1 788	1 407	1 345	1 418	1 923	1 918	896	3 413	1 597
User cost of capital (i)	1 520	818	1 110	1 372	623	762	1 053	1 635	1 163
Depreciation	281	250	197	289	264	192	445	762	264
<b>Total</b>	<b>8 673</b>	<b>7 545</b>	<b>8 188</b>	<b>8 445</b>	<b>8 493</b>	<b>8 624</b>	<b>8 327</b>	<b>13 788</b>	<b>8 347</b>

Table 3A.8

Table 3A.8 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2004-05 \$ per FTE student) (a), (b), (c), (d), (e), (f)**

	<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>
In-school secondary									
Total employee related	7 055	6 787	7 081	7 477	7 794	6 684	7 734	10 945	7 123
Teachers	6 123	5 898	5 695	6 187	6 141	5 703	6 836	7 545	6 012
Other staff (g)	932	889	1 386	1 290	1 653	982	898	3 400	1 111
Other operating (h)	2 317	1 840	1 708	1 918	1 996	2 296	1 478	4 929	2 038
User cost of capital (i)	1 500	1 086	1 139	1 594	1 014	1 279	1 868	2 549	1 317
Depreciation	385	412	369	388	381	315	812	1 192	402
<b>Total</b>	<b>11 257</b>	<b>10 125</b>	<b>10 298</b>	<b>11 376</b>	<b>11 185</b>	<b>10 574</b>	<b>11 892</b>	<b>19 614</b>	<b>10 881</b>
Out-of-school									
Total employee related	237	185	316	381	433	373	386	1 325	290
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	237	185	316	381	433	373	386	1 325	290
Other operating (h)	139	240	231	333	169	252	335	377	212
User cost of capital (i)	15	59	–	–	27	3	–	1	21
Depreciation	2	40	22	10	3	14	–	3	16
<b>Total</b>	<b>393</b>	<b>524</b>	<b>569</b>	<b>724</b>	<b>632</b>	<b>642</b>	<b>721</b>	<b>1 705</b>	<b>539</b>
2002-03									
<b>Total</b>	<b>10 855</b>	<b>9 557</b>	<b>9 669</b>	<b>10 601</b>	<b>10 097</b>	<b>10 230</b>	<b>11 264</b>	<b>15 748</b>	<b>10 283</b>
Total employee related	6 980	5 999	6 574	6 820	6 920	6 636	7 479	9 199	6 674
In-school primary									
Total employee related	5 847	5 083	5 779	5 680	5 933	5 829	6 276	7 302	5 675
Teachers	5 071	4 322	4 660	4 431	4 839	4 779	5 104	4 889	4 718
Other staff (g)	776	761	1 119	1 249	1 095	1 050	1 172	2 413	957
Other operating (h)	1 760	1 546	1 388	1 380	2 059	1 883	1 238	2 884	1 629
User cost of capital (i)	1 447	917	1 126	1 268	627	777	1 013	1 438	1 151
Depreciation	277	319	238	291	270	191	480	699	287
<b>Total</b>	<b>9 331</b>	<b>7 866</b>	<b>8 532</b>	<b>8 620</b>	<b>8 889</b>	<b>8 680</b>	<b>9 007</b>	<b>12 323</b>	<b>8 742</b>
In-school secondary									
Total employee related	7 982	6 825	7 167	7 739	7 504	6 773	8 246	8 985	7 468
Teachers	6 931	5 950	5 742	6 423	5 967	5 714	7 215	6 435	6 320
Other staff (g)	1 051	875	1 426	1 316	1 537	1 059	1 031	2 550	1 148
Other operating (h)	2 347	2 001	1 779	2 014	1 489	2 352	1 669	4 307	2 074
User cost of capital (i)	1 396	1 352	1 164	1 616	968	1 286	1 836	2 396	1 348
Depreciation	376	544	301	380	364	309	854	1 052	417
<b>Total</b>	<b>12 101</b>	<b>10 722</b>	<b>10 411</b>	<b>11 750</b>	<b>10 324</b>	<b>10 721</b>	<b>12 605</b>	<b>16 740</b>	<b>11 308</b>

Table 3A.8

Table 3A.8 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2004-05 \$ per FTE student) (a), (b), (c), (d), (e), (f)**

	<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>
Out-of-school									
Total employee related	266	203	298	415	430	407	332	1 397	304
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	266	203	298	415	430	407	332	1 397	304
Other operating (h)	116	287	131	438	255	259	335	713	218
User cost of capital (i)	17	11	14	15	12	3	–	–	13
Depreciation	2	22	22	10	3	15	–	2	12
<b>Total</b>	<b>399</b>	<b>523</b>	<b>464</b>	<b>878</b>	<b>700</b>	<b>684</b>	<b>667</b>	<b>2 112</b>	<b>547</b>
2003-04									
<b>Total</b>	<b>10 742</b>	<b>9 693</b>	<b>9 925</b>	<b>10 872</b>	<b>10 546</b>	<b>10 216</b>	<b>12 213</b>	<b>15 431</b>	<b>10 398</b>
Total employee related	6 911	6 267	6 614	7 037	7 326	6 763	8 281	9 492	6 794
In-school primary									
Total employee related	5 808	5 284	5 823	5 959	6 148	5 928	7 100	7 299	5 778
Teachers	5 116	4 634	4 762	4 594	4 823	4 857	5 750	4 957	4 852
Other staff (g)	692	650	1 061	1 365	1 325	1 071	1 350	2 342	926
Other operating (h)	1 778	1 334	1 334	1 540	1 814	1 831	1 608	2 700	1 574
User cost of capital (i)	1 403	1 214	1 267	1 239	741	724	933	1 380	1 236
Depreciation	222	285	257	319	268	185	503	442	264
<b>Total</b>	<b>9 210</b>	<b>8 117</b>	<b>8 680</b>	<b>9 057</b>	<b>8 971</b>	<b>8 668</b>	<b>10 143</b>	<b>11 821</b>	<b>8 851</b>
In-school secondary									
Total employee related	7 866	7 192	7 203	7 816	8 046	6 922	8 612	9 352	7 584
Teachers	6 985	6 303	5 835	6 388	6 263	5 822	7 366	6 888	6 470
Other staff (g)	881	889	1 369	1 428	1 783	1 101	1 246	2 464	1 114
Other operating (h)	2 393	1 941	1 786	2 301	2 042	2 260	1 875	3 941	2 138
User cost of capital (i)	1 410	1 241	1 550	1 618	959	1 279	1 606	2 193	1 389
Depreciation	303	481	314	419	359	314	857	760	379
<b>Total</b>	<b>11 973</b>	<b>10 855</b>	<b>10 853</b>	<b>12 154</b>	<b>11 406</b>	<b>10 775</b>	<b>12 950</b>	<b>16 245</b>	<b>11 489</b>
Out-of-school									
Total employee related	262	199	294	429	503	413	506	1 564	313
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	262	199	294	429	503	413	506	1 564	313
Other operating (h)	130	220	154	295	191	233	310	686	190
User cost of capital (i)	9	12	5	5	12	2	–	–	8
Depreciation	1	19	9	3	3	7	–	3	8
<b>Total</b>	<b>402</b>	<b>450</b>	<b>461</b>	<b>733</b>	<b>709</b>	<b>655</b>	<b>817</b>	<b>2 254</b>	<b>519</b>

Table 3A.8

**Table 3A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2004-05 \$ per FTE student) (a), (b), (c), (d), (e), (f)**

	<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>
2004-05									
<b>Total</b>	<b>10 961</b>	<b>9 700</b>	<b>10 452</b>	<b>12 034</b>	<b>10 756</b>	<b>10 458</b>	<b>12 318</b>	<b>15 254</b>	<b>10 715</b>
Total employee related	7 234	6 156	6 622	7 404	7 416	6 895	8 757	9 353	6 927
In-school primary									
Total employee related	6 200	5 212	5 941	6 228	6 252	5 960	7 577	7 273	5 955
Teachers	5 354	4 585	4 711	4 700	4 890	4 866	6 141	4 873	4 926
Other staff (g)	846	628	1 231	1 529	1 362	1 095	1 436	2 399	1 029
Other operating (h)	1 765	1 354	1 436	1 611	1 791	1 834	1 327	2 760	1 597
User cost of capital (i)	1 352	1 320	1 661	1 716	797	651	1 039	1 318	1 382
Depreciation	229	310	274	560	260	263	506	437	303
<b>Total</b>	<b>9 546</b>	<b>8 196</b>	<b>9 312</b>	<b>10 115</b>	<b>9 100</b>	<b>8 708</b>	<b>10 449</b>	<b>11 787</b>	<b>9 238</b>
In-school secondary									
Total employee related	8 117	7 047	7 044	8 171	8 082	7 065	8 951	9 107	7 645
Teachers	7 084	6 185	5 716	6 623	6 338	5 864	7 634	6 589	6 479
Other staff (g)	1 034	862	1 328	1 548	1 744	1 201	1 317	2 518	1 165
Other operating (h)	2 203	1 967	1 838	2 311	2 094	2 366	1 511	4 071	2 090
User cost of capital (i)	1 395	1 338	1 943	2 256	1 055	1 137	1 552	2 017	1 539
Depreciation	309	519	368	811	369	433	833	701	439
<b>Total</b>	<b>12 024</b>	<b>10 871</b>	<b>11 193</b>	<b>13 549</b>	<b>11 600</b>	<b>11 000</b>	<b>12 847</b>	<b>15 896</b>	<b>11 713</b>
Out-of-school									
Total employee related	247	185	281	500	510	465	563	1 508	311
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	247	185	281	500	510	465	563	1 508	311
Other operating (h)	140	179	163	217	222	300	229	673	181
User cost of capital (i)	9	13	5	8	19	2	-	-	9
Depreciation	2	21	8	-	11	10	-	2	8
<b>Total</b>	<b>398</b>	<b>398</b>	<b>457</b>	<b>725</b>	<b>763</b>	<b>777</b>	<b>792</b>	<b>2 184</b>	<b>510</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) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 3A.11.
- (c) Expenditure on special schools is allocated to either primary or secondary schools.
- (d) 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.
- (e) 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 schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.

Table 3A.8

**Table 3A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2004-05 \$ per FTE student) (a), (b), (c), (d), (e), (f)**

	<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>
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(f) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2004-05 = 100 (table AA.26).

(g) Includes redundancy payments.

(h) Includes grants and subsidies.

(i) 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 data for all jurisdictions.

.. 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 2006, *Schools Australia* 2005, Cat. no. 4221.0; MCEETYA NSSC (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)									
2004-05	784 855	556 331	481 827	227 334	179 193	67 054	35 599	41 416	2 373 608
Australian Government specific purpose payments for government schools, excluding capital grants (\$'000) (b)									
2004-05	699 367	495 315	431 119	201 072	160 054	60 082	31 425	38 171	2 116 604
State and Territory net recurrent expenditure on government schools, including user cost of capital (\$'000) (c)									
2004-05	7 450 728	4 724 424	4 288 650	2 565 464	1 650 884	587 380	407 700	402 598	22 077 829
Australian, State and Territory government recurrent expenditure on government schools, including UCC (\$'000) (d)									
2004-05	8 150 095	5 219 739	4 719 769	2 766 536	1 810 938	647 462	439 125	440 769	24 194 433
Australian Government specific purpose recurrent payments for non-government schools, excluding capital grants (\$'000) (c)									
2004-05	1 600 221	1 249 589	899 628	468 243	381 855	98 292	92 099	42 144	4 832 072
State and Territory recurrent payments to non-government schools (\$'000)									
2004-05	668 259	320 086	393 615	201 743	104 094	36 036	35 569	29 039	1 788 441
Australian, State and Territory government recurrent expenditure on non-government schools (\$'000) (d)									
2004-05	2 268 480	1 569 675	1 293 243	669 986	485 948	134 328	127 668	71 184	6 620 513
Australian, State and Territory government recurrent expenditure on all schools, including UCC (\$'000) (e)									
2004-05	10 418 575	6 789 414	6 013 012	3 436 522	2 296 886	781 790	566 793	511 953	30 814 946
Average FTE student population in government schools (no.)									
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
2004-05	743 543	538 116	451 565	229 891	168 364	61 911	35 649	28 895	2 257 933
Average FTE student population in non-government schools (no.)									
2000-01	339 576	275 554	174 211	93 338	76 131	20 858	22 445	8 496	1 010 608
2001-02	347 842	279 386	177 713	98 231	77 955	20 928	23 065	8 488	1 033 607
2002-03	354 586	282 721	182 238	102 945	80 138	21 092	23 513	8 518	1 055 750

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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
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511
2004-05	365 283	287 947	193 328	108 223	83 985	21 753	24 206	8 773	1 093 497
Average FTE student population in all schools (no.)									
2000-01	1 098 864	807 354	608 684	319 614	252 981	84 880	60 888	37 444	3 270 704
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	252 150	83 651	60 108	37 452	3 336 967
2004-05	1 108 978	824 502	640 273	337 095	252 451	83 670	60 048	37 635	3 344 652
State and Territory government recurrent expenditure per FTE student in government schools, including UCC (\$000)									
2004-05	10 021	8 780	9 497	11 160	9 805	9 488	11 436	13 933	9 778
State and Territory government recurrent expenditure per FTE student in non-government schools, including UCC (\$000)									
2004-05	1 829	1 112	2 036	1 864	1 239	1 657	1 469	3 310	1 636
Real Australian, State and Territory government recurrent expenditure per FTE student in government schools, including UCC (2004-05 \$ per student) (f)									
2000-01	9 729	8 858	9 252	10 083	9 935	9 849	10 442	15 715	9 576
2001-02	10 108	9 123	9 506	10 227	10 074	10 095	10 606	17 188	9 866
2002-03	10 855	9 557	9 669	10 601	10 097	10 230	11 264	15 748	10 283
2003-04	10 742	9 693	9 925	10 872	10 546	10 216	12 213	15 431	10 398
2004-05	10 961	9 700	10 452	12 034	10 756	10 458	12 318	15 254	10 715
Real Australian, State and Territory government recurrent expenditure per FTE student in non-government schools (2004-05 \$ per student) (f), (g)									
2000-01	5 101	4 556	5 413	5 678	4 731	4 804	4 656	6 858	5 030
2001-02	5 331	4 772	5 669	5 753	4 998	5 223	4 868	8 727	5 270
2002-03	5 288	4 838	5 620	5 559	4 969	5 220	4 904	8 796	5 251
2003-04	5 755	5 202	6 006	5 878	5 302	5 752	5 269	8 797	5 648
2004-05	6 210	5 451	6 689	6 191	5 786	6 175	5 274	8 114	6 054



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
Real government recurrent expenditure per FTE student in all schools, including user cost of capital (2004-05 \$ per student)									
2000-01	7 219	6 216	7 087	7 683	7 314	7 795	7 056	12 976	7 078
2001-02	7 434	6 377	7 269	7 737	7 349	7 965	7 117	14 016	7 250
2002-03	7 915	6 641	7 369	7 893	7 283	8 064	7 430	12 884	7 500
2003-04	7 821	6 713	7 600	8 054	7 520	8 035	7 948	12 647	7 573
2004-05	7 953	6 721	7 988	8 807	7 587	8 170	7 907	12 485	7 770
User cost of capital for government schools, 2004-05 (\$'000) (h)									
Land	449 473	328 755	308 330	121 705	58 256	20 074	6 976	3 036	1 296 604
Other assets	575 729	392 801	490 048	317 694	94 770	33 122	38 278	41 368	1 983 810
<b>Total assets</b>	<b>1 025 202</b>	<b>721 556</b>	<b>798 379</b>	<b>439 399</b>	<b>153 026</b>	<b>53 196</b>	<b>45 253</b>	<b>44 404</b>	<b>3 280 414</b>
User cost of capital per FTE student in government schools, 2004-05 (\$) (g), (h)									
Land	605	611	683	529	346	324	196	105	574
Other assets	774	730	1 085	1 382	563	535	1 074	1 432	879
<b>Total assets</b>	<b>1 379</b>	<b>1 341</b>	<b>1 768</b>	<b>1 911</b>	<b>909</b>	<b>859</b>	<b>1 269</b>	<b>1 537</b>	<b>1 453</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 2004-05 = 100 (table AA.26).

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
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(g) Figures are derived by dividing Australian, State and Territory government expenditure on non-government schools by average student population in 2004 and 2005.

(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.

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 2006, *Schools Australia 2005*, Cat. no. 4221.0; DEST (unpublished); MCEETYA NSSC (unpublished); State and Territory governments (unpublished).

Table 3A.10

		Value of capital stock, government schools (\$'000) (a) (b) (c) (d)									
		NSW (e)	Vic (f)	Q/ld (g)	WA	SA	Tas	ACT (h)	NT	Aust	
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		3 363 568	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	
User cost of capital		1 044 594	416 875	411 953	286 418	118 756	58 884	45 009	na	na	
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	592 182	20 878 368	
Annual depreciation		222 649	222 649	108 155	69 703	48 823	14 812	20 534	23 217	21 244 277	
User cost of capital		1 045 538	477 905	454 398	298 386	124 752	56 386	44 156	49 616	2 551 137	
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	
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	
User cost of capital		1 014 885	576 277	508 294	301 195	122 098	58 376	44 258	46 266	2 671 649	

Table 3A.10

		<b>Value of capital stock, government schools (\$'000) (a) (b) (c) (d)</b>								
		NSW (e)	Vic (f)	Q/ld (g)	WA	SA	Tas	ACT (h)	NT	Aust
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>48 648 603</b>
Less accumulated depreciation		7 437 330	1 014 556	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>35 508 069</b>
Land		5 604 592	4 002 093	2 333 550	842 133	639 810	50 085	74 653	37 403	13 584 319
Buildings, equipment and other		7 128 009	3 996 139	5 075 204	2 975 982	1 059 450	670 685	463 204	527 135	21 895 808
Annual depreciation		184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526
User cost of capital		1 018 608	639 859	592 700	305 449	135 941	57 662	43 029	45 163	2 838 410
2004-05										
<b>Total assets (gross)</b>		<b>20 450 174</b>	<b>9 737 163</b>	<b>13 625 606</b>	<b>5 828 465</b>	<b>3 825 957</b>	<b>698 503</b>	<b>657 074</b>	<b>798 841</b>	<b>55 706 550</b>
Less accumulated depreciation		7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
<b>Total assets (WDV) (c)</b>		<b>12 815 019</b>	<b>9 019 447</b>	<b>9 979 736</b>	<b>5 492 486</b>	<b>1 912 820</b>	<b>664 944</b>	<b>565 667</b>	<b>555 048</b>	<b>41 089 934</b>
Land		5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other		7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
Annual depreciation		195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
User cost of capital		1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 414

(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 2000-01 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.

Table 3A.10

Table 3A.10	Value of capital stock, government schools (\$'000) (a) (b) (c) (d)							
	NSW (e)	Vic (f)	Q/d (g)	WA	SA	Tas	ACT (h)	NT

(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: MCEETYA NSSC (unpublished); 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	Straight Line	Fair value	Straight Line	Cost as at 1 July 2002	Straight Line	Cost as at 1 July 2002	Straight-line
Revaluation method	Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Market value	Market value	Market value	Fair value	Fair value	Fair value	Cost as at 1 July 2002	Fair value	Fair value	Fair value
	Buildings	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value	Fair value	Market value	Market value	Market value	Fair value	Fair value	Fair value	Cost as at 1 July 2002	Fair value	Fair value	Fair value
	Other assets	Fair value	na	Fair value/historic cost	Fair value	Fair value	Fair value	Cost	Deprival or market value	Historic cost	Historic cost	Historic cost	Historic cost	Cost as at 1 July 2002	na	na	na
Frequency of revaluations	Land, buildings	5 years	3 years	5 years	5 years	5 years	3 years	3 years	3 years	Annual	Annual	Annual	Annual	na	5 years	5 years	5 years
	Other assets	Not revalued	na	na	na	As required	As required	3 years	3 years	na	na	na	na	na	na	na	na
Useful asset lives	Buildings	50 years	60 years	32-80 years	32-80 years	40 years	40 years	30 to 100 years	30 to 100 years	5-80 years	5-80 years	5-80 years	5-80 years	50 years	50 years	50 years	50 years
	Specialist equipment	3-30 years	na	5-20 years	5-20 years	8-12.5 years	8-12.5 years	..	..	na	na	na	na	5-20 years	na	na	na
	IT equipment	3-15 years	3-5 years	5 years	5 years	4-5 years	4-5 years	3-15 years	3-15 years	3-10 years	3-10 years	3-10 years	3-10 years	3-8 years	3-8 years	3-8 years	na
	Other vehicles	5-15 years	na	5-10 years	5-10 years	5 years	5 years	12-20 years	12-20 years	3-10 years	3-10 years	3-10 years	3-10 years	6 years	6 years	6 years	4-10 years
	Office equipment (d)	3-30 years	5-10 years	5-10 years	5-10 years	8 years	8 years	5-25 years	5-25 years	3-30 years	3-30 years	3-30 years	3-30 years	5-10 years	5-10 years	5-10 years	4-10 years
	Other equipment (e)	3-30 years	5-10 years	5-10 years	5-10 years	8-12.5 years	8-12.5 years	8-20 years	8-20 years	3-30 years	3-30 years	3-30 years	3-30 years	na	na	na	na
Threshold	Buildings	50 000	1 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	2 000	5 000
capitalisation levels	IT equipment	5 000	1 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	2 000	5 000
(\$)	Other assets	5 000	1 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	2 000	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 Comparability of government expenditure on government schools — items included, 2004-05 (a)**

	NSW	Vic (b)	Qld (b)	WA (c)	SA	Tas	ACT (b) (c)	NT (b)
Salaries	✓	✓	✓	✓	✓	✓	✓	✓
Superannuation	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Workers compensation	✓	✓	✓	✓	✓	✓	✓	✓
Payroll tax (a)	✓	✓	✓	✓ Imputed	✓	✓	✓ Imputed	✓
Basis of estimate	Accrual	Accrual	Accrual	..	Accrual	Accrual	..	Accrual
Termination and long service leave	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Sick leave	✓	✓	✓	✓	✓	✓	✓	✓
Depreciation	✓	✓	✓	✓	✓	✓	✓	✓
Rent	✓	✓	✓	✓	✓	✓	✓	na
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	na
Utilities	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Umbrella department costs	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Per FTE	Formula	Formula	Formula	Per student	Per FTE	Formula	Per student
Notional UCC (a)	✓	✓	✓	✓	✓	✓	✓	✓

✓ Included. x Excluded. FTE = full time equivalent.

(a) Efficiency indicators in this chapter are adjusted for differences in payroll tax and notional UCC.

(b) Umbrella department costs are apportioned according to: use (including enrolment) in Victoria; cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; and pro rata costs based on expenditure in the NT.

(c) Education departments in WA and the ACT are exempt from payroll tax.

Source: State and Territory governments (unpublished).



Table 3A.13

Table 3A.13 **Students-to-staff ratios, 2005 (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	16.7	16.1	15.5	16.3	16.1	15.9	13.8	13.6	16.1
Secondary schools	12.4	12.0	13.0	12.0	12.5	13.2	11.8	11.6	12.4
All schools	14.6	14.1	14.5	14.5	14.6	14.7	12.9	12.9	14.4
Non-teaching school staff (c), (d)									
Primary schools	55.7	55.3	39.9	30.5	39.8	39.8	47.8	30.1	45.2
Secondary schools	49.2	46.5	38.1	34.3	33.2	34.6	44.9	29.6	42.4
All schools	52.8	51.3	39.2	31.7	37.2	37.4	46.5	29.9	44.0
All school staff (e)									
Primary schools	12.8	12.5	11.2	10.6	11.5	11.4	10.7	9.4	11.9
Secondary schools	9.9	9.6	9.7	8.9	9.1	9.6	9.4	8.3	9.6
All schools	11.5	11.1	10.6	9.9	10.5	10.5	10.1	9.0	10.9
Non-government schools									
Teaching staff (b)									
Primary schools	17.1	16.0	16.3	16.8	16.6	16.8	17.5	16.7	16.6
Secondary schools	11.8	11.6	12.5	12.2	12.0	12.3	13.0	10.3	11.9
All schools	14.0	13.4	14.2	14.3	14.3	14.2	14.8	13.3	13.9
Non-teaching school staff (c), (d)									
Primary schools	57.2	50.4	34.2	29.3	51.3	39.2	67.7	28.0	44.7
Secondary schools	36.9	29.6	26.5	29.3	30.5	28.8	36.4	16.7	31.0
All schools	45.0	37.0	30.0	29.3	40.0	33.1	46.8	21.8	36.8
All school staff (e)									
Primary schools	13.2	12.2	11.0	10.7	12.5	11.8	13.9	10.5	12.1
Secondary schools	8.9	8.3	8.5	8.6	8.6	8.6	9.6	6.4	8.6
All schools	10.7	9.8	9.6	9.6	10.5	9.9	11.3	8.3	10.1
All schools									
Teaching staff (b)									
Primary schools	16.8	16.1	15.7	16.4	16.3	16.1	15.0	14.2	16.2
Secondary schools	12.2	11.9	12.8	12.1	12.3	13.0	12.3	11.2	12.2
All schools	14.4	13.9	14.4	14.4	14.5	14.5	13.6	13.0	14.2
Non-teaching school staff (c), (d)									
Primary schools	56.1	53.7	38.2	30.1	42.8	39.7	53.8	29.6	45.1
Secondary schools	43.8	37.8	32.9	32.1	32.2	32.6	40.7	24.2	37.2
All schools	49.9	45.2	35.9	30.9	38.1	36.1	46.6	27.5	41.4
All school staff (e)									
Primary schools	12.9	12.4	11.1	10.6	11.8	11.5	11.7	9.6	11.9
Secondary schools	9.5	9.0	9.2	8.8	8.9	9.3	9.5	7.7	9.2
All schools	11.2	10.6	10.3	9.8	10.5	10.4	10.5	8.8	10.6

(a) FTE students and FTE staff.

Table 3A.13 **Students-to-staff ratios, 2005 (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 2006, *Schools Australia* 2005, Cat. no. 4221.0, Canberra.

Table 3A.14

Table 3A.14 **Distribution of school sizes — government schools, 2005 (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	8.0	4.8	11.7	3.3	1.6	0.7	–	17.1	6.8
21–35	8.2	6.0	8.1	5.1	6.2	2.8	3.0	15.9	7.1
36–100	15.5	16.2	19.3	13.0	17.7	21.3	7.6	15.9	16.4
101–200	13.5	19.9	10.8	16.5	21.8	21.3	25.8	6.1	15.8
201–300	15.8	19.9	9.8	21.0	25.5	27.7	16.7	19.5	17.4
301–600	31.9	28.1	23.7	35.6	25.7	24.8	47.0	25.6	29.1
601–1000	6.8	5.1	14.9	5.5	1.4	1.4	–	–	7.0
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	–	–	0.6	1.0	–	–	–	–	0.2
21–35	–	–	0.6	–	–	–	–	–	0.1
36–100	–	2.7	0.6	4.0	–	–	–	–	1.1
101–200	2.7	3.5	6.7	3.0	8.1	–	4.5	–	3.9
201–300	5.1	7.3	4.4	8.1	8.1	7.7	4.5	27.3	6.4
301–600	19.7	25.8	21.1	23.2	32.4	48.7	22.7	18.2	23.8
601–1000	51.4	31.5	32.8	40.4	35.1	33.3	68.2	45.5	40.8
1001+	21.1	29.2	33.3	20.2	16.2	10.3	–	9.1	23.8
<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>
Combined primary/secondary schools, by size (b)									
1–20	–	3.5	–	11.1	6.6	–	–	5.7	4.5
21–35	–	–	–	–	–	–	–	–	–
36–100	12.3	7.0	14.6	30.3	28.9	8.0	–	37.7	21.2
101–200	27.7	12.3	21.3	18.2	5.3	12.0	–	22.6	17.3
201–300	43.1	28.1	28.1	19.2	28.9	52.0	–	22.6	28.8
301–600	10.8	22.8	19.1	17.2	15.8	24.0	50.0	11.3	17.1
601–1000	3.1	14.0	4.5	3.0	9.2	4.0	–	–	5.3
1001+	3.1	12.3	12.4	1.0	5.3	–	50.0	–	5.8
<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>

(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 — non-government schools, 2005 (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	2.0	1.8	1.7	2.6	–	–	–	5.9	1.8
21–35	4.5	4.1	3.7	3.9	0.9	–	3.7	–	3.8
36–100	16.9	14.3	18.6	22.1	14.3	13.8	11.1	35.3	16.8
101–200	24.7	30.3	25.2	22.1	25.9	55.2	25.9	23.5	26.8
201–300	16.3	23.0	11.2	22.7	30.4	13.8	14.8	11.8	18.9
301–600	31.8	23.7	36.8	23.4	23.2	17.2	33.3	23.5	28.4
601–1000	3.9	2.8	2.9	3.2	5.4	–	11.1	–	3.5
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	2.6	–	1.2	–	5.0	–	–	–	1.5
21–35	3.9	2.9	1.2	–	–	–	–	–	2.4
36–100	1.3	2.9	8.5	15.4	5.0	14.3	–	50.0	6.1
101–200	1.3	1.0	7.3	10.3	5.0	14.3	–	16.7	3.9
201–300	2.0	5.9	9.8	2.6	5.0	–	–	16.7	4.8
301–600	25.7	17.6	34.1	17.9	35.0	14.3	–	16.7	24.5
601–1000	44.1	40.2	29.3	46.2	45.0	42.9	–	–	39.2
1001+	17.8	29.4	8.5	7.7	–	14.3	100.0	–	17.7
<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 (a)									
1–20	1.8	0.7	1.6	7.3	6.6	6.9	–	8.3	2.4
21–35	–	–	–	–	–	–	–	–	–
36–100	6.9	4.3	2.4	17.7	4.6	17.2	–	–	7.0
101–200	8.3	8.0	7.1	9.4	1.5	17.2	–	16.7	7.9
201–300	17.9	11.6	15.0	11.5	7.7	10.3	27.3	25.0	14.2
301–600	25.2	23.2	20.5	17.7	30.8	17.2	18.2	25.0	23.0
601–1000	24.8	24.6	23.6	14.6	33.8	27.6	–	25.0	23.7
1001+	15.1	27.5	29.9	21.9	21.5	3.4	54.5	–	21.7
<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>

(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 **Distribution of school sizes — all schools, 2005 (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	6.6	4.0	9.7	3.2	1.3	0.6	0.0	15.2	5.6
21–35	7.4	5.5	7.2	4.8	5.1	2.4	3.2	13.1	6.3
36–100	15.9	15.7	19.2	15.1	17.0	20.0	8.6	19.2	16.5
101–200	16.1	22.6	13.7	17.8	22.7	27.1	25.8	9.1	18.3
201–300	16.0	20.7	10.0	21.4	26.5	25.3	16.1	18.2	17.8
301–600	31.9	26.9	26.3	32.7	25.2	23.5	43.0	25.3	29.0
601–1000	6.1	4.5	12.5	5.0	2.2	1.2	3.2	0.0	60.2
1001+	0.1	0.1	1.4	0.0	0.0	0.0	0.0	0.0	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	0.8	0.0	0.8	0.7	1.1	0.0	0.0	0.0	0.5
21–35	1.1	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.7
36–100	0.8	2.8	3.1	7.2	1.1	2.2	0.0	17.6	2.5
101–200	2.3	2.8	6.9	5.1	7.4	2.2	3.7	5.9	3.9
201–300	4.2	6.9	6.1	6.5	7.4	6.5	3.7	23.5	5.9
301–600	21.5	23.5	25.2	21.7	33.0	43.5	18.5	17.6	24.0
601–1000	49.2	34.0	–	42.0	37.2	34.8	55.6	29.4	40.3
1001+	20.1	29.3	25.6	16.7	12.8	10.9	18.5	5.9	22.1
<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>
Combined primary/secondary schools, by size (b)									
1–20	1.4	1.5	0.9	9.2	3.5	3.7	0.0	6.2	3.3
21–35	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
36–100	8.1	5.1	7.4	24.1	17.7	13.0	0.0	30.8	12.7
101–200	12.7	9.2	13.0	13.8	3.5	14.8	0.0	21.5	11.7
201–300	23.7	16.4	20.4	15.4	19.1	29.6	20.0	23.1	20.1
301–600	21.9	23.1	19.9	17.4	22.7	20.4	26.7	13.8	20.6
601–1000	19.8	21.5	15.7	8.7	20.6	16.7	0.0	4.6	16.3
1001+	12.4	23.1	22.7	11.3	12.8	1.9	53.3	0.0	15.3
<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.17

Table 3A.17 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2001 (August)									
Government schools									
Primary students	452 626	314 859	282 143	142 527	114 264	36 405	21 439	20 603	1 384 866
Secondary students	302 620	217 399	152 952	81 769	58 576	25 571	16 531	7 935	863 353
<b>Total students</b>	<b>755 246</b>	<b>532 258</b>	<b>435 095</b>	<b>224 296</b>	<b>172 840</b>	<b>61 976</b>	<b>37 970</b>	<b>28 538</b>	<b>2 248 219</b>
Primary schools	1 648	1 233	981	516	441	141	66	94	5 120
Secondary schools	380	264	187	96	73	39	22	10	1 071
Combined schools	64	49	76	89	77	26	3	40	424
Special schools	93	79	49	68	20	8	4	5	326
<b>Total schools</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>
Non-government schools									
Primary students	177 635	138 907	90 173	49 106	45 136	10 467	11 051	5 200	527 675
Secondary students	166 288	138 200	85 542	45 493	31 520	10 354	11 622	3 264	492 283
<b>Total students</b>	<b>343 923</b>	<b>277 107</b>	<b>175 715</b>	<b>94 599</b>	<b>76 656</b>	<b>20 821</b>	<b>22 673</b>	<b>8 464</b>	<b>1 019 958</b>
Primary schools	531	448	238	157	119	32	27	15	1 567
Secondary schools	144	103	76	40	22	7	6	6	404
Combined schools	200	129	112	84	56	27	8	11	627
Special schools	31	16	2	2	3	1	1	-	56
<b>Total schools</b>	<b>906</b>	<b>696</b>	<b>428</b>	<b>283</b>	<b>200</b>	<b>67</b>	<b>42</b>	<b>32</b>	<b>2 654</b>
All schools									
Primary students	630 261	453 766	372 316	191 633	159 400	46 872	32 490	25 803	1 912 541
Secondary students	468 908	355 599	238 494	127 262	90 096	35 925	28 153	11 199	1 355 636
<b>Total students</b>	<b>1 099 169</b>	<b>809 365</b>	<b>610 810</b>	<b>318 895</b>	<b>249 496</b>	<b>82 797</b>	<b>60 643</b>	<b>37 002</b>	<b>3 268 177</b>
Primary schools	2 179	1 681	1 219	673	560	173	93	109	6 687
Secondary schools	524	367	263	136	95	46	28	16	1 475
Combined schools	264	178	188	173	133	53	11	51	1 051

Table 3A.17

Table 3A.17 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Special schools	124	95	51	70	23	9	5	5	382
<b>Total schools</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>
2005 (August)									
Government schools									
Primary students	436 551	314 753	287 245	149 610	107 573	35 333	19 393	19 926	1 370 384
Secondary students	303 888	221 882	163 719	79 207	57 141	25 272	15 966	8 628	875 703
<b>Total students</b>	<b>740 439</b>	<b>536 635</b>	<b>450 964</b>	<b>228 817</b>	<b>164 714</b>	<b>60 605</b>	<b>35 359</b>	<b>28 554</b>	<b>2 246 087</b>
Primary schools	1 653	1 218	964	509	435	141	66	82	5 068
Secondary schools	370	260	180	99	74	39	22	11	1 055
Combined schools	65	57	89	na	na	na	na	na	468
Special schools	106	78	47	na	na	na	na	na	338
Combined plus special ε	..	..	..	169	96	33	8	58	..
<b>Total schools</b>	<b>2 194</b>	<b>1 613</b>	<b>1 280</b>	<b>777</b>	<b>605</b>	<b>213</b>	<b>96</b>	<b>151</b>	<b>6 929</b>
Non-government schools									
Primary students	185 342	139 702	102 284	57 278	49 708	10 655	11 694	5 122	561 785
Secondary students	181 905	149 610	94 006	52 205	35 003	11 244	12 597	3 697	540 267
<b>Total students</b>	<b>367 247</b>	<b>289 312</b>	<b>196 290</b>	<b>109 483</b>	<b>84 711</b>	<b>21 899</b>	<b>24 291</b>	<b>8 819</b>	<b>1 102 052</b>
Primary schools	510	435	242	154	112	29	27	17	1 526
Secondary schools	152	102	82	39	20	7	5	6	413
Combined schools	218	138	127	na	na	na	na	na	696
Special schools	32	17	3	na	na	na	na	na	59
Combined plus special ε	..	..	..	98	68	30	12	12	..
<b>Total schools</b>	<b>912</b>	<b>692</b>	<b>454</b>	<b>291</b>	<b>200</b>	<b>66</b>	<b>44</b>	<b>35</b>	<b>2 694</b>
All schools									
Primary students	621 893	454 455	389 529	206 888	157 281	45 988	31 087	25 048	1 932 169
Secondary students	485 793	371 492	257 725	131 412	92 144	36 516	28 563	12 325	1 415 970
REPORT ON									
GOVERNMENT									
SERVICES 2007									
									SCHOOL
									EDUCATION

Table 3A.17

Table 3A.17 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Total students</b>	<b>1 107 686</b>	<b>825 947</b>	<b>647 254</b>	<b>338 300</b>	<b>249 425</b>	<b>82 504</b>	<b>59 650</b>	<b>37 373</b>	<b>3 348 139</b>
Primary schools	2 163	1 653	1 206	663	547	170	93	99	6 594
Secondary schools	522	362	262	138	94	46	27	17	1 468
Combined schools	283	195	216	na	na	na	na	na	1 164
Special schools	138	95	50	na	na	na	na	na	397
Combined plus special ε	..	..	..	267	164	63	20	70	..
<b>Total schools</b>	<b>3 106</b>	<b>2 305</b>	<b>1 734</b>	<b>1 068</b>	<b>805</b>	<b>279</b>	<b>140</b>	<b>186</b>	<b>9 623</b>

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

Source: ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0.



Table 3A.18

Table 3A.18 **Change in number of schools and number of students, 2001–05 (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>
2001–05 overall change									
Schools									
Government schools	0.4	-0.7	-1.0	1.0	-1.0	-0.5	1.1	1.3	-0.2
Non-government schools	0.7	-0.6	6.1	2.8	–	-1.5	4.8	9.4	1.5
All schools	0.5	-0.7	0.8	1.5	-0.7	-0.7	2.2	2.8	0.3
Students									
Government schools	-2.0	0.8	3.6	2.0	-4.7	-2.2	-6.9	0.1	-0.1
Non-government schools	6.8	4.4	11.7	15.7	10.5	5.2	7.1	4.2	8.0
All schools	0.8	2.0	6.0	6.1	-0.0	-0.4	-1.6	1.0	2.4
2001–05 average annual change									
Schools									
Government schools	0.1	-0.2	-0.3	0.3	-0.2	-0.1	0.3	0.3	-0.0
Non-government schools	0.2	-0.1	1.5	0.7	–	-0.4	1.2	2.3	0.4
All schools	0.1	-0.2	0.2	0.4	-0.2	-0.2	0.5	0.7	0.1
Students									
Government schools	-0.5	0.2	0.9	0.5	-1.2	-0.6	-1.7	0.0	-0.0
Non-government schools	1.7	1.1	2.9	3.9	2.6	1.3	1.8	1.0	2.0
All schools	0.2	0.5	1.5	1.5	-0.0	-0.1	-0.4	0.3	0.6

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

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0.

Table 3A.19

Table 3A.19 Indigenous full time students, 2005

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total Indigenous students										
Government schools	no.	35 923	6 931	32 944	17 369	6 994	4 618	921	11 751	117 451
Non-government schools	no.	4 204	746	5 024	3 604	820	571	181	2 496	17 646
All schools	no.	40 127	7 677	37 968	20 973	7 814	5 189	1 102	14 247	135 097
Total students										
Government schools	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Non-government schools	no.	367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
All schools	no.	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Indigenous students as a proportion of all students										
Government schools	%	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2	5.2
Non-government schools	%	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3	1.6
All schools	%	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1	4.0

Source: ABS 2006, Schools Australia 2005, Cat. no. 4221.0.

Table 3A.20

Table 3A.20 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e)**

	<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) Number LBOTE students and number of all students.
- (b) 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.
- (c) 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.
- (d) 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.
- (e) 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 (1991, 1996, 2001) Census of Population and Housing.

Table 3A.21

Table 3A.21 Funded students with disabilities, 2005 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total students with disabilities											
	Government schools	no.	38 445	24 507	16 968	7 088	13 631	2 955	1 659	3 595	108 849
	Non-government schools	no.	10 742	6 857	3 237	1 763	2 575	340	323	180	26 015
	All schools	no.	49 187	31 364	20 205	8 851	16 206	3 294	1 982	3 775	134 863
Total students											
	Government schools	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
	Non-government schools	no.	367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
	All schools	no.	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Students with disabilities as a proportion of all students											
	Government schools	%	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6	4.8
	Non-government schools	%	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0	2.4
	All schools	%	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1	4.0

(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) The ABS total student data refers to full time students.

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; DEST (unpublished).

Table 3A.22

**Table 3A.22 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>
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	3.5	3.4	6.6	4.8	3.8	16.2
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	77.1
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	3.3	3.1	7.0	4.8	3.8	16.0
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	71.0	69.7	68.3	74.7	61.5	77.0
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	3.4	3.1	7.5	4.8	4.2	16.0
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	67.5	74.2	60.8	76.9
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	65.2	70.2	68.4	66.7	74.1	59.9	76.5
2005								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2
Students with disabilities (b)	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6
Seniority profile (c)	10.4	11.7	11.9	5.6	11.5	10.7	15.8	9.6
Government students as % of all students	66.8	65.0	69.7	67.6	66.0	73.5	59.3	76.4

(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.22 **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 2002, <i>Schools Australia</i> 2001, Cat. no. 4221.0; ABS 2003, <i>Schools Australia</i> 2002, Cat. no. 4221.0; ABS 2004, <i>Schools Australia</i> 2003, Cat. no. 4221.0; ABS 2005, <i>Schools Australia</i> 2004, Cat. no. 4221.0; ABS 2006, <i>Schools Australia</i> 2005, Cat. no. 4221.0; DEST (unpublished).							

Table 3A.23

Table 3A.23 **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>
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	26.6
Students with disabilities (b)	2.5	1.7	1.3	1.4	3.1	1.5	1.2	1.9
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	22.9
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	26.7
Students with disabilities (b)	2.6	1.9	1.3	1.3	3.2	1.5	1.1	2.0
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	29.0	30.3	31.7	25.3	38.5	23.0
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	1.4	3.1	1.5	1.3	1.7
Seniority profile (c)	13.7	15.7	18.1	16.4	15.1	14.0	24.9	7.3
Non-government students as % of all students	32.3	34.6	29.3	31.1	32.5	25.8	39.2	23.1
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	34.8	29.8	31.6	33.3	26.2	40.1	23.5
2005								
LBOTE (a)	29.9	31.5	14.6	24.1	20	9.1	21.4	27.5
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6

(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.23 **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 2002, <i>Schools Australia</i> 2001, Cat. no. 4221.0; ABS 2003, <i>Schools Australia</i> 2002, Cat. no. 4221.0; ABS 2004, <i>Schools Australia</i> 2003, Cat. no. 4221.0; ABS 2005, <i>Schools Australia</i> 2004, Cat. no. 4221.0; ABS 2006, <i>Schools Australia</i> 2005, Cat. no. 4221.0; DEST (unpublished).							



Table 3A.24

Table 3A.24 **Student body mix, all schools (per cent)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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	35.6
Students with disabilities (b)	3.7	3.0	2.9	2.8	5.5	3.9	2.8	12.9
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	2.7	2.6	5.8	4.0	2.8	12.8
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	2.8	2.6	6.1	4.0	3.0	12.7
Seniority profile (c)	11.6	13.1	13.8	13.2	12.5	11.8	19.5	8.7
2004								
LBOTE (a)	25.6	25.3	12.2	18	15.2	5.9	20.9	31.8
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	13.1	13.7	13.2	12.5	10.8	14.8	9.5
2005								
LBOTE (a)	25.6	25.3	12.2	18	15.2	5.9	20.9	31.8
Indigenous students	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1
Students with disabilities (b)	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1
Seniority profile (c)	11.6	13.2	13.7	9.2	12.8	11.3	15.1	9.2

(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.

Source: 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 2006, *Schools Australia* 2005, Cat. no. 4221.0; DEST (unpublished).

Table 3A.25

Table 3A.25 **Proportion of students attending schools in metropolitan, provincial and remote zones, 2005 (per cent) (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	73.1	71.6	64.5	67.6	65.7	37.7	99.7	..	68.1
Non-government schools	76.4	78.6	73.7	77.2	79.0	52.4	100.0	..	76.0
All schools	74.1	73.7	67.0	70.3	70.0	41.1	99.8	..	70.4
Secondary									
Government schools	71.2	71.2	65.1	68.5	68.8	42.3	100.0	..	68.6
Non-government schools	80.6	79.8	76.7	84.1	84.4	56.3	100.0	..	79.7
All schools	74.6	74.6	69.3	74.7	74.5	46.5	100.0	..	72.8
All school levels									
Government schools	72.3	71.4	64.7	67.9	66.9	39.7	99.8	..	68.3
Non-government schools	78.4	79.2	75.1	80.5	81.3	54.4	100.0	..	77.8
All schools	74.3	74.1	67.9	72.0	71.7	43.5	99.9	..	71.4
Provincial zone									
Primary									
Government schools	26.1	28.3	30.9	22.2	28.7	60.5	0.3	50.8	28.3
Non-government schools	23.0	21.4	24.2	18.0	19.5	46.5	–	55.5	22.3
All schools	25.2	26.2	29.1	21.1	25.7	57.2	0.2	51.7	26.6
Secondary									
Government schools	28.2	28.6	32.0	24.2	27.0	56.5	–	61.2	29.2
Non-government schools	19.4	20.2	22.9	13.8	14.4	43.7	–	59.8	19.7
All schools	24.9	25.3	28.7	20.1	22.4	52.6	–	60.8	25.6
All school levels									
Government schools	27.0	28.4	31.3	22.9	28.0	58.8	0.2	54.0	28.7
Non-government schools	21.2	20.8	23.6	16.0	17.4	45.1	–	57.3	21.0
All schools	25.1	25.8	29.0	20.7	24.4	55.2	0.1	54.8	26.2
Remote zone									
Remote areas									
Primary									
Government schools	0.6	0.1	2.5	6.5	4.3	1.2	..	19.2	2.1
Non-government schools	0.5	–	1.4	2.5	1.2	1.0	..	32.5	1.1
All schools	0.6	0.1	2.2	5.4	3.3	1.2	..	21.9	1.8
Secondary									
Government schools	0.6	0.2	1.7	4.8	3.4	0.7	..	17.6	1.4
Non-government schools	–	–	0.4	1.5	1.1	–	..	33.3	0.5
All schools	0.4	0.1	1.2	3.5	2.5	0.5	..	22.2	1.1
All school levels									
Government schools	0.6	0.1	2.2	5.9	4.0	1.0	..	18.7	1.8
Non-government schools	0.2	–	0.9	2.0	1.2	0.5	..	32.8	0.8
All schools	0.5	0.1	1.8	4.6	3.0	0.9	..	22.0	1.5

Table 3A.25

**Table 3A.25 Proportion of students attending schools in metropolitan, provincial and remote zones, 2005 (per cent) (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>
Very remote areas									
Primary									
Government schools	0.1	..	2.1	3.7	1.3	0.6	..	30.1	1.4
Non-government schools	0.1	..	0.7	2.3	0.3	–	..	12.0	0.5
All schools	0.1	..	1.7	3.3	1.0	0.5	..	26.4	1.2
Secondary									
Government schools	0.1	..	1.2	2.5	0.9	0.5	..	21.2	0.8
Non-government schools	–	..	–	0.6	0.1	–	..	6.9	0.1
All schools	0.1	..	0.8	1.7	0.6	0.3	..	17.0	0.5
All school levels									
Government schools	0.1	..	1.8	3.3	1.1	0.5	..	27.3	1.2
Non-government schools	0.1	..	0.4	1.5	0.2	–	..	9.9	0.3
All schools	0.1	..	1.3	2.7	0.8	0.4	..	23.2	0.9

(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 zone), divided by the total number of students attending that type of school.

(c) FTE students.

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

Source: DEST (unpublished).

Table 3A.26

**Table 3A.26 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	68.0 ± 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.27

**Table 3A.27 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.28

**Table 3A.28 Proportion of year 7 students who achieved the reading 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	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.28 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 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.29

Table 3A.29 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 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.



Table 3A.30

Table 3A.30 Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent)

	Students							Assessed students							All 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	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	88.3			
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 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.31

**Table 3A.31 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.31

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

Table 3A.32

**Table 3A.32 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.32 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)

(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.33

**Table 3A.33 Proportion of year 7 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	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.33 Proportion of year 7 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)

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

Table 3A.34

Table 3A.34 Participation in writing testing by school sector, 2001 (per cent)

	Assessed government school students (a)			Assessed 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	92.3	92.0	95.3	88.5	87.2	75.9	72.8	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
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
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
SA (d)	91.7	91.1	na	94.8	94.0	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
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
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
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

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



Table 3A.35

Table 3A.35 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)						
	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	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	89.9	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	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	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	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	92.4	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	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	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	91.6	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 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.36

**Table 3A.36 Proportion of year 3 students who achieved the numeracy 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	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.36 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)

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

Table 3A.37

**Table 3A.37 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.37 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)

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

Table 3A.38

**Table 3A.38 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.38 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)

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

Table 3A.39

Table 3A.39 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 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.



Table 3A.40

Table 3A.40 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 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne.

Table 3A.41

**Table 3A.41 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 2005b, *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 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 2005b, *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 Proportion of year 7 students who achieved the reading 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 1. 12yrs 4mths 2. 7yrs 2mths	88.0 ± 0.8	85.7 ± 1.0	90.3 ± 0.8	68.0 ± 2.2	86.2 ± 1.0
Victoria (g) 1. 12yrs 11mths 2. 7yrs 7mths	88.5 ± 0.9	85.3 ± 1.2	91.9 ± 0.8	64.8 ± 5.3	85.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	90.2 ± 0.5	88.0 ± 0.7	92.9 ± 0.5	69.5 ± 2.0	86.2 ± 1.3
WA 1. 12yrs 2mths 2. 6yrs 7mths	90.5 ± 0.6	88.3 ± 0.8	92.6 ± 0.6	57.2 ± 2.8	84.4 ± 1.4
SA 1. 12yrs 6mths 2. 7yrs 3mths	92.1 ± 0.6	90.4 ± 0.8	93.8 ± 0.7	70.8 ± 5.2	91.4 ± 1.2
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	88.6 ± 1.1	86.1 ± 1.5	91.3 ± 1.2	77.8 ± 4.6	87.3 ± 3.7
ACT 1. 12yrs 10mths 2. 7yrs 6mths	91.1 ± 1.0	89.5 ± 1.4	92.8 ± 1.2	79.8 ± 11.7	79.7 ± 5.2
NT 1. 12yrs 8mths 2. 7yrs 3mths	74.9 ± 3.8	73.4 ± 4.3	76.7 ± 4.3	37.9 ± 6.8	39.4 ± 7.3
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.43 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 2005b, *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 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	31.7	31.7	42.0	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	24.5	24.5	26.0	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	26.8	26.8	27.9	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	29.3	29.3	29.7	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	22.8	22.8	29.5	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	36.5	36.5	46.2	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	20.4	20.4	26.5	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	28.3	28.3	33.7	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 2005b, *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 Exemptions, absences and participation of equity groups in reading 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	
NSW	1.3	1.2	0.8	0.8	4.9	4.0	5.2	4.9	4.0	3.9	3.8	4.4	26.0	24.8	25.3	94.8	95.1	96.0	94.8	95.1	96.0	94.8	95.1	96.0
Victoria (c)	2.0	1.9	0.9	0.9	8.1	33.5	8.0	8.1	33.5	0.8	0.8	0.6	19.9	20.4	16.0	91.9	91.8	66.5	91.9	91.8	66.5	91.9	91.8	66.5
Queensland	1.5	1.4	1.4	1.4	2.3	2.3	2.7	2.3	2.3	6.1	6.4	5.7	6.4	6.5	6.1	96.9	97.3	97.3	96.9	97.3	97.3	96.9	97.3	97.3
WA	0.7	0.8	0.8	0.8	7.4	7.5	8.6	7.4	7.5	5.1	5.1	5.0	12.9	13.7	12.8	91.4	92.6	92.5	91.4	92.6	92.5	91.4	92.6	92.5
SA	2.8	2.3	2.7	2.7	5.4	6.3	5.7	5.4	6.3	2.8	3.1	2.5	15.9	15.3	16.2	94.3	94.6	94.6	94.3	94.6	94.6	94.3	94.6	94.6
Tasmania	0.8	0.8	0.6	0.6	6.2	10.3	6.2	6.2	10.3	5.9	5.9	5.4	5.5	4.3	4.6	93.8	93.8	89.7	93.8	93.8	89.7	93.8	93.8	89.7
ACT	2.0	1.9	1.8	1.8	5.8	7.5	5.9	5.8	7.5	1.9	1.7	1.3	9.9	9.4	2.7	94.1	94.2	92.5	94.1	94.2	92.5	94.1	94.2	92.5
NT (d)	1.0	0.6	0.7	0.7	9.3	8.3	9.3	8.3	8.3	25.7	27.1	26.6	19.7	24.2	22.8	83.5	89.7	93.2	83.5	89.7	93.2	83.5	89.7	93.2
Aust	1.6	1.4	1.1	1.1	5.5	11.3	5.8	5.5	11.3	3.9	4.0	3.9	17.7	17.5	16.4	94.0	94.4	88.6	94.0	94.4	88.6	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 2005b, *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 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.46 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 2005b, *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 5 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	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.47 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 2005b, *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 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.48 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 2005b, *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 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: MCEETYA 2005b, *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 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			Students			LBO TE students			Assessed students					
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 LBO TE students respectively. The percentages of Indigenous and LBO TE 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 LBO TE 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 2005b, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.51

**Table 3A.51 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 2005b, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.



Table 3A.52

**Table 3A.52 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 2005b, *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 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)	78.2 ± 0.7	77.4 ± 0.8	78.9 ± 0.9	46.0 ± 1.9	76.4 ± 0.9
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (h)	87.1 ± 1.0	87.3 ± 1.0	87.0 ± 1.1	58.7 ± 5.6	84.5 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	88.3 ± 0.8	88.2 ± 0.8	88.7 ± 0.9	61.6 ± 2.2	85.3 ± 1.4
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.0 ± 0.9	84.7 ± 1.0	85.2 ± 1.1	49.1 ± 3.0	79.2 ± 1.5
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	85.6 ± 0.8	85.8 ± 1.1	85.5 ± 1.0	57.9 ± 4.9	84.5 ± 1.5
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	84.0 ± 1.1	83.5 ± 1.4	84.5 ± 1.5	72.3 ± 4.7	83.2 ± 4.2
1. 13yrs 2mths					
2. 7yrs 7mths					
ACT	86.9 ± 1.2	88.0 ± 1.4	85.8 ± 1.7	61.8 ± 14.0	79.6 ± 5.5
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	68.1 ± 3.8	68.2 ± 4.4	68.2 ± 4.7	27.4 ± 6.4	31.7 ± 6.9
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	83.5 ± 0.9	83.3 ± 0.9	83.8 ± 1.0	51.9 ± 3.0	79.2 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 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) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

**Table 3A.53 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 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 NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

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

Table 3A.54

Table 3A.54 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 2005b, *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.55

**Table 3A.55 Exemptions, absences and participation of equity groups in numeracy 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	
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 2005b, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.56

Table 3A.56 **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 2005c, *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 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 2005c, *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 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.58 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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.59

Table 3A.59 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 2005c, *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 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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.61

Table 3A.61 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
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 2005c, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.62

**Table 3A.62 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.62 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 2005c, *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 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.63 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 2005c, *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 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.64 Proportion of year 7 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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.65

Table 3A.65 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 2005c, *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 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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.67

Table 3A.67 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			Indigenous students (b)			LBO TE 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	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 LBO TE students respectively. The percentages of Indigenous and LBO TE 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 LBO TE 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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.68

**Table 3A.68 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.68 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 2005c, *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 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 2005c, *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 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) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

**Table 3A.70 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 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 NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

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

Table 3A.71

**Table 3A.71 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 2005c, *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 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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.73

Table 3A.73 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)			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	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 2005c, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.74

**Table 3A.74 Proportion of year 3 students who achieved the reading benchmark, 2004 (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	92.2 ± 1.8	90.6 ± 2.1	93.9 ± 1.4	80.4 ± 4.4	91.7 ± 1.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	90.5 ± 1.9	88.2 ± 2.3	92.8 ± 1.6	76.6 ± 5.2	86.7 ± 2.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	97.0 ± 0.5	96.3 ± 0.6	97.7 ± 0.4	94.6 ± 1.3	94.2 ± 0.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	95.6 ± 1.4	94.8 ± 1.7	96.4 ± 1.3	84.1 ± 5.0	95.0 ± 1.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.9 ± 1.7	88.9 ± 2.0	92.9 ± 1.5	73.3 ± 6.4	89.4 ± 2.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	96.5 ± 0.7	95.8 ± 0.9	97.1 ± 0.7	93.7 ± 3.0	91.5 ± 2.5
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT (g)	95.2 ± 0.9	94.0 ± 1.4	96.4 ± 0.8	94.6 ± 5.3	88.1 ± 1.8
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	76.0 ± 3.0	73.7 ± 3.7	78.4 ± 3.2	44.7 ± 4.9	46.9 ± 4.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.5	91.5 ± 1.8	94.6 ± 1.2	82.9 ± 3.6	90.0 ± 1.8

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.79. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.75

**Table 3A.75 Proportion of year 5 students who achieved the reading benchmark, 2004 (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	90.9 ± 1.0	88.6 ± 1.2	93.3 ± 0.8	75.7 ± 2.8	89.3 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	87.6 ± 2.1	85.3 ± 2.4	89.9 ± 1.8	71.4 ± 5.6	83.1 ± 2.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	83.4 ± 2.3	81.4 ± 2.5	85.6 ± 2.1	65.0 ± 4.2	80.1 ± 2.8
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.7 ± 1.0	92.4 ± 1.2	95.0 ± 0.9	74.2 ± 3.9	91.7 ± 1.8
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.2	87.8 ± 1.5	92.2 ± 1.1	60.3 ± 5.2	86.6 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	94.0 ± 1.0	92.9 ± 1.3	95.2 ± 0.9	88.1 ± 3.9	88.3 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	96.5 ± 0.6	95.6 ± 0.9	97.3 ± 0.7	86.7 ± 7.0	92.0 ± 2.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	77.2 ± 2.5	74.1 ± 3.3	80.5 ± 2.9	47.1 ± 4.5	44.8 ± 4.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	88.7 ± 1.6	86.6 ± 1.8	90.9 ± 1.4	69.4 ± 3.8	86.2 ± 1.9

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.76

**Table 3A.76 Proportion of year 7 students who achieved the reading benchmark, 2004 (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	88.1 ± 0.8	85.7 ± 0.9	90.6 ± 0.7	68.5 ± 2.1	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	93.1 ± 0.5	91.5 ± 0.6	94.8 ± 0.5	77.0 ± 4.1	89.8 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	94.5 ± 0.7	93.1 ± 0.8	95.9 ± 0.6	85.5 ± 2.1	92.0 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.1	86.6 ± 1.4	91.4 ± 1.1	57.6 ± 3.9	84.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.5 ± 0.6	91.0 ± 0.8	94.0 ± 0.6	69.2 ± 4.2	89.1 ± 1.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.9 ± 1.0	85.7 ± 1.5	92.2 ± 1.1	75.7 ± 5.7	80.1 ± 5.3
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	95.0 ± 0.7	93.4 ± 1.1	96.7 ± 0.9	81.6 ± 7.8	85.0 ± 4.9
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	73.9 ± 1.9	72.1 ± 2.7	75.7 ± 2.7	38.8 ± 4.3	39.7 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	91.0 ± 0.7	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing results.

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

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

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

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

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



Table 3A.77

Table 3A.77 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by geolocation, 2004 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 3</b>									
Metropolitan	92.9 ± 1.6	90.8 ± 1.9	96.9 ± 0.5	96.4 ± 1.2	92.1 ± 1.5	96.8 ± 0.8	95.2 ± 0.9	..	93.6 ± 1.4
Provincial	90.4 ± 2.3	89.7 ± 2.2	97.4 ± 0.6	95.1 ± 1.9	88.5 ± 2.2	96.3 ± 0.8	..	84.7 ± 3.1	92.2 ± 1.8
Remote	84.6 ± 4.7	94.2 ± 8.6	97.0 ± 1.1	92.0 ± 3.2	86.5 ± 4.2	97.0 ± 3.9	..	80.3 ± 4.7	90.3 ± 3.2
Very remote	83.9 ± 8.4	..	93.6 ± 2.3	85.7 ± 4.9	76.6 ± 8.1	87.2 ± 12.9	..	41.8 ± 5.3	78.7 ± 4.6
<b>Year 5</b>									
Metropolitan	91.5 ± 1.0	87.9 ± 2.0	84.5 ± 2.2	94.9 ± 0.9	90.9 ± 1.1	94.0 ± 1.2	96.5 ± 0.6	..	89.7 ± 1.5
Provincial	89.7 ± 1.2	86.6 ± 2.3	82.5 ± 2.5	92.4 ± 1.3	88.3 ± 1.7	94.0 ± 1.1	..	87.8 ± 2.7	87.7 ± 1.8
Remote	78.4 ± 4.6	89.3 ± 9.3	73.9 ± 4.2	90.1 ± 2.3	87.8 ± 3.0	92.0 ± 7.3	..	80.8 ± 4.2	82.9 ± 3.6
Very remote	76.7 ± 9.2	..	66.5 ± 4.7	76.8 ± 4.7	64.0 ± 8.3	91.8 ± 9.4	..	39.6 ± 5.2	64.2 ± 5.4
<b>Year 7</b>									
Metropolitan	88.8 ± 0.8	93.6 ± 0.5	94.9 ± 0.6	91.0 ± 1.0	93.3 ± 0.6	89.5 ± 1.4	95.0 ± 0.7	..	91.9 ± 0.7
Provincial	86.6 ± 0.9	92.0 ± 0.7	94.4 ± 0.8	87.0 ± 1.6	91.4 ± 1.0	88.5 ± 1.3	..	86.9 ± 1.9	90.1 ± 0.9
Remote	65.1 ± 5.5	87.2 ± 8.5	91.7 ± 2.0	81.4 ± 2.6	91.4 ± 2.4	86.2 ± 10.1	..	72.5 ± 3.8	83.0 ± 3.0
Very remote	72.0 ± 11.2	..	82.4 ± 3.2	59.4 ± 4.7	61.2 ± 8.5	..	..	36.4 ± 5.2	63.0 ± 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.

.. Not applicable.

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

Table 3A.78

Table 3A.78 Participation in reading testing by school sector, 2004 (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	95.1	95.4	96.5	96.5	96.9	96.5	96.5	96.5	96.9	96.9	70.0	62.7	30.1	30.0	30.0	69.9	69.9	69.9	70.0	62.7	30.1	30.0	37.3
Victoria	93.0	93.1	89.9	93.7	93.7	96.0	94.2	94.2	96.0	96.0	96.0	68.8	58.7	30.6	31.2	31.2	69.4	69.4	69.4	68.8	58.7	30.6	31.2	41.3
Queensland	97.1	97.1	97.2	97.6	97.6	96.6	97.6	97.6	96.6	96.6	96.6	74.6	73.2	25.0	25.4	25.4	75.0	75.0	75.0	74.6	73.2	25.0	25.4	26.8
WA	91.9	92.3	92.2	94.4	94.4	94.6	95.0	95.0	94.6	94.6	94.6	72.0	71.2	27.0	28.0	28.0	73.0	73.0	73.0	72.0	71.2	27.0	28.0	28.8
SA	96.8	97.5	96.7	95.7	95.7	94.7	95.5	95.5	94.7	94.7	94.7	69.1	68.5	31.0	30.9	30.9	69.0	69.0	69.0	69.1	68.5	31.0	30.9	31.5
Tasmania	95.6	95.2	92.9	95.1	95.1	93.6	94.9	94.9	93.6	93.6	93.6	76.4	69.3	22.4	23.6	23.6	77.6	77.6	77.6	76.4	69.3	22.4	23.6	30.7
ACT	94.5	94.5	92.5	93.2	93.2	95.8	96.6	96.6	95.8	95.8	95.8	61.3	51.2	35.8	38.7	38.7	64.2	64.2	64.2	61.3	51.2	35.8	38.7	48.8
NT	80.3	84.1	86.0	84.1	84.1	98.3	92.2	92.2	98.3	98.3	98.3	78.8	74.0	21.1	21.2	21.2	78.9	78.9	78.9	78.8	74.0	21.1	21.2	26.0
Aust	94.5	94.8	94.1	95.5	95.5	96.2	95.8	95.8	96.2	96.2	96.2	70.9	65.3	28.7	29.1	29.1	71.3	71.3	71.3	70.9	65.3	28.7	29.1	34.7

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

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

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

Table 3A.79

Table 3A.79 Exemptions, absences and participation by equity group in reading testing, 2004 (per cent)

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

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/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) 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 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 3A.80

**Table 3A.80 Proportion of year 3 students who achieved the writing benchmark, 2004 (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	95.8 ± 0.8	94.5 ± 1.1	97.1 ± 0.6	86.9 ± 2.7	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	97.1 ± 0.1	96.3 ± 0.2	98.1 ± 0.1	93.5 ± 1.2	94.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.4 ± 3.2	85.1 ± 3.9	92.0 ± 2.5	75.0 ± 5.7	87.0 ± 3.2
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	85.5 ± 2.9	81.9 ± 3.4	89.3 ± 2.5	56.9 ± 5.4	84.5 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.0 ± 2.3	87.1 ± 2.7	93.0 ± 1.9	62.1 ± 6.0	86.4 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.4 ± 1.5	88.3 ± 2.0	94.7 ± 1.4	86.2 ± 3.9	89.5 ± 3.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT (g)	95.5 ± 0.9	94.6 ± 1.3	96.5 ± 0.9	95.9 ± 4.6	88.4 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	83.8 ± 2.5	81.7 ± 3.7	86.1 ± 2.6	56.7 ± 5.3	58.5 ± 5.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.9 ± 1.5	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.81

Table 3A.81 **Proportion of year 5 students who achieved the writing benchmark, 2004 (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 ± 1.4	94.6 ± 1.9	97.3 ± 1.0	87.4 ± 4.2	94.9 ± 1.4
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.4 ± 0.7	91.1 ± 0.9	95.9 ± 0.5	82.2 ± 4.2	92.3 ± 0.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	97.1 ± 0.4	96.2 ± 0.5	98.1 ± 0.2	92.6 ± 1.4	94.3 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.4 ± 1.9	83.5 ± 2.4	91.4 ± 1.5	59.2 ± 4.6	86.0 ± 2.3
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 1.4	90.3 ± 1.8	95.3 ± 1.1	69.7 ± 5.8	90.1 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	91.6 ± 1.6	88.6 ± 2.2	94.9 ± 1.4	83.0 ± 4.7	86.6 ± 4.4
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.8 ± 2.4	90.8 ± 3.3	94.7 ± 1.9	78.7 ± 9.4	88.1 ± 3.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	81.1 ± 1.9	77.8 ± 2.8	84.4 ± 2.2	49.5 ± 4.2	47.1 ± 4.3
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.2 ± 1.1	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing

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

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

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

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

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

Table 3A.82

**Table 3A.82 Proportion of year 7 students who achieved the writing benchmark, 2004 (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	93.7 ± 2.0	91.8 ± 2.5	95.8 ± 1.5	81.8 ± 4.9	93.2 ± 2.3
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	96.0 ± 0.7	94.2 ± 1.1	97.9 ± 0.4	87.1 ± 3.4	95.7 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	97.3 ± 0.4	96.4 ± 0.6	98.3 ± 0.2	92.3 ± 1.7	95.4 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	86.6 ± 1.4	81.8 ± 1.9	91.7 ± 1.2	58.2 ± 3.9	84.2 ± 2.2
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.0 ± 2.1	84.1 ± 2.7	92.1 ± 1.7	59.4 ± 6.3	85.7 ± 2.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.9	80.2 ± 2.6	92.7 ± 1.5	75.2 ± 6.2	82.6 ± 6.5
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	93.1 ± 2.1	90.4 ± 3.0	96.0 ± 1.4	79.7 ± 9.4	81.2 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	79.4 ± 1.9	76.3 ± 2.6	82.7 ± 2.5	42.4 ± 4.2	43.0 ± 4.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	93.6 ± 1.3	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 1.8

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 3A.83

Table 3A.83 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by geolocation, 2004 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 3</b>									
Metropolitan	96.1 ± 0.8	97.1 ± 0.1	89.0 ± 3.0	87.4 ± 2.8	90.5 ± 2.2	93.6 ± 1.5	95.5 ± 0.9	..	93.6 ± 1.4
Provincial	95.2 ± 1.1	97.4 ± 0.2	88.2 ± 3.5	83.4 ± 3.5	89.9 ± 2.8	90.1 ± 1.8	..	90.0 ± 2.8	92.5 ± 1.8
Remote	85.0 ± 4.0	100.0 ± 0.5	82.4 ± 5.1	78.4 ± 3.9	88.0 ± 3.7	93.9 ± 6.4	..	88.3 ± 3.7	83.4 ± 4.2
Very remote	86.7 ± 6.7	..	74.4 ± 5.6	65.1 ± 5.2	56.4 ± 7.9	..	..	50.3 ± 5.6	66.9 ± 5.9
<b>Year 5</b>									
Metropolitan	96.2 ± 1.3	93.8 ± 0.6	97.2 ± 0.3	89.1 ± 1.8	93.4 ± 1.3	92.3 ± 1.7	92.8 ± 2.4	..	95.0 ± 1.1
Provincial	95.4 ± 1.8	92.4 ± 0.9	97.4 ± 0.4	85.7 ± 2.3	91.9 ± 1.9	91.1 ± 1.9	..	92.3 ± 2.0	93.9 ± 1.3
Remote	84.1 ± 5.3	95.0 ± 8.1	95.9 ± 1.4	82.5 ± 3.2	90.3 ± 3.2	87.7 ± 9.0	..	84.3 ± 3.0	87.8 ± 3.1
Very remote	88.4 ± 7.7	..	91.1 ± 2.5	63.1 ± 4.8	68.0 ± 8.7	89.1 ± 12.5	..	35.3 ± 5.4	70.2 ± 4.6
<b>Year 7</b>									
Metropolitan	94.1 ± 1.9	96.6 ± 0.6	97.5 ± 0.3	88.4 ± 1.4	89.8 ± 1.9	88.1 ± 2.1	93.1 ± 2.1	..	94.4 ± 1.2
Provincial	93.1 ± 2.1	94.5 ± 1.1	97.4 ± 0.5	85.2 ± 1.8	85.0 ± 2.8	85.4 ± 2.1	..	91.6 ± 1.7	92.8 ± 1.5
Remote	76.2 ± 7.0	89.6 ± 6.9	95.7 ± 1.4	80.1 ± 2.7	81.2 ± 5.7	79.0 ± 13.3	..	81.1 ± 3.3	84.4 ± 3.5
Very remote	74.5 ± 10.5	..	90.7 ± 3.1	59.7 ± 4.6	52.6 ± 9.0	..	..	32.3 ± 5.2	65.8 ± 5.0

(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) 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.

.. Not applicable.

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

Table 3A.84

Table 3A.84 Participation in writing testing by school sector, 2004 (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	94.6	95.4	95.9	96.3	96.9	70.0	69.9	62.7	30.0	30.1
Victoria	92.6	92.7	89.3	93.5	93.8	95.7	69.4	68.8	58.6	30.6	31.2	41.4
Queensland	96.9	97.0	97.0	97.5	97.5	96.5	75.0	74.6	73.1	25.0	25.4	26.9
WA	91.0	91.3	91.6	93.1	94.2	93.4	73.1	72.0	71.4	26.9	28.0	28.6
SA	96.6	97.2	96.6	95.5	95.4	94.7	69.0	69.0	68.5	31.0	31.0	31.5
Tasmania	93.8	93.6	90.6	95.4	95.2	92.7	77.2	76.0	69.0	22.8	24.0	31.0
ACT	94.5	93.6	92.0	93.2	95.6	95.1	64.2	61.3	51.3	35.8	38.7	48.7
NT	70.4	71.3	81.3	87.8	92.4	96.4	75.9	75.9	73.3	24.1	24.1	26.7
Aust	93.9	94.2	93.8	95.1	95.5	95.9	71.2	70.8	65.3	28.8	29.2	34.7

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

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

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



Table 3A.85

Table 3A.85 Exemptions, absences and participation by equity group in writing testing, 2004 (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	Year 3	Year 5	Year 7
NSW	1.1	1.0	0.7	5.3	4.9	4.0	4.2	4.4	4.9	26.6	25.7	25.6	94.7	95.1	96.0			
Victoria	2.5	2.4	1.0	7.1	7.0	8.2	0.8	0.9	1.0	18.0	18.7	18.4	92.9	93.0	91.8			
Queensland	2.0	2.0	1.7	2.7	2.6	2.7	6.3	6.3	6.1	7.0	6.6	6.1	97.1	97.1	96.9			
WA	0.5	0.4	0.5	8.4	7.9	7.9	5.0	4.9	4.7	9.4	9.8	9.7	91.6	92.1	92.2			
SA	2.7	2.7	2.5	3.7	3.4	4.0	2.6	2.7	2.9	11.4	11.6	11.3	96.3	96.6	96.0			
Tasmania	1.0	0.8	0.6	5.8	6.0	8.8	6.0	6.1	5.4	4.0	3.7	3.6	94.2	94.0	91.2			
ACT	2.0	1.8	1.3	6.0	5.6	6.5	1.7	1.8	1.6	12.5	11.4	4.6	94.0	94.4	93.5			
NT (c)	0.3	0.3	0.5	19.8	14.0	16.4	17.5	24.2	24.0	15.8	18.6	20.5	73.9	81.8	84.8			
Aust	1.7	1.6	1.1	5.6	5.3	5.4	3.9	4.1	4.2	16.8	16.6	16.2	94.3	94.6	94.5			

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

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

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

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

Table 3A.86

**Table 3A.86 Proportion of year 3 students who achieved the numeracy benchmark, 2004 (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	95.8 ± 0.8	95.4 ± 0.8	96.2 ± 0.7	89.5 ± 2.4	94.7 ± 0.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.0 ± 0.5	95.4 ± 0.4	96.6 ± 0.6	88.2 ± 2.5	92.8 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.5 ± 1.9	90.6 ± 1.7	90.5 ± 2.1	74.3 ± 4.2	87.2 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	89.9 ± 2.6	89.5 ± 2.6	90.3 ± 2.8	68.1 ± 6.8	88.7 ± 2.9
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.5 ± 1.8	90.6 ± 1.8	92.4 ± 1.9	68.0 ± 6.4	87.5 ± 2.4
1. 8 years, 8 months					
2. 3 years, 6 months					
Tasmania	93.7 ± 1.4	93.0 ± 1.7	94.5 ± 1.4	89.1 ± 4.4	87.4 ± 4.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.3 ± 1.2	94.9 ± 1.6	95.8 ± 1.3	91.8 ± 7.7	88.3 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	88.0 ± 2.5	88.0 ± 2.8	88.0 ± 2.8	69.0 ± 5.7	69.4 ± 5.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.7 ± 1.2	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing

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

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

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

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

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

Table 3A.87

**Table 3A.87 Proportion of year 5 students who achieved the numeracy benchmark, 2004 (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	92.2 ± 1.2	91.9 ± 1.1	92.5 ± 1.3	77.0 ± 3.6	91.0 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	85.8 ± 3.4	92.4 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	89.3 ± 1.6	89.3 ± 1.5	89.2 ± 1.7	71.7 ± 3.6	86.2 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.1 ± 1.6	86.9 ± 1.7	87.3 ± 1.6	56.6 ± 4.2	82.8 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.3	89.6 ± 1.3	90.5 ± 1.4	62.4 ± 5.4	87.6 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.2 ± 1.5	89.2 ± 1.7	89.2 ± 1.8	81.9 ± 5.0	82.0 ± 5.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.1 ± 1.2	91.6 ± 1.5	92.6 ± 1.5	72.0 ± 10.6	85.3 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	71.5 ± 2.5	70.5 ± 3.0	72.6 ± 3.1	38.8 ± 3.8	36.5 ± 4.0
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	91.2 ± 1.2	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing

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

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

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

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

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

Table 3A.88

**Table 3A.88 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (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)	76.1 ± 0.9	75.5 ± 1.0	76.8 ± 1.0	46.6 ± 2.1	75.8 ± 1.1
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	85.8 ± 0.7	86.1 ± 0.7	85.5 ± 0.8	62.9 ± 4.5	82.0 ± 1.1
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	84.6 ± 0.6	84.9 ± 0.6	84.3 ± 0.7	60.6 ± 2.1	82.3 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.6 ± 0.8	83.7 ± 1.0	85.6 ± 0.8	47.8 ± 2.8	79.4 ± 1.7
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.3 ± 1.0	87.6 ± 1.2	87.1 ± 1.1	59.1 ± 5.6	84.6 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.9 ± 1.3	79.1 ± 1.7	82.6 ± 1.6	67.9 ± 5.0	70.6 ± 6.1
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	87.7 ± 1.1	87.0 ± 1.6	88.5 ± 1.5	65.0 ± 10.8	76.3 ± 5.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	66.1 ± 2.1	66.6 ± 3.0	65.5 ± 2.7	26.8 ± 3.7	30.9 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	82.1 ± 0.8	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.78. Readers are urged to be cautious when comparing

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

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

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

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

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

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

**Table 3A.88 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (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)

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

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

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

Table 3A.89

**Table 3A.89 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by geolocation, 2004 (per cent)**  
**(a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 3</b>									
Metropolitan	95.8 ± 0.7	95.9 ± 0.5	91.1 ± 1.8	91.6 ± 2.3	92.1 ± 1.7	94.3 ± 1.5	95.3 ± 1.2	..	94.2 ± 1.1
Provincial	95.8 ± 0.9	96.1 ± 0.5	90.8 ± 2.0	87.9 ± 3.3	90.9 ± 2.3	93.4 ± 1.6	..	95.1 ± 1.8	93.7 ± 1.4
Remote	91.5 ± 3.4	98.3 ± 3.6	84.4 ± 3.7	84.8 ± 4.1	89.4 ± 3.3	94.6 ± 6.3	..	91.9 ± 2.9	87.4 ± 3.7
Very remote	89.7 ± 6.7	..	71.9 ± 4.8	73.0 ± 6.4	70.3 ± 9.8	84.0 ± 15.4	..	65.3 ± 6.2	71.6 ± 6.2
<b>Year 5</b>									
Metropolitan	92.6 ± 1.1	94.8 ± 0.7	90.1 ± 1.5	88.9 ± 1.5	90.8 ± 1.2	89.9 ± 1.7	92.1 ± 1.2	..	92.1 ± 1.1
Provincial	91.3 ± 1.4	94.4 ± 0.8	88.9 ± 1.8	85.8 ± 2.0	88.6 ± 1.8	88.7 ± 1.9	..	83.8 ± 2.6	90.6 ± 1.5
Remote	81.3 ± 4.8	97.8 ± 4.3	81.5 ± 3.7	82.1 ± 3.0	88.8 ± 3.3	86.2 ± 8.8	..	75.4 ± 3.8	82.0 ± 3.7
Very remote	84.1 ± 8.6	..	70.8 ± 4.1	58.4 ± 4.5	75.7 ± 8.6	90.4 ± 12.0	..	32.0 ± 4.4	59.1 ± 4.9
<b>Year 7</b>									
Metropolitan	77.6 ± 0.9	86.5 ± 0.7	85.6 ± 0.6	87.0 ± 0.8	88.0 ± 1.0	81.8 ± 1.6	87.7 ± 1.1	..	83.4 ± 0.8
Provincial	72.6 ± 1.2	84.2 ± 0.9	84.2 ± 0.8	82.1 ± 1.4	86.2 ± 1.6	80.3 ± 1.6	..	80.9 ± 2.2	80.2 ± 1.1
Remote	48.8 ± 5.8	81.4 ± 9.7	74.3 ± 2.8	75.7 ± 2.5	85.7 ± 2.9	73.5 ± 15.1	..	67.0 ± 4.0	73.3 ± 3.4
Very remote	58.6 ± 13.0	..	60.6 ± 3.7	56.7 ± 4.4	64.2 ± 9.4	..	..	24.1 ± 4.3	50.8 ± 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.

.. Not applicable.

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

Table 3A.90

Table 3A.90 Participation in numeracy testing by school sector, 2004 (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	95.0	93.3	96.6	96.6	95.7	96.6	96.6	96.6	96.6	95.7	96.6	96.6	96.6	96.6	96.6	95.7	96.6	96.6	96.6	96.6	96.6	95.7	96.6	96.6
Victoria	93.3	93.3	90.0	94.0	94.0	96.0	94.0	94.3	94.3	96.0	96.0	94.3	94.3	94.3	94.3	94.3	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0
Queensland	97.7	98.0	97.9	98.0	98.0	97.1	98.0	97.9	97.9	97.1	97.1	97.9	97.9	97.9	97.9	97.1	97.1	97.1	97.1	97.1	97.1	97.1	97.1	97.1	97.1
WA	92.5	92.8	92.7	94.7	94.7	94.7	94.7	95.3	95.3	94.7	94.7	94.7	95.3	95.3	94.7	94.7	94.7	94.7	94.7	94.7	94.7	94.7	94.7	94.7	94.7
SA	95.9	96.4	95.6	95.6	95.6	94.8	95.6	95.8	95.8	94.8	94.8	95.8	95.8	95.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8
Tasmania	95.9	95.6	92.9	95.6	95.6	94.1	95.6	96.1	96.1	94.1	94.1	96.1	96.1	96.1	94.1	94.1	94.1	94.1	94.1	94.1	94.1	94.1	94.1	94.1	94.1
ACT	96.1	95.3	92.6	94.3	94.3	96.5	94.3	97.6	97.6	96.5	96.5	97.6	97.6	96.5	96.5	96.5	96.5	96.5	96.5	96.5	96.5	96.5	96.5	96.5	96.5
NT	83.7	87.2	88.9	90.6	90.6	99.5	90.6	94.1	94.1	99.5	99.5	94.1	94.1	99.5	99.5	99.5	99.5	99.5	99.5	99.5	99.5	99.5	99.5	99.5	99.5
Aust	94.7	95.0	93.7	95.8	95.8	95.9	95.8	96.1	96.1	95.9	95.9	96.1	96.1	96.1	96.1	96.1	95.9	95.9	95.9	95.9	95.9	95.9	95.9	95.9	95.9

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

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

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

Table 3A.91

Table 3A.91 Exemptions, absences and participation by equity group in numeracy testing, 2004 (per cent)

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

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

(b) The percentage of assessed Indigenous and LBO TE students respectively. The percentages of Indigenous and LBO TE 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 LBO TE 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 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.



Table 3A.92

Table 3A.92 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 (a)	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 2003*, Melbourne.

Table 3A.93

Table 3A.93 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 2003*, Melbourne.

Table 3A.94 **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 2003*, Melbourne.

Table 3A.95

Table 3A.95 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, 2004 (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Year 6									
1 or above	91.7 ± 3.3	93.0 ± 2.8	85.1 ± 3.4	83.3 ± 4.0	85.2 ± 5.2	87.3 ± 4.5	92.0 ± 2.3	80.8 ± 5.2	89.2 ± 1.6
2 or above (a)	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
3 or above	12.1 ± 4.0	9.2 ± 2.4	2.9 ± 1.7	4.7 ± 1.9	4.7 ± 2.1	7.3 ± 2.5	11.8 ± 3.5	4.8 ± 2.5	8.1 ± 1.5
4 or above	0.1 ± 0.2	0.1 ± 0.2	0.1 ± 0.1	0.1 ± 0.0	–	0.1 ± 0.2	0.2 ± 0.3	0.1 ± 0.2	0.1 ± 0.1
Year 10									
1 or above	97.9 ± 1.2	95.5 ± 2.0	94.0 ± 2.7	94.7 ± 2.7	92.7 ± 3.6	95.0 ± 2.8	96.5 ± 2.5	95.7 ± 3.9	95.7 ± 0.9
2 or above	86.6 ± 2.3	79.3 ± 5.3	73.9 ± 5.8	78.7 ± 4.6	74.1 ± 5.5	78.9 ± 5.6	84.8 ± 5.4	78.8 ± 9.0	80.4 ± 1.9
3 or above (a)	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
4 or above	7.0 ± 2.4	5.1 ± 2.4	2.3 ± 1.2	3.8 ± 2.1	1.4 ± 1.0	4.0 ± 2.1	8.0 ± 3.4	5.0 ± 4.4	4.8 ± 1.1
5 or above	0.3 ± 0.3	0.1 ± 0.0	–	0.1 ± 0.1	0.0 ± 0.1	0.1 ± 0.0	0.3 ± 0.5	0.2 ± 0.1	0.1 ± 0.1

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

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent + 2.7 per cent).  
– Nil or rounded to zero.

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

Table 3A.96

**Table 3A.96 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by geolocation, Australia, 2004 (per cent) (a), (b)**

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
Year 6					
Metropolitan	90.5 ± 1.8	53.5 ± 1.9	9.4 ± 1.0	0.1 ± 0.1	..
Provincial	86.6 ± 3.3	42.3 ± 2.4	5.2 ± 0.8	0.1 ± 0.1	..
Remote	85.2 ± 10.9	42.2 ± 10.9	5.4 ± 2.7	0.1 ± 0.1	..
All locations	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Metropolitan	95.6 ± 1.1	80.4 ± 1.3	40.2 ± 1.9	5.1 ± 0.7	0.1 ± 0.1
Provincial	96.3 ± 1.6	80.9 ± 1.9	37.4 ± 2.8	4.0 ± 0.8	0.1 ± 0.1
Remote	93.7 ± 10.6	69.6 ± 15.5	25.6 ± 10.9	2.0 ± 1.6	0.1 ± 0.1
All locations	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

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

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

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

.. Not applicable.

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

Table 3A.97

**Table 3A.97 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia, 2004 (per cent) (a), (b)**

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
<b>Year 6</b>					
Male students	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	..
Female students	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	..
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
LBOTE students	88.3 ± 2.5	47.1 ± 5.0	6.0 ± 5.0	0.1 ± 5.0	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
<b>Year 10</b>					
Male students	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female students	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
LBOTE students	94.8 ± 1.6	77.2 ± 3.2	36.1 ± 3.2	4.3 ± 3.2	0.1 ± 0.3
All students	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

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

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

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

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

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

Table 3A.98

**Table 3A.98 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. (2001).

(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.99

**Table 3A.99 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. (2004a).

(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.100 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. (2001). 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. (2004a).

(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.101 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. (2001). 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. (2004a).
- (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.102 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. (2001). 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. (2004a).
- (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.103

**Table 3A.103 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. (2001).

(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.104

**Table 3A.104 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. (2004a).

(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.105 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. (2001). 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. (2004a).

(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.106 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. (2001).

(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.107

**Table 3A.107 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. (2004a).

(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.108 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. (2001). 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. (2004a).

(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.109

**Table 3A.109 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. (2004a).

(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.110 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. (2004a).

(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.111

**Table 3A.111 Proportion of year 4 students achieving at or above the intermediate international level in mathematics achievement, 2002-03 (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>
At or above intermediate	68.2	68.2	58.1	50.8	58.9	63.7	70.6	54.1	63.8
Standard error	4.8	3.3	3.7	4.0	4.1	7.0	4.8	6.0	2.0
Advanced	6.7	6.1	2.5	1.9	2.5	4.4	10.9	2.1	5.0
Standard error	1.5	1.3	0.7	0.6	0.9	1.4	4.3	1.4	0.6
High	25.0	23.2	16.4	13.5	18.6	22.1	27.0	20.8	21.3
Standard error	2.5	2.5	2.3	1.7	2.4	3.7	3.6	4.4	1.1
Intermediate	36.6	38.8	39.2	35.4	37.8	37.2	32.7	31.2	37.5
Standard error	2.8	1.9	2.5	3.0	3.3	3.2	4.0	4.4	1.3
Low	22.9	21.7	26.7	32.4	26.0	22.3	22.3	26.5	24.5
Standard error	2.7	2.1	2.0	2.3	2.1	2.8	3.5	3.6	1.2
Below low	8.8	10.2	15.3	16.8	15.1	14.1	7.1	19.4	11.8
Standard error	2.6	1.8	2.6	3.5	3.6	5.1	1.9	5.2	1.2
<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) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 4675 year 4 Australian school students from 204 schools. For further information on TIMSS, see Thomson and Fleming (2004a, 2004b).

(b) The presentation of TIMSS data in the 2007 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

Source: ACER (unpublished).

Table 3A.112

**Table 3A.112 Proportion of year 8 students achieving at or above the intermediate international level in mathematics achievement, 2002-03 (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>
At or above intermediate	74.9	61.1	59.2	59.4	61.9	50.5	68.3	34.1	64.9
Standard error	5.0	4.1	3.8	4.0	5.6	6.2	6.4	7.0	2.2
Advanced	13.0	3.6	3.4	1.7	6.4	2.8	2.3	0.2	6.6
Standard error	3.4	1.0	0.8	0.8	3.3	1.4	0.8	0.2	1.2
High	32.4	17.0	17.9	17.0	21.8	15.4	25.1	4.4	22.4
Standard error	4.3	3.1	2.0	2.8	3.4	4.5	6.3	1.6	1.8
Intermediate	29.5	40.5	37.9	40.7	33.8	32.4	40.8	29.4	35.9
Standard error	3.9	2.2	3.0	2.3	3.3	3.1	2.9	6.6	1.5
Low	16.2	29.6	27.8	28.1	27.3	33.7	25.2	44.7	24.6
Standard error	3.0	3.6	2.6	2.9	3.7	3.4	5.7	3.5	1.5
Below low	8.9	9.3	13.0	12.5	10.7	15.7	6.5	21.3	10.5
Standard error	3.5	1.5	2.4	2.7	3.2	4.6	1.2	7.4	1.4
<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>

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. For further information on TIMSS, see Thomson and Fleming (2004a, 2004b).

(b) The presentation of TIMSS data in the 2007 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

Source: ACER (unpublished).

Table 3A.113

**Table 3A.113 Proportion of year 4 students achieving at or above the intermediate international level in science achievement, 2002-03 (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>
At or above intermediate	76.1	77.8	70.1	66.9	72.6	73.5	83.0	63.0	74.2
Standard error	4.6	2.9	3.3	3.4	3.9	5.3	2.1	6.9	1.9
Advanced	10.1	9.3	6.7	5.0	7.1	6.9	14.9	6.0	8.5
Standard error	1.8	1.5	1.6	1.1	1.4	1.6	3.9	2.4	0.8
High	31.4	31.4	27.4	23.4	28.3	29.7	36.1	27.6	29.6
Standard error	2.7	2.7	2.8	2.6	3.1	4.3	3.6	4.7	1.3
Intermediate	34.7	37.1	36.1	38.6	37.1	36.8	32.0	29.4	36.1
Standard error	2.2	1.8	2.1	2.5	3.1	2.4	5.4	3.7	1.0
Low	16.1	15.5	21.0	22.3	16.9	17.6	22.3	12.6	17.5
Standard error	2.5	2.3	2.3	2.2	1.7	2.8	4.2	2.1	1.1
Below low	7.7	6.7	8.8	10.8	10.5	8.9	14.6	4.4	8.3
Standard error	2.6	1.3	1.4	2.3	2.8	3.0	4.5	1.1	1.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>99.9</b>	<b>119.9</b>	<b>80.0</b>	<b>100.0</b>

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 4675 year 4 Australian school students from 204 schools. For further information on TIMSS, see Thomson and Fleming (2004a, 2004b).

(b) The presentation of TIMSS data in the 2007 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

Source: ACER (unpublished).

Table 3A.114

**Table 3A.114 Proportion of year 8 students achieving at or above the intermediate international level in science achievement, 2002-03 (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>
At or above intermediate	82.1	73.8	72.6	76.1	72.3	66.0	83.4	54.9	76.3
Standard error	4.3	2.9	3.0	3.6	5.1	5.6	3.2	6.7	1.8
Advanced	15.1	4.6	5.2	5.4	9.9	5.0	8.5	2.6	8.7
Standard error	3.0	0.7	1.0	1.2	3.3	1.5	2.5	0.9	1.1
High	38.2	26.0	27.7	29.6	28.9	24.5	35.4	12.9	31.0
Standard error	3.4	2.4	2.3	3.0	3.6	4.2	4.0	3.1	1.5
Intermediate	28.7	43.1	39.7	41.0	33.5	36.5	39.5	39.3	36.6
Standard error	3.0	1.8	2.3	2.6	3.2	2.7	3.1	3.9	1.2
Low	13.4	21.0	20.9	18.2	21.2	24.1	14.5	32.9	18.2
Standard error	2.5	2.3	1.8	2.4	3.5	3.1	3.0	3.3	1.2
Below low	4.6	5.2	6.5	5.7	6.6	9.9	2.2	12.2	5.5
Standard error	2.1	0.9	1.9	1.8	2.1	3.5	0.7	4.9	0.8
<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>

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. For further information on TIMSS, see Thomson and Fleming (2004a, 2004b).

(b) The presentation of TIMSS data in the 2007 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

Source: ACER (unpublished).

Table 3A.115

**Table 3A.115 School participation rates by age and sex of students, all schools, 2005 (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	50.2	56.0	44.4	42.2	50.4	53.3	63.9	41.6	49.8
Female	52.7	58.8	46.6	44.5	52.2	56.1	63.8	45.5	52.3
All students	51.5	57.4	45.5	43.3	51.3	54.7	63.9	43.4	51.0
Participation age 15 years									
Male	93.7	97.2	89.9	92.8	96.5	99.3	108.3	80.2	94.1
Female	93.8	98.2	93.2	93.6	97.9	100.2	111.6	91.2	95.4
All students	93.8	97.7	91.5	93.2	97.2	99.7	109.9	85.4	94.7
Participation age 16 years									
Male	76.6	86.7	77.4	74.2	84.4	83.3	103.6	66.5	80.0
Female	81.4	92.1	83.6	81.7	87.9	85.2	104.7	72.5	85.3
All students	79.0	89.3	80.4	77.9	86.1	84.2	104.2	69.3	82.6
Participation age 17 years									
Male	63.5	73.7	47.9	40.3	60.3	57.7	93.5	43.6	60.3
Female	71.9	82.4	49.9	43.6	67.9	68.5	92.7	46.4	66.8
All students	67.6	78.0	48.9	41.9	64.0	63.0	93.1	44.9	63.5
Participation age 18 years									
Male	15.4	21.9	5.7	4.3	10.3	21.5	27.3	12.2	13.8
Female	14.2	21.0	5.0	3.6	9.3	22.8	23.3	11.0	12.9
All students	14.8	21.4	5.4	3.9	9.8	22.1	25.3	11.6	13.3
Participation age 19 years									
Male	1.9	2.4	1.0	0.9	2.5	2.1	2.6	2.8	1.8
Female	1.8	2.3	0.9	0.9	2.0	2.3	1.8	4.3	1.7
All students	1.8	2.3	1.0	0.9	2.2	2.2	2.2	3.5	1.8

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time students in August 2005.

(b) School was compulsory for up to 16 year olds in SA and Tasmania in 2005.

(c) Changes in the admissions policy for Tasmanian schools in 1993 resulted in an upward change in the age profile of students commencing school in that year and subsequent years, relative to the years prior to 1993. The changed age profile is now evident as a significant increase in the participation of 18 year olds in 2005.

(d) Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0.



Table 3A.116

**Table 3A.116 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 (c)</i>	<i>SA (d)</i>	<i>Tas (d) (e)</i>	<i>ACT (f)</i>	<i>NT</i>
<b>2001</b>								
Participation age 15–19 years	50.2	55.2	45.6	42.9	49.4	52.2	62.8	40.8
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
<b>2002</b>								
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
<b>2003</b>								
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
<b>2004</b>								
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
<b>2005</b>								
Participation age 15–19 years	51.5	57.4	45.5	43.3	51.3	54.7	63.9	43.4
Participation age 15 years	93.8	97.7	91.5	93.2	97.2	99.7	109.9	85.4
Participation age 16 years	79.0	89.3	80.4	77.9	86.1	84.2	104.2	69.3
Participation age 17 years	67.6	78.0	48.9	41.9	64.0	63.0	93.1	44.9
Participation age 18 years	14.8	21.4	5.4	3.9	9.8	22.1	25.3	11.6
Participation age 19 years	1.8	2.3	1.0	0.9	2.2	2.2	2.2	3.5

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time students in August 2005.

(b) The estimated resident population (ERP) data from which the 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 2001 have been amended in March 2003 to reflect those revisions.

Table 3A.116 **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 (c)</i>	<i>SA (d)</i>	<i>Tas (d) (e)</i>	<i>ACT (f)</i>	<i>NT</i>
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(c) Data for WA have been affected by changes in scope and coverage over time.

(d) School was compulsory for up to 16 year olds in SA and Tasmania in 2005.

(e) Changes in the admissions policy for Tasmanian schools in 1993 resulted in an upward change in the age profile of students commencing school in that year and subsequent years, relative to the years prior to 1993. The changed age profile is now evident as a significant increase in the participation of 18 year olds in 2005.

(f) Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source: 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 2006, *Schools Australia* 2005, Cat. no. 4221.0.

Table 3A.117

**Table 3A.117 Apparent retention rates of full time secondary students to years 10–12, 2005 (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 (c)</i>	<i>NT (b)</i>	<i>Aust</i>
All students									
Government schools									
To year 10	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
To year 11	77.0	89.2	85.7	85.9	86.8	75.6	119.7	107.3	84.2
To year 12 (total)	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
To year 12 (male)	60.3	66.3	67.7	60.4	55.0	56.3	98.0	69.4	63.4
To year 12 (female)	71.4	82.3	78.7	70.7	68.7	75.4	101.2	71.6	75.7
All schools									
To year 10	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
To year 11	80.2	92.5	90.1	89.8	91.9	76.9	100.6	86.7	87.4
To year 12 (total)	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
To year 12 (male)	66.0	73.9	75.3	67.2	64.3	58.4	87.2	56.8	69.9
To year 12 (female)	76.3	87.6	84.7	78.0	77.6	76.5	87.9	61.5	81.0
Indigenous students (c)									
Government schools									
To year 10	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
To year 11	43.7	60.3	67.2	54.9	61.6	56.5	102.0	107.9	59.4
To year 12 (total)	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
To year 12 (male)	24.8	28.3	44.1	19.4	28.6	35.9	88.9	53.0	32.2
To year 12 (female)	33.8	46.6	56.4	29.7	33.7	56.8	45.8	41.7	41.7
All schools									
To year 10	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
To year 11	45.1	62.4	71.6	61.5	65.1	57.4	81.8	90.8	62.3
To year 12 (total)	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
To year 12 (male)	26.6	30.5	48.6	24.7	31.5	37.3	77.1	40.0	35.1
To year 12 (female)	35.5	52.0	59.9	33.2	35.1	58.9	42.4	35.9	44.0

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

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS *Schools Australia* (unpublished).

**Table 3A.118 Apparent retention rates of secondary students from years 10–12, 2005 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (c) (d)	<i>Tas</i> (c) (d)	<i>ACT</i>	<i>NT</i> (c)	<i>Aust</i>
Full time secondary students									
Government schools	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Non-government schools	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
All schools	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Full time Indigenous secondary students									
Government schools	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
Non-government schools	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
All schools	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
Full time and part time secondary students (d)									
Government schools	71.1	80.5	74.7	67.7	85.0	102.2	100.8	84.4	76.1
Non-government schools	81.7	90.4	91.4	82.4	91.0	69.3	75.6	54.8	86.0
All schools	75.0	84.4	80.6	73.1	87.2	92.4	89.3	75.5	79.8

(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) Inclusion of part-time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS (unpublished).

Table 3A.119

**Table 3A.119 Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	NSW	Vic	Qld	WA (b)	SA (c)	Tas (c) (d)	ACT (c) (d)	NT	Aust
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	96.8
Indigenous students	80.5	78.8	85.7	84.9	77.1	106.8	79.4	73.6	83.4
From year 10 to year 12									
All students	65.1	76.8	74.8	67.0	61.7	70.5	112.1	70.6	na
Indigenous students	35.4	40.7	55.7	21.0	41.4	41.6	50.0	47.4	na
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	96.9
Indigenous students	81.6	77.2	89.4	85.5	77.4	106.3	122.2	73.4	84.7
From year 10 to year 12									
All students	67.4	77.5	76.5	69.7	61.9	75.3	101.0	73.1	na
Indigenous students	36.8	38.6	58.9	24.3	41.7	55.9	75.6	37.7	na
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	97.3
Indigenous students	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
From year 10 to year 12									
All students	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
Indigenous students	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
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	96.8
Indigenous students	79.9	78.0	87.2	87.0	79.7	104.1	108.2	85.7	84.8
From year 10 to year 12									
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.0
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	43.6
2005									
From year 7or 8 to year 10									
All students	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
Indigenous students	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
From year 10 to year 12									
All students	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Indigenous students	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3

(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) Data for WA have been affected by changes in scope and coverage over time.

**Table 3A.119 Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (c) (d)</i>	<i>NT</i>	<i>Aust</i>
(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) The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.									
na Not available.									

*Source:* 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 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS *Schools Australia* (unpublished).

Table 3A.120

Table 3A.120 **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 (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (c) (d)</i>	<i>NT</i>	<i>Aust</i>
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	100.3
Indigenous students	109.2	204.3	126.6	115.9	87.5	93.0	100.0	39.6	99.4
From year 10 to year 12									
All students	80.9	89.6	89.1	81.9	85.0	70.5	68.7	52.1	84.5
Indigenous students	54.7	71.9	75.0	60.8	59.3	39.1	64.3	35.5	61.5
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	100.2
Indigenous students	106.4	128.6	109.6	115.2	74.0	125.0	106.7	44.9	95.9
From year 10 to year 12									
All students	82.1	91.5	89.8	82.1	86.9	74.1	75.2	49.8	85.9
Indigenous students	49.1	63.3	65.5	54.3	61.3	100.0	100.0	50.0	60.4
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	100.5
Indigenous students	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	86.8
From year 10 to year 12									
All students	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
Indigenous students	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
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	100.4
Indigenous students	94.5	118.4	103.0	107.0	104.0	141.9	70.6	31.8	92.0
From year 10 to year 12									
All students	81.3	91.9	91.5	82.4	87.7	76.0	72.6	43.1	86.1
Indigenous students	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005									
From year 7or 8 to year 10									
All students	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
Indigenous students	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
From year 10 to year 12									
All students	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
Indigenous students	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1

**Table 3A.120 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> (b)	<i>SA</i> (c)	<i>Tas</i> (c)	<i>(d)</i>	<i>ACT</i> (c)	<i>(d)</i>	<i>NT</i>	<i>Aust</i>
(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)	Data for WA have been affected by changes in scope and coverage over time.										
(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)	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. np Not published.										

Source: 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 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS *Schools Australia* (unpublished).



Table 3A.121

Table 3A.121 **Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (d)</i>	<i>NT (c)</i>	<i>Aust</i>
2001									
From year 7or 8 to year 10									
All students	97.0	98.2	100.1	100.8	94.8	98.1	99.3	81.9	98.1
Indigenous students	83.1	83.4	91.9	89.7	78.0	105.1	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
2002									
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
2003									
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	70.8	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
2004									
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
2005									
From year 7or 8 to year 10									
All students	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
Indigenous students	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
From year 10 to year 12									
All students	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Indigenous students	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3

(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) Data for WA have been affected by changes in scope and coverage over time.

**Table 3A.121 Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (d)</i>	<i>NT (c)</i>	<i>Aust</i>
(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) The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.									
<i>Source:</i> ABS 2002, <i>Schools Australia</i> 2001, Cat. no. 4221.0; ABS 2003, <i>Schools Australia</i> 2002, Cat. no. 4221.0; ABS 2004, <i>Schools Australia</i> 2003, Cat. no. 4221.0; ABS 2005, <i>Schools Australia</i> 2004, Cat. no. 4221.0; ABS 2006, <i>Schools Australia</i> 2005, Cat. no. 4221.0; ABS <i>Schools Australia</i> (unpublished).									

Table 3A.122

Table 3A.122 **Completion rates, year 12, by socioeconomic status and gender, all schools (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 (e)</i>	<i>NT (e)</i>	<i>Aust</i>
2001									
Low socioeconomic status deciles									
Male students	57	57	64	46	48	59	np	8	56
Female students	70	72	74	57	66	73	np	13	69
All students	63	64	69	51	56	66	np	10	62
Medium socioeconomic status deciles									
Male students	56	59	70	57	57	71	np	35	60
Female students	68	76	77	68	79	83	np	51	73
All students	62	67	73	63	68	77	np	43	66
High socioeconomic status deciles									
Male students	68	75	74	71	74	87	74	np	72
Female students	76	86	74	78	88	86	79	np	80
All students	72	80	74	74	81	86	76	np	76
Total									
Male students	60	65	69	59	60	67	73	23	62
Female students	71	79	76	68	78	78	79	35	74
All students	65	71	72	63	69	73	76	29	68
2002									
Low socioeconomic status deciles									
Male students	57	56	66	47	48	54	np	9	56
Female students	70	72	77	59	66	75	np	16	70
All students	63	64	71	53	57	65	np	12	63
Medium socioeconomic status deciles									
Male students	58	58	70	56	58	70	np	34	61
Female students	69	76	77	70	79	87	np	47	73
All students	63	67	73	62	68	78	np	40	67
High socioeconomic status deciles									
Male students	72	76	75	73	76	84	75	np	74
Female students	77	87	75	79	91	93	81	np	82
All students	75	81	75	76	83	88	78	np	78
Total									
Male students	61	64	69	59	61	64	75	23	63
Female students	72	79	76	70	79	82	81	34	75
All students	66	72	73	64	70	73	78	29	69
2003									
Low socioeconomic status deciles									
Male students	58	58	64	49	47	54	np	11	57
Female students	71	72	75	61	70	67	np	13	70
All students	65	65	69	55	58	60	np	12	63

Table 3A.122

Table 3A.122 **Completion rates, year 12, by socioeconomic status and gender, all schools (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 (e)</i>	<i>NT (e)</i>	<i>Aust</i>
Medium socioeconomic status deciles									
Male students	59	59	70	62	58	62	np	37	62
Female students	69	76	77	69	79	72	np	45	73
All students	64	68	74	65	68	67	np	41	67
High socioeconomic status deciles									
Male students	73	78	74	73	73	79	79	np	75
Female students	79	89	76	81	92	93	83	np	84
All students	76	83	75	77	83	85	81	np	79
Total									
Male students	63	66	69	62	59	61	79	26	64
Female students	73	80	76	71	81	73	83	32	75
All students	68	73	73	66	70	67	81	29	70
2004									
Low socioeconomic status deciles									
Male students	58	55	55	49	44	39	np	11	53
Female students	69	67	69	58	67	51	np	19	66
All students	64	61	62	53	55	45	np	15	59
Medium socioeconomic status deciles									
Male students	60	58	65	60	58	56	np	35	60
Female students	70	73	74	71	81	62	np	48	72
All students	65	65	69	66	69	59	np	41	66
High socioeconomic status deciles									
Male students	74	78	69	73	72	61	79	np	75
Female students	81	89	73	79	92	70	76	np	83
All students	77	83	71	76	82	65	77	np	79
Total									
Male students	63	65	63	61	58	48	79	25	62
Female students	73	78	72	70	80	58	76	36	73
All students	68	71	67	66	69	53	77	30	68
2005									
Low socioeconomic status deciles									
Male students	56	54	53	48	46	37	np	13	52
Female students	70	67	68	59	65	49	np	18	66
All students	62	60	61	53	56	43	np	15	59
Medium socioeconomic status deciles									
Male students	58	55	62	58	57	52	np	40	58
Female students	70	72	75	73	74	64	np	50	72
All students	64	64	68	65	65	58	np	45	65

**Table 3A.122 Completion rates, year 12, by socioeconomic status and gender, all schools (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 (e)</i>	<i>NT (e)</i>	<i>Aust</i>
High socioeconomic status deciles									
Male students	75	77	74	75	75	69	77	np	76
Female students	81	88	76	81	90	72	83	np	83
All students	78	83	75	78	83	71	80	np	79
Total									
Male students	62	63	62	61	60	47	77	29	61
Female students	73	77	73	72	77	58	83	37	73
All students	67	70	67	66	68	52	80	33	67

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.
- (b) The ABS Index of Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.
- (c) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.
- (d) A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.
- (e) The populations in the high socioeconomic deciles of the NT and the low and medium socioeconomic deciles of the ACT are too small to produce meaningful results. Consequently the high socioeconomic deciles of the NT have been combined in the medium and the low and medium socioeconomic deciles of the ACT have been combined in the high.

**np** Not published.

*Source:* DEST (unpublished).

Table 3A.123

Table 3A.123 **Completion rates, year 12, by locality and gender, all schools (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c) (d)</i>	<i>NT (d)</i>	<i>Aust</i>
2001									
Metropolitan zone									
Male students	61	66	69	61	64	79	73	..	65
Female students	71	78	74	69	78	82	79	..	74
All students	66	72	72	65	71	81	76	..	69
Provincial zone									
Male students	55	59	70	53	49	58	..	32	58
Female students	70	80	79	67	78	75	..	48	74
All students	62	69	74	60	63	66	..	40	66
Remote									
Male students	55	61	66	61	53	57	..	26	56
Female students	85	84	85	83	85	83	..	45	78
All students	69	72	74	71	68	69	..	36	66
Very remote									
Male students	42	..	52	25	25	np	..	5	27
Female students	69	..	67	35	59	np	..	8	37
All students	54	..	59	30	39	np	..	7	32
Total									
Male students	60	65	69	59	60	67	73	23	62
Female students	71	79	76	68	78	78	79	35	74
All students	65	71	72	63	69	73	76	29	68
2002									
Metropolitan zone									
Male students	64	66	70	62	64	75	75	..	66
Female students	72	79	75	70	79	90	81	..	75
All students	68	72	72	66	71	82	78	..	70
Provincial zone									
Male students	55	60	69	53	53	56	..	33	58
Female students	71	80	79	71	77	75	..	48	75
All students	62	70	74	61	64	66	..	40	67
Remote									
Male students	60	68	67	55	51	44	..	23	54
Female students	91	np	85	73	94	86	..	37	77
All students	74	88	75	63	71	64	..	30	64
Very remote									
Male students	56	..	61	24	27	np	..	6	30
Female students	63	..	74	35	55	np	..	9	40
All students	59	..	67	29	39	np	..	7	35

Table 3A.123

Table 3A.123 **Completion rates, year 12, by locality and gender, all schools (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c) (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Total									
Male students	61	64	69	59	61	64	75	23	63
Female students	72	79	76	70	79	82	81	34	75
All students	66	72	73	64	70	73	78	29	69
2003									
Metropolitan zone									
Male students	65	69	70	63	62	74	79	..	67
Female students	73	81	76	71	81	85	83	..	76
All students	69	75	73	67	71	79	81	..	71
Provincial zone									
Male students	57	58	67	62	52	51	..	34	59
Female students	71	79	77	72	81	64	..	43	74
All students	64	68	72	67	66	57	..	39	66
Remote									
Male students	62	47	69	63	54	56	..	32	58
Female students	80	85	92	76	87	77	..	41	77
All students	70	64	79	69	69	66	..	36	67
Very remote									
Male students	44	..	56	29	35	np	..	6	31
Female students	61	..	77	34	49	np	..	6	38
All students	52	..	65	31	41	np	..	6	34
Total									
Male students	63	66	69	62	59	61	79	26	64
Female students	73	80	76	71	81	73	83	32	75
All students	68	73	73	66	70	67	81	29	70
2004									
Metropolitan zone									
Male students	66	68	64	63	62	56	79	..	65
Female students	74	79	71	71	80	64	76	..	75
All students	70	73	67	67	71	60	77	..	70
Provincial zone									
Male students	56	57	60	56	48	42	..	32	55
Female students	68	73	74	68	81	53	..	50	70
All students	62	64	67	62	63	47	..	41	63
Remote									
Male students	55	61	62	67	58	29	..	31	57
Female students	88	74	79	82	92	59	..	37	75
All students	71	67	70	74	74	43	..	34	65

Table 3A.123

Table 3A.123 **Completion rates, year 12, by locality and gender, all schools (per cent) (a), (b)**

	NSW	Vic (c)	Qld	WA	SA	Tas (c)	ACT (c) (d)	NT (d)	Aust
Very remote									
Male students	41	..	60	28	41	np	..	7	32
Female students	62	..	76	40	68	np	..	11	43
All students	51	..	67	33	53	np	..	9	37
Total									
Male students	63	65	63	61	58	48	79	25	62
Female students	73	78	72	70	80	58	76	36	73
All students	68	71	67	66	69	53	77	30	68
2005									
Metropolitan zone									
Male students	65	67	63	63	63	57	77	..	65
Female students	74	78	72	72	77	65	83	..	75
All students	69	72	68	68	70	61	80	..	70
Provincial zone									
Male students	53	52	59	54	50	39	..	38	53
Female students	69	73	74	71	77	52	..	47	70
All students	61	62	66	62	63	46	..	42	61
Remote									
Male students	51	53	58	66	50	47	..	28	53
Female students	86	80	82	80	81	51	..	42	75
All students	68	66	69	73	65	49	..	35	63
Very remote									
Male students	66	..	47	32	46	np	..	11	33
Female students	58	..	68	43	61	np	..	15	42
All students	62	..	57	37	52	np	..	13	37
Total									
Male students	62	63	62	61	60	47	77	29	61
Female students	73	77	73	72	77	58	83	37	73
All students	67	70	67	66	68	52	80	33	67

(a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.

(b) Definitions are based on the agreed MCEETYA Geographic Location Classification.

(c) There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results and has been combined with the remote.

(d) The ACT is included in the metropolitan zone. Darwin is included in the provincial zone.

.. Not applicable. **np** Not published.

Source: DEST (unpublished).



Table 3A.124

Table 3A.124 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2005 (a), (b)

Year 12	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)	
Year 12	Attending in May 2005										
	Higher Education	% 42.9 ± 13.2	42.2 ± 8.6	31.5 ± 7.1	34.6 ± 10.6	29.7 ± 6.0	47.9 ± 39.4	18.2 ± 12.4	43.3 ± 23.4	38.3 ± 6.6	
	TAFE/Other study	% 27.0 ± 6.0	28.7 ± 8.6	20.5 ± 7.1	28.6 ± 11.7	20.6 ± 12.2	11.5 ± 9.3	18.4 ± 13.0	-	25.2 ± 3.2	
	Total attending	% 70.0 ± 12.6	70.9 ± 8.1	52.0 ± 6.4	63.1 ± 14.4	50.3 ± 12.1	59.4 ± 31.4	36.6 ± 19.1	43.3 ± 23.4	63.6 ± 6.0	
	Not attending in May 2005										
	Full-time workers	% 13.4 ± 5.1	10.5 ± 4.5	26.6 ± 7.6	13.3 ± 6.3	27.8 ± 13.9	14.1 ± 10.1	21.8 ± 14.6	np	np	16.6 ± 2.9
	Other (c)	% 16.6 ± 7.0	18.6 ± 5.8	21.4 ± 6.9	23.6 ± 8.2	21.9 ± 11.8	26.6 ± 16.9	41.6 ± 19.5	np	np	19.8 ± 3.8
	Total not attending	% 30.0 ± 7.6	29.1 ± 7.5	48.0 ± 9.1	36.9 ± 7.9	49.7 ± 14.8	40.6 ± 23.3	63.4 ± 23.0	56.7 ± 40.3	56.7 ± 40.3	36.4 ± 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>	<b>100.0</b>
	Year 11 and below	Attending in May 2005									
Higher Education		% np	np	np	np	np	np	np	np	np	
TAFE/Other study		% 40.5 ± 11.3	37.6 ± 15.0	12.3 ± 8.6	28 ± 11.5	14 ± 8.4	43.7 ± 19.1	39.5 ± 36.4	-	31.4 ± 5.7	
Total attending		% 42.7 ± 10.9	40.8 ± 14.1	14.1 ± 10.5	28 ± 11.5	14 ± 8.4	43.7 ± 19.1	39.5 ± 36.4	np	33.7 ± 5.9	
Not attending in May 2005											
Full-time workers		% 13.8 ± 5.9	21.3 ± 9.4	28.0 ± 16.2	27.6 ± 13.1	20.3 ± 10.6	30.3 ± 17.0	20.2 ± 18.8	22.4 ± 18.7	20.1 ± 3.9	
Other (c)		% 43.5 ± 9.0	37.9 ± 11.3	57.8 ± 13.5	44.4 ± 15.5	65.6 ± 12.9	26.1 ± 15.0	40.3 ± 28.9	48.0 ± 25.1	46.2 ± 5.6	
Total not attending		% 57.3 ± 8.6	59.2 ± 5.6	85.9 ± 7.1	72.0 ± 13.6	86.0 ± 8.5	56.3 ± 15.6	60.5 ± 21.8	70.4 ± 13.3	66.3 ± 5.0	
<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>	
All school leavers											
Attending in May 2005											
Higher Education	% 27.6 ± 8.8	30.8 ± 6.5	23.8 ± 5.4	24.2 ± 8.0	15.9 ± 3.9	26.9 ± 23.3	12.2 ± 8.5	35.5 ± 29.9	26.3 ± 4.7		
TAFE/Other study	% 32.1 ± 5.9	31.3 ± 8.4	18.4 ± 6.1	28.4 ± 8.0	17.6 ± 8.1	25.6 ± 12.3	25.3 ± 18.8	-	27.3 ± 2.3		
Total attending	% 59.7 ± 9.1	62.1 ± 6.6	42.2 ± 5.3	52.6 ± 10.5	33.5 ± 7.6	52.5 ± 20.8	37.5 ± 18.5	35.5 ± 29.9	53.6 ± 4.5		

Table 3A.124

Table 3A.124 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2005 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
Not attending in May 2005										
Full-time workers	%	13.5 ± 3.8	13.7 ± 3.9	27.0 ± 6.8	17.6 ± 6.5	24.3 ± 8.2	21.2 ± 9.9	21.3 ± 12	28.8 ± 27.2	17.8 ± 2.3
Other (c)	%	26.8 ± 5.2	24.2 ± 5.5	30.8 ± 7.1	29.8 ± 6.9	42.2 ± 9.9	26.3 ± 11.1	41.2 ± 18.8	35.7 ± 16.8	28.7 ± 3.0
Total not attending	%	40.3 ± 5.9	37.9 ± 6.0	57.8 ± 8.0	47.4 ± 8.3	66.5 ± 9.2	47.5 ± 14.5	62.5 ± 20.9	64.5 ± 18.5	46.4 ± 3.2
<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>
Year 12										
Attending in May 2005										
Higher Education	000	28.6	23.0	13.9	6.9	3.7	2.0	0.7	0.5	79.2
TAFE/Other study	000	18.0	15.7	9.0	5.7	2.6	0.5	0.7	-	52.1
Total attending	000	46.5	38.7	22.9	12.6	6.3	2.4	1.3	0.5	131.4
Not attending in May 2005										
Full-time workers	000	8.9	5.7	11.8	2.7	3.5	0.6	0.8	np	34.4
Other (c)	000	11.1	10.2	9.4	4.7	2.7	1.1	1.5	np	41.0
Total not attending	000	20.0	15.9	21.2	7.4	6.2	1.7	2.3	0.7	75.3
<b>Total</b>	<b>000</b>	<b>66.5</b>	<b>54.6</b>	<b>44.1</b>	<b>20.0</b>	<b>12.5</b>	<b>4.1</b>	<b>3.7</b>	<b>1.2</b>	<b>206.7</b>
Year 11 and below										
Attending in May 2005										
Higher Education	000	np	np	np	np	np	np	np	np	np
TAFE/Other study	000	16.3	8.5	1.9	2.4	1.5	1.4	0.7	-	32.7
Total attending	000	17.2	9.2	2.2	2.4	1.5	1.4	0.7	np	35.1
Not attending in May 2005										
Full-time workers	000	5.6	4.8	4.3	2.4	2.2	1.0	0.4	0.4	20.9
Other (c)	000	17.6	8.6	8.9	3.8	7.0	0.8	0.7	0.8	48.2
Total not attending	000	23.1	13.4	13.2	6.2	9.2	1.8	1.1	1.1	69.1
<b>Total</b>	<b>000</b>	<b>40.4</b>	<b>22.6</b>	<b>15.3</b>	<b>8.6</b>	<b>10.7</b>	<b>3.2</b>	<b>1.8</b>	<b>1.6</b>	<b>104.2</b>

Table 3A.124

Table 3A.124 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2005 (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
All school leavers										
Attending in May 2005										
Higher Education	000	29.5	23.8	14.2	6.9	3.7	2.0	0.7	1.0	81.6
TAFE/Other study	000	34.3	24.2	10.9	8.1	4.1	1.9	1.4	–	84.8
Total attending	000	63.8	47.9	25.1	15.0	7.8	3.8	2.0	1.0	166.5
Not attending in May 2005										
Full-time workers	000	14.5	10.5	16.1	5.0	5.6	1.5	1.2	0.8	55.3
Other (c)	000	28.6	18.7	18.3	8.5	9.8	1.9	2.2	1.0	89.1
Total not attending	000	43.1	29.3	34.4	13.6	15.4	3.5	3.4	1.8	144.4
<b>Total</b>	<b>000</b>	<b>106.9</b>	<b>77.2</b>	<b>59.5</b>	<b>28.6</b>	<b>23.2</b>	<b>7.3</b>	<b>5.4</b>	<b>2.8</b>	<b>310.8</b>

(a) Estimates with large confidence intervals should be used with caution. The 95 per cent confidence interval associated with each estimate is reported with the estimate. Data are not published for some items due to unreliable estimates as described above, but these 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 survey of Education and Work (unpublished).