

4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 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). 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 4A.1

Table 4A.1 Government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
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
Total	no.	2 191	1 623	1 291	775	610	214	95	150	6 949
Schools										
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

Table 4A.1

Table 4A.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	3.3	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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
Combined (d)	no.	65	54	86	94	78	25	3	46	451
Special	no.	104	78	47	70	20	8	4	5	336
Total	no.	2 186	1 615	1 283	778	609	214	95	150	6 930

Table 4A.1

Table 4A.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	%	75.5	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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
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

Table 4A.1

Table 4A.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 (b) (d)	no.	66	55	85	na	na	na	na	52	459
Special (b)	no.	106	80	47	na	na	na	na	5	340
Total	no.	2 192	1 618	1 284	775	609	214	96	150	6 938
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) (d)	%	3.0	3.4	6.6	na	na	na	na	34.7	6.6
Special (b)	%	4.8	4.9	3.7	na	na	na	na	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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	884 589
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	2 255 617
Staff (c)										
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

REPORT ON
GOVERNMENT
SERVICES 2008

SCHOOL
EDUCATION

Table 4A.1

Table 4A.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.	1 653	1 218	964	509	435	141	66	82	5 068
Secondary	no.	370	260	180	99	74	39	22	11	1 055
Combined (b) (d)	no.	65	57	89	na	na	na	na	na	468
Special (b)	no.	106	78	47	na	na	na	na	na	338
Combined and special (b) (d)	no.	..	..	..	169	96	33	8	58	..
Total	no.	2 194	1 613	1 280	777	605	213	96	151	6 929
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) (d)	%	3.0	3.5	7.0	na	na	na	na	na	6.8
Special (b)	%	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	..
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Students										
Primary — full time	no.	434 366	312 771	288 408	149 968	106 818	34 839	19 183	19 906	1 366 259
Primary — part time	no.	—	400	955	—	26	5	94	34	1 514
Primary — FTE of part time students	no.	—	196	372	—	13	2	27	14	623
Primary — FTE total	no.	434 366	312 967	288 780	149 968	106 831	34 841	19 210	19 920	1 366 882
Secondary — full time	no.	304 941	223 346	166 667	80 325	57 030	25 168	15 893	8 600	881 970
Secondary — part time	no.	2 425	2 802	3 635	2 492	6 630	1 762	8	1 109	20 863
Secondary — FTE of part time students	no.	1 108	1 333	1 293	566	2 961	967	5	443	8 675
Secondary — FTE total	no.	306 049	224 679	167 960	80 891	59 991	26 135	15 898	9 043	890 645
Primary and secondary — full time total	no.	739 307	536 117	455 075	230 293	163 848	60 007	35 076	28 506	2 248 229
Primary and secondary — FTE total	no.	740 415	537 646	456 739	230 859	166 822	60 977	35 108	28 963	2 257 527

Table 4A.1

Table 4A.1 Government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Staff (c)										
Primary	no.	35 548	25 564	25 947	13 972	9 633	3 179	1 817	2 147	117 806
Secondary	no.	31 346	23 864	17 400	8 995	6 621	2 766	1 691	1 133	93 816
Total active in schools	no.	66 894	49 428	43 347	22 967	16 254	5 945	3 508	3 280	211 621
Not active in schools	no.	1 847	1 273	1 916	1 572	1 071	443	341	448	8 911
Schools										
Primary	no.	1 644	1 211	961	504	434	140	66	83	5 043
Secondary	no.	370	263	181	98	73	39	21	11	1 056
Combined (d)	no.	67	53	89	99	77	26	4	52	467
Special	no.	106	78	47	70	20	6	4	5	336
Combined and special (d)	no.	173	131	136	169	97	32	8	57	804
Total	no.	2 187	1 605	1 278	771	604	211	95	151	6 902
Schools										
Primary	%	75.2	75.5	75.2	65.4	71.9	66.4	69.5	55.0	73.1
Secondary	%	16.9	16.4	14.2	12.7	12.1	18.5	22.1	7.3	15.3
Combined (d)	%	3.1	3.3	7.0	12.8	12.7	12.3	4.2	34.4	6.8
Special	%	4.8	4.9	3.7	9.1	3.3	2.8	4.2	3.3	4.9
Combined and special (d)	%	7.9	8.2	10.6	21.9	16.1	15.2	8.4	37.7	11.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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 for 2004 and 2005 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. Totals may not add as a result of rounding.

Table 4A.1

Table 4A.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 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
2002										
Students										
Primary – full time	no.	179 930	139 821	92 497	54 153	46 389	10 340	11 321	5 145	539 596
Primary – part time	no.	155	307	145	547	80	94	103	38	1 469
Primary – FTE of part time students	no.	107	174	71	415	47	37	71	30	953
Primary – FTE total	no.	180 037	139 995	92 568	54 568	46 436	10 377	11 392	5 175	540 549
Secondary – full time	no.	171 151	141 255	87 026	47 229	32 383	10 502	11 974	3 296	504 816
Secondary – part time	no.	445	417	40	11	359	151	17	16	1 456
Secondary – FTE of part time students	no.	267	178	21	4	213	64	8	7	762
Secondary – FTE total	no.	171 418	141 433	87 047	47 233	32 596	10 566	11 982	3 303	505 578
Primary and secondary — full time total	no.	351 081	281 076	179 523	101 382	78 772	20 842	23 295	8 441	1 044 412
Primary and secondary — FTE total	no.	351 455	281 429	179 616	101 801	79 031	20 943	23 374	8 479	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
Total	no.	904	697	435	285	200	66	43	33	2 663
Schools										
Primary	%	57.7	64.0	55.9	54.0	58.5	48.5	62.8	48.5	58.5
Secondary	%	16.0	14.5	17.7	14.0	11.0	10.6	14.0	21.2	15.2

Table 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Q/d	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Combined (d)	%	22.8	19.2	26.0	31.2	29.0	39.4	20.9	30.3	24.2
Special	%	3.4	2.3	0.5	0.7	1.5	1.5	2.3	—	2.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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		357 456	283 753	184 746	103 742	80 965	21 219	23 571	8 536	1 063 988
Primary and secondary — FTE total	no.	357 716	284 013	184 861	104 090	81 244	21 240	23 653	8 557	1 065 374
Staff (c)										
Primary	no.	13 254	10 937	8 312	4 938	3 597	842	785	441	43 105
Secondary	no.	19 286	16 780	10 301	5 543	3 822	1 242	1 283	527	58 783
Total active in schools	no.	32 540	27 717	18 612	10 481	7 419	2 084	2 067	968	101 889
Not active in schools	no.	848	415	449	174	132	32	46	32	2 127
Schools										
Primary	no.	517	446	243	154	116	31	26	17	1 550
Secondary	no.	148	103	80	39	22	7	6	8	413
Combined (d)	no.	209	131	119	91	59	28	10	8	655
Special	no.	32	17	3	2	3	1	1	—	59
Total	no.	906	697	445	286	200	67	43	33	2 677

Table 4A.2

Table 4A.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	%	57.1	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	—	2.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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
Schools										
Primary	no.	514	437	244	152	114	29	26	17	1 533
Secondary	no.	143	101	82	37	20	7	5	7	402

Table 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Combined (b) (d)	no.	216	135	120	na	na	na	na	11	683
Special (b)	no.	32	17	3	na	na	na	na	—	59
Total	no.	905	690	449	283	200	66	43	35	2 677
Schools										
Primary	%	56.8	63.3	54.3	53.7	57.0	43.9	60.5	48.6	57.3
Secondary	%	15.8	14.6	18.3	13.1	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)	%	3.5	2.5	0.7	na	na	na	na	—	2.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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
Staff (c)										
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
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Table 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

Schools	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
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)	no.	32	17	3	na	na	na	na	na	59
Combined and special (b) (d)	no.	..	..	..	98	68	30	12	12	..
Total	no.	912	692	454	291	200	66	44	35	2 694
Schools										2 694
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)	%	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	34.3	..
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Students										
Primary — full time	no.	185 840	140 968	105 926	59 105	50 043	10 914	11 775	5 288	569 859
Primary — part time	no.	157	301	121	392	56	12	100	17	1 156
Primary — FTE of part time students	no.	123	176	55	259	34	6	65	11	728
Primary — FTE total	no.	185 963	141 144	105 981	59 364	50 077	10 920	11 840	5 299	570 587
Secondary — full time	no.	183 800	152 750	96 115	53 244	36 035	11 533	12 685	3 786	549 948
Secondary — part time	no.	221	156	99	10	452	12	31	16	997
Secondary — FTE of part time students	no.	139	87	50	5	285	6	12	10	593
Secondary — FTE total	no.	183 939	152 837	96 165	53 249	36 320	11 539	12 697	3 796	550 541
Primary and secondary — full time total	no.	369 640	293 718	202 041	112 349	86 078	22 447	24 460	9 074	1 119 807
Primary and secondary — FTE total	no.	369 902	293 981	202 145	112 613	86 397	22 459	24 537	9 095	1 121 128

Table 4A.2

Table 4A.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.	14 333	11 589	9 823	5 489	4 066	919	846	486	47 547
Secondary	no.	20 755	18 477	11 430	6 257	4 281	1 358	1 354	567	64 480
Total active in schools	no.	35 088	30 066	21 253	11 746	8 347	2 277	2 200	1 053	112 027
Not active in schools	no.	927	438	573	186	153	42	46	39	2 405
Schools										
Primary	no.	508	431	239	153	112	29	27	17	1 516
Secondary	no.	152	105	85	40	21	8	5	6	422
Combined (d)	no.	220	141	134	101	65	29	11	12	713
Special	no.	32	17	3	2	3	1	1	–	59
Combined and special (d)	no.	252	158	137	103	68	30	12	12	772
Total	no.	912	694	461	296	201	67	44	35	2 710
Schools										
Primary	%	55.7	62.1	51.8	51.7	55.7	43.3	61.4	48.6	55.9
Secondary	%	16.7	15.1	18.4	13.5	10.4	11.9	11.4	17.1	15.6
Combined (d)	%	24.1	20.3	29.1	34.1	32.3	43.3	25.0	34.3	26.3
Special	%	3.5	2.4	0.7	0.7	1.5	1.5	2.3	–	2.2
Combined and special (d)	%	27.6	22.8	29.7	34.8	33.8	44.8	27.3	34.3	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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 and 2005 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. Totals may not add as a result of rounding.

Table 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Q/d</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 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (Unpublished) *Schools Australia* (various years).

Table 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
2002										
Students										
Primary – full time	no.	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
Total	no.	3 095	2 320	1 726	1 060	810	280	138	183	9 612
Schools										
Primary	%	70.2	72.2	70.6	63.5	68.5	61.8	67.4	57.4	69.4
Secondary	%	16.7	15.6	15.2	12.8	11.7	16.4	20.3	9.8	15.3

Table 4A.3

Table 4A.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)	%	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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	32	382	10 282
Secondary — FTE total	no.	482 394	365 268	249 724	129 963	94 249	37 512	28 484	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	60 302	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
Combined (d)	no.	274	185	205	185	137	53	13	54	1 106
Special	no.	136	95	50	72	23	9	5	5	395
Total	no.	3 092	2 312	1 728	1 064	809	281	138	183	9 607

Table 4A.3

Table 4A.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	%	70.1	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2004										
Students										
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	23	210	48	2 755
Primary — FTE of part time students	no.	135	369	378	358	64	12	112	27	1 455
Primary — FTE total	no.	624 114	455 791	386 522	206 435	157 514	46 421	31 507	24 942	1 933 246
Secondary — full time	no.	483 070	366 878	252 811	129 989	91 072	36 155	28 385	12 115	1 400 475
Secondary — part time	no.	2 684	3 276	3 847	2 954	7 248	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	37 374	28 407	12 543	1 410 648
Primary and secondary — full time total	no.	1 107 049	822 300	638 955	336 066	248 522	82 564	59 780	37 030	3 333 266
Primary and secondary — FTE total	no.	1 108 598	824 281	640 745	337 029	252 047	83 795	59 914	37 485	3 343 894
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
Schools										
Primary	no.	2 166	1 658	1 213	663	552	171	93	99	6 615
Secondary	no.	511	363	265	135	94	46	27	18	1 459

Table 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Combined (b) (d)	no.	282	190	205	na	na	na	na	63	1 142
Special (b)	no.	138	97	50	na	na	na	na	5	399
Total	no.	3 097	2 308	1 733	1 064	809	280	139	185	9 615
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)	%	4.5	4.2	2.9	na	na	na	na	2.7	4.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2005										
Students										
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
Staff (c)										
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
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Table 4A.3

Table 4A.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.	2 163	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)	no.	138	95	50	na	na	na	na	na	397
Combined and special (b) (d)	no.	..	..	..	267	164	63	20	70	..
Total	no.	3 106	2 305	1 734	1 068	805	279	140	186	9 623
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	37.6	..
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Students										
Primary — full time	no.	620 206	453 739	394 334	209 073	156 861	45 753	30 958	25 194	1 936 118
Primary — part time	no.	157	701	1 076	392	82	17	194	51	2 670
Primary — FTE of part time students	no.	123	372	426	259	47	9	92	25	1 351
Primary — FTE total	no.	620 329	454 111	394 760	209 332	156 908	45 762	31 050	25 219	1 937 469
Secondary — full time	no.	488 741	376 096	262 782	133 569	93 065	36 701	28 578	12 386	1 431 918
Secondary — part time	no.	2 646	2 958	3 734	2 502	7 082	1 774	39	1 125	21 860
Secondary — FTE of part time students	no.	1 247	1 420	1 342	570	3 246	973	17	453	9 268
Secondary — FTE total	no.	489 988	377 516	264 124	134 139	96 311	37 674	28 595	12 839	1 441 186
Primary and secondary — full time total	no.	1 108 947	829 835	657 116	342 642	249 926	82 454	59 536	37 580	3 368 036
Primary and secondary — FTE total	no.	1 110 317	831 627	658 884	343 471	253 219	83 436	59 645	38 058	3 378 655

Table 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	NSW	Vic	Qld	WA (b)	SA (b)	Tas (b)	ACT (b)	NT	Aust
Staff (c)										
Primary	no.	49 881	37 153	35 770	19 461	13 699	4 098	2 663	2 633	165 353
Secondary	no.	52 101	42 341	28 830	15 252	10 902	4 124	3 045	1 700	158 296
Total active in schools	no.	101 982	79 494	64 600	34 713	24 601	8 222	5 708	4 333	323 649
Not active in schools	no.	2 774	1 711	2 489	1 758	1 224	485	387	488	11 315
Schools										
Primary	no.	2 152	1 642	1 200	657	546	169	93	100	6 559
Secondary	no.	522	368	266	138	94	47	26	17	1 478
Combined (d)	no.	287	194	223	200	142	55	15	64	1 180
Special	no.	138	95	50	72	23	7	5	5	395
Combined and special (d)	no.	425	289	273	272	165	62	20	69	1 575
Total	no.	3 099	2 299	1 739	1 067	805	278	139	186	9 612
Schools										
Primary	%	69.4	71.4	69.0	61.6	67.8	60.8	66.9	53.8	68.2
Secondary	%	16.8	16.0	15.3	12.9	11.7	16.9	18.7	9.1	15.4
Combined (d)	%	9.3	8.4	12.8	18.7	17.6	19.8	10.8	34.4	12.3
Special	%	4.5	4.1	2.9	6.7	2.9	2.5	3.6	2.7	4.1
Combined and special (d)	%	13.7	12.6	15.7	25.5	20.5	22.3	14.4	37.1	16.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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 and 2005 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. Totals may not add as a result of rounding.

Table 4A.3

Table 4A.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 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2002											
Students — male											
	Primary — full time	no.	323 235	234 869	193 189	106 124	81 491	23 897	16 531	13 011	992 347
	Primary — part time	no.	83	469	548	282	68	52	102	24	1 628
	Primary — FTE of part time students	no.	56	238	231	213	38	22	57	19	874
	Primary — FTE total	no.	323 291	235 107	193 420	106 337	81 529	23 919	16 588	13 030	993 221
	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

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary — part time	no.	105	466	635	266	52	20	118	28	1 690
Primary — FTE of part time students	no.	68	240	264	187	31	11	57	20	876
Primary — FTE total	no.	321 350	234 787	195 454	105 951	81 168	23 744	16 326	12 991	991 769
Secondary — full time	no.	242 371	182 408	125 543	65 545	45 765	18 083	14 454	5 926	700 095
Secondary — part time	no.	1 156	1 303	1 577	853	2 706	842	38	422	8 897
Secondary — FTE of part time students	no.	635	648	616	215	1 378	449	16	175	4 133
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

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	1 372	1 646	974	2 811	709	23	499	9 078
Secondary — FTE of part time students	no.	605	642	641	216	1 404	372	11	208	4 098
Secondary — FTE total	no.	244 066	184 895	127 963	65 884	47 322	18 407	14 482	6 399	709 417
Primary and secondary — full time total	no.	563 522	418 517	324 892	172 406	126 698	41 904	30 546	19 121	1 697 606
Primary and secondary — FTE total	no.	564 196	419 407	325 799	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	3	74	26	1 015
Primary — FTE of part time students	no.	66	121	112	166	30	1	44	14	553
Primary — FTE total	no.	303 984	221 279	188 686	99 505	76 700	22 541	15 364	11 999	940 057
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	1 904	2 201	1 980	4 437	1 561	25	555	14 303
Secondary — FTE of part time students	no.	810	970	771	389	2 058	846	12	220	6 075
Secondary — FTE total	no.	240 419	183 595	126 260	64 710	47 212	18 966	13 926	6 144	701 231
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	123 912	41 507	29 290	18 143	1 641 288
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

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	1 705 112
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
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	73	15	985
Primary — FTE of part time students	no.	54	130	129	129	20	6	40	8	515
Primary — FTE total	no.	302 829	221 053	189 743	99 935	76 512	22 333	15 305	12 050	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	49	606	13 775
Secondary — FTE of part time students	no.	718	899	776	387	1 876	724	22	255	5 657
Secondary — FTE total	no.	241 683	186 075	129 420	65 475	47 400	19 026	14 033	6 328	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	29 338	18 378	1 649 199
2006										
Students — male										
Primary — full time	no.	318 368	233 121	202 244	108 156	80 381	23 505	15 802	13 044	994 621
Primary — part time	no.	92	478	769	213	48	17	107	25	1 749
Primary — FTE of part time students	no.	70	248	314	142	26	9	47	14	868
Primary — FTE total	no.	318 438	233 369	202 558	108 298	80 407	23 514	15 849	13 058	995 489
Secondary — full time	no.	246 508	188 819	131 875	67 416	46 892	18 342	14 559	6 320	720 731
Secondary — part time	no.	1 039	1 214	1 570	797	2 793	551	17	531	8 512
Secondary — FTE of part time students	no.	541	589	584	204	1 345	297	7	212	3 778
Secondary — FTE total	no.	247 049	189 408	132 459	67 620	48 237	18 639	14 566	6 532	724 509
Primary and secondary — full time total	no.	564 876	421 940	334 119	175 572	127 273	41 847	30 361	19 364	1 715 352
Primary and secondary — FTE total	no.	565 487	422 777	335 017	175 918	128 643	42 152	30 414	19 589	1 719 998

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students — female										
Primary — full time	no.	301 838	220 618	192 090	100 917	76 480	22 248	15 156	12 150	941 497
Primary — part time	no.	65	223	307	179	34	—	87	26	921
Primary — FTE of part time students	no.	53	124	113	117	21	—	45	11	483
Primary — FTE total	no.	301 891	220 742	192 203	101 034	76 501	22 248	15 201	12 161	941 980
Secondary — full time	no.	242 233	187 277	130 907	66 153	46 173	18 359	14 019	6 066	711 187
Secondary — part time	no.	1 607	1 744	2 164	1 705	4 289	1 223	22	594	13 348
Secondary — FTE of part time students	no.	706	831	758	366	1 901	676	10	241	5 490
Secondary — FTE total	no.	242 939	188 108	131 665	66 519	48 074	19 035	14 029	6 307	716 677
Primary and secondary — full time total	no.	544 071	407 895	322 997	167 070	122 653	40 607	29 175	18 216	1 652 684
Primary and secondary — FTE total	no.	544 830	408 850	323 867	167 553	124 575	41 283	29 230	18 469	1 658 657

FTE = Full time equivalent.

— Nil or rounded to zero.

Source: 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.5

Table 4A.5	Students as a proportion of the population, 2006 (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	10.8	10.5	11.1	11.2	10.4	12.2	10.5	13.5	10.9
Non-government schools	5.4	5.7	4.9	5.5	5.5	4.6	7.3	4.3	5.4
All schools	16.3	16.2	16.1	16.6	15.9	16.8	17.8	17.8	16.3
Primary students as a proportion of the population									
Government schools	6.4	6.1	7.0	7.3	6.8	7.1	5.7	9.4	6.6
Non-government schools	2.7	2.7	2.6	2.9	3.2	2.2	3.5	2.5	2.8
All schools	9.1	8.8	9.6	10.2	10.0	9.3	9.3	12.0	9.4
Secondary students as a proportion of the population									
Government schools	4.5	4.4	4.1	3.9	3.6	5.1	4.8	4.1	4.3
Non-government schools	2.7	3.0	2.3	2.6	2.3	2.4	3.8	1.8	2.7
All schools	7.2	7.3	6.4	6.5	5.9	7.5	8.6	5.9	6.9

(a) Full time students as a proportion of the total population. Population is as at 30 June 2006, using final ERP.

Source: ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) Australian Demographic Statistics March quarter 2007.

Table 4A.6

Table 4A.6 Australian Government specific purpose payments for schools, 2005-06 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	553 892	403 253	347 456	167 340	121 736	46 168	26 189	21 707	1 687 741
Targeted	\$'000	146 091	88 743	63 432	34 885	31 814	10 798	4 374	7 575	387 712
Indigenous programs	\$'000	54 576	10 577	44 211	43 581	10 155	3 678	1 119	23 371	191 268
Total recurrent	\$'000	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
Capital	\$'000	205 330	106 417	119 218	65 276	31 017	18 506	11 814	10 494	568 072
Total recurrent and capital	\$'000	959 889	608 990	574 317	311 082	194 722	79 150	43 496	63 147	2 834 793
FTE students (b)	no.	740 997	537 953	454 697	230 142	167 235	61 297	35 262	28 991	2 256 572
\$/FTE student	\$	1 295	1 132	1 263	1 352	1 164	1 291	1 234	2 178	1 256
Non-government schools										
General recurrent	\$'000	1 530 348	1 232 503	925 308	472 970	370 782	100 048	95 004	40 174	4 767 137
Targeted	\$'000	76 292	67 270	31 631	17 322	17 133	3 298	3 046	2 415	218 407
Indigenous programs (c)	\$'000	13 589	2 993	11 133	10 892	2 974	832	508	10 238	53 159
Total recurrent	\$'000	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
Capital	\$'000	86 972	68 530	46 864	25 347	19 786	5 299	5 825	7 043	265 666
Total recurrent and capital	\$'000	1 707 201	1 371 296	1 014 936	526 531	410 675	109 477	104 383	59 870	5 304 369
FTE students (b)	no.	368 689	291 782	199 266	111 193	85 699	22 187	24 459	8 964	1 112 237
\$/FTE student	\$	4 630	4 700	5 093	4 735	4 792	4 934	4 268	6 679	4 769
Joint programs										
Total	\$'000	7 668	5 234	1 951	1 008	1 199	444	1 288	925	19 717
FTE students (b)	no.	1 109 685	829 736	653 962	341 334	252 935	83 484	59 720	37 954	3 368 808
\$/FTE student	\$	7	6	3	3	5	5	22	24	6
All schools										
Total recurrent	\$'000	2 382 456	1 810 573	1 425 122	747 998	555 793	165 266	131 528	106 405	7 325 141
Total recurrent and capital	\$'000	2 674 758	1 985 520	1 591 204	838 621	606 596	189 071	149 167	123 942	8 158 879
FTE students (b)	no.	1 109 685	829 736	653 962	341 334	252 935	83 484	59 720	37 954	3 368 808
\$/FTE student	\$	2 410	2 393	2 433	2 457	2 398	2 265	2 498	3 266	2 422

Table 4A.6

Table 4A.6 Australian Government specific purpose payments for schools, 2005-06 (a)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(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 2005 and 2006.

(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.

Source: Department of Education, Science and Training (DEST) (unpublished); ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0, Canberra; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0, Canberra.

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2005-06 \$'000)
(a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2001-02									
Total expenditure	8 019 636	5 119 696	4 385 153	2 470 655	1 848 460	669 862	419 262	519 793	23 452 517
Total employee related expenditure	4 851 359	3 342 434	2 952 631	1 572 630	1 258 762	432 701	280 878	307 464	14 998 860
In-school primary									
Total employee related expenditure	2 406 613	1 682 080	1 647 259	828 523	675 411	219 511	132 087	171 095	7 762 579
Teachers	2 090 998	1 429 915	1 339 715	661 589	541 222	181 232	110 253	123 025	6 477 949
Other staff (f)	315 615	252 165	307 544	166 934	134 189	38 279	21 834	48 070	1 284 631
Other operating expenses (g)	846 885	466 916	400 210	218 856	228 572	73 219	19 958	73 183	2 327 799
User cost of capital (h)	719 915	271 348	330 439	211 854	74 071	29 097	23 455	35 050	1 695 229
Depreciation	133 289	82 978	58 607	44 593	31 317	7 334	9 912	16 340	384 370
Total	4 106 702	2 503 322	2 436 515	1 303 826	1 009 371	329 161	185 413	295 668	12 169 978
In-school secondary									
Total employee related expenditure	2 256 859	1 556 768	1 159 489	651 978	503 821	188 424	133 537	96 291	6 547 167
Teachers	1 958 726	1 352 788	932 467	539 482	396 966	160 752	118 023	66 376	5 525 580
Other staff (f)	298 133	203 980	227 021	112 496	106 855	27 672	15 513	29 916	1 021 587
Other operating expenses (g)	741 233	422 094	279 721	167 213	129 030	64 718	25 525	43 359	1 872 894
User cost of capital (h)	479 943	249 197	186 538	138 969	65 527	36 050	32 258	22 421	1 210 904
Depreciation	123 002	94 477	60 401	33 806	24 656	8 886	14 014	10 483	369 726
Total	3 601 037	2 322 537	1 686 149	991 967	723 034	298 079	205 334	172 555	10 000 692
Out of school									
Total employee related expenditure	187 886	103 586	145 883	92 130	79 530	24 766	15 255	40 078	689 114
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	187 886	103 586	145 883	92 130	79 530	24 766	15 255	40 078	689 114
Other operating expenses (g)	110 650	134 734	106 536	80 364	30 966	16 723	13 258	11 391	504 622
User cost of capital (h)	11 658	33 226	-	-	4 958	190	-	22	50 054

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Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2005-06 \$'000)
(a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Depreciation	1 703	22 292	10 069	2 368	601	943	2 317	79	38 058
Total	311 897	293 837	262 488	174 862	116 055	42 622	28 516	51 569	1 281 848
2002-03									
Total expenditure	8 587 650	5 383 783	4 513 174	2 592 224	1 826 533	674 483	437 564	475 733	24 491 144
Total employee related expenditure	5 521 839	3 379 342	3 068 385	1 667 742	1 251 738	437 548	290 523	277 890	15 895 007
In-school primary									
Total employee related expenditure	2 746 946	1 692 273	1 732 601	899 475	693 027	221 326	136 089	155 025	8 276 763
Teachers	2 382 571	1 439 008	1 397 004	701 692	565 171	181 449	110 678	103 787	6 881 361
Other staff (f)	364 375	253 265	335 596	197 783	127 856	39 877	25 411	51 237	1 395 402
Other operating expenses (g)	826 814	514 740	416 161	218 588	240 499	71 490	26 844	61 227	2 376 363
User cost of capital (h)	679 870	305 330	337 681	200 849	73 196	29 514	21 969	30 533	1 678 942
Depreciation	130 076	106 324	71 442	46 130	31 548	7 255	10 404	14 845	418 026
Total	4 383 706	2 618 667	2 557 884	1 365 043	1 038 270	329 586	195 305	261 630	12 750 093
In-school secondary									
Total employee related expenditure	2 564 782	1 572 559	1 196 872	666 900	480 881	189 405	141 529	80 674	6 893 600
Teachers	2 226 958	1 370 926	958 795	553 496	382 380	159 789	123 827	57 780	5 833 949
Other staff (f)	337 823	201 633	238 076	113 404	98 501	29 616	17 702	22 894	1 059 650
Other operating expenses (g)	753 957	461 018	297 036	173 564	95 390	65 784	28 641	38 669	1 914 058
User cost of capital (h)	448 490	311 561	194 422	139 214	62 049	35 962	31 508	21 510	1 244 717
Depreciation	120 787	125 226	50 191	32 785	23 306	8 655	14 664	9 441	385 055
Total	3 888 017	2 470 364	1 738 521	1 012 462	661 627	299 805	216 342	150 294	10 437 430
Out of school									
Total employee related expenditure	210 111	114 510	138 912	101 368	77 830	26 817	12 906	42 191	724 645
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	210 111	114 510	138 912	101 368	77 830	26 817	12 906	42 191	724 645
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Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2005-06 \$'000)
(a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other operating expenses (g)	91 386	161 867	61 053	107 082	46 123	17 097	13 011	21 531	519 150
User cost of capital (h)	13 243	6 232	6 462 317	3 715 411	2 097	189	-	13	31 952
Depreciation	1 187	12 143	10 342	2 553	587	989	-	74	27 875
Total	315 927	294 751	216 769	214 719	126 637	45 091	25 917	63 810	1 303 621
2003-04									
Total expenditure	8 414 628	5 454 173	4 660 145	2 624 730	1 877 244	667 161	463 624	465 463	24 627 167
Total employee related expenditure	5 413 857	3 526 680	3 105 728	1 698 888	1 304 056	441 664	314 370	286 318	16 091 561
In-school primary									
Total employee related expenditure	2 690 672	1 750 917	1 749 046	936 010	704 774	223 086	149 268	152 742	8 356 515
Teachers	2 370 098	1 535 481	1 430 397	721 568	552 929	182 792	120 886	103 729	7 017 881
Other staff (f)	320 574	215 436	318 649	214 442	151 845	40 294	28 382	49 013	1 338 634
Other operating expenses (g)	823 957	442 157	400 628	241 899	207 971	68 898	33 804	56 512	2 275 825
User cost of capital (h)	649 872	402 133	380 464	194 554	84 964	27 238	19 622	28 875	1 787 722
Depreciation	102 622	94 348	77 103	50 073	30 743	6 954	10 567	9 252	381 661
Total	4 267 123	2 689 556	2 607 241	1 422 535	1 028 451	326 176	213 261	247 380	12 801 723
In-school secondary									
Total employee related expenditure	2 517 828	1 664 036	1 218 711	659 297	509 783	191 575	145 876	86 395	6 993 500
Teachers	2 235 781	1 458 392	987 129	538 867	396 838	161 110	124 767	63 635	5 966 519
Other staff (f)	282 047	205 644	231 581	120 430	112 945	30 465	21 109	22 760	1 026 980
Other operating expenses (g)	765 941	449 039	302 244	194 098	129 389	62 543	31 762	36 413	1 971 429
User cost of capital (h)	451 461	287 159	262 212	136 502	60 737	35 385	27 199	20 256	1 280 911
Depreciation	97 041	111 229	53 086	35 321	22 758	8 680	14 517	7 017	349 648
Total	3 832 271	2 511 463	1 836 252	1 025 218	722 667	298 183	219 354	150 081	10 595 488

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2005-06 \$'000)
(a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Out of school									
Total employee related expenditure	205 357	111 727	137 972	103 581	89 499	27 003	19 226	47 181	741 546
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	205 357	111 727	137 972	103 581	89 499	27 003	19 226	47 181	741 546
Other operating expenses (g)	101 651	123 645	72 372	71 256	33 924	15 218	11 782	20 705	450 553
User cost of capital (h)	7 055	6 963	2 265	1 317	2 222	121	-	12	19 954
Depreciation	1 171	10 819	4 044	824	481	460	-	103	17 902
Total	315 234	253 154	216 652	176 977	126 126	42 802	31 009	68 002	1 229 956
2004-05									
Total expenditure	8 534 131	5 465 695	4 942 166	2 896 896	1 896 270	677 971	459 817	461 539	25 334 484
Total employee related expenditure	5 632 218	3 468 644	3 131 267	1 782 237	1 307 385	446 953	326 900	283 001	16 378 605
In-school primary									
Total employee related expenditure	2 846 332	1 722 884	1 789 537	977 705	708 301	222 368	155 770	151 368	8 574 263
Teachers	2 457 816	1 515 415	1 418 860	737 730	554 013	181 523	126 248	101 429	7 093 032
Other staff (f)	388 516	207 469	370 677	239 975	154 288	40 845	29 523	49 938	1 481 231
Other operating expenses (g)	810 374	447 507	432 566	252 955	202 900	68 407	27 280	57 439	2 299 428
User cost of capital (h)	620 648	436 409	500 292	269 321	90 347	24 270	21 354	27 438	1 990 079
Depreciation	104 954	102 528	82 493	87 864	29 466	9 826	10 401	9 088	436 620
Total	4 382 307	2 709 328	2 804 889	1 587 845	1 031 014	324 871	214 804	245 332	13 300 391
In-school secondary									
Total employee related expenditure	2 593 410	1 641 425	1 209 068	684 240	509 179	194 425	150 116	86 005	7 067 868
Teachers	2 263 203	1 440 536	981 154	554 615	399 327	161 381	128 029	62 228	5 990 473
Other staff (f)	330 207	200 889	227 914	129 625	109 852	33 044	22 087	23 777	1 077 395
Other operating expenses (g)	703 886	458 238	315 556	193 507	131 901	65 098	25 345	38 442	1 931 973
User cost of capital (h)	445 681	311 592	333 529	188 959	66 473	31 281	26 031	19 047	1 422 593

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Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure on government schools (2005-06 \$'000)
(a), (b), (c), (d), (e)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Other operating expenses (g)	633 220	469 003	322 481	214 326	113 915	64 491	35 586	46 296	1 899 318
User cost of capital (h)	427 454	302 129	326 429	170 327	63 772	31 397	23 914	20 178	1 365 599
Depreciation	105 793	123 194	78 854	54 888	22 962	11 878	12 998	7 367	417 934
Total	3 787 797	2 537 563	1 931 605	1 103 384	721 304	311 249	227 871	162 243	10 783 016
Out of school									
Total employee related expenditure	202 406	117 978	140 240	131 236	95 312	32 476	19 504	43 625	782 778
Teachers	..	..	..	..	..	..	..	..	..
Other staff (f)	202 406	117 978	140 240	131 236	95 312	32 476	19 504	43 625	782 778
Other operating expenses (g)	104 446	141 609	117 750	43 105	35 482	18 042	6 201	20 201	486 837
User cost of capital (h)	6 458	7 326	1 683	1 372	2 866	319	-	10	20 034
Depreciation	2 361	11 984	3 145	-	1 758	620	-	104	19 971
Total	315 672	278 897	262 818	175 713	135 418	51 457	25 705	63 941	1 309 620

(a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.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 2005-06 = 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 4A.8

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2005-06 \$ 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>
2001-02									
Total	10 611	9 578	9 979	10 736	10 576	10 597	11 134	18 045	10 357
Total employee related	6 419	6 253	6 719	6 834	7 202	6 846	7 459	10 674	6 624
In-school primary									
Total employee related	5 336	5 322	5 811	5 634	5 966	6 037	6 228	8 376	5 589
Teachers	4 636	4 524	4 726	4 499	4 781	4 985	5 199	6 023	4 664
Other staff (g)	700	798	1 085	1 135	1 185	1 053	1 030	2 353	925
Other operating (h)	1 878	1 477	1 412	1 488	2 019	2 014	941	3 583	1 676
User cost of capital (i)	1 596	859	1 166	1 441	654	800	1 106	1 716	1 221
Depreciation	296	263	207	303	277	202	467	800	277
Total	9 105	7 920	8 596	8 866	8 916	9 053	8 742	14 475	8 763
In-school secondary									
Total employee related	7 406	7 125	7 434	7 850	8 182	7 017	8 119	11 491	7 478
Teachers	6 428	6 191	5 979	6 495	6 447	5 987	7 176	7 921	6 311
Other staff (g)	978	934	1 456	1 354	1 735	1 031	943	3 570	1 167
Other operating (h)	2 433	1 932	1 793	2 013	2 095	2 410	1 552	5 174	2 139
User cost of capital (i)	1 575	1 141	1 196	1 673	1 064	1 343	1 961	2 676	1 383
Depreciation	404	432	387	407	400	331	852	1 251	422
Total	11 818	10 630	10 811	11 943	11 742	11 101	12 485	20 591	11 423
Out-of-school									
Total employee related	249	194	332	400	455	392	405	1 391	304
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	249	194	332	400	455	392	405	1 391	304
Other operating (h)	146	252	242	349	177	265	352	395	223
User cost of capital (i)	15	62	–	–	28	3	–	1	22
Depreciation	2	42	23	10	3	15	–	3	17
Total	413	550	597	760	664	674	757	1 790	566
2002-03 (e)									
Total	11 405	10 041	10 158	11 137	10 609	10 748	11 834	16 545	10 804
Total employee related	7 333	6 303	6 906	7 165	7 270	6 972	7 857	9 664	7 012
In-school primary									
Total employee related	6 143	5 340	6 072	5 967	6 233	6 124	6 594	7 672	5 962
Teachers	5 328	4 541	4 896	4 655	5 083	5 021	5 363	5 136	4 957
Other staff (g)	815	799	1 176	1 312	1 150	1 103	1 231	2 536	1 005
Other operating (h)	1 849	1 624	1 458	1 450	2 163	1 978	1 301	3 030	1 712
User cost of capital (i)	1 520	964	1 183	1 332	658	817	1 064	1 511	1 209
Depreciation	291	336	250	306	284	201	504	735	301
Total	9 803	8 264	8 964	9 056	9 339	9 120	9 463	12 947	9 184

Table 4A.8

Table 4A.8 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2005-06 \$ 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	8 386	7 171	7 530	8 131	7 884	7 116	8 663	9 440	7 846
Teachers	7 282	6 251	6 032	6 749	6 269	6 003	7 580	6 761	6 640
Other staff (g)	1 105	919	1 498	1 383	1 615	1 113	1 084	2 679	1 206
Other operating (h)	2 465	2 102	1 869	2 116	1 564	2 472	1 753	4 525	2 179
User cost of capital (i)	1 466	1 421	1 223	1 697	1 017	1 351	1 929	2 517	1 417
Depreciation	395	571	316	400	382	325	898	1 105	438
Total	12 713	11 265	10 938	12 344	10 847	11 264	13 243	17 587	11 880
Out-of-school									
Total employee related	279	214	313	436	452	427	349	1 467	320
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	279	214	313	436	452	427	349	1 467	320
Other operating (h)	121	302	137	460	268	272	352	749	229
User cost of capital (i)	18	12	15	16	12	3	–	–	14
Depreciation	2	23	23	11	3	16	–	3	12
Total	420	550	488	923	736	719	701	2 219	575
2003-04									
Total	11 244	10 146	10 389	11 381	11 040	10 694	12 784	16 153	10 884
Total employee related	7 234	6 561	6 924	7 366	7 669	7 079	8 668	9 936	7 112
In-school primary									
Total employee related	6 079	5 532	6 096	6 238	6 435	6 206	7 432	7 641	6 048
Teachers	5 355	4 851	4 985	4 809	5 049	5 085	6 019	5 189	5 079
Other staff (g)	724	681	1 111	1 429	1 387	1 121	1 413	2 452	969
Other operating (h)	1 862	1 397	1 396	1 612	1 899	1 917	1 683	2 827	1 647
User cost of capital (i)	1 468	1 270	1 326	1 297	776	758	977	1 444	1 294
Depreciation	232	298	269	334	281	193	526	463	276
Total	9 641	8 497	9 086	9 481	9 391	9 073	10 618	12 375	9 266
In-school secondary									
Total employee related	8 235	7 529	7 540	8 181	8 422	7 246	9 015	9 789	7 938
Teachers	7 312	6 598	6 108	6 687	6 556	6 094	7 711	7 210	6 773
Other staff (g)	922	930	1 433	1 494	1 866	1 152	1 305	2 579	1 166
Other operating (h)	2 505	2 032	1 870	2 409	2 138	2 366	1 963	4 126	2 238
User cost of capital (i)	1 476	1 299	1 622	1 694	1 003	1 338	1 681	2 295	1 454
Depreciation	317	503	328	438	376	328	897	795	397
Total	12 533	11 363	11 361	12 722	11 939	11 279	13 556	17 005	12 027

Table 4A.8

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2005-06 \$ 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	274	208	308	449	526	433	530	1 637	328
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	274	208	308	449	526	433	530	1 637	328
Other operating (h)	136	230	161	309	200	244	325	718	199
User cost of capital (i)	9	13	5	6	13	2	–	–	9
Depreciation	2	20	9	4	3	7	–	4	8
Total	421	471	483	767	742	686	855	2 360	544
2004-05									
Total	11 478	10 157	10 945	12 601	11 263	10 951	12 898	15 973	11 220
Total employee related	7 575	6 446	6 934	7 753	7 765	7 219	9 170	9 794	7 254
In-school primary									
Total employee related	6 492	5 458	6 221	6 522	6 546	6 241	7 934	7 615	6 236
Teachers	5 606	4 801	4 933	4 921	5 120	5 095	6 431	5 103	5 159
Other staff (g)	886	657	1 289	1 601	1 426	1 146	1 504	2 512	1 077
Other operating (h)	1 848	1 418	1 504	1 687	1 875	1 920	1 390	2 890	1 672
User cost of capital (i)	1 416	1 382	1 739	1 796	835	681	1 088	1 380	1 447
Depreciation	239	325	287	586	272	276	530	457	318
Total	9 995	8 583	9 751	10 592	9 529	9 118	10 941	12 343	9 673
In-school secondary									
Total employee related	8 500	7 379	7 376	8 556	8 463	7 398	9 373	9 536	8 005
Teachers	7 418	6 476	5 986	6 935	6 637	6 140	7 994	6 900	6 785
Other staff (g)	1 082	903	1 390	1 621	1 826	1 257	1 379	2 636	1 220
Other operating (h)	2 307	2 060	1 925	2 420	2 192	2 477	1 582	4 262	2 188
User cost of capital (i)	1 461	1 401	2 035	2 363	1 105	1 190	1 625	2 112	1 611
Depreciation	323	543	385	849	387	454	872	734	460
Total	12 591	11 383	11 721	14 187	12 146	11 519	13 453	16 645	12 264
Out-of-school									
Total employee related	259	194	294	523	534	487	589	1 579	326
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	259	194	294	523	534	487	589	1 579	326
Other operating (h)	147	187	171	228	232	314	239	705	189
User cost of capital (i)	10	14	5	8	20	2	–	–	10
Depreciation	2	22	9	–	12	10	–	3	9
Total	417	417	478	759	798	814	829	2 287	534

Table 4A.8

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2005-06 \$ 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>
2005-06									
Total	11 279	10 352	11 043	12 512	11 363	11 361	13 165	16 647	11 243
Total employee related	7 656	6 468	6 820	7 741	8 127	7 579	9 368	10 002	7 303
In-school primary									
Total employee related	6 544	5 473	6 096	6 586	6 932	6 514	8 046	7 926	6 279
Teachers	5 630	4 815	4 907	5 020	5 471	5 235	6 382	5 506	5 210
Other staff (g)	914	658	1 189	1 566	1 461	1 280	1 664	2 420	1 069
Other operating (h)	1 571	1 614	1 597	1 886	1 696	1 990	1 405	3 359	1 665
User cost of capital (i)	1 386	1 348	1 781	1 738	838	713	919	1 190	1 429
Depreciation	269	333	335	474	268	292	533	392	326
Total	9 769	8 767	9 809	10 684	9 734	9 510	10 903	12 866	9 699
In-school secondary									
Total employee related	8 579	7 337	7 230	8 262	8 674	7 764	9 747	9 755	7 999
Teachers	7 506	6 434	5 917	6 596	6 906	6 304	7 694	6 958	6 777
Other staff (g)	1 073	902	1 312	1 665	1 768	1 460	2 053	2 797	1 222
Other operating (h)	2 072	2 094	1 937	2 667	1 898	2 461	2 232	5 109	2 140
User cost of capital (i)	1 399	1 349	1 960	2 120	1 062	1 198	1 500	2 227	1 538
Depreciation	346	550	474	683	383	453	815	813	471
Total	12 397	11 329	11 600	13 732	12 017	11 877	14 295	17 904	12 148
Out-of-school									
Total employee related	273	219	308	570	570	530	553	1 505	347
Teachers	..	..	..	..	..	..	..	..	..
Other staff (g)	273	219	308	570	570	530	553	1 505	347
Other operating (h)	141	263	259	187	212	294	176	697	216
User cost of capital (i)	9	14	4	6	17	5	–	–	9
Depreciation	3	22	7	–	11	10	–	4	9
Total	426	518	578	763	810	839	729	2 206	580

FTE = Full time equivalent.

- (a) Total government expenditure on government schools (table 4A.7), divided by two year average FTE student population. See footnotes to table 4A.7.
- (b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.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 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (2005-06 \$ 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>
(f)	Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2005-06 = 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 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; MCEETYA NSSC (unpublished).

Table 4A.9

Table 4A.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)									
2005-06	959 889	608 990	574 317	311 082	194 722	79 150	43 496	63 147	2 834 793
Australian Government specific purpose payments for government schools, excluding capital grants (\$'000) (b)									
2005-06	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
State and Territory net recurrent expenditure on government schools, including user cost of capital (\$'000) (c)									
2005-06	7 602 947	5 066 407	4 566 100	2 633 679	1 736 557	635 747	432 544	429 947	23 103 929
Australian, State and Territory government recurrent expenditure on government schools, including UCC (\$'000) (d)									
2005-06	8 357 506	5 568 980	5 021 199	2 879 485	1 900 262	696 391	464 226	482 600	25 370 650
Australian Government specific purpose recurrent payments for non-government schools, excluding capital grants (\$'000) (c)									
2005-06	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
State and Territory recurrent payments to non-government schools (\$'000)									
2005-06	697 151	335 220	491 719	212 769	109 330	37 005	38 273	32 729	1 954 195
Australian, State and Territory government recurrent expenditure on non-government schools (\$'000) (d)									
2005-06	2 317 380	1 637 986	1 459 791	713 953	500 219	141 183	136 831	85 556	6 992 898
Australian, State and Territory government recurrent expenditure on all schools, including UCC (\$'000) (e)									
2005-06	10 674 886	7 206 966	6 480 990	3 593 438	2 400 481	837 574	601 057	568 156	32 363 548
Average FTE student population in government schools (no.)									
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	2 257 932
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 262	28 991	2 256 572
Average FTE student population in non-government schools (no.)									
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
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511

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Table 4A.9

Table 4A.9 Real Australian, State and Territory government recurrent expenditure (a)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2004-05	365 283	287 947	193 328	108 223	83 985	21 753	24 206	8 773	1 093 497
2005-06	368 689	291 782	199 266	111 193	85 699	22 187	24 459	8 964	1 112 237
Average FTE student population in all schools (no.)									
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	60 489	37 272	3 322 619
2003-04	1 108 750	822 721	636 125	336 011	252 150	83 802	60 108	37 452	3 337 118
2004-05	1 108 826	826 063	644 893	338 113	252 349	83 663	59 854	37 668	3 351 428
2005-06	1 109 686	829 736	653 962	341 334	252 935	83 484	59 720	37 954	3 368 809
State and Territory government recurrent expenditure per FTE student in government schools, including UCC (\$000)									
2005-06	10 260	9 418	10 042	11 444	10 384	10 372	12 267	14 831	10 239
State and Territory government recurrent expenditure per FTE student in non-government schools, including UCC (\$000)									
2005-06	1 891	1 149	2 468	1 914	1 276	1 668	1 565	3 651	1 757
Real Australian, State and Territory government recurrent expenditure per FTE student in government schools, including UCC (2005-06 \$ per student) (f)									
2001-02	10 611	9 578	9 979	10 736	10 576	10 597	11 134	18 045	10 357
2002-03	11 405	10 041	10 158	11 137	10 609	10 748	11 834	16 545	10 804
2003-04	11 244	10 146	10 389	11 381	11 040	10 694	12 784	16 153	10 884
2004-05	11 478	10 157	10 945	12 601	11 263	10 951	12 898	15 973	11 220
2005-06	11 279	10 352	11 043	12 512	11 363	11 361	13 165	16 647	11 243
Real Australian, State and Territory government recurrent expenditure per FTE student in non-government schools (2005-06 \$ per student) (f), (g)									
2001-02	5 703	5 065	6 088	6 227	5 325	5 576	5 251	9 268	5 634
2002-03	5 686	5 117	6 027	5 850	5 290	5 639	5 203	9 317	5 596
2003-04	6 191	5 472	6 681	6 370	5 636	6 100	5 640	9 499	6 073
2004-05	6 503	5 708	7 005	6 483	6 052	6 466	5 523	8 496	6 339
2005-06	6 285	5 614	7 326	6 421	5 837	6 363	5 594	9 545	6 287

Table 4A.9

Table 4A.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 (2005-06 \$ per student)									
2001-02	9 064	8 029	8 859	9 387	8 956	9 348	8 899	16 047	8 877
2002-03	9 574	8 341	8 957	9 516	8 919	9 462	9 256	14 893	9 149
2003-04	9 602	8 526	9 296	9 809	9 280	9 520	9 950	14 618	9 335
2004-05	9 839	8 606	9 763	10 643	9 529	9 785	9 916	14 232	9 628
2005-06	9 620	8 686	9 910	10 528	9 491	10 033	10 065	14 970	9 607
User cost of capital for government schools, 2005-06 (\$'000) (h)									
Land	451 093	358 921	265 109	143 603	63 233	21 666	3 377	3 024	1 310 026
Other assets	592 946	373 691	576 202	288 443	93 250	35 056	38 301	40 872	2 038 760
Total assets	1 044 039	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 348 787
User cost of capital per FTE student in government schools, 2005-06 (\$) (g), (h)									
Land	609	667	583	624	378	353	96	104	581
Other assets	800	695	1 267	1 253	558	572	1 086	1 410	903
Total assets	1 409	1 362	1 850	1 877	936	925	1 182	1 514	1 484

(a) This table integrates information from tables 4A.6 to 4A.8 and 4A.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 4A.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 4A.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 2005-06 = 100 (table AA.26).

Table 4A.9

Table 4A.9 Real Australian, State and Territory government recurrent expenditure (a)

	NSW	Vic	Q/ld	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 2005 and 2006.

(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 4A.10.

Source: 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 2007 *Schools Australia 2006*, Cat. no. 4221.0; DEST (unpublished); MCEETYA NSSC (unpublished); State and Territory governments (unpublished).

Table 4A.10

	NSW (e), (f)	Vic (g)	Q/ld (h)	WA	SA	Tas	ACT	NT	Aust
Value of capital stock, government schools (\$'000) (a), (b), (c), (d)									
2001-02									
Total assets (gross)	17 608 511	na	7 810 571	4 038 088	na	na	576 794	na	na
Less accumulated depreciation	4 539 285	na	2 130 601	308 261	na	na	24 845	na	na
Total assets (WDV) (c)	13 069 226	na	5 679 970	3 729 827	na	na	551 949	na	na
Land	3 371 570	2 153 532	1 164 749	855 363	349 811	50 718	29 160	40 595	8 015 498
Buildings, equipment and other	9 673 345	3 388 982	4 418 244	2 855 797	1 082 560	671 438	518 044	583 795	23 192 205
Annual depreciation	221 181	171 423	113 095	67 760	49 617	14 642	19 707	21 031	678 456
User cost of capital	1 043 593	443 401	446 639	296 893	114 590	57 772	43 776	49 951	2 496 616
2002-03									
Total assets (gross)	19 937 356	na	8 763 020	4 131 777	3 164 221	na	558 613	578 320	na
Less accumulated depreciation	7 251 296	na	2 409 350	366 834	1 637 997	na	44 528	199 918	na
Total assets (WDV) (c)	12 686 060	na	6 353 670	3 764 943	1 526 224	na	514 085	378 402	na
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
2003-04									
Total assets (gross)	20 169 931	8 099 688	10 096 745	4 290 915	3 372 888	1 193 599	604 594	792 301	48 648 603
Less accumulated depreciation	7 437 330	1 014 456	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 140 534
Total assets (WDV) (c)	12 732 601	7 998 232	7 408 754	3 818 115	1 699 260	720 770	537 857	564 538	35 508 069
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

Table 4A.10

	NSW (e), (f)	Vic (g)	Q/ld (h)	WA	SA	Tas	ACT	NT	Aust
Table 4A.10 Value of capital stock, government schools (\$'000) (a), (b), (c), (d)									
2004-05									
Total assets (gross)	20 450 174	9 737 163	13 625 606	5 828 465	3 825 957	698 503	798 841	657 074	55 706 550
Less accumulated depreciation	7 635 155	7 177 716	3 645 870	335 979	1 913 137	33 559	243 793	91 407	14 616 616
Total assets (WDV) (c)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	555 048	565 667	41 089 934
Land	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	37 945	87 196	16 207 546
Buildings, equipment and other	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	517 104	478 471	24 797 623
Annual depreciation	195 562	224 573	142 794	148 780	52 257	21 382	15 075	23 274	823 697
User cost of capital	1 025 202	721 556	798 379	439 399	153 026	53 196	44 404	45 253	3 280 414
2005-06									
Total assets (gross)	20 910 383	10 000 921	14 834 810	5 916 945	3 902 806	745 444	622 927	808 215	57 742 451
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (c)	12 968 563	9 157 642	10 516 389	5 400 568	1 956 047	709 028	520 971	548 697	41 777 905
Land	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
Annual depreciation	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
User cost of capital	1 044 039	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 348 787

(a) Table 4A.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 only).

(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. Written Down Value of assets reported do not include \$81.928 million of Public Private Financial Lease Projects. The value of these finance lease assets are not included in the calculation of UCC charges in table 4A.9.

(f) Public Private Financial Lease Projects are shown separately for NSW. It is not included in the calculation of UCC charges in the MCEETYA Financial Tables and in table 4A.9.

Table 4A.10

Table 4A.10	Value of capital stock, government schools (\$'000) (a), (b), (c), (d)							Aust
	NSW (e), (f)	Vic (g)	Q/d (h)	WA	SA	Tas	ACT		NT

(g) 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.

(h) 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).

na Not available.

Source: MCEETYA NSSC (unpublished); State and Territory governments (unpublished).

Table 4A.11

Table 4A.11 Treatment of assets by school education agencies (a), (b), (c)

Depreciation method	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
Revaluation method	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Cost as at 1 July 2002	Fair value
Buildings	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Cost as at 1 July 2002	Fair value
Other assets	Fair value	na	Fair value/ historic cost	Cost	Fair value/ historic cost	Historic cost	Cost as at 1 July 2002	na
Frequency of revaluations	5 years	5 years	5 years	3 years	Land annual/ buildings 2 years	Annual	na	5 years
Other assets	Not revalued	na	na	As required	3 years	na	na	na
Useful asset lives	50 years	60 years	32-80 years	40 years	25 to 106 years (incl paving and pools)	5-80 years	50 years	50 years
Specialist equipment	3-30 years	na	5-20 years	8-12.5 years	na	na	5-20 years	na
IT equipment	3-15 years	3-5 years	5 years	4-5 years	3-5 years	3-10 years	3-8 years	na
Other vehicles	5-15 years	na	5-10 years	5 years	12-20 years	3-10 years	6 years	4-10 years
Office equipment (d)	3-30 years	5-10 years	5-10 years	8 years	10-15 years	3-30 years	5-10 years	4-10 years
Other equipment (e)	3-30 years	5-10 years	5-10 years	8-12.5 years	7-10 years	3-30 years	na	na
Buildings	50 000	1 000	5 000	5 000	5 000	5 000	2 000	5 000
IT equipment	5 000	5 000	5 000	5 000	5 000	5 000	2 000	5 000
Other assets	5 000	5 000	5 000	5 000	5 000	5 000	2 000	5 000

Table 4A.11

Table 4A.11 Treatment of assets by school education agencies (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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(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.

(d) For some jurisdictions, office equipment includes furniture and fittings.

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

na Not available.

Source: State and Territory governments (unpublished).

Table 4A.12

Table 4A.12 Comparability of government expenditure on government schools — items included, 2005-06 (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. .. Not applicable.

(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 4A.13

Table 4A.13 **Students-to-staff ratios, 2006 (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	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
Secondary schools	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
All schools	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3
Non-teaching school staff (c), (d)									
Primary schools	49.6	53.7	39.7	31.9	37.9	35.6	45.5	30.9	43.5
Secondary schools	45.4	45.0	37.7	31.9	33.2	33.5	45.4	27.7	40.5
All schools	47.7	49.7	38.9	31.9	36.1	34.6	45.5	29.8	42.3
All school staff (e)									
Primary schools	12.2	12.2	11.1	10.7	11.1	11.0	10.6	9.3	11.6
Secondary schools	9.8	9.4	9.7	9.0	9.1	9.4	9.4	8.0	9.5
All schools	11.1	10.9	10.5	10.1	10.3	10.3	10.0	8.8	10.7
Non-government schools									
Teaching staff (b)									
Primary schools	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
Secondary schools	11.7	11.5	12.4	12.0	11.8	12.2	12.9	10.5	11.8
All schools	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
Non-teaching school staff (c), (d)									
Primary schools	56.2	53.8	33.6	29.8	49.9	39.7	69.6	29.1	44.9
Secondary schools	36.7	29.4	26.2	29.1	30.3	28.1	34.7	18.5	30.8
All schools	44.5	37.6	29.7	29.5	39.2	32.8	45.8	23.5	36.7
All school staff (e)									
Primary schools	13.0	12.2	10.8	10.8	12.3	11.9	14.0	10.9	12.0
Secondary schools	8.9	8.3	8.4	8.5	8.5	8.5	9.4	6.7	8.5
All schools	10.5	9.8	9.5	9.6	10.4	9.9	11.2	8.6	10.0
All schools									
Teaching staff (b)									
Primary schools	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
Secondary schools	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2
All schools	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1
Non-teaching school staff (c), (d)									
Primary schools	51.4	53.7	37.8	31.3	41.0	36.5	52.4	30.5	43.9
Secondary schools	41.7	37.1	32.5	30.7	32.1	31.7	39.9	24.1	36.1
All schools	46.6	44.6	35.5	31.1	37.1	34.1	45.6	28.0	40.2
All school staff (e)									
Primary schools	12.4	12.2	11.0	10.8	11.5	11.2	11.7	9.6	11.7
Secondary schools	9.4	8.9	9.2	8.8	8.8	9.1	9.4	7.6	9.1
All schools	10.9	10.5	10.2	9.9	10.3	10.1	10.4	8.8	10.4

(a) FTE students and FTE staff.

Table 4A.13 **Students-to-staff ratios, 2006 (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"> • the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers) • 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) • the extent to which technology is applied to teaching, learning and school administration • the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching • the degree to which schools contract out services. 									
(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 2007, Schools Australia 2006, Cat. no. 4221.0, Canberra.

Table 4A.14

Table 4A.14 **Distribution of school sizes — government schools, 2006 (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>
Primary schools, by size									
1–20	8.6	5.1	12.6	3.0	2.3	–	–	20.5	7.3
21–35	7.8	5.9	7.7	4.4	5.3	5.0	1.5	13.3	6.7
36–100	15.2	15.9	18.5	13.3	19.8	18.6	10.6	16.9	16.3
101–200	13.5	20.9	10.8	16.3	21.4	23.6	24.2	2.4	16.0
201–300	16.5	18.9	9.2	20.6	24.7	25.7	22.7	19.3	17.2
301–600	30.8	28.0	23.9	37.3	25.6	25.7	40.9	26.5	29.0
601–1000	7.4	5.1	15.5	5.2	0.9	1.4	–	1.2	7.2
1001+	0.1	0.2	1.8	–	–	–	–	–	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	0.6	–	–	–	–	–	0.1
21–35	–	–	–	–	–	–	–	–	–
36–100	–	2.7	1.7	2.0	–	–	–	–	1.1
101–200	2.2	5.7	6.1	4.1	6.8	2.6	–	–	4.2
201–300	4.9	6.8	4.4	9.2	6.8	12.8	9.5	18.2	6.3
301–600	20.8	24.3	21.5	19.4	34.2	38.5	23.8	18.2	23.3
601–1000	49.7	30.4	31.5	45.9	37.0	35.9	66.7	54.5	40.4
1001+	22.4	30.0	34.3	19.4	15.1	10.3	–	9.1	24.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (c)									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	1.9	–	13.1	6.5	3.8	–	7.7	5.1
36–100	17.9	5.7	19.1	27.3	29.9	11.5	–	46.2	23.3
101–200	29.9	17.0	19.1	18.2	7.8	19.2	–	5.8	16.7
201–300	34.3	30.2	28.1	21.2	26.0	42.3	–	30.8	28.3
301–600	11.9	20.8	16.9	16.2	15.6	19.2	25.0	9.6	15.6
601–1000	1.5	13.2	3.4	3.0	10.4	3.8	75.0	–	5.6
1001+	4.5	11.3	13.5	1.0	3.9	–	–	–	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Special schools are excluded from the calculations.

(c) 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 (unpublished) Schools Australia 2006.

Table 4A.15

Table 4A.15 **Distribution of school sizes — non-government schools, 2006**
(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>
Primary schools, by size									
1–20	2.4	2.1	1.7	2.0	–	–	–	5.9	1.9
21–35	4.5	3.5	5.0	2.6	2.7	3.4	3.7	–	3.9
36–100	15.7	14.2	15.5	23.5	13.4	10.3	7.4	23.5	15.7
101–200	26.4	29.7	25.1	22.9	25.0	44.8	22.2	29.4	27.0
201–300	14.2	23.4	10.9	22.2	27.7	20.7	18.5	17.6	18.3
301–600	32.7	24.4	38.1	23.5	25.9	20.7	44.4	23.5	29.6
601–1000	4.1	2.8	3.8	3.3	5.4	–	3.7	–	3.6
1001+	–	–	–	–	–	–	–	–	–
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	2.0	1.0	1.2	2.5	4.8	12.5	–	–	1.9
21–35	1.3	1.0	3.5	–	–	–	–	–	1.4
36–100	6.6	5.7	11.8	12.5	4.8	25.0	–	50.0	8.8
101–200	1.3	1.0	4.7	10.0	9.5	–	–	16.7	3.3
201–300	1.3	5.7	9.4	5.0	4.8	–	–	16.7	4.7
301–600	23.7	19.0	31.8	12.5	33.3	12.5	–	16.7	23.0
601–1000	46.7	36.2	30.6	52.5	42.9	37.5	20.0	–	40.0
1001+	17.1	30.5	7.1	5.0	–	12.5	80.0	–	16.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (c)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.8	0.7	1.5	5.9	–	3.4	–	–	2.0
36–100	7.7	5.0	4.5	20.8	3.1	17.2	–	16.7	8.4
101–200	6.8	8.5	9.7	9.9	3.1	20.7	9.1	8.3	8.4
201–300	16.8	11.3	11.9	9.9	6.2	10.3	18.2	25.0	12.8
301–600	25.0	23.4	17.2	16.8	32.3	17.2	9.1	33.3	22.3
601–1000	24.1	24.8	26.1	13.9	36.9	27.6	9.1	16.7	24.1
1001+	17.7	26.2	29.1	22.8	18.5	3.4	54.5	–	22.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Special schools are excluded from the calculations.

(c) 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 (unpublished) Schools Australia 2006.

Table 4A.16

Table 4A.16 **Distribution of school sizes — all schools, 2006 (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>
Primary schools, by size									
1–20	7.2	4.3	10.4	2.7	1.8	–	–	18.0	6.0
21–35	7.1	5.3	7.2	4.0	4.8	4.7	2.2	11.0	6.1
36–100	15.3	15.4	17.9	15.7	18.5	17.2	9.7	18.0	16.1
101–200	16.5	23.2	13.7	17.8	22.2	27.2	23.7	7.0	18.5
201–300	15.9	20.1	9.5	21.0	25.3	24.9	21.5	19.0	17.4
301–600	31.3	27.0	26.8	34.1	25.6	24.9	41.9	26.0	29.1
601–1000	6.6	4.5	13.2	4.7	1.8	1.2	1.1	1.0	6.4
1001+	0.1	0.1	1.4	–	–	–	–	–	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	0.6	0.3	0.8	0.7	1.1	2.1	–	–	0.6
21–35	0.4	0.3	1.1	–	–	–	–	–	0.4
36–100	1.9	3.5	4.9	5.1	1.1	4.3	–	17.6	3.3
101–200	1.9	4.3	5.6	5.8	7.4	2.1	–	5.9	3.9
201–300	3.8	6.5	6.0	8.0	6.4	10.6	7.7	17.6	5.9
301–600	21.6	22.8	24.8	17.4	34.0	34.0	19.2	17.6	23.2
601–1000	48.9	32.1	31.2	47.8	38.3	36.2	57.7	35.3	40.3
1001+	20.9	30.2	25.6	15.2	11.7	10.6	15.4	5.9	22.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (c)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.4	1.0	0.9	9.5	3.5	3.6	–	6.3	3.2
36–100	10.1	5.2	10.3	24.0	17.6	14.5	–	40.6	14.3
101–200	12.2	10.8	13.5	14.0	5.6	20.0	6.7	6.3	11.7
201–300	20.9	16.5	18.4	15.5	16.9	25.5	13.3	29.7	18.9
301–600	22.0	22.7	17.0	16.5	23.2	18.2	13.3	14.1	19.7
601–1000	18.8	21.6	17.0	8.5	22.5	16.4	26.7	3.1	16.8
1001+	14.6	22.2	22.9	12.0	10.6	1.8	40.0	–	15.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Special schools are excluded from the calculations.

(c) 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 (unpublished) Schools Australia 2006.

Table 4A.17

Table 4A.17 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2002 (August)									
Government schools									
Primary students	449 482	316 843	284 262	151 599	112 111	36 300	20 904	20 249	1 391 750
Secondary students	304 218	216 574	155 802	81 745	57 728	25 208	16 355	7 957	865 587
Total students	753 700	533 417	440 064	233 344	169 839	61 508	37 259	28 206	2 257 337
Primary schools	1 650	1 230	976	519	438	141	66	89	5 109
Secondary schools	373	261	186	96	73	39	22	11	1 061
Combined schools	64	53	81	90	79	26	3	45	441
Special schools	104	79	48	70	20	8	4	5	338
Total schools	2 191	1 623	1 291	775	610	214	95	150	6 949
Non-government schools									
Primary students	179 930	139 821	92 497	54 153	46 389	10 340	11 321	5 145	539 596
Secondary students	171 151	141 255	87 026	47 229	32 383	10 502	11 974	3 296	504 816
Total students	351 081	281 076	179 523	101 382	78 772	20 842	23 295	8 441	1 044 412
Primary schools	522	446	243	154	117	32	27	16	1 557
Secondary schools	145	101	77	40	22	7	6	7	405
Combined schools	206	134	113	89	58	26	9	10	645
Special schools	31	16	2	2	3	1	1	-	56
Total schools	904	697	435	285	200	66	43	33	2 663
All schools									
Primary students	629 412	456 664	376 759	205 752	158 500	46 640	32 225	25 394	1 931 346
Secondary students	475 369	357 829	242 828	128 974	90 111	35 710	28 329	11 253	1 370 403
Total students	1 104 781	814 493	619 587	334 726	248 611	82 350	60 554	36 647	3 301 749
Primary schools	2 172	1 676	1 219	673	555	173	93	105	6 666
Secondary schools	518	362	263	136	95	46	28	18	1 466
Combined schools	270	187	194	179	137	52	12	55	1 086

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Table 4A.17

Table 4A.17 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Special schools	135	95	50	72	23	9	5	5	394
Total schools	3 095	2 320	1 726	1 060	810	280	138	183	9 612
2006 (August)									
Government schools									
Primary students	434 366	312 771	288 408	149 968	106 818	34 839	19 183	19 906	1 366 259
Secondary students	304 941	223 346	166 667	80 325	57 030	25 168	15 893	8 600	881 970
Total students	739 307	536 117	455 075	230 293	163 848	60 007	35 076	28 506	2 248 229
Primary schools	1 644	1 211	961	504	434	140	66	83	5 043
Secondary schools	370	263	181	98	73	39	21	11	1 056
Combined schools	67	53	89	99	77	26	4	52	467
Special schools	106	78	47	70	20	6	4	5	336
Total schools	2 187	1 605	1 278	771	604	211	95	151	6 902
Non-government schools									
Primary students	185 840	140 968	105 926	59 105	50 043	10 914	11 775	5 288	569 859
Secondary students	183 800	152 750	96 115	53 244	36 035	11 533	12 685	3 786	549 948
Total students	369 640	293 718	202 041	112 349	86 078	22 447	24 460	9 074	1 119 807
Primary schools	508	431	239	153	112	29	27	17	1 516
Secondary schools	152	105	85	40	21	8	5	6	422
Combined schools	220	141	134	101	65	29	11	12	713
Special schools	32	17	3	2	3	1	1	-	59
Total schools	912	694	461	296	201	67	44	35	2 710
All schools									
Primary students	620 206	453 739	394 334	209 073	156 861	45 753	30 958	25 194	1 936 118
Secondary students	488 741	376 096	262 782	133 569	93 065	36 701	28 578	12 386	1 431 918
Total students	1 108 947	829 835	657 116	342 642	249 926	82 454	59 536	37 580	3 368 036
Primary schools	2 152	1 642	1 200	657	546	169	93	100	6 559

Table 4A.17

Table 4A.17 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary schools	522	368	266	138	94	47	26	17	1 478
Combined schools	287	194	223	200	142	55	15	64	1 180
Special schools	138	95	50	72	23	7	5	5	395
Total schools	3 099	2 299	1 739	1 067	805	278	139	186	9 612

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

– Nil or rounded to zero.

Source: ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0.

Table 4A.18

Table 4A.18 **Change in number of schools and number of students, 2002–06 (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>
2002–06 overall change									
Schools									
Government schools	-0.2	-1.1	-1.0	-0.5	-1.0	-1.4	–	0.7	-0.7
Non-government schools	0.9	-0.4	6.0	3.9	0.5	1.5	2.3	6.1	1.8
All schools	0.1	-0.9	0.8	0.7	-0.6	-0.7	0.7	1.6	–
Students									
Government schools	-1.9	0.5	3.4	-1.3	-3.5	-2.4	-5.9	1.1	-0.4
Non-government schools	5.3	4.5	12.5	10.8	9.3	7.7	5.0	7.5	7.2
All schools	0.4	1.9	6.1	2.4	0.5	0.1	-1.7	2.5	2.0
2002–06 average annual change									
Schools									
Government schools	–	-0.3	-0.3	-0.1	-0.2	-0.4	–	0.2	-0.2
Non-government schools	0.2	-0.1	1.5	1.0	0.1	0.4	0.6	1.5	0.4
All schools	–	-0.2	0.2	0.2	-0.2	-0.2	0.2	0.4	–
Students									
Government schools	-0.5	0.1	0.8	-0.3	-0.9	-0.6	-1.5	0.3	-0.1
Non-government schools	1.3	1.1	3.0	2.6	2.2	1.9	1.2	1.8	1.8
All schools	0.1	0.5	1.5	0.6	0.1	–	-0.4	0.6	0.5

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

– Nil or rounded to zero.

Source: ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0.

Table 4A.19

Table 4A.19 Indigenous full time students, 2006

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total Indigenous students									
Government schools	no. 36 880	7 205	34 484	18 469	7 155	4 565	896	11 972	121 626
Non-government schools	no. 4 569	905	5 299	3 650	831	612	231	2 658	18 755
All schools	no. 41 449	8 110	39 783	22 119	7 986	5 177	1 127	14 630	140 381
Total students									
Government schools	no. 739 307	536 117	455 075	230 293	163 848	60 007	35 076	28 506	2 248 229
Non-government schools	no. 369 640	293 718	202 041	112 349	86 078	22 447	24 460	9 074	1 119 807
All schools	no. 1 108 947	829 835	657 116	342 642	249 926	82 454	59 536	37 580	3 368 036
Indigenous students as a proportion of all students									
Government schools	% 5.0	1.3	7.6	8.0	4.4	7.6	2.6	42.0	5.4
Non-government schools	% 1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3	1.7
All schools	% 3.7	1.0	6.1	6.5	3.2	6.3	1.9	38.9	4.2

Source: ABS 2007, Schools Australia 2006, Cat. no. 4221.0.

Table 4A.20

Table 4A.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								
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
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Non-government schools								
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
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
All schools								
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
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8

- (a) Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the 2006 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection.
- (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. The 2006 data excludes students counted in the external territories.
- (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. Further allocation of Commonwealth LBOTE funding will not be necessarily based on the 2006 data shown in this table.
- (e) There have been some changes to the data collected in the 1996 and 2001 Censuses. Data may not be strictly comparable between these two years.

na Not available.

Source: DEST (unpublished) based on the ABS (1996, 2001, 2006) Census of Population and Housing.

Table 4A.21

Table 4A.21 Funded students with disabilities, 2006 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total students with disabilities											
	Government schools	no.	40 720	27 698	18 339	7 491	14 405	2 976	1 690	3 585	116 904
	Non-government schools	no.	11 512	7 132	3 618	1 903	2 597	373	332	214	27 681
	All schools	no.	52 232	34 831	21 957	9 394	17 002	3 349	2 022	3 799	144 585
Total students											
	Government schools	no.	739 307	536 117	455 075	230 293	163 848	60 007	35 076	28 506	2 248 229
	Non-government schools	no.	369 640	293 718	202 041	112 349	86 078	22 447	24 460	9 074	1 119 807
	All schools	no.	1 108 947	829 835	657 116	342 642	249 926	82 454	59 536	37 580	3 368 036
Students with disabilities as a proportion of all students											
	Government schools	%	5.5	5.2	4.0	3.3	8.8	5.0	4.8	12.6	5.2
	Non-government schools	%	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4	2.5
	All schools	%	4.7	4.2	3.3	2.7	6.8	4.1	3.4	10.1	4.3

(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 2007, *Schools Australia 2006*, Cat. no. 4221.0; DEST (unpublished).

Table 4A.22

Table 4A.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>
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 (d)	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 (d)	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 (d)	67.2	65.2	70.2	68.4	66.7	73.9	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 (d)	66.8	65.0	69.7	67.6	66.0	73.5	59.3	76.4
2006								
LBOTE (a)	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Indigenous students	5.0	1.3	7.6	8.0	4.4	7.6	2.6	42.0
Students with disabilities (b)	5.5	5.2	4.0	3.3	8.8	5.0	4.8	12.6
Seniority profile (c)	10.5	11.6	12.2	12.1	11.7	10.8	16.2	10.4
Government students as % of all students (d)	66.7	64.6	69.3	67.2	65.6	72.8	58.9	75.9

(a) Refer to footnotes for table 4A.20.

(b) Refer to footnotes for table 4A.21.

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

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

Table 4A.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>
Source:	ABS 2003, <i>Schools Australia 2002</i> , Cat. no. 4221.0; ABS 2004, <i>Schools Australia 2003</i> , Cat. no. 4221.0; ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; DEST (unpublished).							

Table 4A.23

Table 4A.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>
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	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	26.1	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
2006								
LBOTE (a)	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
Indigenous students	1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3
Students with disabilities (b)	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4
Seniority profile (c)	14.3	15.9	17.4	16.8	15.6	13.0	13.8	8.3
Non-government students as % of all students	33.3	35.4	30.7	32.8	34.4	27.2	41.1	24.1

(a) Refer to footnotes for table 4A.20.

(b) Refer to footnotes for table 4A.21.

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

Source: 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; DEST (unpublished).

Table 4A.24

Table 4A.24 **Student body mix, all schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
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	18.0	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
2006								
LBOTE (a)	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
Indigenous students	3.7	1.0	6.1	6.5	3.2	6.3	1.9	38.9
Students with disabilities (b)	4.7	4.2	3.3	2.7	6.8	4.1	3.4	10.1
Seniority profile (c)	11.8	13.1	13.8	13.7	13.0	11.4	15.2	9.9

(a) Refer to footnotes for table 4A.20.

(b) Refer to footnotes for table 4A.21.

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

Source: 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; DEST (unpublished).

Table 4A.25

Table 4A.25 **Proportion of students attending schools in metropolitan, provincial and remote zones, 2006 (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	73.7	72.0	64.6	67.9	66.3	38.3	99.7	..	68.5
Non-government schools	76.6	78.6	73.9	76.9	78.6	52.1	100.0	..	76.1
All schools	74.6	74.1	67.2	70.5	70.3	41.6	99.8	..	70.8
Secondary									
Government schools	71.5	71.6	65.4	68.5	68.6	41.9	100.0	..	68.8
Non-government schools	80.4	79.6	77.0	83.6	83.9	56.1	100.0	..	79.5
All schools	74.8	74.8	69.6	74.5	74.3	46.3	100.0	..	72.9
All school levels									
Government schools	72.8	71.8	64.9	68.2	67.1	39.9	99.8	..	68.6
Non-government schools	78.5	79.1	75.3	80.0	80.8	54.2	100.0	..	77.7
All schools	74.7	74.4	68.1	72.1	71.8	43.7	99.9	..	71.7
Provincial zone									
Primary									
Government schools	25.6	27.9	30.8	21.8	28.1	59.8	0.3	50.5	27.9
Non-government schools	22.8	21.4	24.1	18.3	19.8	46.6	–	54.7	22.3
All schools	24.8	25.8	29.0	20.8	25.5	56.7	0.2	51.4	26.3
Secondary									
Government schools	27.9	28.2	31.8	24.1	27.2	56.9	–	61.8	29.0
Non-government schools	19.6	20.4	22.6	14.5	14.9	43.9	–	59.6	19.9
All schools	24.8	25.1	28.5	20.3	22.6	52.9	–	61.1	25.5
All school levels									
Government schools	26.6	28.0	31.2	22.6	27.8	58.6	0.2	54.0	28.4
Non-government schools	21.2	20.9	23.4	16.5	17.7	45.2	–	56.8	21.1
All schools	24.8	25.5	28.8	20.6	24.4	55.0	0.1	54.7	26.0
Remote zone									
Remote areas									
Primary									
Government schools	0.6	0.1	2.5	6.5	4.3	1.2	..	18.2	2.1
Non-government schools	0.5	–	1.4	2.6	1.3	1.2	..	32.0	1.1
All schools	0.5	0.1	2.2	5.4	3.3	1.2	..	21.1	1.8
Secondary									
Government schools	0.5	0.2	1.7	4.8	3.4	0.7	..	17.4	1.4
Non-government schools	–	–	0.4	1.5	1.1	–	..	31.7	0.5
All schools	0.3	0.1	1.2	3.5	2.5	0.5	..	21.6	1.1
All school levels									
Government schools	0.6	0.1	2.2	5.9	4.0	1.0	..	18.0	1.8
Non-government schools	0.2	–	0.9	2.1	1.2	0.6	..	31.9	0.8
All schools	0.5	0.1	1.8	4.6	3.0	0.9	..	21.3	1.5

Table 4A.25

Table 4A.25 **Proportion of students attending schools in metropolitan, provincial and remote zones, 2006 (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	..	2.0	3.8	1.2	0.6	..	31.3	1.5
Non-government schools	0.1	..	0.6	2.3	0.3	–	..	13.3	0.5
All schools	0.1	..	1.6	3.3	0.9	0.5	..	27.5	1.2
Secondary									
Government schools	0.1	..	1.2	2.6	0.8	0.4	..	20.9	0.8
Non-government schools	–	..	–	0.5	0.1	–	..	8.6	0.1
All schools	0.1	..	0.7	1.7	0.5	0.3	..	17.3	0.5
All school levels									
Government schools	0.1	..	1.7	3.3	1.1	0.5	..	28.1	1.2
Non-government schools	0.1	..	0.3	1.4	0.2	–	..	11.4	0.3
All schools	0.1	..	1.3	2.7	0.8	0.4	..	24.1	0.9

(a) Geographic categorisation is based on the agreed MCEETYA Geographic Location Classification. See section 4.6 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 4A.26

Table 4A.26 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 4A.29 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 4A.30. 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 4.6. Table 4A.30 contains more information.

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

Table 4A.27

Table 4A.27 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 4A.29 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 4A.30. 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 4.6. Table 4A.30 contains more information.

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

Table 4A.28

Table 4A.28 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

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

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 4A.29 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 4A.30. 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 4.6. Table 4A.30 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 4A.28 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.29

Table 4A.29 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	95.5	95.3	95.9	96.7	95.3	95.9	96.7	96.7	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	36.8
Victoria (c)	91.7	91.5	64.3	92.4	92.5	69.8	92.4	92.5	69.8	69.8	69.8	69.6	68.3	68.3	58.0	30.4	30.4	30.4	30.4	30.4	31.7	31.7	42.0	42.0
Queensland	97.0	97.4	97.4	96.7	97.2	97.1	96.7	97.2	97.1	97.1	97.1	75.9	75.5	75.5	74.0	24.1	24.1	24.1	24.1	24.1	24.5	24.5	26.0	26.0
WA	90.5	91.8	92.0	94.2	94.2	94.0	94.2	94.2	94.0	94.0	94.0	73.7	73.2	73.2	72.1	26.3	26.3	26.3	26.3	26.3	26.8	26.8	27.9	27.9
SA	94.2	94.6	93.6	94.6	94.7	94.2	94.6	94.7	94.2	94.2	94.2	70.2	70.7	70.7	70.3	29.8	29.8	29.8	29.8	29.8	29.3	29.3	29.7	29.7
Tasmania	94.1	93.9	89.4	92.8	93.5	90.4	92.8	93.5	90.4	90.4	90.4	78.1	77.2	77.2	70.5	21.9	21.9	21.9	21.9	21.9	22.8	22.8	29.5	29.5
ACT	95.2	94.2	91.8	91.9	94.2	93.4	91.9	94.2	93.4	93.4	93.4	67.0	63.5	63.5	53.8	33.0	33.0	33.0	33.0	33.0	36.5	36.5	46.2	46.2
NT	83.3	89.1	91.6	84.2	91.9	97.8	84.2	91.9	97.8	97.8	97.8	80.6	79.6	79.6	73.5	19.4	19.4	19.4	19.4	19.4	20.4	20.4	26.5	26.5
Aust	93.8	94.1	88.5	94.4	94.9	88.7	94.4	94.9	88.7	88.7	88.7	72.2	71.7	71.7	66.3	27.8	27.8	27.8	27.8	27.8	28.3	28.3	33.7	33.7

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

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

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

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

Table 4A.30

Table 4A.30 Exemptions, absences and participation of equity groups in reading testing, 2002 (per cent)

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

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

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

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

Table 4A.31

Table 4A.31 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 4A.35. 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 4A.31 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.32

Table 4A.32 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	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	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 (g)	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 4A.35. 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) 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 4A.32 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)

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

Table 4A.33

Table 4A.33 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 4A.35. 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 4A.33 Proportion of year 7 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>

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

Table 4A.34

Table 4A.34 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	36.8
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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.35

Table 4A.35 Exemptions, absences and participation of equity groups in writing testing, 2002 (per cent)

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

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/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 2002, 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.36

Table 4A.36 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 4A.40. 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 4A.37

Table 4A.37 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 4A.40. 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.38

Table 4A.38 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)
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 4A.40. 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 4A.38 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.39

Table 4A.39 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	37.1
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.

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

Table 4A.40

Table 4A.40 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			
							LBOTE students (b)			Assessed students					
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 2002, 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.41

Table 4A.41 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 4A.46. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.42

Table 4A.42 **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 4A.46. 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 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.43

Table 4A.43 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)
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	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 4A.46. 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 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.44

Table 4A.44 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
Year 3									
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
Year 5									
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
Year 7									
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.

.. Not applicable.

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

Table 4A.45

Table 4A.45 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.46

Table 4A.46 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			All students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
				absent or withdrawn (a)			Indigenous students (b)			LBO TE students (b)					
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 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.47

Table 4A.47 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)
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	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 4A.52. 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 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.48

Table 4A.48 **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)
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	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	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 4A.52. 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.

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

Table 4A.49

Table 4A.49 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)
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	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	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 4A.52. 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 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.50

Table 4A.50 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
Year 3									
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
Year 5									
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
Year 7									
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.

.. Not applicable.

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

Table 4A.51

Table 4A.51 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	29.0	29.2	35.9	93.6	93.0	87.4	93.5	91.9	87.6	69.1	68.3	58.5	30.9	31.7	41.5
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	30.9	31.7	41.5	96.7	97.0	96.6	97.2	98.4	97.7	75.2	74.7	73.5	24.8	25.3	26.5
Queensland	90.6	91.6	92.2	93.8	93.2	91.4	93.8	93.2	91.4	73.9	73.0	71.9	26.1	27.0	28.1	90.6	91.6	92.2	93.8	93.2	91.4	73.9	73.0	71.9	26.1	27.0	28.1
WA	96.7	97.5	96.2	95.3	94.0	94.1	95.3	94.0	94.1	70.3	70.2	69.4	29.7	29.8	30.6	96.7	97.5	96.2	95.3	94.0	94.1	70.3	70.2	69.4	29.7	29.8	30.6
Tasmania	93.6	93.0	87.4	93.5	91.9	87.6	93.5	91.9	87.6	78.3	76.8	69.1	21.7	23.2	30.9	93.6	93.0	87.4	93.5	91.9	87.6	78.3	76.8	69.1	21.7	23.2	30.9
ACT	79.5	84.2	81.9	83.7	86.6	95.5	83.7	86.6	95.5	65.5	62.0	52.9	34.5	38.0	47.1	79.5	84.2	81.9	83.7	86.6	95.5	65.5	62.0	52.9	34.5	38.0	47.1
NT	93.5	93.5	92.3	94.4	94.3	92.4	94.4	94.3	92.4	78.9	78.6	74.0	21.1	21.4	26.0	93.5	93.5	92.3	94.4	94.3	92.4	71.8	71.3	66.0	28.2	28.7	34.0
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	28.2	28.7	34.0	93.5	93.5	92.3	94.4	94.3	92.4	71.8	71.3	66.0	28.2	28.7	34.0

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

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

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

Table 4A.52

Table 4A.52 Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)

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

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

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

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

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

Table 4A.53

Table 4A.53 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)
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 4A.58. 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 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.54

Table 4A.54 **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 4A.58. 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 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.55

Table 4A.55 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	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 4A.58. 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 4A.55 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.

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

Table 4A.56

Table 4A.56 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
Year 3									
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
Year 5									
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
Year 7									
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.

.. Not applicable.

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

Table 4A.57

Table 4A.57 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	70.8	70.8	71.0	70.8	63.7	63.7	29.0	29.0	29.0	29.2	29.2	36.3	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	68.4	68.4	69.2	68.4	58.6	58.6	30.8	30.8	30.8	31.6	31.6	41.4	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	74.8	74.8	75.2	74.8	73.5	73.5	24.8	24.8	24.8	25.2	25.2	26.5	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	73.2	73.2	73.9	73.2	72.0	72.0	26.1	26.1	26.1	26.8	26.8	28.0	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	70.0	70.0	70.3	70.0	69.2	69.2	29.7	29.7	29.7	30.0	30.0	30.8	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	77.0	77.0	78.5	77.0	69.4	69.4	21.5	21.5	21.5	23.0	23.0	30.6	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	61.9	61.9	65.5	61.9	52.5	52.5	34.5	34.5	34.5	38.1	38.1	47.5	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	79.1	79.1	78.4	79.1	74.5	74.5	21.6	21.6	21.6	20.9	20.9	25.5	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	71.3	71.3	71.9	71.3	65.9	65.9	28.2	28.2	28.2	28.7	28.7	34.1	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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.58

Table 4A.58 Exemptions, absences and participation by equity group in numeracy testing, 2003 (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	1.1	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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.59

Table 4A.59 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	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 4A.64. 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 4A.60

Table 4A.60 **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 4A.64. 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 4A.61

Table 4A.61 **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	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 4A.64. 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 4A.62

Table 4A.62 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
Year 3									
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
Year 5									
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
Year 7									
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 4A.63

Table 4A.63 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	95.4	96.5	96.5	96.5	96.5	96.5	96.5	96.9	69.9	70.0	70.0	62.7	30.1	30.0	30.0	30.1	30.6	31.2	31.2	37.3	41.3
Victoria	93.0	93.1	89.9	89.9	93.7	93.7	94.2	94.2	94.2	96.0	96.0	69.4	68.8	68.8	58.7	30.6	31.2	31.2	30.6	30.6	31.2	31.2	26.8	28.8
Queensland	97.1	97.1	97.2	97.2	97.6	97.6	97.6	97.6	97.6	96.6	96.6	75.0	74.6	74.6	73.2	25.0	25.4	25.4	25.0	25.0	25.4	25.4	28.8	31.5
WA	91.9	92.3	92.2	92.2	94.4	94.4	95.0	95.0	95.0	94.6	94.6	73.0	72.0	72.0	71.2	27.0	28.0	28.0	27.0	27.0	28.0	28.0	30.7	48.8
SA	96.8	97.5	96.7	96.7	95.7	95.7	95.5	95.5	95.5	94.7	94.7	69.0	69.1	69.1	68.5	31.0	30.9	30.9	31.0	31.0	30.9	30.9	26.0	34.7
Tasmania	95.6	95.2	92.9	92.9	95.1	95.1	94.9	94.9	94.9	93.6	93.6	77.6	76.4	76.4	69.3	22.4	23.6	23.6	22.4	22.4	23.6	23.6	26.0	34.7
ACT	94.5	94.5	92.5	92.5	93.2	93.2	96.6	96.6	96.6	95.8	95.8	64.2	61.3	61.3	51.2	35.8	38.7	38.7	35.8	35.8	38.7	38.7	26.0	34.7
NT	80.3	84.1	86.0	86.0	84.1	84.1	92.2	92.2	92.2	98.3	98.3	78.9	78.8	78.8	74.0	21.1	21.2	21.2	21.1	21.1	21.2	21.2	26.0	34.7
Aust	94.5	94.8	94.1	94.1	95.5	95.5	95.8	95.8	95.8	96.2	96.2	71.3	70.9	70.9	65.3	28.7	29.1	29.1	28.7	28.7	29.1	29.1	26.0	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 4A.64

Table 4A.64 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
							LBO TE students (b)								
NSW	1.2	1.1	1.0	4.8	4.5	4.1	4.2	4.1	4.9	27.3	26.1	25.6	95.2	95.5	95.9
Victoria	2.5	2.4	1.0	6.8	6.5	7.7	0.8	0.9	1.0	18.1	18.8	18.5	93.2	93.5	92.3
Queensland	2.0	2.0	1.7	2.6	2.5	2.5	6.3	6.3	6.1	7.0	6.6	6.1	97.2	97.2	97.0
WA	0.5	0.4	0.5	7.4	7.0	7.1	5.3	5.1	4.9	9.6	10.0	9.9	92.6	93.1	92.9
SA	2.8	2.7	2.5	3.6	3.1	3.9	3.0	2.7	2.9	11.5	11.6	11.3	96.4	96.9	96.1
Tasmania	1.0	0.8	0.5	4.5	4.8	6.9	6.1	6.4	5.8	4.1	3.8	3.7	95.5	95.2	93.1
ACT	2.1	1.8	1.3	6.0	4.7	5.9	1.7	1.8	1.6	12.5	11.5	4.6	94.0	95.3	94.1
NT (c)	0.3	0.3	0.5	12.5	9.8	12.0	23.5	27.7	27.9	21.1	21.9	24.0	81.1	85.7	88.9
Aust	1.7	1.6	1.2	5.1	4.8	5.1	4.1	4.1	4.3	17.2	16.9	16.3	94.8	95.1	94.8

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

(b) The percentage of assessed Indigenous and 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 4A.65

Table 4A.65 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	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 4A.70. 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 4A.66

Table 4A.66 **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 4A.70. 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 4A.67

Table 4A.67 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	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 4A.70. 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 4A.68

Table 4A.68 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
Year 3									
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
Year 5									
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
Year 7									
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 4A.69

Table 4A.69 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	95.9	96.3	96.9	96.9	96.9	62.7	70.0	69.9	62.7	30.0	30.1	30.0	30.0	30.6	31.2	31.2	37.3	
Victoria	92.6	92.7	89.3	93.5	93.8	95.7	93.5	93.8	95.7	95.7	95.7	58.6	69.4	68.8	58.6	30.6	31.2	30.6	30.6	31.2	31.2	41.4		
Queensland	96.9	97.0	97.0	97.5	97.5	96.5	97.5	97.5	96.5	96.5	96.5	73.1	75.0	74.6	73.1	25.0	25.4	25.0	25.0	25.4	25.4	26.9		
WA	91.0	91.3	91.6	93.1	94.2	93.4	93.1	94.2	93.4	93.4	93.4	71.4	73.1	72.0	71.4	26.9	28.0	26.9	26.9	28.0	28.0	28.6		
SA	96.6	97.2	96.6	95.5	95.4	94.7	95.5	95.4	94.7	94.7	94.7	68.5	69.0	69.0	68.5	31.0	31.0	31.0	31.0	31.0	31.0	31.5		
Tasmania	93.8	93.6	90.6	95.4	95.2	92.7	95.4	95.2	92.7	92.7	92.7	69.0	77.2	76.0	69.0	22.8	24.0	22.8	22.8	24.0	24.0	31.0		
ACT	94.5	93.6	92.0	93.2	95.6	95.1	93.2	95.6	95.1	95.1	95.1	51.3	64.2	61.3	51.3	35.8	38.7	35.8	35.8	38.7	38.7	48.7		
NT	70.4	71.3	81.3	87.8	92.4	96.4	87.8	92.4	96.4	96.4	96.4	73.3	75.9	75.9	73.3	24.1	24.1	24.1	24.1	24.1	24.1	26.7		
Aust	93.9	94.2	93.8	95.1	95.5	95.9	95.1	95.5	95.9	95.9	95.9	65.3	71.2	70.8	65.3	28.8	29.2	28.8	28.8	29.2	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 4A.70

Table 4A.70 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 4A.71

Table 4A.71 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 4A.76. 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 4A.72

Table 4A.72 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 4A.76. 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 4A.73

Table 4A.73 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (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 4A.76. 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.

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

Table 4A.73 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)

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

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

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

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

Table 4A.74

Table 4A.74 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
Year 3									
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
Year 5									
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
Year 7									
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 4A.75

Table 4A.75 Participation in numeracy testing by school sector, 2004 (per cent)

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

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

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

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

Table 4A.76

Table 4A.76 Exemptions, absences and participation by equity group in numeracy testing, 2004 (per cent)

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

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

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

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

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

Table 4A.77

Table 4A.77 Proportion of year 3 students who achieved the reading benchmark, 2005 (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	93.3 ± 1.6	92.0 ± 1.8	94.7 ± 1.3	81.8 ± 3.9	92.7 ± 1.5
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	91.7 ± 1.9	90.0 ± 2.3	93.7 ± 1.6	83.6 ± 5.1	93.3 ± 2.2
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	93.7 ± 1.2	92.1 ± 1.5	95.5 ± 1.0	83.2 ± 3.9	91.2 ± 1.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	93.6 ± 1.7	92.3 ± 2.0	95.0 ± 1.5	73.8 ± 6.6	91.4 ± 2.4
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	91.1 ± 1.6	89.2 ± 1.8	93.1 ± 1.4	71.0 ± 4.8	93.8 ± 2.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	94.9 ± 1.5	93.5 ± 1.9	96.3 ± 1.3	87.4 ± 5.0	93.5 ± 2.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	96.3 ± 0.8	95.2 ± 1.1	97.4 ± 0.7	95.3 ± 4.5	93.6 ± 1.3
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	70.4 ± 2.7	67.3 ± 3.5	73.6 ± 3.1	40.1 ± 4.4	41.5 ± 4.4
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.7 ± 1.6	91.2 ± 1.9	94.4 ± 1.3	78.0 ± 4.3	92.0 ± 1.8

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.82. 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.78

Table 4A.78 **Proportion of year 5 students who achieved the reading benchmark, 2005 (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	89.7 ± 1.6	87.9 ± 1.8	91.5 ± 1.5	72.3 ± 3.5	87.2 ± 1.9
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	88.7 ± 1.8	86.4 ± 2.0	91.2 ± 1.6	73.7 ± 5.5	89.3 ± 2.1
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	79.7 ± 2.4	75.7 ± 2.6	83.9 ± 2.1	52.2 ± 4.2	74.8 ± 2.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	91.6 ± 1.5	89.6 ± 1.8	93.7 ± 1.3	64.7 ± 4.8	89.3 ± 2.0
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	89.0 ± 1.2	86.7 ± 1.5	91.4 ± 1.1	63.9 ± 4.7	87.1 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.8 ± 1.1	90.9 ± 1.5	94.9 ± 1.0	87.3 ± 3.7	87.3 ± 3.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	94.9 ± 0.8	93.8 ± 1.2	96.2 ± 0.9	85.2 ± 6.5	92.9 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	73.1 ± 2.0	71.2 ± 2.6	75.2 ± 2.5	40.7 ± 3.7	40.0 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	87.5 ± 1.8	85.1 ± 2.0	90.1 ± 1.6	62.8 ± 4.1	86.2 ± 2.1

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.82. 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.79

Table 4A.79 Proportion of year 7 students who achieved the reading benchmark, 2005 (per cent) (a), (b), (c)

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

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.82. 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.80

Table 4A.80 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by geolocation, 2005 (per cent)
(a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Metropolitan	93.9 ± 1.4	92.0 ± 1.8	94.2 ± 1.1	95.1 ± 1.4	92.2 ± 1.4	95.8 ± 1.3	96.3 ± 0.8	..	93.5 ± 1.4
Provincial	91.8 ± 2.0	91.0 ± 2.3	93.6 ± 1.4	92.5 ± 2.4	89.1 ± 2.2	94.2 ± 1.7	..	79.6 ± 3.1	91.7 ± 2.0
Remote	83.1 ± 5.3	84.8 ± 10.6	88.6 ± 3.2	87.7 ± 3.8	86.9 ± 3.3	97.4 ± 5.7	..	75.0 ± 4.3	85.6 ± 3.9
Very remote	78.0 ± 8.6	..	80.0 ± 5.5	75.9 ± 6.4	77.3 ± 8.0	97.1 ± 5.7	..	40.8 ± 4.5	68.6 ± 5.8
Year 5									
Metropolitan	90.1 ± 1.6	89.1 ± 1.8	81.3 ± 2.3	93.3 ± 1.4	90.4 ± 1.2	93.8 ± 1.2	94.9 ± 0.8	..	88.6 ± 1.7
Provincial	88.8 ± 1.8	87.5 ± 2.1	78.5 ± 2.6	90.3 ± 1.9	87.0 ± 1.7	92.3 ± 1.3	..	86.1 ± 1.9	86.3 ± 2.0
Remote	75.3 ± 4.8	83.0 ± 12.5	66.5 ± 4.0	84.8 ± 3.0	83.4 ± 3.2	88.2 ± 8.2	..	75.7 ± 4.0	77.6 ± 3.8
Very remote	72.4 ± 9.3	..	50.4 ± 4.9	67.5 ± 5.6	59.2 ± 8.5	84.7 ± 16.1	..	39.4 ± 4.3	53.9 ± 5.5
Year 7									
Metropolitan	89.0 ± 0.8	95.3 ± 0.5	89.3 ± 1.0	87.6 ± 0.8	94.8 ± 0.6	88.9 ± 1.3	93.5 ± 0.8	..	91.0 ± 0.8
Provincial	86.1 ± 1.1	94.4 ± 0.6	87.4 ± 1.3	84.4 ± 1.3	92.4 ± 1.1	88.1 ± 1.2	..	84.2 ± 2.0	88.6 ± 1.1
Remote	69.6 ± 6.6	94.5 ± 6.3	77.5 ± 3.0	78.5 ± 2.6	91.9 ± 2.8	78.8 ± 14.1	..	69.7 ± 4.4	78.5 ± 3.5
Very remote	61.3 ± 10.3	..	60.6 ± 5.4	53.0 ± 4.6	60.7 ± 8.7	..	..	40.6 ± 4.1	53.2 ± 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.

.. Not applicable.

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

Table 4A.81

Table 4A.81 Participation in reading testing by school sector, 2005 (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	94.1	94.9	94.9	94.9	94.9	97.0	95.4	95.4	95.4	95.4	97.0	69.7	70.1	70.1	62.7	30.3	29.9	29.9	30.3	31.3	31.3	25.7	26.3	26.3	27.5
Victoria	90.9	91.3	91.3	91.3	91.3	94.4	93.0	93.0	93.4	94.4	94.4	68.7	68.0	68.0	59.1	31.3	32.0	32.0	31.3	31.3	31.3	25.7	26.3	26.3	27.5
Queensland	96.8	97.0	97.0	97.0	97.0	96.7	96.4	96.4	96.8	96.7	96.7	74.3	73.7	73.7	72.5	25.7	26.3	26.3	25.7	25.7	25.7	25.7	26.3	26.3	27.5
WA	92.6	92.5	92.5	92.5	92.5	97.2	93.4	93.4	94.9	97.2	97.2	68.8	72.1	72.1	71.3	31.2	27.9	27.9	31.2	31.2	31.2	25.7	26.3	26.3	27.5
SA	98.1	98.5	98.5	98.5	98.5	98.3	95.6	95.6	95.2	95.0	95.0	68.1	69.1	69.1	67.5	31.9	30.9	30.9	31.9	31.9	31.9	25.7	26.3	26.3	27.5
Tasmania	95.6	95.5	95.5	95.5	95.5	92.7	94.9	94.9	94.6	93.7	93.7	77.0	76.1	76.1	68.3	23.0	23.9	23.9	23.0	23.0	23.0	25.7	26.3	26.3	27.5
ACT	93.9	94.8	94.8	94.8	94.8	90.2	92.4	92.4	95.2	93.6	93.6	63.9	60.9	60.9	50.9	36.1	39.1	39.1	36.1	36.1	36.1	25.7	26.3	26.3	27.5
NT	84.4	88.0	88.0	88.0	88.0	84.8	88.9	88.9	90.4	92.3	92.3	78.7	79.2	79.2	72.1	21.3	20.8	20.8	21.3	21.3	21.3	25.7	26.3	26.3	27.5
Aust	94.0	94.7	94.7	94.7	94.7	94.2	94.7	94.7	96.1	95.9	95.9	70.5	71.1	71.1	65.2	29.5	28.9	28.9	29.5	29.5	29.5	25.7	26.3	26.3	27.5

(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.

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

Table 4A.82

Table 4A.82 Exemptions, absences and participation by equity group in reading testing, 2005 (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	1.0	0.9	0.7	5.5	5.0	4.4	4.1	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6
Victoria	2.3	2.0	0.9	8.5	8.0	8.4	0.9	0.9	0.8	22.7	22.0	21.5	91.5	92.0	91.6
Queensland	2.0	1.9	2.0	3.3	3.0	3.2	6.4	6.5	6.1	7.1	6.8	6.4	96.7	96.9	96.8
WA	0.7	0.7	0.6	7.2	6.8	4.2	5.6	5.1	5.5	8.5	9.5	8.7	92.8	93.2	95.8
SA	3.3	2.7	2.7	2.7	2.5	2.8	3.0	2.9	3.1	11.1	11.2	11.1	97.3	97.5	97.2
Tasmania	0.8	1.0	0.7	4.6	4.7	7.0	5.5	6.5	6.0	4.9	4.5	4.0	95.4	95.3	93.0
ACT	2.2	2.2	1.4	6.7	5.1	8.2	1.8	2.2	1.7	19.8	15.8	11.7	93.3	94.9	91.8
NT (c)	0.7	1.2	0.8	12.5	10.3	10.1	27.8	29.9	28.8	24.0	26.4	24.0	84.8	88.5	86.6
Aust	1.7	1.5	1.2	5.8	5.4	5.2	4.1	4.2	4.3	18.9	17.8	17.3	94.2	94.1	94.8

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

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

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

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

Table 4A.83

Table 4A.83 Proportion of year 3 students who achieved the writing benchmark, 2005 (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	93.6 ± 1.9	91.7 ± 2.3	95.6 ± 1.4	80.6 ± 4.9	92.5 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	97.5 ± 0.1	97.1 ± 0.1	98.2 ± 0.0	98.6 ± 0.4	99.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	89.3 ± 2.6	85.7 ± 3.3	93.1 ± 2.0	74.6 ± 5.0	88.4 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	86.8 ± 1.6	82.9 ± 2.0	91.1 ± 1.3	56.1 ± 4.4	84.6 ± 2.5
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	91.8 ± 2.7	89.5 ± 3.2	94.3 ± 2.3	71.7 ± 6.8	94.9 ± 3.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.9 ± 1.4	88.8 ± 1.9	95.2 ± 1.1	85.5 ± 5.1	91.9 ± 2.7
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.0 ± 1.4	91.8 ± 2.0	96.3 ± 1.0	87.6 ± 11.3	92.0 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	73.5 ± 2.6	70.2 ± 3.4	77.0 ± 3.0	40.3 ± 4.3	40.4 ± 4.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.8 ± 1.6	90.7 ± 2.0	95.1 ± 1.3	74.0 ± 4.7	93.4 ± 1.5

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.88. 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.
- (g) Victoria has advised that the increase in 2005 (and in 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2007a) p.6 for further information.

Table 4A.83 Proportion of year 3 students who achieved the writing benchmark, 2005 (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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.84

Table 4A.84 **Proportion of year 5 students who achieved the writing benchmark, 2005 (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	94.3 ± 1.9	92.6 ± 2.4	96.0 ± 1.4	81.5 ± 5.5	93.0 ± 1.9
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	97.4 ± 0.1	96.7 ± 0.1	98.4 ± 0.1	95.8 ± 1.6	99.0 ± 0.1
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	92.0 ± 1.5	89.3 ± 1.9	94.8 ± 1.1	79.0 ± 3.4	88.9 ± 1.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.8 ± 1.7	83.1 ± 2.2	90.6 ± 1.3	56.4 ± 4.0	85.7 ± 2.0
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.1 ± 1.4	89.8 ± 1.8	94.6 ± 1.1	73.2 ± 4.8	93.7 ± 1.8
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	90.1 ± 1.4	86.4 ± 1.9	94.0 ± 1.3	82.0 ± 4.3	87.0 ± 2.9
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.6 ± 2.3	90.5 ± 2.9	94.9 ± 1.9	80.4 ± 9.9	91.0 ± 3.1
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	72.4 ± 2.3	69.4 ± 3.2	75.8 ± 2.5	36.1 ± 3.7	35.5 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	93.3 ± 1.3	91.3 ± 1.7	95.4 ± 1.0	74.3 ± 4.3	93.1 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.88. 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.

(g) Victoria has advised that the increase in 2005 (and in 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2007a) p.15 for further information.

Table 4A.84 Proportion of year 5 students who achieved the writing benchmark, 2005 (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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.85

Table 4A.85 Proportion of year 7 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)

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

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.88. 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.
- (g) Victoria has advised that the increase in 2005 (and in 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2007a) p.24 for further information.

Table 4A.85 Proportion of year 7 students who achieved the writing benchmark, 2005 (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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.86

Table 4A.86 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by geolocation, 2005 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Metropolitan	94.1 ± 1.7	97.3 ± 0.1	90.2 ± 2.4	89.0 ± 1.5	92.6 ± 2.5	93.2 ± 1.2	94.0 ± 1.4	..	93.7 ± 1.5
Provincial	92.5 ± 2.2	98.1 ± 0.1	88.6 ± 2.9	84.9 ± 2.0	90.7 ± 3.3	91.1 ± 1.8	..	85.3 ± 2.9	92.1 ± 1.9
Remote	82.0 ± 6.1	96.2 ± 0.0	82.2 ± 4.5	78.7 ± 3.9	89.5 ± 4.7	92.1 ± 7.5	..	78.3 ± 4.1	82.5 ± 4.5
Very remote	79.9 ± 8.7	..	74.1 ± 5.7	60.4 ± 6.1	81.5 ± 8.4	82.8 ± 14.5	..	37.4 ± 4.7	62.3 ± 6.0
Year 5									
Metropolitan	94.7 ± 1.7	97.4 ± 0.1	92.6 ± 1.4	89.2 ± 1.6	92.8 ± 2.6	90.7 ± 1.6	92.6 ± 2.3	..	94.2 ± 1.3
Provincial	93.3 ± 2.3	97.5 ± 0.2	91.6 ± 1.7	84.3 ± 2.4	91.5 ± 3.1	90.0 ± 1.7	..	86.8 ± 2.5	92.7 ± 1.7
Remote	82.3 ± 6.4	91.0 ± 3.7	86.5 ± 3.1	77.3 ± 3.2	89.1 ± 5.2	84.3 ± 9.1	..	77.2 ± 4.2	82.3 ± 4.1
Very remote	87.2 ± 9.7	..	78.1 ± 4.3	57.6 ± 5.2	74.9 ± 8.9	76.2 ± 16.3	..	31.6 ± 3.9	60.2 ± 5.2
Year 7									
Metropolitan	93.0 ± 2.1	95.4 ± 0.5	95.4 ± 0.6	89.8 ± 1.5	89.1 ± 2.7	85.0 ± 2.1	92.1 ± 2.7	..	93.3 ± 1.4
Provincial	90.0 ± 2.6	92.7 ± 0.8	95.0 ± 0.7	85.4 ± 2.1	85.7 ± 3.5	82.8 ± 2.6	..	87.5 ± 2.0	90.7 ± 1.8
Remote	70.8 ± 6.8	95.4 ± 5.0	90.9 ± 2.1	80.2 ± 3.1	86.3 ± 5.2	60.0 ± 16.2	..	71.6 ± 4.4	82.1 ± 3.8
Very remote	64.7 ± 11.3	..	79.3 ± 3.4	59.9 ± 5.9	45.4 ± 9.3	..	..	34.7 ± 4.1	59.1 ± 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.87

Table 4A.87 Participation in writing testing by school sector, 2005 (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	94.1	94.8	94.9	94.9	94.9	94.9	95.3	95.5	96.8	96.8	96.8	69.7	70.1	70.1	62.8	30.3	29.9	37.2	30.3	29.9	37.2	30.3	29.9	37.2
Victoria	90.6	90.9	90.1	90.1	90.1	90.1	92.7	93.2	94.5	94.5	94.5	68.7	68.0	68.0	59.2	31.3	32.0	40.8	31.3	32.0	40.8	31.3	32.0	40.8
Queensland	96.8	96.9	96.8	96.8	96.8	96.8	96.3	96.7	96.7	96.7	96.7	74.3	73.7	73.7	72.5	25.7	26.3	27.5	25.7	26.3	27.5	25.7	26.3	27.5
WA	91.7	92.2	90.7	90.7	90.7	90.7	92.4	93.7	93.4	93.4	93.4	68.9	72.2	72.2	71.1	31.1	27.8	28.9	31.1	27.8	28.9	31.1	27.8	28.9
SA	98.1	98.5	98.3	98.3	98.3	98.3	95.6	94.7	94.3	94.3	94.3	68.1	69.2	69.2	67.6	31.9	30.8	32.4	31.9	30.8	32.4	31.9	30.8	32.4
Tasmania	95.1	94.1	91.0	91.0	91.0	91.0	94.7	94.6	93.3	93.3	93.3	77.0	75.8	75.8	67.9	23.0	24.2	32.1	23.0	24.2	32.1	23.0	24.2	32.1
ACT	93.1	94.1	89.9	89.9	89.9	89.9	92.0	95.2	94.5	94.5	94.5	63.8	60.7	60.7	50.6	36.2	39.3	49.4	36.2	39.3	49.4	36.2	39.3	49.4
NT	87.8	89.1	85.8	85.8	85.8	85.8	89.2	89.8	90.2	90.2	90.2	79.3	79.5	79.5	72.8	20.7	20.5	27.2	20.7	20.5	27.2	20.7	20.5	27.2
Aust	93.9	94.2	93.7	93.7	93.7	93.7	94.5	94.8	95.5	95.5	95.5	70.5	70.6	70.6	65.2	29.5	29.4	34.8	29.5	29.4	34.8	29.5	29.4	34.8

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

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

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

Table 4A.88

Table 4A.88 Exemptions, absences and participation by equity group in writing testing, 2005 (per cent)

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

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

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

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

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

Table 4A.89

Table 4A.89 Proportion of year 3 students who achieved the numeracy benchmark, 2005 (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	95.4 ± 0.9	94.9 ± 1.0	95.9 ± 0.9	87.6 ± 2.6	94.2 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.5 ± 0.6	95.1 ± 0.6	96.1 ± 0.6	91.8 ± 3.0	97.3 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	92.7 ± 1.4	92.1 ± 1.4	93.4 ± 1.5	78.9 ± 3.9	89.5 ± 1.8
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.2 ± 2.0	89.6 ± 2.1	91.0 ± 2.1	64.8 ± 5.7	86.6 ± 3.0
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	92.6 ± 0.9	91.7 ± 0.9	93.4 ± 1.0	74.5 ± 4.1	95.4 ± 1.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.2 ± 2.0	90.0 ± 2.2	92.5 ± 2.0	82.4 ± 5.1	86.8 ± 4.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.6 ± 1.2	93.5 ± 1.4	95.7 ± 1.2	92.8 ± 6.5	91.8 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	86.2 ± 2.5	85.5 ± 2.9	87.2 ± 2.8	68.0 ± 5.6	66.7 ± 5.5
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	94.1 ± 1.1	93.5 ± 1.1	94.7 ± 1.1	80.4 ± 3.8	94.0 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.94. 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.90

Table 4A.90 **Proportion of year 5 students who achieved the numeracy benchmark, 2005 (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 ± 1.1	91.1 ± 1.1	92.3 ± 1.1	75.4 ± 3.1	90.1 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	95.4 ± 0.7	94.8 ± 0.7	96.1 ± 0.7	89.5 ± 3.3	96.3 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	88.1 ± 1.9	88.0 ± 1.9	88.4 ± 2.0	65.8 ± 4.3	84.0 ± 2.3
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	85.9 ± 1.8	86.4 ± 1.8	85.4 ± 2.0	51.6 ± 4.7	83.4 ± 2.4
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.1 ± 1.3	90.5 ± 1.3	89.7 ± 1.5	69.8 ± 5.2	89.1 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.1 ± 1.5	89.1 ± 1.6	89.1 ± 1.7	78.7 ± 4.8	84.0 ± 3.7
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	93.2 ± 1.2	92.9 ± 1.4	93.4 ± 1.5	81.4 ± 8.2	91.7 ± 1.9
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	69.6 ± 2.4	69.8 ± 2.9	69.4 ± 2.9	35.1 ± 3.6	35.2 ± 3.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.8 ± 1.3	90.5 ± 1.3	91.2 ± 1.4	66.5 ± 3.9	90.0 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.94. 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.91

Table 4A.91 **Proportion of year 7 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)**

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.94. 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.

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

Table 4A.91 Proportion of year 7 students who achieved the numeracy benchmark, 2005 (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.

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

Table 4A.92

Table 4A.92 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by geolocation, 2005 (per cent)
(a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Metropolitan	95.5 ± 0.9	95.5 ± 0.5	93.2 ± 1.3	91.9 ± 1.9	93.3 ± 1.1	92.4 ± 1.9	94.6 ± 1.2	..	94.6 ± 1.0
Provincial	95.1 ± 1.2	95.6 ± 0.7	92.7 ± 1.5	89.4 ± 2.5	91.4 ± 1.6	90.3 ± 2.2	..	93.5 ± 1.7	93.8 ± 1.3
Remote	86.4 ± 4.4	89.8 ± 7.0	86.8 ± 3.1	84.0 ± 4.1	89.1 ± 2.9	95.5 ± 7.5	..	89.8 ± 3.8	87.1 ± 3.7
Very remote	86.1 ± 8.2	..	76.8 ± 4.5	67.0 ± 5.8	78.7 ± 6.7	86.8 ± 14.1	..	65.5 ± 5.8	72.3 ± 5.6
Year 5									
Metropolitan	92.2 ± 1.0	95.2 ± 0.7	89.0 ± 1.8	88.2 ± 1.7	90.9 ± 1.3	89.8 ± 1.7	93.2 ± 1.2	..	91.8 ± 1.2
Provincial	90.7 ± 1.2	95.2 ± 0.8	87.6 ± 2.2	83.9 ± 2.3	89.4 ± 1.7	88.7 ± 1.7	..	83.9 ± 2.6	90.1 ± 1.5
Remote	76.7 ± 4.6	87.8 ± 6.2	80.6 ± 3.7	77.7 ± 3.4	87.4 ± 3.1	84.7 ± 10.0	..	70.0 ± 4.3	79.0 ± 3.8
Very remote	74.3 ± 10.1	..	63.1 ± 4.8	57.3 ± 4.8	63.1 ± 9.2	83.2 ± 13.0	..	35.6 ± 4.0	54.5 ± 5.2
Year 7									
Metropolitan	77.3 ± 1.1	87.3 ± 0.6	84.5 ± 0.6	85.9 ± 0.9	87.0 ± 1.1	82.3 ± 1.6	88.1 ± 1.2	..	83.1 ± 0.9
Provincial	72.2 ± 1.5	85.8 ± 0.9	82.4 ± 0.8	83.3 ± 1.3	83.7 ± 1.7	79.4 ± 1.6	..	80.4 ± 2.4	79.9 ± 1.2
Remote	52.4 ± 5.9	88.9 ± 10.7	72.5 ± 3.1	77.1 ± 2.6	84.7 ± 3.4	67.7 ± 14.3	..	58.5 ± 4.3	72.4 ± 3.7
Very remote	61.8 ± 12.3	..	54.3 ± 3.7	57.9 ± 4.6	54.1 ± 10.1	..	..	31.9 ± 3.8	49.4 ± 4.7

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

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

Table 4A.93

Table 4A.93 Participation in numeracy testing by school sector, 2005 (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	94.1	94.8	93.4	93.4	95.5	95.5	96.1	69.7	70.1	62.6	30.3	29.9	37.4	91.5	91.7	90.9	90.9	93.2	93.9	94.9	68.8	68.0	59.3	31.2	32.0	40.7
Victoria	97.2	97.2	97.1	97.1	96.8	97.1	97.1	74.3	73.7	72.5	25.7	26.3	27.5	93.3	93.5	93.7	93.7	93.4	95.5	95.9	69.0	72.1	71.2	31.0	27.9	28.8
Queensland	98.0	98.5	98.3	98.3	95.8	95.3	95.0	68.1	69.1	67.4	31.9	30.9	32.6	96.5	95.9	93.6	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6
WA	95.9	94.9	90.6	90.6	93.9	96.5	94.9	64.0	60.6	50.7	36.0	39.4	49.3	88.2	89.3	86.4	86.4	90.1	91.3	91.7	79.2	79.3	72.6	20.8	20.7	27.4
SA	94.4	94.7	93.9	93.9	94.9	95.3	95.7	70.5	70.6	65.1	29.5	29.4	34.9	96.5	95.9	93.6	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6
Tasmania	95.9	94.9	90.6	90.6	93.9	96.5	94.9	64.0	60.6	50.7	36.0	39.4	49.3	88.2	89.3	86.4	86.4	90.1	91.3	91.7	79.2	79.3	72.6	20.8	20.7	27.4
ACT	94.4	94.7	93.9	93.9	94.9	95.3	95.7	70.5	70.6	65.1	29.5	29.4	34.9	96.5	95.9	93.6	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6
NT	94.4	94.7	93.9	93.9	94.9	95.3	95.7	70.5	70.6	65.1	29.5	29.4	34.9	96.5	95.9	93.6	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6
Aust	94.4	94.7	93.9	93.9	94.9	95.3	95.7	70.5	70.6	65.1	29.5	29.4	34.9	96.5	95.9	93.6	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6

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

Table 4A.94

Table 4A.94 Exemptions, absences and participation by equity group in numeracy testing, 2005 (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	1.0	0.9	0.7	5.5	5.0	5.6	4.2	4.3	4.3	4.3	27.6	26.3	25.9	94.5	95.0	94.4		
Victoria	2.2	2.0	0.9	8.0	7.6	8.3	0.9	0.9	0.8	0.8	22.8	22.1	21.4	92.0	92.4	91.7		
Queensland	2.0	2.0	2.0	2.9	2.7	2.9	6.5	6.6	6.1	6.1	7.1	6.8	6.3	97.1	97.2	97.1		
WA	0.7	0.7	0.6	6.7	5.9	5.7	5.9	5.4	5.2	5.2	8.6	9.6	8.6	93.3	94.1	94.3		
SA	3.2	2.8	2.7	2.7	2.5	2.8	3.0	2.9	2.8	2.8	11.1	11.2	11.1	97.3	97.5	97.2		
Tasmania	0.8	1.0	0.7	3.9	4.3	6.3	5.6	6.6	6.1	6.1	4.9	4.5	3.9	96.1	95.7	93.7		
ACT	2.3	2.2	1.4	4.8	4.5	7.3	1.9	2.1	1.6	1.6	20.0	19.1	13.9	95.2	95.5	92.7		
NT (c)	0.7	1.2	0.7	9.7	9.1	9.0	31.0	31.1	29.7	29.7	26.7	27.6	24.7	88.4	89.8	87.8		
Aust	1.7	1.5	1.1	5.4	5.1	5.6	4.2	4.3	4.1	4.1	18.9	17.9	17.2	94.6	94.9	94.6		

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

(b) The percentage of assessed Indigenous and 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (Unpublished)*.

Table 4A.95

Table 4A.95 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 ± 3.9	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 reasonably 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 4A.96

Table 4A.96 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	0.0 ± 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 reasonably 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 4A.97 **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 reasonably 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 4A.98

Table 4A.98 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 reasonably 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 4A.99

Table 4A.99 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 reasonably 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 4A.100

Table 4A.100 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
Year 6					
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	..
Year 10					
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 reasonably 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 4A.101

Table 4A.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
2006										
All students	66.8	63.0	64.4	70.7	66.1	58.8	74.6	48.4	65.6	55.2
Standard error	1.8	2.0	1.5	2.8	2.1	2.3	2.1	2.1	0.9	0.3

- (a) These data are from assessments conducted for the Programme 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 2000, 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 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).
- (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 4A.102

Table 4A.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
2006	
All students	65.6
Standard error	0.9
Male students	58.0
Standard error	1.2
Female students	73.5
Standard error	1.0
Students from low socioeconomic families (c)	47.8
Standard error	1.1
Indigenous students	33.5
Standard error	2.5
Geographically remote students (d)	48.9
Standard error	8.0

Table 4A.102 Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent) (a), (b)

Aust

- (a) These data are from assessments conducted for the Programme 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 2000, 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 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).
- (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) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.
- (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.

Source: ACER (unpublished).

Table 4A.103 Proportion of students achieving level 3 or above in the overall mathematical 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>
2003										
All students	66.7	62.6	65.8	75.8	72.7	61.1	76.0	57.3	67.1	57.3
Standard error	1.6	2.2	2.7	1.8	2.5	4.2	1.8	2.8	0.9	0.3
2006										
All students	67.0	64.2	66.6	71.5	67.1	58.3	74.3	51.5	66.5	56.8
Standard error	1.8	2.0	1.9	3.0	2.3	2.3	2.5	2.2	0.9	0.3

(a) These data are from assessments conducted for the Programme 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 2000, 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 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

(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 4A.104

Proportion of students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b)

	<i>Aust</i>
2003	
All students	67.1
Standard error	0.9
Male students	67.3
Standard error	1.2
Female students	66.8
Standard error	1.3
Students from low socioeconomic families (c)	47.2
Standard error	1.9
Indigenous students	30.1
Standard error	3.2
Geographically remote students (d)	51.5
Standard error	6.5
2006	
All students	66.5
Standard error	0.9
Male students	68.6
Standard error	1.2
Female students	64.3
Standard error	1.1
Students from low socioeconomic families (c)	50.2
Standard error	1.2
Indigenous students	32.4
Standard error	2.6
Geographically remote students (d)	44.0
Standard error	5.8

(a) These data are from assessments conducted for the Programme 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 2000, 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 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

(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.

Table 4A.104

Proportion of students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b)

Aust

- (c) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.
- (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.

Source: ACER (unpublished).

Table 4A.105 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2000 (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	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 (c)									
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 the Programme 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) The OECD mean is reported here as a national reporting standard has yet to be developed.

(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 4A.106 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2003 (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>
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 (d)									
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 Programme 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) The OECD mean is reported here as a national reporting standard has yet to be developed.
- (d) 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 4A.107 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent) (a), (b)

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

(a) These data are from assessments conducted for the Programme 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 OECD mean is reported here as a national reporting standard has yet to be developed.

(c) 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 4A.108

Table 4A.108 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 Programme 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 4A.109 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 Programme 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 4A.110

Table 4A.110 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
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(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 2008 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 4A.111

Table 4A.111 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
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(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 2008 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 4A.112

Table 4A.112 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
Total	100.0	100.0	100.0	100.0	100.0	99.9	119.9	80.0	100.0

(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 2008 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 4A.113

Table 4A.113 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
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(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 2008 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 4A.114

Table 4A.114 School participation rates by age and sex of students, all schools, 2006 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Participation age 15–19 years									
Male	50.7	56.7	44.7	42.8	51.0	53.5	65.4	41.6	50.3
Female	53.0	59.7	46.9	45.4	53.6	58.0	63.1	45.0	52.9
All students	51.8	58.2	45.8	44.0	52.2	55.7	64.3	43.2	51.6
Participation age 15 years									
Male	92.7	96.6	90.6	94.3	96.7	97.8	111.6	80.5	93.9
Female	93.5	97.4	93.1	96.0	97.7	100.0	109.2	79.4	95.1
All students	93.1	97.0	91.8	95.1	97.1	98.8	110.4	80.0	94.5
Participation age 16 years									
Male	77.9	89.1	77.8	77.5	84.3	83.1	103.8	66.4	81.3
Female	82.7	93.8	85.6	84.2	89.8	89.0	107.9	77.1	87.1
All students	80.2	91.4	81.5	80.7	87.0	85.9	105.8	71.5	84.1
Participation age 17 years									
Male	63.6	74.2	46.8	38.7	60.9	58.3	94.7	44.6	60.1
Female	71.5	83.9	48.6	43.1	69.7	67.2	93.2	51.3	66.8
All students	67.5	78.9	47.7	40.8	65.1	62.6	93.9	47.7	63.4
Participation age 18 years									
Male	15.7	23.1	5.3	3.8	11.3	22.5	29.0	11.0	14.2
Female	14.1	22.3	4.4	3.4	10.3	27.2	20.7	9.6	13.1
All students	14.9	22.7	4.9	3.6	10.8	24.8	24.9	10.4	13.7
Participation age 19 years									
Male	1.7	2.2	0.8	0.8	2.3	2.5	2.3	3.4	1.6
Female	1.5	2.0	0.8	0.6	2.2	2.7	2.1	2.7	1.5
All students	1.6	2.1	0.8	0.7	2.3	2.6	2.2	3.1	1.6

(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 2006.

(b) Refer to p4.5 in Report for information on age structures for schooling.

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

Source: ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2006*.

Table 4A.115

Table 4A.115

School participation rates by age of students, all students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>
2002								
Participation age 15–19 years	50.2	55.4	45.9	43.2	48.8	53.3	61.4	40.9
Participation age 15 years	92.2	95.3	91.2	90.8	93.1	98.5	105.9	76.7
Participation age 16 years	77.5	87.3	82.0	76.6	81.9	81.0	102.4	67.6
Participation age 17 years	66.3	76.1	51.1	41.6	60.1	63.1	88.9	43.9
Participation age 18 years	14.7	19.7	6.1	5.4	9.1	15.6	25.2	12.5
Participation age 19 years	1.6	2.3	1.0	1.6	2.0	3.5	2.2	3.1
2003								
Participation age 15–19 years	50.8	56.1	45.9	42.6	49.5	53.0	61.5	41.8
Participation age 15 years	92.6	95.8	91.5	91.5	95.7	98.6	106.7	79.2
Participation age 16 years	79.5	88.8	82.5	76.7	83.9	84.5	102.4	67.0
Participation age 17 years	66.3	76.9	50.6	40.7	60.1	62.4	91.8	46.8
Participation age 18 years	14.9	20.6	6.1	4.1	9.6	15.1	23.3	10.4
Participation age 19 years	1.9	2.5	1.2	1.1	2.3	3.3	2.9	2.7
2004								
Participation age 15–19 years	51.0	56.7	45.5	42.8	50.1	53.0	62.4	42.5
Participation age 15 years	92.6	95.7	90.8	92.0	96.1	98.4	107.3	82.0
Participation age 16 years	79.4	89.1	81.4	77.2	85.4	85.7	103.7	66.8
Participation age 17 years	67.6	78.5	50.1	41.1	61.4	63.0	92.0	46.7
Participation age 18 years	14.9	21.3	5.9	4.5	9.5	14.9	22.2	14.1
Participation age 19 years	1.9	2.6	1.1	0.9	2.6	2.3	2.6	2.8
2005								
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
2006								
Participation age 15–19 years	51.8	58.2	45.8	44.0	52.2	55.7	64.3	43.2
Participation age 15 years	93.1	97.0	91.8	95.1	97.1	98.8	110.4	80.0
Participation age 16 years	80.2	91.4	81.5	80.7	87.0	85.9	105.8	71.5
Participation age 17 years	67.5	78.9	47.7	40.8	65.1	62.6	93.9	47.7
Participation age 18 years	14.9	22.7	4.9	3.6	10.8	24.8	24.9	10.4
Participation age 19 years	1.6	2.1	0.8	0.7	2.3	2.6	2.2	3.1

(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 2006.

(b) The estimated resident population (ERP) data from which the rates are derived are primarily based on population estimates from the five yearly population Censuses.

(c) Refer to p4.5 in Report for information on age structures for schooling.

Table 4A.115

School participation rates by age of students, all students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>
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(d) Data for WA have been affected by changes in scope and coverage over time.

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

Source: 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2006*.

Table 4A.116

Table 4A.116 **Apparent retention rates of full time secondary students to years 10–12, 2006 (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	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
To year 11	77.3	90.4	86.2	92.1	89.7	75.0	115.4	106.7	85.4
To year 12 (total)	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5
To year 12 (male)	59.4	64.6	66.4	60.0	55.4	54.0	101.9	70.6	62.4
To year 12 (female)	71.1	81.2	77.1	70.8	69.2	72.6	104.5	73.9	75.1
All schools									
To year 10	96.4	98.2	100.5	102.0	100.1	99.9	98.7	90.4	98.6
To year 11	80.2	92.9	90.4	93.2	93.8	77.2	98.3	93.3	88.0
To year 12 (total)	70.5	79.9	78.5	71.8	71.5	64.8	88.7	58.4	74.7
To year 12 (male)	65.3	72.9	73.7	66.2	64.6	56.4	89.3	57.3	69.0
To year 12 (female)	75.9	87.2	83.6	77.6	78.8	73.3	88.2	59.5	80.6
Indigenous students (c)									
Government schools									
To year 10	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
To year 11	46.1	59.9	71.1	73.5	67.9	58.2	86.2	99.3	64.5
To year 12 (total)	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
To year 12 (male)	24.5	24.0	47.0	31.6	28.3	23.4	109.1	49.6	34.3
To year 12 (female)	33.1	47.7	53.0	24.9	40.4	57.4	40.7	46.8	40.9
All schools									
To year 10	83.7	91.1	96.9	96.6	82.0	100.9	92.6	89.4	91.4
To year 11	48.4	66.0	74.3	75.9	68.7	59.4	84.1	99.2	67.7
To year 12 (total)	30.6	38.4	54.2	31.3	37.5	39.9	59.1	40.5	40.1
To year 12 (male)	26.8	28.9	52.2	34.9	31.7	24.7	80.0	45.0	37.9
To year 12 (female)	34.5	49.6	56.3	27.3	43.2	58.2	41.7	36.6	42.4

(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 sex and school sectors.

Source: ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2006*.

Table 4A.117

Table 4A.117 Apparent retention rates of secondary students from years 10–12, 2006 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c) (d)</i>	<i>Tas (c) (d)</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
Full time secondary students									
Government schools	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Non-government schools	80.9	91.5	89.4	80.1	86.6	66.4	74.6	42.4	84.9
All schools	73.0	82.1	78.3	71.4	72.7	65.0	88.9	68.0	76.1
Full time Indigenous secondary students									
Government schools	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
Non-government schools	52.9	66.7	70.3	42.6	65.4	36.4	33.3	74.3	59.7
All schools	37.7	47.4	60.1	34.6	45.7	37.3	60.0	58.8	46.7
Full time and part time secondary students (d)									
Government schools	70.7	79.0	74.1	68.2	84.5	94.3	101.2	87.8	75.4
Non-government schools	81.2	91.7	89.6	80.1	91.4	66.4	75.0	42.9	85.4
All schools	74.6	84.0	79.5	72.7	87.0	85.8	89.2	74.7	79.2

- (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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2006*.

Table 4A.118

Table 4A.118 **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>
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
2006									
From year 7or 8 to year 10									
All students	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
Indigenous students	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
From year 10 to year 12									
All students	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Indigenous students	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3

(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 4A.118 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>
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(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 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.119

Table 4A.119 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) (d)	<i>ACT</i> (c) (d)	<i>NT</i>	<i>Aust</i>
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	na
Indigenous students	na	na	na	na	na	na	na	na	na
From year 10 to year 12									
All students	82.1	91.5	89.8	82.1	86.9	74.1	75.2	49.8	na
Indigenous students	49.1	63.3	65.5	54.3	61.3	100.0	100.0	50.0	na
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	na
Indigenous students	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	na
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
2006									
From year 7or 8 to year 10									
All students	97.8	100.3	102.5	103.8	103.5	101.3	97.9	90.1	100.4
Indigenous students	117.9	140.7	103.3	119.1	96.8	110.2	113.3	104.9	110.8
From year 10 to year 12									
All students	80.9	91.5	89.4	80.1	86.6	66.4	74.6	42.4	84.9
Indigenous students	52.9	66.7	70.3	42.6	65.4	36.4	33.3	74.3	59.7

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

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

Table 4A.119 **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)	(d)	<i>ACT</i> (c)	(d)	<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 (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.										
	na Not available.										

Source: ABS 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.120

Table 4A.120 **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>
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
2006									
From year 7or 8 to year 10									
All students	96.4	98.2	100.5	102.0	100.1	99.9	98.7	90.4	98.6
Indigenous students	83.7	91.1	96.9	96.6	82.0	100.9	92.6	89.4	91.4
From year 10 to year 12									
All students	73.0	82.1	78.3	71.4	72.7	65.0	88.9	68.0	76.1
Indigenous students	37.7	47.4	60.1	34.6	45.7	37.3	60.0	58.8	46.7

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

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

Table 4A.120 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>
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(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.

Source: 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 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.121

Table 4A.121 **Completion rates, year 12, by socioeconomic status and sex, 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>
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
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

Table 4A.121

Table 4A.121 **Completion rates, year 12, by socioeconomic status and sex, 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	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
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
2006									
Low socioeconomic status deciles									
Male students	57	50	54	45	47	41	np	10	52
Female students	69	66	69	58	68	59	np	16	66
All students	63	58	62	51	57	50	np	12	59
Medium socioeconomic status deciles									
Male students	57	53	60	57	56	53	np	41	57
Female students	69	72	73	70	75	63	np	50	71
All students	63	63	67	63	65	58	np	45	64

Table 4A.121 Completion rates, year 12, by socioeconomic status and sex, 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	76	76	73	70	74	65	73	np	75
Female students	81	86	76	81	88	82	79	np	83
All students	79	81	74	75	81	73	76	np	78
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	78	64	79	35	73
All students	67	68	66	64	68	56	76	31	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 4A.122

Table 4A.122 **Completion rates, year 12, by locality and sex, 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>
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
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

Table 4A.122

Table 4A.122 **Completion rates, year 12, by locality and sex, 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	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
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

Table 4A.122

Table 4A.122 **Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b)**

	NSW	Vic (c)	Qld	WA	SA	Tas (c)	ACT (c) (d)	NT (d)	Aust
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
2006									
Metropolitan zone									
Male students	65	64	62	59	62	55	73	..	64
Female students	73	77	71	71	77	71	79	..	74
All students	69	70	67	65	69	63	76	..	69
Provincial zone									
Male students	53	52	57	55	52	44	..	35	53
Female students	69	74	76	71	78	59	..	47	72
All students	61	63	66	63	64	51	..	41	62
Remote									
Male students	51	55	53	61	58	48	..	37	53
Female students	86	89	77	77	93	65	..	45	75
All students	67	71	64	69	74	56	..	41	63
Very remote									
Male students	61	..	54	28	36	np	..	8	30
Female students	77	..	75	35	61	np	..	11	40
All students	69	..	64	31	48	np	..	9	35
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	78	64	79	35	73
All students	67	68	66	64	68	56	76	31	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 4A.123

Table 4A.123 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2006 (a), (b)

Year 12	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)	
Year 12	Attending in May 2006										
	Higher Education	% 42.9 ± 13	44.7 ± 9.9	42.3 ± 11.5	47.5 ± 11.4	36.6 ± 11.0	42.5 ± 22.7	25.2 ± 16.9	44.6 ± 39.2	42.8 ± 5.7	
	TAFE/Other study	% 22.7 ± 8.3	21.6 ± 9.1	18.3 ± 7.0	21.9 ± 7.3	21.8 ± 9.4	05.7 ± 7.8	21.5 ± 14.2	20.8 ± 30.6	21.1 ± 4.1	
	Total attending	% 65.6 ± 13.9	66.3 ± 15.9	60.6 ± 12.0	69.4 ± 12.7	58.4 ± 13.4	48.2 ± 23.1	46.8 ± 16.6	65.4 ± 61.1	63.9 ± 6.9	
	Not attending in May 2006										
	Full-time workers	% 12.4 ± 6.1	17.4 ± 6.7	16.8 ± 7.3	16.3 ± 9.6	22.5 ± 12.0	14.6 ± 16.0	25.0 ± 16.7	np	np	16.0 ± 4.0
	Other (c)	% 22.0 ± 7.3	16.3 ± 7.4	22.7 ± 6.4	14.3 ± 7.2	19.1 ± 10.0	37.2 ± 26.2	28.3 ± 14.3	np	np	20.1 ± 3.8
	Total not attending	% 34.4 ± 7.8	33.7 ± 9.4	39.4 ± 9.0	30.6 ± 13.6	41.6 ± 13.8	51.8 ± 25.2	53.2 ± 21.8	34.6 ± 33.2	np	36.1 ± 5.0
	Total	% 100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Year 11 and below	Attending in May 2006									
Higher Education		% np	np	np	np	np	np	np	np	np	
TAFE/Other study		% 36.8 ± 10.2	36.1 ± 17.3	26.3 ± 15.8	26.9 ± 13.3	15.9 ± 13.3	39.4 ± 24.9	np	np	np	31.6 ± 6.9
Total attending		% 36.8 ± 10.2	41.0 ± 17.4	26.3 ± 15.8	28.7 ± 12.7	15.9 ± 13.3	48.9 ± 34.4	np	np	np	33.3 ± 6.7
Not attending in May 2006											
Full-time workers		% 16.0 ± 9.0	17.3 ± 11.0	17.7 ± 11.4	29.8 ± 16.6	22.5 ± 15.5	28.8 ± 17.3	36.9 ± 37.5	np	np	19.6 ± 6.9
Other (c)		% 47.2 ± 13.0	41.7 ± 17.1	56 ± 18.8	41.5 ± 18.1	61.5 ± 25.8	22.3 ± 18.4	45.1 ± 49.2	np	np	47.1 ± 7.1
Total not attending		% 63.2 ± 15.2	59.0 ± 19.1	73.7 ± 22.0	71.3 ± 24.7	84.1 ± 30.0	51.1 ± 25.6	82.0 ± 56.1	72.0 ± 69.7	np	66.7 ± 11.0
Total		% 100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All school leavers											
Attending in May 2006											
Higher Education	% 28.3 ± 8.6	33.4 ± 6.8	30.5 ± 8.3	30.1 ± 7.1	24.5 ± 7.4	26.3 ± 13.9	20.8 ± 13.9	40.2 ± 32.4	np	29.8 ± 3.9	
TAFE/Other study	% 27.5 ± 7.9	25.7 ± 7.7	20.5 ± 6.3	23.8 ± 7.6	19.9 ± 8.4	22.2 ± 12.3	20.9 ± 12.2	15.2 ± 22.3	np	24.4 ± 4.0	
Total attending	% 55.9 ± 10.4	59.2 ± 11.0	51.0 ± 10.1	53.9 ± 9.1	44.4 ± 10.3	48.5 ± 19.5	41.8 ± 13.5	55.4 ± 47.3	np	54.2 ± 5.6	

Table 4A.123

Table 4A.123 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2006 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
Not attending in May 2006										
Full-time workers	%	13.6 ± 4.7	17.3 ± 5.6	17.0 ± 5.8	21.5 ± 8.4	22.5 ± 9.5	21.5 ± 12.1	27.0 ± 15.0	24.6 ± 20.9	17.2 ± 2.9
Other (c)	%	30.6 ± 6.1	23.5 ± 7.1	32.0 ± 7.0	24.7 ± 8.4	33.1 ± 10.4	29.9 ± 17.0	31.2 ± 14.4	20.0 ± 22.1	28.7 ± 2.9
Total not attending	%	44.1 ± 6.7	40.8 ± 7.8	49.0 ± 8.4	46.1 ± 11.9	55.6 ± 12.4	51.5 ± 18.3	58.2 ± 18.8	44.6 ± 26.3	45.8 ± 4.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 12										
Attending in May 2006										
Higher Education	000	28.9	22.3	18.6	9.8	5.3	1.3	1.2	0.8	88.3
TAFE/Other study	000	15.3	10.8	8.0	4.5	3.1	0.2	1.0	0.4	43.4
Total attending	000	44.2	33.1	26.7	14.4	8.4	1.5	2.2	1.2	131.7
Not attending in May 2006										
Full-time workers	000	8.3	8.7	7.4	3.4	3.2	0.5	1.2	np	33.0
Other (c)	000	14.8	8.1	10.0	3.0	2.7	1.2	1.3	np	41.4
Total not attending	000	23.2	16.8	17.4	6.3	6.0	1.6	2.5	0.6	74.4
Total	000	67.4	49.9	44.0	20.7	14.4	3.2	4.7	1.9	206.2
Year 11 and below										
Attending in May 2006										
Higher Education	000	np	np	np	np	np	np	np	np	np
TAFE/Other study	000	12.8	7.1	4.5	3.4	1.1	1.2	np	np	30.3
Total attending	000	12.8	8.1	4.5	3.7	1.1	1.5	np	np	32.0
Not attending in May 2006										
Full-time workers	000	5.5	3.4	3.0	3.8	1.6	0.9	0.4	np	18.8
Other (c)	000	16.3	8.2	9.6	5.3	4.4	0.7	0.4	np	45.2
Total not attending	000	21.9	11.6	12.6	9.1	6.0	1.6	0.8	0.5	64.0
Total	000	34.6	19.7	17.1	12.8	7.1	3.0	1.0	0.7	96.0

Table 4A.123

Table 4A.123 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2006 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (a)	Aust (a)
All school leavers										
Attending in May 2006										
Higher Education	000	28.9	23.3	18.6	10.1	5.3	1.6	1.2	1.0	90.0
TAFE/Other study	000	28.1	17.9	12.5	8.0	4.3	1.4	1.2	0.4	73.7
Total attending	000	57.0	41.2	31.1	18.0	9.5	3.0	2.4	1.4	163.7
Not attending in May 2006										
Full-time workers	000	13.9	12.1	10.4	7.2	4.8	1.3	1.5	0.6	51.9
Other (c)	000	31.2	16.3	19.6	8.3	7.1	1.9	1.8	0.5	86.6
Total not attending	000	45.0	28.4	30.0	15.4	11.9	3.2	3.3	1.1	138.4
Total	000	102.0	69.6	61.1	33.5	21.5	6.2	5.7	2.5	302.1

(a) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. The majority of NT estimates are greater than 50 per cent and are considered too unreliable for general use. The 95 per cent confidence interval associated with each estimate is reported with the estimate. Data are not published for some items due to small sample sizes, 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.

np Not published.

Source: ABS (unpublished) Survey of Education and Work, 2006.

Table 4A.124 **Participation in VET in Schools, with apprenticeships and traineeships disaggregated, 2005 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
VET in Schools students										
School-based apprentices and trainees (b)	no. ('000)	1.2	4.2	5.9	0.9	0.5	0.1	0.1	0.1	13.0
Other VET in schools students	no. ('000)	59.6	31.8	40.6	16.4	12.8	2.6	4.4	1.8	170.0
Total	no. ('000)	60.8	36.0	46.4	17.4	13.3	2.7	4.4	1.9	182.9
School students undertaking a senior secondary school certificate										
Total	no. ('000)	139.6	140.5	86.0	46.7	51.4	11.0	9.0	5.0	489.2
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
School-based apprentices and trainees	%	0.9	3.0	6.8	2.0	1.0	0.8	0.7	1.0	2.6
Other VET in schools students	%	42.7	22.6	47.2	35.2	24.9	23.9	48.5	36.7	34.7
Total	%	43.6	25.6	53.9	37.3	25.9	24.5	48.7	38.2	37.4

(a) As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds: the number of student records provided to NCVET may be incomplete; there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes; the use of secondary data sources to determine some measures — for example, data to be obtained on the number of school students undertaking a senior secondary certificate — may not be sufficiently reliable or comparable to the AVETMISS compliant data; and, differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states and territories.

(b) Students who undertook at least one unit of competency/module in a school-based apprenticeship or traineeship during 2005.

Source: National Centre for Vocational and Education Research (NCVER) (2007) *2005 VET in Schools preliminary data*.

Table 4A.125 **Participation in VET in Schools, by school sector, 2005 (a)**

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
VET in Schools students (b)											
Government schools	no. ('000)		44.5	23.6	31.8	13.3	9.2	2.3	3.4	1.5	129.6
Non-government schools	no. ('000)		16.2	10.8	14.3	4.0	4.2	0.4	1.1	0.4	51.3
Total (c)	no. ('000)		60.8	36.0	46.4	17.4	13.3	2.7	4.4	1.9	182.9
School students undertaking a senior secondary school certificate											
Government schools	no. ('000)		81.9	76.7	51.7	27.8	32.4	8.0	5.8	4.1	288.5
Non-government schools	no. ('000)		54.7	60.6	34.2	18.2	19.0	3.0	3.2	0.8	193.6
Total (c)	no. ('000)		139.6	140.5	86.0	46.7	51.4	11.0	9.0	5.0	489.2
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools											
Government schools	%		54.4	30.8	61.5	47.9	28.2	29.0	57.8	35.8	44.9
Non-government schools	%		29.6	17.8	41.9	22.1	22.0	13.0	33.2	47.4	26.5
Total (c)	%		43.6	25.6	54.0	37.2	25.9	24.7	49.2	37.7	37.4

(a) As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds: the number of student records provided to NCVET may be incomplete; there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes; the use of secondary data sources to determine some measures — for example, data to be obtained on the number of school students undertaking a senior secondary certificate — may not be sufficiently reliable or comparable to the AVETMISS compliant data; and, differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states and territories.

(b) Students who undertook at least one unit of competency/module in VET in schools during 2005.

(c) Total includes other providers such as TAFE, community education and private providers, however due to small numbers these are not presented separately.

Source: NCVET (2007) 2005 VET in Schools preliminary data.

Table 4A.126 **Attainment in VET in Schools, by school sector, 2005 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
VET in Schools students (b)										
Government schools	no. ('000)	33.0	21.5	17.0	10.4	8.6	2.0	2.6	1.3	96.3
Non-government schools	no. ('000)	12.9	10.3	8.1	3.8	4.1	0.4	1.0	0.4	41.0
Total (c)	no. ('000)	46.0	33.1	25.3	14.2	12.7	2.4	3.5	1.7	139.0
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	81.9	76.7	51.7	27.8	32.4	8.0	5.8	4.1	288.5
Non-government schools	no. ('000)	54.7	60.6	34.2	18.2	19.0	3.0	3.2	0.8	193.6
Total (c)	no. ('000)	139.6	140.5	86.0	46.7	51.4	11.0	9.0	5.0	489.2
Proportion of school students undertaking a senior secondary school certificate who successfully completed VET in schools										
Government schools	%	40.3	28.0	32.9	37.4	26.4	25.4	43.9	32.1	33.4
Non-government schools	%	23.6	17.0	23.7	20.8	21.8	12.3	30.3	47.1	21.2
Total (c)	%	33.0	23.6	29.5	30.4	24.7	21.9	39.2	34.6	28.4

(a) As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds: the number of student records provided to NCVET may be incomplete; there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes; the use of secondary data sources to determine some measures — for example, data to be obtained on the number of school students undertaking a senior secondary certificate — may not be sufficiently reliable or comparable to the AVETMISS compliant data; and, differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states and territories.

(b) Students who successfully completed at least one unit of competency/module in VET in schools during 2005.

(c) Total includes other providers such as TAFE, community education and private providers, however due to small numbers these are not presented separately.

Source: NCVET (2007) 2005 VET in Schools preliminary data.