

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	SA	Tas	ACT	NT	Aust
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 (b)										
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
Combined (c)	no.	66	55	85	96	77	25	3	52	459
Special	no.	106	80	47	70	20	8	4	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

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Combined (c)	%	3.0	3.4	6.6	12.4	12.6	11.7	3.1	34.7	6.6
Special	%	4.8	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
2005										
Students										
Primary — full time	no.	436 551	314 753	287 245	149 610	107 573	35 333	19 393	19 926	1 370 384
Primary — part time	no.	—	464	887	—	38	7	101	32	1 529
Primary — FTE of part time students	no.	—	228	344	—	18	4	38	12	644
Primary — FTE total	no.	436 551	314 981	287 589	149 610	107 591	35 337	19 431	19 938	1 371 028
Secondary — full time	no.	303 888	221 882	163 719	79 207	57 141	25 272	15 966	8 628	875 703
Secondary — part time	no.	2 404	2 898	3 836	2 824	6 435	1 870	36	1 084	21 387
Secondary — FTE of part time students	no.	1 139	1 398	1 347	608	2 917	1 007	18	452	8 887
Secondary — FTE total	no.	305 027	223 280	165 066	79 815	60 058	26 279	15 984	9 080	884 590
Primary and secondary — full time total	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Primary and secondary — FTE total	no.	741 578	538 261	452 654	229 425	167 649	61 617	35 415	29 018	2 255 618
Staff (b)										
Primary	no.	34 020	25 292	25 731	14 100	9 371	3 104	1 811	2 125	115 555
Secondary	no.	30 722	23 349	17 034	8 964	6 612	2 745	1 705	1 089	92 220
Total active in schools	no.	64 742	48 641	42 765	23 064	15 984	5 849	3 516	3 214	207 775
Not active in schools	no.	1 883	1 246	1 786	1 599	1 115	447	342	471	8 889
Schools										
Primary	no.	1 653	1 218	964	509	435	141	66	82	5 068
Secondary	no.	370	260	180	99	74	39	22	11	1 055
Combined (c)	no.	65	57	89	99	76	25	4	53	468
Special	no.	106	78	47	70	20	8	4	5	338
Total	no.	2 194	1 613	1 280	777	605	213	96	151	6 929

Table 4A.1

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

Schools	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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 (c)	%	3.0	3.5	7.0	12.7	12.6	11.7	4.2	35.1	6.8
Special	%	4.8	4.8	3.7	9.0	3.3	3.8	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
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
Staff (b)										
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

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Combined (c)	no.	67	53	89	99	77	26	4	52	467
Special	no.	106	78	47	70	20	6	4	5	336
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 (c)	%	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Students										
Primary — full time	no.	431 618	311 503	308 698	150 227	106 384	33 883	18 841	20 403	1 381 557
Primary — part time	no.	—	313	2 477	—	23	6	47	42	2 908
Primary — FTE of part time students	no.	—	157	783	—	12	3	22	20	997
Primary — FTE total	no.	431 618	311 660	309 481	150 227	106 396	33 886	18 863	20 423	1 382 554
Secondary — full time	no.	306 019	224 380	170 185	79 384	57 520	25 043	15 776	8 513	886 820
Secondary — part time	no.	2 243	2 292	3 226	2 315	6 716	1 620	3	743	19 158
Secondary — FTE of part time students	no.	999	1 103	1 163	578	2 980	936	1	301	8 061
Secondary — FTE total	no.	307 018	225 483	171 348	79 962	60 500	25 979	15 777	8 814	894 881
Primary and secondary — full time total	no.	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Primary and secondary — FTE total	no.	738 636	537 142	480 829	230 189	166 896	59 865	34 640	29 237	2 277 435
Staff (b)										
Primary	no.	35 634	25 918	27 923	14 918	9 710	3 161	1 797	2 231	121 289
Secondary	no.	31 389	24 382	17 816	9 660	6 586	2 792	1 638	1 130	95 392
Total active in schools	no.	67 022	50 300	45 739	24 578	16 296	5 953	3 435	3 360	216 682
Not active in schools	no.	1 904	1 245	2 139	1 872	1 132	375	285	337	9 288

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Schools										
Primary	no.	1 643	1 204	936	510	433	140	59	84	5 009
Secondary	no.	369	258	176	98	72	39	20	11	1 043
Combined (c)	no.	66	55	91	92	77	26	5	49	461
Special	no.	112	76	47	69	20	5	4	5	338
Combined and special (c)	no.	178	131	138	161	97	31	9	54	799
Total	no.	2 190	1 593	1 250	769	602	210	88	149	6 851
Schools										
Primary	%	75.0	75.6	74.9	66.3	71.9	66.7	67.0	56.4	73.1
Secondary	%	16.8	16.2	14.1	12.7	12.0	18.6	22.7	7.4	15.2
Combined (c)	%	3.0	3.5	7.3	12.0	12.8	12.4	5.7	32.9	6.7
Special	%	5.1	4.8	3.8	9.0	3.3	2.4	4.5	3.4	4.9
Combined and special (d)	%	8.1	8.2	11.0	20.9	16.1	14.8	10.2	36.2	11.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Students										
Primary — full time	no.	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Primary — part time	no.	—	399	2 766	—	21	4	3	28	3 221
Primary — FTE of part time students	no.	—	188	912	—	9	2	3	13	1 127
Primary — FTE total	no.	430 057	311 023	309 683	150 842	105 089	33 477	18 549	18 473	1 377 193
Secondary — full time	no.	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Secondary — part time	no.	2 045	2 324	2 843	1 747	6 226	1 504	—	338	17 027
Secondary — FTE of part time students	no.	1 137	1 098	1 037	491	2 823	857	—	130	7 572
Secondary — FTE total	no.	305 722	225 422	172 116	80 596	60 216	25 662	15 482	10 845	896 060
Primary and secondary — full time total	no.	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary and secondary — FTE total	no.	735 779	536 445	481 800	231 438	165 305	59 138	34 031	29 318	2 273 253

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Staff (b)										
Primary	no.	36 054	26 103	27 950	15 179	9 723	3 181	1 776	2 293	122 260
Secondary	no.	31 504	24 574	17 933	9 814	6 595	2 807	1 636	1 263	96 127
Total active in schools	no.	67 558	50 678	45 883	24 994	16 318	5 988	3 412	3 557	218 387
Not active in schools	no.	1 913	1 274	2 269	1 138	2 015	377	374	297	9 656
Schools										
Primary	no.	1 642	1 198	934	507	428	140	57	56	4 962
Secondary	no.	369	253	177	97	72	39	17	15	1 039
Combined (c)	no.	66	58	92	95	76	26	6	75	494
Special	no.	112	76	47	69	20	5	4	5	338
Combined and special (c)	no.	178	134	139	164	96	31	10	80	832
Total	no.	2 189	1 585	1 250	768	596	210	84	151	6 833
Schools										
Primary	%	75.0	75.6	74.7	66.0	71.8	66.7	67.9	37.1	72.6
Secondary	%	16.9	16.0	14.2	12.6	12.1	18.6	20.2	9.9	15.2
Combined (c)	%	3.0	3.7	7.4	12.4	12.8	12.4	7.1	49.7	7.2
Special	%	5.1	4.8	3.8	9.0	3.4	2.4	4.8	3.3	4.9
Combined and special (c)	%	8.1	8.5	11.1	21.4	16.1	14.8	11.9	53.0	12.2
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) 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.

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

– Nil or rounded to zero.

Table 4A.1

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

Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, 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)

2004	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	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 (b)									
	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
	Combined (c)	no. 216	135	120	98	63	29	11	11	683
	Special	no. 32	17	3	2	3	1	1	–	59
	Total	no. 905	690	449	289	200	66	43	35	2 677
	Schools									
	Primary	% 56.8	63.3	54.3	52.6	57.0	43.9	60.5	48.6	57.3
	Secondary	% 15.8	14.6	18.3	12.8	10.0	10.6	11.6	20.0	15.0

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Combined (c)	%	23.9	19.6	26.7	33.9	31.5	43.9	25.6	31.4	25.5
Special	%	3.5	2.5	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
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		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 (b)										
Primary	no.	14 086	11 507	9 293	5 388	3 974	908	846	491	46 492
Secondary	no.	20 371	17 933	11 091	6 049	4 101	1 303	1 320	580	62 747
Total active in schools	no.	34 457	29 439	20 383	11 438	8 074	2 211	2 166	1 070	109 239
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	510	435	242	154	112	29	27	17	1 526
Secondary	no.	152	102	82	39	20	7	5	6	413
Combined (c)	no.	218	138	127	96	65	29	11	12	696
Special (c)	no.	32	17	3	2	3	1	1	—	59
Total	no.	912	692	454	291	200	66	44	35	2 694

Table 4A.2

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

Schools	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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 (c)	%	23.9	19.9	28.0	33.0	32.5	43.9	25.0	34.3	25.8
Special	%	3.5	2.5	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
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
Staff (b)										
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

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Combined (c)	no.	220	141	134	101	65	29	11	12	713
Special	no.	32	17	3	2	3	1	1	—	59
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 (c)	%	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Students										
Primary — full time	no.	186 776	142 008	119 376	60 348	50 734	11 123	11 952	5 429	587 746
Primary — part time	no.	140	310	212	399	44	15	83	3	1 206
Primary — FTE of part time students	no.	102	166	113	264	28	9	54	1	736
Primary — FTE total	no.	186 878	142 174	119 489	60 612	50 762	11 132	12 006	5 430	588 482
Secondary — full time	no.	184 790	155 962	99 644	54 629	36 811	11 810	12 828	3 926	560 400
Secondary — part time	no.	240	223	119	9	529	7	36	68	1 231
Secondary — FTE of part time students	no.	154	121	58	3	325	4	17	17	698
Secondary — FTE total	no.	184 944	156 083	99 702	54 632	37 136	11 814	12 845	3 943	561 098
Primary and secondary — full time total	no.	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
Primary and secondary — FTE total	no.	371 822	298 257	219 191	115 243	87 897	22 946	24 851	9 373	1 149 581
Staff (b)										
Primary	no.	14 501	12 203	10 195	5 571	4 216	962	864	541	49 052
Secondary	no.	21 041	19 333	12 076	6 497	4 474	1 405	1 389	607	66 823
Total active in schools	no.	35 542	31 536	22 270	12 068	8 690	2 368	2 253	1 149	115 875
Not active in schools	no.	897	457	676	197	164	44	47	43	2 523

Table 4A.2

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

Schools	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary	no.	507	433	237	153	109	29	26	14	1 508
Secondary	no.	162	112	84	42	23	7	6	7	443
Combined (c)	no.	221	149	142	103	66	30	12	15	738
Special	no.	27	5	2	1	3	1	—	—	39
Combined and special (c)	no.	248	154	144	104	69	31	12	15	777
Total	no.	917	699	465	299	201	67	44	36	2 728
Schools										
Primary	%	55.3	61.9	51.0	51.2	54.2	43.3	59.1	38.9	55.3
Secondary	%	17.7	16.0	18.1	14.0	11.4	10.4	13.6	19.4	16.2
Combined (c)	%	24.1	21.3	30.5	34.4	32.8	44.8	27.3	41.7	27.1
Special	%	2.9	0.7	0.4	0.3	1.5	1.5	—	—	1.4
Combined and special (c)	%	27.0	22.0	31.0	34.8	34.3	46.3	27.3	41.7	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Students										
Primary — full time	no.	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Primary — part time	no.	109	302	218	299	58	23	105	—	1 114
Primary — FTE of part time students	no.	75	172	117	189	43	10	73	—	679
Primary — FTE total	no.	187 588	144 325	123 912	62 603	51 220	11 305	12 267	4 895	598 115
Secondary — full time	no.	186 396	159 021	102 817	56 296	37 811	12 016	12 957	4 987	572 301
Secondary — part time	no.	299	222	145	21	611	15	14	69	1 396
Secondary — FTE of part time students	no.	187	115	84	13	376	7	8	17	805
Secondary — FTE total	no.	186 583	159 136	102 901	56 309	38 187	12 023	12 965	5 004	573 106
Primary and secondary — full time total	no.	373 909	303 174	226 612	118 710	88 988	23 311	25 151	9 882	1 169 737
Primary and secondary — FTE total	no.	374 171	303 460	226 813	118 912	89 407	23 328	25 231	9 899	1 171 221

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Staff (b)										
Primary	no.	14 741	12 610	10 740	5 818	4 265	990	899	554	50 616
Secondary	no.	21 381	19 993	12 547	6 773	4 604	1 459	1 377	736	68 870
Total active in schools	no.	36 123	32 603	23 287	12 591	8 868	2 449	2 275	1 289	119 486
Not active in schools	no.	968	460	674	173	214	48	48	45	2 629
Schools										
Primary	no.	502	428	232	151	107	29	26	11	1 486
Secondary	no.	157	107	73	34	23	7	5	10	416
Combined (c)	no.	227	147	146	104	66	30	12	15	747
Special	no.	34	21	12	8	3	1	1	–	80
Combined and special (c)	no.	261	168	158	112	69	31	13	15	827
Total	no.	920	703	463	297	199	67	44	36	2 729
Schools										
Primary	%	54.6	60.9	50.1	50.8	53.8	43.3	59.1	30.6	54.5
Secondary	%	17.1	15.2	15.8	11.4	11.6	10.4	11.4	27.8	15.2
Combined (c)	%	24.7	20.9	31.5	35.0	33.2	44.8	27.3	41.7	27.4
Special	%	3.7	3.0	2.6	2.7	1.5	1.5	2.3	–	2.9
Combined and special (c)	%	28.4	23.9	34.1	37.7	34.7	46.3	29.5	41.7	30.3
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) 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.

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

na Not available. – Nil or rounded to zero.

Table 4A.2

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

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, 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	SA	Tas	ACT	NT	Aust
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	3 332 266
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 (b)										
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
Combined (c)	no.	282	190	205	194	140	54	14	63	1 142
Special	no.	138	97	50	72	23	9	5	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

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Combined (c)	%	9.1	8.2	11.8	18.2	17.3	19.3	10.1	34.1	11.9
Special	%	4.5	4.2	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
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 (b)										
Primary	no.	48 107	36 799	35 024	19 489	13 345	4 012	2 657	2 615	162 047
Secondary	no.	51 093	41 282	28 125	15 013	10 713	4 048	3 026	1 668	154 966
Total active in schools	no.	99 200	78 081	63 149	34 502	24 058	8 060	5 682	4 284	317 014
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 163	1 653	1 206	663	547	170	93	99	6 594
Secondary	no.	522	362	262	138	94	46	27	17	1 468
Combined (c)	no.	283	195	216	195	141	54	15	65	1 164
Special	no.	138	95	50	72	23	9	5	5	397
Total	no.	3 106	2 305	1 734	1 068	805	279	140	186	9 623

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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 (c)	%	9.1	8.5	12.5	18.3	17.5	19.4	10.7	34.9	12.1
Special	%	4.4	4.1	2.9	6.7	2.9	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
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
Staff (b)										
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

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Combined (c)	no.	287	194	223	200	142	55	15	64	1 180
Special	no.	138	95	50	72	23	7	5	5	395
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 (c)	%	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
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Students										
Primary — full time	no.	618 394	453 511	428 074	210 575	157 118	45 006	30 793	25 832	1 969 303
Primary — part time	no.	140	623	2 689	399	67	21	130	45	4 114
Primary — FTE of part time students	no.	102	322	896	264	40	13	76	21	1 734
Primary — FTE total	no.	618 496	453 833	428 970	210 839	157 158	45 019	30 869	25 853	1 971 037
Secondary — full time	no.	490 809	380 342	269 829	134 013	94 331	36 853	28 604	12 439	1 447 220
Secondary — part time	no.	2 483	2 515	3 345	2 324	7 245	1 627	39	811	20 389
Secondary — FTE of part time students	no.	1 152	1 224	1 221	581	3 305	940	18	318	8 759
Secondary — FTE total	no.	491 961	381 566	271 050	134 594	97 636	37 793	28 622	12 757	1 455 979
Primary and secondary — full time total	no.	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523
Primary and secondary — FTE total	no.	1 110 458	835 399	700 020	345 432	254 793	82 812	59 492	38 610	3 427 016
Staff (b)										
Primary	no.	50 134	38 121	38 118	20 488	13 926	4 124	2 661	2 772	170 342
Secondary	no.	52 430	43 715	29 892	16 157	11 060	4 197	3 027	1 737	162 215
Total active in schools	no.	102 564	81 836	68 009	36 645	24 986	8 321	5 687	4 509	332 557

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Not active in schools	no.	2 800	1 702	2 815	2 068	1 296	419	332	379	11 811
Schools										
Primary	no.	2 150	1 637	1 173	663	542	169	85	98	6 517
Secondary	no.	531	370	260	140	95	46	26	18	1 486
Combined (c)	no.	287	204	233	195	143	56	17	64	1 199
Special	no.	139	81	49	70	23	6	4	5	377
Combined and special (c)	no.	426	285	282	265	166	62	21	69	1 576
Total	no.	3 107	2 292	1 715	1 068	803	277	132	185	9 579
Schools										
Primary	%	69.2	71.4	68.4	62.1	67.5	61.0	64.4	53.0	68.0
Secondary	%	17.1	16.1	15.2	13.1	11.8	16.6	19.7	9.7	15.5
Combined (c)	%	9.2	8.9	13.6	18.3	17.8	20.2	12.9	34.6	12.5
Special	%	4.5	3.5	2.9	6.6	2.9	2.2	3.0	2.7	3.9
Combined and special (c)	%	13.7	12.4	16.4	24.8	20.7	22.4	15.9	37.3	16.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Students										
Primary — full time	no.	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Primary — part time	no.	109	701	2 984	299	79	27	108	28	4 335
Primary — FTE of part time students	no.	75	360	1 029	189	52	12	75	13	1 805
Primary — FTE total	no.	617 645	455 348	433 595	213 445	156 309	44 782	30 815	23 368	1 975 307
Secondary — full time	no.	490 981	383 345	273 896	136 401	95 204	36 821	28 439	15 702	1 460 789
Secondary — part time	no.	2 344	2 546	2 988	1 768	6 837	1 519	14	407	18 423
Secondary — FTE of part time students	no.	1 323	1 212	1 122	504	3 199	863	8	147	8 378
Secondary — FTE total	no.	492 304	384 557	275 018	136 905	98 403	37 684	28 447	15 849	1 469 167
Primary and secondary — full time total	no.	1 108 551	838 333	706 462	349 657	251 461	81 591	59 179	39 057	3 434 291

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary and secondary — FTE total	no.	1 109 950	839 905	708 613	350 350	254 711	82 466	59 262	39 217	3 444 474
Staff (b)										
Primary	no.	50 796	38 714	38 690	20 997	13 988	4 171	2 675	2 847	172 876
Secondary	no.	52 885	44 567	30 481	16 588	11 199	4 266	3 013	1 999	164 997
Total active in schools	no.	103 681	83 281	69 170	37 585	25 187	8 437	5 688	4 846	337 873
Not active in schools	no.	2 881	1 734	2 943	1 311	2 229	425	422	342	12 285
Schools										
Primary	no.	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary	no.	526	360	250	131	95	46	22	25	1 455
Combined (c)	no.	293	205	238	199	142	56	18	90	1 241
Special	no.	146	97	59	77	23	6	5	5	418
Combined and special (c)	no.	439	302	297	276	165	62	23	95	1 659
Total	no.	3 109	2 288	1 713	1 065	795	277	128	187	9 562
Schools										
Primary	%	69.0	71.1	68.1	61.8	67.3	61.0	64.8	35.8	67.4
Secondary	%	16.9	15.7	14.6	12.3	11.9	16.6	17.2	13.4	15.2
Combined (c)	%	9.4	9.0	13.9	18.7	17.9	20.2	14.1	48.1	13.0
Special	%	4.7	4.2	3.4	7.2	2.9	2.2	3.9	2.7	4.4
Combined and special (c)	%	14.1	13.2	17.3	25.9	20.8	22.4	18.0	50.8	17.3
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) 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.

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

Table 4A.3

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

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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na Not available.

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, 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
2004										
Students — male										
	Primary — full time	no. 320 061	234 264	197 570	106 738	80 780	23 869	16 075	12 930	992 287
	Primary — part time	no. 98	471	656	282	55	20	136	22	1 740
	Primary — FTE of part time students	no. 69	248	266	192	34	11	68	14	902
	Primary — FTE total	no. 320 130	234 512	197 836	106 930	80 814	23 880	16 143	12 944	993 189
	Secondary — full time	no. 243 461	184 253	127 322	65 668	45 918	18 035	14 471	6 191	705 319
	Secondary — part time	no. 1 044	1 372	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

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.	89	538	693	220	61	18	142	26	1 787
Primary — FTE of part time students	no.	63	283	276	151	30	11	70	11	896
Primary — FTE total	no.	319 181	233 815	200 191	107 233	80 819	23 672	15 892	13 017	993 821
Secondary — full time	no.	244 828	186 316	129 081	66 324	46 620	18 214	14 552	6 252	712 187
Secondary — part time	no.	987	1 262	1 671	890	2 641	554	31	490	8 526
Secondary — FTE of part time students	no.	533	585	606	230	1 300	287	12	203	3 755
Secondary — FTE total	no.	245 361	186 901	129 687	66 554	47 920	18 501	14 564	6 455	715 942
Primary and secondary — full time total	no.	563 946	419 848	328 996	173 406	127 409	41 875	30 374	19 258	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

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.	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
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
2007										
Students — male										
Primary — full time	no.	317 457	232 804	220 074	108 546	80 584	23 112	15 649	13 368	1 011 594
Primary — part time	no.	75	446	1 852	228	43	21	72	20	2 757
Primary — FTE of part time students	no.	53	232	618	151	24	13	43	9	1 143
Primary — FTE total	no.	317 510	233 036	220 692	108 697	80 608	23 125	15 692	13 377	1 012 737
Secondary — full time	no.	247 578	190 995	135 871	67 489	47 601	18 533	14 571	6 276	728 914
Secondary — part time	no.	921	1 088	1 398	802	2 897	578	12	382	8 078
Secondary — FTE of part time students	no.	477	523	537	223	1 381	334	4	151	3 630

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.	248 055	191 518	136 408	67 712	48 982	18 867	14 575	6 427	732 544
Primary and secondary — full time total	no.	565 035	423 799	355 945	176 035	128 185	41 645	30 220	19 644	1 740 508
Primary and secondary — FTE total	no.	565 565	424 554	357 100	176 409	129 590	41 991	30 266	19 805	1 745 281
Students — female										
Primary — full time	no.	300 937	220 707	208 000	102 029	76 534	21 894	15 144	12 464	957 709
Primary — part time	no.	65	177	837	171	24	—	58	25	1 357
Primary — FTE of part time students	no.	49	91	278	113	16	—	33	11	590
Primary — FTE total	no.	300 986	220 798	208 278	102 142	76 550	21 894	15 177	12 475	958 299
Secondary — full time	no.	243 231	189 347	133 958	66 524	46 730	18 320	14 033	6 163	718 306
Secondary — part time	no.	1 562	1 427	1 947	1 522	4 348	1 049	27	429	12 311
Secondary — FTE of part time students	no.	675	701	685	358	1 924	606	15	167	5 130
Secondary — FTE total	no.	243 906	190 048	134 643	66 882	48 654	18 926	14 048	6 330	723 436
Primary and secondary — full time total	no.	544 168	410 054	341 958	168 553	123 264	40 214	29 177	18 627	1 676 015
Primary and secondary — FTE total	no.	544 892	410 845	342 920	169 023	125 203	40 820	29 225	18 805	1 681 735
2008										
Students — male										
Primary — full time	no.	316 879	233 635	222 399	109 686	80 157	22 992	15 626	12 028	1 013 402
Primary — part time	no.	61	486	2 045	168	43	21	54	20	2 898
Primary — FTE of part time students	no.	40	246	708	106	28	9	37	9	1 182
Primary — FTE total	no.	316 919	233 881	223 107	109 792	80 185	23 001	15 663	12 037	1 014 584
Secondary — full time	no.	247 712	192 297	137 526	69 024	47 814	18 535	14 531	7 984	735 423
Secondary — part time	no.	969	1 104	1 363	579	2 815	516	8	228	7 582
Secondary — FTE of part time students	no.	591	499	543	200	1 353	299	4	75	3 563
Secondary — FTE total	no.	248 303	192 796	138 069	69 224	49 167	18 834	14 535	8 059	738 986
Primary and secondary — full time total	no.	564 591	425 932	359 925	178 710	127 971	41 527	30 157	20 012	1 748 825
Primary and secondary — FTE total	no.	565 222	426 677	361 176	179 015	129 352	41 835	30 198	20 096	1 753 569

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.	300 691	221 353	210 167	103 570	76 100	21 778	15 114	11 327	960 100
Primary — part time	no.	48	215	939	131	36	6	54	8	1 437
Primary — FTE of part time students	no.	36	114	321	84	24	3	38	4	624
Primary — FTE total	no.	300 727	221 467	210 488	103 654	76 124	21 781	15 152	11 331	960 724
Secondary — full time	no.	243 269	191 048	136 370	67 377	47 390	18 286	13 908	7 718	725 366
Secondary — part time	no.	1 375	1 442	1 625	1 189	4 022	1 003	6	179	10 841
Secondary — FTE of part time students	no.	732	713	579	304	1 846	564	4	72	4 815
Secondary — FTE total	no.	244 001	191 761	136 949	67 681	49 236	18 850	13 912	7 790	730 181
Primary and secondary — full time total	no.	543 960	412 401	346 537	170 947	123 490	40 064	29 022	19 045	1 685 466
Primary and secondary — FTE total	no.	544 728	413 228	347 437	171 335	125 360	40 631	29 064	19 121	1 690 904

FTE = Full time equivalent.

— Nil or rounded to zero.

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.5

Table 4A.5	Students as a proportion of the population, 2008 (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 students as a proportion of the population									
Government schools	6.2	5.8	7.2	6.9	6.6	6.7	5.4	8.4	6.4
Non-government schools	2.7	2.7	2.9	2.9	3.2	2.3	3.5	2.2	2.8
All schools	8.8	8.6	10.1	9.8	9.7	9.0	8.9	10.6	9.2
Secondary students as a proportion of the population									
Government schools	4.4	4.2	4.0	3.7	3.6	5.0	4.5	4.9	4.1
Non-government schools	2.7	3.0	2.4	2.6	2.4	2.4	3.7	2.3	2.7
All schools	7.0	7.2	6.4	6.3	5.9	7.4	8.2	7.1	6.8
All students as a proportion of the population									
Government schools	10.5	10.1	11.2	10.6	10.1	11.7	9.8	13.3	10.6
Non-government schools	5.4	5.7	5.3	5.5	5.6	4.7	7.3	4.5	5.5
All schools	15.9	15.8	16.5	16.1	15.7	16.4	17.1	17.8	16.0

(a) Full time students as a proportion of the total population. Population is as at 30 June 2008, using preliminary ERP.

(b) Totals may not add as a result of rounding.

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (2009), *Australian Demographic Statistics*, December Quarter 2008, Cat. no. 3101.0; table AA.2.

Table 4A.6

Table 4A.6 Average FTE student population, by school sector (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>
Average FTE student population in government schools (no.)									
2003-04	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 816	2 262 607
2004-05	743 543	538 116	451 565	229 891	168 364	61 911	35 649	28 895	2 257 933
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 262	28 991	2 256 573
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 278	2 275 344
Average FTE student population in non-government schools (no.)									
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511
2004-05	365 283	287 947	193 328	108 223	83 985	21 753	24 206	8 773	1 093 497
2005-06	368 689	291 782	199 266	111 193	85 699	22 187	24 459	8 964	1 112 237
2006-07	370 862	296 119	210 668	113 928	87 147	22 703	24 694	9 234	1 135 354
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 401
Average FTE student population in all schools (no.)									
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
2006-07	1 110 387	833 513	679 452	344 452	254 006	83 124	59 568	38 334	3 402 835
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 377	38 913	3 435 745

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years.

Source: Tables 4A.1–3; 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0.

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2007-08 \$) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT (e)	Aust
Government schools									
Australian government specific purpose payments (excluding capital grants) (f)									
2003-04	795 028	542 991	472 661	239 403	178 645	65 727	35 043	60 490	2 389 988
2004-05	799 277	566 074	492 709	229 795	182 919	68 665	35 914	43 623	2 418 976
2005-06	823 754	548 660	496 833	268 347	178 717	66 205	34 587	57 481	2 474 586
2006-07	824 919	552 378	500 574	254 805	185 059	64 584	35 052	59 775	2 477 144
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
State and territory government recurrent expenditure (including UCC) (g)									
2003-04	8 378 214	5 402 899	4 607 616	2 621 957	1 867 840	661 581	470 378	446 936	24 457 422
2004-05	8 472 435	5 399 342	4 901 313	2 931 960	1 886 724	671 291	465 943	460 114	25 189 121
2005-06	8 300 161	5 531 012	4 984 825	2 875 195	1 895 805	694 047	472 210	469 375	25 222 630
2006-07	8 250 332	5 458 814	5 313 239	3 126 801	1 870 607	681 866	469 497	455 723	25 626 881
2007-08	8 276 789	5 580 078	5 456 892	3 414 873	1 883 598	670 785	518 008	471 046	26 272 069
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	9 173 242	5 945 889	5 080 277	2 861 361	2 046 486	727 308	505 421	507 426	26 847 410
2004-05	9 271 712	5 965 416	5 394 022	3 161 755	2 069 643	739 957	501 857	503 736	27 608 097
2005-06	9 123 915	6 079 673	5 481 658	3 143 543	2 074 522	760 252	506 797	526 856	27 697 216
2006-07	9 075 250	6 011 192	5 813 813	3 381 606	2 055 666	746 449	504 550	515 498	28 104 026
2007-08	9 085 043	6 141 943	5 980 810	3 659 181	2 069 359	735 783	551 477	534 225	28 757 821
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (f)									
2003-04	1 711 644	1 346 152	930 694	505 368	387 474	102 776	106 925	56 403	5 147 437
2004-05	1 828 824	1 428 102	1 028 146	535 135	436 406	112 333	105 256	48 165	5 522 367
2005-06	1 768 809	1 422 234	1 056 847	547 144	426 735	113 731	107 596	57 671	5 500 767
2006-07	1 795 117	1 418 118	1 073 025	540 740	436 689	113 762	109 493	45 343	5 532 287

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Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2007-08 \$) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT (e)	Aust
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
State and territory government recurrent expenditure									
2003-04	720 613	354 979	435 466	226 475	116 979	39 626	39 658	33 022	1 966 819
2004-05	763 725	365 813	449 846	230 564	118 370	41 184	40 650	33 188	2 043 339
2005-06	761 082	365 961	536 811	232 280	119 356	40 398	41 783	35 730	2 133 401
2006-07	767 938	379 705	453 770	241 411	127 222	42 066	40 103	49 668	2 101 883
2007-08	776 307	399 829	459 615	256 347	130 985	42 296	41 690	28 634	2 135 703
Australian, State and Territory government recurrent expenditure									
2003-04	2 432 257	1 701 130	1 366 160	731 843	504 453	142 402	146 584	89 426	7 114 255
2004-05	2 592 549	1 793 914	1 477 992	765 698	554 776	153 517	145 906	81 352	7 565 706
2005-06	2 529 891	1 788 194	1 593 658	779 424	546 091	154 130	149 379	93 401	7 634 168
2006-07	2 563 055	1 797 823	1 526 795	782 151	563 911	155 828	149 596	95 011	7 634 170
2007-08	2 533 683	1 832 114	1 537 373	808 715	566 351	158 573	148 461	81 497	7 666 767
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (f)									
2003-04	2 506 673	1 889 142	1 403 355	744 771	566 120	168 503	141 968	116 893	7 537 425
2004-05	2 628 101	1 994 176	1 520 855	764 930	619 325	180 998	141 170	91 787	7 941 343
2005-06	2 592 563	1 970 894	1 553 680	815 491	605 452	179 937	142 183	115 153	7 975 354
2006-07	2 620 035	1 970 496	1 573 599	795 545	621 748	178 346	144 545	105 118	8 009 431
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
State and territory government recurrent expenditure (including UCC) (g)									
2003-04	9 098 827	5 757 877	5 043 082	2 848 432	1 984 819	701 207	510 037	479 959	26 424 240
2004-05	9 236 160	5 765 154	5 351 159	3 162 524	2 005 095	712 475	506 593	493 301	27 232 460
2005-06	9 061 242	5 896 973	5 521 636	3 107 476	2 015 161	734 445	513 992	505 105	27 356 031
2006-07	9 018 270	5 838 519	5 767 009	3 368 212	1 997 829	723 932	509 601	505 391	27 728 764

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Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2007-08 \$) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT (e)	Aust
2007-08	9 053 096	5 979 907	5 916 507	3 671 220	2 014 583	7 13 081	559 698	499 679	28 407 772
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	11 605 500	7 647 020	6 446 437	3 593 203	2 550 939	869 710	652 005	596 852	33 961 665
2004-05	11 864 260	7 759 330	6 872 014	3 927 454	2 624 419	893 473	647 763	585 089	35 173 803
2005-06	11 653 806	7 867 867	7 075 317	3 922 967	2 620 613	914 382	656 176	620 258	35 331 384
2006-07	11 638 306	7 809 015	7 340 608	4 163 757	2 619 578	902 277	654 146	610 509	35 738 195
2007-08	11 618 726	7 974 057	7 518 183	4 467 896	2 635 710	894 356	699 938	615 721	36 424 588

(a) This table integrates information from tables 4A.11 and 4A.12, 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) 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.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2007-08 = 100 (table AA.26).

(d) Figures are derived by dividing Australian, State and Territory government expenditure on non-government schools by average student population data in table 4A.6.

(e) In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure in 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007.

(f) Includes recurrent, targeted and Indigenous program expenditure.

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

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2007-08 \$) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (e)	Aust
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Source: 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 2008 *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009 *Schools Australia 2008*, Cat. no. 4221.0; DEEWR (unpublished); Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) *National Schools Statistics Collection* (NSSC) (unpublished); State and Territory governments (unpublished).

Table 4A.8

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (2007-08 \$) (a), (b), (c)

	NSW (d)	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Total secondary	14 139	12 879	13 315	16 313	14 128	13 460	15 587	20 663	13 949
Total	12 470	11 086	11 945	13 753	12 293	11 952	14 078	17 434	12 227
2005-06									
In-school primary	10 665	9 571	10 708	11 664	10 626	10 382	11 903	14 046	10 589
In-school secondary	13 534	12 368	12 664	14 991	13 119	12 966	15 606	19 545	13 262
Out-of-school	465	566	631	834	884	916	796	2 408	634
Total primary	11 130	10 137	11 339	12 498	11 510	11 298	12 699	16 454	11 222
Total secondary	13 999	12 934	13 295	15 824	14 003	13 882	16 401	21 953	13 896
Total	12 313	11 301	12 056	13 659	12 405	12 403	14 373	18 173	12 274
2006-07									
In-school primary	10 672	9 473	11 013	12 723	10 755	10 500	12 730	14 215	10 780
In-school secondary	13 475	12 083	12 848	16 051	12 804	12 807	15 083	19 527	13 261
Out-of-school	438	620	725	785	825	859	669	1 870	637
Total primary	11 110	10 093	11 738	13 508	11 580	11 360	13 399	16 085	11 418
Total secondary	13 913	12 702	13 573	16 836	13 629	13 666	15 752	21 397	13 899
Total	12 272	11 186	12 402	14 669	12 320	12 354	14 468	17 715	12 394
2007-08									
In-school primary	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out-of-school	426	598	676	799	884	750	743	1 794	622
Total primary	11 148	10 225	11 633	14 309	11 627	11 450	14 964	16 432	11 557
Total secondary	13 977	13 122	13 855	18 749	13 916	13 560	17 374	21 837	14 306
Total	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639

(a) This table integrates information from tables 4A.6 and 4A.7 and other MCEECDYA NSSC financial data.

Table 4A.8

**Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools
(\$ per FTE student) (2007-08 \$) (a), (b), (c)**

	NSW (d)	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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(b) 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.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2007-08 = 100 (table AA.26).

(d) NSW data for 2004-05 were revised for the 2009 Report (to exclude the back to school allowance), and will be different to 2004-05 data published in earlier Reports.

Source: Tables 4A.6-7; MCEECDYA NSSC financial collection (unpublished).

Table 4A.9

Table 4A.9 Real Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (2007-08 \$) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	4 749	4 721	4 962	4 796	4 719	4 799	4 485	6 531	4 790
2004-05	5 007	4 960	5 318	4 945	5 196	5 164	4 348	5 490	5 050
2005-06	4 798	4 874	5 304	4 921	4 979	5 126	4 399	6 434	4 946
2006-07	4 840	4 789	5 093	4 746	5 011	5 011	4 434	4 910	4 873
2007-08	4 712	4 761	4 833	4 718	4 911	5 026	4 264	5 486	4 767
State and territory government recurrent expenditure (including UCC) per FTE student									
2003-04	1 999	1 245	2 322	2 149	1 425	1 850	1 663	3 824	1 830
2004-05	2 091	1 270	2 327	2 130	1 409	1 893	1 679	3 783	1 869
2005-06	2 064	1 254	2 694	2 089	1 393	1 821	1 708	3 986	1 918
2006-07	2 071	1 282	2 154	2 119	1 460	1 853	1 624	5 379	1 851
2007-08	2 081	1 329	2 061	2 190	1 478	1 828	1 665	2 972	1 840
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2003-04	6 749	5 965	7 284	6 945	6 144	6 650	6 148	10 355	6 621
2004-05	7 097	6 230	7 645	7 075	6 606	7 057	6 028	9 273	6 919
2005-06	6 862	6 129	7 998	7 010	6 372	6 947	6 107	10 420	6 864
2006-07	6 911	6 071	7 247	6 865	6 471	6 864	6 058	10 289	6 724
2007-08	6 793	6 090	6 894	6 908	6 388	6 854	5 929	8 458	6 607

(a) This table integrates information from tables 4A.6 and 4A.7.

(b) See table 4A.7 for explanations on the derivation of these figures.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2007-08 = 100 (table AA.26).

Source: Tables 4A.6-7.

Table 4A.10

Table 4A.10 Real Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (2007-08 \$) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	2 261	2 296	2 206	2 217	2 245	2 011	2 362	3 121	2 259
2004-05	2 370	2 414	2 358	2 262	2 454	2 163	2 359	2 437	2 370
2005-06	2 336	2 375	2 376	2 389	2 394	2 155	2 381	3 034	2 367
2006-07	2 360	2 364	2 316	2 310	2 448	2 146	2 427	2 742	2 354
2007-08	2 311	2 381	2 274	2 290	2 438	2 194	2 362	2 982	2 333
State and territory government recurrent expenditure (including UCC) per FTE student									
2003-04	8 206	6 999	7 928	8 477	7 872	8 367	8 485	12 815	7 918
2004-05	8 330	6 979	8 298	9 353	7 946	8 516	8 464	13 096	8 126
2005-06	8 166	7 107	8 443	9 104	7 967	8 797	8 607	13 308	8 120
2006-07	8 122	7 005	8 488	9 778	7 865	8 709	8 555	13 184	8 149
2007-08	8 154	7 139	8 400	10 553	7 908	8 629	9 426	12 841	8 268
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2003-04	10 467	9 295	10 134	10 694	10 117	10 378	10 847	15 936	10 177
2004-05	10 700	9 393	10 656	11 616	10 400	10 679	10 822	15 533	10 495
2005-06	10 502	9 482	10 819	11 493	10 361	10 953	10 988	16 342	10 488
2006-07	10 481	9 369	10 804	12 088	10 313	10 855	10 981	15 926	10 502
2007-08	10 465	9 520	10 674	12 843	10 346	10 822	11 788	15 823	10 602

(a) This table integrates information from tables 4A.6 and 4A.7.

(b) See table 4A.7 for explanations on the derivation of these figures.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2007-08 = 100 (table AA.26).

Source: Tables 4A.6-7.

Table 4A.11

Table 4A.11 Australian Government specific purpose payments for schools, 2007-08 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	620 978	447 975	393 673	186 232	135 697	49 980	29 095	24 525	1 888 155
Targeted	\$'000	163 558	106 267	73 798	39 525	41 869	11 249	4 291	8 414	448 971
Indigenous programs	\$'000	23 718	7 623	56 447	18 551	8 195	3 769	83	30 240	148 626
<i>Total recurrent</i>	\$'000	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
Capital	\$'000	152 722	107 832	79 676	50 681	39 991	15 227	7 681	10 830	464 640
Total recurrent and capital	\$'000	960 976	669 697	603 594	294 989	225 752	80 225	41 150	74 009	2 950 392
Non-government schools										
General recurrent	\$'000	1 672 969	1 366 319	1 043 304	532 383	417 095	112 359	103 533	50 021	5 297 983
Targeted	\$'000	84 407	65 966	34 454	19 985	18 271	3 918	3 238	2 842	233 081
Indigenous programs (b)	\$'000	—	—	—	—	—	—	—	—	—
<i>Total recurrent</i>	\$'000	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
Capital	\$'000	83 041	67 789	50 454	25 805	20 228	5 209	5 742	4 614	262 882
Total recurrent and capital	\$'000	1 840 417	1 500 074	1 128 212	578 173	455 594	121 486	112 513	57 477	5 793 946
Joint programs										
<i>Total</i>	\$'000	2 063	4 069	1 709	130	297	374	237	194	9 073
All schools (c)										
<i>Total recurrent</i>	\$'000	2 567 693	1 998 219	1 603 385	796 806	621 424	181 649	140 477	116 236	8 025 889
Total recurrent and capital	\$'000	2 803 456	2 173 840	1 733 515	873 292	681 643	202 085	153 900	131 680	8 753 411

(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) 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.

(c) Includes total recurrent expenditure on government schools, non-government schools and joint programs.

— Nil or rounded to zero.

Source: Department of Education, Employment and Workplace Relations (DEEWR) (unpublished).

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Table 4A.12

Table 4A.12 Australian, State and Territory government recurrent expenditure on government schools, 2007-08 (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Depreciation	2 266	10 819	3 133	1 545	3 529	411	—	595	22 298
Total	3 14 042	3 20 982	3 25 577	1 84 307	1 46 808	4 4 637	25 521	52 520	1 414 395
Australian, State and Territory government recurrent expenditure per FTE student, government schools (\$ per FTE student) (h)									
<i>Total employee related expenditure</i>	8 418	7 085	7 698	8 920	8 637	8 263	9 933	11 144	8 072
Total expenditure	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639
In-school primary									
Teachers	6 180	5 279	5 506	5 831	5 969	5 830	7 387	6 595	5 785
Other staff (e)	1 090	718	1 349	1 888	1 519	1 465	1 608	2 919	1 226
<i>Total employee related expenditure</i>	7 270	5 997	6 854	7 719	7 488	7 295	8 995	9 514	7 011
Other operating expenses (f)	1 664	1 647	1 515	2 305	1 864	2 206	1 798	3 447	1 752
User cost of capital (g)	1 423	1 681	2 172	2 898	1 113	831	2 809	1 242	1 788
Depreciation	366	303	416	588	278	368	619	436	385
Total	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary									
Teachers	8 149	6 879	6 705	7 743	7 370	6 792	8 380	7 762	7 424
Other staff (e)	1 234	1 121	1 444	2 048	1 774	1 588	1 881	3 234	1 398
<i>Total employee related expenditure</i>	9 383	8 000	8 149	9 791	9 144	8 380	10 260	10 996	8 823
Other operating expenses (f)	2 141	2 320	2 066	3 128	2 184	2 566	2 151	5 782	2 315
User cost of capital (g)	1 541	1 709	2 331	4 191	1 305	1 336	3 283	2 402	1 990
Depreciation	486	495	632	840	399	528	938	863	556
Total	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out of school									
Teachers	—	—	—	—	—	—	—	—	—
Other staff (e)	270	247	382	481	547	497	362	1 132	348
<i>Total employee related expenditure</i>	270	247	382	481	547	497	362	1 132	348
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Table 4A.12

Table 4A.12 Australian, State and Territory government recurrent expenditure on government schools, 2007-08 (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other operating expenses (f)	143	313	284	305	296	241	381	641	253
User cost of capital (g)	9	17	4	6	19	5	-	-	10
Depreciation	3	20	7	7	21	7	-	20	10
Total	426	598	676	799	884	750	743	1 794	622

FTE = Full time equivalent

- (a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.14.
- (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) Includes redundancy payments.
- (f) Includes grants and subsidies.
- (g) 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.
- (h) Australian, State and Territory government recurrent expenditure on government schools, divided by two year average FTE student population (table 4A.6).
- Nil or rounded to zero.

Source: MCEECDYA NSSC (unpublished).

Table 4A.13

	NSW	Vic (c)	Q/ld	WA	SA	Tas	ACT	NT	Aust
Table 4A.13 Value of capital stock, government schools (\$'000) (a), (b)									
2003-04									
Total assets (gross)	20 197 873	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	101 456	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 140 534
Total assets (WDV) (d)	12 732 601	7 998 232	7 408 754	3 818 115	1 699 260	720 770	537 857	564 538	35 480 127
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 (e)	184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526
User cost of capital	1 018 608	639 859	592 700	305 449	135 941	57 662	43 029	45 163	2 838 410
2004-05									
Total assets (gross)	20 534 941	9 737 163	13 625 606	5 828 465	3 825 957	698 503	657 074	798 841	55 706 550
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (d)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	565 667	555 048	41 005 167
Land	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
Annual depreciation (e)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
User cost of capital	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 413
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) (d)	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 (e)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
User cost of capital	1 037 485	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 342 232

Table 4A.13

	NSW	Vic (c)	Q/ld	WA	SA	Tas	ACT	NT	Aust
Table 4A.13 Value of capital stock, government schools (\$'000) (a), (b)									
2006-07									
Total assets (gross)	23 382 641	9 952 233	17 135 301	7 973 294	4 357 660	788 459	829 511	679 183	65 098 282
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	264 729	122 570	18 163 431
Total assets (WDV) (d)	13 521 923	9 254 941	12 247 666	7 832 739	2 099 871	749 743	564 782	556 613	46 828 278
Land	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	37 877	39 394	18 345 282
Buildings, equipment and other	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	526 905	517 219	28 482 996
Annual depreciation (e)	244 062	211 716	217 934	153 544	53 655	24 347	16 188	22 153	943 599
User cost of capital	1 081 754	740 395	979 813	626 619	167 990	59 979	45 183	44 529	3 746 262
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	487 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
Annual depreciation (e)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
User cost of capital	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462

(a) Table 4A.14 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) 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.

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

(e) Depreciation costs align with MCEECDYA treatment.

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

Table 4A.14

Table 4A.14 Treatment of assets by school education agencies (a), (b), (c)

Depreciation method	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		
	Straight line	Fair value	Straight line	Fair value	Straight line	Fair value	Straight line	Fair value	Straight line	Fair value	Straight line	Fair value	Straight line	Fair value	Straight line	Fair value	
Revaluation method																	
Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Current replacement	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
Buildings	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Current replacement	Current replacement	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
Other assets	Fair value	na	Fair value/historic cost	na	Fair value/historic cost	Cost	Cost	Cost	Cost	Historic cost	Historic cost	Historic cost	Historic cost	Cost	Cost	na	na
Frequency of revaluations	5 years	5 years	5 years	5 years	5 years	3 years	3 years	3 years	3 years	Land annual/buildings 3 years	Annual	Annual	Annual	3 years	3 years	5 years	5 years
Other assets	Not revalued	na	na	na	na	As required	As required	As required	3 years	3 years	na	na	na	..	..	na	na
Useful asset lives	50 years	60 years	32-80 years	60 years	32-80 years	40 years	40 years	40 years	25 to 106 years (incl paving and pools)	5-80 years	5-80 years	5-80 years	5-80 years	50 years	50 years	50 years	50 years
Buildings	50 years	60 years	32-80 years	60 years	32-80 years	40 years	40 years	40 years	25 to 106 years (incl paving and pools)	5-80 years	5-80 years	5-80 years	5-80 years	50 years	50 years	50 years	50 years
Specialist equipment	3-30 years	na	5-20 years	na	5-20 years	8-12.5 years	8-12.5 years	8-12.5 years	na	na	na	na	na	5-20 years	5-20 years	na	na
IT equipment	3-15 years	3-5 years	5 years	3-5 years	5 years	4-5 years	4-5 years	4-5 years	3-15 years	3-10 years	3-10 years	3-10 years	3-10 years	3-8 years	3-8 years	na	na
Other vehicles	5-15 years	na	5-10 years	na	5-10 years	5 years	5 years	5 years	12-20 years	3-10 years	3-10 years	3-10 years	3-10 years	6 years	6 years	4-10 years	4-10 years
Office equipment (d)	3-30 years	3-33 years	5-10 years	3-33 years	5-10 years	8 years	8 years	8 years	3-15 years	3-30 years	3-30 years	3-30 years	3-30 years	5-10 years	5-10 years	4-10 years	4-10 years
Other equipment (e)	3-30 years	3-33 years	5-10 years	3-33 years	5-10 years	8-12.5 years	8-12.5 years	8-12.5 years	3-15 years	3-30 years	3-30 years	3-30 years	3-30 years	na	na	na	na
Buildings	50 000	5 000	10 000	5 000	10 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	5 000	5 000
IT equipment	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	5 000	5 000
Other assets	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	2 000	2 000	5 000	5 000

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

(b) Estimated as 1/depreciation rate.

Table 4A.14

Table 4A.14 Treatment of assets by school education agencies (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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(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. ... Not applicable.

Source: State and Territory governments (unpublished).

Table 4A.15

Table 4A.15 Comparability of government expenditure on government schools — items included, 2007-08 (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.16

Table 4A.16 **Students-to-staff ratios, 2008 (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	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
Secondary schools	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3
All schools	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1
Non-teaching school staff (c), (d)									
Primary schools	47.5	49.8	38.7	28.3	36.0	32.6	44.8	23.7	40.8
Secondary schools	44.4	40.9	38.2	27.6	33.0	30.6	44.0	25.7	38.5
All schools	46.2	45.6	38.5	28.0	34.9	31.7	44.4	24.4	39.9
All school staff (e)									
Primary schools	11.9	11.9	11.1	9.9	10.8	10.5	10.4	8.1	11.3
Secondary schools	9.7	9.2	9.6	8.2	9.1	9.1	9.5	8.6	9.3
All schools	10.9	10.6	10.5	9.3	10.1	9.9	10.0	8.2	10.4
Non-government schools									
Teaching staff (b)									
Primary schools	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
Secondary schools	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6
All schools	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
Non-teaching school staff (c), (d)									
Primary schools	52.8	48.1	34.3	29.5	46.1	37.3	64.4	20.5	42.3
Secondary schools	35.2	27.6	25.1	28.3	28.6	26.7	35.1	17.3	29.2
All schools	42.2	34.6	29.4	28.9	36.6	30.9	45.1	18.8	34.7
All school staff (e)									
Primary schools	12.7	11.4	11.5	10.8	12.0	11.4	13.7	8.8	11.8
Secondary schools	8.7	8.0	8.2	8.3	8.3	8.2	9.4	6.8	8.3
All schools	10.4	9.3	9.7	9.4	10.1	9.5	11.1	7.7	9.8
All schools									
Teaching staff (b)									
Primary schools	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
Secondary schools	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0
All schools	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9
Non-teaching school staff (c), (d)									
Primary schools	49.0	49.2	37.4	28.6	38.8	33.7	51.0	23.0	41.2
Secondary schools	40.4	34.1	32.0	27.9	31.2	29.2	39.4	22.3	34.3
All schools	44.8	40.9	35.1	28.3	35.4	31.5	44.7	22.7	37.9
All school staff (e)									
Primary schools	12.2	11.8	11.2	10.2	11.2	10.7	11.5	8.2	11.4
Secondary schools	9.3	8.6	9.0	8.3	8.8	8.8	9.4	7.9	8.9
All schools	10.7	10.1	10.2	9.3	10.1	9.8	10.4	8.1	10.2

FTE= Full time equivalent.

(a) FTE students and FTE staff.

Table 4A.16 **Students-to-staff ratios, 2008 (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 2009, *Schools Australia 2008*, Cat. no. 4221.0, Canberra.

Table 4A.17

Table 4A.17 **Distribution of school sizes — government schools, 2008 (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	9.1	5.1	12.7	3.7	3.5	1.4	–	8.9	7.5
21–35	7.4	6.7	10.2	4.5	4.4	2.9	–	12.5	7.1
36–100	15.8	15.9	16.5	11.4	18.7	19.3	10.5	5.4	15.7
101–200	13.8	20.5	12.8	16.2	22.7	28.6	15.8	8.9	16.6
201–300	16.9	18.9	9.4	22.9	22.9	25.7	22.8	30.4	17.6
301–600	29.6	27.5	25.7	36.7	26.6	21.4	50.9	33.9	28.9
601–1000	7.2	5.3	12.1	4.5	1.2	0.7	–	–	6.5
1001+	0.1	0.2	0.5	–	–	–	–	–	0.2
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	–	–	–	–	–	–	–	–	–
21–35	–	–	–	–	–	–	–	–	–
36–100	0.3	2.4	1.1	3.1	–	–	–	–	1.2
101–200	2.6	6.7	6.8	6.2	6.9	2.6	–	20.0	5.0
201–300	0.7	4.0	5.1	6.2	5.6	12.8	5.9	20.0	5.6
301–600	25.2	24.5	17.5	19.6	30.6	41.0	11.8	26.7	22.4
601–1000	42.8	29.6	33.3	46.4	41.7	35.9	76.5	13.3	39.8
1001+	28.4	32.8	36.2	18.6	15.3	7.7	5.9	20.0	26.0
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	–	1.7	–	7.4	5.3	3.8	–	16.0	5.1
21–35	–	–	–	–	–	–	–	–	–
36–100	18.2	3.4	25.0	28.4	26.3	11.5	–	46.7	24.7
101–200	31.8	20.7	14.1	16.8	10.5	26.9	–	10.7	17.2
201–300	28.8	27.6	26.1	24.2	31.6	30.8	–	24.0	26.7
301–600	15.2	22.4	13.0	16.8	14.5	23.1	16.7	2.7	14.4
601–1000	1.5	8.6	5.4	4.2	9.2	3.8	50.0	–	5.3
1001+	4.5	15.5	16.3	2.1	2.6	–	33.3	–	6.7
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 2008*.

Table 4A.18

Table 4A.18 **Distribution of school sizes — non-government schools, 2008**
(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	3.0	1.9	0.9	3.3	–	–	–	–	2.0
21–35	5.0	4.2	3.9	2.6	0.9	3.4	–	–	3.9
36–100	15.5	14.3	13.8	21.9	14.0	13.8	7.7	27.3	15.3
101–200	24.9	27.8	22.0	17.9	26.2	41.4	26.9	27.3	25.0
201–300	13.9	23.8	12.5	26.5	26.2	20.7	15.4	27.3	19.0
301–600	33.3	24.8	38.4	23.8	27.1	20.7	46.2	18.2	30.1
601–1000	4.4	3.3	8.2	4.0	5.6	–	3.8	–	4.6
1001+	–	–	0.4	–	–	–	–	–	0.1
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	3.8	–	–	2.9	4.3	–	–	10.0	2.2
21–35	–	–	–	–	–	–	–	–	–
36–100	3.8	3.7	4.1	8.8	13.0	14.3	–	30.0	5.5
101–200	3.8	6.5	6.8	5.9	17.4	14.3	–	10.0	6.3
201–300	3.8	3.7	13.7	5.9	4.3	–	–	10.0	5.8
301–600	23.6	17.8	34.2	8.8	17.4	14.3	–	30.0	22.1
601–1000	45.2	35.5	35.6	55.9	43.5	42.9	20.0	–	40.4
1001+	15.9	32.7	5.5	11.8	–	14.3	80.0	10.0	17.8
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	1.8	–	0.7	3.8	–	3.3	–	–	1.3
21–35	–	–	–	–	–	–	–	–	–
36–100	7.5	6.2	4.8	18.3	1.5	23.3	8.3	33.3	8.9
101–200	7.5	8.9	6.8	7.7	3.0	6.7	8.3	20.0	7.5
201–300	18.1	12.3	8.2	10.6	7.6	20.0	16.7	20.0	13.2
301–600	23.0	20.5	21.9	19.2	28.8	13.3	8.3	13.3	21.5
601–1000	24.8	27.4	21.9	15.4	37.9	30.0	8.3	13.3	24.3
1001+	17.3	24.7	35.6	25.0	21.2	3.3	50.0	–	23.4
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 2008*.

Table 4A.19

Table 4A.19 **Distribution of school sizes — all schools, 2008 (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	7.6	4.2	10.4	3.6	2.8	1.2	–	7.5	6.2
21–35	6.9	6.0	8.9	4.1	3.7	3.0	–	10.4	6.3
36–100	15.8	15.4	16.0	13.8	17.8	18.3	9.6	9.0	15.6
101–200	16.4	22.4	14.7	16.6	23.4	30.8	19.3	11.9	18.6
201–300	16.2	20.2	10.0	23.7	23.6	24.9	20.5	29.9	17.9
301–600	30.5	26.8	28.2	33.7	26.7	21.3	49.4	31.3	29.2
601–1000	6.5	4.7	11.3	4.4	2.1	0.6	1.2	–	6.1
1001+	0.1	0.1	0.5	–	–	–	–	–	0.2
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	1.1	–	–	0.8	1.1	–	–	4.0	0.6
21–35	–	–	–	–	–	–	–	–	–
36–100	1.3	2.8	2.0	4.6	3.2	2.2	–	12.0	2.4
101–200	2.7	6.7	6.8	6.1	9.5	4.3	–	16.0	5.4
201–300	4.9	3.9	7.6	6.1	5.3	10.9	4.5	16.0	5.6
301–600	21.7	22.5	22.4	16.8	27.4	37.0	9.1	28.0	22.3
601–1000	47.0	31.4	34.0	48.9	42.1	37.0	63.6	8.0	40.0
1001+	21.3	32.8	27.2	16.8	11.6	8.7	22.7	16.0	23.6
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	1.4	0.5	0.4	5.5	2.8	3.6	–	13.3	2.8
21–35	–	–	–	–	–	–	–	–	–
36–100	9.9	5.4	12.6	23.1	14.8	17.9	5.6	44.4	15.2
101–200	13.0	12.3	9.7	12.1	7.0	16.1	5.6	12.2	11.4
201–300	20.5	16.7	15.1	17.1	20.4	25.0	11.1	23.3	18.6
301–600	21.2	21.1	18.5	18.1	21.1	17.9	11.1	4.4	18.6
601–1000	19.5	22.1	15.5	10.1	22.5	17.9	22.2	2.2	16.7
1001+	14.4	22.1	28.2	14.1	11.3	1.8	44.4	–	16.7
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* 2008.

Table 4A.20

Table 4A.20 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004 (August)									
Government schools									
Primary students	440 309	316 143	287 406	150 222	108 786	35 918	19 788	19 801	1 378 373
Secondary students	303 920	220 073	161 400	79 544	57 080	25 069	16 033	8 534	871 653
Total students	744 229	536 216	448 806	229 766	165 866	60 987	35 821	28 335	2 250 026
Primary schools	1 652	1 221	969	511	438	142	67	82	5 082
Secondary schools	368	262	183	98	74	39	22	11	1 057
Combined schools	66	55	85	96	77	25	3	52	459
Special schools	106	80	47	70	20	8	4	5	340
Total schools	2 192	1 618	1 284	775	609	214	96	150	6 938
Non-government schools									
Primary students	183 670	139 279	98 738	55 855	48 664	10 491	11 607	5 114	553 418
Secondary students	179 150	146 805	91 411	50 445	33 992	11 086	12 352	3 581	528 822
Total students	362 820	286 084	190 149	106 300	82 656	21 577	23 959	8 695	1 082 240
Primary schools	514	437	244	152	114	29	26	17	1 533
Secondary schools	143	101	82	37	20	7	5	7	402
Combined schools	216	135	120	98	63	29	11	11	683
Special schools	32	17	3	2	3	1	1	-	59
Total schools	905	690	449	289	200	66	43	35	2 677
All schools									
Primary students	623 979	455 422	386 144	206 077	157 450	46 409	31 395	24 915	1 931 791
Secondary students	483 070	366 878	252 811	129 989	91 072	36 155	28 385	12 115	1 400 475
Total students	1 107 049	822 300	638 955	336 066	248 522	82 564	59 780	37 030	3 332 266
Primary schools	2 166	1 658	1 213	663	552	171	93	99	6 615
Secondary schools	511	363	265	135	94	46	27	18	1 459
Combined schools	282	190	205	194	140	54	14	63	1 142

Table 4A.20

Table 4A.20 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Special schools	138	97	50	72	23	9	5	5	399
Total schools	3 097	2 308	1 733	1 064	809	280	139	185	9 615
2008 (August)									
Government schools									
Primary students	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Secondary students	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Total students	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary schools	1 642	1 198	934	507	428	140	57	56	4 962
Secondary schools	369	253	177	97	72	39	17	15	1 039
Combined schools	66	58	92	95	76	26	6	75	494
Special schools	112	76	47	69	20	5	4	5	338
Total schools	2 189	1 585	1 250	768	596	210	84	151	6 833
Non-government schools									
Primary students	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Secondary students	186 396	159 021	102 817	56 296	37 811	12 016	12 957	4 987	572 301
Total students	373 909	303 174	226 612	118 710	88 988	23 311	25 151	9 882	1 169 737
Primary schools	502	428	232	151	107	29	26	11	1 486
Secondary schools	157	107	73	34	23	7	5	10	416
Combined schools	227	147	146	104	66	30	12	15	747
Special schools	34	21	12	8	3	1	1	-	80
Total schools	920	703	463	297	199	67	44	36	2 729
All schools									
Primary students	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Secondary students	490 981	383 345	273 896	136 401	95 204	36 821	28 439	15 702	1 460 789
Total students	1 108 551	838 333	706 462	349 657	251 461	81 591	59 179	39 057	3 434 291
Primary schools	2 144	1 626	1 166	658	535	169	83	67	6 448

Table 4A.20

Table 4A.20 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary schools	526	360	250	131	95	46	22	25	1 455
Combined schools	293	205	238	199	142	56	18	90	1 241
Special schools	146	97	59	77	23	6	5	5	418
Total schools	3 109	2 288	1 713	1 065	795	277	128	187	9 562

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

– Nil or rounded to zero.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0.

Table 4A.21

Table 4A.21 **Change in number of schools and number of students, 2004–08 (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>
2004–08 overall change									
Schools									
Government schools	-0.1	-2.0	-2.6	-0.9	-2.1	-1.9	-12.5	0.7	-1.5
Non-government schools	1.7	1.9	3.1	2.8	-0.5	1.5	2.3	2.9	1.9
All schools	0.4	-0.9	-1.2	0.1	-1.7	-1.1	-7.9	1.1	-0.6
Students									
Government schools	-1.3	-0.2	6.9	0.5	-2.0	-4.4	-5.0	3.0	0.6
Non-government schools	3.1	6.0	19.2	11.7	7.7	8.0	5.0	13.7	8.1
All schools	0.1	1.9	10.6	4.0	1.2	-1.2	-1.0	5.5	3.1
2004–08 average annual change									
Schools									
Government schools	–	-0.5	-0.7	-0.2	-0.5	-0.5	-3.3	0.2	-0.4
Non-government schools	0.4	0.5	0.8	0.7	-0.1	0.4	0.6	0.7	0.5
All schools	0.1	-0.2	-0.3	–	-0.4	-0.3	-2.0	0.3	-0.1
Students									
Government schools	-0.3	–	1.7	0.1	-0.5	-1.1	-1.3	0.7	0.2
Non-government schools	0.8	1.5	4.5	2.8	1.9	2.0	1.2	3.3	2.0
All schools	–	0.5	2.5	1.0	0.3	-0.3	-0.3	1.3	0.8

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

– Nil or rounded to zero.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0.

Table 4A.22

Table 4A.22 Indigenous full time students, 2008

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total Indigenous students (a)									
Government schools	no.	7 837	38 481	19 229	7 694	4 347	898	12 905	130 587
Non-government schools	no.	1 004	6 178	3 614	940	670	279	2 988	21 082
All schools	no.	8 841	44 659	22 843	8 634	5 017	1 177	15 893	151 669
Total students									
Government schools	no.	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Non-government schools	no.	303 174	226 612	118 710	88 988	23 311	25 151	9 882	1 169 737
All schools	no.	838 333	706 462	349 657	251 461	81 591	59 179	39 057	3 434 291
Indigenous students as a proportion of all students									
Government schools	%	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Non-government schools	%	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
All schools	%	1.1	6.3	6.5	3.4	6.1	2.0	40.7	4.4

(a) Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be underrepresented in some jurisdictions.

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0.

Table 4A.23

Table 4A.23 **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 exclude 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 DEEWR 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: DEEWR (unpublished) based on the ABS (1996, 2001, 2006) Census of Population and Housing.

Table 4A.24

Table 4A.24 Funded students with disabilities, 2008 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total students with disabilities										
Government schools	no.	43 080	29 658	21 106	8 087	14 891	2 996	1 748	3 650	125 216
Non-government schools	no.	13 010	8 451	4 597	2 321	2 726	454	434	278	32 270
All schools	no.	56 090	38 109	25 703	10 408	17 617	3 451	2 182	3 928	157 486
Total students										
Government schools	no.	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Non-government schools	no.	373 909	303 174	226 612	118 710	88 988	23 311	25 151	9 882	1 169 737
All schools	no.	1 108 551	838 333	706 462	349 657	251 461	81 591	59 179	39 057	3 434 291
Students with disabilities as a proportion of all students										
Government schools	%	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5	5.5
Non-government schools	%	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8	2.8
All schools	%	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1	4.6

(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 DEEWR, refers to the FTE number of students that qualify for DEEWR 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 DEEWR funded figures also include Pre Year 1 students in part time programs in Queensland schools.

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

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.25

Table 4A.25 **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>
2004								
LBOTE (a)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
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
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4
Students with disabilities (b)	5.7	5.3	4.1	3.4	9.0	5.1	4.9	12.4
Seniority profile (c)	10.7	11.8	11.9	11.8	11.7	10.9	16.3	10.2
Government students as % of all students (d)	66.5	64.3	68.6	66.6	65.2	72.0	58.3	75.6
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2
Students with disabilities (b)	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5
Seniority profile (c)	10.7	11.9	12.0	12.1	11.8	10.8	16.3	9.8
Government students as % of all students (d)	66.3	63.8	67.9	66.0	64.6	71.4	57.5	74.7

(a) Refer to footnotes for table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.24.

(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.

na Not available.

Table 4A.25 **Student body mix, government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Source:</i>	ABS 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; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; DEEWR (unpublished).							

Table 4A.26

Table 4A.26 **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>
2004								
LBOTE (a)	na	na	na	na	na	na	na	na
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 (d)	32.8	34.8	29.8	31.6	33.3	26.1	40.1	23.5
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
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 (d)	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 (d)	33.3	35.4	30.7	32.8	34.4	27.2	41.1	24.1
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6
Students with disabilities (b)	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5
Seniority profile (c)	14.3	16.1	16.8	16.5	15.8	13.6	13.8	9.1
Non-government students as % of all students (d)	33.5	35.7	31.4	33.4	34.8	28.0	41.7	24.4
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2
Students with disabilities (b)	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8
Seniority profile (c)	14.4	16.2	16.7	16.3	16.2	13.6	14.0	9.6
Non-government students as % of all students (d)	33.7	36.2	32.1	34.0	35.4	28.6	42.5	25.3

(a) Refer to footnotes for table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.24.

(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.

na Not available.

Table 4A.26 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Source:</i>	ABS 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; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; DEEWR (unpublished).							

Table 4A.27

Table 4A.27 Student body mix, all schools (per cent)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
2004								
LBOTE (a)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
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
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0
Students with disabilities (b)	4.9	4.3	3.4	2.9	7.0	4.1	3.6	10.0
Seniority profile (c)	11.9	13.4	13.5	13.4	13.2	11.6	15.3	9.9
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7
Students with disabilities (b)	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1
Seniority profile (c)	11.9	13.4	13.5	13.5	13.3	11.6	15.3	9.8

(a) Refer to footnotes for table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.24.

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

na Not available.

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.28

Table 4A.28 **Proportion of students attending schools in metropolitan, provincial and remote zones, 2008 (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	74.3	73.0	65.3	68.4	66.8	39.0	99.8	..	69.3
Non-government schools	77.2	78.6	74.6	76.1	78.9	52.7	100.0	..	76.4
All schools	75.2	74.8	67.9	70.7	70.8	42.5	99.9	..	71.4
Secondary									
Government schools	72.3	72.1	65.7	68.9	68.2	41.7	100.0	..	69.1
Non-government schools	80.6	79.4	77.3	82.1	83.4	54.7	100.0	..	79.2
All schools	75.4	75.1	70.1	74.3	74.1	45.8	100.0	..	73.1
All school levels									
Government schools	73.4	72.6	65.4	68.6	67.3	40.2	99.9	..	69.2
Non-government schools	78.9	79.1	75.8	79.0	80.8	53.7	100.0	..	77.8
All schools	75.3	75.0	68.8	72.1	72.1	44.0	99.9	..	72.1
Provincial zone									
Primary									
Government schools	25.1	26.9	30.3	21.6	27.8	59.3	0.2	49.4	27.3
Non-government schools	22.3	21.3	23.7	19.2	19.5	46.4	–	54.2	22.1
All schools	24.2	25.1	28.4	20.9	25.1	56.0	0.1	50.4	25.7
Secondary									
Government schools	27.1	27.8	31.4	23.5	27.5	57.1	–	58.0	28.6
Non-government schools	19.4	20.6	22.4	15.9	15.5	45.3	–	59.5	20.1
All schools	24.2	24.8	28.0	20.4	22.8	53.3	–	58.5	25.3
All school levels									
Government schools	25.9	27.2	30.7	22.2	27.7	58.3	0.1	52.6	27.8
Non-government schools	20.8	20.9	23.1	17.7	17.8	45.8	–	56.8	21.1
All schools	24.2	25.0	28.3	20.7	24.2	54.8	0.1	53.7	25.5
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.5	6.2	4.1	1.2	..	18.2	2.0
Non-government schools	0.5	–	1.1	2.4	1.3	1.0	..	29.6	1.0
All schools	0.5	0.1	2.1	5.1	3.2	1.1	..	20.6	1.7
Secondary									
Government schools	0.5	0.1	1.6	5.0	3.5	0.9	..	17.1	1.4
Non-government schools	–	–	0.3	1.6	1.0	–	..	30.1	0.5
All schools	0.3	0.1	1.1	3.6	2.5	0.6	..	21.2	1.1
All school levels									
Government schools	0.5	0.1	2.2	5.8	3.9	1.0	..	17.8	1.8
Non-government schools	0.2	–	0.7	2.0	1.2	0.5	..	29.8	0.8
All schools	0.4	0.1	1.7	4.5	2.9	0.9	..	20.8	1.4

Table 4A.28

Table 4A.28 Proportion of students attending schools in metropolitan, provincial and remote zones, 2008 (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	..	1.9	3.7	1.3	0.6	..	32.4	1.4
Non-government schools	0.1	..	0.6	2.2	0.2	–	..	16.2	0.5
All schools	0.1	..	1.5	3.3	0.9	0.4	..	29.0	1.2
Secondary									
Government schools	0.1	..	1.2	2.6	0.9	0.4	..	24.9	0.9
Non-government schools	–	..	–	0.4	0.1	–	..	10.5	0.1
All schools	0.1	..	0.8	1.7	0.6	0.3	..	20.3	0.6
All school levels									
Government schools	0.1	..	1.7	3.4	1.1	0.5	..	29.6	1.2
Non-government schools	0.1	..	0.3	1.4	0.2	–	..	13.3	0.3
All schools	0.1	..	1.2	2.7	0.8	0.4	..	25.5	0.9

(a) Geographic categorisation is based on the agreed MCEETYA Geographic Location Classification. See section 4.6 of the School education 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) Full Time Equivalent students.

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

Source: DEEWR (unpublished).

Table 4A.29

Table 4A.29 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.1 ± 0.3	93.8 ± 0.4	96.5 ± 0.3	83.5 ± 1.8	95.7 ± 0.2	94.5 ± 0.6
1. 8 years, 7 months						
2. 3 years, 4 months						
Victoria	95.2 ± 0.2	93.8 ± 0.5	96.8 ± 0.3	88.1 ± 2.8	95.6 ± 0.3	94.2 ± 0.6
1. 8 years, 9 months						
2. 3 years, 4 months						
Queensland	87.1 ± 0.7	84.4 ± 0.9	90.0 ± 0.7	66.2 ± 3.3	88.7 ± 0.6	77.2 ± 3.2
1. 8 years, 1 month						
2. 2 years, 4 months						
WA	89.4 ± 0.8	87.0 ± 1.0	91.9 ± 0.8	57.3 ± 3.7	92.1 ± 0.6	88.0 ± 2.1
1. 8 years, 5 months						
2. 3 years, 4 months						
SA	91.5 ± 1.0	89.6 ± 1.3	93.5 ± 0.9	71.5 ± 4.4	92.5 ± 0.9	85.5 ± 4.3
1. 8 years, 7 months						
2. 3 years, 4 months						
Tasmania	92.8 ± 1.0	92.0 ± 1.4	93.7 ± 1.2	88.4 ± 4.1	93.0 ± 1.0	88.9 ± 5.4
1. 8 years, 11 months						
2. 3 years, 4 months						
ACT	94.4 ± 1.5	92.2 ± 2.1	96.6 ± 1.1	84.9 ± 8.1	94.8 ± 1.4	87.8 ± 6.4
1. 8 years, 8 months						
2. 3 years, 4 months						
NT	62.7 ± 6.5	60.1 ± 6.8	65.5 ± 6.5	30.4 ± 6.0	88.2 ± 2.8	35.7 ± 7.7
1. 8 years, 6 months						
2. 3 years, 4 months						
Australia	92.1 ± 0.3	90.3 ± 0.3	94.1 ± 0.2	68.3 ± 2.0	93.5 ± 0.2	90.4 ± 0.7
1. 8 years, 6 months						
2. 3 years, 1 month						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.34. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.29 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.30

Table 4A.30 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	93.5 ± 0.4	92.1 ± 0.5	95.0 ± 0.4	77.6 ± 2.0	94.4 ± 0.3	91.2 ± 0.9
1. 10 years 7 months						
2. 5 years 4 months						
Victoria	93.7 ± 0.3	92.2 ± 0.5	95.2 ± 0.4	83.0 ± 3.3	94.0 ± 0.4	91.9 ± 0.7
1. 10 years 9 months						
2. 5 years 4 months						
Queensland	86.9 ± 0.7	84.3 ± 0.9	89.6 ± 0.7	62.9 ± 3.2	88.8 ± 0.6	74.2 ± 3.4
1. 10 years 1 months						
2. 4 years 4 months						
WA	89.1 ± 0.9	87.1 ± 1.0	91.1 ± 0.9	51.8 ± 3.4	92.2 ± 0.6	86.1 ± 2.1
1. 10 years 4 months						
2. 5 years 4 months						
SA	89.9 ± 1.1	88.2 ± 1.4	91.7 ± 1.1	60.6 ± 5.9	91.3 ± 1.0	81.3 ± 4.1
1. 10 years 7 months						
2. 5 years 4 months						
Tasmania	89.7 ± 1.4	88.7 ± 1.9	90.7 ± 1.5	84.5 ± 4.5	90.7 ± 1.3	83.8 ± 6.0
1. 10 years 11 months						
2. 5 years 4 months						
ACT	94.8 ± 1.2	93.5 ± 1.7	96.0 ± 1.2	81.1 ± 8.0	95.2 ± 1.1	88.8 ± 5.6
1. 10 years 8 months						
2. 5 years 4 months						
NT	62.5 ± 6.6	60.2 ± 6.4	65.1 ± 7.0	25.8 ± 5.7	88.9 ± 2.5	31.3 ± 8.1
1. 10 years 6 months						
2. 5 years 4 months						
Australia	91.0 ± 0.3	89.3 ± 0.3	92.8 ± 0.3	63.4 ± 1.8	92.6 ± 0.2	87.5 ± 0.7
1. 10 years 6 months						
2. 5 years 1 month						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.34. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.30 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.31

Table 4A.31 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
2 Years of schooling (d)						
NSW	95.4 ± 0.4	94.2 ± 0.5	96.7 ± 0.4	82.4 ± 1.8	96.1 ± 0.4	94.0 ± 1.0
1. 12 years 7 months						
2. 7 years 4 months						
Victoria	95.8 ± 0.3	94.7 ± 0.6	97.0 ± 0.4	85.5 ± 3.2	96.1 ± 0.4	94.1 ± 0.8
1. 12 years 9 months						
2. 7 years 4 months						
Queensland	92.9 ± 0.5	91.2 ± 0.6	94.6 ± 0.6	74.8 ± 3.2	94.3 ± 0.4	82.4 ± 2.8
1. 12 years 1 month						
2. 6 years 4 months						
WA	92.7 ± 0.8	91.0 ± 0.9	94.5 ± 0.7	63.4 ± 3.7	95.0 ± 0.5	90.3 ± 2.0
1. 12 years 0 months						
2. 6 years 4 months						
SA	93.4 ± 0.8	92.0 ± 1.0	94.8 ± 0.8	69.6 ± 5.9	94.4 ± 0.7	85.3 ± 3.5
1. 12 years 6 months						
2. 7 years 4 months						
Tasmania	93.9 ± 1.5	93.0 ± 1.8	95.0 ± 1.5	89.0 ± 3.5	94.4 ± 1.4	90.7 ± 4.9
1. 12 years 10 months						
2. 7 years 4 months						
ACT	96.3 ± 1.4	95.0 ± 2.0	97.6 ± 1.1	94.3 ± 4.8	96.4 ± 1.4	95.2 ± 3.3
1. 12 years 8 months						
2. 7 years 4 months						
NT	67.1 ± 9.4	65.5 ± 9.0	69.0 ± 9.9	32.4 ± 8.6	93.5 ± 2.8	38.2 ± 13.1
1. 12 years 6 months						
2. 7 years 4 months						
Australia	94.2 ± 0.3	92.8 ± 0.3	95.6 ± 0.2	71.9 ± 2.0	95.4 ± 0.2	90.8 ± 0.8
1. 12 years 5 months						
2. 7 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.34. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.31 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.32

Table 4A.32 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
2 Years of schooling (d)						
NSW	94.4 ± 0.5	93.1 ± 0.6	95.8 ± 0.5	82.3 ± 2.2	95.1 ± 0.4	92.3 ± 1.1
1. 14 years 7 months						
2. 9 years 4 months						
Victoria	94.7 ± 0.4	93.5 ± 0.7	95.8 ± 0.5	79.9 ± 4.1	95.0 ± 0.5	92.8 ± 1.0
1. 14 years 9 months						
2. 9 years 4 months						
Queensland	90.5 ± 0.9	88.6 ± 1.1	92.5 ± 0.8	70.0 ± 4.0	92.0 ± 0.8	80.8 ± 3.7
1. 14 years 1 month						
2. 8 years 4 months						
WA	91.8 ± 1.1	90.1 ± 1.3	93.5 ± 1.0	62.8 ± 3.9	94.0 ± 0.9	89.6 ± 2.4
1. 14 years 0 months						
2. 8 years 4 months						
SA	91.7 ± 1.8	90.4 ± 2.0	92.9 ± 1.7	62.5 ± 6.5	93.5 ± 1.1	85.0 ± 4.8
1. 14 years 6 months						
2. 9 years 4 months						
Tasmania	93.0 ± 1.7	92.8 ± 2.0	93.2 ± 1.8	90.7 ± 3.7	93.5 ± 1.4	87.3 ± 6.5
1. 14 years 10 months						
2. 9 years 4 months						
ACT	96.6 ± 1.3	95.4 ± 1.8	97.9 ± 1.1	84.2 ± 9.0	96.9 ± 1.1	96.6 ± 2.6
1. 14 years 8 months						
2. 9 years 4 months						
NT	69.9 ± 8.3	68.5 ± 8.3	71.4 ± 8.5	37.9 ± 9.6	92.2 ± 2.3	46.2 ± 14.6
1. 14 years 5 months						
2. 9 years 4 months						
Australia	92.9 ± 0.4	91.5 ± 0.4	94.4 ± 0.3	70.7 ± 2.1	94.2 ± 0.3	90.0 ± 0.8
1. 14 years 5 months						
2. 9 years 0 months						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.34. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.32 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.33

Table 4A.33 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	85.4 ± 2.4	89.1 ± 4.3	73.6 ± 3.8	69.1 ± 4.1	75.7 ± 6.4	89.4 ± 7.0	85.8 ± 7.9	..	78.6 ± 1.9
Provincial	82.9 ± 2.8	87.3 ± 4.0	69.8 ± 4.7	62.3 ± 6.4	69.3 ± 8.1	87.9 ± 4.8	..	63.5 ± 7.1	76.2 ± 2.1
Remote	75.5 ± 9.9	np	51.3 ± 10.5	51.8 ± 7.5	70.8 ± 14.9	np	..	43.4 ± 10.7	53.9 ± 5.5
Very remote	67.3 ± 13.7	..	40.3 ± 9.0	39.3 ± 8.1	60.3 ± 22.2	np	..	14.3 ± 5.3	30.5 ± 5.0
Total	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
All students									
Metropolitan	95.6 ± 0.3	95.4 ± 0.4	88.9 ± 0.8	91.9 ± 0.8	92.1 ± 1.3	94.1 ± 1.4	94.4 ± 1.5	..	93.6 ± 0.3
Provincial	93.6 ± 0.6	94.7 ± 0.6	85.7 ± 1.1	87.6 ± 1.6	90.7 ± 1.4	91.9 ± 1.3	..	82.8 ± 4.3	91.0 ± 0.4
Remote	86.7 ± 5.9	96.4 ± 6.0	76.3 ± 5.8	80.0 ± 4.5	88.7 ± 4.0	89.9 ± 8.1	..	69.9 ± 9.7	79.6 ± 2.9
Very remote	83.2 ± 9.9	..	58.7 ± 9.0	62.1 ± 8.3	75.1 ± 11.4	np	..	25.4 ± 10.7	51.1 ± 5.8
Total	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3
Year 5									
Indigenous students									
Metropolitan	81.0 ± 2.5	87.0 ± 4.5	70.5 ± 3.7	61.6 ± 4.3	73.1 ± 5.9	80.6 ± 7.7	82.7 ± 7.6	..	74.4 ± 1.9
Provincial	77.2 ± 2.8	79.1 ± 4.6	66.0 ± 4.7	58.6 ± 6.9	56.9 ± 9.1	86.4 ± 4.7	..	58.4 ± 7.9	71.0 ± 2.2
Remote	56.7 ± 11.1	np	43.0 ± 10.9	51.9 ± 8.2	np	np	..	41.9 ± 10.6	47.8 ± 5.2
Very remote	45.0 ± 20.8	..	34.5 ± 9.0	30.9 ± 7.7	19.7 ± 14.8	np	..	7.9 ± 4.2	21.7 ± 4.2
Total	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8
All students									
Metropolitan	93.9 ± 0.5	94.0 ± 0.5	88.5 ± 0.8	91.4 ± 0.9	90.8 ± 1.3	91.0 ± 2.1	94.8 ± 1.2	..	92.4 ± 0.3
Provincial	92.6 ± 0.7	92.8 ± 0.7	85.8 ± 1.0	88.0 ± 1.7	89.0 ± 1.7	88.7 ± 1.7	..	82.1 ± 4.0	90.0 ± 0.4
Remote	81.3 ± 7.0	96.0 ± 8.1	74.8 ± 5.9	82.0 ± 4.9	89.2 ± 4.2	86.2 ± 9.7	..	72.5 ± 10.0	79.7 ± 2.9
Very remote	76.7 ± 18.4	..	57.6 ± 10.1	56.5 ± 9.2	54.1 ± 17.3	np	..	19.1 ± 11.5	46.1 ± 6.1

Table 4A.33

Table 4A.33 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 7									
Total	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3
Indigenous students									
Metropolitan	84.7 ± 2.2	87.3 ± 4.2	82.5 ± 3.2	76.1 ± 4.4	81.8 ± 6.3	88.1 ± 5.7	94.3 ± 4.8	..	83.0 ± 1.6
Provincial	82.0 ± 2.6	83.7 ± 4.4	77.8 ± 4.3	71.7 ± 6.1	73.6 ± 8.5	89.6 ± 4.8	..	71.5 ± 8.5	79.6 ± 1.8
Remote	70.7 ± 15.7	np	57.7 ± 13.7	59.4 ± 8.7	np	np	..	45.5 ± 20.2	56.6 ± 7.7
Very remote	np	..	44.2 ± 10.9	36.9 ± 7.4	17.9 ± 12.5	np	..	13.7 ± 4.5	28.0 ± 4.8
Total	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
All students									
Metropolitan	95.8 ± 0.5	96.0 ± 0.5	93.9 ± 0.5	94.5 ± 0.8	94.2 ± 1.0	94.6 ± 1.9	96.3 ± 1.4	..	95.2 ± 0.3
Provincial	94.7 ± 0.6	95.3 ± 0.8	92.7 ± 0.8	92.6 ± 1.2	92.7 ± 1.3	93.5 ± 2.2	..	88.4 ± 4.9	93.9 ± 0.4
Remote	80.1 ± 10.8	97.9 ± 3.8	83.9 ± 5.7	85.1 ± 4.2	91.5 ± 3.2	88.4 ± 5.9	..	75.2 ± 16.4	83.9 ± 3.4
Very remote	72.2 ± 23.1	..	62.9 ± 10.4	61.6 ± 8.3	51.6 ± 17.2	np	..	23.5 ± 11.7	49.2 ± 6.4
Total	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3
Year 9									
Indigenous students									
Metropolitan	85.2 ± 2.5	82.6 ± 5.2	74.3 ± 5.6	71.3 ± 6.0	71.4 ± 7.8	89.2 ± 6.4	84.2 ± 9.0	..	78.4 ± 2.6
Provincial	81.4 ± 2.9	77.6 ± 6.5	71.1 ± 4.3	69.8 ± 7.3	60.4 ± 12.3	91.5 ± 4.2	..	60.3 ± 10.5	75.3 ± 2.4
Remote	58.5 ± 20.8	np	62.3 ± 14.3	59.1 ± 11.3	np	np	..	50.0 ± 22.8	57.4 ± 9.7
Very remote	np	..	37.4 ± 14.9	39.0 ± 10.6	29.0 ± 16.5	np	..	13.6 ± 6.3	29.0 ± 6.9
Total	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
All students									
Metropolitan	94.6 ± 0.6	94.8 ± 0.7	91.4 ± 1.1	93.4 ± 1.2	92.2 ± 2.3	92.8 ± 2.8	96.6 ± 1.3	..	93.7 ± 0.4
Provincial	94.2 ± 0.7	94.1 ± 0.9	89.7 ± 1.1	91.3 ± 2.1	91.0 ± 2.3	93.1 ± 1.9	..	84.4 ± 4.3	92.4 ± 0.5
Remote	76.2 ± 13.1	95.5 ± 7.4	82.8 ± 5.9	81.9 ± 6.3	92.4 ± 3.6	88.3 ± 7.8	..	73.7 ± 16.2	82.3 ± 3.9

Table 4A.33

Table 4A.33 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Very remote	89.3 ± 11.4	..	60.3 ± 16.5	59.7 ± 11.6	64.1 ± 17.1	np	..	25.4 ± 16.3	51.3 ± 8.6
Total	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4

(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 published.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal or Torres Strait Islander origin.

.. Not applicable. np Not published.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.34

Table 4A.34 Exemptions, absences and participation by equity group in reading testing, 2008 (per cent) (a)

	All students																									
	Exempt (b)						Assessed						Assessed students													
	Yr 3		Yr 5		Yr 7		Yr 9		Yr 3		Yr 5		Yr 7		Yr 9		Yr 3		Yr 5		Yr 7		Yr 9			
NSW	1	1	1	1	1	1	1	3	3	3	3	6	6	96	97	96	94	4	4	4	4	3	30	29	27	28
Victoria	3	2	2	2	4	4	4	4	4	8	8	93	94	94	94	94	90	1	1	1	1	1	25	25	24	24
Queensland	2	2	2	2	2	2	2	2	2	5	5	96	96	96	96	94	94	7	7	7	7	6	9	8	9	9
WA	1	1	1	1	5	4	4	4	4	7	94	95	95	95	92	92	92	6	5	5	5	4	14	14	14	11
SA	3	3	2	2	3	3	3	3	3	6	94	95	95	95	91	91	91	3	3	3	3	2	10	10	10	8
Tasmania	1	1	1	1	3	3	3	3	4	9	96	96	96	95	90	90	90	7	7	7	7	6	3	3	3	3
ACT	2	1	1	1	4	4	4	4	5	8	94	95	94	95	94	92	92	2	2	2	1	1	9	9	7	8
NT	2	1	1	1	2	17	15	21	20	20	81	83	78	78	78	78	78	30	29	27	27	25	22	23	20	16
Aust	2	2	1	1	3	3	3	4	7	95	95	95	95	92	92	92	92	4	4	4	4	4	20	20	19	19

LBOTE =Language Background Other Than English.

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) Proportions of Indigenous and LBOTE students are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.
– Nil or rounded to zero.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.35 **Participation rate in reading assessment, 2008, by Indigenous status (per cent) (a)**

	<i>All students</i>				<i>Indigenous students (b)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>
NSW	97.2	97.5	96.6	94.2	93.6	92.7	89.5	80.2
Victoria	96.0	96.3	95.7	92.2	89.7	90.2	85.2	77.7
Queensland	97.6	97.8	97.7	94.9	95.0	94.9	94.7	87.1
WA	95.2	95.6	95.7	93.1	84.6	84.1	86.3	71.4
SA	96.9	97.1	96.8	93.6	95.6	96.7	95.7	90.4
Tasmania	96.8	96.8	95.6	91.1	96.6	97.1	93.0	81.6
ACT	95.6	96.4	95.0	92.4	89.7	91.4	80.5	69.4
NT	82.7	84.9	79.5	79.9	71.0	71.5	63.2	61.8
Aust	96.6	96.8	96.3	93.5	90.2	90.1	87.9	79.7

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.36 Proportion of students who achieved at or above the national minimum standard for reading, in years 3, 5, 7 and 9 by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	Year 3	Year 5	Year 7	Year 9
<i>Parental education (d)</i>				
Bachelor degree or above	96.5 ± 0.2	96.6 ± 0.2	98.0 ± 0.2	97.8 ± 0.3
Advanced diploma/diploma	94.1 ± 0.4	93.7 ± 0.4	96.8 ± 0.3	96.0 ± 0.4
Certificate I to IV (e)	91.2 ± 0.4	90.8 ± 0.4	95.0 ± 0.3	93.5 ± 0.4
Year 12 or equivalent	91.2 ± 0.6	89.5 ± 0.7	94.6 ± 0.5	93.3 ± 0.7
Year 11 or equivalent or below	83.1 ± 0.8	80.2 ± 0.8	88.0 ± 0.6	86.3 ± 0.8
Not stated (f)	92.5 ± 0.4	90.9 ± 0.4	93.2 ± 0.4	92.0 ± 0.5
<i>Parental occupation (g)</i>				
Senior management and qualified professionals	96.6 ± 0.2	96.4 ± 0.3	97.9 ± 0.2	97.6 ± 0.3
Other business managers and associated professionals	94.8 ± 0.3	94.7 ± 0.3	97.3 ± 0.2	96.4 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	92.3 ± 0.4	91.5 ± 0.4	95.6 ± 0.3	94.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	87.4 ± 0.6	85.8 ± 0.7	91.8 ± 0.5	89.5 ± 0.7
Not in paid work in previous 12 months	79.3 ± 1.1	75.1 ± 1.3	83.3 ± 1.1	81.6 ± 1.4
Not stated (h)	92.1 ± 0.4	90.6 ± 0.4	92.9 ± 0.4	91.7 ± 0.5

(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) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms. The proportion of students with parental education not stated was 45 per cent in year 3, 47 per cent in year 5, 40 per cent in year 7 and 44 per cent in year 9.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms. The proportion of students with parental education not stated was 47 per cent in year 3, 49 per cent in year 5, 42 per cent in year 7 and 46 per cent in year 9.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table 4A.37

Table 4A.37 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
2 Years of schooling (d)						
NSW	97.5 ± 0.2	96.5 ± 0.3	98.6 ± 0.2	90.9 ± 1.3	97.9 ± 0.2	97.2 ± 0.4
1. 8 years, 7 months						
2. 3 years, 4 months						
Victoria	96.2 ± 0.2	94.8 ± 0.5	97.8 ± 0.3	92.1 ± 2.3	96.6 ± 0.3	95.6 ± 0.6
1. 8 years, 9 months						
2. 3 years, 4 months						
Queensland	92.4 ± 0.6	89.7 ± 0.7	95.2 ± 0.6	77.2 ± 3.0	93.6 ± 0.5	84.6 ± 2.8
1. 8 years, 1 month						
2. 2 years, 4 months						
WA	95.0 ± 0.6	93.3 ± 0.8	96.9 ± 0.5	72.0 ± 3.5	97.0 ± 0.4	93.3 ± 1.7
1. 8 years, 5 months						
2. 3 years, 4 months						
SA	95.0 ± 0.8	93.4 ± 1.0	96.6 ± 0.7	82.5 ± 4.9	95.7 ± 0.7	90.0 ± 4.0
1. 8 years, 7 months						
2. 3 years, 4 months						
Tasmania	97.1 ± 0.5	95.8 ± 0.9	98.5 ± 0.5	94.2 ± 2.5	97.5 ± 0.6	91.7 ± 4.3
1. 8 years, 11 months						
2. 3 years, 4 months						
ACT	96.3 ± 1.2	94.4 ± 1.8	98.3 ± 0.7	89.5 ± 6.6	96.6 ± 1.1	91.6 ± 6.1
1. 8 years, 8 months						
2. 3 years, 4 months						
NT	73.7 ± 6.1	70.4 ± 6.6	77.0 ± 6.1	46.6 ± 7.4	95.2 ± 1.4	47.6 ± 8.7
1. 8 years, 6 months						
2. 3 years, 4 months						
Australia	95.4 ± 0.2	93.7 ± 0.3	97.1 ± 0.2	78.8 ± 1.8	96.4 ± 0.2	93.6 ± 0.6
1. 8 years, 6 months						
2. 3 years, 1 month						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.42. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.37 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.38

Table 4A.38 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.1 ± 0.3	93.1 ± 0.4	97.3 ± 0.2	81.7 ± 1.9	95.9 ± 0.3	95.1 ± 0.5
1. 10 years 7 months						
2. 5 years 4 months						
Victoria	93.9 ± 0.3	91.4 ± 0.6	96.6 ± 0.3	82.7 ± 2.9	94.3 ± 0.4	93.6 ± 0.6
1. 10 years 9 months						
2. 5 years 4 months						
Queensland	89.5 ± 0.6	85.5 ± 0.8	93.6 ± 0.5	72.0 ± 2.8	90.8 ± 0.5	82.2 ± 2.7
1. 10 years 1 months						
2. 4 years 4 months						
WA	91.0 ± 0.7	87.8 ± 1.0	94.5 ± 0.7	59.2 ± 3.3	93.7 ± 0.5	89.9 ± 1.8
1. 10 years 4 months						
2. 5 years 4 months						
SA	91.7 ± 0.9	88.8 ± 1.2	94.6 ± 0.9	69.0 ± 5.2	92.8 ± 0.8	86.2 ± 3.9
1. 10 years 7 months						
2. 5 years 4 months						
Tasmania	92.6 ± 1.1	89.5 ± 1.6	95.9 ± 0.9	83.8 ± 3.5	93.8 ± 1.0	85.9 ± 5.2
1. 10 years 11 months						
2. 5 years 4 months						
ACT	94.9 ± 1.3	92.7 ± 2.0	97.1 ± 1.1	82.1 ± 8.7	95.3 ± 1.2	91.7 ± 5.3
1. 10 years 8 months						
2. 5 years 4 months						
NT	66.3 ± 6.2	62.4 ± 6.4	70.6 ± 6.4	32.8 ± 6.1	90.2 ± 2.2	37.6 ± 8.1
1. 10 years 6 months						
2. 5 years 4 months						
Australia	92.6 ± 0.2	89.8 ± 0.3	95.5 ± 0.2	69.7 ± 1.7	93.9 ± 0.2	91.1 ± 0.6
1. 10 years 6 months						
2. 5 years 1 month						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.42. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.38 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.39

Table 4A.39 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
2 Years of schooling (d)						
NSW	93.5 ± 0.5	90.6 ± 0.7	96.5 ± 0.3	76.9 ± 2.0	94.3 ± 0.4	94.0 ± 0.9
1. 12 years 7 months						
2. 7 years 4 months						
Victoria	93.4 ± 0.5	90.4 ± 0.8	96.5 ± 0.4	77.6 ± 3.6	93.8 ± 0.5	93.2 ± 0.9
1. 12 years 9 months						
2. 7 years 4 months						
Queensland	89.9 ± 0.6	86.0 ± 0.8	93.9 ± 0.6	72.3 ± 3.0	91.2 ± 0.5	82.7 ± 2.7
1. 12 years 1 month						
2. 6 years 4 months						
WA	90.1 ± 0.9	86.6 ± 1.2	93.9 ± 0.8	59.9 ± 3.8	92.6 ± 0.7	88.5 ± 2.2
1. 12 years 0 months						
2. 6 years 4 months						
SA	92.4 ± 0.8	89.6 ± 1.1	95.2 ± 0.7	67.5 ± 5.6	93.4 ± 0.7	86.1 ± 3.4
1. 12 years 6 months						
2. 7 years 4 months						
Tasmania	90.0 ± 2.0	85.2 ± 3.1	95.1 ± 1.2	81.9 ± 4.6	91.2 ± 1.7	85.4 ± 5.7
1. 12 years 10 months						
2. 7 years 4 months						
ACT	93.4 ± 2.1	90.2 ± 3.1	96.8 ± 1.4	84.1 ± 9.5	93.6 ± 2.1	93.9 ± 3.0
1. 12 years 8 months						
2. 7 years 4 months						
NT	63.6 ± 9.3	59.3 ± 9.1	68.4 ± 9.8	29.9 ± 8.7	89.2 ± 3.3	37.9 ± 13.2
1. 12 years 6 months						
2. 7 years 4 months						
Australia	91.8 ± 0.3	88.6 ± 0.4	95.3 ± 0.2	67.9 ± 2.0	93.2 ± 0.2	90.3 ± 0.8
1. 12 years 5 months						
2. 7 years 0 months						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.42. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.39 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

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

(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.40

Table 4A.40 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	88.9 ± 0.7	84.2 ± 1.0	93.8 ± 0.5	67.7 ± 2.4	90.0 ± 0.6	89.0 ± 1.3
1. 14 years 7 months						
2. 9 years 4 months						
Victoria	90.1 ± 0.7	85.8 ± 1.1	94.5 ± 0.6	68.9 ± 5.3	90.6 ± 0.7	89.7 ± 1.2
1. 14 years 9 months						
2. 9 years 4 months						
Queensland	83.7 ± 1.2	77.7 ± 1.6	90.1 ± 1.0	61.8 ± 4.1	85.3 ± 1.1	77.3 ± 3.8
1. 14 years 1 month						
2. 8 years 4 months						
WA	85.5 ± 1.6	80.0 ± 2.1	91.3 ± 1.3	49.9 ± 3.6	88.2 ± 1.3	85.2 ± 2.5
1. 14 years 0 months						
2. 8 years 4 months						
SA	87.2 ± 2.0	82.4 ± 2.5	92.0 ± 1.8	57.4 ± 6.5	88.9 ± 1.5	83.5 ± 4.7
1. 14 years 6 months						
2. 9 years 4 months						
Tasmania	84.1 ± 2.8	78.4 ± 3.6	90.3 ± 2.3	68.9 ± 5.9	85.7 ± 2.4	75.7 ± 7.0
1. 14 years 10 months						
2. 9 years 4 months						
ACT	88.9 ± 3.2	83.0 ± 4.9	94.7 ± 2.0	73.4 ± 11.2	89.3 ± 3.0	88.2 ± 5.5
1. 14 years 8 months						
2. 9 years 4 months						
NT	63.3 ± 7.9	57.1 ± 7.9	69.9 ± 8.0	32.8 ± 8.1	84.6 ± 2.8	43.6 ± 13.8
1. 14 years 5 months						
2. 9 years 4 months						
Australia	87.2 ± 0.5	82.2 ± 0.7	92.5 ± 0.4	59.7 ± 2.0	88.8 ± 0.4	86.7 ± 0.9
1. 14 years 5 months						
2. 9 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.42. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.40 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.41

Table 4A.41 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	92.6 ± 1.6	92.6 ± 3.5	82.2 ± 2.7	81.7 ± 3.8	85.9 ± 4.9	95.6 ± 3.3	89.3 ± 7.1	..	86.9 ± 1.3
Provincial	90.0 ± 2.0	91.7 ± 3.6	80.1 ± 5.2	80.9 ± 5.2	87.9 ± 6.3	93.5 ± 3.7	..	82.8 ± 6.6	86.2 ± 1.9
Remote	83.7 ± 10.6	np	62.8 ± 11.8	69.4 ± 10.0	85.4 ± 16.5	np	..	64.1 ± 12.0	69.0 ± 5.8
Very remote	93.6 ± 6.7	..	61.2 ± 10.5	51.0 ± 7.1	50.8 ± 29.6	np	..	28.0 ± 7.3	45.0 ± 5.7
Total	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
All students									
Metropolitan	97.8 ± 0.2	96.3 ± 0.4	93.4 ± 0.7	96.6 ± 0.5	95.1 ± 1.0	97.4 ± 0.7	96.3 ± 1.2	..	96.2 ± 0.2
Provincial	97.0 ± 0.4	96.2 ± 0.6	92.1 ± 0.8	95.2 ± 1.0	95.4 ± 0.9	97.0 ± 0.7	..	91.9 ± 2.8	95.3 ± 0.3
Remote	91.8 ± 5.2	97.1 ± 4.9	84.9 ± 5.3	90.2 ± 3.7	94.4 ± 2.5	95.5 ± 8.7	..	82.5 ± 7.9	88.5 ± 2.4
Very remote	95.9 ± 4.4	..	74.0 ± 8.0	70.6 ± 7.7	75.6 ± 16.4	np	..	38.0 ± 11.3	62.7 ± 5.7
Total	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2
Year 5									
Indigenous students									
Metropolitan	85.6 ± 2.4	85.4 ± 3.8	78.2 ± 3.1	66.7 ± 4.3	78.6 ± 4.7	81.7 ± 7.0	83.7 ± 8.3	..	79.7 ± 1.6
Provincial	80.3 ± 2.9	80.1 ± 4.6	73.4 ± 4.3	67.6 ± 6.1	66.0 ± 8.1	84.8 ± 4.6	..	65.8 ± 7.1	76.0 ± 2.0
Remote	65.9 ± 13.1	np	58.7 ± 13.8	57.4 ± 9.0	np	np	..	51.9 ± 9.7	58.1 ± 5.8
Very remote	55.4 ± 27.8	..	50.2 ± 9.0	41.1 ± 7.4	35.1 ± 21.7	np	..	13.6 ± 4.6	31.6 ± 4.7
Total	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7
All students									
Metropolitan	95.8 ± 0.3	94.3 ± 0.5	90.8 ± 0.7	92.9 ± 0.7	92.3 ± 1.2	92.8 ± 1.7	95.0 ± 1.2	..	93.8 ± 0.2
Provincial	93.6 ± 0.6	92.8 ± 0.6	88.3 ± 1.0	90.5 ± 1.3	90.9 ± 1.5	92.5 ± 1.4	..	84.9 ± 3.5	91.5 ± 0.4
Remote	85.3 ± 6.7	95.3 ± 7.0	81.4 ± 5.4	84.6 ± 4.2	91.3 ± 3.7	89.8 ± 8.8	..	77.0 ± 8.5	83.7 ± 2.6
Very remote	80.8 ± 18.8	..	67.2 ± 7.9	62.9 ± 8.3	63.4 ± 19.7	np	..	24.1 ± 11.0	52.9 ± 5.8

Table 4A.41

Table 4A.41 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

Year	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2
Indigenous students									
Metropolitan	80.2 ± 2.6	81.8 ± 4.9	79.0 ± 3.3	70.9 ± 4.8	78.4 ± 5.3	82.2 ± 8.0	84.1 ± 9.5	..	78.7 ± 1.7
Provincial	75.9 ± 2.8	73.7 ± 5.5	73.5 ± 3.7	68.1 ± 5.1	69.0 ± 8.7	81.7 ± 5.9	..	65.4 ± 8.5	73.8 ± 1.9
Remote	62.5 ± 15.2	np	55.8 ± 15.7	57.9 ± 8.7	np	np	..	43.3 ± 20.0	54.0 ± 7.8
Very remote	np	..	49.8 ± 10.6	34.7 ± 8.6	25.9 ± 18.4	np	..	12.4 ± 5.7	28.5 ± 5.9
Total	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0
All students									
Metropolitan	94.4 ± 0.5	94.2 ± 0.6	91.0 ± 0.7	92.2 ± 1.0	93.2 ± 1.0	91.4 ± 2.6	93.4 ± 2.1	..	93.3 ± 0.3
Provincial	91.2 ± 0.9	91.3 ± 1.0	89.4 ± 0.9	89.4 ± 1.4	91.4 ± 1.4	89.1 ± 2.8	..	83.8 ± 5.5	90.4 ± 0.5
Remote	73.9 ± 10.5	97.9 ± 3.8	81.1 ± 6.1	81.8 ± 4.0	91.2 ± 2.2	78.9 ± 4.5	..	72.3 ± 16.5	81.0 ± 3.5
Very remote	66.3 ± 26.6	..	64.2 ± 8.8	59.8 ± 9.2	54.3 ± 17.9	np	..	21.1 ± 11.1	48.1 ± 6.5
Total	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3
Year 9									
Indigenous students									
Metropolitan	71.1 ± 2.9	73.6 ± 6.2	66.9 ± 5.8	60.7 ± 5.6	66.0 ± 8.4	65.6 ± 10.5	73.4 ± 11.2	..	67.9 ± 2.7
Provincial	66.9 ± 3.2	64.9 ± 7.3	61.8 ± 4.0	52.6 ± 7.3	56.6 ± 11.1	70.9 ± 6.9	..	51.3 ± 8.4	62.6 ± 2.3
Remote	39.7 ± 17.9	np	48.2 ± 14.8	46.0 ± 9.5	np	np	..	41.0 ± 19.4	44.4 ± 8.0
Very remote	np	..	33.1 ± 13.9	27.6 ± 9.7	25.5 ± 16.5	np	..	13.7 ± 7.6	23.8 ± 6.0
Total	67.7 ± 2.4	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0
All students									
Metropolitan	89.9 ± 0.8	90.9 ± 0.9	85.6 ± 1.4	88.1 ± 1.6	88.6 ± 2.5	84.8 ± 4.8	88.9 ± 3.2	..	88.9 ± 0.5
Provincial	86.6 ± 1.1	87.7 ± 1.3	80.8 ± 1.6	82.3 ± 3.2	84.9 ± 2.5	83.8 ± 3.1	..	76.2 ± 4.6	84.7 ± 0.7
Remote	62.9 ± 13.3	95.5 ± 6.3	72.5 ± 6.8	74.4 ± 7.3	83.7 ± 5.1	61.3 ± 9.0	..	66.1 ± 17.1	73.3 ± 4.5

Table 4A.41

Table 4A.41 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Very remote	70.1 ± 21.7	..	52.8 ± 14.7	49.1 ± 12.3	55.6 ± 17.2	np	..	24.5 ± 14.8	44.3 ± 7.7
Total	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5

(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) 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 published.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal or Torres Strait Islander origin.

.. Not applicable. np Not published.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.42

Table 4A.42 Exemptions, absences and assessment by equity group in writing testing, 2008 (per cent) (a)

	All students												Assessed students																	
	Exempt (b)						Absent or withdrawn						Assessed						Indigenous students (c)						LBOTE students (c)					
	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9						
NSW	1	1	1	1	3	3	3	6	96	97	96	94	4	4	4	3	30	29	27	28										
Victoria	3	2	2	2	4	4	5	8	93	94	94	91	1	1	1	1	25	25	24	24										
Queensland	2	2	2	1	3	2	2	5	95	96	96	94	7	7	7	6	9	8	9	9										
WA	1	1	1	1	5	4	4	7	94	95	95	92	6	6	5	4	14	14	14	11										
SA	3	3	2	2	4	3	4	7	93	94	94	91	3	3	3	2	10	10	10	8										
Tasmania	1	1	1	1	3	3	5	9	96	96	94	90	7	7	7	6	3	3	3	3										
ACT	2	2	1	–	5	4	5	7	93	95	94	92	2	2	1	1	9	9	8	8										
NT	2	1	1	2	18	16	21	21	80	83	77	77	30	29	26	24	21	23	20	16										
Aust	2	2	1	1	4	3	4	6	95	95	95	92	4	4	4	4	4	20	19	19										

LBOTE =Language Background Other Than English.

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) Proportions of Indigenous and LBOTE students are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

– Nil or rounded to zero.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.43 Participation rates in writing assessment, 2008, by Indigenous status (per cent) (a)

	<i>All students</i>				<i>Indigenous students (b)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>
NSW	97.2	97.5	96.7	94.4	93.7	92.9	90.0	80.5
Victoria	95.7	96.1	95.5	92.5	89.9	91.1	84.8	78.5
Queensland	97.4	97.7	97.7	95.0	94.2	94.6	94.5	87.3
WA	95.3	95.7	95.7	93.1	85.7	84.6	86.2	72.3
SA	96.3	96.8	96.5	93.2	93.3	95.0	94.4	88.8
Tasmania	96.8	96.6	95.1	90.9	96.6	97.1	92.6	81.6
ACT	95.5	96.4	94.9	92.6	88.8	92.4	80.5	70.6
NT	81.9	84.3	78.8	78.5	70.2	70.4	61.3	59.8
Aust	96.4	96.7	96.2	93.6	89.9	90.0	87.7	79.7

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.44 Proportion of students who achieved at or above the national minimum standard for writing in years 3, 5, 7 and 9, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	Year 3	Year 5	Year 7	Year 9
<i>Parental education (d)</i>				
Bachelor degree or above	97.5 ± 0.3	96.7 ± 0.2	96.8 ± 0.3	95.0 ± 0.4
Advanced diploma/diploma	96.6 ± 0.3	94.7 ± 0.4	94.9 ± 0.3	91.5 ± 0.6
Certificate I to IV (e)	95.5 ± 0.3	92.9 ± 0.4	92.5 ± 0.4	87.1 ± 0.6
Year 12 or equivalent	95.0 ± 0.5	91.9 ± 0.5	92.5 ± 0.6	87.7 ± 0.9
Year 11 or equivalent or below	90.2 ± 0.5	84.9 ± 0.7	85.1 ± 0.7	78.1 ± 1.0
Not stated (f)	95.4 ± 0.3	92.2 ± 0.3	90.5 ± 0.5	86.0 ± 0.6
<i>Parental occupation (g)</i>				
Senior management and qualified professionals	97.8 ± 0.2	96.5 ± 0.3	96.6 ± 0.3	94.3 ± 0.4
Other business managers and associated professionals	97.1 ± 0.2	95.6 ± 0.3	95.6 ± 0.4	91.8 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	95.9 ± 0.3	93.5 ± 0.4	93.2 ± 0.4	88.1 ± 0.6
Machine operators, hospitality staff, assistants, labourers	93.0 ± 0.5	89.2 ± 0.6	89.3 ± 0.6	82.3 ± 0.8
Not in paid work in previous 12 months	86.5 ± 0.9	79.8 ± 1.1	80.4 ± 1.1	73.4 ± 1.5
Not stated (h)	95.3 ± 0.3	92.0 ± 0.3	90.1 ± 0.5	85.5 ± 0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some States and Territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of students with parental education not stated was 45 per cent in year 3, 47 per cent in year 5, 40 per cent in year 7 and 44 per cent in year 9.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of students with parental education not stated was 47 per cent in year 3, 49 per cent in year 5, 42 per cent in year 7 and 46 per cent in year 9.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table 4A.45

Table 4A.45 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
2 Years of schooling (d)						
NSW	96.9 ± 0.2	96.7 ± 0.3	97.1 ± 0.3	88.6 ± 1.4	97.3 ± 0.2	96.4 ± 0.5
1. 8 years, 7 months						
2. 3 years, 4 months						
Victoria	96.5 ± 0.2	95.8 ± 0.5	97.2 ± 0.3	93.0 ± 2.2	96.8 ± 0.3	95.4 ± 0.6
1. 8 years, 9 months						
2. 3 years, 4 months						
Queensland	92.0 ± 0.6	91.5 ± 0.7	92.5 ± 0.6	75.5 ± 3.2	93.3 ± 0.5	83.2 ± 2.7
1. 8 years, 1 month						
2. 2 years, 4 months						
WA	94.5 ± 0.6	94.0 ± 0.8	94.9 ± 0.6	75.5 ± 3.4	96.1 ± 0.6	93.0 ± 1.7
1. 8 years, 5 months						
2. 3 years, 4 months						
SA	93.8 ± 0.9	93.1 ± 1.0	94.4 ± 0.8	79.2 ± 4.5	94.6 ± 0.8	89.1 ± 4.1
1. 8 years, 7 months						
2. 3 years, 4 months						
Tasmania	96.7 ± 0.6	96.6 ± 0.8	96.8 ± 0.8	94.5 ± 2.8	96.8 ± 0.6	90.3 ± 4.5
1. 8 years, 11 months						
2. 3 years, 4 months						
ACT	96.4 ± 1.2	95.4 ± 1.7	97.3 ± 1.0	88.4 ± 9.3	96.7 ± 1.1	90.4 ± 6.4
1. 8 years, 8 months						
2. 3 years, 4 months						
NT	77.0 ± 5.6	76.8 ± 5.8	77.1 ± 5.6	52.4 ± 6.9	96.5 ± 1.3	51.2 ± 8.0
1. 8 years, 6 months						
2. 3 years, 4 months						
Australia	95.0 ± 0.2	94.6 ± 0.2	95.5 ± 0.2	78.6 ± 1.7	96.0 ± 0.2	93.0 ± 0.6
1. 8 years, 6 months						
2. 3 years, 1 month						

LBOTE =Language Background Other Than English.

- (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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.50. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.45 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.46

Table 4A.46 **Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)**

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	94.4 ± 0.3	94.6 ± 0.4	94.2 ± 0.4	78.9 ± 1.9	95.2 ± 0.3	94.4 ± 0.7
1. 10 years 7 months						
2. 5 years 4 months						
Victoria	94.6 ± 0.3	94.5 ± 0.5	94.8 ± 0.5	83.3 ± 3.5	95.0 ± 0.3	93.5 ± 0.6
1. 10 years 9 months						
2. 5 years 4 months						
Queensland	90.4 ± 0.6	90.7 ± 0.6	90.1 ± 0.7	69.5 ± 3.1	92.0 ± 0.5	81.0 ± 3.1
1. 10 years 1 months						
2. 4 years 4 months						
WA	91.1 ± 0.8	91.5 ± 0.9	90.7 ± 0.9	61.6 ± 3.4	93.7 ± 0.6	89.7 ± 2.0
1. 10 years 4 months						
2. 5 years 4 months						
SA	90.5 ± 1.0	91.1 ± 1.1	89.9 ± 1.1	68.5 ± 5.3	91.7 ± 0.9	84.9 ± 3.9
1. 10 years 7 months						
2. 5 years 4 months						
Tasmania	92.1 ± 1.2	91.8 ± 1.4	92.4 ± 1.3	87.8 ± 3.9	92.9 ± 1.1	83.9 ± 6.8
1. 10 years 11 months						
2. 5 years 4 months						
ACT	94.9 ± 1.2	94.6 ± 1.4	95.2 ± 1.4	82.3 ± 8.5	95.3 ± 1.1	90.3 ± 5.7
1. 10 years 8 months						
2. 5 years 4 months						
NT	69.1 ± 5.9	70.2 ± 5.7	67.9 ± 6.3	38.3 ± 6.3	91.6 ± 2.2	40.5 ± 7.7
1. 10 years 6 months						
2. 5 years 4 months						
Australia	92.7 ± 0.2	92.8 ± 0.3	92.5 ± 0.3	69.2 ± 1.7	94.0 ± 0.2	90.7 ± 0.7
1. 10 years 6 months						
2. 5 years 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.50. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.46 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

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

(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.47

Table 4A.47 **Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)**

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	96.0 ± 0.4	96.1 ± 0.4	95.9 ± 0.4	84.5 ± 2.1	96.6 ± 0.3	96.0 ± 0.8
1. 12 years 7 months						
2. 7 years 4 months						
Victoria	96.5 ± 0.3	96.5 ± 0.5	96.5 ± 0.4	87.9 ± 3.1	96.8 ± 0.4	95.8 ± 0.7
1. 12 years 9 months						
2. 7 years 4 months						
Queensland	94.9 ± 0.4	94.9 ± 0.4	94.8 ± 0.5	81.8 ± 2.7	95.9 ± 0.3	88.6 ± 2.2
1. 12 years 1 month						
2. 6 years 4 months						
WA	94.7 ± 0.6	95.0 ± 0.7	94.5 ± 0.7	74.2 ± 3.9	96.5 ± 0.4	93.3 ± 1.7
1. 12 years 0 months						
2. 6 years 4 months						
SA	94.5 ± 0.8	94.7 ± 0.9	94.4 ± 0.8	75.9 ± 5.2	95.4 ± 0.7	88.7 ± 3.3
1. 12 years 6 months						
2. 7 years 4 months						
Tasmania	95.2 ± 1.3	94.6 ± 1.6	95.9 ± 1.4	92.4 ± 2.7	95.5 ± 1.2	93.5 ± 4.6
1. 12 years 10 months						
2. 7 years 4 months						
ACT	97.1 ± 1.2	96.9 ± 1.4	97.4 ± 1.3	90.3 ± 7.6	97.3 ± 1.1	97.3 ± 1.9
1. 12 years 8 months						
2. 7 years 4 months						
NT	75.9 ± 7.2	76.1 ± 7.0	75.7 ± 7.7	50.2 ± 7.4	95.6 ± 2.0	54.2 ± 10.9
1. 12 years 6 months						
2. 7 years 4 months						
Australia	95.4 ± 0.2	95.4 ± 0.2	95.3 ± 0.2	78.6 ± 1.7	96.4 ± 0.2	93.6 ± 0.6
1. 12 years 5 months						
2. 7 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.50. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.47 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.48

Table 4A.48 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
2 Years of schooling (d)						
NSW	94.7 ± 0.4	94.7 ± 0.5	94.6 ± 0.5	80.3 ± 2.1	95.4 ± 0.4	95.2 ± 0.8
1. 14 years 7 months						
2. 9 years 4 months						
Victoria	95.2 ± 0.4	95.1 ± 0.6	95.2 ± 0.6	78.4 ± 4.5	95.5 ± 0.5	94.8 ± 0.9
1. 14 years 9 months						
2. 9 years 4 months						
Queensland	92.4 ± 0.8	92.3 ± 0.9	92.5 ± 0.8	73.2 ± 3.6	93.8 ± 0.7	86.9 ± 3.3
1. 14 years 1 month						
2. 8 years 4 months						
WA	92.3 ± 1.1	92.5 ± 1.2	92.1 ± 1.2	66.2 ± 3.7	94.3 ± 0.9	92.2 ± 2.0
1. 14 years 0 months						
2. 8 years 4 months						
SA	92.0 ± 1.8	92.4 ± 1.8	91.6 ± 1.8	68.7 ± 6.0	93.7 ± 1.1	88.0 ± 4.5
1. 14 years 6 months						
2. 9 years 4 months						
Tasmania	92.3 ± 1.8	92.6 ± 2.0	92.0 ± 1.8	88.5 ± 3.7	93.1 ± 1.5	90.8 ± 5.3
1. 14 years 10 months						
2. 9 years 4 months						
ACT	96.6 ± 1.2	96.6 ± 1.7	96.6 ± 1.3	83.8 ± 11.1	96.9 ± 1.1	97.6 ± 2.5
1. 14 years 8 months						
2. 9 years 4 months						
NT	74.1 ± 7.5	74.5 ± 7.6	73.6 ± 8.0	46.1 ± 9.3	93.6 ± 2.6	56.6 ± 13.4
1. 14 years 5 months						
2. 9 years 4 months						
Australia	93.6 ± 0.3	93.7 ± 0.4	93.6 ± 0.4	72.5 ± 2.0	94.8 ± 0.3	93.0 ± 0.7
1. 14 years 5 months						
2. 9 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.50. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.48 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.49

Table 4A.49 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	89.5 ± 1.7	93.5 ± 3.1	82.0 ± 3.4	83.8 ± 3.4	81.7 ± 6.5	94.7 ± 5.4	89.9 ± 8.5	..	85.9 ± 1.6
Provincial	88.7 ± 2.0	92.6 ± 3.2	79.6 ± 4.5	80.7 ± 6.7	78.6 ± 6.5	94.6 ± 3.1	..	86.7 ± 5.0	85.5 ± 1.7
Remote	80.9 ± 9.3	np	59.8 ± 11.6	75.3 ± 7.8	82.7 ± 16.3	np	..	68.3 ± 10.9	70.4 ± 5.5
Very remote	83.6 ± 13.6	..	51.4 ± 10.0	58.5 ± 7.5	68.3 ± 22.3	np	..	35.0 ± 7.0	47.5 ± 5.2
Total	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7
All students									
Metropolitan	97.1 ± 0.3	96.4 ± 0.4	93.1 ± 0.6	95.8 ± 0.7	94.0 ± 1.1	97.0 ± 0.9	96.4 ± 1.2	..	95.8 ± 0.2
Provincial	96.1 ± 0.4	96.6 ± 0.5	91.7 ± 0.8	93.9 ± 1.2	93.7 ± 1.2	96.5 ± 0.8	..	93.5 ± 2.8	94.8 ± 0.3
Remote	91.0 ± 5.1	98.2 ± 3.7	83.8 ± 5.4	90.9 ± 3.0	92.8 ± 3.1	96.4 ± 5.6	..	85.3 ± 6.8	88.5 ± 2.2
Very remote	90.3 ± 8.7	..	68.2 ± 8.9	75.3 ± 6.7	80.0 ± 11.3	np	..	44.5 ± 10.2	64.4 ± 5.2
Total	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2
Year 5									
Indigenous students									
Metropolitan	82.8 ± 2.7	86.5 ± 4.3	75.2 ± 3.7	72.7 ± 4.1	77.0 ± 5.7	84.7 ± 8.2	83.3 ± 8.6	..	78.5 ± 1.7
Provincial	77.8 ± 2.5	80.3 ± 4.6	74.0 ± 4.9	69.0 ± 7.1	63.9 ± 8.9	89.2 ± 4.2	..	70.6 ± 6.8	75.7 ± 2.1
Remote	58.8 ± 13.7	np	51.7 ± 11.8	59.5 ± 8.1	np	np	..	54.9 ± 12.0	56.3 ± 5.8
Very remote	52.1 ± 25.5	..	43.3 ± 9.4	39.8 ± 8.2	49.3 ± 19.6	np	..	20.3 ± 5.5	32.9 ± 4.3
Total	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7
All students									
Metropolitan	95.0 ± 0.4	94.8 ± 0.4	91.5 ± 0.7	93.3 ± 0.8	91.1 ± 1.3	92.7 ± 2.0	95.0 ± 1.1	..	93.8 ± 0.3
Provincial	93.1 ± 0.6	94.0 ± 0.6	90.2 ± 1.0	90.2 ± 1.6	89.8 ± 1.6	91.7 ± 1.5	..	86.7 ± 3.7	91.9 ± 0.4
Remote	82.9 ± 7.4	100.0 ± 0.0	80.8 ± 5.6	84.4 ± 4.1	90.3 ± 4.0	89.1 ± 11.6	..	78.0 ± 8.8	83.4 ± 2.6
Very remote	79.8 ± 17.1	..	64.8 ± 9.9	62.2 ± 8.7	68.6 ± 13.7	np	..	30.2 ± 10.9	54.3 ± 5.6

Table 4A.49

Table 4A.49 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

Year	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust		
Total	94.4 ± 0.3	94.6 ± 0.3	94.6 ± 0.3	91.1 ± 0.8	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2								
Year 7																			
Indigenous students																			
Metropolitan	87.5 ± 3.2	88.9 ± 4.6	87.3 ± 2.6	84.2 ± 3.6	82.6 ± 5.2	90.2 ± 4.8	90.3 ± 7.6	87.0 ± 1.4											
Provincial	83.4 ± 2.9	87.0 ± 4.8	84.1 ± 3.7	81.7 ± 6.3	78.4 ± 8.3	93.5 ± 3.6	80.2 ± 6.9	83.9 ± 1.6											
Remote	73.2 ± 12.2	np	69.2 ± 12.7	68.9 ± 9.6	np	np	62.7 ± 15.0	67.8 ± 6.7											
Very remote	np	..	59.0 ± 10.0	53.8 ± 8.6	48.0 ± 18.1	np	34.9 ± 6.0	46.4 ± 5.6											
Total	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	78.6 ± 1.7											
All students																			
Metropolitan	96.4 ± 0.4	96.7 ± 0.5	95.6 ± 0.4	96.0 ± 0.6	94.9 ± 0.9	95.4 ± 1.7	97.1 ± 1.2	96.2 ± 0.2											
Provincial	95.0 ± 0.6	96.1 ± 0.7	94.9 ± 0.6	95.0 ± 1.0	94.4 ± 1.1	95.2 ± 1.8	..	91.9 ± 3.6	95.1 ± 0.3										
Remote	82.4 ± 8.9	97.9 ± 3.8	89.0 ± 4.6	88.9 ± 3.8	93.9 ± 2.4	90.2 ± 4.5	..	83.4 ± 11.7	88.4 ± 2.7										
Very remote	74.7 ± 25.9	..	73.2 ± 8.6	71.9 ± 7.2	67.0 ± 15.8	np	..	42.0 ± 9.9	62.2 ± 5.7										
Total	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2										
Year 9																			
Indigenous students																			
Metropolitan	82.6 ± 2.5	81.2 ± 5.2	77.1 ± 5.1	73.5 ± 6.0	75.8 ± 6.3	83.9 ± 7.8	83.8 ± 11.1	78.9 ± 2.5											
Provincial	80.0 ± 2.8	76.0 ± 7.0	73.8 ± 4.4	70.7 ± 7.9	70.0 ± 11.5	90.8 ± 4.1	..	66.2 ± 8.6	76.2 ± 2.2										
Remote	56.7 ± 19.4	np	67.2 ± 11.4	60.1 ± 9.0	np	np	..	56.0 ± 21.1	60.4 ± 8.1										
Very remote	np	..	44.3 ± 16.2	50.2 ± 9.6	36.9 ± 19.3	np	..	24.8 ± 8.5	38.2 ± 7.2										
Total	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0										
All students																			
Metropolitan	95.1 ± 0.5	95.4 ± 0.7	93.2 ± 1.0	93.8 ± 1.2	92.5 ± 2.3	91.5 ± 3.5	96.6 ± 1.2	94.4 ± 0.4											
Provincial	93.8 ± 0.7	94.5 ± 0.9	91.7 ± 1.0	91.0 ± 2.5	91.5 ± 2.1	93.1 ± 1.8	..	86.4 ± 3.9	92.9 ± 0.5										
Remote	77.1 ± 13.4	97.6 ± 4.1	85.5 ± 4.7	83.4 ± 5.6	92.0 ± 3.9	82.6 ± 4.7	..	78.2 ± 15.2	84.1 ± 3.7										

Table 4A.49

Table 4A.49 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Very remote	81.9 ± 19.5	..	65.1 ± 15.6	67.0 ± 9.8	67.9 ± 17.1	np	..	35.3 ± 15.5	57.8 ± 8.0
Total	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3

(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 published.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal or Torres Strait Islander origin.
.. Not applicable. np Not published.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.50

Table 4A.50 Exemptions, absences and assessment by equity group in numeracy testing, 2008 (per cent) (a)

	All students												Assessed students																	
	Exempt (b)						Absent or withdrawn						Assessed						Indigenous students (c)						LBOTE students (c)					
	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9						
NSW	1	1	1	1	3	3	4	6	96	96	96	93	4	4	4	3	30	29	27	28										
Victoria	3	2	2	2	4	4	4	8	93	94	94	91	1	1	1	1	25	25	24	24										
Queensland	2	2	2	1	3	2	2	5	95	96	96	93	7	7	7	6	9	8	9	9										
WA	1	1	1	1	5	5	5	7	94	95	94	92	6	5	5	4	14	14	14	11										
SA	3	3	2	2	3	3	4	6	94	94	94	91	3	3	3	2	10	10	10	8										
Tasmania	1	1	1	1	4	4	5	9	96	95	95	90	6	7	7	6	3	3	3	3										
ACT	2	1	1	–	5	4	5	7	93	94	94	92	2	2	2	1	9	9	8	8										
NT	2	1	1	2	17	15	19	21	81	84	79	77	30	29	28	25	22	23	20	16										
Aust	2	1	1	1	4	3	4	7	95	95	95	92	4	4	4	4	20	20	19	19										

LBOTE =Language Background Other Than English.

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) Proportions of Indigenous and LBOTE students are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

– Nil or rounded to zero.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.51

Table 4A.51 **Participation rate in numeracy assessment, 2008, by Indigenous status (per cent) (a)**

	<i>All students</i>				<i>Indigenous students (b)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>
NSW	96.9	97.2	96.3	93.8	92.3	91.7	88.3	79.3
Victoria	95.8	96.2	95.8	92.5	89.1	88.6	86.5	79.2
Queensland	97.1	97.5	97.5	94.6	93.5	93.8	94.2	86.3
WA	95.1	95.5	95.4	93.0	84.1	83.6	83.8	71.6
SA	96.8	97.1	96.5	93.6	96.7	96.7	93.7	89.4
Tasmania	96.5	96.3	95.2	91.1	95.5	95.5	93.6	84.3
ACT	95.0	95.8	94.9	92.7	87.9	92.4	82.8	72.9
NT	83.1	85.0	80.5	79.3	71.8	71.8	65.5	61.4
Aust	96.3	96.6	96.1	93.3	89.4	89.3	87.4	79.3

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.52 Proportion of students who achieved at or above the national minimum standard for numeracy in years 3, 5, 7 and 9, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	Year 3	Year 5	Year 7	Year 9
<i>Parental education (d)</i>				
Bachelor degree or above	97.6 ± 0.2	97.2 ± 0.2	98.4 ± 0.2	98.1 ± 0.2
Advanced diploma/diploma	96.4 ± 0.3	95.1 ± 0.3	97.3 ± 0.3	96.4 ± 0.3
Certificate I to IV (e)	94.6 ± 0.3	92.6 ± 0.4	96.0 ± 0.3	94.0 ± 0.4
Year 12 or equivalent	94.4 ± 0.4	91.9 ± 0.5	95.6 ± 0.4	94.2 ± 0.5
Year 11 or equivalent or below	88.7 ± 0.6	83.4 ± 0.7	90.2 ± 0.6	87.1 ± 0.8
Not stated (f)	95.3 ± 0.3	92.5 ± 0.3	94.8 ± 0.4	92.9 ± 0.5
<i>Parental occupation (g)</i>				
Senior management and qualified professionals	97.9 ± 0.2	97.1 ± 0.2	98.3 ± 0.2	97.8 ± 0.3
Other business managers and associated professionals	96.8 ± 0.2	95.9 ± 0.3	97.8 ± 0.2	96.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.3	93.3 ± 0.4	96.4 ± 0.3	94.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	91.7 ± 0.5	88.6 ± 0.6	93.6 ± 0.4	90.5 ± 0.6
Not in paid work in previous 12 months	85.0 ± 1.0	78.6 ± 1.1	85.9 ± 1.0	82.4 ± 1.4
Not stated (h)	95.1 ± 0.3	92.2 ± 0.3	94.6 ± 0.3	92.6 ± 0.5

- (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) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of students with parental education not stated was 45 per cent in year 3, 47 per cent in year 5, 40 per cent in year 7 and 44 per cent in year 9.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of students with parental education not stated was 47 per cent in year 3, 49 per cent in year 5, 42 per cent in year 7 and 46 per cent in year 9.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table 4A.53

Table 4A.53 Proportion of year 6 students achieving at or above the proficient standard in science literacy (per cent)
(a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
3.1	33.5 ± 3.7	36.5 ± 4.3	39.9 ± 3.4	40.3 ± 3.9	38.4 ± 3.8	33.5 ± 5.4	26.4 ± 5.0	41.8 ± 6.3	36.5 ± 1.7
3.2	54.0 ± 3.4	53.3 ± 3.9	50.1 ± 3.5	49.0 ± 4.1	49.7 ± 4.0	52.9 ± 6.0	56.8 ± 5.9	43.1 ± 6.5	52.2 ± 1.7
3.3	9.0 ± 2.2	6.3 ± 1.6	5.3 ± 1.4	5.2 ± 1.5	6.4 ± 1.7	9.3 ± 4.2	14.6 ± 4.9	7.7 ± 4.4	7.1 ± 0.9
4 or above	0.2 ± 0.3	0.1 ± 0.2	0.0 ± 0.1	0.0 ± 0.1	0.1 ± 0.2	0.2 ± 0.4	0.3 ± 0.7	0.0 ± 0.0	0.1 ± 0.1
<i>Proficient standard or above (a)</i>	63.0 ± 2.0	59.9 ± 2.2	55.5 ± 2.0	54.3 ± 2.4	56.3 ± 2.0	62.2 ± 2.9	71.6 ± 2.6	50.7 ± 3.4	59.4 ± 1.0
2006									
3.1	35.2 ± 3.5	35.2 ± 3.9	40.6 ± 2.9	42.0 ± 3.7	38.7 ± 3.7	34.9 ± 4.4	30.7 ± 4.8	33.0 ± 5.5	37.1 ± 1.7
3.2	43.9 ± 3.6	48.5 ± 4.1	42.0 ± 3.6	39.6 ± 4.0	43.6 ± 3.9	46.7 ± 4.7	47.9 ± 4.8	31.6 ± 5.4	44.2 ± 1.8
3.3	12.3 ± 3.1	9.6 ± 2.2	7.0 ± 1.7	6.8 ± 2.3	7.9 ± 2.3	10.4 ± 3.0	13.5 ± 4.0	6.7 ± 2.8	9.6 ± 1.2
4 or above	1.2 ± 1.2	0.2 ± 0.4	0.2 ± 0.2	0.2 ± 0.2	0.1 ± 0.2	0.3 ± 0.4	0.6 ± 1.1	0.2 ± 0.4	0.5 ± 0.4
<i>Proficient standard or above (a)</i>	57.4 ± 4.3	58.3 ± 5.0	49.2 ± 3.8	46.6 ± 4.7	51.6 ± 4.7	57.4 ± 5.5	62.0 ± 5.6	38.4 ± 6.5	54.3 ± 2.1

(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) 2003 results rescaled to 2006 were available for inclusion in this table. Results for 2003 and 2006 in this table are directly comparable.

(c) 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 (2008), *National Assessment Program - Science Literacy Year 6, 2006*, Melbourne.

Table 4A.54

Table 4A.54 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by geolocation (per cent) (a), (b), (c), (d)**

	3.1	3.2	3.3	4 or above	At or above proficient standard
2003					
Mainland state capital city regions	36.4 ± 2.3	52.0 ± 2.3	7.2 ± 1.4	0.1 ± 0.2	na
Major urban statistical districts	33.9 ± 5.6	54.5 ± 4.8	8.3 ± 2.5	0.1 ± 0.2	na
Inner provincial	37.7 ± 4.2	51.7 ± 4.5	6.0 ± 2.3	0.2 ± 0.4	na
Outer provincial	36.7 ± 5.4	53.4 ± 5.5	6.5 ± 2.8	0.0 ± 0.2	na
Provincial zone, city 25K-50K	34.0 ± 8.6	54.5 ± 9.8	7.6 ± 4.5	0.1 ± 0.6	na
Provincial zone, city 50K-100K	38.6 ± 8.0	50.9 ± 6.8	6.5 ± 3.3	0.1 ± 0.3	na
Remote zone, remote areas	46.5 ± 8.3	38.3 ± 9.3	4.6 ± 3.4	0.0 ± 0.1	na
All locations	36.5 ± 1.7	52.2 ± 1.7	7.1 ± 0.9	0.1 ± 0.1	na
2006					
Metropolitan zone capital city	36.5 ± 2.6	43.9 ± 2.5	10.6 ± 2.0	0.7 ± 0.7	55.3 ± 3.2
Major urban statistical districts	37.5 ± 4.2	46.0 ± 3.9	9.5 ± 2.7	0.5 ± 0.7	56.0 ± 4.9
Provincial city statistical districts	40.5 ± 4.9	43.4 ± 5.1	8.0 ± 2.6	0.2 ± 0.6	51.6 ± 6.0
Inner and outer provincial areas	37.0 ± 3.5	46.4 ± 3.9	7.8 ± 2.0	0.1 ± 0.2	54.3 ± 4.3
Remote and very remote zones	38.0 ± 7.0	31.1 ± 8.3	4.3 ± 3.7	0.1 ± 0.3	35.5 ± 9.2
All locations	37.1 ± 1.7	44.2 ± 1.8	9.6 ± 1.2	0.5 ± 0.4	54.3 ± 2.1

- (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) 2003 results rescaled for 2006 were available for inclusion in this table. However, the geographic classification changed between 2003 and 2006 making any comparison invalid.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

na Not available.

Source: MCEETYA (2008), *National Assessment Program - Science Literacy Year 6, 2006*, Melbourne.

Table 4A.55 Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2003	
Male students	59.1 ± 1.3
Female students	57.4 ± 1.2
Indigenous students	29.8 ± 4.5
LBOTE students	48.1 ± 3.0
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
LBOTE students (d)	na

(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) Rescaled data for 2003 were not available for inclusion in this table. Results for 2003 and 2006 are not directly comparable.

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

(d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: MCEETYA (2008), *National Assessment Program - Science Literacy Year 6, 2006*, Melbourne; MCEETYA (2006), *National Assessment Program - Science Literacy Year 6, 2003*, Melbourne.

Table 4A.56

Table 4A.56 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
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
2007									
Year 6									
1 or above	93.5 ± 2.4	92.1 ± 2.5	83.0 ± 3.8	82.0 ± 3.4	85.6 ± 3.9	84.8 ± 4.4	91.4 ± 4.3	57.5 ± 8.3	88.7 ± 1.3
2 or above (a)	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
3 or above	13.9 ± 3.0	10.4 ± 2.4	6.4 ± 2.6	4.4 ± 2.1	7.3 ± 3.1	11.7 ± 4.7	14.8 ± 5.8	4.7 ± 2.2	9.9 ± 1.2
4 or above	0.5 ± 0.6	0.1 ± 0.3	0.1 ± 0.3	0.1 ± 0.2	0.2 ± 0.4	0.4 ± 0.8	0.5 ± 0.8	0.1 ± 0.2	0.3 ± 0.2
Year 10									
1 or above	97.0 ± 2.9	95.6 ± 3.3	96.9 ± 2.1	94.2 ± 4.1	96.6 ± 2.3	93.8 ± 3.2	95.7 ± 3.1	91.2 ± 5.8	96.2 ± 1.4
2 or above	84.6 ± 5.0	78.9 ± 5.9	77.7 ± 5.4	75.1 ± 7.2	83.1 ± 6.7	73.9 ± 5.2	84.6 ± 5.9	75.6 ± 11.9	80.4 ± 2.8
3 or above (a)	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
4 or above	12.6 ± 3.8	5.2 ± 1.7	2.8 ± 1.6	3.6 ± 1.7	5.8 ± 2.9	6.2 ± 3.4	10.6 ± 3.1	3.7 ± 3.4	7.1 ± 1.4
5 or above	0.4 ± 0.5	0.2 ± 0.4	–	–	0.1 ± 0.5	0.3 ± 0.5	0.2 ± 0.4	0.0 ± 0.2	0.2 ± 0.2

Table 4A.56 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(a) National minimum standards such as those set for 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 \pm 2.7 per cent).
 – Nil or rounded to zero.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA 2009, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne.

Table 4A.57

Table 4A.57 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by geolocation, Australia (per cent) (a), (b), (c)

	<i>1 or above</i>	<i>2 or above (a)</i>	<i>3 or above (a)</i>	<i>4 or above</i>	<i>5 or above</i>
2004					
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
2007					
Year 6					
Metropolitan	90.5 ± 1.5	56.6 ± 3.3	11.1 ± 1.6	0.3 ± 0.3	..
Provincial	86.2 ± 3.2	47.9 ± 5.9	7.5 ± 2.3	0.1 ± 0.3	..
Remote	67.0 ± 11.4	28.3 ± 11.6	2.1 ± 2.3	0.0 ± 0.1	..
All locations	88.7 ± 1.3	53.4 ± 2.8	9.9 ± 1.2	0.3 ± 0.2	..
Year 10					
Metropolitan	96.7 ± 1.6	82.2 ± 3.2	43.3 ± 3.2	8.0 ± 1.9	0.2 ± 0.2
Provincial	94.9 ± 2.5	75.9 ± 6.2	37.0 ± 7.1	4.7 ± 2.2	0.1 ± 0.2
Remote	87.4 ± 19.1	60.7 ± 17.4	23.5 ± 12.1	1.6 ± 3.8	0.0 ± 0.0
All locations	96.2 ± 1.4	80.4 ± 2.8	41.5 ± 2.6	7.1 ± 1.4	0.2 ± 0.2

(a) National minimum standards such as those set for 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 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA 2009, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne.

Table 4A.58

Table 4A.58 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent) (a), (b)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
2004					
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	–	..
Non-Indigenous students	90.2 ± 1.5	51.4 ± 3.0	8.4 ± 1.5	0.1 ± 0.1	..
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
Non-Indigenous students	96.1 ± 0.9	81.1 ± 1.9	39.9 ± 2.8	4.9 ± 1.1	0.1 ± 0.1
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
2007					
Year 6					
Male students	86.3 ± 1.9	49.9 ± 3.3	8.9 ± 1.7	0.3 ± 0.3	..
Female students	91.2 ± 1.6	57.2 ± 3.4	11.0 ± 1.6	0.3 ± 0.3	..
Indigenous students	63.0 ± 11.6	26.2 ± 13.8	2.8 ± 4.5	–	..
Non-Indigenous students	89.5 ± 1.4	53.7 ± 3.1	9.7 ± 1.4	0.3 ± 0.2	..
LBOTE students	86.3 ± 4.8	48.9 ± 7.8	8.6 ± 3.6	0.1 ± 0.3	..
All students	88.7 ± 1.3	53.4 ± 2.8	9.9 ± 1.2	0.3 ± 0.2	..
Year 10					
Male students	95.1 ± 1.8	76.6 ± 3.8	37.9 ± 3.7	5.6 ± 1.7	0.2 ± 0.4

Table 4A.58

Table 4A.58 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent) (a), (b)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
Female students	97.3 ± 1.3	84.1 ± 2.8	45.1 ± 3.4	8.5 ± 2.1	0.2 ± 0.3
Indigenous students	85.9 ± 8.0	52.6 ± 9.6	18.5 ± 8.1	2.5 ± 3.7	–
Non-Indigenous students	96.7 ± 1.3	81.4 ± 2.7	42.3 ± 2.6	7.2 ± 1.4	0.2 ± 0.2
LBOTE students	93.7 ± 3.6	76.4 ± 6.2	39.4 ± 5.6	6.7 ± 2.7	0.3 ± 0.6
All students	96.2 ± 1.4	80.4 ± 2.8	41.5 ± 2.6	7.1 ± 1.4	0.2 ± 0.2

(a) National minimum standards such as those set for 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).

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

Source: MCEEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEEETYA 2009, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne.

Table 4A.59

Table 4A.59 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, 2005 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 6									
Level 1 or above	98.6 ± 1.4	99.8 ± 0.5	97.9 ± 1.7	98.8 ± 1.3	99.5 ± 0.8	98.9 ± 1.1	99.5 ± 1.5	93.4 ± 9.4	98.8 ± 0.5
Level 2 or above	89.5 ± 3.3	91.4 ± 3.8	80.7 ± 4.8	82.8 ± 4.7	89.6 ± 3.6	89.7 ± 5.1	91.5 ± 4.9	75.8 ± 12.2	87.4 ± 1.6
Level 3 or above	50.5 ± 16.6	57.9 ± 6.3	37.7 ± 5.3	39.6 ± 5.4	51.7 ± 5.0	48.9 ± 9.0	58.4 ± 12.5	36.0 ± 10.0	48.6 ± 3.0
Level 4 or above	8.7 ± 3.7	10.5 ± 3.5	4.1 ± 1.8	4.6 ± 2.0	9.0 ± 3.5	8.4 ± 4.3	12.9 ± 6.7	2.8 ± 2.6	7.8 ± 1.6
Level 5 or above	0.1 ± 0.2	0.1 ± 0.3	0.1 ± 0.3	0.2 ± 0.8	0.3 ± 0.7	0.4 ± 1.1	0.1 ± 0.8	–	0.1 ± 0.1
Level 6 or above	..	..	..	..	..	..	..	..	..
<i>At or above the proficient standard</i>	50.5 ± 6.6	57.9 ± 6.3	37.7 ± 5.3	39.6 ± 5.4	51.7 ± 5.0	48.9 ± 9.0	58.4 ± 12.5	36.0 ± 10.0	48.6 ± 3.0
Year 10									
Level 1 or above	..	..	..	..	..	..	..	..	..
Level 2 or above	99.7 ± 0.4	99.6 ± 0.6	99.6 ± 0.8	99.8 ± 0.5	99.2 ± 0.6	99.3 ± 1.0	100.0 ± 0.0	99.1 ± 2.1	99.6 ± 0.2
Level 3 or above	92.9 ± 2.5	94.1 ± 1.9	94.3 ± 2.8	90.7 ± 4.2	93.9 ± 2.4	91.3 ± 4.2	96.0 ± 3.1	85.6 ± 11.3	93.2 ± 1.2
Level 4 or above	61.1 ± 7.6	66.5 ± 4.8	59.5 ± 7.4	55.8 ± 6.1	61.4 ± 5.0	56.4 ± 6.4	65.5 ± 11.4	48.6 ± 13.2	61.2 ± 3.1
Level 5 or above	11.7 ± 3.5	17.4 ± 4.1	10.6 ± 3.3	8.2 ± 2.9	12.0 ± 3.6	9.1 ± 3.9	18.0 ± 8.9	7.7 ± 5.9	12.3 ± 1.6
Level 6 or above	0.5 ± 1.0	0.7 ± 1.2	0.2 ± 0.5	–	0.4 ± 0.6	0.1 ± 0.4	0.5 ± 1.3	–	0.4 ± 0.4
<i>At or above the proficient standard</i>	61.1 ± 7.6	66.5 ± 4.8	59.5 ± 7.4	55.8 ± 6.1	61.4 ± 5.4	56.4 ± 6.4	65.5 ± 11.4	48.6 ± 13.2	61.2 ± 3.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
.. Not applicable. – Nil or rounded to zero.

Source: MCEETYA 2008, *National Assessment Program ICT Years 6 and 10 Report 2005*, Melbourne.

Table 4A.60

Table 4A.60 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by geolocation, Australia, 2005 (per cent) (a), (b), (c)

	Level 1 or above	Level 2 or above	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above	At or above the proficient standard
Year 6							
Metropolitan	99.0 ± 0.6	88.8 ± 2.0	51.9 ± 3.8	9.0 ± 2.0	0.2 ± 0.2	..	51.9 ± 3.8
Provincial	98.5 ± 1.2	85.8 ± 3.2	42.7 ± 5.5	5.3 ± 2.4	0.1 ± 0.2	..	42.7 ± 5.5
Remote	94.2 ± 7.7	73.9 ± 15.1	32.6 ± 18.9	2.5 ± 4.2	–	..	32.6 ± 18.9
All locations	98.8 ± 0.5	87.4 ± 1.6	48.6 ± 3.0	7.8 ± 1.6	0.1 ± 0.1	..	48.6 ± 3.0
Year 10							
Metropolitan	..	99.6 ± 0.3	93.4 ± 1.4	62.8 ± 4.1	13.6 ± 2.3	0.4 ± 0.5	62.8 ± 4.1
Provincial	..	99.9 ± 0.3	92.8 ± 2.9	58.6 ± 5.7	10.1 ± 3.9	0.4 ± 0.9	58.6 ± 5.7
Remote	..	96.9 ± 5.0	84.6 ± 8.0	45.8 ± 9.7	6.8 ± 5.0	0.1 ± 0.6	45.8 ± 9.7
All locations	..	99.6 ± 0.2	93.2 ± 1.2	61.2 ± 3.1	12.3 ± 1.6	0.4 ± 0.4	61.2 ± 3.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and 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 2008, *National Assessment Program ICT Years 6 and 10 Report 2005*, Melbourne.

Table 4A.61

Table 4A.61 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by equity group, Australia, 2005 (per cent) (a), (b)

	Level 1 or above	Level 2 or above	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above	At or above the proficient standard
Year 6							
Male students	95.5 ± 0.7	85.6 ± 2.6	45.4 ± 4.9	7.9 ± 2.0	0.2 ± 0.3	..	45.4 ± 4.9
Female students	99.0 ± 0.7	89.3 ± 2.0	52.0 ± 4.1	7.8 ± 2.0	0.1 ± 0.2	..	52.0 ± 4.1
Indigenous students	93.4 ± 5.4	74.8 ± 10.6	29.9 ± 12.9	1.2 ± 3.0	0.1 ± 0.4	..	29.9 ± 12.9
LBOTE students	98.5 ± 1.2	86.5 ± 3.7	48.8 ± 6.2	8.7 ± 2.6	–	..	48.8 ± 6.2
All students	98.8 ± 0.5	87.4 ± 1.6	48.6 ± 3.0	7.8 ± 1.6	0.1 ± 0.1	..	48.6 ± 3.0
Year 10							
Male students	..	99.7 ± 0.3	91.9 ± 1.8	59.6 ± 4.2	11.6 ± 2.3	0.4 ± 0.6	59.6 ± 4.2
Female students	..	99.6 ± 0.4	94.8 ± 1.7	62.9 ± 3.5	13.2 ± 2.3	0.4 ± 0.5	62.9 ± 3.5
Indigenous students	..	97.3 ± 3.9	79.3 ± 10.1	35.0 ± 11.5	5.8 ± 5.8	–	35.0 ± 11.5
LBOTE students	..	99.4 ± 0.6	92.0 ± 2.7	58.6 ± 5.6	12.8 ± 3.5	0.6 ± 1.1	58.6 ± 5.6
All students	..	99.6 ± 0.2	93.2 ± 1.2	61.2 ± 3.1	12.3 ± 1.6	0.4 ± 0.4	61.2 ± 3.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

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

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

Source: MCEETYA 2008, *National Assessment Program ICT Years 6 and 10 Report 2005*, Melbourne.

Table 4A.62

Table 4A.62 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale (per cent) (a), (b)

	NSW	Vic	Q/ld	WA	SA	Tas	ACT	NT	Aust	OECD average
2000										
All students	73.5 ± 5.0	63.9 ± 5.5	65.8 ± 6.2	70.6 ± 6.8	72.1 ± 5.4	65.7 ± 7.6	77.9 ± 4.1	56.3 ± 5.8	69.0 ± 2.4	60.5 ± 0.4
2003										
All students	71.6 ± 3.0	66.8 ± 4.1	65.4 ± 7.0	77.2 ± 3.4	73.7 ± 3.7	63.3 ± 5.7	78.5 ± 3.7	58.0 ± 7.2	69.9 ± 1.9	58.3 ± 0.4
2006										
All students	66.8 ± 3.5	63.0 ± 3.9	64.4 ± 2.9	70.7 ± 5.5	66.1 ± 4.1	58.8 ± 4.5	74.6 ± 4.1	48.4 ± 4.1	65.6 ± 1.8	55.2 ± 0.6

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

Source: ACER (unpublished).

Table 4A.63 Proportion of 15 year old 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 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (c)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Geographically remote students (d)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (c)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Geographically remote students (d)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (c)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Geographically remote students (d)	48.9 ± 15.7

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

(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.64 Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent) (a), (b)

	<i>At or above level 3</i>
Indigenous status	
Indigenous	33.5 ± 5.0
Non-Indigenous (c)	66.5 ± 1.8
Socio-economic status (ESCS) (d)	
Highest quartile	81.9 ± 2.2
Third quartile	72.4 ± 2.4
Second quartile	62.9 ± 2.4
Lowest quartile	47.8 ± 2.2
Socio-economic status (HISEI) (d)	
Highest quartile	81.0 ± 2.4
Third quartile	71.2 ± 2.6
Second quartile	65.0 ± 2.6
Lowest quartile	50.7 ± 2.6
All students	65.6 ± 1.8

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(c) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.

(d) 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.

Source: ACER (unpublished).

Table 4A.65

Table 4A.65 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust	OECD average
2003										
All students	66.7 ± 3.1	62.6 ± 4.3	65.8 ± 5.3	75.8 ± 3.5	72.7 ± 4.9	61.1 ± 8.2	76.0 ± 3.5	57.3 ± 5.5	67.1 ± 1.8	57.3 ± 0.6
2006										
All students	67.0 ± 3.5	64.2 ± 3.9	66.6 ± 3.7	71.5 ± 5.9	67.1 ± 4.5	58.3 ± 4.5	74.3 ± 4.9	51.5 ± 4.3	66.5 ± 1.8	56.8 ± 0.6

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

Source: ACER (unpublished).

Table 4A.66 Proportion of 15 year old 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 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (c)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Geographically remote students (d)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (c)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Geographically remote students (d)	44.0 ± 11.4

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

(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.67 Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent) (a), (b)

	<i>At or above level 3</i>
Indigenous status	
Indigenous	32.4 ± 5.2
Non-Indigenous (c)	67.5 ± 1.8
Socio-economic status (ESCS) (d)	
Highest quartile	83.0 ± 2.2
Third quartile	72.6 ± 2.2
Second quartile	62.8 ± 2.8
Lowest quartile	50.2 ± 2.4
Socio-economic status (HISEI) (d)	
Highest quartile	81.8 ± 2.4
Third quartile	71.5 ± 2.2
Second quartile	65.8 ± 2.6
Lowest quartile	52.2 ± 2.6
All students	66.5 ± 1.8

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (d) 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.

Source: ACER (unpublished).

Table 4A.68

Table 4A.68 Proportion of 15 year old students achieving at or above the OECD mean for scientific literacy (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2000									
All students	64.4 ± 7.2	56.0 ± 8.5	60.8 ± 6.9	67.2 ± 7.1	66.0 ± 7.2	55.5 ± 7.6	71.7 ± 8.5	49.3 ± 9.9	61.8 ± 3.7
Male students	63.6 ± 7.4	57.6 ± 9.8	56.0 ± 8.1	66.0 ± 8.1	64.8 ± 10.6	55.5 ± 10.2	75.6 ± 14.0	47.4 ± 13.2	60.8 ± 4.0
Female students	65.4 ± 9.8	53.9 ± 12.6	65.4 ± 10.1	68.6 ± 9.3	67.2 ± 9.4	56.2 ± 9.6	68.4 ± 15.6	51.2 ± 12.8	62.8 ± 4.8
Students from low socioeconomic families (c)	49.7 ± 11.7	49.0 ± 14.3	48.2 ± 9.6	51.1 ± 12.8	48.6 ± 16.0	46.8 ± 10.0	49.9 ± 29.5	25.0 ± 18.5	49.0 ± 6.6
2003									
All students	62.4 ± 3.4	55.9 ± 4.5	59.0 ± 5.3	68.8 ± 3.2	66.4 ± 6.1	55.0 ± 8.2	71.4 ± 4.1	51.2 ± 5.4	61.2 ± 1.8
Male students	62.0 ± 4.9	57.7 ± 5.4	57.3 ± 5.8	67.5 ± 4.7	67.3 ± 6.9	54.4 ± 9.2	70.6 ± 7.5	48.7 ± 7.8	61.0 ± 2.3
Female students	62.7 ± 4.2	54.2 ± 5.9	61.1 ± 7.6	70.0 ± 4.6	65.2 ± 7.7	55.7 ± 9.5	72.1 ± 10.1	53.4 ± 8.2	61.4 ± 2.5
Students from low socioeconomic families (c)	45.3 ± 4.7	39.9 ± 7.5	46.6 ± 5.8	49.9 ± 7.4	48.4 ± 6.6	39.3 ± 10.3	44.9 ± 16.9	38.6 ± 15.2	44.7 ± 2.8

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

(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.69 Proportion of 15 year old 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 ± 8.1
Geographically remote students (c)	51.2 ± 15.4
2003	
Indigenous students	25.6 ± 5.6
Geographically remote students (c)	44.4 ± 12.0

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

(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.70

Table 4A.70 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, 2006 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	OECD average
<i>At or above level 3</i>	69.2 ± 3.1	62.5 ± 4.0	65.8 ± 3.1	72.9 ± 5.3	69.2 ± 3.9	59.1 ± 4.6	74.7 ± 3.9	53.4 ± 4.4	67.0 ± 1.7	52.6 ± 1.0
Level 6	3.5 ± 1.4	1.7 ± 1.0	2.6 ± 1.4	3.6 ± 1.4	2.7 ± 1.2	1.9 ± 1.2	4.4 ± 2.2	2.5 ± 2.0	2.8 ± 0.6	1.3 ± 0.0
Level 5	13.3 ± 2.4	9.5 ± 1.8	10.0 ± 2.4	15.1 ± 3.1	12.2 ± 2.7	9.1 ± 2.0	16.9 ± 2.7	10.4 ± 3.3	11.8 ± 1.0	7.7 ± 0.2
Level 4	25.3 ± 2.2	22.7 ± 2.4	24.4 ± 2.2	27.5 ± 4.1	25.2 ± 3.9	20.4 ± 3.9	28.1 ± 3.7	17.7 ± 3.3	24.6 ± 1.0	20.3 ± 0.4
Level 3	27.0 ± 2.0	28.6 ± 2.7	28.7 ± 2.7	26.7 ± 3.3	29.1 ± 3.3	27.7 ± 4.7	25.3 ± 3.3	22.8 ± 4.5	27.7 ± 1.0	27.4 ± 0.4
Level 2	19.5 ± 2.2	21.8 ± 2.4	20.9 ± 2.5	17.4 ± 2.9	20.0 ± 2.9	22.5 ± 3.1	15.1 ± 2.9	21.1 ± 3.7	20.2 ± 1.2	24.0 ± 0.4
Level 1	9.1 ± 1.6	11.9 ± 2.4	9.8 ± 1.6	7.0 ± 2.4	8.8 ± 2.0	13.6 ± 2.9	7.5 ± 2.5	15.1 ± 2.9	9.8 ± 1.0	14.1 ± 0.2
Below level 1	2.2 ± 0.6	3.7 ± 1.2	3.5 ± 1.2	2.7 ± 2.0	2.0 ± 1.0	4.8 ± 1.6	2.6 ± 1.6	10.4 ± 3.5	3.0 ± 0.6	5.2 ± 0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: ACER (unpublished).

Table 4A.71 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group, 2006 (per cent) (a), (b)

	<i>Aust</i>
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (c)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Non-Indigenous students (d)	68.0 ± 1.8
Geographically remote students (e)	47.8 ± 12.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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) Non-Indigenous does not include persons whose Indigenous status is not stated or unknown.

(e) 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.72 Proportion of 15 year old secondary students achieving at or above level 3 of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent) (a), (b)

	<i>At or above level 3</i>
Indigenous status	
Indigenous	34.3 ± 5.6
Non-Indigenous (c)	68.0 ± 1.8
Socio-economic status (ESCS) (d)	
Highest quartile	83.1 ± 1.8
Third quartile	73.4 ± 2.4
Second quartile	63.3 ± 2.4
Lowest quartile	50.8 ± 2.4
Socio-economic status (HISEI) (d)	
Highest quartile	82.2 ± 2.2
Third quartile	71.7 ± 2.6
Second quartile	66.3 ± 2.2
Lowest quartile	53.0 ± 2.4
All students	67.0 ± 1.7

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(c) Non-Indigenous does not include persons whose Indigenous status is not stated or unknown.

(d) 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.

Source: ACER (unpublished).

Table 4A.73

Table 4A.73 Proportion of 15 year old students achieving at or above the OECD mean for problem solving, 2003 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students	64.6 ± 2.9	59.9 ± 4.3	62.6 ± 6.8	71.0 ± 3.6	69.9 ± 4.8	59.5 ± 7.6	73.3 ± 4.4	53.9 ± 6.1	64.2 ± 1.8
Male students	62.7 ± 4.4	61.0 ± 5.5	59.1 ± 7.6	69.9 ± 4.5	67.6 ± 5.4	56.9 ± 9.2	71.0 ± 7.2	48.8 ± 8.0	62.7 ± 2.4
Female students	66.3 ± 3.5	58.9 ± 5.7	67.0 ± 7.3	71.9 ± 4.4	72.7 ± 7.4	62.5 ± 8.3	75.4 ± 7.8	58.3 ± 8.1	65.8 ± 2.5
Students from low socioeconomic families (c)	48.7 ± 4.9	45.4 ± 7.0	50.3 ± 7.1	55.6 ± 7.9	54.9 ± 6.9	42.1 ± 8.4	50.0 ± 14.2	44.2 ± 12.1	49.2 ± 2.6

(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 OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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.74 Proportion of 15 year old students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent) (a), (b)

	<i>Aust</i>
Indigenous students	30.6 ± 6.2
Geographically remote students (c)	50.1 ± 10.1

(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 OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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 (0.6 per cent).

Source: ACER (unpublished).

Table 4A.75

Table 4A.75 Proportion of year 4 students achieving at or above the intermediate international level in mathematics achievement (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2002-03									
At or above intermediate	68.2 ± 9.5	68.2 ± 6.5	58.1 ± 7.2	50.8 ± 7.8	58.9 ± 8.0	63.7 ± 13.6	70.6 ± 9.5	54.1 ± 11.8	63.8 ± 3.9
Advanced	6.7 ± 2.9	6.1 ± 2.5	2.5 ± 1.4	1.9 ± 1.2	2.5 ± 1.7	4.4 ± 2.7	10.9 ± 8.4	2.1 ± 2.7	5.0 ± 1.2
High	25.0 ± 4.8	23.2 ± 4.9	16.4 ± 4.5	13.5 ± 3.4	18.6 ± 4.7	22.1 ± 7.2	27.0 ± 7.1	20.8 ± 8.6	21.3 ± 2.2
Intermediate	36.6 ± 5.5	38.8 ± 3.7	39.2 ± 4.8	35.4 ± 5.9	37.8 ± 6.4	37.2 ± 6.2	32.7 ± 7.9	31.2 ± 8.6	37.5 ± 2.5
Low	22.9 ± 5.4	21.7 ± 4.2	26.7 ± 3.9	32.4 ± 4.6	26.0 ± 4.1	22.3 ± 5.4	22.3 ± 7.0	26.5 ± 7.1	24.5 ± 2.3
Below low	8.8 ± 5.2	10.2 ± 3.5	15.3 ± 5.1	16.8 ± 6.9	15.1 ± 7.0	14.1 ± 10.0	7.1 ± 3.8	19.4 ± 10.2	11.8 ± 2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006-07									
At or above intermediate	76.3 ± 6.0	78.9 ± 7.3	58.8 ± 6.7	58.4 ± 6.3	61.5 ± 9.4	68.1 ± 8.2	67.8 ± 9.0	58.8 ± 12.3	70.5 ± 3.3
Advanced	13.6 ± 3.9	10.3 ± 4.1	2.7 ± 1.8	5.0 ± 2.4	4.1 ± 3.3	7.0 ± 4.3	7.3 ± 5.3	2.7 ± 4.3	8.8 ± 1.6
High	30.4 ± 6.3	30.8 ± 8.0	17.9 ± 4.5	17.3 ± 6.1	21.5 ± 5.1	26.4 ± 4.3	25.6 ± 5.7	18.4 ± 6.3	26.1 ± 3.3
Intermediate	32.3 ± 4.5	37.7 ± 6.5	38.2 ± 6.3	36.1 ± 7.3	35.9 ± 5.5	34.7 ± 5.5	34.9 ± 10.0	37.7 ± 15.5	35.6 ± 2.4
Low	18.3 ± 5.1	16.1 ± 4.7	26.7 ± 3.7	29.8 ± 4.5	24.9 ± 6.7	21.5 ± 7.1	24.7 ± 6.7	25.3 ± 10.8	21.0 ± 2.4
Below low	5.4 ± 2.7	5.0 ± 4.1	14.5 ± 5.1	11.7 ± 4.3	13.6 ± 6.5	7.0 ± 4.3	7.5 ± 3.7	15.9 ± 7.4	8.5 ± 2.0
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. TIMSS 2006-07 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(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 MCEECDYA national standard for these data is yet to be established.

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

Source: ACER (unpublished).

Table 4A.76

Table 4A.76 Proportion of year 8 students achieving at or above the intermediate international level in mathematics achievement (per cent) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2002-03									
At or above intermediate	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3
Advanced	13.0 ± 6.7	3.6 ± 2.0	3.4 ± 1.5	1.7 ± 1.6	6.4 ± 6.5	2.8 ± 2.8	2.3 ± 1.5	0.2 ± 0.3	6.6 ± 2.3
High	32.4 ± 8.4	17.0 ± 6.1	17.9 ± 3.8	17.0 ± 5.5	21.8 ± 6.6	15.4 ± 8.9	25.1 ± 12.3	4.4 ± 3.2	22.4 ± 3.4
Intermediate	29.5 ± 7.6	40.5 ± 4.3	37.9 ± 5.9	40.7 ± 4.5	33.8 ± 6.4	32.4 ± 6.1	40.8 ± 5.7	29.4 ± 12.9	35.9 ± 2.9
Low	16.2 ± 5.8	29.6 ± 7.0	27.8 ± 5.0	28.1 ± 5.7	27.3 ± 7.3	33.7 ± 6.6	25.2 ± 11.1	44.7 ± 6.9	24.6 ± 3.0
Below low	8.9 ± 6.9	9.3 ± 2.9	13.0 ± 4.8	12.5 ± 5.3	10.7 ± 6.3	15.7 ± 9.1	6.5 ± 2.4	21.3 ± 14.6	10.5 ± 2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006-07									
At or above intermediate	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
Advanced	10.3 ± 6.1	5.0 ± 5.3	3.0 ± 1.0	1.8 ± 1.8	2.0 ± 1.6	2.8 ± 2.2	12.3 ± 12.7	1.1 ± 1.8	12.3 ± 12.7
High	17.2 ± 4.7	21.5 ± 6.5	16.8 ± 3.3	18.4 ± 6.5	16.0 ± 5.9	16.5 ± 3.5	21.8 ± 13.9	21.4 ± 14.9	21.8 ± 13.9
Intermediate	31.8 ± 6.9	38.1 ± 5.1	41.1 ± 5.7	37.5 ± 7.1	41.1 ± 5.5	37.4 ± 4.9	35.3 ± 19.2	35.0 ± 8.8	35.3 ± 19.2
Low	26.7 ± 4.9	27.9 ± 6.1	28.3 ± 3.7	28.2 ± 7.8	31.2 ± 5.5	29.6 ± 7.4	20.2 ± 10.0	26.8 ± 10.0	20.2 ± 10.0
Below low	14.0 ± 5.3	7.5 ± 3.7	10.9 ± 4.5	14.2 ± 4.9	9.6 ± 4.3	13.8 ± 6.7	10.4 ± 13.5	15.8 ± 8.6	10.4 ± 13.5
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. TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(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 MCEECDYA national standard for these data is yet to be established.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
Source: ACER (unpublished).

Table 4A.77

Table 4A.77 Proportion of year 4 students achieving at or above the intermediate international level in science achievement (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2002-03									
At or above intermediate	76.1 ± 9.0	77.8 ± 5.8	70.1 ± 6.4	66.9 ± 6.7	72.6 ± 7.6	73.5 ± 10.4	83.0 ± 4.2	63.0 ± 13.6	74.2 ± 3.7
Advanced	10.1 ± 3.5	9.3 ± 2.9	6.7 ± 3.1	5.0 ± 2.1	7.1 ± 2.8	6.9 ± 3.1	14.9 ± 7.6	6.0 ± 4.8	8.5 ± 1.5
High	31.4 ± 5.4	31.4 ± 5.2	27.4 ± 5.6	23.4 ± 5.1	28.3 ± 6.1	29.7 ± 8.4	36.1 ± 7.1	27.6 ± 9.3	29.6 ± 2.6
Intermediate	34.7 ± 4.2	37.1 ± 3.6	36.1 ± 4.1	38.6 ± 5.0	37.1 ± 6.1	36.8 ± 4.7	32.0 ± 10.6	29.4 ± 7.2	36.1 ± 2.0
Low	16.1 ± 4.9	15.5 ± 4.4	21.0 ± 4.5	22.3 ± 4.2	16.9 ± 3.3	17.6 ± 5.5	12.6 ± 4.1	22.3 ± 8.2	17.5 ± 2.2
Below low	7.7 ± 5.1	6.7 ± 2.5	8.8 ± 2.8	10.8 ± 4.5	10.5 ± 5.5	8.9 ± 5.8	4.4 ± 2.2	14.6 ± 8.8	8.3 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006-07									
At or above intermediate	80.1 ± 5.7	84.7 ± 6.7	66.4 ± 6.9	67.2 ± 5.3	68.9 ± 10.0	76.3 ± 6.7	75.9 ± 8.8	64.5 ± 9.6	76.4 ± 3.1
Advanced	12.9 ± 3.5	12.7 ± 3.1	4.5 ± 2.2	7.6 ± 3.3	7.6 ± 3.1	14.0 ± 4.9	8.7 ± 8.0	5.8 ± 5.5	5.8 ± 2.5
High	33.0 ± 6.5	35.7 ± 9.0	24.0 ± 4.5	24.4 ± 5.5	27.4 ± 8.6	29.5 ± 6.5	30.0 ± 5.7	27.9 ± 7.8	18.3 ± 2.4
Intermediate	34.1 ± 5.7	36.3 ± 6.5	38.0 ± 5.5	35.2 ± 5.5	34.0 ± 7.1	32.8 ± 7.1	37.2 ± 11.6	30.9 ± 7.1	36.7 ± 2.7
Low	15.0 ± 4.9	11.4 ± 4.5	22.0 ± 5.5	24.7 ± 4.9	21.9 ± 6.7	17.2 ± 6.9	19.5 ± 6.5	22.2 ± 10.0	27.8 ± 2.5
Below low	5.0 ± 2.7	3.9 ± 3.3	11.6 ± 4.5	8.1 ± 4.3	9.2 ± 6.5	6.5 ± 2.9	4.6 ± 4.1	13.3 ± 6.3	11.5 ± 2.0
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. TIMSS 2006-07 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(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 MCEECDYA national standard for these data is yet to be established.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
Source: ACER (unpublished).

Table 4A.78

Table 4A.78 Proportion of year 8 students achieving at or above the intermediate international level in science achievement (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2002-03									
At or above intermediate	82.1 ± 8.5	73.8 ± 5.7	72.6 ± 5.8	76.1 ± 7.1	72.3 ± 10.0	66.0 ± 10.9	83.4 ± 6.3	54.9 ± 13.0	76.3 ± 3.5
Advanced	15.1 ± 5.9	4.6 ± 1.4	5.2 ± 1.9	5.4 ± 2.4	9.9 ± 6.4	5.0 ± 3.0	8.5 ± 4.8	2.6 ± 1.7	8.7 ± 2.1
High	38.2 ± 6.6	26.0 ± 4.7	27.7 ± 4.5	29.6 ± 5.9	28.9 ± 7.0	24.5 ± 8.1	35.4 ± 7.9	12.9 ± 6.2	31.0 ± 2.9
Intermediate	28.7 ± 5.8	43.1 ± 3.5	39.7 ± 4.5	41.0 ± 5.0	33.5 ± 6.2	36.5 ± 5.3	39.5 ± 6.1	39.3 ± 7.7	36.6 ± 2.4
Low	13.4 ± 4.9	21.0 ± 4.5	20.9 ± 3.6	18.2 ± 4.6	21.2 ± 6.9	24.1 ± 6.1	14.5 ± 5.8	32.9 ± 6.5	18.2 ± 2.3
Below low	4.6 ± 4.1	5.2 ± 1.8	6.5 ± 3.6	5.7 ± 3.5	6.6 ± 4.1	9.9 ± 6.8	2.2 ± 1.3	12.2 ± 9.5	5.5 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006-07									
At or above intermediate	69.5 ± 8.0	69.7 ± 6.9	71.3 ± 4.7	67.5 ± 8.6	71.3 ± 7.4	67.9 ± 8.2	77.1 ± 16.1	65.2 ± 14.7	69.9 ± 3.3
Advanced	13.8 ± 6.9	6.2 ± 5.1	5.5 ± 2.0	4.3 ± 3.1	3.9 ± 2.4	5.3 ± 3.9	16.3 ± 16.7	4.2 ± 3.5	8.3 ± 1.6
High	23.6 ± 4.3	24.7 ± 4.3	27.1 ± 4.9	26.8 ± 6.7	26.2 ± 6.5	25.3 ± 8.0	27.1 ± 11.6	24.5 ± 12.5	25.2 ± 2.0
Intermediate	32.1 ± 5.3	38.8 ± 5.7	38.6 ± 4.5	36.4 ± 7.3	41.1 ± 6.1	37.3 ± 6.1	33.7 ± 12.0	36.5 ± 10.2	36.4 ± 2.7
Low	20.7 ± 5.5	23.6 ± 6.3	21.1 ± 3.5	22.9 ± 5.5	23.7 ± 6.3	22.9 ± 6.5	16.4 ± 10.6	24.5 ± 12.2	22.0 ± 2.7
Below low	9.8 ± 3.9	6.7 ± 4.1	7.7 ± 3.1	9.7 ± 4.3	5.1 ± 2.7	9.2 ± 4.3	6.5 ± 8.4	10.3 ± 6.3	8.2 ± 1.6
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). TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(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 MCEECDYA national standard for these data is yet to be established.

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

Source: ACER (unpublished).

Table 4A.79

Table 4A.79 Proportion of children aged 6–15 years enrolled in school, by Indigenous status (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
2008										
Indigenous children (d)										
Proportion of 6–15 year old population enrolled in school (e)	%	97	89	98	110	101	93	na	89	98
Non-Indigenous children (d)										
Proportion of 6–15 year old population enrolled in school (e)	%	98	99	99	99	99	101	na	97	99
All children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	881 551	659 098	573 541	285 038	196 820	65 962	45 599	31 618	2 739 227
Total 6–15 year old population (g)	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
Proportion of 6–15 year old population enrolled in school	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9
2006										
Indigenous children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	35 365	6 934	34 721	18 817	6 688	4 404	951	12 496	120 376
Total 6–15 year old population (g), (h)	no.	39 174	8 370	37 099	17 371	6 940	4 654	1 060	14 329	129 043
Proportion of 6–15 year old population enrolled in school	%	90.3	82.8	93.6	108.3	96.4	94.6	89.7	87.2	93.3
Non-Indigenous children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	850 139	649 948	522 821	261 061	190 480	62 512	45 094	18 435	2 600 490
Total 6–15 year old population (g), (h)	no.	863 109	655 029	532 602	264 800	192 806	62 545	41 442	19 181	2 631 869
Proportion of 6–15 year old population enrolled in school	%	98.5	99.2	98.2	98.6	98.8	99.9	108.8	96.1	98.8

Table 4A.79

Table 4A.79 Proportion of children aged 6–15 years enrolled in school, by Indigenous status (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
All children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	885 504	656 882	557 542	279 878	197 168	66 916	46 045	30 931	2 720 866
Total 6–15 year old population (g), (h)	no.	902 283	663 399	569 701	282 171	199 746	67 199	42 502	33 510	2 760 912
Proportion of 6–15 year old population enrolled in school	%	98.1	99.0	97.9	99.2	98.7	99.6	108.3	92.3	98.5

(a) Proportions over 100 per cent may reflect disparities between the sources of data which may provide varying counts, or, may reflect students from one jurisdiction enrolling in schools in another jurisdiction and need to be interpreted with care.

(b) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.

(c) ACT data for 2008 are considered not sufficiently reliable by the ABS to enable Indigenous population estimates to be produced.

(d) 'Non-Indigenous' and 'All children' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions.

(e) Data for the 'Indigenous' and 'non-Indigenous' populations, which underlie these proportions, are sourced using unpublished experimental estimates and projections of the resident Indigenous population, as at 30 June each year, based on the 2006 Census. The 2008 data for these populations are not available for publication, but are suitable for compilation of the proportions contained in this table. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2008 (based on the 2006 Census).

(f) Includes children enrolled full time or part time. 'Ungraded' primary or secondary students are not included. Data for 'Other Territories' are included in State breakdowns for enrolments.

(g) Australia total is the sum of all states and territories data. Population data do not include 'Other Territories'.

(h) 2006 data for the 'Indigenous' and 'non-Indigenous' populations are sourced using final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006 (cat. no. 3238.0.55.001). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 (based on the 2006 Census).

na: Not available.

Table 4A.79

Table 4A.79 Proportion of children aged 6–15 years enrolled in school, by Indigenous status (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
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Source: ABS (unpublished) *Schools Australia*, 2008; ABS (unpublished) *Demographic Statistics, June quarter 2008*; ABS (2008) *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006* (cat. no. 3238.0.55.001); ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (cat. no. 3238.0); ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*.

Table 4A.80

Table 4A.80 Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
2008										
Indigenous children (e)										
Proportion of 6–16 year old population enrolled in school (f)	%	84	77	87	96	89	85	na	78	85
Non-Indigenous children (e)										
Proportion of 6–16 year old population enrolled in school (f)	%	93	94	96	97	95	95	na	94	95
All children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	921 332	689 761	618 026	307 849	208 942	68 955	49 179	33 030	2 897 074
Total 6–16 year old population (h)	no.	990 642	733 776	642 423	317 048	219 089	72 851	46 354	37 246	3 059 429
Proportion of 6–16 year old population enrolled in school	%	93.0	94.0	96.2	97.1	95.4	94.7	106.1	88.7	94.7
2006										
Indigenous children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	34 421	6 778	35 525	18 245	6 572	4 414	938	12 053	118 946
Total 6–16 year old population (h), (i)	no.	42 675	9 142	40 393	18 926	7 582	5 150	1 144	15 793	140 853
Proportion of 6–16 year old population enrolled in school	%	80.7	74.1	87.9	96.4	86.7	85.7	82.0	76.3	84.4
Non-Indigenous children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	845 192	646 556	528 561	250 847	187 827	62 341	45 370	18 253	2 584 947
Total 6–16 year old population (h), (i)	no.	952 479	723 614	587 262	292 946	213 112	68 999	45 964	21 039	2 905 789
Proportion of 6–16 year old population enrolled in school	%	88.7	89.4	90.0	85.6	88.1	90.4	98.7	86.8	89.0

Table 4A.80

Table 4A.80 Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status (a), (b), (c)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT (d)	NT	Aust
All children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	879 613	653 334	564 086	269 092	194 399	66 755	46 308	30 306	2 703 893
Total 6–16 year old population (h), (i)	no.	995 154	732 756	627 655	311 872	220 694	74 149	47 108	36 832	3 046 642
Proportion of 6–16 year old population enrolled in school	%	88.4	89.2	89.9	86.3	88.1	90.0	98.3	82.3	88.7

(a) Enrolment data are based on children in years 1–10, some of whom may be outside the age range of 6–16 years and the population for this measure is children aged 6–16 years. However, compulsory schooling is determined by age, not by year level, and the requirements to remain at school, and the expected age ranges in year 10, vary across jurisdictions, which leads to some children aged 15 or 16 having progressed beyond year 10 (see figure 4.1 of chapter 4).

(b) Proportions over 100 per cent may reflect disparities between the sources of data which may provide varying counts, or, may reflect students from one jurisdiction enrolling in schools in another jurisdiction and need to be interpreted with care.

(c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.

(d) ACT data for 2008 are considered not sufficiently reliable by the ABS to enable Indigenous population estimates to be produced.

(e) 'Non-Indigenous' and 'All children' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions.

(f) Data for the 'Indigenous' and 'non-Indigenous' populations, which underlie these proportions, are sourced using unpublished experimental estimates and projections of the resident Indigenous population, as at 30 June each year, based on the 2006 Census. The 2008 data for these population estimates are not available for publication, but are suitable for compilation of the proportions contained in this table. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 and 30 June 2008 (based on the 2006 Census).

(g) Includes children enrolled full time or part time. Data for 'Other Territories' are included in State breakdowns for enrolments.

(h) Australia total is the sum of all states and territories data. Population data do not include 'Other Territories'.

Table 4A.80

Table 4A.80 Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
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(i) 2006 data for the 'Indigenous' and 'non-Indigenous' populations are sourced using final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006 (cat. no. 3238.0.55.001). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 (based on the 2006 Census).

na: not available.

Source : ABS (unpublished) *Schools Australia*, 2008; ABS (unpublished) *Demographic Statistics, June quarter 2008*; ABS (2008) *Experimental Estimates of Aboriginal and Torres Strait Islander Australians*, June 2006 (cat. no. 3238.0.55.001); ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (cat. no. 3238.0); ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*.

Table 4A.81

Table 4A.81 **School participation rates by age and sex of students, all schools, 2008 (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 (d)</i>	<i>NT</i>	<i>Aust</i>
14–19 year olds									
Male	57.9	62.5	53.1	51.1	59.0	61.8	69.7	46.6	57.6
Female	59.6	65.3	55.1	53.4	61.2	64.4	69.0	50.1	59.7
All students	58.8	63.9	54.1	52.2	60.1	63.1	69.4	48.3	58.6
14 year olds									
Male	97.9	99.5	98.0	98.3	101.1	101.2	112.5	88.6	98.8
Female	97.6	99.8	98.7	99.2	99.4	98.4	114.7	89.6	98.8
All students	97.8	99.6	98.3	98.8	100.2	99.8	113.6	89.1	98.8
15 year olds									
Male	94.0	96.6	91.5	92.1	98.8	99.8	112.8	78.2	94.5
Female	93.8	98.0	94.6	95.7	98.7	100.3	109.3	78.7	95.7
All students	93.9	97.3	93.0	93.9	98.7	100.0	111.1	78.4	95.1
16 year olds									
Male	77.9	86.8	78.4	77.3	88.4	84.9	103.5	68.9	81.3
Female	81.9	92.1	86.0	83.8	92.9	92.1	103.3	71.2	86.7
All students	79.8	89.4	82.1	80.5	90.6	88.5	103.4	70.0	83.9
17 year olds									
Male	63.9	73.7	46.1	39.9	67.4	59.8	91.1	46.6	60.5
Female	72.1	83.7	50.1	43.8	76.7	70.2	91.6	50.8	67.8
All students	67.9	78.5	48.0	41.8	71.9	64.9	91.3	48.6	64.1
18 year olds									
Male	16.8	25.3	5.6	3.5	14.9	27.9	24.0	10.4	15.4
Female	15.2	26.4	4.9	3.3	15.4	30.5	22.6	12.5	15.1
All students	16.0	25.8	5.2	3.4	15.1	29.1	23.3	11.4	15.3
19 year olds									
Male	1.6	2.7	1.0	0.7	4.1	2.7	2.6	3.0	1.9
Female	1.7	2.5	0.8	0.8	4.4	4.7	2.3	3.6	1.9
All students	1.6	2.6	0.9	0.7	4.2	3.7	2.4	3.3	1.9
<i>Average age of full time year 12 students</i>	<i>17.2</i>	<i>17.3</i>	<i>16.7</i>	<i>16.6</i>	<i>17.1</i>	<i>17.5</i>	<i>17.3</i>	<i>17.2</i>	<i>17.1</i>

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August 2008.

(b) Refer to figure 4.1 in Report for information on age structures for schooling.

(c) Age at 1 July.

(d) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2008*.

Table 4A.82

Table 4A.82 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>
2004								
14–19 year olds	59.0	63.0	54.5	52.2	57.5	61.8	68.0	50.7
14 year olds	97.3	98.8	98.0	98.3	97.7	99.3	108.5	92.0
15 year olds	92.7	94.4	92.1	92.1	95.5	99.1	104.4	86.5
16 year olds	79.8	88.5	83.4	78.0	87.3	89.0	100.2	75.4
17 year olds	68.6	78.8	51.5	41.6	67.8	69.9	89.7	54.8
18 year olds	15.9	21.7	6.3	4.9	14.2	18.8	21.7	16.9
19 year olds	2.2	2.8	1.3	1.3	4.0	4.4	2.5	4.0
2005								
14–19 year olds	59.3	63.0	54.4	52.4	58.3	62.7	69.1	50.0
14 year olds	97.4	98.6	97.7	99.1	98.2	98.3	111.2	89.4
15 year olds	93.5	96.0	91.9	92.2	96.3	99.5	107.0	86.6
16 year olds	79.1	88.1	82.4	77.7	87.4	87.2	101.0	73.8
17 year olds	68.5	77.3	50.1	42.5	68.9	67.4	89.4	51.5
18 year olds	15.6	21.6	5.7	4.3	13.5	25.7	24.5	14.2
19 year olds	2.1	2.4	1.1	1.2	3.7	3.8	2.1	4.4
2006								
14–19 year olds	59.5	63.6	54.7	52.9	59.2	63.6	69.6	49.9
14 year olds	97.0	98.8	97.1	98.3	98.6	100.5	110.7	90.1
15 year olds	93.6	96.3	92.6	95.6	96.4	98.9	110.2	84.6
16 year olds	80.2	90.2	82.6	80.3	88.5	87.6	102.7	72.8
17 year olds	68.2	78.2	49.3	41.3	69.9	67.7	90.6	51.2
18 year olds	15.8	22.7	5.3	4.0	14.5	28.1	23.8	12.7
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.3
2007								
14–19 year olds	59.3	63.7	54.7	52.1	59.9	63.5	69.4	48.8
14 year olds	97.8	99.4	97.7	98.0	99.2	99.5	112.8	86.0
15 year olds	93.1	96.2	92.8	94.0	97.6	100.9	109.2	83.9
16 year olds	80.2	90.3	83.1	79.7	90.8	86.9	104.4	71.8
17 year olds	68.2	79.6	48.8	40.7	71.0	67.8	91.0	49.0
18 year olds	15.8	22.9	5.1	3.5	14.4	28.0	22.8	13.3
19 year olds	1.6	2.3	0.8	0.8	3.9	3.7	1.6	2.8
2008								
14–19 year olds	58.8	63.9	54.1	52.2	60.1	63.1	69.4	48.3
14 year olds	97.8	99.6	98.3	98.8	100.2	99.8	113.6	89.1
15 year olds	93.9	97.3	93.0	93.9	98.7	100.0	111.1	78.4
16 year olds	79.8	89.4	82.1	80.5	90.6	88.5	103.4	70.0
17 year olds	67.9	78.5	48.0	41.8	71.9	64.9	91.3	48.6
18 year olds	16.0	25.8	5.2	3.4	15.1	29.1	23.3	11.4
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.4	3.3

Table 4A.82 School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (e)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (f)	<i>NT</i>
(a)	Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August.							
(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 figure 4.1 in the Report for information on age structures for schooling.							
(d)	Age at 1 July.							
(e)	Data for WA have been affected by changes in scope and coverage over time.							
(f)	Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.							

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2008*.

Table 4A.83

Table 4A.83 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2008 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas (d) (e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
All students (f)									
Government schools									
To year 10	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
To year 11	78.2	89.3	87.6	95.0	92.1	72.1	116.7	85.7	86.1
To year 12 (total)	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
To year 12 (male)	59.1	64.4	64.4	62.8	55.7	53.6	90.6	63.9	62.0
To year 12 (female)	70.4	79.9	76.7	74.0	74.6	69.3	101.6	71.7	75.1
All schools									
To year 10	97.3	98.8	101.5	102.2	101.6	100.4	98.9	86.3	99.3
To year 11	81.1	93.1	91.4	94.3	97.0	74.5	97.6	77.9	88.8
To year 12 (total)	69.6	79.4	78.0	73.6	74.4	64.8	85.2	60.1	74.5
To year 12 (male)	64.5	72.4	73.0	68.0	66.9	58.9	84.2	56.6	68.8
To year 12 (female)	74.9	86.7	83.1	79.5	82.2	71.1	86.3	63.9	80.5
Indigenous students (e), (f)									
Government schools									
To year 10	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
To year 11	48.5	63.4	73.1	79.9	72.4	48.7	65.1	66.9	64.6
To year 12 (total)	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
To year 12 (male)	29.4	37.8	49.4	37.9	34.3	26.7	26.7	41.8	38.1
To year 12 (female)	35.0	43.8	62.2	42.7	53.4	43.3	61.1	52.7	47.4
All schools									
To year 10	84.7	82.2	95.8	93.3	95.6	103.7	81.4	71.9	89.2
To year 11	51.0	67.8	75.9	77.8	76.1	48.5	67.1	68.8	67.0
To year 12 (total)	36.0	46.4	60.5	40.4	48.2	36.0	53.1	49.7	46.5
To year 12 (male)	32.6	45.2	57.0	38.0	38.3	27.5	44.4	45.0	42.7
To year 12 (female)	39.4	47.4	64.3	43.0	57.8	44.9	60.0	54.5	50.4
Non-Indigenous students (f)									
Government schools									
To year 10	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
To year 11	79.9	89.7	88.8	96.4	93.1	74.2	118.0	97.4	87.3
To year 12 (total)	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
To year 12 (male)	60.5	64.7	65.5	65.1	56.6	56.2	92.1	75.9	63.3
To year 12 (female)	72.2	80.4	77.8	77.0	75.6	71.8	102.8	82.6	76.6
All schools									
To year 10	97.8	99.0	101.9	102.8	101.8	100.1	99.2	96.3	99.8
To year 11	82.3	93.3	92.3	95.4	97.7	76.2	98.2	83.0	89.7
To year 12 (total)	70.8	79.7	79.0	75.8	75.2	66.9	85.8	64.8	75.6
To year 12 (male)	65.6	72.6	74.0	70.1	67.8	61.1	84.8	61.7	69.9
To year 12 (female)	76.2	87.1	84.2	81.8	83.1	73.0	86.8	68.2	81.7

Table 4A.83 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2008 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d)	<i>Tas</i> (d)	(e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling.									
(b)	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)	Ungraded students are not included in the calculation of apparent retention rates.									
(d)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.									
(e)	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.									
(f)	Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.									

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2008*.

Table 4A.84

Table 4A.84 Apparent retention rates of secondary students from years 10–12, 2008 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Full time secondary students (f)									
Government schools	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Non-government schools	79.9	90.6	89.7	79.2	87.7	71.8	74.7	49.2	84.5
All schools	72.2	80.9	77.5	72.2	74.3	64.9	86.4	66.5	75.6
Full time Indigenous secondary students (f)									
Government schools	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
Non-government schools	60.8	67.1	80.6	34.9	88.5	41.5	92.9	56.3	63.0
All schools	43.1	50.9	62.4	41.8	58.8	35.8	59.7	55.6	51.0
Full time non-Indigenous secondary students (f)									
Government schools	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
Non-government schools	80.1	90.7	90.0	80.5	87.6	72.5	74.5	46.9	84.9
All schools	73.1	81.1	78.3	74.1	74.7	67.0	86.8	71.3	76.5
Full time and part time secondary students (e)									
Government schools	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9
Non-government schools	80.3	90.8	89.9	79.2	93.6	72.0	74.8	53.9	85.2
All schools	74.0	82.5	78.0	72.7	88.9	80.8	86.5	68.9	78.2

- (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) Ungraded students are not included in the calculation of apparent retention rates.
- (d) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (e) 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.
- (f) Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2008*.

Table 4A.85

Table 4A.85 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
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	86.9	79.7	104.1	108.2	85.7	84.8
Non-Indigenous students	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
From year 10 to year 12									
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
Non-Indigenous students	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
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
Non-Indigenous students	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
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
Non-Indigenous students	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
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
Non-Indigenous students	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
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
Non-Indigenous students	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
2007									
From year 7or 8 to year 10									
All students	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
Indigenous students	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
Non-Indigenous students	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
From year 10 to year 12									
All students	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Indigenous students	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
Non-Indigenous students	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008									
From year 7or 8 to year 10									
All students	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
Indigenous students	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3

Table 4A.85

Table 4A.85 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
From year 10 to year 12									
All students	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Indigenous students	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
Non-Indigenous students	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1

- (a) The apparent retention rate from year 7 or 8 to year 10 is from year 8 to year 10 for Queensland, WA and SA and from year 7 to 10 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (f) 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 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.86

Table 4A.86 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
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
Non-Indigenous students	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
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
Non-Indigenous students	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
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
Non-Indigenous students	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
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
Non-Indigenous students	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
2006									
From year 7or 8 to year 10									
All students	97.8	100.3	102.5	103.8	103.5	101.6	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
Non-Indigenous students	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
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
Non-Indigenous students	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
2007									
From year 7or 8 to year 10									
All students	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
Indigenous students	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
Non-Indigenous students	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
From year 10 to year 12									
All students	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
Indigenous students	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
Non-Indigenous students	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008									
From year 7or 8 to year 10									
All students	98.4	101.0	102.0	102.4	103.0	101.5	98.9	81.7	100.4
Indigenous students	112.4	123.5	105.1	87.5	95.1	108.2	116.7	76.8	99.2

Table 4A.86 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i> (e)	<i>Tas</i> (e) (f)	<i>ACT</i> (f)	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	98.2	100.9	101.9	102.8	103.1	101.3	98.7	84.3	100.5
From year 10 to year 12									
All students	79.9	90.6	89.7	79.2	87.7	71.8	74.7	49.2	84.5
Indigenous students	60.8	67.1	80.6	34.9	88.5	41.5	92.9	56.3	63.0
Non-Indigenous students	80.1	90.7	90.0	80.5	87.6	72.5	74.5	46.9	84.9

- (a) The apparent retention rate from year 7 or 8 to year 10 is from year 8 to year 10 for Queensland, WA and SA and from year 7 to 10 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (f) 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 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.87

Table 4A.87 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
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
Non-Indigenous students	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
From year 10 to year 12									
All students	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
Indigenous students	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	45.7
Non-Indigenous students	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
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
Non-Indigenous students	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
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
Non-Indigenous students	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006									
From year 7or 8 to year 10									
All students	96.4	98.2	100.7	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
Non-Indigenous students	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
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
Non-Indigenous students	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
2007									
From year 7or 8 to year 10									
All students	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
Indigenous students	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
Non-Indigenous students	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
From year 10 to year 12									
All students	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Indigenous students	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
Non-Indigenous students	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008									
From year 7or 8 to year 10									
All students	97.3	98.8	101.5	102.2	101.6	100.4	98.9	86.3	99.3
Indigenous students	84.7	82.2	95.8	93.3	95.6	103.7	81.4	71.9	89.2

Table 4A.87

Table 4A.87 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	97.8	99.0	101.9	102.8	101.8	100.1	99.2	96.3	99.8
From year 10 to year 12									
All students	72.2	80.9	77.5	72.2	74.3	64.9	86.4	66.5	75.6
Indigenous students	43.1	50.9	62.4	41.8	58.8	35.8	59.7	55.6	51.0
Non-Indigenous students	73.1	81.1	78.3	74.1	74.7	67.0	86.8	71.3	76.5

- (a) The apparent retention rate from year 7 or 8 to year 10 is from year 8 to year 10 for Queensland, WA and SA and from year 7 to 10 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (f) 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 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.88

Table 4A.88 **Completion rates, year 12, by socioeconomic status and sex, all schools (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>	<i>Aust</i>
2004									
Low socioeconomic status deciles									
Male students	58	57	57	48	49	41	np	13	55
Female students	70	68	70	61	70	52	np	20	67
All students	64	62	64	55	59	46	np	16	61
Medium socioeconomic status deciles									
Male students	60	59	65	59	59	57	np	39	60
Female students	70	73	73	69	83	65	np	51	72
All students	65	66	69	64	70	61	np	45	66
High socioeconomic status deciles									
Male students	75	76	67	69	75	65	76	np	73
Female students	81	88	73	77	93	69	74	np	81
All students	78	82	70	73	84	67	75	np	77
Total									
Male students	63	64	63	61	58	49	76	25	62
Female students	73	77	72	71	79	58	74	35	73
All students	68	70	68	66	68	53	75	30	68
2005									
Low socioeconomic status deciles									
Male students	56	53	55	51	50	37	np	15	53
Female students	70	68	69	62	68	50	np	19	67
All students	63	60	62	56	59	43	np	17	60
Medium socioeconomic status deciles									
Male students	58	56	61	56	59	59	np	43	58
Female students	70	71	74	70	75	68	np	54	71
All students	64	63	67	62	67	63	np	49	64
High socioeconomic status deciles									
Male students	75	76	71	69	76	71	73	np	74
Female students	80	86	75	78	91	71	80	np	81
All students	78	81	73	73	84	71	76	np	77
Total									
Male students	62	62	62	60	59	48	72	29	61
Female students	73	75	73	72	75	58	80	36	73
All students	67	68	67	66	67	53	76	32	67
2006									
Low socioeconomic status deciles									
Male students	57	51	54	46	49	40	np	11	52
Female students	70	67	69	58	70	57	np	20	67
All students	63	59	61	52	59	48	np	16	59

Table 4A.88

Table 4A.88 Completion rates, year 12, by socioeconomic status and sex, all schools (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>	<i>Aust</i>
Medium socioeconomic status deciles									
Male students	57	55	60	54	59	58	np	44	57
Female students	68	73	73	67	79	69	np	51	71
All students	63	64	66	61	69	63	np	47	64
High socioeconomic status deciles									
Male students	76	77	69	66	80	66	73	np	74
Female students	81	86	75	79	90	86	79	np	82
All students	79	82	72	72	85	76	76	np	77
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	77	64	79	35	73
All students	67	68	66	64	68	56	76	31	67
2007									
Low socioeconomic status deciles									
Male students	57	50	55	52	46	41	np	13	52
Female students	69	65	68	68	68	53	np	18	66
All students	63	57	61	60	57	47	np	15	59
Medium socioeconomic status deciles									
Male students	58	54	60	56	59	56	np	45	57
Female students	69	70	71	74	78	67	np	50	71
All students	63	61	66	65	68	61	np	47	64
High socioeconomic status deciles									
Male students	74	73	69	71	76	68	73	np	72
Female students	82	83	76	85	87	74	78	np	82
All students	78	78	73	78	81	71	76	np	77
Total									
Male students	62	59	61	62	57	49	73	28	60
Female students	73	73	72	77	76	60	78	35	73
All students	67	66	66	69	66	54	76	31	66
2008									
Low socioeconomic status deciles									
Male students	56	49	48	48	44	42	np	14	50
Female students	69	66	65	64	65	56	np	18	66
All students	62	57	57	55	55	49	np	16	58
Medium socioeconomic status deciles									
Male students	57	54	58	54	56	61	np	46	56
Female students	68	71	71	70	77	70	np	50	70
All students	63	62	65	62	66	65	np	48	63

Table 4A.88

Table 4A.88 **Completion rates, year 12, by socioeconomic status and sex, all schools (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>	<i>Aust</i>
High socioeconomic status deciles									
Male students	74	75	68	68	77	73	77	np	72
Female students	82	88	74	81	85	75	79	np	82
All students	78	81	71	74	81	74	78	np	77
Total									
Male students	61	60	58	58	56	52	76	29	59
Female students	72	75	70	73	74	63	79	34	72
All students	67	67	64	66	64	57	78	32	66

- (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) Data for 2006 and earlier years have been revised based on finalised ERP rebased following the 2006 Census of Population and Housing.
- (c) The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.
- (d) 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.
- (e) 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.

np Not published.

Source: DEEWR (unpublished).

Table 4A.89

Table 4A.89 **Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d) (e)</i>	<i>NT (e)</i>	<i>Aust</i>
2004									
Metropolitan zone									
Male students	66	67	64	63	61	57	76	..	65
Female students	74	78	71	72	78	62	74	..	74
All students	70	72	68	67	70	60	75	..	70
Provincial zone									
Male students	56	57	61	56	48	43	..	33	55
Female students	69	73	75	70	81	55	..	51	71
All students	62	65	68	63	64	49	..	42	63
Remote									
Male students	53	64	58	60	60	24	..	31	54
Female students	81	78	70	73	87	54	..	34	70
All students	66	71	64	66	80	39	..	32	61
Very remote									
Male students	43	..	60	30	33	24	..	6	31
Female students	59	..	70	40	60	60	..	9	39
All students	51	..	65	35	45	37	..	7	35
Total									
Male students	63	64	63	61	58	49	76	25	62
Female students	73	77	72	71	79	58	74	35	73
All students	68	70	68	66	68	53	75	30	68
2005									
Metropolitan zone									
Male students	65	65	63	62	62	58	72	..	64
Female students	74	76	72	72	74	64	80	..	74
All students	69	70	67	67	68	61	76	..	69
Provincial zone									
Male students	54	52	59	55	50	40	..	40	53
Female students	70	74	75	73	78	54	..	49	71
All students	61	63	67	63	63	47	..	44	62
Remote									
Male students	53	61	52	61	52	27	..	28	50
Female students	81	87	78	73	93	40	..	39	71
All students	66	73	64	66	70	33	..	33	60
Very remote									
Male students	56	..	49	34	40	79	..	9	31
Female students	64	..	63	41	53	66	..	12	38
All students	60	..	56	37	45	74	..	11	34

Table 4A.89

Table 4A.89 **Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d) (e)</i>	<i>NT (e)</i>	<i>Aust</i>
Total									
Male students	62	62	62	60	59	48	72	29	61
Female students	73	75	73	72	75	58	80	36	73
All students	67	68	67	66	67	53	76	32	67
2006									
Metropolitan zone									
Male students	65	64	62	59	62	55	73	..	64
Female students	73	77	72	71	77	71	79	..	74
All students	69	70	67	65	69	63	76	..	69
Provincial zone									
Male students	53	52	56	55	52	44	..	35	53
Female students	69	74	74	71	78	59	..	47	71
All students	60	63	65	62	64	51	..	40	61
Remote									
Male students	50	61	51	59	60	29	..	33	51
Female students	83	82	75	76	92	46	..	40	71
All students	66	71	62	67	75	37	..	36	61
Very remote									
Male students	63	..	52	29	33	89	..	8	30
Female students	86	..	77	38	56	np	..	11	41
All students	74	..	64	33	43	95	..	9	35
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	77	64	79	35	73
All students	67	68	66	64	68	56	76	31	67
2007									
Metropolitan zone									
Male students	65	61	63	63	61	56	73	..	63
Female students	74	74	71	77	76	64	78	..	74
All students	69	67	67	70	68	60	76	..	68
Provincial zone									
Male students	54	52	57	58	47	44	..	39	53
Female students	69	70	72	79	74	56	..	48	70
All students	61	61	64	68	59	50	..	43	61
Remote									
Male students	58	61	55	60	47	39	..	30	51
Female students	78	94	74	96	89	54	..	35	75
All students	68	77	64	76	66	46	..	32	62

Table 4A.89

Table 4A.89 **Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b), (c)**

	NSW	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d) (e)	NT (e)	Aust
Very remote									
Male students	43	..	53	34	24	15	..	7	29
Female students	79	..	66	53	61	82	..	11	42
All students	61	..	59	43	41	44	..	9	35
Total									
Male students	62	59	61	62	57	49	73	28	60
Female students	73	73	72	77	76	60	78	35	73
All students	67	66	66	69	66	54	76	31	66
2008									
Metropolitan zone									
Male students	64	63	59	60	59	61	76	..	62
Female students	74	76	70	74	73	68	79	..	74
All students	69	69	65	67	66	65	78	..	68
Provincial zone									
Male students	52	51	54	53	47	45	..	38	51
Female students	68	72	71	73	75	59	..	46	69
All students	60	61	62	63	60	52	..	42	60
Remote									
Male students	52	73	49	54	42	35	..	19	43
Female students	82	69	68	71	87	58	..	22	60
All students	66	71	58	62	62	46	..	21	51
Very remote									
Male students	54	..	48	44	34	..	..	10	32
Female students	77	..	65	46	49	..	..	13	40
All students	65	..	56	45	41	..	..	11	36
Total									
Male students	61	60	58	58	56	52	76	29	59
Female students	72	75	70	73	74	63	79	34	72
All students	67	67	64	66	64	57	78	32	66

(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) Data for 2006 and earlier years have been revised based on finalised ERP rebased following the 2006 Census of Population and Housing.

(d) 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 prior to 2007.

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

.. Not applicable.

Source: DEEWR (unpublished).

Table 4A.90

Table 4A.90 Proportion of 17-19 year old and 15-19 year old population having completed year 10 or above, by Indigenous status, 2006 (a)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust (b)
17-19 year old population										
Indigenous population										
17-19 year old population who have completed year 10 or above (c)	no.	6 095	1 317	5 832	2 544	1 191	949	205	1 263	19 402
Total 17-19 year old population (d)	no.	7 468	1 561	6 590	3 030	1 430	1 031	223	2 541	23 886
Proportion of 17-19 year old population who have completed year 10 or above	%	81.6	84.4	88.5	84.0	83.3	92.0	91.9	49.7	81.2
Non-Indigenous population										
17-19 year old population who have completed year 10 or above (c)	no.	220 023	174 268	133 126	70 611	52 324	15 999	13 136	4 025	683 558
Total 17-19 year old population (d)	no.	227 708	180 740	137 053	71 943	54 010	16 453	13 398	4 160	705 511
Proportion of 17-19 year old population who have completed year 10 or above	%	96.6	96.4	97.1	98.1	96.9	97.2	98.0	96.8	96.9
Total population (e)										
17-19 year old population who have completed year 10 or above (b)	no.	229 142	177 962	140 322	73 968	54 051	17 177	13 457	5 338	711 469
Total 17-19 year old population (c)	no.	238 341	184 819	145 071	75 809	56 002	17 718	13 755	6 760	738 333
Proportion of 17-19 year old population who have completed year 10 or above	%	96.1	96.3	96.7	97.6	96.5	96.9	97.8	79.0	96.4
15-19 year old population										
Indigenous population										
15-19 year old population who have completed year 10 or above (c)	no.	9 146	1 931	9 579	4 173	1 781	1 329	278	1 853	30 081

Table 4A.90

Table 4A.90 Proportion of 17-19 year old and 15-19 year old population having completed year 10 or above, by Indigenous status, 2006 (a)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust (b)
Total 15-19 year old population (d)	no.	13 081	2 748	11 741	5 300	2 414	1 791	381	4 190	41 668
Proportion of 15-19 year old population who have completed year 10 or above	%	69.9	70.3	81.6	78.7	73.8	74.2	73.0	44.2	72.2
Non-Indigenous population										
15-19 year old population who have completed year 10 or above (c)	no.	3 037 15	231 343	200 831	107 252	73 144	20 938	16 739	5 827	959 866
Total 15-19 year old population (d)	no.	3 739 62	292 448	227 757	117 996	87 487	27 136	21 011	7 058	1 154 936
Proportion of 15-19 year old population who have completed year 10 or above	%	81.2	79.1	88.2	90.9	83.6	77.2	79.7	82.6	83.1
Total population (e)										
15-19 year old population who have completed year 10 or above (c)	no.	3 174 84	236 663	212 751	112 797	75 772	22 585	17 192	7 760	1 003 092
Total 15-19 year old population (d)	no.	3 925 86	299 363	242 146	124 796	90 922	29 325	21 612	11 353	1 212 209
Proportion of 15-19 year old population who have completed year 10 or above	%	80.9	79.1	87.9	90.4	83.3	77.0	79.5	68.4	82.7

(a) The school commencing age varies across jurisdictions, and may impact on the proportions presented in this table. For more detail, see section 4.1 of the School education chapter.

(b) Australia includes 'Other Territories'

(c) Persons who have identified as having attained year 10 or above (includes Certificate I/II nfd, but excludes Certificate I, Certificate nfd and persons whose level of non-school qualification could not be determined). Excludes ungraded students.

(d) Total population of all persons, excluding persons whose highest year of school completed was not stated.

(e) 'Total population' includes those for whom Indigenous status is unknown.

Source : ABS (unpublished) 2006 Census of Population and Housing.

Table 4A.91

Table 4A.91 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2008 (a), (b)

Year 12	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT(c)	Aust(d)
Attending in May 2008										
	Higher Education	35.9 ± 6.9	49.3 ± 8.6	35.9 ± 10.1	36.9 ± 10.6	47.9 ± 13.4	36.5 ± 25.3	51.4 ± 21.3	np	40.8 ± 4.0
	TAFE/Other study	29.3 ± 6.9	26.3 ± 8.2	28.2 ± 8.9	13.5 ± 8.7	14.9 ± 9.8	15.6 ± 10.9	15.4 ± 14.3	np	24.9 ± 4.0
	Total attending	65.3 ± 6.4	75.6 ± 7.2	64.0 ± 12.1	50.4 ± 12.7	62.8 ± 15.1	52.1 ± 21.3	66.8 ± 18.2	**33.3 ± 28.8	65.6 ± 3.8
Not attending in May 2008										
	Full-time workers	12.0 ± 5.3	11.1 ± 5.3	16.3 ± 7.7	31.4 ± 12.7	12.2 ± 7.2	10.6 ± 8.8	22.7 ± 15.1	45.9 ± 31.5	15.1 ± 3.2
	Other (e)	22.8 ± 6.7	13.3 ± 4.5	19.7 ± 7.3	18.1 ± 9.6	25.1 ± 14.9	37.3 ± 19.7	**10.5 ± 11.2	np	19.2 ± 3.3
	Total not attending	34.8 ± 6.4	24.4 ± 7.2	36.0 ± 12.1	49.6 ± 12.7	37.2 ± 15.1	47.9 ± 21.3	33.2 ± 18.2	66.7 ± 28.8	34.4 ± 3.8
	Total	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 2008										
	Higher Education	–	**6.2 ± 6.3	np	np	np	np	–	np	2.4 ± 1.9
	TAFE/Other study	29.0 ± 12.7	45.1 ± 13.5	28.9 ± 12.7	44.8 ± 21.2	30.3 ± 16.8	41.6 ± 20.4	np	**23.0 ± 31.2	34.5 ± 6.1
	Total attending	29.0 ± 12.7	51.3 ± 13.0	30.8 ± 12.6	47.9 ± 19.1	33.7 ± 16.9	44.3 ± 20.3	np	**38.5 ± 30.5	36.9 ± 6.0
Not attending in May 2008										
	Full-time workers	19.2 ± 10.8	22.0 ± 11.3	23.3 ± 11.6	23.0 ± 14.0	16.4 ± 12.2	**8.8 ± 9.4	**27.8 ± 34.0	30.7 ± 23.2	20.5 ± 4.2
	Other (e)	51.9 ± 12.4	26.7 ± 12.6	45.9 ± 16.3	29.1 ± 15.8	50.0 ± 17.6	46.8 ± 19.3	**37.1 ± 46.6	**30.8 ± 38.3	42.6 ± 7.0
	Total not attending	71.0 ± 12.7	48.7 ± 13.0	69.2 ± 12.6	52.1 ± 19.1	66.3 ± 16.9	55.7 ± 20.3	**64.9 ± 57.2	61.5 ± 30.5	63.1 ± 6.0
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All school leavers										
Attending in May 2008										
	Higher Education	23.4 ± 5.0	39.3 ± 7.5	26.0 ± 7.7	26.1 ± 8.9	33.2 ± 8.7	21.2 ± 15.6	42.7 ± 19.4	**19.4 ± 19.0	29.0 ± 3.6
	TAFE/Other study	29.2 ± 5.8	30.7 ± 6.5	28.4 ± 7.1	23.5 ± 8.8	20.0 ± 7.6	27.4 ± 12.8	18.8 ± 14.2	**16.6 ± 18.1	27.8 ± 3.1
	Total attending	52.5 ± 7.0	70.0 ± 6.5	54.3 ± 9.7	49.6 ± 9.7	53.2 ± 10.8	48.6 ± 14.3	61.4 ± 18.4	36.0 ± 21.7	56.9 ± 3.4
REPORT ON										
GOVERNMENT										
SERVICES 2010										
										SCHOOL
										EDUCATION

Table 4A.91

Table 4A.91 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2008 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT(c)	Aust(d)
Not attending in May 2008										
Full-time workers	%	14.5 ± 5.6	13.6 ± 4.4	18.3 ± 6.6	28.8 ± 9.9	13.6 ± 4.7	9.8 ± 6.5	23.6 ± 12.3	37.9 ± 19.5	16.8 ± 2.7
Other (e)	%	32.9 ± 6.2	16.4 ± 4.8	27.4 ± 8.0	21.6 ± 8.0	33.3 ± 10.9	41.6 ± 12.9	**15.0 ± 14.4	**26.0 ± 24.9	26.4 ± 3.3
Total not attending	%	47.4 ± 7.0	30.0 ± 6.5	45.7 ± 9.7	50.4 ± 9.7	46.8 ± 10.8	51.4 ± 14.3	38.6 ± 18.4	64.0 ± 21.7	43.1 ± 3.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 12										
Attending in May 2008										
Higher Education	000	24.0	29.4	15.3	9.2	6.8	1.7	2.2	np	88.8
TAFE/Other study	000	19.6	15.7	12.0	3.4	2.1	0.7	0.7	np	54.2
Total attending	000	43.6	45.1	27.3	12.5	8.9	2.4	2.9	**0.3	143.0
Not attending in May 2008										
Full-time workers	000	8.0	6.6	6.9	7.8	1.7	0.5	1.0	0.4	32.9
Other (e)	000	15.2	7.9	8.4	4.5	3.5	1.7	**0.5	np	41.9
Total not attending	000	23.2	14.5	15.4	12.3	5.3	2.2	1.4	0.5	74.9
Total	000	66.8	59.7	42.7	24.9	14.1	4.5	4.3	0.8	217.9
Year 11 and below										
Attending in May 2008										
Higher Education	000	–	**1.1	np	np	np	np	–	np	2.3
TAFE/Other study	000	10.4	8.2	5.1	5.2	2.1	1.6	np	**0.2	33.0
Total attending	000	10.4	9.3	5.4	5.6	2.4	1.7	np	**0.3	35.3
Not attending in May 2008										
Full-time workers	000	6.9	4.0	4.1	2.7	1.1	**0.3	**0.2	0.3	19.6
Other (e)	000	18.6	4.8	8.1	3.4	3.5	1.8	**0.3	**0.3	40.7
Total not attending	000	25.4	8.8	12.2	6.1	4.6	2.1	**0.6	0.5	60.4
Total	000	35.8	18.1	17.6	11.7	7.0	3.7	0.9	0.9	95.7

Table 4A.91

Table 4A.91 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2008 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (c)	Aust (d)
All school leavers										
Attending in May 2008										
Higher Education	000	24.0	30.6	15.7	9.5	7.0	1.8	2.2	**0.3	91.1
TAFE/Other study	000	29.9	23.9	17.1	8.6	4.2	2.3	1.0	**0.3	87.3
Total attending	000	54.0	54.4	32.8	18.1	11.2	4.0	3.2	0.6	178.3
Not attending in May 2008										
Full-time workers	000	14.8	10.6	11.1	10.5	2.9	0.8	1.2	0.6	52.6
Other (e)	000	33.8	12.8	16.5	7.9	7.0	3.4	**0.8	**0.4	82.7
Total not attending	000	48.6	23.4	27.6	18.4	9.9	4.3	2.0	1.1	135.2
Total	000	102.6	77.8	60.3	36.5	21.1	8.3	5.2	1.7	313.6

(a) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. Some Victorian, Tasmanian, ACT and NT estimates have relative standard errors greater than 50 per cent and are considered too unreliable for general use and are marked ***. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is also reported (for example, 80.0 per cent \pm 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.

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

(c) The ABS Survey of Education and Work is conducted in all areas in all States and Territories, except for very remote areas. Nationally, 0.8 per cent of the population reside in very remote areas but this varies across jurisdictions (table AA.6). The exclusion of these persons had only a minor impact on any aggregate estimates that are produced for individual states and territories, except the Northern Territory where such persons account for around 23 per cent of the population. See also table 4A.28 for the proportions of students attending schools in remote and very remote areas.

(d) Data are not published (np) for some items due to small sample sizes, but these data are included in Australia totals.

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

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

Source: ABS (unpublished) *Survey of Education and Work*, 2008.

Table 4A.92

Table 4A.92 **Participation in VET in Schools, with apprenticeships and traineeships disaggregated (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
VET in Schools students										
School-based apprentices and trainees (c)	no. ('000)	1.7	5.5	4.1	0.8	0.6	0.1	0.1	0.1	12.9
Other VET in schools students	no. ('000)	50.7	32.6	38.1	16.4	12.3	2.5	4.5	1.7	158.7
Total	no. ('000)	52.3	38.1	42.2	17.2	12.9	2.7	4.5	1.8	171.7
School students undertaking a senior secondary school certificate										
Total	no. ('000)	146.1	154.3	87.6	49.8	53.6	4.8	9.2	5.4	510.8
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
School-based apprentices and trainees (c)	%	1.1	3.6	4.6	1.5	1.1	2.6	0.7	2.4	2.5
Other VET in schools students	%	34.7	21.1	43.5	32.9	22.9	52.9	48.5	31.8	31.1
Total	%	35.8	24.7	48.1	34.5	24.0	55.6	49.2	34.3	33.6
2007										
VET in Schools students										
School-based apprentices and trainees (c)	no. ('000)	1.7	6.2	5.0	0.9	0.6	0.2	0.4	0.1	15.0
Other VET in schools students	no. ('000)	51.8	34.4	38.1	15.4	11.3	2.6	4.0	2.1	159.8
Total	no. ('000)	53.5	40.6	43.1	16.3	11.9	2.8	4.4	2.2	174.8
School students undertaking a senior secondary school certificate										
Total	no. ('000)	148.6	157.4	89.8	53.8	53.9	5.0	9.2	5.4	522.9
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
School-based apprentices and trainees (c)	%	1.1	3.9	5.6	1.6	1.0	4.1	4.3	1.6	2.9
Other VET in schools students	%	34.9	21.9	42.5	28.7	21.0	53.2	43.8	39.2	30.6
Total	%	36.0	25.8	48.1	30.3	22.0	57.3	48.1	40.8	33.4

Table 4A.92 Participation in VET in Schools, with apprenticeships and traineeships disaggregated (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) A new arrangement for the national reporting of VET in Schools statistics was implemented for 2005 data. Due to this break in series, data for 2005 and onwards should not be compared with data from other arrangements in previous years. Data on 2006 and 2007 VET in Schools activity should also not be compared with 2005 VET in Schools activity because of data quality issues with 2005 data.

(b) The 2006 and 2007 VET in Schools statistics are subject to some data quality issues and should be interpreted with caution. These issues include: secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data, some data are not captured in enrolment processes and differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the number of school students undertaking a senior secondary certificate is not comparable across states and territories due to different definitions of a senior secondary certificate. For further details, refer to the source publications.

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

Source: National Centre for Vocational and Education Research (NCVER) (2009) VET in Schools 2006; NCVER (2009) VET in Schools 2007; MCEETYA *VET In Schools collection* (unpublished).

Table 4A.93

Table 4A.93		Participation in VET in Schools, by school sector (a), (b)								
	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
VET in Schools students (c)										
Government schools	no. ('000)	37.5	24.1	29.1	12.7	8.7	2.3	3.4	1.4	119.3
Non-government schools	no. ('000)	13.8	12.2	12.8	4.4	4.2	0.4	1.2	0.4	49.3
Total (d)	no. ('000)	52.3	38.1	42.2	17.2	12.9	2.7	4.5	1.8	171.7
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	87.9	85.5	52.7	30.5	33.6	3.5	6.0	4.3	304.0
Non-government schools	no. ('000)	55.0	63.9	34.6	19.3	20.1	1.3	3.2	1.1	198.5
Total (d)	no. ('000)	146.1	154.3	87.6	49.8	53.6	4.8	9.2	5.4	510.8
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
Government schools	%	42.7	28.2	55.2	41.8	25.9	64.9	55.8	33.6	39.2
Non-government schools	%	25.0	19.1	37.0	22.9	20.7	30.6	36.5	37.0	24.8
Total (d)	%	35.8	24.7	48.1	34.5	24.0	55.6	49.2	34.3	33.6
2007										
VET in Schools students (c)										
Government schools	no. ('000)	38.4	25.3	30.2	12.4	8.6	2.4	3.2	1.8	122.3
Non-government schools	no. ('000)	13.7	13.0	12.3	3.8	3.2	0.5	1.2	0.4	48.1
Total (d)	no. ('000)	53.5	40.6	43.1	16.3	11.9	2.8	4.4	2.2	174.8
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	89.6	86.6	53.8	32.9	33.3	3.6	6.0	4.2	310.0
Non-government schools	no. ('000)	55.8	65.6	35.4	20.8	20.5	1.3	3.2	1.2	203.9
Total (d)	no. ('000)	148.6	157.4	89.8	53.8	53.9	5.0	9.2	5.4	522.9
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
Government schools	%	42.9	29.2	56.1	37.8	25.9	65.2	54.0	41.6	39.5
Non-government schools	%	24.6	19.8	34.7	18.2	15.6	34.3	36.5	38.1	23.6
Total (d)	%	36.0	25.8	48.1	30.3	22.0	57.3	48.1	40.8	33.4

Table 4A.93 **Participation in VET in Schools, by school sector (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) A new arrangement for the national reporting of VET in Schools statistics was implemented for 2005 data. Due to this break in series, data for 2005 and onwards should not be compared with data from other arrangements in previous years. Data on 2006 and 2007 VET in Schools activity should also not be compared with 2005 VET in Schools activity because of data quality issues with 2005 data.

(b) The 2006 and 2007 VET in Schools statistics are subject to some data quality issues and should be interpreted with caution. These issues include: secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data, some data are not captured in enrolment processes and differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the number of school students undertaking a senior secondary certificate is not comparable across states and territories due to different definitions of a senior secondary certificate. For further details, refer to the source publications.

(c) Students who undertook at least one unit of competency/module in VET in Schools.

(d) Total includes other providers such as TAFE, community education, Australian Technical Colleges and students with more than one school type. Due to small numbers these are not presented separately.

Source: NCVET (2009) *VET in Schools 2006*; NCVET (2009) *VET in Schools 2007*; MCEETYA *VET In Schools collection* (unpublished).

Table 4A.94

Table 4A.94		Attainment in VET in Schools, by school sector (a), (b)								
	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006										
VET in Schools students (c)										
Government schools	no. ('000)	31.4	22.3	18.2	10.8	7.9	2.1	2.5	1.3	96.5
Non-government schools	no. ('000)	12.2	11.7	7.8	4.2	4.1	0.4	1.0	0.4	41.8
Total (d)	no. ('000)	44.4	35.5	26.2	15.1	12.0	2.5	3.5	1.7	140.8
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	87.9	85.5	52.7	30.5	33.6	3.5	6.0	4.3	304.0
Non-government schools	no. ('000)	55.0	63.9	34.6	19.3	20.1	1.3	3.2	1.1	198.5
Total (d)	no. ('000)	146.1	154.3	87.6	49.8	53.6	4.8	9.2	5.4	510.8
Proportion of school students undertaking a senior secondary school certificate who successfully completed VET in schools										
Government schools	%	35.7	26.1	34.5	35.5	23.4	59.4	42.1	30.9	31.7
Non-government schools	%	22.1	18.3	22.6	21.9	20.6	29.2	30.4	36.0	21.1
Total (d)	%	30.4	23.0	29.9	30.3	22.4	51.2	38.1	32.0	27.6
2007										
VET in Schools students (c)										
Government schools	no. ('000)	32.4	23.4	23.7	9.6	8.0	2.1	2.6	1.6	103.3
Non-government schools	no. ('000)	12.0	12.5	9.2	3.6	3.2	0.4	1.1	0.4	42.3
Total (d)	no. ('000)	45.4	37.8	33.4	13.2	11.2	2.6	3.6	2.0	149.3
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	89.6	86.6	53.8	32.9	33.3	3.6	6.0	4.2	310.0
Non-government schools	no. ('000)	55.8	65.6	35.4	20.8	20.5	1.3	3.2	1.2	203.9
Total (d)	no. ('000)	148.6	157.4	89.8	53.8	53.9	5.0	9.2	5.4	522.9
Proportion of school students undertaking a senior secondary school certificate who successfully completed VET in schools										
Government schools	%	36.1	27.0	44.0	29.1	24.2	58.2	43.0	38.3	33.3
Non-government schools	%	21.4	19.0	25.9	17.3	15.5	31.9	33.3	34.5	20.7
Total (d)	%	30.5	24.0	37.2	24.6	20.9	51.5	39.8	37.5	28.6

Table 4A.94 **Attainment in VET in Schools, by school sector (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	A new arrangement for the national reporting of VET in Schools statistics was implemented for 2005 data. Due to this break in series, data for 2005 and onwards should not be compared with data from other arrangements in previous years. Data on 2006 and 2007 VET in Schools activity should also not be compared with 2005 VET in Schools activity because of data quality issues with 2005 data.									
(b)	The 2006 and 2007 VET in Schools statistics are subject to some data quality issues and should be interpreted with caution. These issues include: secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data, some data are not captured in enrolment processes and differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the number of school students undertaking a senior secondary certificate is not comparable across states and territories due to different definitions of a senior secondary certificate. For further details, refer to the source publications.									
(c)	Students who successfully completed at least one unit of competency/module in VET in Schools.									
(d)	Total includes other providers such as TAFE, community education, Australian Technical Colleges and students with more than one school type. Due to small numbers these are not presented separately.									

Source: NCVET (2009) *VET in Schools 2006*; NCVET (2009) *VET in Schools 2007*; MCEETYA *VET In Schools collection* (unpublished).

Table 4A.95

Table 4A.95 Student attendance rates, government schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	94	94	94	94	92	90	89	89	91	83
Female	94	94	94	94	94	94	93	91	89	89	91	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Male	94	94	94	94	94	94	93	91	90	90	90	90
Female	94	94	94	94	94	94	94	91	90	90	89	89
Total	94	94	94	94	94	94	94	91	90	90	90	90
Qld												
Male	92	93	93	93	93	93	92	90	87	86	86	92
Female	92	93	93	93	94	93	93	91	88	86	88	92
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Male	92	92	93	93	93	93	92	90	88	86	na	na
Female	92	92	93	93	93	93	93	91	88	85	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Male	92	93	93	93	93	92	92	90	87	86	92	89
Female	92	93	93	93	93	93	93	90	87	85	92	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Male	94	95	95	95	95	94	93	91	90	88	na	na
Female	94	95	95	95	95	95	93	91	88	86	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na

Table 4A.95

Table 4A.95 Student attendance rates, government schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	94	94	94	94	93	90	88	88	88	na	na
Female	93	94	94	94	94	94	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Male	81	82	83	85	84	84	82	81	82	82	81	91
Female	82	84	84	85	85	85	82	81	81	81	82	80
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 4A.96

Table 4A.96 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	89	84	81	78	81	87	76
Non-Indigenous	94	94	95	94	94	94	93	91	90	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	89	89	89	89	89	86	85	82	82	83	83
Non-Indigenous	94	94	94	94	94	94	94	91	90	90	90	90
Total	94	94	94	94	94	94	94	91	90	90	90	90
Qld												
Indigenous	85	87	87	87	88	88	87	82	78	76	70	95
Non-Indigenous	93	94	94	94	94	94	93	91	88	87	89	91
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Indigenous	78	81	80	82	82	81	81	74	68	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	90	87	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	80	83	84	83	84	83	83	77	70	70	81	69
Non-Indigenous	93	93	94	94	93	93	93	91	88	86	93	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Indigenous	93	94	93	93	93	92	90	86	83	81	na	na
Non-Indigenous	94	95	95	95	95	95	93	91	89	88	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na

Table 4A.96

Table 4A.96 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	90	90	90	88	90	85	79	76	80	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Indigenous	70	73	73	74	74	74	73	70	70	69	81	52
Non-Indigenous	92	93	93	93	93	93	92	91	90	89	83	93
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 4A.97

Table 4A.97 Student attendance rates, independent schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Secondary		
											Ungraded	Ungraded	
NSW													
Male	95	95	95	95	95	95	95	94	95	94	94	94	93
Female	94	94	95	95	95	94	95	94	94	93	96	96	89
Total	95	94	95	95	95	95	95	94	94	93	95	95	91
Vic													
Male	93	94	95	95	94	94	95	94	93	94	88	88	83
Female	94	93	95	94	94	93	94	94	93	92	92	92	79
Total	93	94	95	94	94	94	94	94	93	93	91	91	82
Qld													
Male	93	93	94	93	94	94	94	93	93	93	96	96	88
Female	93	93	93	94	94	94	93	93	93	92	97	97	100
Total	93	93	93	93	94	94	93	93	93	92	96	96	92
WA													
Male	93	93	94	94	94	94	95	94	95	93	85	85	65
Female	93	93	94	94	94	94	95	94	92	92	86	86	65
Total	93	93	94	94	94	94	95	94	93	93	85	85	65
SA													
Male	92	95	95	95	95	94	94	95	94	94	91	91	96
Female	94	94	95	95	95	95	93	94	93	93	93	93	96
Total	93	94	95	95	95	95	94	94	94	93	92	92	96
Tas													
Male	92	92	94	94	94	95	95	94	93	93	93	93	99
Female	92	92	93	92	93	92	93	93	93	92	na	na	100
Total	92	92	94	93	94	94	94	93	93	93	93	93	99

Table 4A.97

Table 4A.97 Student attendance rates, independent schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	95	94	94	94	95	94	94	94	95	95	na	na
Female	94	94	94	94	94	93	91	95	94	92	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Male	89	89	92	94	92	90	91	90	86	89	na	73
Female	88	92	94	92	93	91	91	90	88	89	na	60
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 4A.98

Table 4A.98 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	91	92	91	93	94	92	88	84	76	88	98
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	95	91
Total	95	94	95	95	95	95	95	94	94	93	95	91
Vic												
Indigenous	91	93	93	86	95	91	85	93	89	87	100	79
Non-Indigenous	94	94	95	94	94	94	94	94	93	93	90	82
Total	93	94	95	94	94	94	94	94	93	93	91	82
Qld												
Indigenous	83	86	86	87	88	89	88	89	85	84	92	81
Non-Indigenous	94	93	93	94	94	94	94	94	93	93	97	92
Total	93	93	93	93	94	94	93	93	93	92	96	92
WA												
Indigenous	74	75	75	76	85	83	80	85	85	81	72	53
Non-Indigenous	94	94	95	94	94	94	95	95	94	93	97	73
Total	93	93	94	94	94	94	95	94	93	93	85	65
SA												
Indigenous	88	89	88	86	91	94	82	88	84	89	98	79
Non-Indigenous	93	94	95	95	95	95	94	94	94	93	92	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Tas												
Indigenous	94	95	97	92	94	95	95	91	91	90	na	na
Non-Indigenous	92	92	93	93	94	94	94	93	93	93	93	99
Total	92	92	94	93	94	94	94	93	93	93	93	99

Table 4A.98

Table 4A.98 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	89	95	91	90	86	80	93	75	86	na	na
Non-Indigenous	95	94	94	94	95	94	93	95	94	94	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Indigenous	64	71	77	73	67	71	84	84	75	82	na	66
Non-Indigenous	92	94	96	96	95	94	92	92	91	91	na	na
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 4A.99

Table 4A.99 Student attendance rates, Catholic schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	94	95	94	93	93	92	94	na
Female	94	94	94	94	95	94	95	94	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Male	93	93	93	93	94	93	94	92	92	91	93	77
Female	93	93	94	93	94	94	94	92	91	91	92	74
Total	93	93	94	93	94	93	94	92	92	91	93	77
Qld												
Male	93	94	94	95	95	95	94	94	93	92	86	62
Female	93	94	94	94	94	94	94	93	92	90	91	80
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Male	92	92	92	92	93	92	94	94	93	92	92	na
Female	91	91	92	92	93	91	93	93	91	92	92	na
Total	91	91	92	92	93	91	93	93	92	92	92	na
SA												
Male	94	95	95	95	95	95	94	94	93	92	94	89
Female	94	94	95	94	95	94	94	94	92	92	92	86
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Male	92	92	95	94	94	94	94	94	92	92	84	92
Female	93	93	93	94	93	94	94	92	92	90	89	89
Total	93	93	94	94	93	94	94	93	92	91	85	90

Table 4A.99

Table 4A.99 Student attendance rates, Catholic schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	95	95	94	93	93	92	92	90	89	88	93	na
Female	93	91	94	94	93	92	94	93	90	89	95	na
Total	94	93	94	93	93	92	93	91	90	89	94	na
NT												
Male	83	83	84	84	86	85	84	84	83	84	na	na
Female	81	85	83	89	86	86	87	80	84	81	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 4A.100

Table 4A.100 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	90	90	90	91	91	87	87	85	90	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Indigenous	86	90	85	86	86	86	88	81	79	81	na	20
Non-Indigenous	93	93	94	94	94	93	94	92	92	91	93	84
Total	93	93	94	93	94	93	94	92	92	91	93	77
Qld												
Indigenous	87	89	87	88	88	88	89	90	88	84	96	81
Non-Indigenous	93	94	94	95	95	95	94	93	93	91	88	46
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Indigenous	73	71	77	75	76	76	81	77	79	76	na	na
Non-Indigenous	92	92	93	93	94	92	94	94	92	93	93	na
Total	91	91	92	92	93	91	93	93	92	92	92	na
SA												
Indigenous	89	95	92	89	88	90	92	82	89	85	na	45
Non-Indigenous	94	94	95	94	95	94	94	94	92	92	93	88
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Indigenous	91	94	94	92	93	93	96	92	94	87	93	90
Non-Indigenous	93	93	94	94	93	94	94	93	92	91	85	90
Total	93	93	94	94	93	94	94	93	92	91	85	90

Table 4A.100 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	92	92	87	88	91	87	92	86	87	88	na	na
Non-Indigenous	94	93	94	93	93	92	93	92	90	89	94	na
Total	94	93	94	93	93	92	93	91	90	89	94	na
NT												
Indigenous	67	72	72	75	77	71	72	69	71	69	na	na
Non-Indigenous	91	91	90	91	90	90	90	89	89	88	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.