
4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' suffix (for example, table 4A.3). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

- government primary and secondary schools
- non-government primary and secondary schools

-
- school education as a whole (government plus non-government primary and secondary schools).

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

- attaining knowledge, skills and understanding in key learning areas
- developing their talents, capacities, self-confidence, self-esteem and respect for others
- developing their capacity to contribute to Australia's social, cultural and economic development.

Major improvements in reporting on school education this year include:

- extending the time series for the access/equity indicator 'retention' and the efficiency indicator 'student-to-staff ratio'
- further alignment with National Education Agreement (NEA) and National Indigenous Reform Agreement (NIRA) indicators for the outcome indicators 'reading performance', 'writing performance' and 'numeracy performance'
 - inclusion of mean scale scores and achievement bands, by Indigenous status for National Assessment Program — Literacy and Numeracy (NAPLAN) testing
 - commencement of a time series for all NAPLAN data
- reporting 2009 Programme for International Student Assessment (PISA) for the outcome indicators 'reading performance', 'numeracy performance', and 'science literacy performance'. In PISA 2009, reading was the major assessment domain
- reporting the outcomes of the year 6 2009 Science Literacy National Assessment Program (NAP) for the outcome indicator 'science literacy performance'
- reporting the outcomes of the years 6 and 10 2008 Information and Communication Technologies NAP for the outcome indicator 'information and communication technologies performance'
- inclusion of some 'data quality information' (DQI) documentation.

4.1 Profile of school education

Service overview

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is:

an establishment (other than a special school) that satisfies all of the following criteria:

- its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2010).

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socioeconomic status, parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information is provided in appendix A.

Roles and responsibilities

Under constitutional arrangements, the State and Territory governments have responsibility to ensure the delivery of schooling to all children of school age. They determine curricula, regulate school activities and provide most of the funding. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government expenditure. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The Australian Government provides supplementary funding for government schools through the National Education Agreement (NEA), which forms part of the Intergovernmental Agreement on Federal Financial Relations, and for non-government schools through the *Schools Assistance Act 2008*, both of which came into effect on 1 January 2009. Other Australian Government payments of a smaller scale are made directly to school communities, students and other

organisations to support schooling. Data in this chapter generally relate to 2009 and for the 2008-09 financial year a range of Specific Purpose Payments (SPPs) were provided directly to State and Territory governments for government schools and to school authorities for non-government schools under the previous legislation: the *Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004*. The Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA)¹ — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$38.9 billion in 2008-09 (table 4.1). Expenditure on government schools was \$30.9 billion, or 79.2 per cent of the total. Government schools account for most of the expenditure by State and Territory governments. These governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools. More information, including Australian Government spending on Indigenous specific programs, can be found in tables 4A.7, 4A.11 and 4A.12.

Nationally, State and Territory governments provided 88.8 per cent of total government recurrent expenditure on government schools in 2008-09, and the Australian Government provided 11.2 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (71.6 per cent), with State and Territory governments providing 28.4 per cent (table 4.1).

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) was established on 1 July 2009 following agreement of the Council of Australian Governments (COAG) to a realignment of the roles and responsibilities of two previously existing councils — the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and the Ministerial Council for Vocational and Technical Education (MCVTE).

Table 4.1 Government recurrent expenditure on school education, 2008-09 (\$ million)^{a, b, c, d}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Australian Government	1 119	807	690	346	260	91	53	76	3 441
State and Territory governments	8 643	5 849	5 718	3 604	1 862	690	543	505	27 415
Total	9 762	6 656	6 409	3 950	2 122	781	596	581	30 856
Non-government schools									
Australian Government	1 823	1 456	1 146	605	457	121	109	70	5 787
State and Territory governments	797	471	497	278	136	44	43	31	2 297
Total	2 620	1 926	1 643	884	594	165	152	101	8 084
All schools									
Australian Government	2 942	2 263	1 836	951	717	212	162	146	9 227
State and Territory governments	9 441	6 319	6 215	3 882	1 999	734	586	536	29 713
Total	12 382	8 582	8 051	4 833	2 716	946	748	682	38 940

^a See notes to table 4A.7 for definitions and other data caveats. Data presented here include notional User Cost of Capital (UCC) and exclude capital grants. ^b Based on accrual accounting. ^c Totals may not add due to rounding. ^d 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.

Source: MCEECDYA (unpublished) *National Schools Statistics Collection (NSSC)*; Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

Some data are presented on government funding of non-government schools. Caution needs to be taken when comparing data on the relative efficiency of government and non-government schools, because governments provide only part of the funding for non-government schools. Governments provided 60.0 per cent of non-government school funding in 2009, with the remaining 40.0 per cent sourced from private fees and fundraising (DEEWR unpublished). Section 4.3 contains additional information on government expenditure per student.

Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

Structure

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the State or Territory (figure 4.1). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2009, the age at which a child's attendance in school education became compulsory for school education in states and territories was:

- 5 years of age (Tasmania)
- 6 years of age (NSW, Victoria, Queensland, WA, SA, ACT and NT) (ABS 2010).

Children may commence school at an age younger than the statutory age at which they are required to attend school. Most children commence full-time schooling in the year preceding Year 1 (pre-year 1) (figure 4.1).

Although some students may undertake alternative approved courses/programs/activities (including approved employment) in some states and territories, in general students were required to stay at school in 2009 until:

- reaching 15 years of age (NSW, ACT and NT)
- reaching 16 years of age (Victoria, SA² and Tasmania³)
- reaching 16 years of age or completing year 10 (Queensland⁴)
- the end of the year in which students turn 17 years of age (WA).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement (NYPR) which commenced on 1 January 2010 (COAG 2009). Young people will be required to participate in schooling (or an

² Students in SA are required to be in full-time education or training until the age of 17, or until they gain a qualification (whichever comes first). The compulsory school age remains 16.

³ Tasmanian students are required from the age of 16 to participate in full-time eligible education or training option for at least one year.

⁴ Queensland students are required to remain in education or training for two years after compulsory schooling or until they turn 17 years of age, or until they complete a Queensland Certificate of Education (or Queensland Certificate of Individual Achievement), Senior Statement or a Certificate III or IV vocational qualification.

approved equivalent) until they complete Year 10, and then participate full time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17. The NYPR will be implemented through State and Territory legislation where at least equivalent provisions are not already in place, and exemptions will continue in line with existing State and Territory practice.

Figure 4.1 Structure of primary and secondary schooling, 2009^{a, b}

Level	NSW, Vic, Tas ^c ACT ^d , NT	Qld, WA, SA
Year 12	SECONDARY	SECONDARY
Year 11		
Year 10		
Year 9		
Year 8		
Year 7		
Year 6	PRIMARY	PRIMARY
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-year 1	Kindergarten (NSW, ACT) Preparatory (Vic, Tas) Transition (NT)	Preparatory (Qld) ^e Pre-Primary (WA) Reception (SA) ^f

^a Figure 4.1 refers to the structure utilised in Schools Australia 2009 (ABS 2010) which is the source for a range of data in this chapter in relation to schools, students, participation and retention. ^b Figure 4.1 does not include pre-school programs, otherwise known as Pre-pre-year 1, or Year 1 minus 2, some of which are an integral part of school programs, and some of which are offered by a range of providers in some jurisdictions. These programs are reported in the Children's services chapter (chapter 3). Table 3.1 in the Children's services chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Early childhood, education and training preface describes the structure of education and training more generally. ^c Tasmania denotes years 11 and 12 as post-secondary. ^d ACT students transition to a senior college for years 11 and 12. ^e In Qld, a non-compulsory preparatory year of schooling in the year before year 1 (replacing a part time preschool program) is universally offered to all students aged 5 at 30 June. ^f SA has an intake for each term.

Source: Adapted from ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0.

Schools

At the beginning of August 2009, there were 9529 schools in Australia (6414 primary schools, 1439 secondary schools, 1261 combined schools and 415 special schools). The majority of schools were government owned and managed (71.4 per cent) (table 4.2). Settlement patterns (population dispersion), the age distribution of the population, and educational policy influence the distribution of

schools by size and level in different jurisdictions. Nationally, 63.1 per cent of all secondary schools enrolled over 600 students (table 4A.21). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.19–21 respectively.

Table 4.2 Summary of school characteristics, August 2009

	<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 (no.)									
Primary	1 634	1 180	929	510	421	139	55	62	4 930
Secondary	370	252	178	99	72	37	17	15	1 040
Combined ^a	66	67	91	95	75	26	7	70	497
Special schools ^b	111	76	47	67	20	5	4	5	335
Total	2 181	1 575	1 245	771	588	207	83	152	6 802
Non-government schools (no.)									
Primary	499	427	232	154	106	29	26	11	1 484
Secondary	155	105	72	23	22	7	5	10	399
Combined ^a	228	150	149	112	68	30	12	15	764
Special schools ^b	34	22	12	7	3	1	1	–	80
Total	916	704	465	296	199	67	44	36	2 727
All schools (no.)									
Primary	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary	525	357	250	122	94	44	22	25	1 439
Combined ^a	294	217	240	207	143	56	19	85	1 261
Special schools ^b	145	98	59	74	23	6	5	5	415
Total	3 097	2 279	1 710	1 067	787	274	127	188	9 529
Proportion of schools that are government schools (%)									
Primary	76.6	73.4	80.0	76.8	79.9	82.7	67.9	84.9	76.9
Secondary	70.5	70.6	71.2	81.1	76.6	84.1	77.3	60.0	72.3
Combined ^a	22.4	30.9	37.9	45.9	52.4	46.4	36.8	82.4	39.4
Special schools ^b	76.6	77.6	79.7	90.5	87.0	83.3	80.0	100.0	80.7
All schools	70.4	69.1	72.8	72.3	74.7	75.5	65.4	80.9	71.4
Proportion of schools that are primary schools (%)									
Government	74.9	74.9	74.6	66.1	71.6	67.1	66.3	40.8	72.5
Non-government	54.5	60.7	49.9	52.0	53.3	43.3	59.1	30.6	54.4
All schools	68.9	70.5	67.9	62.2	67.0	61.3	63.8	38.8	67.3

^a Combined primary and secondary schools. ^b Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems. Students must exhibit one or more of the following characteristics before enrolment is allowed: mental or physical disability or impairment, slow learning ability, social or emotional problems, and in custody, on remand or in hospital. – Nil or rounded to zero.

Source: ABS (2010 and unpublished) *Schools Australia 2009*, Cat. no. 4221.0; tables 4A.1–3.

Student body

There were 3.5 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2009 (see section 4.6 for a definition of FTE student). Nationally, 49.0 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (57.3 per cent) than in secondary schools (42.7 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns. Primary school education in Queensland, WA and SA, for example, includes year 7, whereas all other jurisdictions include year 7 in secondary school (figure 4.1). The proportion of students enrolled in primary school education would be expected to be higher in jurisdictions that include year 7 in primary school (table 4.3).

Nationally, the proportion of FTE students enrolled in government schools was 65.8 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (69.4 per cent) than at secondary level (60.8 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2009^{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>
Total FTE student enrolments at level of education ('000)									
Primary schools	619	459	440	217	156	44	31	23	1 989
Secondary schools	493	387	281	140	101	38	29	15	1 483
All schools	1 112	846	720	357	257	82	60	39	3 472
Proportion of FTE students who were enrolled in government schools (%)									
Primary schools	69.6	68.1	70.8	70.2	66.7	74.5	60.2	78.2	69.4
Secondary schools	62.0	58.5	62.5	58.5	61.1	67.9	54.2	67.8	60.8
All schools	66.2	63.7	67.6	65.6	64.5	71.5	57.3	74.1	65.8
Proportion of FTE students who were female (all schools) (%)									
Primary schools	48.6	48.7	48.6	48.5	48.7	48.6	49.1	48.7	48.6
Secondary schools	49.5	49.7	49.6	49.2	49.8	49.9	49.2	48.9	49.6
All schools	49.0	49.1	48.9	48.8	49.2	49.2	49.1	48.8	49.0
Proportion of FTE students who were enrolled in primary education, by sector (%)									
Government schools	58.5	58.0	64.0	65.1	62.9	56.1	54.9	63.6	60.5
Non-government schools	50.1	47.6	54.9	52.7	57.1	48.0	48.7	50.5	51.1
All schools	55.6	54.2	61.0	60.8	60.8	53.8	52.3	60.2	57.3

^a Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures. ^b Results of calculations may vary from the table due to rounding differences.

Source: ABS (2010 and unpublished) *Schools Australia 2009*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable over the 5 years to 2009, increasing by approximately 0.8 per cent each year between August 2005 and August 2009 (table 4A.23). Students as a proportion of the population in 2009 are shown in table 4A.5.

The proportion of full time students enrolled in non-government schools increased between 2005 and 2009 in all states and territories. Total non-government school enrolments expanded by 1.9 per cent per year, while full time government school enrolments increased by an average of 0.3 per cent per year (table 4A.23). The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 246 087 in 2005 to 2 273 906 in 2009. The number of full time students in non-government schools increased from 1 102 052 in 2005 to 1 187 420 in 2009 (table 4A.22).

Part time secondary students form a significant proportion of enrolments in some jurisdictions (table 4.4). Part time courses are available to secondary students, including mature age students attending colleges and those studying years 11 or 12 or short courses (lasting five to 22 weeks). The proportion of secondary school students who were enrolled part time in 2009 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, as well as different definitions of what constitutes part time study. The number of part time courses available also varied considerably across jurisdictions.

Table 4.4 Part time secondary school students in government schools

	<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>
Part time secondary school students in government schools (no.) ^a									
2005	2 404	2 898	3 836	2 824	6 435	1 870	36	1 084	21 387
2006	2 425	2 802	3 635	2 492	6 630	1 762	8	1 109	20 863
2007	2 243	2 292	3 226	2 315	6 716	1 620	3	743	19 158
2008	2 045	2 324	2 843	1 747	6 226	1 503	–	338	17 026
2009	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
Proportion of secondary school students in government schools who were part time students (%) ^b									
2005	0.8	1.3	2.3	3.4	10.1	6.9	0.2	11.2	2.4
2006	0.8	1.2	2.1	3.0	10.4	6.5	0.1	11.4	2.3
2007	0.7	1.0	1.9	2.8	10.5	6.1	–	8.0	2.1
2008	0.7	1.0	1.6	2.1	9.8	5.7	–	3.1	1.9
2009	0.6	1.2	1.7	1.2	9.7	7.4	–	2.0	1.9

^a Absolute number of part time secondary students. ^b Absolute number of part time secondary students divided by absolute number of full time and part time secondary students. – Nil or rounded to zero.

Source: ABS (2006, 2007, 2008, 2009, 2010 and unpublished) *Schools Australia* (various years) Cat. no. 4221.0; table 4A.1.

Special needs groups

Some groups of students in school education have been identified as having special needs. These special needs groups include:

- Indigenous students
- students from language backgrounds other than English (LBOTE)
- students with disabilities
- geographically remote students
- students from families of low socioeconomic status.

Government schools provide education for a high proportion of students from special needs groups. In 2009, 85.7 per cent of Indigenous students and 79.1 per cent of students with disabilities, for example, attended government schools (tables 4A.24 and 4A.26). This chapter reports on the proportions of Indigenous students, LBOTE students, students with disabilities and students who are geographically remote. Further information on student body mix in government, non-government and all schools is in tables 4A.27–29. Care needs to be taken in interpreting this information because some definitions of special needs students differ across states and territories.

Indigenous students

The number and proportion of full time Indigenous students varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 5.9 per cent in government schools and 1.9 per cent in non-government schools in 2009 (table 4.5).

Table 4.5 Indigenous full time students, 2009

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous full time students (000) ^a									
Government schools	40.5	8.1	39.4	19.2	8.0	4.7	1.0	12.3	133.3
Non-government schools	5.9	1.1	6.8	3.6	1.0	0.7	0.3	2.9	22.2
All schools	46.5	9.2	46.1	22.8	9.0	5.4	1.3	15.2	155.5
Indigenous full time students as a proportion of all full time students (%)									
Government schools	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2	5.9
Non-government schools	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
All schools	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5	4.5

^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 under-represented in some jurisdictions.

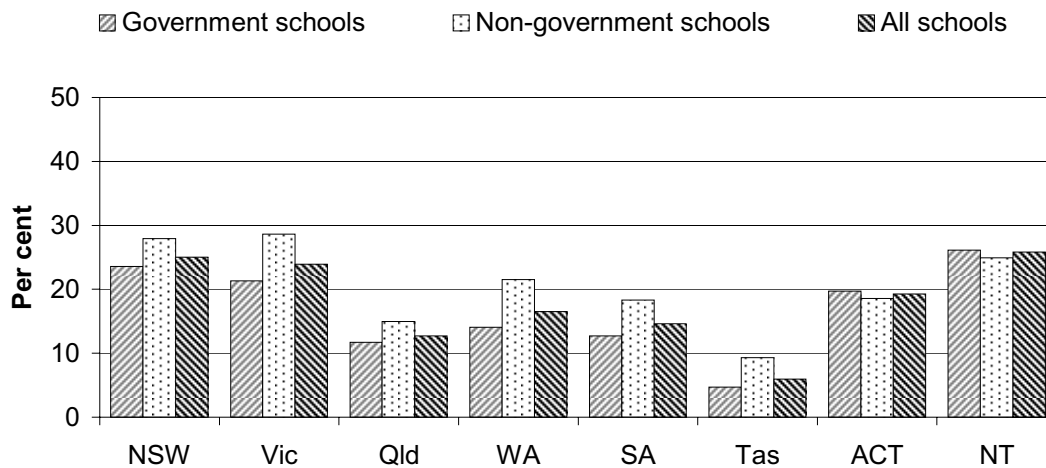
Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.24.

LBOTE students

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2006 Census of Population and Housing. Students are counted as having a language background other than English if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The proportion of LBOTE students in government and non-government schools varied across jurisdictions in 2006 (figure 4.2).

Figure 4.2 Students from a language background other than English as a proportion of all students, 2006^{a, b}



^a 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 See table 4A.25 for details of LBOTE definitions.

Source: DEEWR (unpublished) based on the ABS 2006 Census of Population and Housing; table 4A.25.

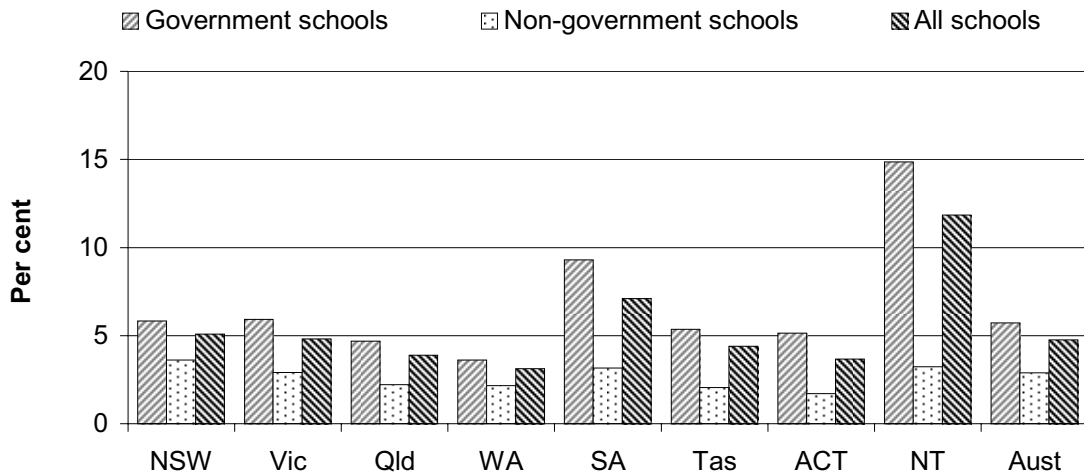
Students with disabilities

Students with disabilities are educated in both mainstream and special schools. Students with disabilities are those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions.

Nationally, the proportion of students with disabilities for all schools was 4.8 per cent and almost twice as high in government schools (5.7 per cent), compared with non-government schools (2.9 per cent) in 2009 (figure 4.3). Information regarding attainment and participation for students with disabilities,

based on the ABS 2009 Survey of Education and Training Experience and the 2006 Census of Population and Housing are included in the attachment to the Services for people with disability chapter of the 2011 Report (tables 14A.104–107).

Figure 4.3 Funded students with disabilities as a proportion of all students, 2009^{a, b, c}



^a The ABS total student data refer to the absolute number of full time students (not FTE students). ^b 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. ^c Excludes Full Fee Paying Overseas students from both the government and non-government sectors as well students on Christmas and Cocos Islands.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; DEEWR (unpublished); table 4A.26.

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the MCEETYA agreed classification.⁵ The proportion of students attending schools in remote areas varies greatly across jurisdictions (table 4.6).

⁵ To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this Report.

Nationally, the proportion of students enrolled in schools in remote areas was 1.4 per cent and more than twice as high in government schools (1.8 per cent), compared with non-government schools (0.8 per cent) in 2009. Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent and four times as high in government schools (1.2 per cent), compared with non-government schools (0.3 per cent) in 2009 (table 4.6).

Table 4A.30 includes data relating to students attending primary and secondary schools located in metropolitan and provincial zones, as well as remote and very remote areas (see section 4.6 for a definition of the geographic classification used).

Table 4.6 Students attending schools in remote and very remote areas as a proportion of all students, 2009^{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>
Remote areas									
Government schools	0.5	0.1	2.1	5.8	3.8	1.0	..	17.9	1.8
Non-government schools	0.2	–	0.7	2.0	1.2	0.5	..	29.6	0.8
All schools	0.4	0.1	1.7	4.5	2.9	0.9	..	20.9	1.4
Very remote areas									
Government schools	0.1	..	1.7	3.2	1.1	0.5	..	28.3	1.2
Non-government schools	–	..	0.3	1.2	0.1	–	..	11.4	0.3
All schools	0.1	..	1.2	2.5	0.8	0.3	..	23.9	0.9

^a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). ^b Victoria has no very remote areas. The ACT has no remote or very remote areas. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished); table 4A.30.

4.2 Framework of performance indicators

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia.

Governments own and operate government schools, and have a direct interest in the equity, efficiency and effectiveness of their operation. In addition, governments are committed to providing access to education for all students and contribute to the funding of non-government schools. However, this chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

The performance of school education is reported against the performance indicator framework in figure 4.4. This framework reflects objectives which are consistent

with the Melbourne Declaration on Educational Goals for Young Australians (the Melbourne Declaration), released in December 2008 (MCEETYA 2008) and is aligned with the NEA and NIRA.

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008).⁶

Box 4.1 National goals for schooling in the 21st century

In December 2008, the MCEETYA endorsed the following national goals for school education.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

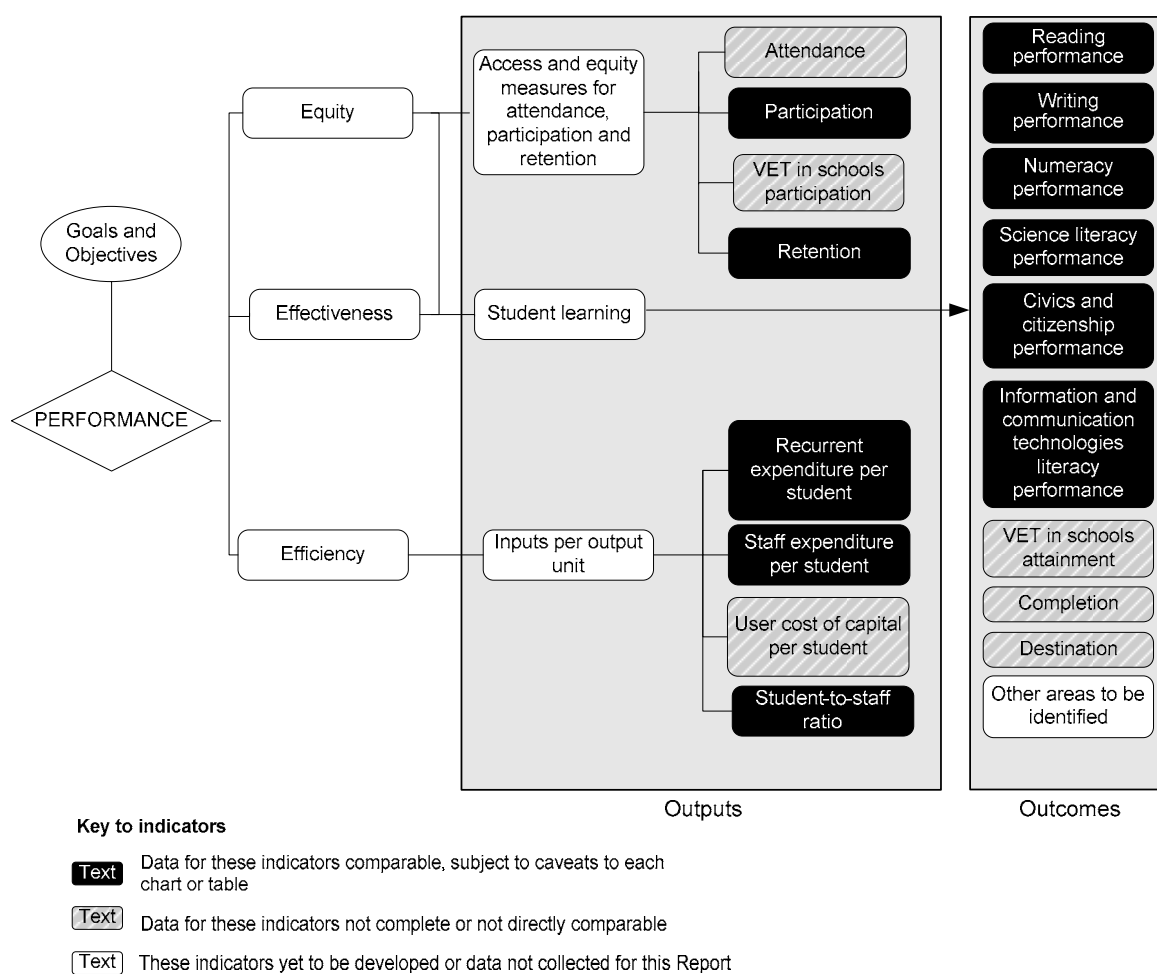
- successful learners
- confident and creative individuals
- active and informed citizens.

Source: Adapted from MCEETYA (2008).

The performance of school education is reported against the indicator framework in figure 4.4. The performance indicator framework shows which data are comparable in this Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

⁶ The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations.

Figure 4.4 Performance indicators for school education



4.3 Key performance indicator results

The framework of performance indicators aims to provide information on equity, efficiency and effectiveness, and to distinguish the outputs and outcomes of school education. This approach is consistent with the general performance indicator framework and service process diagram outlined in chapter 1 (see figures 1.2 and 1.3) that have been agreed by the Steering Committee.

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. The Report’s statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

The equity and effectiveness indicators for school education in this chapter are consistent with the national goals for school education in the Melbourne Declaration (box 4.1).

Care should be taken in interpreting these performance indicators, a number of interrelated factors affect the results, including:

- aspects of schooling
- characteristics of students (for example, student engagement and connectedness, length of time spent in schooling, demographic and socio-economic characteristics, [including remoteness and Indigenous status])
- broader education environment (for example, availability of employment and further educational alternatives, population movements).

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services, (see chapter 1 for more detail on reforms to federal financial relations). The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). Revisions have been made to the performance indicators reported in this chapter to align with developments in reporting for the performance indicators in the National Agreements.

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness

Access and equity measures for school attendance, participation and retention, and VET in schools participation, are reported in this section.

Attendance

‘Attendance’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to education and learning. National and international research confirms a link between attendance and student

achievement, although the factors influencing attendance and achievement are numerous and interrelated in complex ways. Attendance rates for special needs groups are an indication of the equity of access to school education (box 4.2).

Box 4.2 Attendance

'Attendance' (school attendance rate) is defined as the number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period.

Holding other factors equal, a high student attendance rate is desirable.

It is intended to measure student attendance over a single consistent time period (the first semester) for all schools. However, currently the measure is transitional, with most jurisdictions providing government schools data for the first semester, whereas non-government schools provide data over a period including the last 20 days in May.

Data on student attendance are collected for each State and Territory by:

- school sector (government, Catholic and independent)
- sex
- year level (1–10)
- Indigenous status (Indigenous and non-Indigenous students).

Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Data for this indicator are not directly comparable.

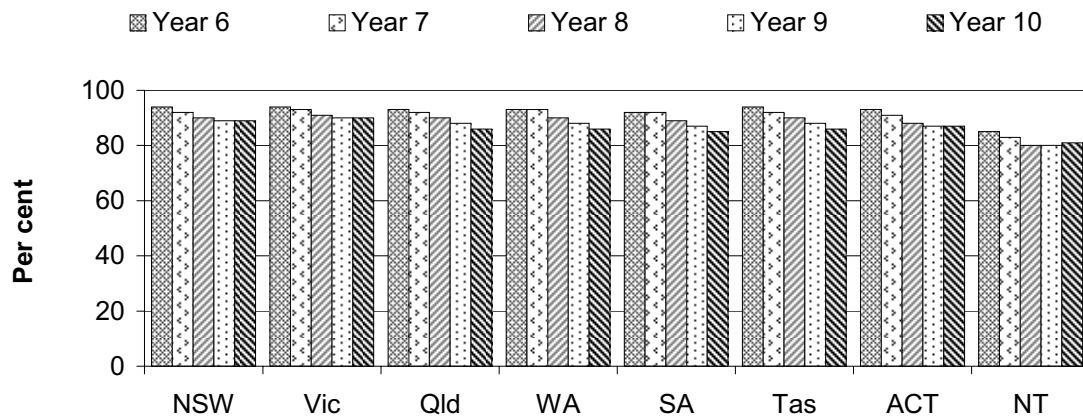
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

School attendance is measured in a specific collection period during the school year (see box 4.2 for details), and results may not be representative of school attendance throughout the school year.

For all students, attendance was fairly stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.135–140).

In 2009, the student attendance rate in government schools was 80 per cent or greater across all year levels and all jurisdictions (figure 4.5 and table 4A.135).

Figure 4.5 **Student attendance rate, all students, government schools, 2009**

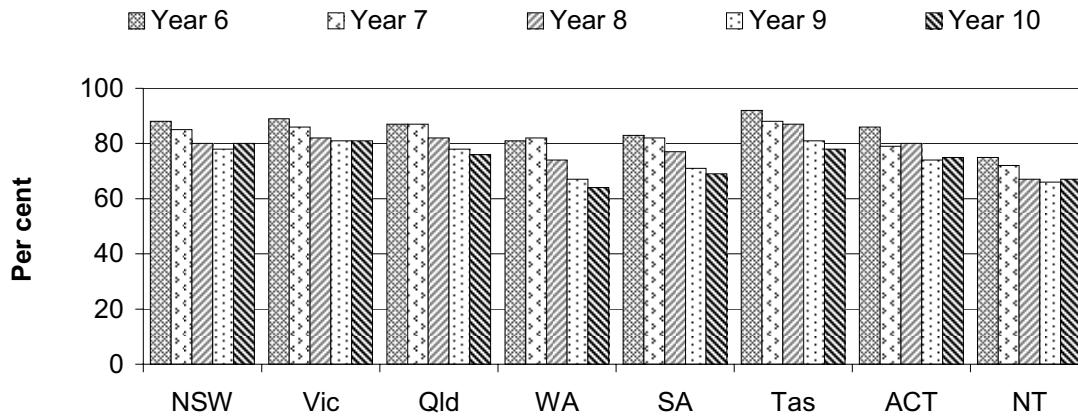


Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.135.

In government schools, non-Indigenous students had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.6 and table 4A.136). The differences varied across states and territories, although attendance rates for non-Indigenous students were similar across all jurisdictions. A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.138 and 4A.140).

Data on student attendance rates for all school sectors are also available disaggregated by sex (tables 4A.135, 4A.137 and 4A.139).

Figure 4.6 Student attendance rate, government schools, Indigenous students, 2009



Source: ACARA (unpublished); table 4A.136.

Participation

‘Participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through participation in secondary schooling, to enable all students to have access to the high quality education necessary to enable completion of school education to year 12 or its equivalent (box 4.3).

Box 4.3 Participation

'Participation' (school education participation rate) is defined by two measures:

- the total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age, reported by Indigenous status
- the number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.

Participation rates are reported nationally and by State/Territory.

Holding other factors constant, a higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure.

This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the 'Early childhood, education and training preface'.

Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions, due to small population sizes.

Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Proportion of children aged 6–15 years enrolled in school

Nationally, 98.8 per cent of children aged 6–15 years were enrolled (either full or part time) in schools in 2009. Nationally, the enrolment rate for Indigenous children was 100.2 per cent compared with 98.8 per cent for non-Indigenous children. These rates also varied across jurisdictions (figure 4.7). These 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. Proportions that exceed 100 per cent (including Indigenous proportions) may reflect disparities between the sources of data which may provide varying counts or, may reflect students residing in one jurisdiction enrolling in schools in another jurisdiction.

Figure 4.7 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009^{a, b, c}



^a In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population. ^b See footnotes to table 4A.122 for further information on derivations of population figures. ^c Some students' Indigenous status is not stated and are included in the data for 'non-Indigenous students', and 'all students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions.

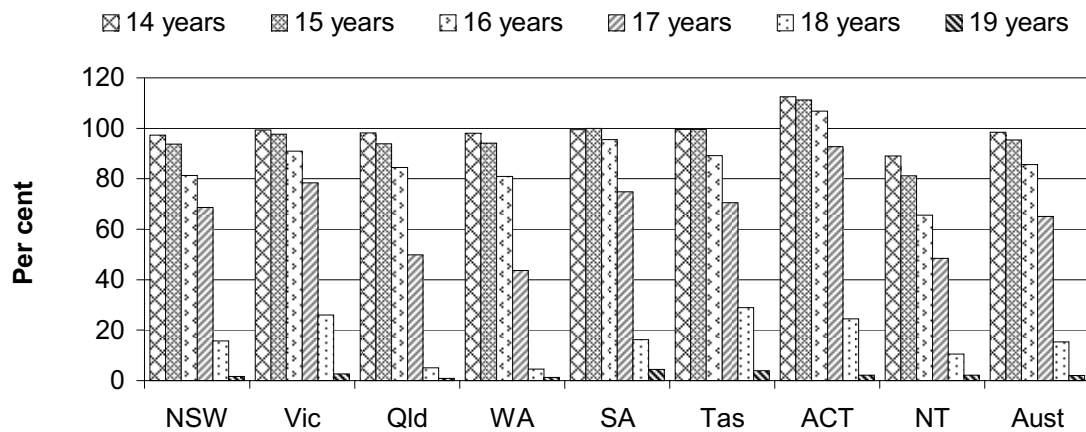
Source: ABS (unpublished) *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Population by age and sex, Australian states and territories, June 2009*, Cat. no. 3201.0; ABS (unpublished) *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021*, Cat. no. 3238.0; table 4A.122.

14–19 year olds enrolled in school

Nationally, 59.2 per cent of 14–19 year olds were enrolled in schools in 2009 (table 4A.123). School participation rates varied by jurisdiction, age and sex. School participation rates for females (60.2 per cent) were 1.9 percentage points higher than those for males (58.3 per cent) (table 4A.123). School participation rates declined as students exceeded the maximum compulsory school age (figure 4.8).

Data on school participation rates since the 2009 Report differ to those presented in earlier Reports, as the scope has been expanded to include part time students and students aged 14 years (earlier Reports included full time students aged 15–19 years only). Data for 14–19 year olds from 2005–2009 are included in table 4A.124.

Figure 4.8 **School participation rate of people aged 14–19 years in school education, all schools, 2009^{a, b}**



^a Proportion of the population who were enrolled as full time or part time students in August 2009.

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

Source: ABS (2010) *Schools Australia 2009*, Cat. No. 4221.0; table 4A.123.

Vocational education and training (VET) in schools participation

‘VET in schools participation’ is an indicator of governments’ objective to provide vocational education and training in schools to assist all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways (box 4.4).

This indicator was presented as an outcome indicator in earlier Reports. However, the indicator has been moved to the ‘equity and effectiveness’ section in recognition of the shift in emphasis of VET in schools from being an outcome to being an enabler to assist students to access broader secondary schooling options.

Box 4.4 VET in schools participation

'VET in schools participation' (VET in schools participation rate) is defined as the number of school students undertaking VET (with apprenticeships and traineeships disaggregated) as part of their senior secondary school certificate in a calendar year, as a proportion of all school students undertaking a senior secondary school certificate in that year.

Holding other factors constant, a higher or increasing VET in schools participation rate may suggest greater access to broader secondary schooling options than traditional school education. Greater access can promote engagement in learning and the uptake of vocational career pathways.

Care needs to be taken in interpreting this indicator as it may be influenced by a number of factors which differ across states and territories, such as:

- definition of VET in schools
- senior secondary certificate requirements
- access to VET in schools prior to year 11
- number of VET in schools options and pathways available to students, particularly those in rural and remote areas.

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 for 2006 and later VET in Schools activity should also not be compared with 2005 VET in Schools activity because of data quality issues with 2005 data. The 2006 and later VET in Schools statistics are also subject to some data quality issues. These include differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between jurisdictions. 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.

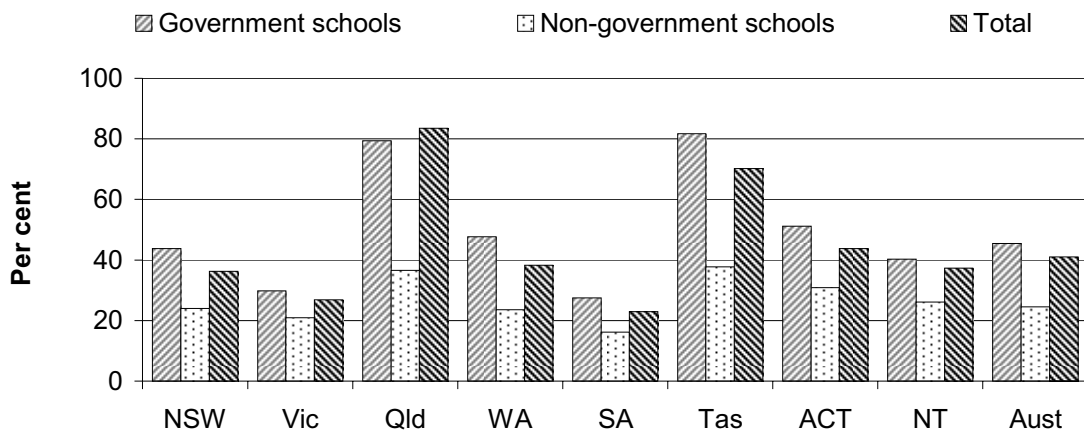
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

From 2005, the MCEETYA agreed that the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) is the standard for reporting VET in Schools activity in Australia. The MCEETYA further agreed that these data would be collected by the senior secondary assessment authority in each State and Territory and reported through State Training Authorities to the national VET database compiled by the National Centre for Vocational Education Research (NCVER).

In 2008, 41.0 per cent of students undertaking a senior secondary school certificate undertook at least one unit of competency/module of VET in schools (45.4 per cent of students undertaking a senior secondary school certificate in government schools and 24.6 per cent in non-government schools) (figure 4.9). Of students undertaking a senior secondary school certificate, 4.8 per cent undertook at least one unit of competency/module in a school-based apprenticeship or traineeship (table 4A.134).

Figure 4.9 Proportion of school students enrolled in a senior secondary school certificate who undertook at least one VET unit of competency/module, 2008^{a, b}



^a Total includes other providers such as TAFE, community education, Australian Technical Colleges and students with more than one school type. Due to generally small numbers these are not presented separately. In Queensland, students in this category accounted for approximately 26 per cent of all VET in Schools students in 2008. ^b The 2008 VET in Schools statistics are subject to some data quality issues and should be interpreted with caution. These issues include that secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data and some data are not captured in enrolment processes.

Source: NCVET (2010) *VET in Schools 2008*; MCEECDYA (unpublished) *VET In Schools* collection; table 4A.134.

Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to enable the completion of school education to year 12 or its equivalent (box 4.5).

Box 4.5 Retention

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling — at year 7 or 8 — or at year 10). Data are reported for:

- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10
- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12
- the proportion of year 10 students continuing to year 12.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, rather than by tracking the retention of individual students. Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

Holding other factors constant, a higher or increasing apparent retention rate suggests that a large number of students are continuing to participate in school education, which is likely to result in improved educational outcomes.

This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

Care needs to be taken in interpretation because the apparent retention rate does not take account of factors such as:

- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

Data for this indicator are comparable.

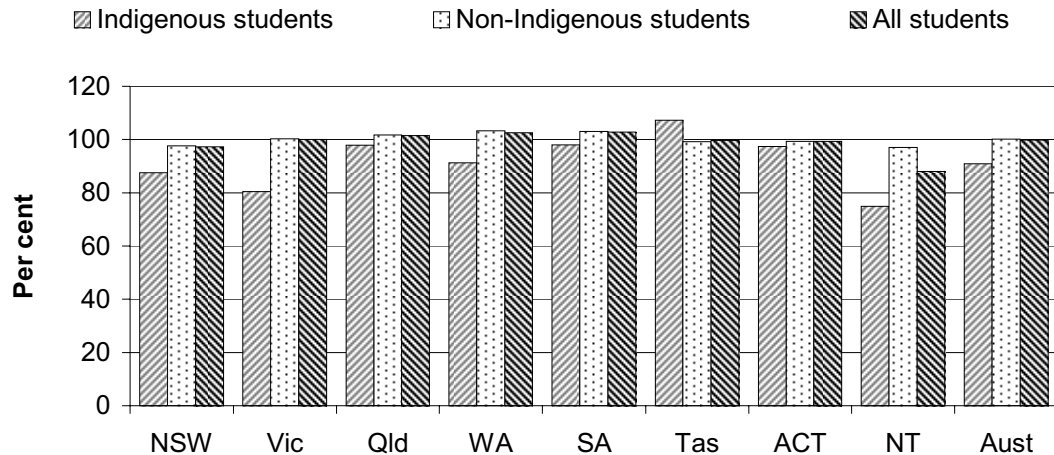
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Apparent retention rates, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 10, for all students in most jurisdictions were 97–103 per cent in 2009, with a national rate of 99.8 per cent (figure 4.10). High rates are to be expected because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for non-Indigenous students and all students in most jurisdictions. The

national retention rate for Indigenous students was 90.9 per cent, 9.2 percentage points lower than that for non-Indigenous students and 8.9 percentage points lower than that for all students (figure 4.10).

Figure 4.10 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2009^{a, b, c, d, e}

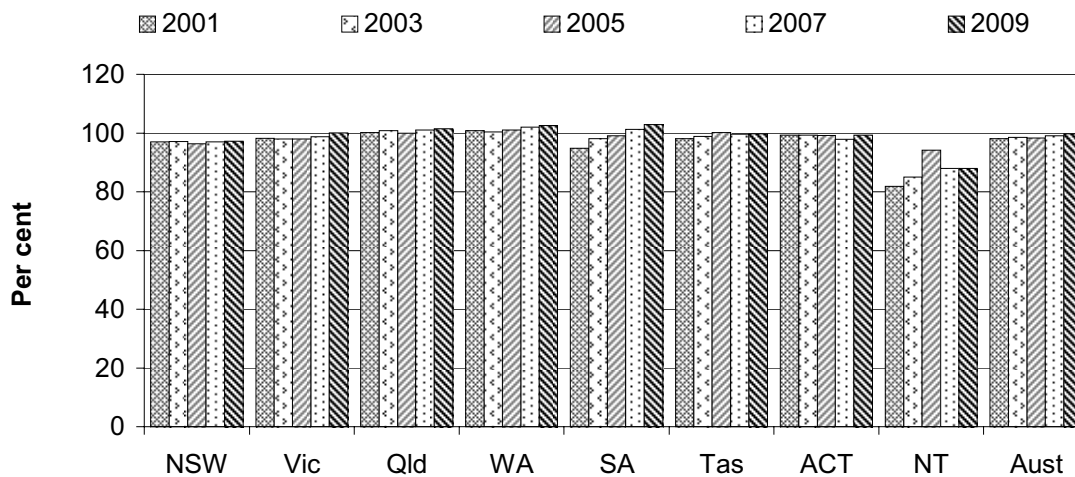


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e 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 under-represented in some jurisdictions.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.125.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.1 shows the differences across jurisdictions) to year 10 for all full time students was 98.1 per cent in 2001, rising to 98.3 per cent in 2005 and 99.8 per cent in 2009 (figure 4.11). Data for intervening years and by Indigenous status are in table 4A.127. Data for government schools and non-government schools are in tables 4A.128 and 4A.129.

Figure 4.11 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c}

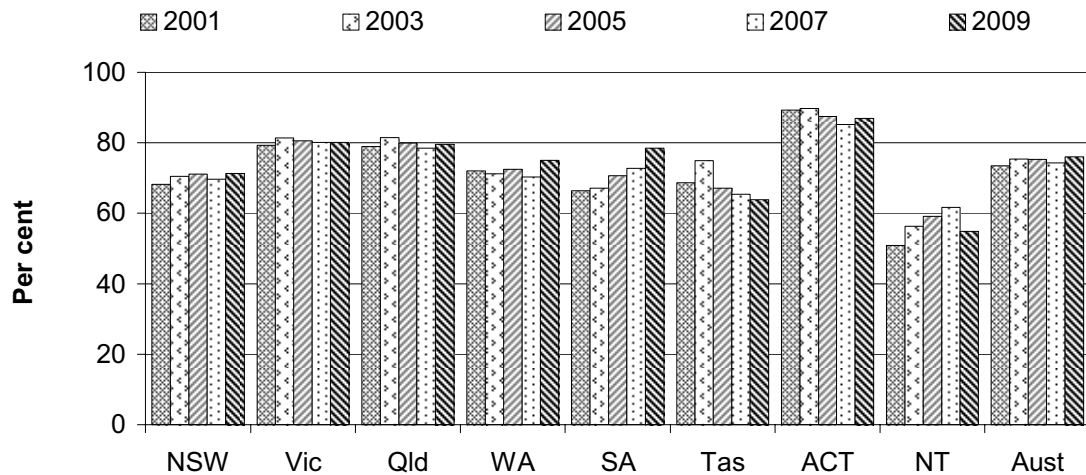


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^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 were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2002, 2004, 2006, 2008, 2010) *Schools Australia*, Cat. no. 4221.0; table 4A.127.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 12, for all full time students was 73.4 per cent in 2001, rising to 75.3 per cent in 2005 and 76.0 per cent in 2009 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.127. Data for government schools and non-government schools are in tables 4A.128 and 4A.129.

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^{a, b, c}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^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 were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2002, 2004, 2006, 2008, 2010) *Schools Australia*, Cat. no. 4221.0; table 4A.127.

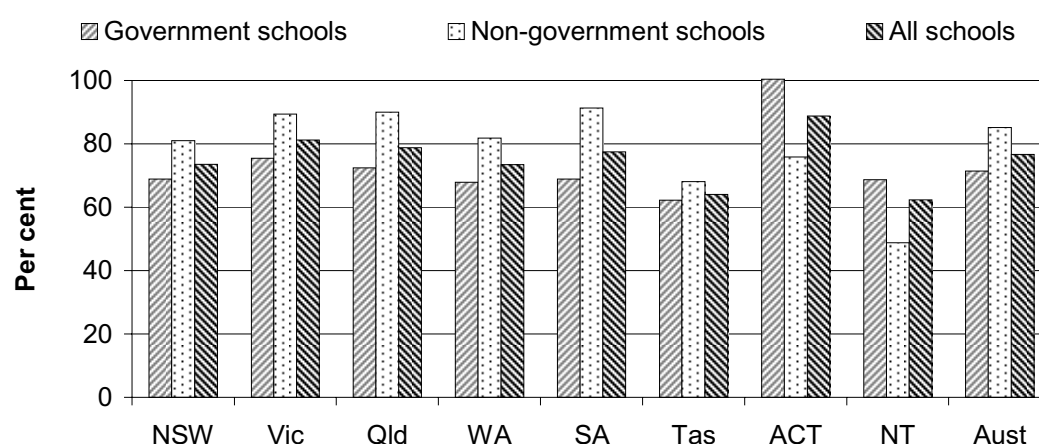
The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2009 as a proportion of the number of full time school students enrolled in year 10 in 2007.

Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students are included in the 2009 year 12 total, then the apparent retention rate becomes 91.4 per cent, compared with 77.5 per cent for full time students only (table 4A.126).
- in some jurisdictions, young people may choose to complete their post compulsory education in the TAFE system rather than continue at school, and may do so after periods of time spent away from the formal education system. In NSW, for example, 6513 students (of whom 5553 or 85.3 per cent were aged under 30 years) undertook their Higher School Certificate or other tertiary preparation studies through TAFE institutes in 2009 (NSW Government unpublished).

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 76.7 per cent in 2009. The apparent retention rate from year 10 to year 12 for government schools was 71.4 per cent, and for non-government schools was 85.2 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.13).

Figure 4.13 Apparent retention rate from year 10 to year 12, full time secondary students, by school type, 2009^{a, b, c, d}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and government and non-government schools after the base year. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates.

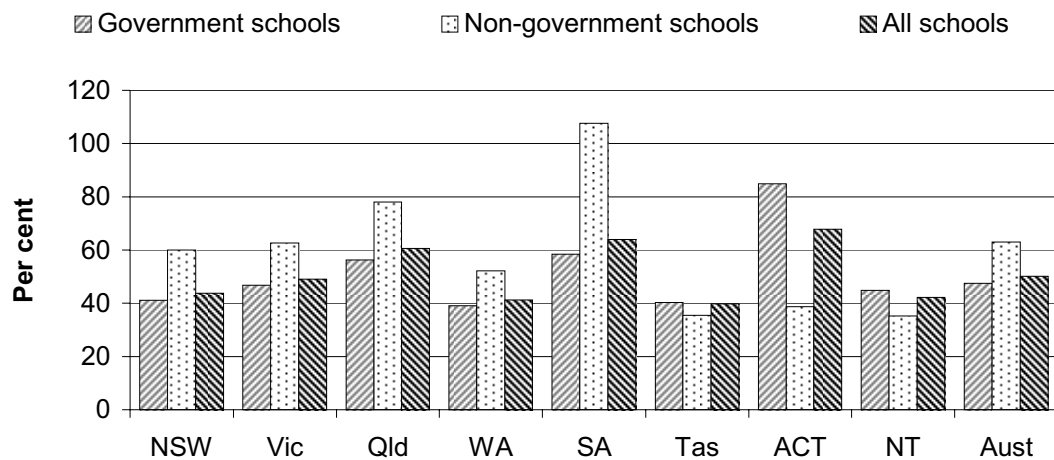
Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.126.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2009 varied across jurisdictions (figure 4.14), but were consistently lower than rates for all students (figure 4.13). In interpreting this indicator, note that nationally 9.1 per cent of Indigenous students left school before year 10 (figure 4.10) — compared with 0.2 per cent of all students — so are not included in the base year for retention from year 10 to year 12. This baseline varies across jurisdictions. Further, Indigenous students made up 5.9 per cent of all students in government schools compared with 1.9 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4.5).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2009 was 50.1 per cent (figure 4.14), compared with 76.7 per cent for all students and

77.7 per cent for non-Indigenous students. However, Indigenous retention from year 10 to year 12 for all schools has risen from 43.6 per cent in 2001 to 45.3 per cent in 2005 and 50.1 per cent in 2009, with the gap in year 10 to year 12 retention rates between Indigenous students and all students decreasing from 31.8 percentage points in 2001 to 31.2 percentage points in 2005 and 26.6 percentage points in 2009 (table 4A.127). Table 4A.127 also includes data for non-Indigenous students.

Figure 4.14 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2009^{a, b, c, d}

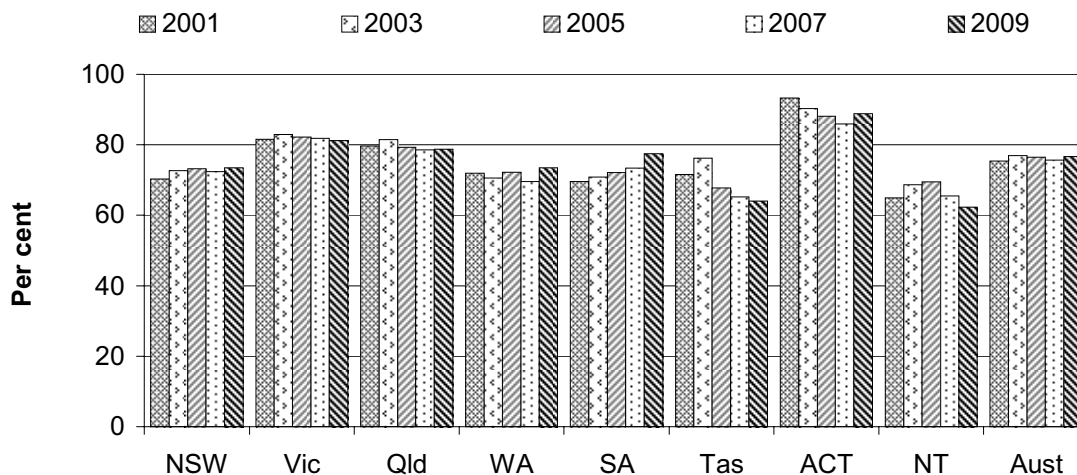


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in these rates may be under-represented in some jurisdictions.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; tables 4A.127–129.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 have increased slightly from 75.4 per cent in 2001 to 76.5 per cent in 2005 and 76.7 per cent in 2009 (figure 4.15). Data for intervening years and by Indigenous status are in table 4A.127. Data for government schools and non-government schools are in tables 4A.128 and 4A.129.

Figure 4.15 Apparent rates of retention from year 10 to year 12, full time secondary students, all schools^{a, b, c}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^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 were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2002, 2004, 2006, 2008, 2010) *Schools Australia*, Cat. no. 4221.0; table 4A.127.

Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach. Table 4A.15 shows the treatment of assets by school education agencies. Table 4A.16 shows information on the comparability of the source expenditure data for government schools used for this chapter.

Recurrent expenditure per student

‘Recurrent expenditure per student’ is an indicator of governments’ objective to fund and/or provide education in an efficient manner (box 4.6).

Box 4.6 Recurrent expenditure per student

'Recurrent expenditure per student' is defined as government recurrent expenditure per FTE student. It is reported for government and non-government schools by in-school primary, in-school secondary, out-of-school services and aggregations.

Holding other factors constant, a low or decreasing government recurrent expenditure per FTE student may represent better or improved efficiency.

A number of factors may influence government recurrent expenditure per student (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not, however, make any cost adjustments based on these or any of the following factors. Care needs to be taken in interpretation of efficiency data because differences in the costs of educating students can be driven by:

- influences beyond the control of governments, such as a high proportion of geographically remote students and/or a dispersed population, as well as migration between states and territories
- economies of scale.

These factors may need to be considered when examining each jurisdiction's expenditure per student.

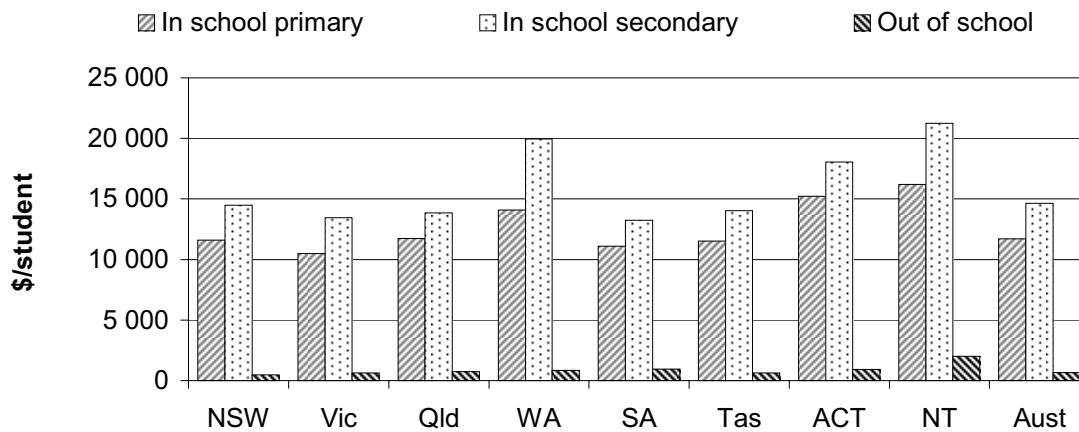
Efficiency data are difficult to interpret. While high or increasing government recurrent expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion). Similarly, low or decreasing expenditure per student may reflect improving efficiency or lower quality (less effective education) or more narrowly defined curricula. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). Nationally, in-school government expenditure per FTE student in government primary schools was \$11 720 and in-school government expenditure per FTE student in government secondary schools was \$14 642 in 2008-09. Out-of-school government expenditure per FTE student in government schools was \$671 in 2008-09 (figure 4.16).

Figure 4.16 Government recurrent expenditure per FTE student, government schools, 2008-09^{a, b}

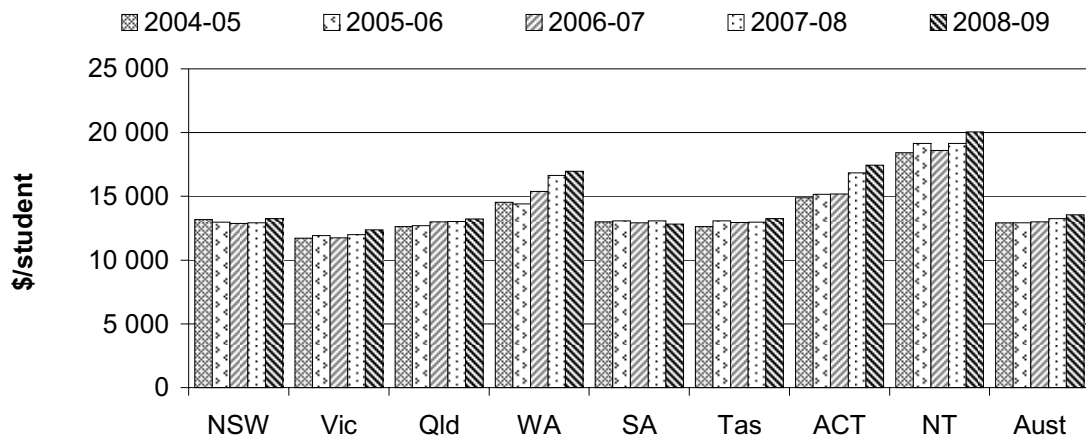


^a See notes to tables 4A.12 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; MCEECDYA (unpublished) *National Schools Statistics Collection* (NSSC); table 4A.12.

Nationally, government expenditure per FTE student in all government schools was \$13 544 in 2008-09. It increased (in average annual real terms) between 2004-05 and 2008-09 by 1.2 per cent per year (figure 4.17).

Figure 4.17 **Government real recurrent expenditure per FTE student, government schools (2008-09 dollars)^{a, b, c}**

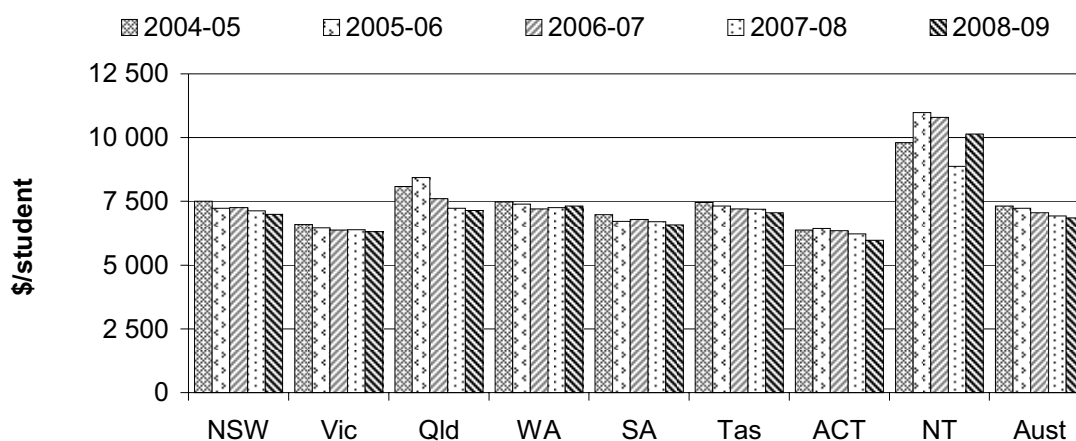


^a See notes to table 4A.8 for definitions and data caveats. ^b Data for 2004-05 to 2007-08 have been adjusted to 2008-09 dollars using the gross domestic product (GDP) price deflator. ^c Payroll tax estimates have been included for WA and the ACT for comparability reasons.

Source: ABS (2006, 2007, 2008, 2009, 2010) *Schools Australia*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.8.

Nationally, government expenditure per FTE student in all non-government schools was \$6850 in 2008-09 (figure 4.18). It has decreased in average annual real terms between 2004-05 and 2008-09 by 1.6 per cent per year (table 4A.9).

Figure 4.18 Government real recurrent expenditure per FTE student, non-government schools (2008-09 dollars)^{a, b, c}



^a See notes to table 4A.9 for definitions and data caveats. ^b Data for 2004-05 to 2007-08 have been adjusted to 2008-09 dollars using the gross domestic product (GDP) price deflator. ^c The sum of Australian Government specific purpose payments for non-government schools, and State and Territory government payments to non-government schools. Data on State and Territory government payments to non-government schools are not fully comparable across jurisdictions.

Source: ABS (2006, 2007, 2008, 2009, 2010) *Schools Australia*, Cat. no. 4221.0; DEEWR (unpublished); State and Territory governments (unpublished); table 4A.9.

Nationally, government real recurrent expenditure per FTE student in all schools was \$11 260 in 2008-09. It increased (in average annual real terms) between 2004-05 and 2008-09 by 0.4 per cent per year (table 4A.10).

Staff expenditure per student

‘Staff expenditure per student’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.7).

Box 4.7 Staff expenditure per student

Staff expenditure per student¹ is defined as government recurrent expenditure on staff per FTE student in government schools. Expenditure on staff is the major component of spending on schools.

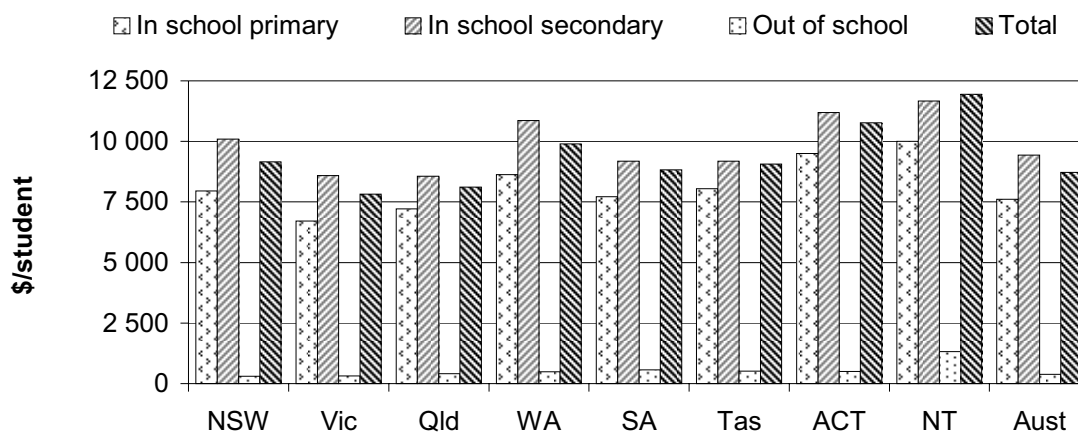
Holding other factors constant, low or decreasing government expenditure on staff per FTE student may represent better or improved efficiency. Efficiency data are difficult to interpret and this indicator in particular is partial in nature as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect deteriorating efficiency, it may also reflect improvements in schooling (through higher quality teachers), or the characteristics of the education environment (smaller class sizes, broader curricula such as information technology and the need for teachers with new skills, population dispersion and more geographically remote students). Similarly, a low or decreasing expenditure on staff per student may reflect improving efficiency or lower quality (less effective education) or more narrowly defined curricula. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

Government recurrent expenditure on staff in government schools accounted for \$19.9 billion (64.4 per cent) of total recurrent expenditure in 2008-09 (table 4A.12). Nationally, expenditure on staff per FTE student was \$7616 for in-school primary, \$9440 for in-school secondary and \$389 for out-of-school (figure 4.19).

Figure 4.19 Government recurrent expenditure on staff in government schools, per FTE student, 2008-09^{a, b}



^a See notes to table 4A.12 for definitions and data caveats. ^b Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments.

Source: ABS (2006, 2007, 2008, 2009, 2010) *Schools Australia*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.12.

User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.8).

Box 4.8 User cost of capital per student

'UCC per student' is defined as the notional costs to governments of the funds tied up in capital used to produce services (for example, land and buildings owned by government schools) per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

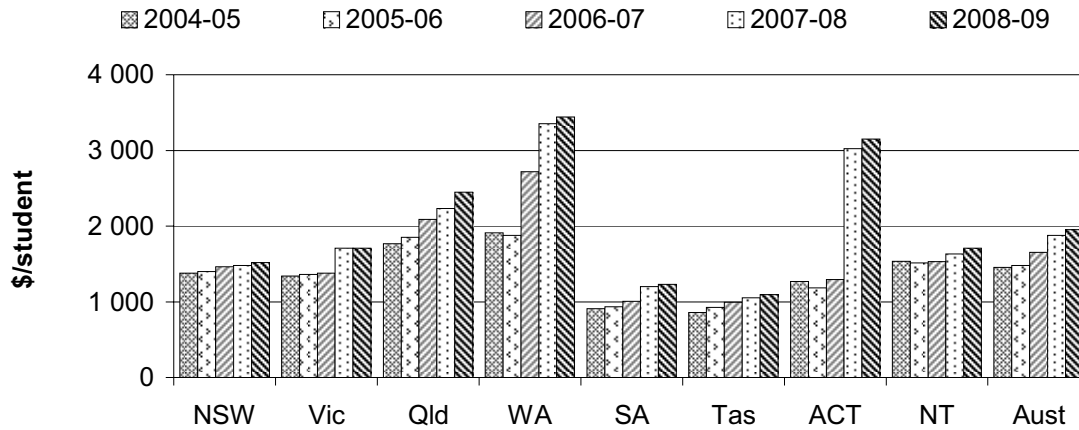
Efficiency data are difficult to interpret and this indicator in particular is only partial in nature as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The notional UCC per FTE government school student in 2008-09 averaged \$1953 nationally (figure 4.20).

Figure 4.20 Notional UCC per FTE student, government schools^{a, b}



^a See notes to table 4A.14 for definitions and data caveats. ^b Notional UCC is set at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Source: ABS (2006, 2007, 2008, 2009, 2010) *Schools Australia*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.14.

Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.9).

Box 4.9 Student-to-staff ratio

The 'student-to-staff ratio' is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff. The student-to-staff ratio presents the number of students per teacher where teachers are classified in a way that can be compared across jurisdictions.

A low ratio means there are a small number of students per teacher (the ratio is not a measure of class size). Holding other factors constant, a high or increasing student-to-teacher ratio represents better or improved efficiency, but only when output quality and outcomes are the same as (or higher than) those in the other systems being compared. A low or decreasing student-to-teacher ratio may reflect decreasing efficiency, but may also reflect a higher quality education system, if it is assumed that teachers have more time for each student and that this results in better student outcomes.

The ratio needs to be interpreted with care because it is aggregated across all subjects and year levels, so it does not reflect the fact that a lower ratio may be more important for certain subjects and/or year levels and it does not account for learning outcomes, teacher quality, experience and qualifications. Further, it can be affected by a number of factors which may differ across the states and territories, including:

- the proportion of special needs students — for example, special schools catering for students with disabilities generally have significantly lower student-to-teacher ratios than those of mainstream schools and additional resources are also required in mainstream schools where special needs students attend
- the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers)
- other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

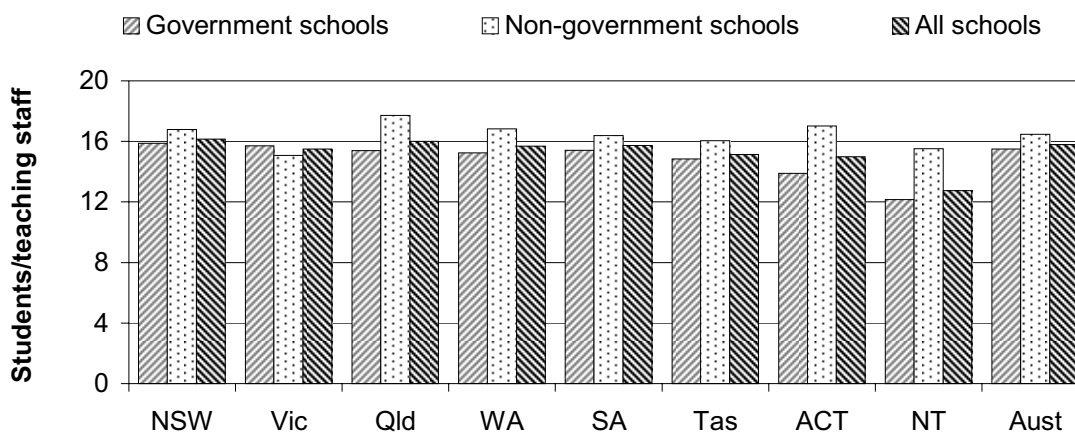
Care needs to be taken in interpreting efficiency data as differences in the costs of educating students can be driven by influences beyond the control of governments, such as a dispersed and/or geographically remote population. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, for government primary schools, the student-to-teacher ratio was 15.5 in 2009. For non-government primary schools, the student-to-teacher ratio was 16.5 in 2009. For all primary schools, the student-to-teacher ratio was 15.8 in 2009 (figure 4.21).

Figure 4.21 Ratio of FTE students to FTE teaching staff, primary schools, 2009^a

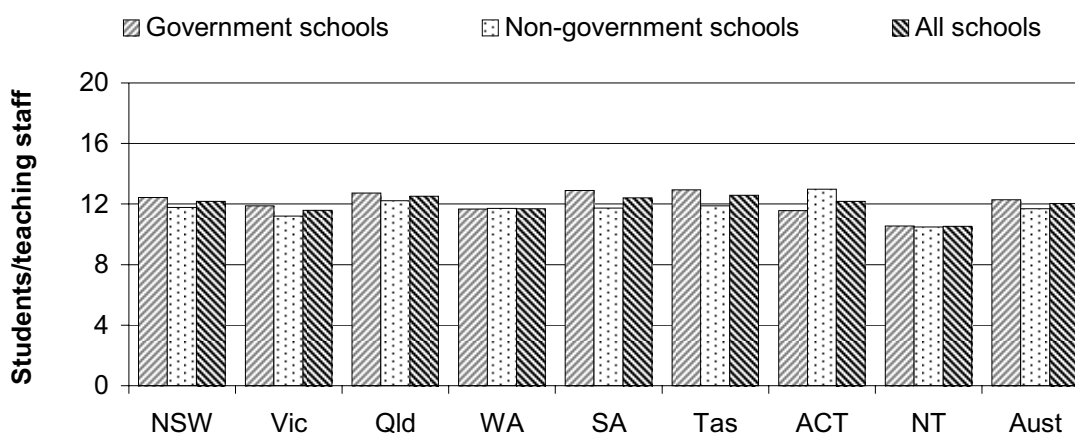


^a See notes to table 4A.17 for definitions and data caveats.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.17.

Nationally, for government secondary schools, the student-to-teacher ratio was 12.3 in 2009. For non-government secondary schools, the student-to-teacher ratio was 11.7 in 2009. For all secondary schools, the student-to-teacher ratio was 12.0 in 2009 (figure 4.22).

Figure 4.22 Ratio of FTE students to FTE teaching staff, secondary schools, 2009^a



^a See notes to table 4A.17 for definitions and data caveats.

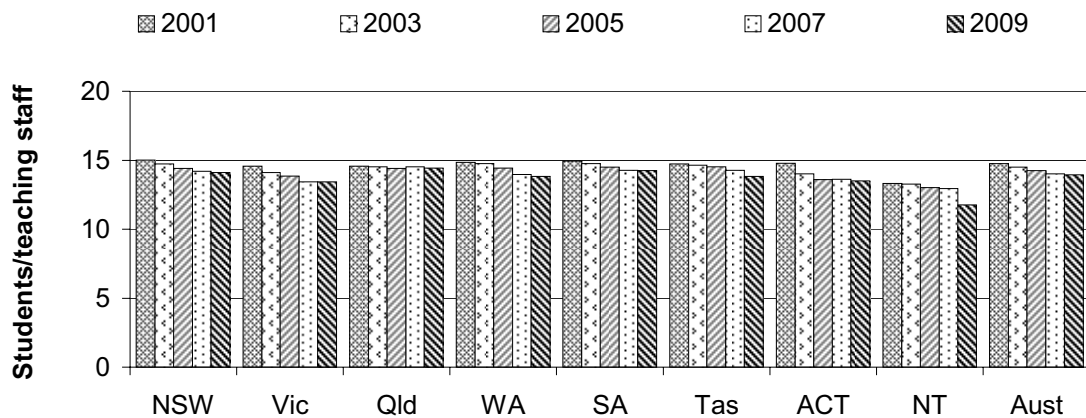
Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.17.

Nationally, for all government schools, the student-to-teacher ratio was 14.0 in 2009. For all non-government schools, the student-to-teacher ratio was 13.7 in 2009. For all schools, the student-to-teacher ratio was 13.9 in 2009 (table 4A.17).

Refer to table 4A.17 for further detail on student-to-staff ratios in 2009, including those for non-teaching school staff and all staff, for all jurisdictions.

The student-to-teacher ratio (primary and secondary combined) for all schools has decreased from 14.8 in 2001 to 14.2 in 2005, and 13.9 in 2009 (figure 4.23). Data for intervening years and for government and non-government schools are in table 4A.18.

Figure 4.23 Ratio of FTE students to FTE teaching staff, all schools^{a, b}



^a Includes primary and secondary schools. ^b See notes to table 4A.18 for definitions and data caveats.

Source: ABS (2002, 2004, 2006, 2008, 2010) *Schools Australia*, Cat. no. 4221.0; table 4A.18.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5).

Nationally comparable learning outcomes

‘Reading performance’, ‘writing performance’, ‘numeracy performance’, ‘science literacy performance’, ‘civics and citizenship performance’, and ‘information and communication technologies literacy performance’ have been identified as indicators of learning outcomes and are discussed in this section. The outcomes for

VET in schools, completion rates, and school leaver destination are discussed in the following section.

The nationally comparable learning outcomes encompass all of the MCEECDYA endorsed tests developed to measure student performance in relation to the National Goals for Schooling, and also Australia's participation in two international tests: the OECD Programme for International Student Assessment (PISA); and the Trends in International Mathematics and Science Study (TIMSS).

Years 3, 5, 7 and 9 nationally comparable NAPLAN national minimum standard learning outcomes data for reading, writing and numeracy performance for 2009, including data by Indigenous status and geolocation, are reported. This Report also includes NAPLAN mean scale scores and outcomes by achievement levels for 2009 (tables 4A.31–43 for reading performance, tables 4A.54–66 for writing performance and tables 4A.77–89 for numeracy performance). Data comparing a range of outcomes for 2008 and 2009 are included in tables 4A.44–53 (reading performance), tables 4A.67–76 (writing performance) and tables 4A.90–99 (numeracy performance).

In addition to the annual national literacy and numeracy assessments, triennial national sample assessments are undertaken on a rotating basis. Triennial year 6 science literacy performance data for 2003, 2006 and 2009 are reported in tables 4A.100–102. Triennial year 6 and year 10 civics and citizenship performance data for 2004 and 2007 are reported in tables 4A.102–105. Triennial year 6 and year 10 information and communication technologies literacy performance data for 2005 and 2008 are reported in tables 4A.106–107.

The PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2009, almost 470 000 students from 65 countries and economies participated in the PISA assessment. From Australia this included over 14 251 students from 353 schools. Reading literacy was the major domain tested in the PISA 2009 cycle.

This report contains detailed results for each 2009 PISA domain. Data on reading literacy from PISA 2000, 2003, 2006 and 2009 (tables 4A.108–111) are included in this chapter. Data on mathematical literacy for PISA 2003, 2006 and 2009 (tables 4A.112–114) and scientific literacy from PISA 2006 and 2009 (tables 4A.115–117) are also included. Detailed results from earlier PISA rounds were included in earlier reports. Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports.

The TIMSS focuses on the mathematics and science curriculum, identifying the concepts and processes students have learned, the factors which are linked to

students' opportunity to learn, and how these factors influence students' achievements. Years 4 and 8 learning outcomes data for 2006-07 are presented in this Report (tables 4A.118–121). In 2006-07, students from 59 countries participated in the TIMSS. From Australia this included 8177 students from 457 schools. Australian students also participated in the three previous TIMSS, in 1994-95, 1998-99 and 2002-03. Detailed information about TIMSS is available at the TIMSS website (ACER 2009) and tables 4A.118–121.

Interpreting learning outcomes data

To assist with making comparisons between jurisdictions, where appropriate, 95 per cent confidence intervals are presented in charts and attachment tables. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 with a confidence interval of ± 2.0 , for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 and 82. The learning outcomes proportion for a jurisdiction, therefore, can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 and another's from 77–81, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. To say that there is a statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Care should be taken when making comparisons in the results across the four PISA cycles. Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. For example:

- Reading literacy was the major assessment domain in PISA 2000 (and also in 2009). Therefore, PISA 2000 is able to be compared with PISA 2003, PISA 2006 and PISA 2009 for reading literacy results.
- Mathematical literacy was the major assessment domain in PISA 2003. Therefore, PISA 2003 is able to be compared with PISA 2006 and PISA 2009 for mathematical literacy results.
- Scientific literacy was the major assessment domain in PISA 2006. Therefore, PISA 2009 is able to be compared with PISA 2006 for scientific literacy.

Participation in NAPLAN testing

Participating populations in NAPLAN testing are reported as the number of assessed, exempt and absent and withdrawn students in years 3, 5, 7 and 9.

Assessed students include all students who attempt the test. Exempt students are students with a language background other than English, who arrived from overseas less than a year before the test, or students with significant intellectual and/or functional disabilities unable to access the test/s within the guidelines for accommodation. Other students are absent or withdrawn. Holding other factors constant, a higher or increasing proportion of assessed students in NAPLAN testing suggests an improvement in that aspect of educational participation.

The proportion of assessed and exempt students in years 3, 5, 7 and 9 as a percentage of the total numbers of students in years 3, 5, 7 and 9, for reading, writing and numeracy in 2009 are in tables 4A.42, 4A.65 and 4A.88 respectively. In all domains and year levels, the proportion of all students and non-Indigenous students participating in NAPLAN testing (assessed and exempt students) exceeded the proportion of Indigenous students participating. Year 3 student participation in assessment for all students in 2009 was 96.4 per cent for reading, 96.4 per cent for writing and 96.0 per cent for numeracy. For Indigenous students, the year 3 participation rates were 91.6 per cent for reading, 91.9 per cent for writing and 90.3 per cent for numeracy. For non-Indigenous students, the participation rates were 96.8 per cent for reading, 96.8 per cent for writing and 96.4 per cent for numeracy. These results varied across jurisdictions (tables 4A.42, 4A.65 and 4A.88). Participation rate data for 2008 were included in the 2010 Report.

Reading performance

‘Reading performance’ is an indicator of governments’ objective that all students should attain the skills of English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students’ achievement in a key learning area of school education (box 4.10).

Box 4.10 Reading performance

'Reading performance' is defined by three measures:

- Percentage of students achieving at or above the national minimum standard in reading: the proportion of years 3, 5, 7 and 9 students who achieve at or above the reading national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (section 4.2 identifies the profile of equity groups in each State and Territory). Students whose results are in the national minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. In addition, a range of outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) is reported by Indigenous status.
- The mean scale score achieved in NAPLAN testing for reading, reported by Indigenous status. The range of the common national scale for years 3, 5, 7 and 9 is 0 to 1000.

In relation to the two measures above:

- Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the annual outcomes of 2008 and 2009 NAPLAN testing programs only. Results of State and Territory-based testing programs up to and including 2007 are available in the 2009 Report (and previous issues).
- This report also includes a time series for 2008 and 2009 outcomes for reading data for the proportion of students at or above the national minimum standard and mean scale score measures and for outcomes by achievement levels. These data are comparable across these two years.
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined reading scale in a triennial international assessment: the proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEECDYA to be level 3) on the OECD PISA combined reading scale for a given year, reported nationally by sex, Indigenous status, socioeconomic status and geolocation.

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard in reading is desirable. A high or increasing mean scale score is desirable.

Data for this indicator are comparable.

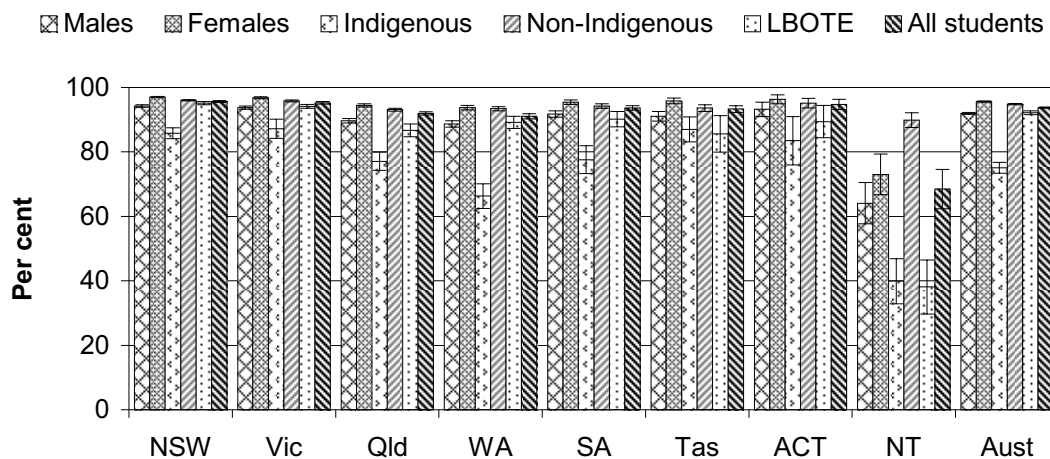
Data quality information for NAPLAN outcome measures for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011. DQI for other measures is under development.

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2009 was 93.5–93.9 per cent nationally. The proportion of

students by equity group who achieved at or above the year 3 reading national minimum standard in 2009 was:

- 95.4–95.8 per cent for female students, higher than the proportion for male students (91.7–92.3 per cent)
- 73.4–76.8 per cent for Indigenous students and 94.6–95.0 per cent for non-Indigenous students
- 91.6–92.8 per cent for LBOTE students (figure 4.24).

Figure 4.24 Proportion of year 3 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}



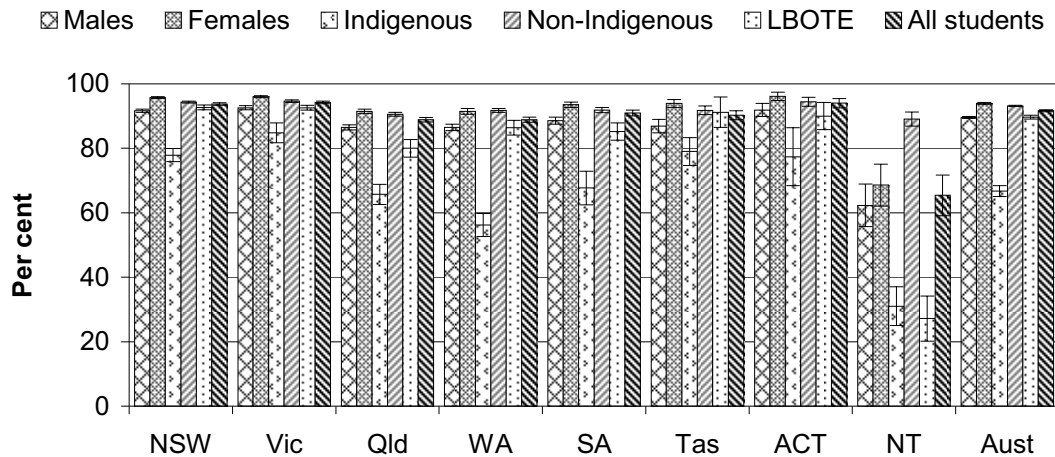
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.31.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.31.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2009 was 91.4–92.0 per cent nationally. The proportion of students by equity group who achieved at or above the year 5 reading national minimum standard in 2009 was:

- 93.6–94.2 per cent for female students, higher than the proportion for male students (89.3–89.9 per cent)
- 65.0–68.4 per cent for Indigenous students and 92.9–93.3 per cent for non-Indigenous students
- 89.1–90.3 per cent for LBOTE students (figure 4.25).

Figure 4.25 **Proportion of year 5 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}**



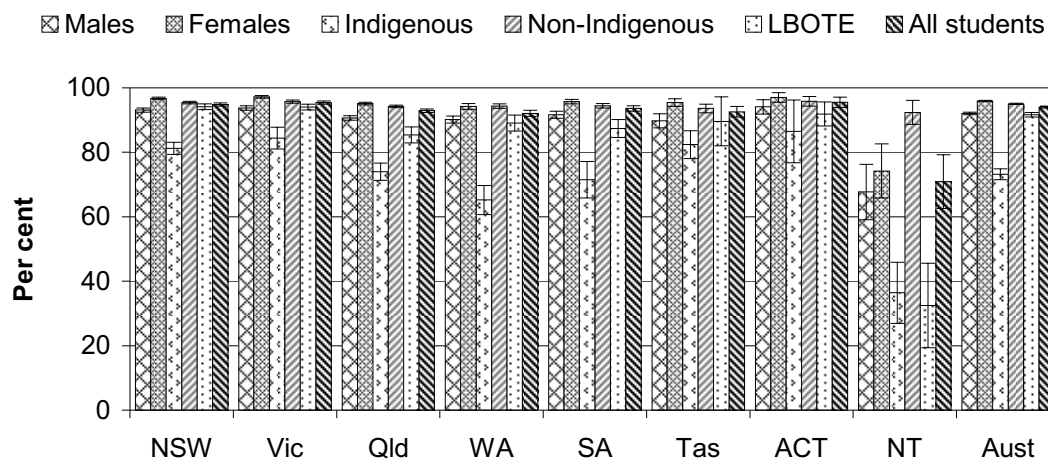
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.32.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.32.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2009 was 93.7–94.3 per cent nationally. The proportion of students by equity group who achieved at or above the year 7 reading national minimum standard in 2009 was:

- 95.7–96.1 per cent for female students, higher than the proportion for male students (91.7–92.5 per cent)
- 71.5–74.9 per cent for Indigenous students and 94.8–95.2 per cent for non-Indigenous students
- 91.0–92.4 per cent for LBOTE students (figure 4.26).

Figure 4.26 Proportion of year 7 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}



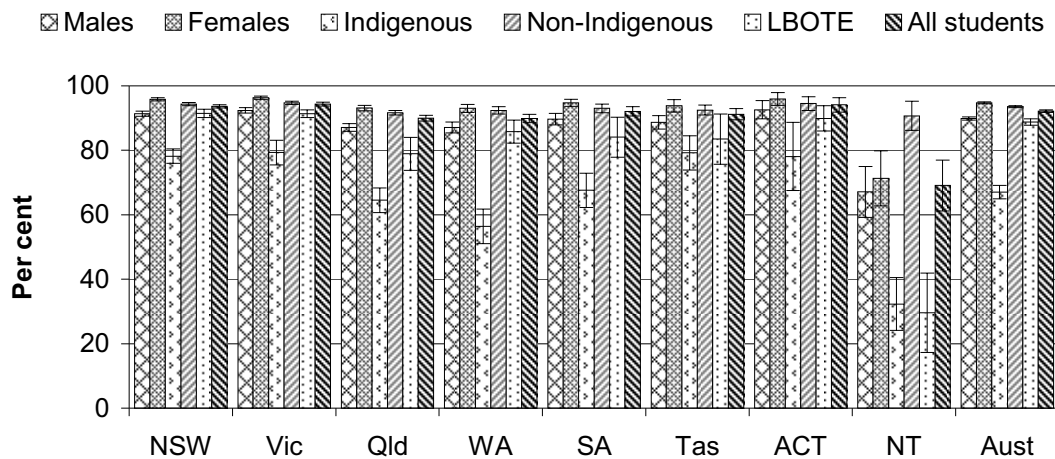
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.33.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.33.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2009 was 91.8–92.6 per cent nationally. The proportion of students by equity group who achieved at or above the year 9 reading national minimum standard in 2009 was:

- 94.4–95.0 per cent for female students, higher than the proportion for male students (89.4–90.4 per cent)
- 64.9–69.1 per cent for Indigenous students and 93.2–93.8 per cent for non-Indigenous students
- 87.8–89.8 per cent for LBOTE students (figure 4.27).

Figure 4.27 Proportion of year 9 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.34.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.34.

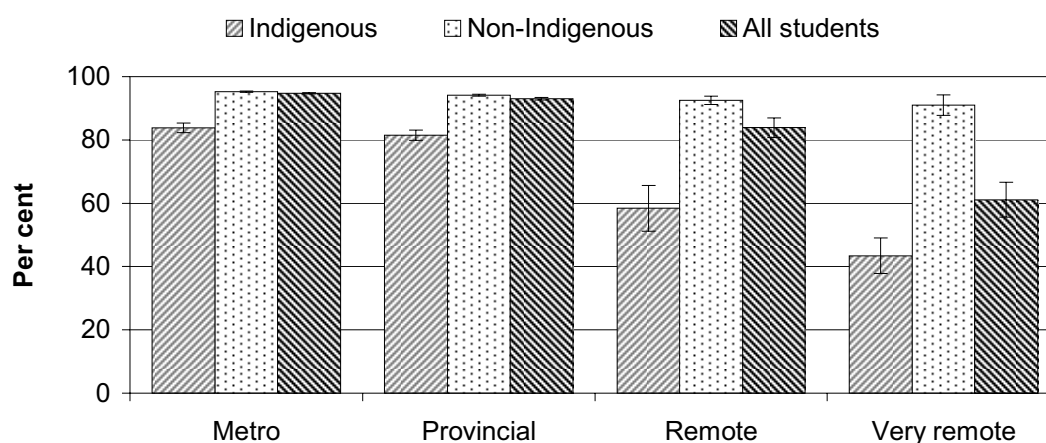
Nationally, the proportion of students who achieved at or above the reading national minimum standard by geolocation in 2009 was:

- 94.5–94.9 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (92.6–93.4 per cent), remote students (80.8–87.0 per cent) and very remote students (55.6–66.6 per cent) (figure 4.28)
- 92.7–93.3 per cent for all year 5 students in metropolitan areas, higher than the proportion for provincial students (90.3–91.1 per cent), remote students (76.4–82.6 per cent) and very remote students (43.2–55.0 per cent) (table 4A.35)
- 94.7–95.3 per cent for all year 7 students in metropolitan areas, higher than the proportion for provincial students (92.5–93.3 per cent), remote students (79.5–86.7 per cent) and very remote students (47.8–60.0 per cent) (table 4A.35)
- 92.7–93.5 per cent for all year 9 students in metropolitan areas, higher than the proportion for provincial students (90.7–91.9 per cent), remote students (75.2–83.4 per cent) and very remote students (40.8–56.0 per cent) (table 4A.35).

For all geolocation categories across years 3, 5, 7 and 9, the reading outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased — furthermore, the gap in learning outcomes

between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas.

Figure 4.28 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.35. ^c Insufficient or no students in an area of geographic classification are not included.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.35.

Nationally, the proportion of Indigenous students who achieved at or above the reading national minimum standard by geolocation in 2009 was:

- 82.3–85.3 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.9–83.1 per cent). The proportion for remote students (51.2–65.6 per cent) was higher than for very remote students (37.8–49.0 per cent) (figure 4.28)
- 74.9–78.5 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (72.0–75.6 per cent). The proportion for remote students (41.2–53.4 per cent) was higher than for very remote students (22.2–30.6 per cent) (table 4A.35)
- 81.3–84.3 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (75.8–79.6 per cent). The proportion for remote students (46.5–61.7 per cent) was higher than for very remote students (27.0–37.6 per cent) (table 4A.35)

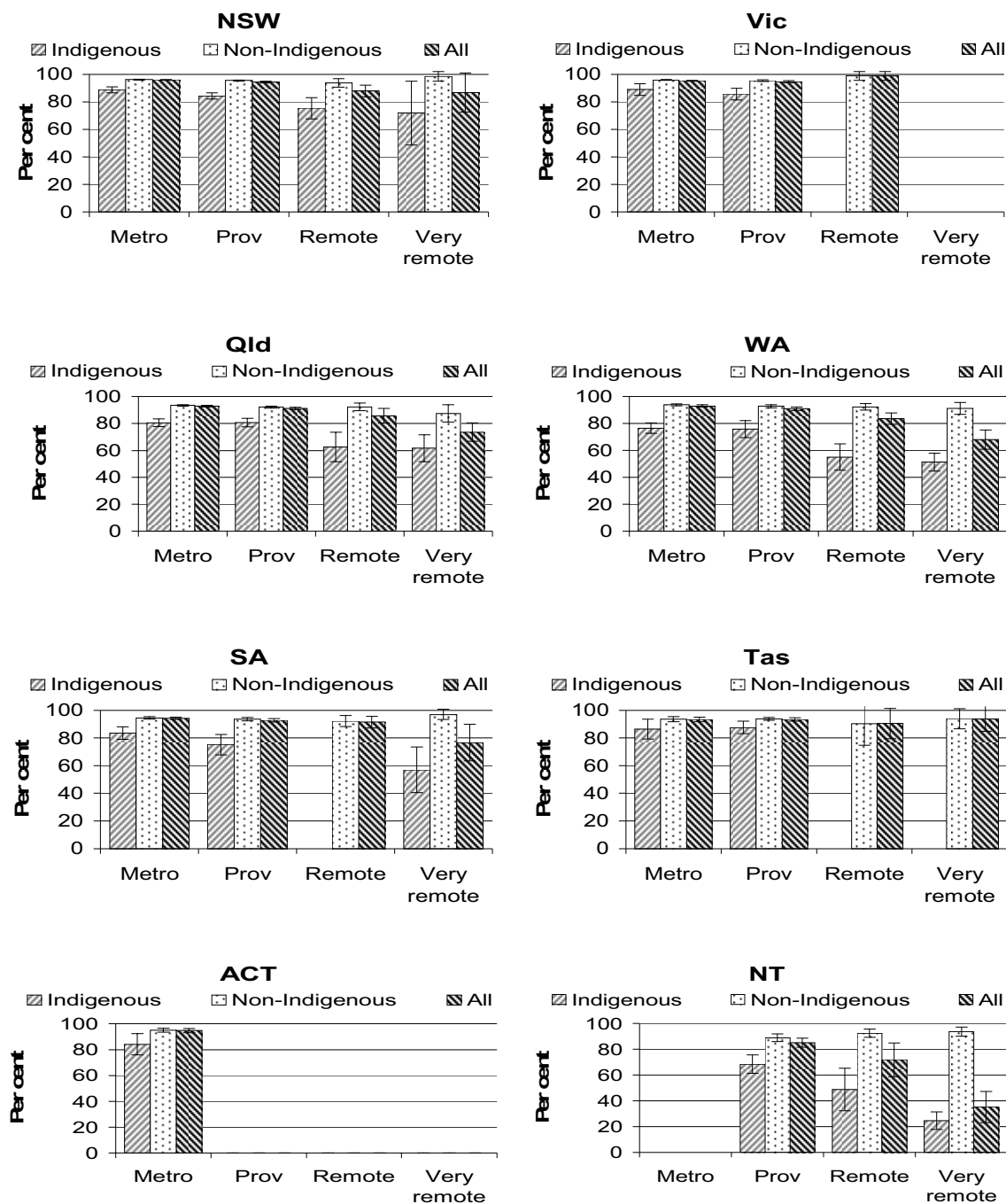
-
- 71.2–77.0 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (68.3–74.1 per cent). The proportion for remote students (42.0–57.8 per cent) was higher than for very remote students (20.7–31.7 per cent) (table 4A.35).

The proportion of non-Indigenous students who achieved at or above the national minimum standard in each year level for reading, by geolocation is included in table 4A.35.

State and Territory results are presented for year 3 reading performance (by Indigenous status and geolocation) in figure 4.29 (results for years 5, 7 and 9 reading literacy are in table 4A.35). Due to relatively large confidence intervals it is difficult to draw conclusions from these data. The general pattern in jurisdictions, however, appears similar to the national results.

Proportions of exempt, absent and withdrawn, and assessed students in NAPLAN reading assessment, by Indigenous status are included in table 4A.41. National data on achievement at or above the national minimum standard for reading by socio-economic status are provided in table 4A.43.

Figure 4.29 Proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c, d}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. There is no metropolitan zone in the NT. ^d Data are not published for provincial areas in the ACT, remote areas for Indigenous students in Victoria, South Australia and Tasmania and for Indigenous students in very remote areas in Tasmania.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.35.

Achievement levels for reading

Nationally, the proportions of all year 3 students for reading in 2009 by achievement level were:

- at or below the national minimum standard — 17.1–17.9 per cent for all students (48.6–52.2 per cent for Indigenous students and 15.2–16.0 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 40.5–41.1 per cent for all students (35.7–38.7 per cent for Indigenous students and 40.8–41.4 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 41.3–42.3 per cent for all students (11.6–13.2 per cent for Indigenous students and 42.9–43.9 per cent for non-Indigenous students) (table 4A.36).

Nationally, the proportions of all year 5 students for reading in 2009 by achievement level were:

- at or below the national minimum standard — 20.8–21.6 per cent for all students (55.6–58.6 per cent for Indigenous students and 18.9–19.7 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 45.5–46.1 per cent for all students (33.1–35.7 per cent for Indigenous students and 46.1–46.7 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 32.6–33.6 per cent for all students (7.9–9.1 per cent for Indigenous students and 33.8–34.8 per cent for non-Indigenous students) (table 4A.37).

Nationally, the proportions of all year 7 students for reading in 2009 by achievement level were:

- at or below the national minimum standard — 18.7–19.7 per cent for all students (52.6–56.0 per cent for Indigenous students and 17.0–18.0 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 52.6–53.6 per cent for all students (37.9–40.7 per cent for Indigenous students and 53.4–54.4 per cent for non-Indigenous students)

-
- in high levels (defined as the top two NAPLAN performance bands) — 26.8–28.4 per cent for all students (5.6–7.0 per cent for Indigenous students and 27.8–29.4 per cent for non-Indigenous students) (table 4A.38).

Nationally, the proportions of all year 9 students for reading in 2009 by achievement level were:

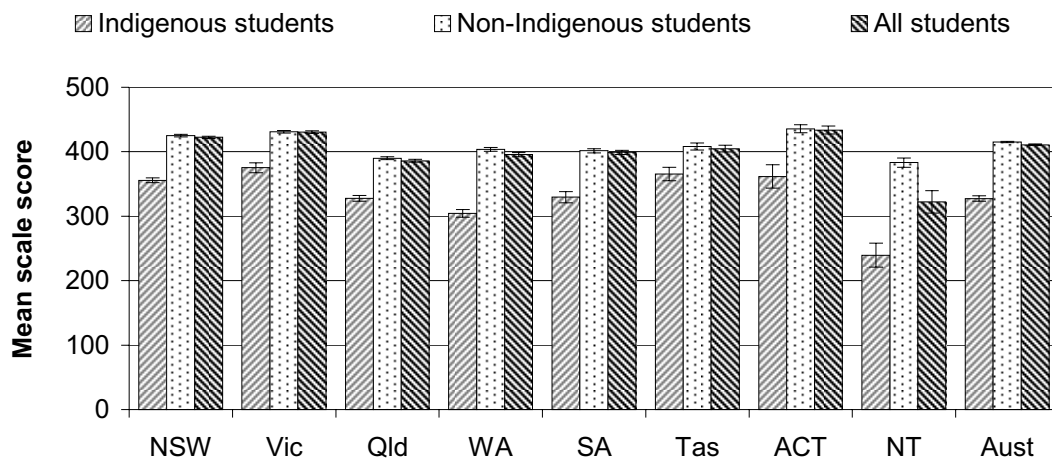
- at or below the national minimum standard — 22.6–24.0 per cent for all students (59.1–62.5 per cent for Indigenous students and 20.7–22.1 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.1–56.1 per cent for all students (33.7–36.7 per cent for Indigenous students and 56.1–57.1 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 20.4–21.8 per cent for all students (3.5–4.5 per cent for Indigenous students and 21.1–22.7 per cent for non-Indigenous students) (table 4A.39).

These outcomes varied across jurisdictions. Tables 4A.36–39 also include the proportions of Indigenous students who achieved below, and at, the national minimum standard for reading at each year level.

Mean scale scores

Nationally, the mean scale score for year 3 reading in 2009 for all students was 409.6–412.0. The mean scale score for Indigenous students was 323.2–331.6 and for non-Indigenous students was 413.9–416.1 (figure 4.30). These mean scale scores varied across jurisdictions.

Figure 4.30 Mean scale scores for year 3 students for reading, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.40.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.40.

Nationally, the mean scale score for year 5 reading in 2009 for all students was 492.8–495.0. The mean scale score for Indigenous students was 410.9–417.9 and for non-Indigenous students was 497.1–499.1 (table 4A.40). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 7 reading in 2009 for all students was 539.7–542.5. The mean scale score for Indigenous students was 470.1–476.3 and for non-Indigenous students was 543.1–545.7 (table 4A.40). These mean scale scores varied across jurisdictions.

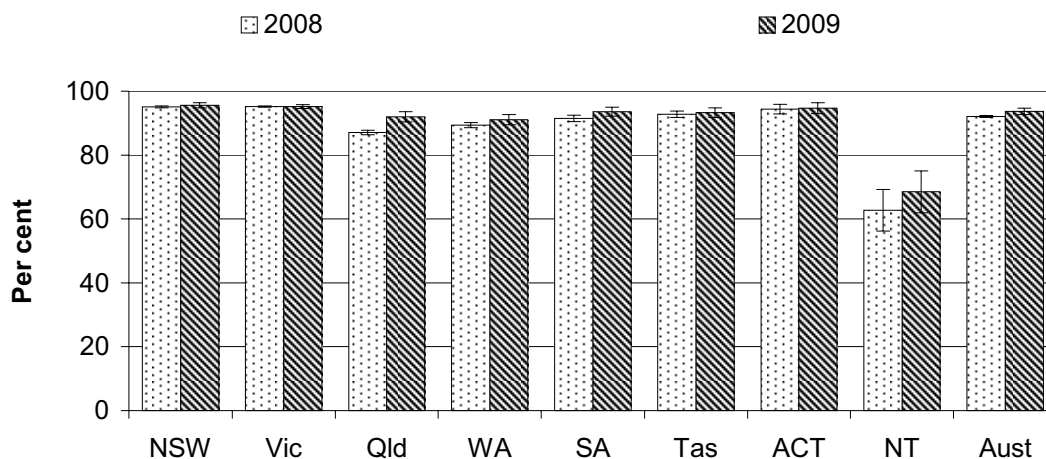
Nationally, the mean scale score for year 9 reading in 2009 for all students was 579.0–582.0. The mean scale score for Indigenous students was 506.2–514.2 and for non-Indigenous students was 582.4–585.2 (table 4A.40). These mean scale scores varied across jurisdictions.

Time series analysis of NAPLAN reading outcomes

The 95 per cent confidence intervals for NAPLAN data in time series analysis may differ from those presented in single year analysis. The 2009 confidence intervals for time series analysis are equated with 2008 data to enable a true comparison of the extent of statistical differences observed.

The proportions of year 3 students achieving at or above the national minimum standard for reading were 91.8–92.4 and 92.7–94.7 in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (figure 4.31).

Figure 4.31 Proportion of year 3 students achieving at or above the reading national minimum standard^{a, b, c}

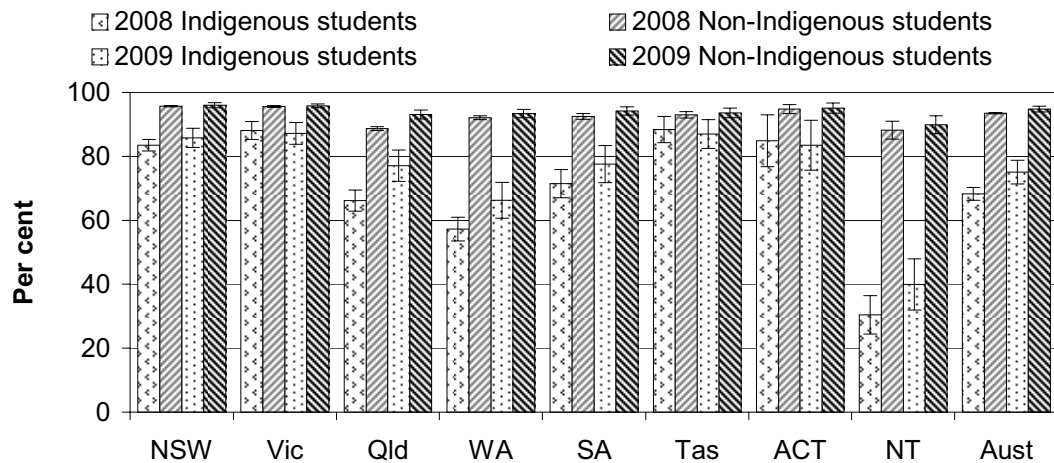


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.24. ^c For further information and caveats see table 4A.44.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.44.

The proportions of Indigenous year 3 students achieving at or above the national minimum standard for reading were 66.3–70.3 per cent and 71.4–78.8 per cent in 2008 and 2009 respectively, a statistically significant improvement. The proportions of non-Indigenous year 3 students achieving the national minimum standard were 93.3–93.7 per cent and 93.9–95.7 per cent in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (figure 4.32). Table 4A.44 also includes 2008 and 2009 outcomes by sex and LBOTE.

Figure 4.32 Proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.24. ^c For further information and caveats see table 4A.44.

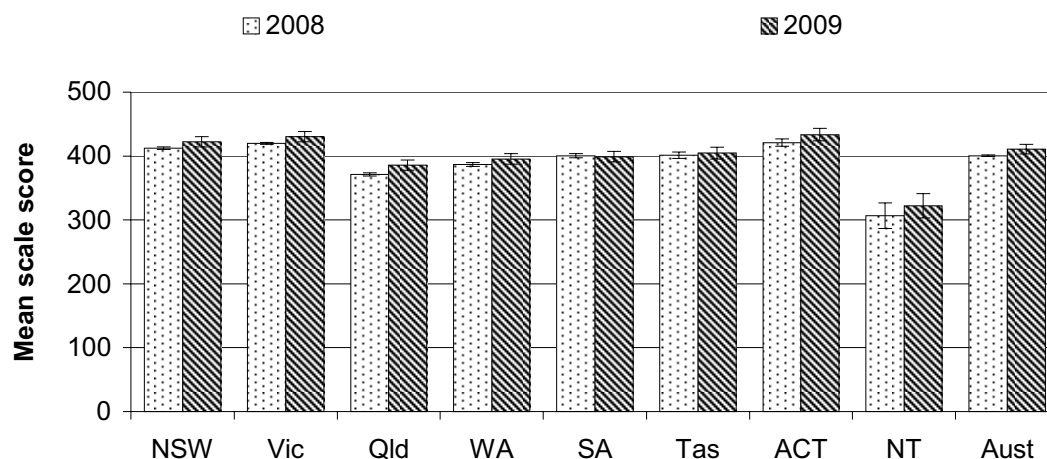
Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.44.

Outcomes for year 3 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.48.

Outcomes by achievement levels for year 3 reading for 2008 and 2009, by Indigenous status are included in table 4A.49.

The mean scale scores for reading of year 3 students were 399.3–401.7 and 403.1–418.5 in 2008 and 2009 respectively, a statistically significant improvement. These mean scale scores varied across jurisdictions (figure 4.33).

Figure 4.33 Mean scale scores for year 3 students for reading^{a, b, c}



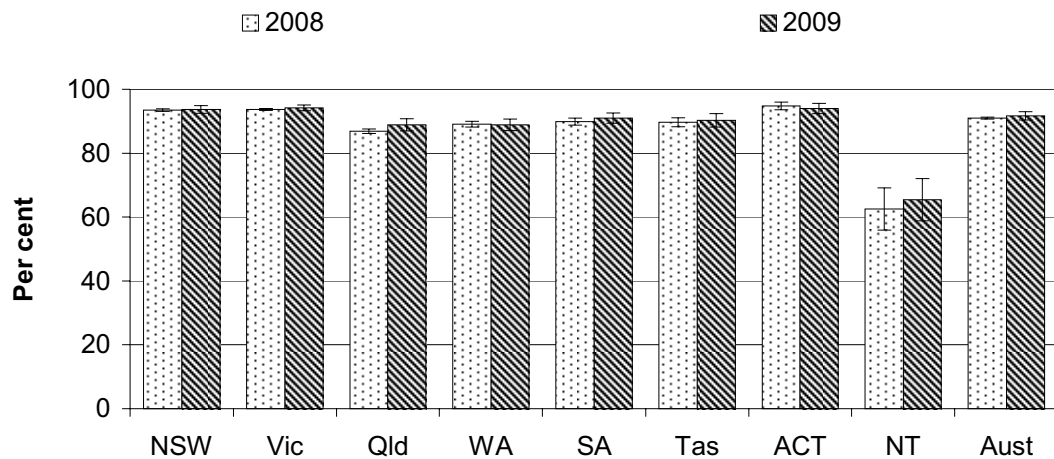
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.30. ^c For further information and caveats see table 4A.53.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.53.

The mean scale scores of Indigenous year 3 students for reading were 308.8–318.6 and 318.7–336.1 in 2008 and 2009 respectively, a statistically significant improvement, and for non-Indigenous year 3 students were 403.9–406.1 and 407.3–422.7 in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (table 4A.53).

The proportions of year 5 students achieving at or above the national minimum standard for reading were 90.7–91.3 per cent and 90.4–93.0 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.34).

Figure 4.34 Proportion of year 5 students achieving at or above the reading national minimum standard^{a, b, c}

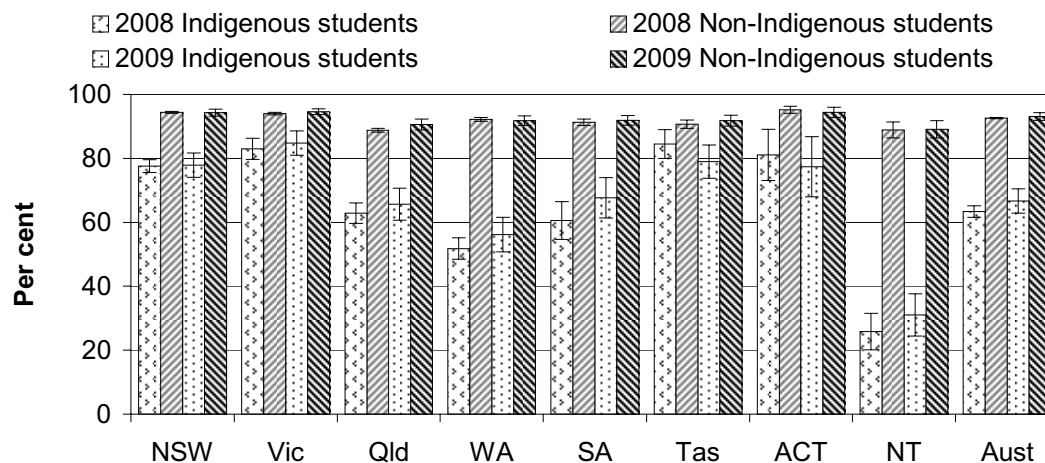


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.25. ^c For further information and caveats see table 4A.45.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.45.

The proportions of Indigenous year 5 students achieving at or above the national minimum standard for reading were 61.6–65.2 per cent and 62.9–70.5 per cent in 2008 and 2009 respectively, not a statistically significant improvement. The proportions of non-Indigenous year 3 students achieving the national minimum standard were 92.4–92.8 per cent and 91.9–94.3 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.35). Table 4A.45 also includes 2008 and 2009 outcomes by sex and LBOTE.

Figure 4.35 Proportion of year 5 students achieving at or above the reading national minimum standard, by Indigenous status^a, b, c



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.25. ^c For further information and caveats see table 4A.45.

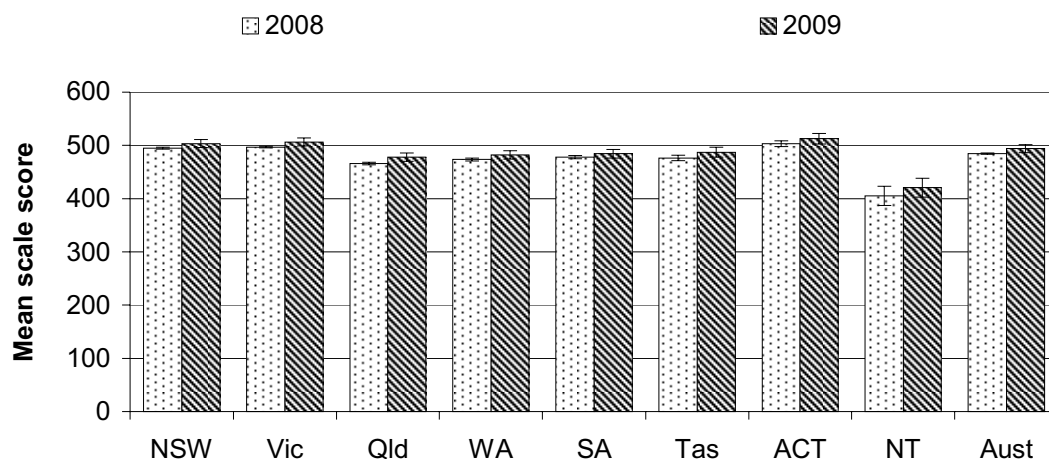
Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.45.

Outcomes for year 5 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.48.

Outcomes by achievement levels for year 5 reading for 2008 and 2009, by Indigenous status are included in table 4A.50.

The mean scale scores for reading of year 5 students were 483.3–485.5 and 486.4–501.4 in 2008 and 2009 respectively, a statistically significant improvement. These mean scale scores varied across jurisdictions (figure 4.36).

Figure 4.36 Mean scale scores for year 5 students for reading^{a, b, c}



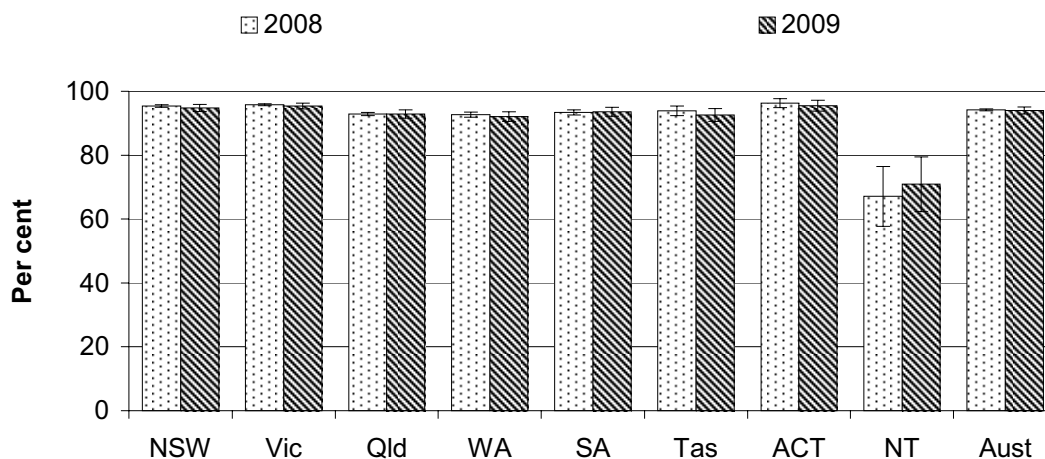
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those used when not comparing 2009 to 2008. ^c For further information and caveats see table 4A.53.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.53.

The mean scale scores of Indigenous year 5 students for reading were 399.3–407.5 and 406.2–422.6 in 2008 and 2009 respectively, not a statistically significant improvement, and for non-Indigenous year 5 students were 487.7–489.7 and 490.6–505.6 in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (table 4A.53).

The proportions of year 7 students achieving at or above the national minimum standard for reading were 93.9–94.5 per cent and 92.9–95.1 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.37).

Figure 4.37 Proportion of year 7 students achieving at or above the reading national minimum standard^{a, b, c}

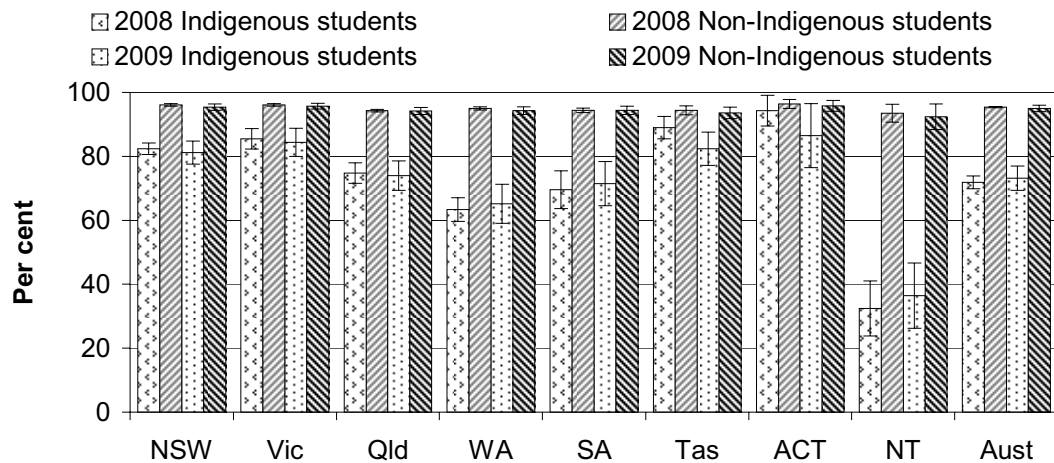


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.26. ^c For further information and caveats see table 4A.46.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.46.

The proportions of Indigenous year 7 students achieving at or above the national minimum standard for reading were 69.9–73.9 per cent and 69.4–77.0 per cent in 2008 and 2009 respectively, not a statistically significant improvement. The proportions of non-Indigenous year 7 students achieving the national minimum standard were 95.2–95.6 per cent and 94.0–96.0 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.38). Table 4A.46 also includes 2008 and 2009 outcomes by sex and LBOTE.

Figure 4.38 Proportion of year 7 students achieving at or above the reading national minimum standard, by Indigenous status^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.26. ^c For further information and caveats see table 4A.46.

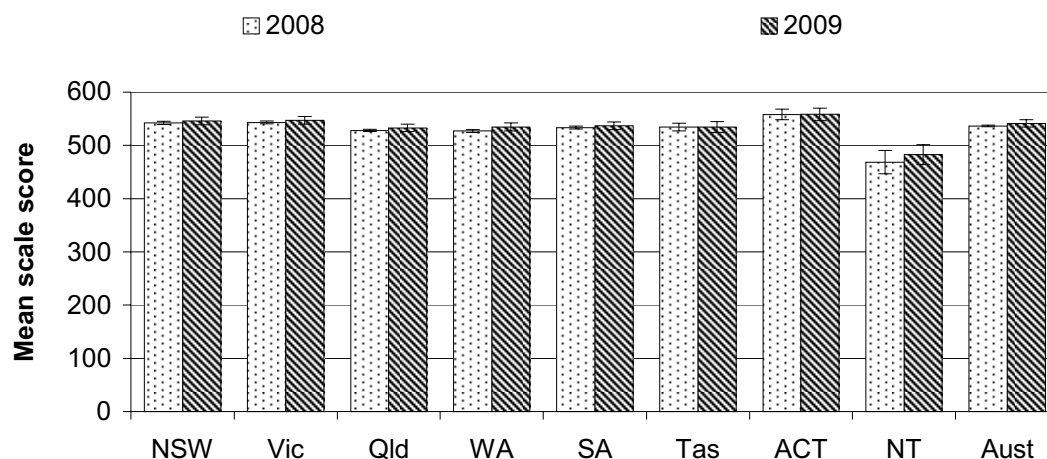
Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.46.

Outcomes for year 7 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.48.

Outcomes by achievement levels for year 7 reading for 2008 and 2009, by Indigenous status are included in table 4A.51.

The mean scale scores for reading of year 7 students were 535.1–537.9 and 534.2–548.0 in 2008 and 2009 respectively, not a statistically significant improvement. These mean scale scores varied across jurisdictions (figure 4.39).

Figure 4.39 Mean scale scores for year 7 students for reading^{a, b, c}



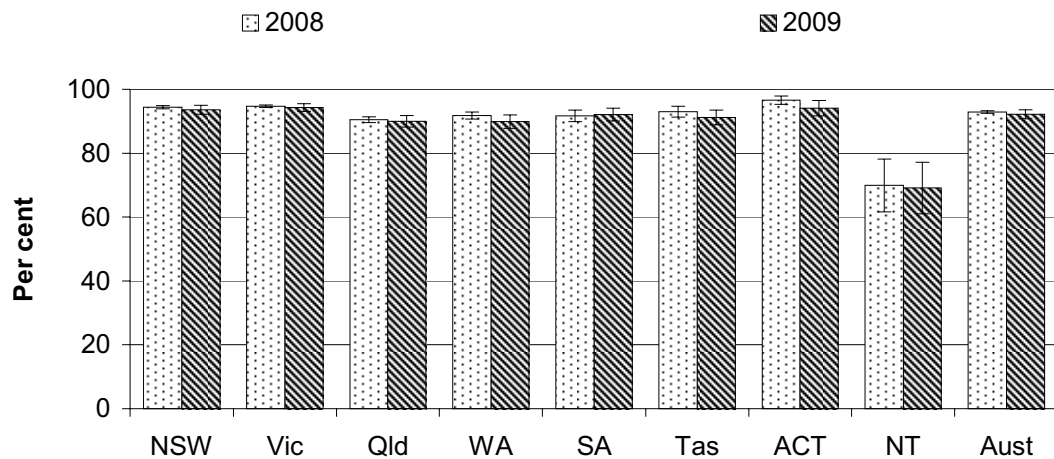
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those used when not comparing 2009 to 2008. ^c For further information and caveats see table 4A.53.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.53.

The mean scale scores of Indigenous year 7 students for reading were 462.3–470.7 and 465.8–480.6 in 2008 and 2009 respectively, not a statistically significant improvement, and for non-Indigenous year 7 students were 538.9–541.5 and 537.5–551.3 in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (table 4A.53).

The proportions of year 9 students achieving at or above the national minimum standard for reading were 92.5–93.3 per cent and 90.8–93.6 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.40).

Figure 4.40 Proportion of year 9 students achieving at or above the reading national minimum standard^{a, b, c}

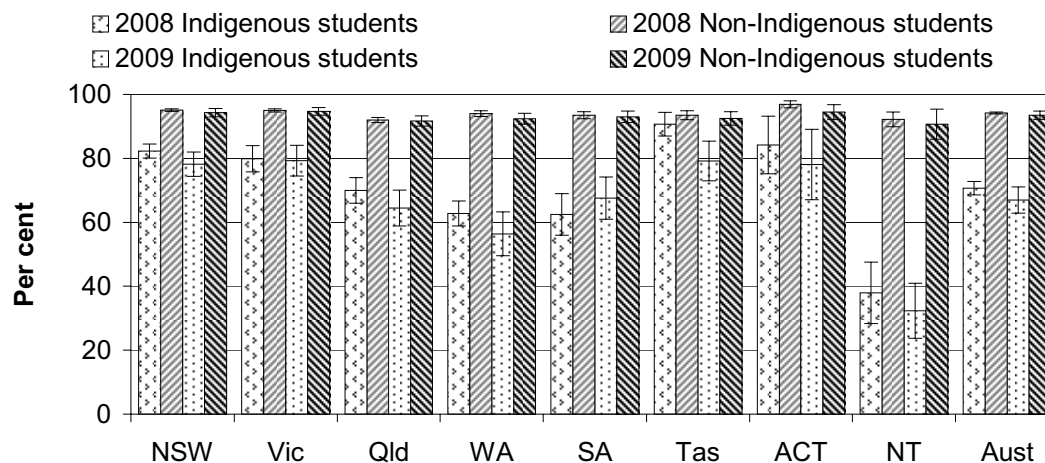


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.27. ^c For further information and caveats see table 4A.47.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.47.

The proportions of Indigenous year 9 students achieving at or above the national minimum standard for reading were 68.6–72.8 per cent and 62.9–71.1 per cent in 2008 and 2009 respectively, not a statistically significant improvement. The proportions of non-Indigenous year 9 students achieving the national minimum standard were 93.9–94.5 per cent and 92.2–94.8 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.41). Table 4A.47 also includes 2008 and 2009 outcomes by sex and LBOTE.

Figure 4.41 Proportion of year 9 students achieving at or above the reading national minimum standard, by Indigenous status^a, b, c



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.27. ^c For further information and caveats see table 4A.47.

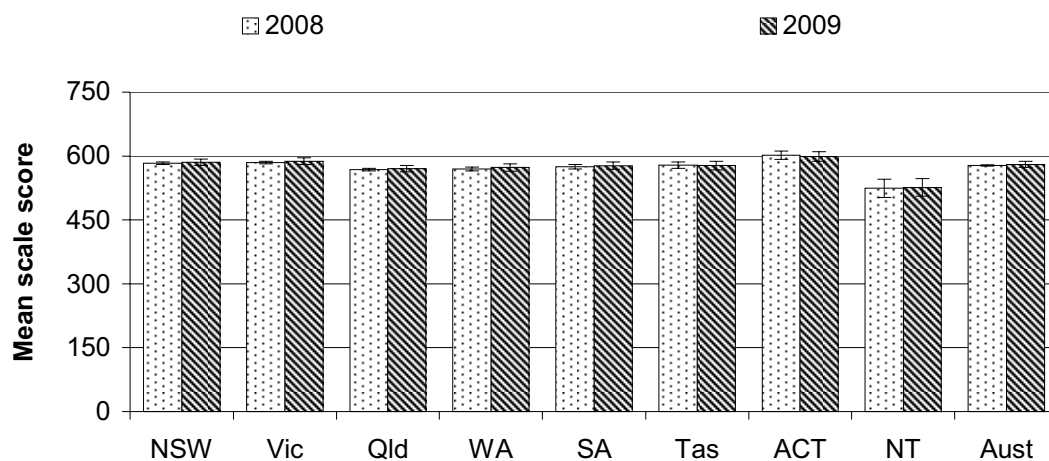
Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.47.

Outcomes for year 9 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.48.

Outcomes by achievement levels for year 9 reading for 2008 and 2009, by Indigenous status are included in table 4A.52.

The mean scale scores for reading of year 9 students were 576.5–579.5 and 573.1–587.9 in 2008 and 2009 respectively, not a statistically significant improvement. These mean scale scores varied across jurisdictions (figure 4.42).

Figure 4.42 Mean scale scores for year 9 students for reading^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those used when not comparing 2009 to 2008. ^c For further information and caveats see table 4A.53.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.53.

The mean scale scores of Indigenous year 9 students for reading were 509.2–518.4 and 501.9–518.5 in 2008 and 2009 respectively, not a statistically significant improvement, and for non-Indigenous year 9 students were 579.8–582.8 and 576.4–591.2 in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (table 4A.53).

PISA data

Reading literacy was the major domain tested in the PISA 2000 and 2009 surveys. Subsequent PISA reading surveys may be compared with the 2000 survey. In PISA 2009 the proportion of Australian 15 year old students who achieved at level 3 or above in reading literacy nationally was 63.5–67.1 per cent, compared to 66.6–71.4 per cent in PISA 2000, 68.0–71.8 per cent in PISA 2003 and 63.8–67.4 per cent in PISA 2006 (figure 4.43).

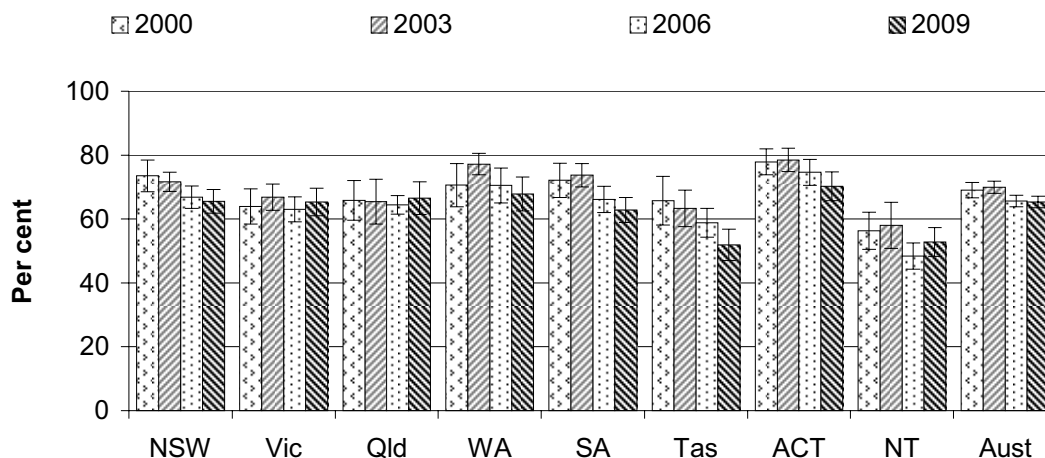
The proportion by equity group who achieved level 3 or above for reading literacy in 2009 was:

- 55.5–60.1 per cent for male students, lower than for female students (70.3–74.7 per cent)

- 29.3–40.1 per cent for Indigenous students, compared with 64.6–68.0 per cent for non-Indigenous students
- 39.9–57.3 per cent for geographically remote students
- 44.4–49.4 per cent for students from low socioeconomic status families (table 4A.109).

These outcomes varied across jurisdictions. Data relating to outcomes for the PISA 2006 and PISA 2009 reading surveys by socio-economic status are in table 4A.110 and for each achievement level for PISA 2009 are in table 4A.111. Data comparing outcomes for PISA surveys for the reading domain in 2000, 2003, 2006 and 2009 are in tables 4A.108–109.

Figure 4.43 Proportion of 15 year old students achieving level 3 or above, overall reading literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.108.

Writing performance

'Writing performance' is an indicator of governments' objective that all students should attain the skills of English literacy; such that every student should be able to

read, write, spell and communicate at an appropriate level. It is an indicator of students' achievement in a key learning area of school education (box 4.11).

Box 4.11 Writing performance

'Writing performance' is defined by two measures:

- Percentage of students achieving at or above the national minimum standard in writing: the proportion of years 3, 5, 7 and 9 students who achieve at or above the writing national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (section 4.2 identifies the profile of equity groups in each State and Territory). Students whose results are in the national minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. In addition, a range of outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) is also recorded by Indigenous status.
- The mean scale score achieved in NAPLAN testing for writing, reported by Indigenous status. The range of the common national scale for years 3, 5, 7 and 9 is 0 to 1000.

Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the annual outcomes of 2008 and 2009 NAPLAN testing programs only. Results of State and Territory-based testing programs up to and including 2007 are available in the 2009 Report (and previous issues).

This report also includes a time series for 2008 and 2009 outcomes for writing data for the proportion of students at or above the national minimum standard and mean scale score measures and for outcomes by achievement levels. These data are comparable across these two years.

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard in writing is desirable. A high or increasing mean scale score is desirable.

Data for this indicator are comparable.

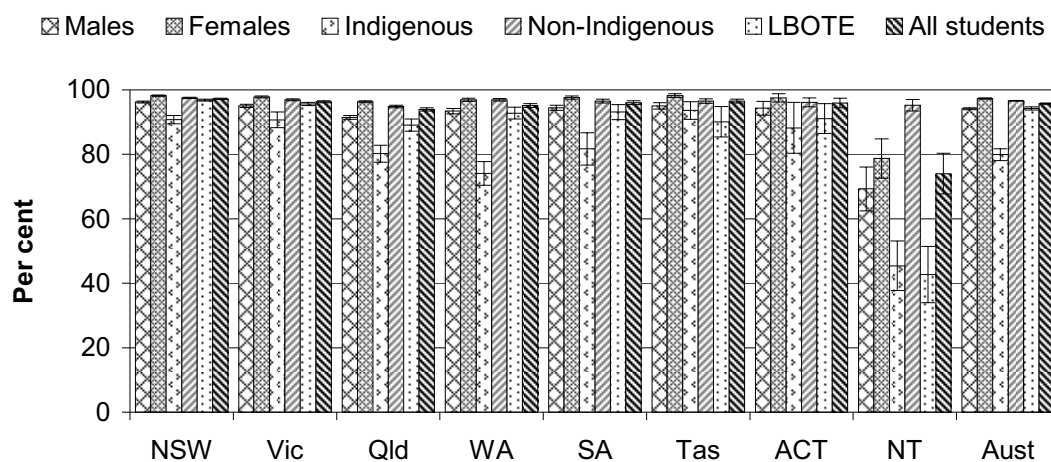
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Nationally, the proportion of year 3 students who achieved at or above the writing national minimum standard in 2009 was 95.5–95.9 per cent. The national proportion of students by equity group who achieved at or above the year 3 writing national minimum standard in 2009 was:

- 97.1–97.5 per cent for female students, higher than the proportion for male students (93.8–94.4 per cent)

- 78.1–81.7 per cent for Indigenous students and 96.5–96.7 per cent for non-Indigenous students
- 93.7–94.7 per cent for LBOTE students (figure 4.44).

Figure 4.44 **Proportion of year 3 students achieving at or above the writing national minimum standard, by equity group, 2009^a,
b**



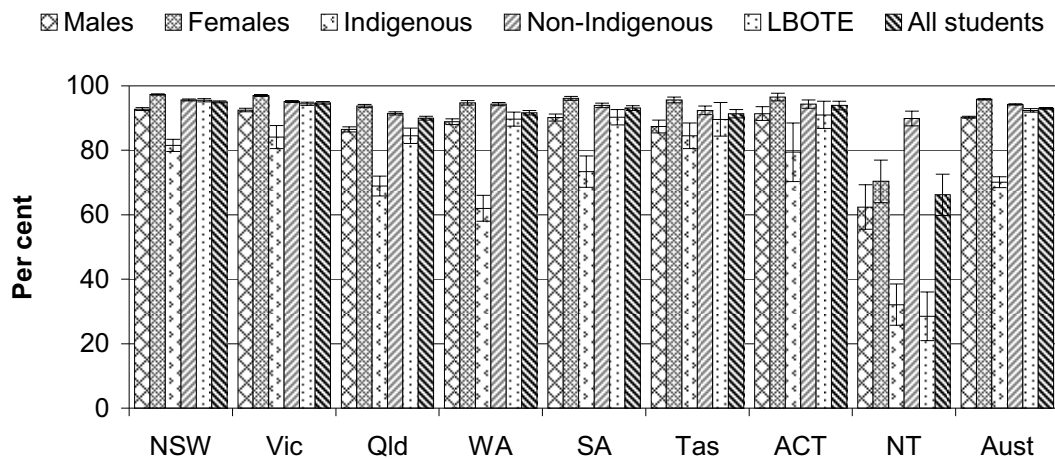
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.54.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.54

Nationally, the proportion of year 5 students who achieved at or above the writing national minimum standard in 2009 was 92.8–93.2 per cent. The national proportion of students by equity group who achieved at or above the year 5 writing national minimum standard in 2009 was:

- 95.6–96.0 per cent for female students, higher than the proportion for male students (90.0–90.6 per cent)
- 68.4–71.8 per cent for Indigenous students and 94.0–94.4 per cent for non-Indigenous students
- 91.9–92.9 per cent for LBOTE students (figure 4.45).

Figure 4.45 **Proportion of year 5 students achieving at or above the writing national minimum standard, by equity group, 2009^a,
b**



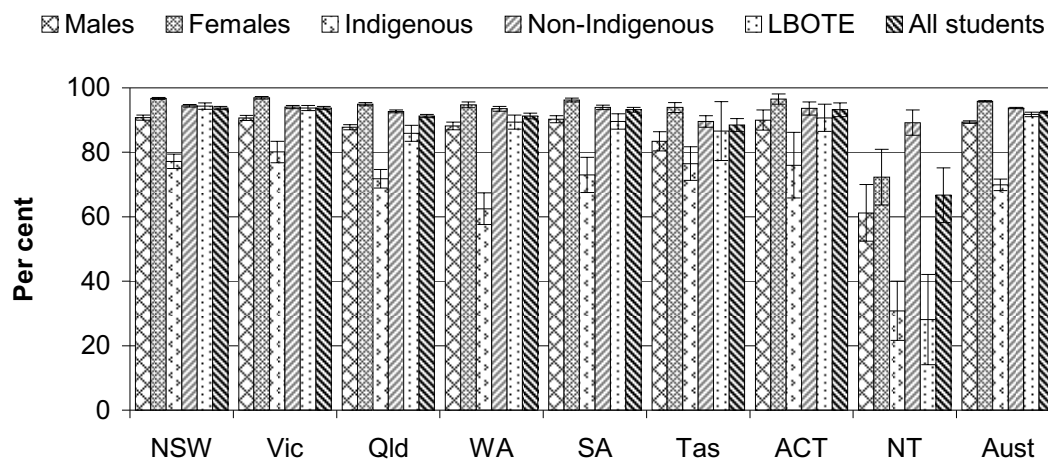
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.55.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.55.

Nationally, the proportion of year 7 students who achieved at or above the writing national minimum standard in 2009 was 92.2–92.8 per cent. The national proportion of students by equity group who achieved at or above the year 7 writing national minimum standard in 2009 was:

- 95.6–96.0 per cent for female students, higher than the proportion for male students (89.0–89.8 per cent)
- 68.1–71.7 per cent for Indigenous students and 93.5–93.9 per cent for non-Indigenous students
- 91.1–92.5 per cent for LBOTE students (figure 4.46).

Figure 4.46 Proportion of year 7 students achieving at or above the writing national minimum standard, by equity group, 2009^{a, b}



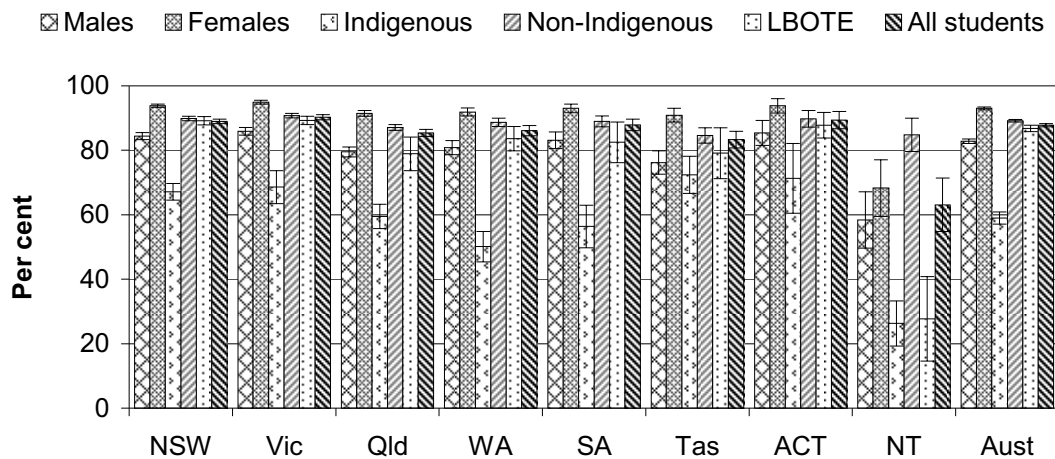
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.56.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.56.

Nationally, the proportion of year 9 students who achieved at or above the writing national minimum standard in 2009 was 87.3–88.3 per cent. The national proportion of students by equity group who achieved at or above the year 9 writing national minimum standard in 2009 was:

- 92.6–93.4 per cent for female students, higher than the proportion for male students (82.1–83.5 per cent)
- 57.1–60.9 per cent for Indigenous students and 88.8–89.6 per cent for non-Indigenous students
- 85.8–87.8 per cent for LBOTE students (figure 4.47).

Figure 4.47 **Proportion of year 9 students achieving at or above the writing national minimum standard, by equity group, 2009^a,
b**



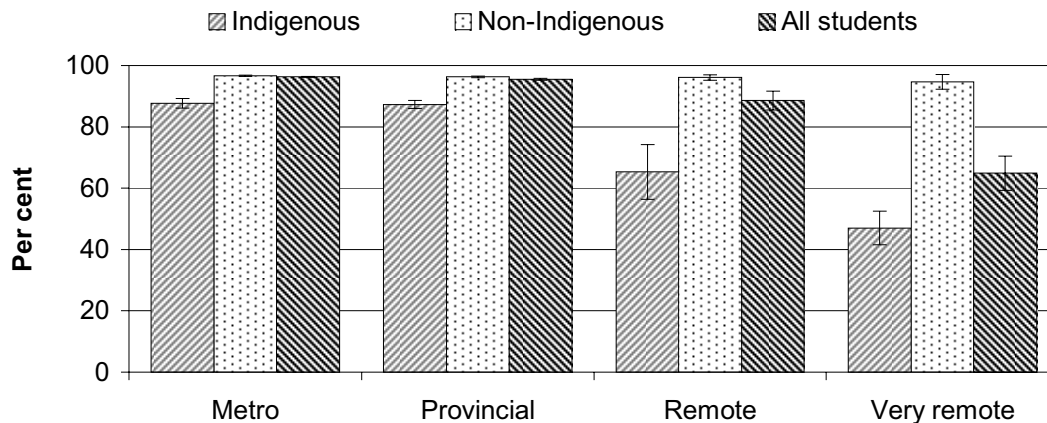
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.57.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.57.

Nationally, the proportion of students who achieved at or above the writing national minimum standard by geolocation in 2009 was:

- 96.1–96.5 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (95.2–95.8 per cent), remote students (85.5–91.7 per cent) and very remote students (59.3–70.5 per cent) (figure 4.48)
- 94.1–94.5 per cent for all year 5 students in metropolitan areas, higher than the proportion for provincial students (91.2–92.0 per cent), remote students (79.7–85.9 per cent) and very remote students (46.1–58.5 per cent) (table 4A.58)
- 93.6–94.2 per cent for all year 7 students in metropolitan areas, higher than the proportion for provincial students (90.2–91.2 per cent), remote students (76.5–84.3 per cent) and very remote students (45.5–58.9 per cent) (table 4A.58)
- 88.9–89.9 per cent for all year 9 students in metropolitan areas, higher than the proportion for provincial students (84.3–85.7 per cent), remote students (66.7–75.9 per cent) and very remote students (35.1–50.3 per cent) (table 4A.58).

Figure 4.48 National proportion of year 3 students achieving at or above the writing national minimum standard, by Indigenous status and geolocation, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.58.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.58.

For all geolocation categories across years 3, 5, 7 and 9, the writing outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas.

Nationally, the proportion of Indigenous students who achieved at or above the writing national minimum standard by geolocation in 2009 was:

- 86.1–89.3 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (86.0–88.6 per cent). The proportion for remote students (54.4–74.2 per cent) was higher than for very remote students (41.5–52.5 per cent) (figure 4.48)
- 78.7–81.9 per cent for Indigenous year 5 students in metropolitan areas, higher than the proportion for provincial students (74.8–78.4 per cent), remote students (45.8–61.2 per cent) and very remote students (24.4–34.6 per cent) (table 4A.58)

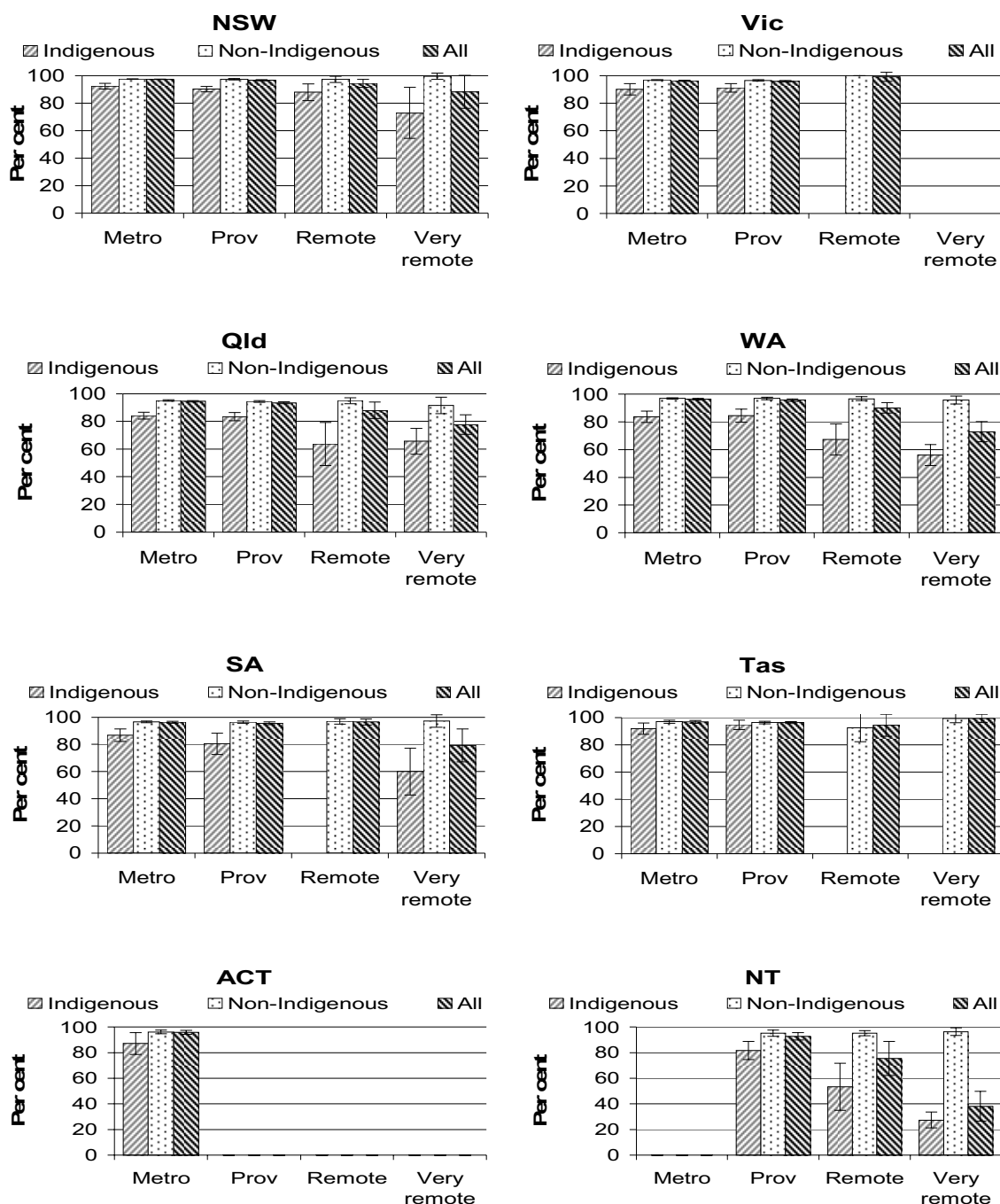
-
- 78.2–81.2 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (72.4–76.2 per cent), remote students (41.6–57.4 per cent) and very remote students (23.3–35.7 per cent) (table 4A.58)
 - 64.4–70.4 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (59.2–64.4 per cent), remote students (31.0–45.6 per cent) and very remote students (15.6–27.2 per cent) (table 4A.58).

The proportion of non-Indigenous students who achieved at or above the national minimum standard in each year level for writing, by geolocation is included in table 4A.58.

State and Territory results are presented for year 3 writing literacy in figure 4.49 (results for years 5, 7 and 9 writing literacy are in table 4A.58). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Proportions of exempt, absent and withdrawn and assessed students in NAPLAN writing assessment, by Indigenous status are included in table 4A.64. National data on achievement of the national minimum standard for writing by socio-economic status are provided in table 4A.66.

Figure 4.49 Proportion of year 3 students achieving at or above the writing national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c, d}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. There is no metropolitan zone in the NT. ^d Data are not published for provincial areas in the ACT, remote areas for Indigenous students in Victoria, South Australia and Tasmania and for Indigenous students in very remote areas in Tasmania.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.58.

Achievement levels for writing

Nationally, the proportions of all year 3 students for writing in 2009 by achievement level were:

- at or below the national minimum standard — 10.3–10.9 per cent for all students (37.5–41.1 per cent for Indigenous students and 8.8–9.4 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 44.5–45.3 per cent for all students (44.8–47.8 per cent for Indigenous students and 44.5–45.3 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 43.9–45.1 per cent for all students (13.6–15.4 per cent for Indigenous students and 45.6–46.6 per cent for non-Indigenous students) (table 4A.59).

Nationally, the proportions of all year 5 students for writing in 2009 by achievement level were:

- at or below the national minimum standard — 18.2–19.0 per cent for all students (50.8–54.0 per cent for Indigenous students and 16.4–17.2 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 57.2–57.8 per cent for all students (40.6–43.6 per cent for Indigenous students and 58.1–58.7 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 23.5–24.3 per cent for all students (4.9–6.1 per cent for Indigenous students and 24.4–25.2 per cent for non-Indigenous students) (table 4A.60).

Nationally, the proportion of all year 7 students for writing in 2009 by achievement level were:

- at or below the national minimum standard — 21.0–22.0 per cent for all students (53.3–56.7 per cent for Indigenous students and 19.3–20.3 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.1–55.9 per cent for all students (38.1–41.3 per cent for Indigenous students and 55.8–56.6 per cent for non-Indigenous students)

-
- in high levels (defined as the top two NAPLAN performance bands) — 22.5–23.7 per cent (4.8–6.0 per cent for Indigenous students and 23.3–24.5 per cent for non-Indigenous students) (table 4A.61).

Nationally, the proportions of all year 9 students for writing in 2009 by achievement level were:

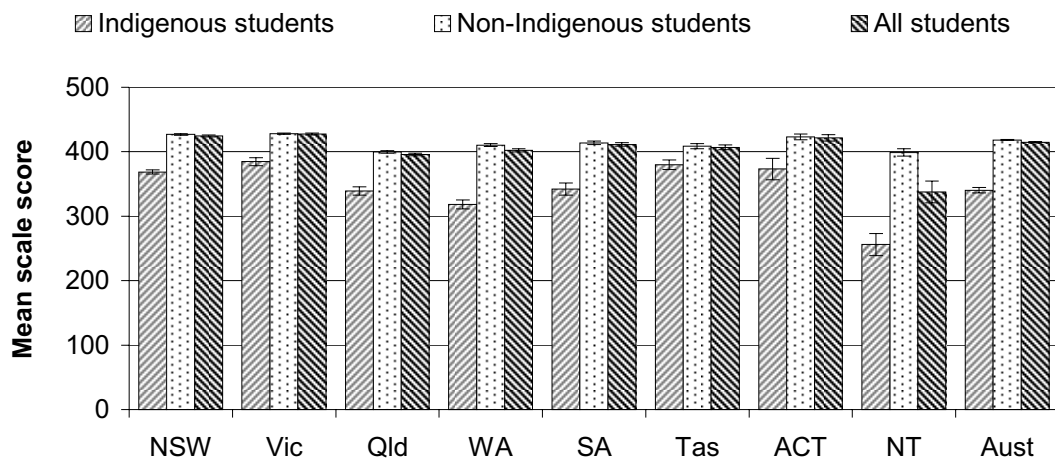
- at or below the national minimum standard — 30.5–32.1 per cent for all students (65.7–68.9 per cent for Indigenous students and 28.8–30.2 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 48.6–49.4 per cent for all students (27.5–30.3 per cent for Indigenous students and 49.5–50.3 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 19.0–20.4 per cent for all students (3.4–4.4 per cent for Indigenous students and 19.8–21.2 per cent for non-Indigenous students) (table 4A.62).

These outcomes varied across jurisdictions. Tables 4A.59–62 also include the proportions of Indigenous students who achieved below, and at, the national minimum standard for writing at each year level.

Mean scale scores

Nationally, the mean scale score for year 3 writing in 2009 for all students was 413.6–415.4. The mean scale score for Indigenous students was 336.0–344.4 and for non-Indigenous students was 417.5–419.1. These mean scale scores varied across jurisdictions (figure 4.50).

Figure 4.50 Mean scale scores for year 3 students for writing, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.63.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.63.

Nationally, the mean scale score for year 5 writing in 2009 for all students was 483.8–485.6. The mean scale score for Indigenous students was 408.4–415.8 and for non-Indigenous students was 487.7–489.3 (table 4A.63). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 7 writing in 2009 for all students was 531.1–533.7. The mean scale score for Indigenous students was 456.1–464.3 and for non-Indigenous students was 534.7–537.3 (table 4A.63). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 9 writing in 2009 for all students was 567.2–570.6. The mean scale score for Indigenous students was 483.5–493.3 and for non-Indigenous students was 571.2–574.4 (table 4A.63). These mean scale scores varied across jurisdictions.

Time series analysis of NAPLAN outcome for 'writing performance'

This report contains time series data for NAPLAN outcomes for 'writing performance' for 2008 and 2009 (tables 4A.67–76). These data include proportions of each year level meeting the national minimum standard, by equity group; Indigenous status and geolocation; achievement bands by Indigenous status; and mean scale scores by Indigenous status.

Numeracy performance

‘Numeracy performance’ (including mathematical literacy) is an indicator of governments’ objective that all students should attain the skills of numeracy. It is an indicator of students’ achievement in a key learning area of school education (box 4.12).

Box 4.12 Numeracy performance

'Numeracy performance' is defined by four measures:

- Percentage of students achieving at or above the national minimum standard in numeracy: the proportion of years 3, 5, 7 and 9 students who achieve at or above the numeracy national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (section 4.2 identifies the profile of equity groups in each State and Territory). Students whose results are in the national minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. In addition, a range of outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) is also recorded by Indigenous status.
- The mean scale score achieved in NAPLAN testing for numeracy, reported by Indigenous status. The range of the common national scale for years 3, 5, 7 and 9 is 0 to 1000.

In relation to the two measures above:

- Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the annual outcomes of 2008 and 2009 NAPLAN testing programs only. Results of State and Territory-based testing programs up to and including 2007 are available in the 2009 Report (and previous issues).
- This Report also includes a time series for 2008 and 2009 outcomes for numeracy data for the proportion of students at or above the national minimum standard and mean scale score measures and for outcomes by achievement levels. These data are comparable across these two years.
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined mathematical literacy scale in a triennial international assessment: the proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEECDYA to be level 3) on the OECD PISA combined mathematical literacy scale for a given year, also reported nationally by sex, Indigenous status, socioeconomic status and geolocation.
- Percentage of students achieving at or above the proficient standard on the TIMSS mathematical literacy scale in a quadrennial assessment: the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year. A national standard of level 3 has been agreed for this measure.

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard in numeracy is desirable. A high or increasing mean scale score is desirable.

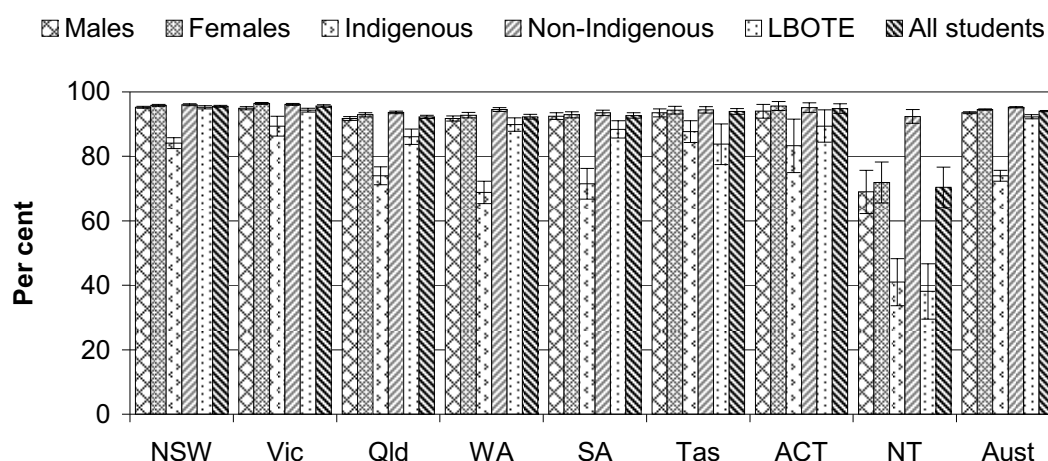
Data for this indicator are comparable.

Data quality information for NAPLAN outcome measures for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011. DQI for other measures is under development.

Nationally, the proportion of assessed year 3 students who achieved at or above the numeracy national minimum standard in 2009 was 93.8–94.2 per cent. The national proportion of students by equity group who achieved at or above the year 3 numeracy national minimum standard in 2009 was:

- 94.3–94.7 per cent for female students, higher than the proportion for male students (93.2–93.8 per cent)
- 72.3–75.7 per cent for Indigenous students and 95.0–95.4 per cent for non-Indigenous students
- 91.7–92.9 per cent for LBOTE students (figure 4.51).

Figure 4.51 Proportion of year 3 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}



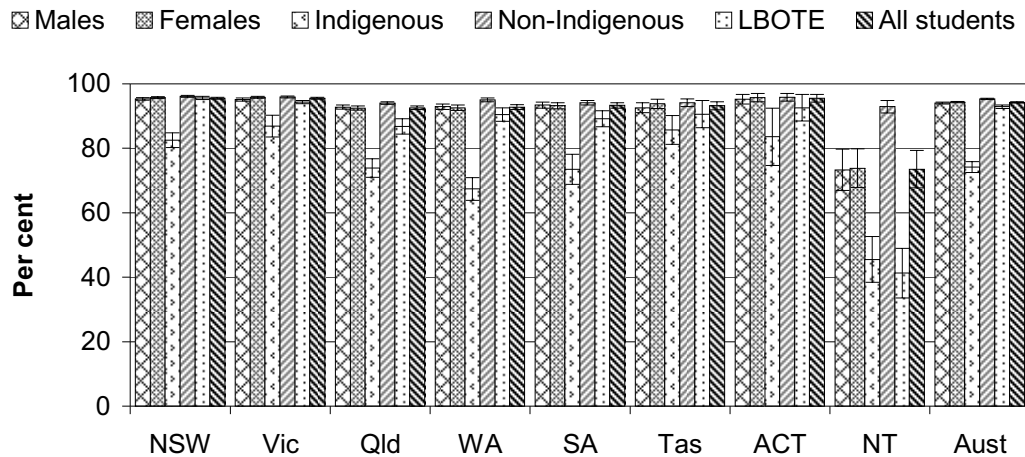
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.77.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.77.

Nationally, the proportion of assessed year 5 students who achieved at or above the numeracy national minimum standard in 2009 was 94.0–94.4 per cent. The national proportion of students by equity group who achieved at or above the year 5 numeracy national minimum standard in 2009 was:

- 94.1–94.5 per cent for female students, no different to the proportion for male students (93.7–94.3 per cent)
- 72.5–75.9 per cent for Indigenous students and 95.1–95.5 per cent for non-Indigenous students
- 92.4–93.4 per cent for LBOTE students (figure 4.52).

Figure 4.52 Proportion of year 5 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}



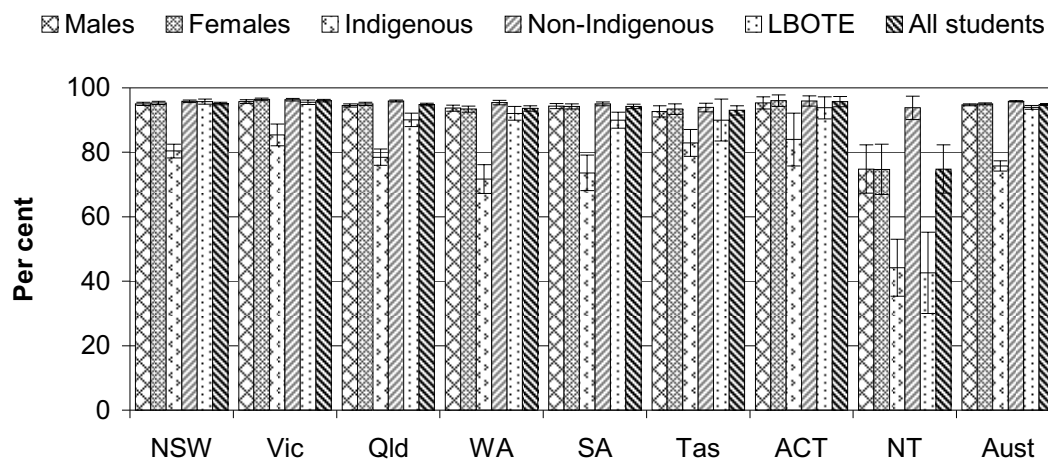
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.78.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.78.

Nationally, the proportion of assessed year 7 students who achieved at or above the numeracy national minimum standard in 2009 was 94.5–95.1 per cent. The proportion of students by equity group who achieved at or above the year 7 numeracy national minimum standard in 2008 was:

- 94.7–95.3 per cent for female students, no different to the proportion for male students (94.4–95.0 per cent)
- 74.2–77.4 per cent for Indigenous students and 95.6–96.0 per cent for non-Indigenous students
- 93.3–94.5 per cent for LBOTE students (figure 4.53).

Figure 4.53 Proportion of year 7 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}



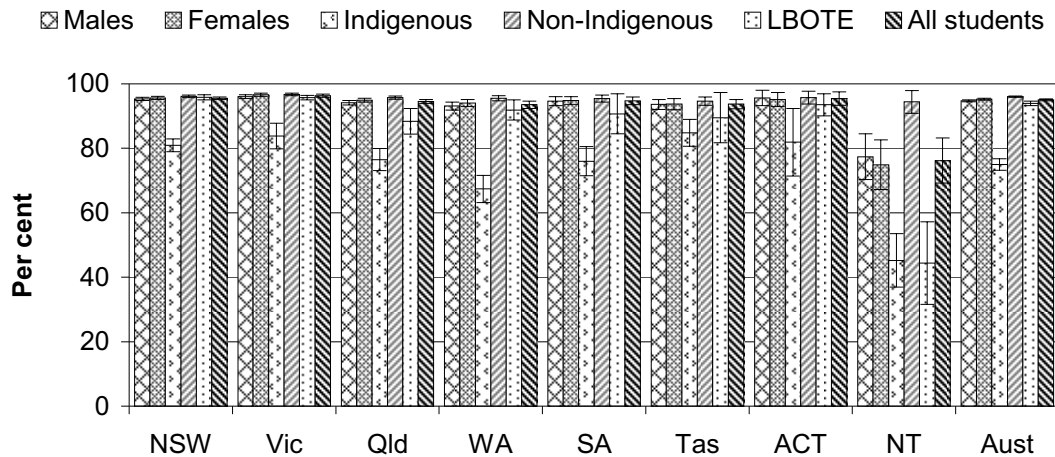
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.79.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.79.

Nationally, the proportion of assessed year 9 students who achieved at or above the numeracy national minimum standard in 2009 was 94.7–95.3 per cent. The proportion of students by equity group who achieved at or above the year 9 numeracy national minimum standard in 2009 was:

- 94.9–95.5 per cent for female students, no different to the proportion for male students (94.4–95.0 per cent)
- 73.2–76.8 per cent for Indigenous students and 95.8–96.2 per cent for non-Indigenous students
- 93.2–94.6 per cent for LBOTE students (figure 4.54).

Figure 4.54 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}**



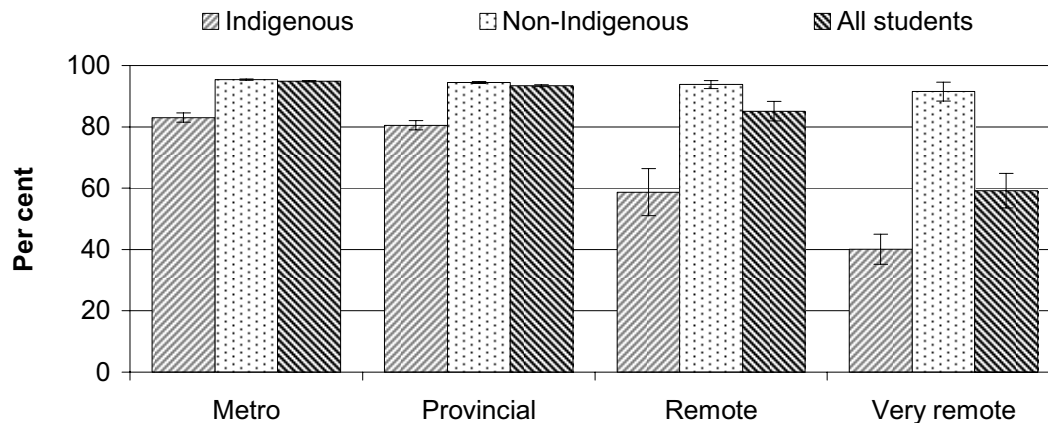
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.80.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.80.

Nationally, the proportion of assessed students who achieved at or above the numeracy national minimum standard by geolocation in 2009 was:

- 94.7–95.1 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (93.1–93.7 per cent), remote students (81.9–88.3 per cent) and very remote students (53.6–64.8 per cent) (figure 4.55)
- 95.0–95.4 per cent for all year 5 students in metropolitan areas, higher than the proportion for provincial students (93.0–93.8 per cent), remote students (81.8–87.4 per cent) and very remote students (53.9–65.1 per cent) (table 4A.81)
- 95.4–96.0 per cent for all year 7 students in metropolitan areas, higher than the proportion for provincial students (93.6–94.4 per cent), remote students (81.9–88.7 per cent) and very remote students (55.4–67.0 per cent) (table 4A.81)
- 95.4–96.0 per cent for all year 9 students in metropolitan areas, higher than the proportion for provincial students (93.8–94.8 per cent), remote students (81.4–89.2 per cent) and very remote students (52.7–66.7 per cent) (table 4A.81).

Figure 4.55 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.81.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.81.

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas.

Nationally, the proportion of assessed Indigenous students who achieved at or above the numeracy national minimum standard in 2009 was:

- 81.5–84.5 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.0–82.0 per cent). The proportion for remote students (51.0–66.4 per cent) was higher than for very remote students (35.2–45.0 per cent) (figure 4.55)
- 81.7–84.7 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (77.8–81.8 per cent). The proportion for remote students (50.8–63.8 per cent) was higher than for very remote students (35.4–45.2 per cent) (table 4A.81)

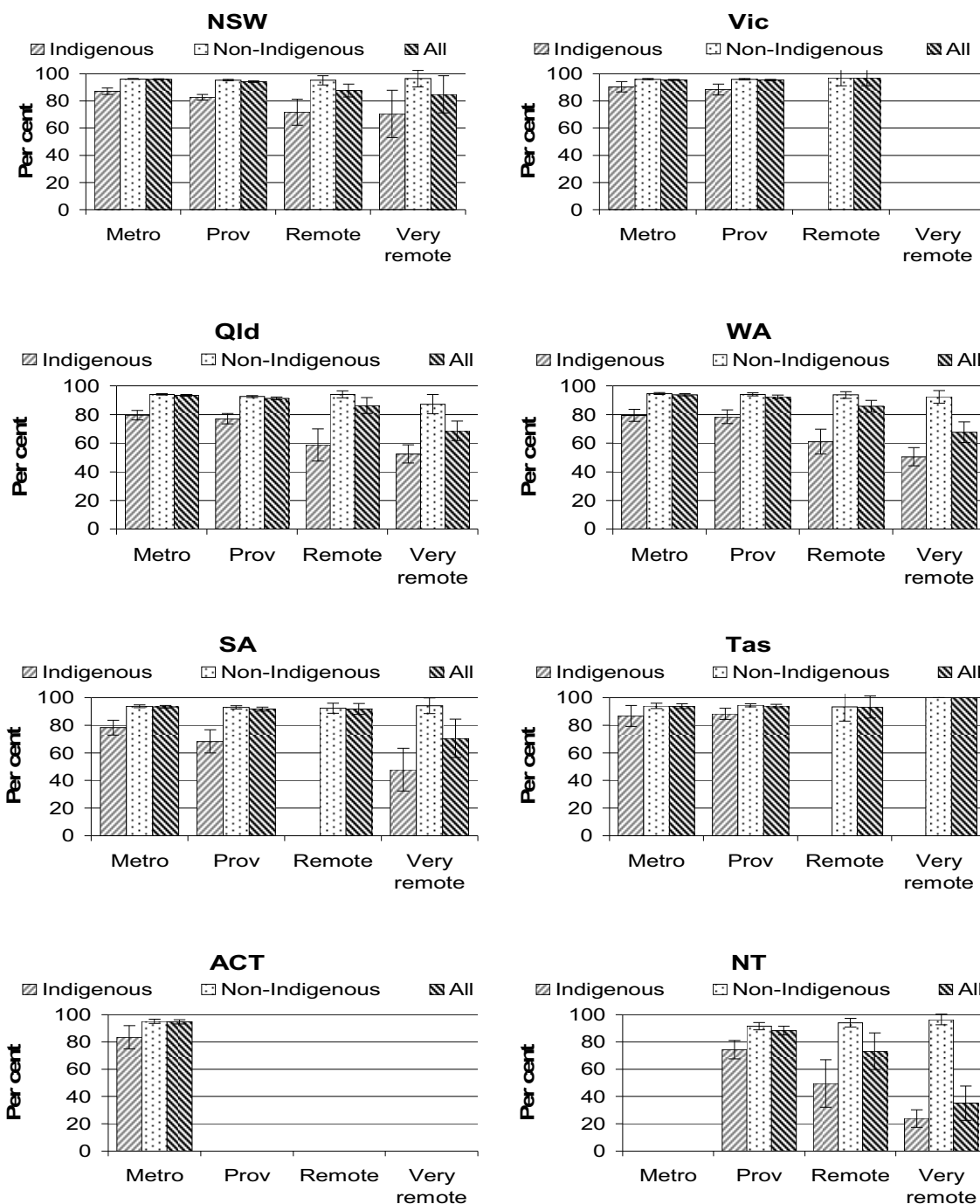
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- 82.2–85.2 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (77.7–81.7 per cent), remote students (51.6–65.8 per cent) and very remote students (36.5–48.1 per cent) (table 4A.81)
 - 78.3–83.1 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (76.4–81.2 per cent). The proportion for remote students (51.8–68.2 per cent) was higher than for very remote students (34.4–47.4 per cent) (table 4A.81).

The proportion of non-Indigenous students who achieved the national minimum standard in each year level for numeracy, by geolocation is included in table 4A.81.

State and Territory results are presented for year 3 numeracy outcomes in figure 4.56 (results for years 5, 7 and 9 numeracy outcomes are in table 4A.81). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Proportions of exempt, absent and withdrawn, and assessed students in NAPLAN writing assessment, by Indigenous status are included in table 4A.87. National data on achievement of the national minimum standard for numeracy by socio-economic status are provided in table 4A.89.

Figure 4.56 Proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c, d}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. There is no metropolitan zone in the NT. ^d Data are not published for provincial areas in the ACT, remote areas for Indigenous students in Victoria, South Australia and Tasmania and for Indigenous students in very remote areas in Tasmania.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.81.

Achievement levels for numeracy

Nationally, the proportions of all year 3 students for numeracy in 2009 by achievement level were:

- at or below the national minimum standard — 17.4–18.2 per cent for all students (50.6–54.0 per cent for Indigenous students and 15.6–16.4 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 49.2–50.0 per cent for all students (38.2–41.0 per cent for Indigenous students and 49.9–50.7 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 32.0–33.0 per cent for all students (7.4–8.8 per cent for Indigenous students and 33.3–34.3 per cent for non-Indigenous students) (table 4A.82).

Nationally, the proportions of all year 5 students for numeracy in 2009 by achievement level were:

- at or below the national minimum standard — 19.2–20.0 per cent for all students (53.3–56.7 per cent for Indigenous students and 17.3–18.1 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.3–56.1 per cent for all students (38.5–41.5 per cent for Indigenous students and 56.2–57.0 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 24.2–25.2 per cent for all students (4.6–5.6 per cent for Indigenous students and 25.3–26.3 per cent for non-Indigenous students) (table 4A.83).

Nationally, the proportions of all year 7 students for numeracy in 2009 by achievement level were:

- at or below the national minimum standard — 18.1–19.1 per cent for all students (53.1–56.5 per cent for Indigenous students and 16.4–17.4 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 53.1–54.1 per cent for all students (38.3–41.1 per cent for Indigenous students and 53.8–54.8 per cent for non-Indigenous students)

-
- in high levels (defined as the top two NAPLAN performance bands) — 26.9–28.5 per cent for all students (4.8–6.0 per cent for Indigenous students and 28.0–29.6 per cent for non-Indigenous students) (table 4A.84).

Nationally, the proportions of all year 9 students for numeracy in 2009 by achievement level were:

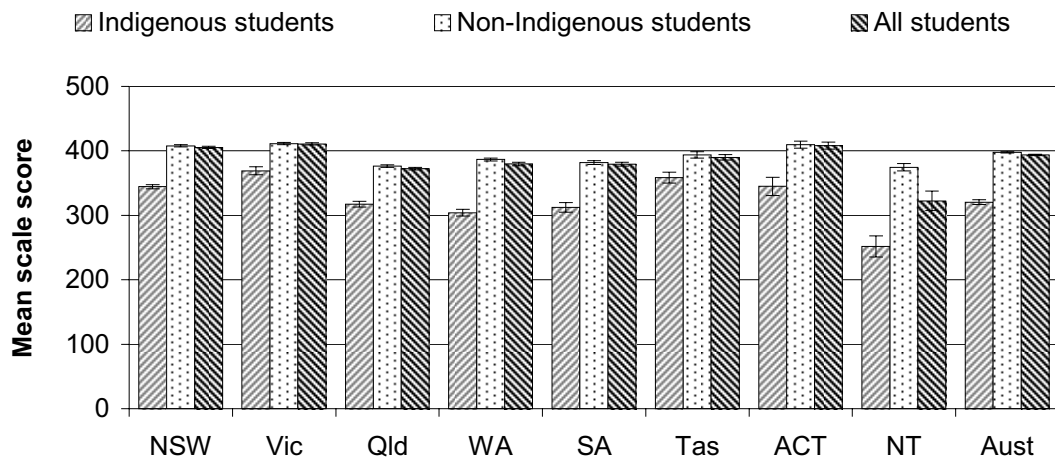
- at or below the national minimum standard — 19.1–20.5 per cent for all students (56.5–59.9 per cent for Indigenous students and 17.3–18.5 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.8–57.0 per cent for all students (32.1–34.3 per cent for Indigenous students and 56.8–58.0 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 22.9–24.7 per cent for all students (3.3–4.3 per cent for Indigenous students and 23.8–25.6 per cent for non-Indigenous students) (table 4A.85).

These outcomes varied across jurisdictions. Tables 4A.82–85 also include the proportions of Indigenous students who achieved below, and at, the national minimum standard for numeracy at each year level.

Mean scale scores

Nationally, the mean scale score for year 3 numeracy in 2009 for all students was 392.9–394.9. The mean scale score for Indigenous students was 316.9–324.1 and for non-Indigenous students was 396.7–398.7 (figure 4.57). These mean scale scores varied across jurisdictions.

Figure 4.57 **Mean scale scores for year 3 students for numeracy, 2009^a**
^b



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.86.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.86.

Nationally, the mean scale score for year 5 numeracy in 2009 for all students was 485.8–487.8. The mean scale score for Indigenous students was 417.8–423.2 and for non-Indigenous students was 489.3–491.3 (table 4A.86). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 7 numeracy in 2009 for all students was 542.0–545.2. The mean scale score for Indigenous students was 471.7–477.1 and for non-Indigenous students was 545.4–548.6 (table 4A.86). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 9 numeracy in 2009 for all students was 587.4–590.8. The mean scale score for Indigenous students was 517.2–523.2 and for non-Indigenous students was 590.7–594.1 (table 4A.86). These mean scale scores varied across jurisdictions.

Time series analysis of NAPLAN outcome for 'numeracy performance'

This report contains time series data for NAPLAN outcomes for 'numeracy performance' for 2008 and 2009 (tables 4A.90–99). These data include proportions of each year level meeting the national minimum standard, by equity group; Indigenous status and geolocation; achievement bands by Indigenous status; and mean scale scores by Indigenous status. Confidence intervals for time series data for

the year 2009 in the time series analysis will differ from those included in the 2009 analysis above, as the confidence intervals in the time series analysis are equated to the base year (2008).

PISA data

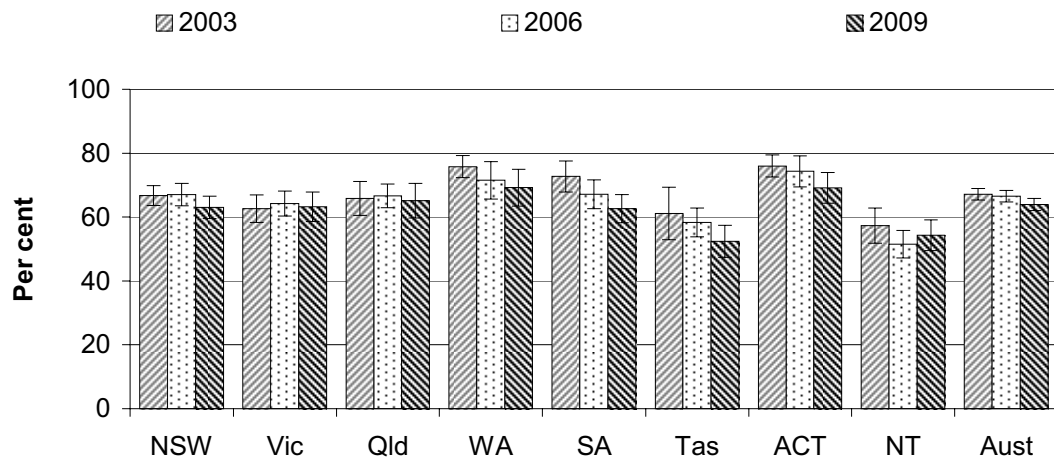
Mathematical literacy was the major domain tested in the PISA 2003 survey. Subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. In PISA 2009 the proportion of Australian 15 year old students who achieved at level 3 or above in mathematical literacy was 62.0–65.8 per cent, compared to 65.3–68.9 per cent in PISA 2003 and 64.7–68.3 per cent in PISA 2006 (figure 4.58).

The proportion by equity group who achieved level 3 or above for mathematical literacy in PISA 2009 was:

- 63.1–67.9 per cent for male students, no different to 59.9–64.7 per cent for female students
- 29.5–39.5 per cent for Indigenous students, compared with 62.9–66.7 per cent for non-Indigenous students
- 28.0–57.4 per cent for geographically remote students
- 42.2–47.2 per cent for students from low socioeconomic status families (table 4A.113).

These outcomes varied across jurisdictions. Data relating to outcomes for the 2006 and 2009 PISA mathematical literacy survey by socio-economic status are in table 4A.114. Data comparing outcomes for PISA surveys for the mathematical literacy domain in 2003, 2006 and 2009 are in tables 4A.112–113.

Figure 4.58 Proportion of 15 year old students achieving level 3 or above, overall mathematical literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.112.

Science literacy performance

'Science literacy performance' is an indicator of governments' objective that all students should attain high standards of knowledge, skill and understanding in agreed key learning areas (box 4.13).

Box 4.13 Science literacy performance

'Science literacy performance' is defined by three measures:

- Percentage of students achieving at or above the proficient standard on the scientific literacy scale: This is the proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy, by jurisdiction. These data are also reported by sex, Indigenous status, and geolocation for 2006 and 2009, and by LBOTE status for 2009. The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) for year 6. This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (ACARA 2010a).
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined scientific literacy scale in a triennial international assessment: This is the proportion of assessed 15 year old students who achieve at or above the proficient standard on the OECD PISA combined scientific literacy scale for a given year, reported nationally by sex, Indigenous status, socioeconomic status and geolocation. A national standard of level 3 has been agreed for this measure.
- Percentage of students achieving at or above the proficient standard on the TIMSS science literacy scale in a quadrennial assessment: This is the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS science literacy scale for a given year. A national standard of level 3 has been agreed for this measure.

A high or increasing proportion of students achieving at or above the scientific literacy national minimum standard/proficient standard is desirable.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

The National Assessment Program — Science Literacy, Year 6 assessment measures the scientific literacy of a sample of students and is conducted triennially. It was first conducted in 2003, and subsequently in 2006 and 2009. Results from the 2009 national science literacy sample assessment are reported below. Detailed results from the 2006 assessment appear in the 2009 and 2010 Reports, along with rescaled data from 2003. Data from the 2003 assessment were included in detail in the 2006 Report.

Data from the 2003 assessment cannot be compared directly with 2006 and 2009 data. New baseline data were established in 2006 when a more robust test design was implemented. This involved the inclusion of more test items to provide better coverage of the assessment domain and better discrimination between students. The sampling frame was also expanded to include students from remote schools. Since

the 2009 results have been aligned specifically to the 2006 baseline data, only comparisons between the 2006 and 2009 results are valid.

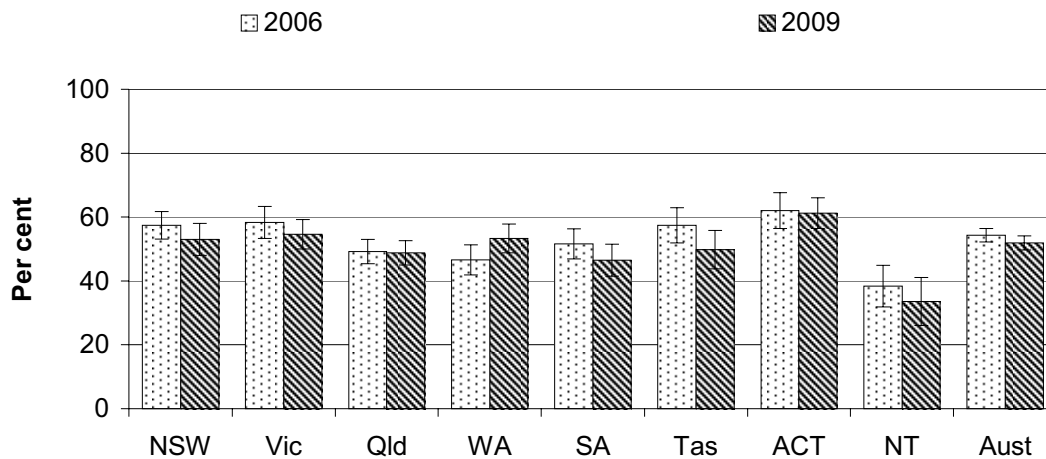
In 2009, approximately 5 per cent of the total Australian year 6 student population was randomly sampled and assessed. The sample was drawn from all states and territories and both government and non-government schools participated. Overall, 13 162 students from 618 government and non-government schools participated in the national science literacy assessment (ACARA 2010a).

Year 6 scientific literacy 2009 results are reported as the proportion of Australian students from the sampled students (year 6 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, 49.7–54.1 per cent of participating year 6 students achieved at the proficient standard or above in scientific literacy. In 2006, 52.2–56.4 per cent achieved the proficient standard (figure 4.59). The national proportion of students by equity group who achieved at the proficient standard or above in scientific literacy in 2009 was:

- 49.1–54.3 per cent for female students, no different than the proportion for male students (49.7–54.9 per cent)
- 13.6–25.6 per cent for Indigenous students and 51.6–56.2 per cent for non-Indigenous students
- 44.0–53.8 per cent for LBOTE students (table 4A.102)

The national proportion of students by geolocation who achieved at the proficient standard or above in scientific literacy in 2009 was 50.8–56.0 per cent for metropolitan area students, no different to provincial areas (45.4–53.6 per cent) but higher than remote and very remote areas (25.7–42.1 per cent) (table 4A.101).

Figure 4.59 Proportion of year 6 students achieving at the proficient standard or above, science literacy^{a, b, c}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Minimum standards such as the national minimum standards which are used for reporting NAPLAN results have not been set for scientific literacy. The standard for scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) — a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

Source: ACARA (2010) *National Assessment Program — Science Literacy Year 6 Report, 2009*; table 4A.100.

PISA data

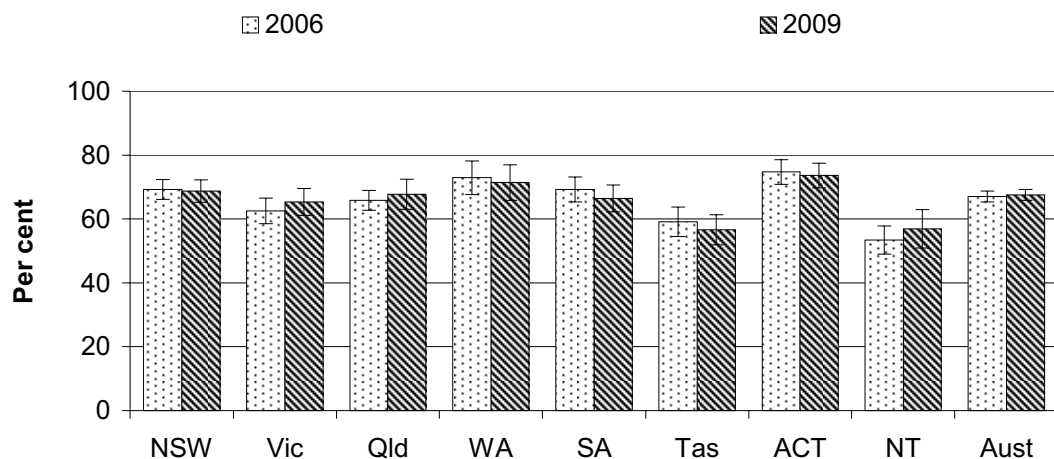
Scientific literacy was the major domain tested in the PISA 2006 survey. Subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. In PISA 2009, the proportion of Australian 15 year old students who achieved at level 3 or above in scientific literacy was 65.8–69.2 per cent, compared to 65.3–68.7 per cent in PISA 2006 (figure 4.60).

The proportion by equity group who achieved level 3 or above for mathematical literacy in PISA 2009 was:

- 64.4–68.8 per cent for male students, no different to 66.2–70.4 per cent for female students
- 32.4–43.2 per cent for Indigenous students, compared with 66.8–70.2 per cent for non-Indigenous students
- 37.8–59.4 per cent for geographically remote students
- 46.9–51.9 per cent for students from low socioeconomic status families (table 4A.116).

These outcomes varied across jurisdictions. Data relating to outcomes for the 2006 and 2009 PISA science literacy survey by socio-economic status are in table 4A.117. Data comparing outcomes for PISA surveys for the science literacy domain in 2006 and 2009 are in tables 4A.115–117.

Figure 4.60 Proportion of 15 year old students achieving level 3 or above, overall scientific literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.115.

Civics and citizenship performance

Civics and citizenship performance is an indicator of governments' objective that all students be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life (box 4.14).

Box 4.14 Civics and citizenship performance

Civics and citizenship performance is defined as the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civic knowledge and understanding, reported by sex, Indigenous status, LBOTE status and geolocation (national data only for subgroups).

The proficient standard for civics and citizenship performance is set at proficiency level 2 for year 6, and at level 3 for year 10, (of levels 1 to 5). Proficiency standards represent points on the proficiency scale that represent a 'challenging but reasonable' expectation for typical Year 6 and 10 students to have reached by the end of each of those years of study. Thus the students need to demonstrate more than minimal or elementary skills to be regarded as having reached the standard appropriate to their year level. A proficient standard is not the same as a national minimum standard because the latter refers to the basic level needed to function at that year level whereas the former refers to what is expected of a student at that year level (MCEETYA 2009).

Holding other factors equal, a high proportion of students achieving at or above the applicable proficient standard in civics and citizenship performance is desirable.

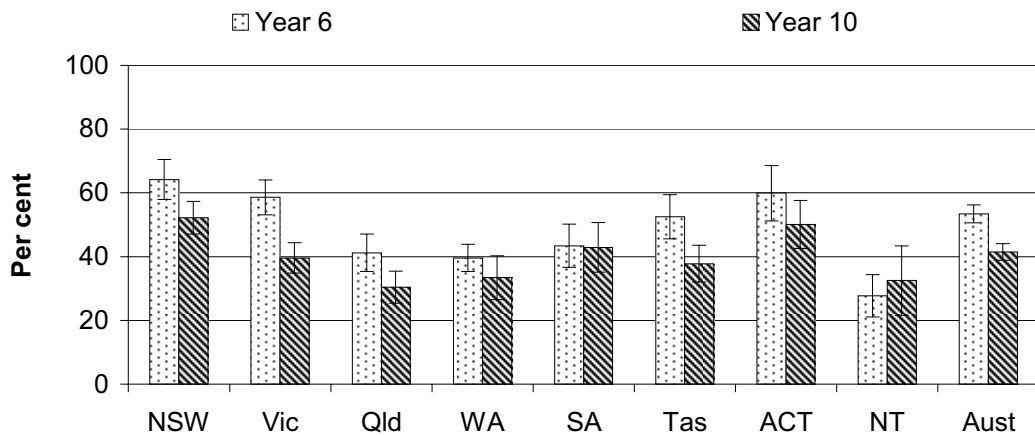
Data for this indicator are comparable.

Data quality information for this indicator is under development.

The National Years 6 and 10 Civics and Citizenship Assessment was conducted for the first time in 2004, and is conducted triennially. Results from the 2010 assessment are expected to be available for the 2012 Report. The 2007 sample was drawn from all states and territories and both government and non-government schools participated. In 2007, 7059 year 6 students from 349 government and non-government schools and 5506 year 10 students from 269 government and non-government schools participated in the national civics and citizenship assessment (MCEETYA 2009).

Nationally, the proportion of participating students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 50.6–56.2 per cent for year 6 students and 38.9–44.1 per cent for year 10 students (figure 4.61).

Figure 4.61 **Proportion of year 6 and 10 students achieving at the proficient standard or above, civics and citizenship performance, 2007^{a, b}**



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a challenging but reasonable 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.

Source: MCEETYA (2009) *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*; table 4A.103.

The national proportion of year 6 students by equity group who achieved at the proficient standard or above in civics and citizenship performance in 2007 was:

- 53.8–60.6 per cent for female students, higher than the proportion for male students (46.6–53.2 per cent)
- 12.4–40.0 per cent for Indigenous students, lower than the proportion for non-Indigenous students (50.6–56.8 per cent)
- 41.1–56.7 per cent for LBOTE students (table 4A.105).

The national proportion of year 10 students by equity group who achieved at the proficient standard or above in civics and citizenship performance in 2007 was:

- 41.7–48.5 per cent for female students, higher than the proportion for male students (34.2–41.6 per cent)
- 10.4–26.6 per cent for Indigenous students, lower than the proportion for non-Indigenous students (39.7–44.9 per cent)
- 33.8–45.0 per cent for LBOTE students (table 4A.105).

The national proportion of year 6 students by geolocation who achieved at the proficient standard or above in civics and citizenship performance in 2007 was:

- 53.3–59.9 per cent for metropolitan students
- 42.0–53.8 per cent for provincial students
- 16.7–39.9 per cent for remote students (table 4A.104).

The national proportion of year 10 students by geolocation who achieved at the proficient standard or above in civics and citizenship performance in 2007 was:

- 40.1–46.5 per cent for metropolitan students
- 29.9–44.1 per cent for provincial students
- 11.4–35.6 per cent for remote students (table 4A.104).

Civics and citizenship performance by socio-economic status (parental occupation and parental educational attainment) are reported in MCEETYA (2009).

Information and communication technologies literacy performance

‘Information and communication technologies literacy performance’ is an indicator of governments’ objective that when students leave school, they should be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society (box 4.15).

Box 4.15 Information and communication technologies literacy performance

'Information and communication technologies (ICT) literacy performance' is defined as the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in ICT knowledge and understanding, reported by sex, Indigenous status, LBOTE status and geolocation (national data only for subgroups).

The proficient standard for ICT literacy performance is set at proficiency level 3 for year 6 students, and at proficiency level 4 for year 10 students (of levels 1 to 6). This is a 'challenging but reasonable' level of performance (MCEECDYA 2010) where students need to demonstrate more than minimal or elementary skills expected of a student at that year level to be regarded as having reached the proficient standard.

A high proportion of students achieving at or above the applicable proficient standard in ICT literacy performance is desirable.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

The proficient standard for ICT literacy differs from the literacy and numeracy national minimum standards which describe the nationally agreed minimum acceptable standard for performance in that domain

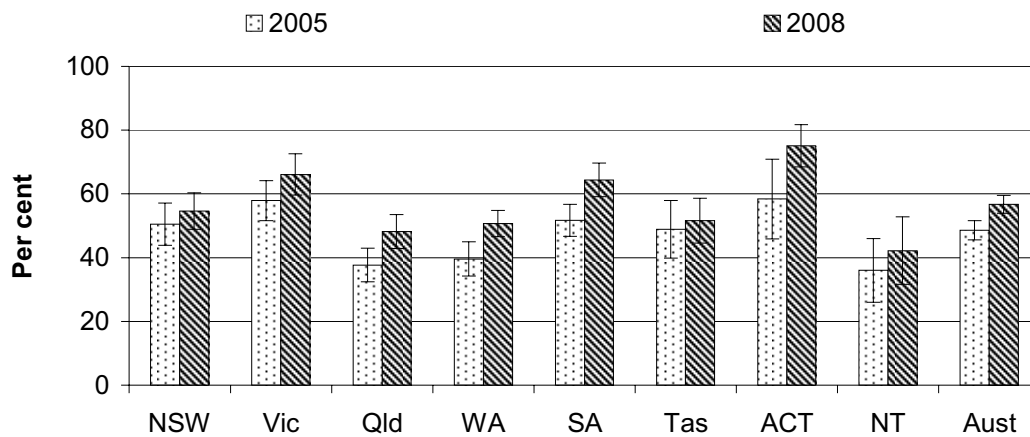
Student performance in ICT literacy is measured by a national sample assessment program resulting in comparable reporting against the standard. Performance in ICT literacy can be affected by socioeconomic circumstances, age, length of time spent in schooling, LBOTE and Indigenous status.

The National Assessment Program — Information and Communication Technologies (ICT) Years 6 and 10 assessment measures the ICT literacy of a sample of students and was conducted for the first time in 2005, and again in 2008. It will continue to be conducted triennially. The sample was drawn from all states and territories and both government and non-government schools participated. In 2008, 5604 year 6 students and 5322 year 10 students from 299 primary and 292 secondary schools across states and territories, participated in the national ICT assessment (MCEECDYA 2010).

Years 6 and 10 ICT literacy performance results for 2005 and 2008 are reported as a proportion of Australian students from the sampled students (years 6 and 10 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, the proportion of participating students who achieved at the proficient standard or above in ICT literacy performance was 53.9–59.5 per cent for year 6 students and 63.0–69.0 per cent for year 10 students, compared with

45.6–51.6 per cent for year 6 students and 58.1–64.3 per cent for year 10 students in 2005 (figures 4.62 and 4.63). National data on 2005 and 2008 ICT literacy performance by geolocation and equity group are contained in table 4A.107.

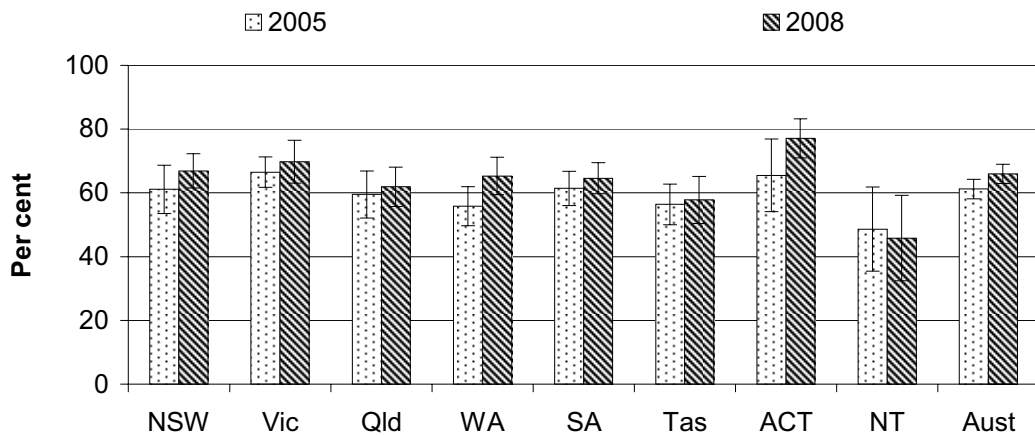
Figure 4.62 Proportion of year 6 students achieving at and above the proficient standard in information and communication technologies performance, 2005 and 2008^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for information and communication technologies performance. The standard for information and communication technologies performance is set at proficiency level 3 for year 6 (of levels 1 to 5 and above) a challenging but reasonable 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.

Source: MCEECDYA (2010) *National Assessment Program ICT Literacy Years 6 and 10 Report 2008*; table 4A.106.

Figure 4.63 **Proportion of year 10 students achieving at and above the proficient information and communication technologies performance, 2005 and 2008^{a, b}**



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those in literacy and numeracy have not been set for information and communication technologies performance. The standard for information and communication technologies performance is set at proficiency level 4 for year 10 (of levels 1 to 5 and above) a challenging but reasonable 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.

Source: MCEECDYA (2010) *National Assessment Program ICT Literacy Years 6 and 10 Report 2008*; table 4A.106.

Other outcomes

Vocational education and training (VET) in schools attainment

‘VET in schools attainment’ is an indicator of governments’ objective to provide vocational education and training in schools to assist all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways. It is an indicator of students’ achievement of VET competency as part of their senior secondary schooling (box 4.16).

Box 4.16 VET in schools attainment

'VET in schools attainment' (VET in schools attainment rate) is defined as the number of school students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking a senior secondary school certificate in that year.

Holding other factors constant, a higher or increasing VET in schools attainment rate suggests greater access to, and/or better preparation for, a range of post-school pathways.

Care needs to be taken in interpreting this indicator as it may be influenced by a number of factors which differ across states and territories, such as:

- definition of VET in schools
- senior secondary certificate requirements
- access to VET in schools prior to year 11
- number of VET in schools options and pathways available to students, particularly those in rural and remote areas.

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 for 2006 and later VET in Schools activity should also not be compared with 2005 VET in Schools activity because of data quality issues with 2005 data. The 2006 and later VET in Schools statistics are also subject to some data quality issues. These issues include 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.

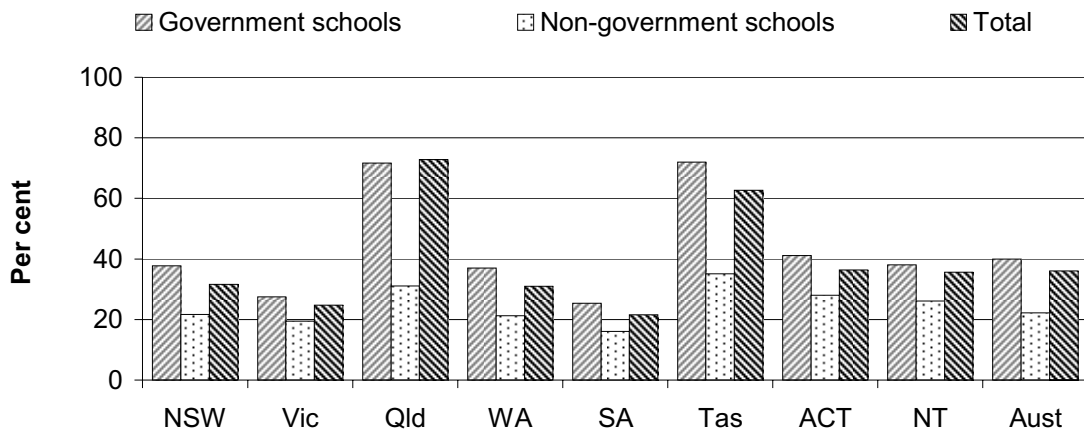
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

From 2005, the MCEETYA agreed that the AVETMISS is the standard for reporting VET in Schools activity in Australia. The MCEETYA further agreed that these data would be collected by the senior secondary assessment authority in each State and Territory and reported through State Training Authorities to the national VET database compiled by the NCVET.

In 2008, 41.0 per cent of students undertaking a senior secondary school certificate were enrolled in at least one VET unit of competency/module (table 4A.134), and 36.1 per cent of students undertaking a senior secondary school certificate successfully completed at least one unit of competency/module of VET in schools (figure 4.64). These proportions varied across jurisdictions.

Figure 4.64 **Proportion of school students enrolled in a senior secondary school certificate who successfully completed at least one VET unit of competency/module, 2008^{a, b}**



^a Total includes other providers such as TAFE, community education, Australian Technical Colleges and students with more than one school type. Due to generally small numbers these are not presented separately. In Queensland, students in this category accounted for approximately 26 per cent of all VET in Schools students in 2008. ^b The 2008 VET in Schools statistics are subject to some data quality issues and should be interpreted with caution. These issues include that secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data and some data are not captured in enrolment processes.

Source: NCVET (2010) *VET in Schools 2008*; MCEECDYA (unpublished) *VET In Schools* collection; table 4A.134.

Completion

‘Completion’ is an indicator of governments’ objectives that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.17).

Box 4.17 **Completion**

'Completion' (completion rate) is defined by two measures:

- the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated 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. The completion rate is reported by socioeconomic status, geolocation and sex.
 - The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions. The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.
 - Data for this measure are not directly comparable.
- the number of people aged 17–19 years who have completed year 10 or above, divided by the total population aged 17–19 years. Data are reported for all students, Indigenous students and non-Indigenous students.
 - Data for this measure are comparable.

Holding other factors constant, a higher or increasing completion rate suggests an improvement in educational outcomes.

Data quality information for this indicator in relation to the year 12 completions measure is at www.pc.gov.au/gsp/reports/rogs/2011. DQI for the year 10 completions measure is under development.

Year 12 completion rate

Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socioeconomic background or geographic location. Comparisons across jurisdictions are not recommended and need to be made with care, for the following reasons:

- assessment, reporting and requirements for obtaining year 12 certificates or equivalent vary across states and territories — for example, from moderated school-based assessment to a mix including external and internal assessment, and from completion of a pattern of study to a prescribed level of attainment
- inaccuracies arise from using both home postal address and school location address in compiling completion rates data

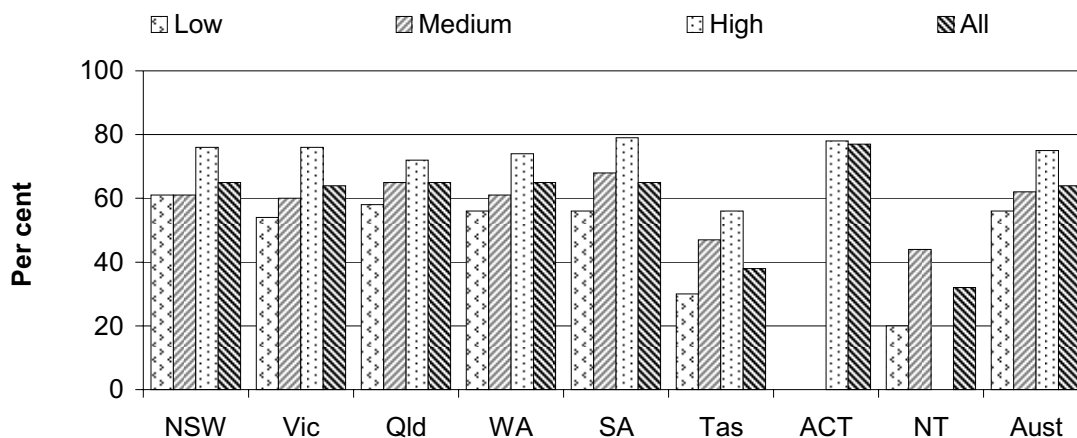
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- small changes in population or completions can affect the estimates of completion rates, particularly for smaller states and territories
 - students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportion of these students also varies across jurisdictions.

Nationally, the year 12 completion rate for all students was 64 per cent in 2009. The completion rate for males was 58 per cent compared with 70 per cent for females (table 4A.130).

Socioeconomic status is determined according to the ABS Postal Area Index of Relative Socio-economic Disadvantage on the basis of postcode of students' home addresses. Low socioeconomic status is the average of the 3 lowest deciles, medium socioeconomic status is the average of the 4 middle deciles and high socioeconomic status is the average of the 3 highest deciles.

Nationally, year 12 completion rates for students from low (56 per cent) and medium socioeconomic backgrounds (62 per cent) were 19 percentage points and 13 percentage points respectively below those for students from a high (75 per cent) socioeconomic background in 2009 (figure 4.65). Completion rates were higher for female students than for male students in all socioeconomic categories (table 4A.130).

Figure 4.65 Completion rates, year 12, by socioeconomic status, 2009 (per cent)^{a, b, c, d, e}



^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 years divided by 5. ^b 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. ^c Low socioeconomic status is the average of the 3 lowest deciles, medium socioeconomic status is the average of the 4 middle deciles and high socioeconomic status is the average of the 3 highest deciles. ^d A common total for socioeconomic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications. ^e The populations for the low and medium socioeconomic status deciles in the ACT and the high socioeconomic status deciles in the NT are not published due to small numbers.

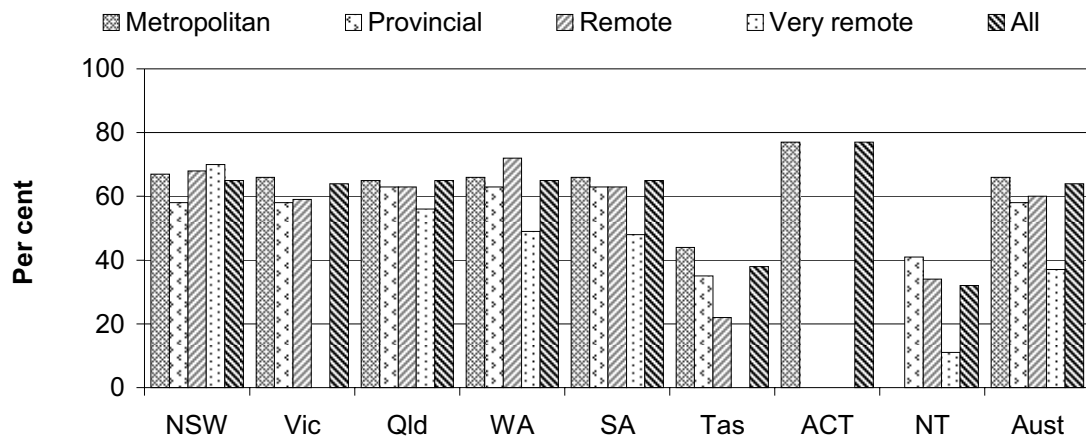
Source: DEEWR (unpublished); table 4A.130.

Geographic isolation is determined using the agreed MCEECDYA Geographic Location Classification.

Nationally, the completion rate was higher in the metropolitan zone (66 per cent) than in all areas (64 per cent). The completion rate was lower in the provincial zone (58 per cent), remote areas (60 per cent) and very remote areas (37 per cent), than for all areas (figure 4.66).

Completion rates were higher for females in all localities. In the metropolitan zone, the female completion rate was 71 per cent compared with 61 per cent for males. In the remote zone, the female completion rate was 68 per cent compared with 53 per cent for males (table 4A.131). Time series data on national completion rates are shown in tables 4A.130–131.

Figure 4.66 **Completion rates, year 12, by geolocation, 2009 (per cent)^{a, b, c, d, e}**



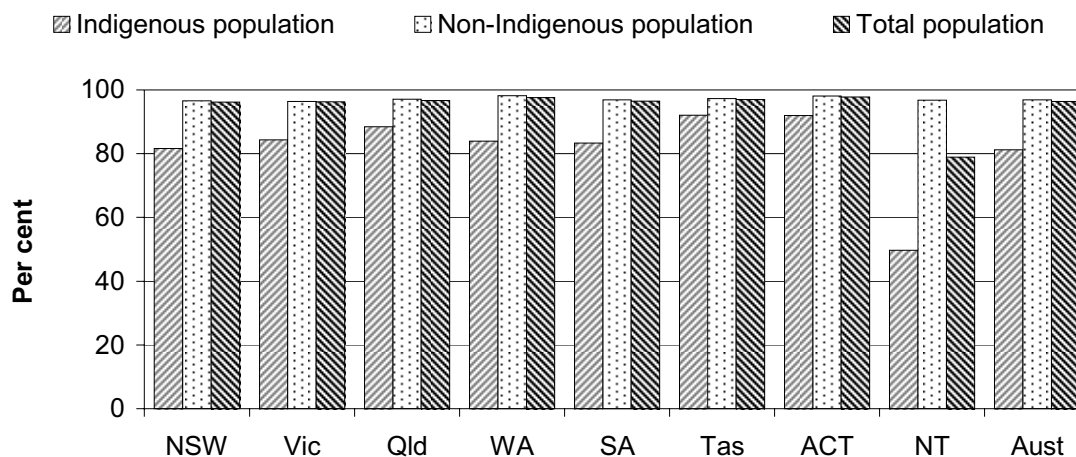
^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by 5. ^b Definitions are based on the agreed MCEECDYA Geographic Location Classification. ^c The ACT is included in the metropolitan zone. ^d There are no metropolitan areas in the NT. ^e 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 population.

Source: DEEWR (unpublished); table 4A.131.

Year 10 or above completion rate

The proportion of the 17–19 year old population who had completed year 10 or above in 2006 was 96.4 per cent nationally. Completion rates for the non-Indigenous population were higher than the Indigenous population nationally (96.9 per cent and 81.2 per cent respectively) and across all jurisdictions (figure 4.67). These rates varied across jurisdictions.

Figure 4.67 Proportion of 17–19 year old population having completed year 10 or above, by Indigenous status, 2006^{a, b, c, d, e}



^a Australia includes 'Other Territories' ^b Persons aged 17–19 years 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). Ungraded students are excluded. ^c Total population of all persons aged 17–19 years, excluding persons whose highest year of school completed was not stated. ^d 'Total population' includes those for whom Indigenous status is unknown. ^e 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.

Source: ABS (unpublished) 2006 Census of Population and Housing; table 4A.132.

The Early childhood, education and training (ECET) preface includes data relating to the proportion of the 20–24 and 20–64 year old populations having attained at least a year 12 or equivalent or AQF Certificate II; and the proportion of the 20–24 and 20–64 year old Indigenous and low SES populations having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.21–23).

Destination

'Destination' is an indicator of governments' objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment. It is an indicator of students' post-school transitions into education, training and employment (box 4.18).

Box 4.18 Destination

'Destination' (school leaver destination rate) is defined as the estimated number of school students who left school in a given year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year. It is reported by highest level of schooling completed (year 12 or year 11 and below).

Holding other factors constant, a higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.

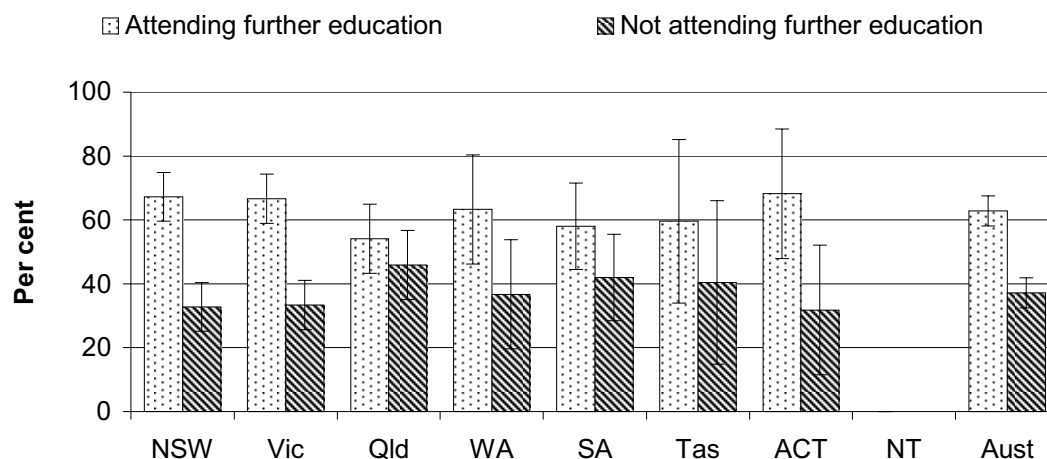
The data reported for this indicator relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school. The small number of young people included in this sample survey also means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for the smaller states and territories.

Data for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

School leaver destination data disaggregated by jurisdiction need to be used with caution, especially for the smaller jurisdictions, due to the large confidence intervals associated with these survey data. Nationally, in 2009, 62.8 per cent of year 12 school leavers were enrolled in further study, with 41.2 per cent attending higher education and 21.5 per cent attending TAFE courses or other study (figure 4.68 and table 4A.133). For year 11 and below school leavers, 33.3 per cent were attending further education, almost all in TAFE or other study (table 4A.133).

Figure 4.68 Destination of year 12 students, 2009^{a, b, c, d, e}



^a Data are for year 12 students who left school in 2008. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. ^d The 2009 *Survey of Education and Work* was not conducted in Indigenous communities in very remote areas, which affects the comparability of the NT results. ^e The NT estimate for attending further education has a relative standard error greater than 50 per cent. Therefore NT data are not included in this figure, as this estimate is considered too unreliable for general use. These data are in table 4A.133.

Source: ABS (unpublished) *Survey of Education and Work, Australia*; table 4A.133.

Of the 37.2 per cent of year 12 school leavers who were not attending further education, 11.7 per cent were employed full time and 21.5 per cent were either employed part time, unemployed or not in the labour force (table 4A.133). Detailed information relating to year 12, year 11 and below and all school leavers across jurisdictions is in table 4A.133.

The ECET preface of this Report includes 2009 school leaver destination data on those who attended school at any time previously for year 12 and year 11 and below school leavers at the national level, and examines the proportions of male and female students attending other educational institutions in 2009 after leaving school (table BA.11).

The school leaver destination survey results reported in box 4.19 are from five jurisdictions' state/territory-specific surveys, using different research methods and data collection instruments. The individual jurisdictional surveys were developed for various purposes, such as to assist with operational, strategic and planning functions, as distinct from being designed for comparative national reporting. These data are presented as supplementary information to the national ABS data, providing some context, until nationally comparable data become available (box 4.19).

Box 4.19 School leaver destination survey results

Victoria

In Victoria, a survey of post-school destinations (On Track) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone survey early in the year after they leave school.

The 2010 *On Track* Survey contacted 36 179 (83.0 per cent) of the eligible 2009 year 12 or equivalent cohort comprising 555 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 75.3 per cent were in further education and training (48.8 per cent were enrolled at university, 18.0 per cent were TAFE enrolled and 8.5 per cent had taken up apprenticeships or traineeships). Of the 24.7 per cent who were not in further education and training, 11.3 per cent were in full or part time employment, 9.8 per cent had deferred a tertiary place and 3.6 per cent were looking for work.

Queensland

The annual Queensland Next Step destination survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools in the year after year 12 completion.

The 2010 Next Step survey collected responses from 36 638 year 12 graduates, an 82.3 per cent response rate. The results showed that 88.6 per cent were studying or in paid employment at the time of the survey. This includes 60.7 per cent who continued in some recognised form of education or training in the year after they left school. The most likely destination was university studies (36.1 per cent), followed by VET (24.6 per cent), which includes apprenticeships (8.0 per cent) and traineeships (4.0 per cent). Of year 12 completers, 39.3 per cent did not enter post-school education or training, but were either employed (27.9 per cent), seeking work (9.4 per cent), or neither studying nor in the labour force (2.0 per cent). Young people who deferred a university offer represented 7.4 per cent of the total cohort, most of whom were working (82.6 per cent).

WA

The WA School Leaver Destinations survey has been conducted annually since 1996. This telephone survey is designed to collect destinations data from public school year 12 completers. The 2010 collection resulted in destinations being obtained for 7329 (82.6 per cent) of the 8869 eligible year 12 public school students.

(Continued next page)

Box 4.19 (continued)

Of the 7329 responses, 60.6 per cent were in either education or training, with 31.3 per cent enrolled in university studies, 15.5 per cent in TAFE studies, 10.2 per cent having taken up either an apprenticeship or a traineeship, and 3.5 per cent either repeating year 12 studies or engaged in other training. In addition, 16.9 per cent were engaged in full time and 13.4 per cent in part time employment, 6.6 per cent were looking for a work or a study opportunity, and 2.5 per cent were neither working nor seeking work. There were 214 students who declined to participate and contact was lost with a further 1326 students.

Tasmania

Since 2007, all Year 10 students lodge a participation plan with the Tasmanian Qualifications Authority in the year they complete this final year of compulsory school. Students are required to be in an eligible option (education, training or employment) until they turn 17. Of the cohort of 6599 Year 10 students in 2008, 83 per cent continued with education and training the following year while 8 per cent gave their intended destination as employment. Of the 2007 year 10 cohort, 58 per cent were still participating in education and training in 2009.

Since 2008, the Authority has collected attainment data from most providers of post-year 10 education and training and is currently conducting early leavers/destination surveys for persons aged 15–19 years. Of the year 10 cohort in 2007, 76 per cent completed some learning in year 11 in 2008 and 62 per cent completed some learning in year 12 in 2009. Of the 2008 year 10 cohort, 77 per cent completed some learning in year 11 in 2009.

ACT

Since 2007, the ACT has conducted a telephone-based survey of government and non-government students who successfully completed year 12 in the preceding year. The survey seeks information on the destinations of students six months after completion of studies and satisfaction with the experience in year 11 and 12. Each year, responses are received from about 75 per cent of students contacted.

The 2009 survey found that amongst the 2008 graduates, 91 per cent were employed or studying in 2009 and overall 96 per cent found year 11 and 12 worthwhile. Of the 53 per cent of 2008 graduates studying in 2009, 62 per cent reported that they were studying at a Bachelor level or higher, 15 per cent at Certificate III level, 8 per cent at Diploma or Associate Diploma level, five per cent at Advanced Diploma or Associate Degree level, five per cent at Certificate IV level, and 5 per cent at other levels. Students who speak a language other than English at home were more likely to be studying (over 78 per cent) than those who did not (49 per cent).

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

Report on Government Services alignment with National Agreement reporting

Further alignment between the Report and NA indicators might occur in future reports as a result of developments in NA reporting and MCEECDYA's review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures.

Outcomes from review of Report on Government Services

COAG endorsed recommendations of a review of the RoGS in December 2009. Those recommendations implemented during 2010 are reflected in this Report.

Further recommendations will be reflected in future Reports, including implementation of Independent Reference Group and Steering Committee recommendations arising from the 'Review of the general performance indicator framework' and the 'Review of the performance indicators and their associated measures'. The 2012 Report and later editions will continue:

- lengthening time series data in attachment tables
- developing data quality information documents for performance indicators
- developing mini-case studies.

Completion rates, and Participation and retention rates

The year 12 completion rate included in this Report is expected to be reviewed and a nationally comparable measure included in future Reports.

The participation rate for 14–19 year olds includes part time students. However, the traditional year 7/8 to year 12 apparent retention rate, and the year 10–12 apparent retention rate, are based on full time school students only. These measures are under examination, and supplementary participation measures are reported in the ECET preface.

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2010 NAPLAN was released on 10 September 2010 (ACARA 2010b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2012 Report.

Nationally consistent definitions

Nationally consistent definitions of most student background characteristics have been adopted for national reporting on students' educational achievement and outcomes. Ministers have endorsed standard definitions of sex, Indigenous status, socioeconomic background, language background and geographic location.

Student background information collected from parents through the enrolment process using the agreed data collection specifications and methodology is linked to student assessment results.

A definition of students with disabilities for nationally comparable reporting on students' outcomes has not yet been developed. However, all jurisdictions have agreed to report on their policies and practices for maximising the participation of students with disabilities in the national literacy and numeracy assessments.

Other areas to be identified

Additional indicators may be added to the school education performance indicator framework as further developments occur.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government's Education Revolution aims to ensure that all young Australians have the opportunity to acquire the knowledge and skills to enable them to reach their full potential.

The launch of the My School website by the Australian Curriculum, Assessment and Reporting Authority in January 2010 demonstrates the Australian Government's commitment to transparency and accountability in education. It made available for the first time, nationally comparable information on school performance and operating context. The information on the site is used to support accountability, school evaluation, collaborative policy development and resource allocation. The second version of the site will provide additional indicators, including student progress in National Assessment Program – Literacy and Numeracy (NAPLAN) and school finance data to further enhance information on schools in Australia.

The Australian Government and state and territory governments have committed, through the National Education Agreement and National Partnerships, to the objective that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

The Youth Attainment and Transitions National Partnership aims to improve youth engagement, school level attainment and transition to education, employment or training. It supports the achievement of a national Year 12 or equivalent attainment rate of 90 per cent by 2015 and halving the gap in Indigenous Year 12 or equivalent attainment by 2020. The Compact with Young Australians which falls under this National Partnership has been implemented, and the two program elements, Youth Connections and School Business Community Partnership Brokers, commenced in January 2010. Under the Maximising Engagement, Attainment and Successful Transitions element of the National Partnership, states and territories are implementing initiatives in the reform areas of career development, multiple learning pathways and mentoring.

The Australian Government has been working with state, territory and non-government education providers to develop an Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 which aims to put in place a framework of outcomes, targets, performance indicators and actions to Close the Gap between the outcomes of Aboriginal and Torres Strait Islander students and those of other students. The Plan includes actions at the national, systemic and local level across six domains — Readiness for school, Engagement and connections, Attendance, Literacy and numeracy, Leadership, quality teaching and workforce development and Pathways to real post-school options — that evidence suggests will make the most impact on closing the gap.

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New South Wales Government comments

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The NSW State Plan is aligned to the COAG targets and provides the overall direction and priorities for education and training in NSW. These include ensuring that all children are engaged in and benefiting from schooling.

2009 saw the passage of legislation to increase the school leaving age so that from January 2010 all students are required to complete school to Year 10 and then continue in either education or training, full-time paid employment, or a combination of these until at least age 17.

In early 2010, the NSW Minister for Education and Training formed the Cross Sectoral School Attendance Working Party, with representatives from the Department of Education and Training, the Catholic Education Commission of NSW, the Association of Independent Schools NSW and the NSW Board of Studies. All sectors are working together to develop common guidelines concerning the recording of student attendance and processes to deal with compulsory participation after Year 10. Post Year 10 options are supported by the sharing of best practice in our schools, partnerships with the business community and Commonwealth programs such as Youth Connections.

NSW is implementing extensive educational reform to improve high quality teaching and learning outcomes for students from schools in highly disadvantaged communities. Some of the approaches being taken through the Low Socio-Economic Status School Communities National Partnership include increased school-based innovation, strengthened school leadership and accountability and strengthened partnership arrangements between schools and their communities. The Partnership provides structural support and resourcing to facilitate innovative reform practices in partnership schools and more broadly within the communities of schools with which they are associated.

The results of the national literacy and numeracy tests held in 2009 confirm that the performance of NSW students is amongst the best in Australia. In every year level tested, NSW continues to be ranked in the top three performing jurisdictions in reading and numeracy. The proportion of NSW students achieving at or above the national minimum standard was above the national average across reading, writing, spelling, grammar and punctuation. NSW continues to have the highest participation rate for these tests.

Initiatives in 2010 to achieve the COAG target of closing the attainment gap between Aboriginal and non-Aboriginal students include \$6.8 million for tutorial assistance for Aboriginal students with low levels of literacy and numeracy, customised curriculum resources and learning programs, and intensive tutorial assistance and scholarships for Aboriginal students in Years 11 and 12.

The integration of the activities of all Australian Technical Colleges into the broader education and training effort has been achieved in NSW with the integration of four colleges in Dubbo, Gosford, Wollongong and Queanbeyan.

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Victorian Government comments

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The Victorian Government believes in an independent, autonomous and diverse school system. The Government is committed to ensuring that school leaders have sufficient resources and support, and in turn expects the highest standards from teachers and principals. In this way every child is given the best possible start in life.

Victorian students (in Years 3, 5, 7 and 9) continue to perform well above the national average in reading, writing and numeracy, as measured by the 2010 National Assessment Program Literacy and Numeracy.

The Ultranet is now operating and available to all government school students, their parents and their teachers. A world-leading online learning environment, the Ultranet connects teachers, parents and students, supports high quality learning and teaching, supports teacher collaboration, stimulates student engagement and allows learning to move beyond the classroom.

In line with COAG commitments, Victoria is working to improve educational opportunities for Aboriginal young children and school students. Key recent initiatives to help children and young people succeed at school have included the development of four new Koorie Pathway Schools, employment of 15 new literacy coaches, and provision of scholarships to assist Aboriginal students in their senior secondary years.

Victoria continues to implement the Smarter Schools National Partnerships, which aim to improve the quality of Australian schooling and student outcomes. Together, these National Partnerships, covering literacy and numeracy, low socio-economic school communities, and improving teacher quality, are helping to improve student outcomes in Victoria.

Victoria continues to strengthen safeguards against bullying, including cyber bullying. Resources will be rolled out into all Victorian Government schools to help educate students about the dangers of cyberbullying and other cyber-threats. The initiative includes professional development for teachers.

The Business Working with Education Foundation was established to maximise engagement between business and education schools. By removing many of the barriers faced by business, and by facilitating increased support for public education, the Foundation is helping businesses and schools realise the benefits of working closer together.

In 2010, Victoria's Year 12 or equivalent attainment rate for 20-24-year-olds continued to climb to 88.1 per cent. It was above the 2010 national result of 85.6 per cent and above the results of all other Australian states.

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Queensland Government comments

“ Queensland drove a range of major policy agendas in 2010, including statewide consultations on major proposals contained in the discussion paper, *A Flying Start for Queensland Children*. The discussion proposed the transition of Year 7 to secondary school, the establishment of a single authority to oversight educational standards for all teachers and schools across Queensland, and committed to the recruitment and training of up to 3000 volunteers to assist young readers in classrooms across the state to build their confidence in, and enjoyment of, reading.

Further reforms include establishing Teaching Centres of Excellence and conducting a review of teacher pre-service preparation.

An ongoing priority for Queensland in 2010 was a strong focus on improving student literacy, numeracy and science results by:

- implementing the Government's response to Professor Geoff Masters' report *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*, including the trial of new literacy, numeracy and science tests for pre-service primary school teachers by the Queensland College of Teachers in 2010
- continuing the roll-out of its \$72.3 million three year Literacy and Numeracy Action Plan
- providing intensive teaching for Year 3 and 5 students not meeting national minimum standards in literacy and numeracy
- literacy and numeracy coaches in 175 schools as part of the Literacy and Numeracy National Partnership
- conducting summer schools to assist those Year 5 to 7 students not meeting national minimum standards in literacy and numeracy
- ongoing professional development for teachers to increase their skills and knowledge in assisting students under-performing in literacy and numeracy
- continuance of the Science Spark program including 15 Regional Science Managers to support the teaching of science in primary schools, 100 Primary Science Facilitators to improve knowledge of science for students in Years 4 to 7 and the expansion of the number of Earth Smart schools to 600.

The three schooling sectors united to tackle the problem of schoolyard violence. Members of the Queensland Schools Alliance Against Violence worked cooperatively to ensure the safety and wellbeing of all Queensland students.

The Queensland Education Leadership Institute (QELI) was launched in August 2010. QELI brings together the schooling sectors to develop the skills, knowledge and behaviour of current and aspiring school leaders. ”

These priorities support the Department's commitment to achieving goals set by the Queensland Government's *Toward Q2: Tomorrow's Queensland strategy*.

Western Australian Government comments

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The Western Australian Government supports a strong school education system that ensures all students leave school well prepared for their future; and have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and play an active part in civic and economic life.

The Department continued its focus on the priority areas of literacy and numeracy, student behaviour and the development of the workforce. Early childhood development and learning, student attendance and the provision of greater flexibility to schools to support improvement initiatives were introduced as additional priority areas.

The first stage of the Western Australian Government's empowerment agenda was successfully implemented with an initial group of 34 public schools commencing as Independent Public Schools from the beginning of the 2010 school year. While they remain part of the public school system, the initiative offers school communities greater flexibilities in the areas of curriculum, student services, human resources, financial management, and buildings and facilities to support improved performance.

A new School Innovation and Reform Unit was established to manage the large local and national reform agenda in education, including implementation of the Independent Public Schools initiative and the National Partnership Agreements between the State and Commonwealth governments. Additional funds were granted to 28 schools to support innovative approaches to improving standards of student achievement. Projects ranged from innovations for students with particular needs to the use of new technologies in the learning environment.

Implementation of the *Better attendance: Brighter futures* strategy commenced in 2010. The strategy aims to improve attendance by developing programs linked directly to the local causes of irregular attendance. Schools are encouraged to work in partnership with parents and local communities to promote the benefits of regular student attendance.

In 2009, \$42.1 million in State and Commonwealth funds were allocated to achieve demonstrable improvement in the literacy and numeracy outcomes of 'at risk' students. Target groups included Aboriginal students, students with English as a Second Language, students with disabilities or learning difficulties, and students from communities with a low socioeconomic status.

WA continued its commitment to improving the educational outcomes of Aboriginal students through a range of programs and approaches which have a strong emphasis on quality teaching, effective leadership and engaging with parents and communities.

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South Australian Government comments

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The Department of Education and Children's Services (DECS) provides children's services and public education in SA. DECS has approximately 25 000 people working in over 1 000 different locations. Our schools and preschools provide services to more than 180 000 children, students and their families.

The new South Australian Certificate of Education (SACE) commenced in 2010. The SACE has been updated and strengthened to meet the needs of students, families, higher and further education providers, employers and the community. It aims to help all students develop the skills and knowledge they need to succeed. Related initiatives under the Government's School to Work strategy which help young people gain their SACE in conjunction with accredited training include Trade Schools for the Future, the Industry Skills Program and the Advanced Technology Industry School Pathways Program. From 2010 the Youth Compact strategy gave priority access to education and training places for young people between 15 and 24 years of age.

The Department's curriculum priorities include mathematics, science and literacy with a particular emphasis on primary schools. A key focus from the start of 2010 was science, with a professional development program delivered to all primary teachers to engender greater confidence in the teaching of science. Professional development in the "Maths for All" strategy was delivered to teacher facilitators in preparation for the 2011 rollout for all primary teachers. The DECS Literacy Secretariat established a state-wide network of Birth to year 12 literacy leaders. This provides opportunity for literacy leaders to engage in high quality professional learning, to identify resources and to network with colleagues sharing similar passions and professional challenges.

The Innovative Community Action Networks (ICAN) initiative was expanded to regional areas and all ICANs began offering case management and personalised learning support for identified upper primary students and families. ICANs support innovative and flexible local learning and engagement programs, including the provision of case management and customised learning programs to students in community based settings. Student Mentoring strategies now include students from years 5–9 in addition to the existing focus on years 10–12.

The number of Aboriginal students enrolled and retained in senior secondary years has continued to grow over the past 10 years with combined year 11 and 12 enrolments increasing from 327.6 (full time equivalent) in 2000 to 885.8 (full time equivalent) in 2010.

Teacher recruitment strategies that provide support for curriculum initiatives include the Country Teaching and New Beginnings Scholarships, Country Practicum Scholarships and the C (Career) Change program that assists teacher leaders who mentor new maths and science teachers.

A new system of acknowledging SA's most experienced teachers was introduced. The Step 9 pay increment is founded on a process of ongoing performance and professional development for teachers based on submission of performance development plans and annual reviews of teacher performance.

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Tasmanian Government comments

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Crucial to progressing the Department of Education’s strategic priorities — early years, literacy and numeracy, retention and building a knowledge-based society — is the provision of better education and training opportunities to give all Tasmanians a brighter future. The department is making evidence-based decisions on education and supporting those decisions with the financial resources to make them work.

Additional funding of \$16 million includes \$11.4 million to support a range of strategies agreed as part of Tasmania’s National Partnerships with the Australian Government as well as increased support for activities to reduce class sizes and improved support for schools with primary enrolments.

Funding has been targeted to address disadvantage and help close the economic gap by delivering education and services directly to communities and schools where there is the most need. *The Raising the Bar and Closing the Gap* initiative has seen \$8 million per annum provided by the state government and a further \$2 million per annum from the Australian government to address functional literacy and numeracy skills in primary schools. In 2011 this funding will increase to extend the initiative into high and combined schools.

Pivotal to the department’s commitment to the early years and meeting its goal to increase school readiness outcomes, is the important *Launching into Learning* initiative. The government currently invests \$4.25 million per year into programs across the state to help families support their children’s early learning and to give children the best possible start in life and at school. New child and family centres planned statewide will complement this early years initiative and are a significant investment in the wellbeing of Tasmanian children and families.

The department, in collaboration with stakeholders, has embarked on post-Year 10 reforms to ensure the best possible student-centred model for senior secondary education and training is in place by the beginning of 2011. The goal is to improve participation in education post Year 10, increase the number and level of qualified Tasmanians and have more students achieve the Tasmanian Certificate of Education with a meaningful qualification to start on a career pathway.

\$11.1 million has been provided for the construction of the first of five new Learning Information Network Centres. Centres under this project at Queenstown and Bridgewater will open in 2011.

Addressing National Partnership Agreements:

- *Literacy and Numeracy*: schools have whole school literacy and numeracy plans with a focus on effective and evidence-based teaching
- *Improving Teacher Quality*: the department has partnerships with the University of Tasmania to support teachers at all stages of their career
- *Low Socioeconomic School Communities*: participating communities are implementing one of seven strategies to effect positive change.

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Australian Capital Territory Government comments

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The ACT Department of Education and Training released in January 2010 its *Strategic Plan 2010 — 2013, Everyone matters*. The plan focuses on improvement and ensuring that the benefits are distributed equitably across the ACT community. Key priorities are engaging and retaining teachers of the highest quality, ensuring students have access to 21st century facilities, and renewing focus on school collaboration and improvement.

In 2010, a new model of school improvement was introduced with all schools being organised into four networks, led by a school network leader. The school network leader develops effective and purposeful partnerships within and across the four school networks. Partnerships are flexible and innovative, informed by high quality local, national and international practices and initiatives to improve the performance of every school.

With the implementation of the *Literacy and Numeracy Strategy 2009-2013*, 21 literacy and numeracy officers have been appointed to national partnership target schools, coaching teachers and supporting the schools with literacy and numeracy practices. In addition, 55 primary and high schools have identified a dedicated literacy and numeracy coordinator to coach staff and provide targeted support to students.

Two new departmental plans are important partners to the Strategic Plan: the *Excellence in disability education in ACT public schools, Strategic Plan 2010–2013* and the *Aboriginal and Torres Strait Islander Education Matters Strategic Plan 2010–2013*. Both documents commit to positive and long-lasting improvements in student outcomes.

The ACT Teacher Quality Institute, to begin operations in 2011, will be responsible for teacher registration, accreditation of pre-service teacher education programs, and certification of teachers in the ACT against national standards.

In response to the ACT Review of School Based Management, principals will have greater flexibility in the management of school resources and in staffing decisions in order to deliver on school improvement initiatives and greater accountability for achieving results.

Following changes to the *ACT Education Act 2004* which came into effect on 1 January 2010, all young people are now required to remain in education until achieving Year 10 and then participate full-time in education, training or employment until completing Year 12 or reaching age 17, whichever occurs first. This represents a significant shift in approach for many students and families.

The Building the Education Revolution program continues to refurbish, renew and modernise educational sites. Planning continues for the changing demographics of the ACT with two new schools opening in 2011 and other capital projects underway. All new schools will seek a five star green energy rating from the Green Building Council of Australia.

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Northern Territory Government comments

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The role of the Department of Education and Training (DET) is to improve educational and training outcomes and options for Territorians from their early years to adulthood.

National Partnerships have provided significant additional resourcing to progress a number of unprecedented reforms and strategic initiatives. Under the Smarter Schools National Partnership collaborative planning has seen the establishment of new working arrangements with the non-government sector; development and trialling of innovative and targeted local solutions and whole school improvement strategies; innovative strategies to address recruitment of quality suitably qualified personnel; and improvement of pre-service practicum and remote teacher recruitment and retention programs. An Evidence Based Practices Framework has been developed to enhance literacy and numeracy reform.

Participation by NT students in NAPLAN assessments increased dramatically in 2009. In 2008 participation rates ranged from 78.5 per cent to 85.0 per cent; in 2009 they ranged from 87.5 per cent to 96.3 per cent.

A Literacy and Numeracy Taskforce has been formed as part of the NT Government's Smart Territory strategy. The taskforce will work with schools across NT to drive improvements in literacy and numeracy, with oversight by a reference group of representatives from Charles Darwin University, local business, industry and education stakeholders.

DET has launched the Every Child Every Day Strategy to improve the enrolment, attendance and participation of young Territorians. The Strategy will require the commitment of parents, schools and communities to work together to address poor attendance and participation.

In 2011 the first NT students will graduate with the new NT Certificate of Education and Training (NTCET). The new qualification will require students to plan their transition from school to work, training or higher education through the Compulsory Learning Plan – a course undertaken by all Year 10 students across the NT for the first time in 2009.

Under the 200 Teachers program 170 teachers will be allocated to 80 remote NT Government schools and 30 teachers to the non-government sector, to allow schools to focus on re-engaging Indigenous students and improving attendance and re-enrolment, refreshing the curriculum to support this re-engagement and strengthening English as a Second Language delivery.

In line with the COAG National Aboriginal and Torres Strait Islander Education Action Plan, DET will work with communities to develop School Community Partnership Agreements.

A total of \$1.5 million is allocated over the next four years for the establishment of Centres of Excellence at existing senior secondary sites. The centres will provide opportunities for eligible students to gain access to innovative curriculum programs, industry experience and fast-tracked university entry.

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4.6 Definitions of key terms and indicators

Apparent retention rates	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.
Full time equivalent student	The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.
Full time student	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
Geographic classification	<p>Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none">• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none">• Provincial city Statistical Districts plus Darwin SD.<ul style="list-style-type: none">• Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.• Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.• Other provincial areas (CD ARIA Plus score \leq 5.92)<ul style="list-style-type: none">• Inner provincial areas (CD ARIA Plus score \leq 2.4)• Outer provincial areas (CD ARIA Plus score $>$ 2.4 and \leq 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none">• Remote zone (CD ARIA Plus score $>$ 5.92)<ul style="list-style-type: none">• Remote areas (CD ARIA Plus score $>$ 5.92 and \leq 10.53)• Very remote areas (CD ARIA Plus score $>$ 10.53)

Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (MCEECDYA unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2008-09 average expenditure per student, for example, the total expenditure figure is at 2008-09 but the total student number figure is the average of student numbers from 2008 and 2009.
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin.
In-school costs	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
Out-of-school costs	Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.

Socioeconomic status	As identified in footnotes to specific tables.
Source of income	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA.
Students with a disability	Students included in the annual system reports to DEEWR. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teacher	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. They 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 may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the Northern Territory, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.
VET in Schools	VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

4.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘4A’ suffix (for example, table 4A.3). Attachment tables are provided on the Review website (www.pc.gov.au/gsp). Users without access to the website can contact the Secretariat to obtain the attachment tables (see contact details on the inside front cover of the Report).

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