

4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter. Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp). Users without Internet access can contact the Secretariat to obtain these tables (details on the inside front cover of the Report).

Attachment contents

Table 4A.1	Government schools: students, staff and school numbers
Table 4A.2	Non-government schools: students, staff and school numbers
Table 4A.3	All schools: students, staff and school numbers
Table 4A.4	All schools: students time series, by sex
Table 4A.5	Students as a proportion of the population, 2009 (per cent)
Table 4A.6	Average FTE student population, by school sector
Table 4A.7	Real Australian, State and Territory government recurrent expenditure (\$'000) (2008-09 \$)
Table 4A.8	Real Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (2008-09 \$)
Table 4A.9	Real Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (2008-09 \$)
Table 4A.10	Real Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (2008-09 \$)
Table 4A.11	Australian Government specific purpose payments for schools, 2008-09
Table 4A.12	Australian, State and Territory government recurrent expenditure on government schools, 2008-09
Table 4A.13	Value of capital stock, government schools (\$'000)
Table 4A.14	Notional UCC per FTE student, government schools
Table 4A.15	Treatment of assets by school education agencies
Table 4A.16	Comparability of government expenditure on government schools — items included, 2008-09
Table 4A.17	Students-to-staff ratios, 2009
Table 4A.18	Students-to-staff ratios, teaching staff, all students
Table 4A.19	Distribution of school sizes — government schools, 2009 (per cent)
Table 4A.20	Distribution of school sizes — non-government schools, 2009 (per cent)
Table 4A.21	Distribution of school sizes — all schools, 2009 (per cent)
Table 4A.22	Full time student enrolments and schools (number)
Table 4A.23	Change in number of schools and number of students, 2005–09 (per cent)
Table 4A.24	Indigenous full time students, 2009
Table 4A.25	Students from language backgrounds other than English as a proportion of all students (per cent)
Table 4A.26	Funded students with disabilities, 2009
Table 4A.27	Student body mix, government schools (per cent)
Table 4A.28	Student body mix, non-government schools (per cent)
Table 4A.29	Student body mix, all schools (per cent)
Table 4A.30	Proportion of students attending schools in metropolitan, provincial, remote and very remote zones, 2009 (per cent)
Table 4A.31	Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2009 (per cent)
Table 4A.32	Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2009 (per cent)

Attachment contents

Table 4A.33	Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2009 (per cent)
Table 4A.34	Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2009 (per cent)
Table 4A.35	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2009 (per cent)
Table 4A.36	Proportions by achievement levels for reading, year 3, by Indigenous status, 2009 (per cent)
Table 4A.37	Proportions by achievement levels for reading, year 5, by Indigenous status, 2009 (per cent)
Table 4A.38	Proportions by achievement levels for reading, year 7, by Indigenous status, 2009 (per cent)
Table 4A.39	Proportions by achievement levels for reading, year 9, by Indigenous status, 2009 (per cent)
Table 4A.40	Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2009
Table 4A.41	Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2009 (per cent)
Table 4A.42	Participation rate in reading assessment, 2009, by Indigenous status (per cent)
Table 4A.43	Proportion of students who achieved at or above the national minimum standard for reading, in years 3, 5, 7 and 9 by parental education and parental occupation, 2009 (per cent)
Table 4A.44	Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent)
Table 4A.45	Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent)
Table 4A.46	Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent)
Table 4A.47	Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent)
Table 4A.48	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent)
Table 4A.49	Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.50	Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.51	Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.52	Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.53	Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009

Attachment contents

Table 4A.54	Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2009 (per cent)
Table 4A.55	Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2009 (per cent)
Table 4A.56	Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2009 (per cent)
Table 4A.57	Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2009 (per cent)
Table 4A.58	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2009 (per cent)
Table 4A.59	Proportions by achievement levels for writing, year 3, by Indigenous status, 2009 (per cent)
Table 4A.60	Proportions by achievement levels for writing, year 5, by Indigenous status, 2009 (per cent)
Table 4A.61	Proportions by achievement levels for writing, year 7, by Indigenous status, 2009 (per cent)
Table 4A.62	Proportions by achievement levels for writing, year 9, by Indigenous status, 2009 (per cent)
Table 4A.63	Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2009
Table 4A.64	Exempt, absent and withdrawn, and assessed students in writing assessment, by Indigenous status, 2009 (per cent)
Table 4A.65	Participation rate in writing assessment, 2009, by Indigenous status (per cent)
Table 4A.66	Proportion of students who achieved at or above the national minimum standard for writing, in years 3, 5, 7 and 9 by parental education and parental occupation, 2009 (per cent)
Table 4A.67	Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent)
Table 4A.68	Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent)
Table 4A.69	Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent)
Table 4A.70	Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent)
Table 4A.71	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent)
Table 4A.72	Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.73	Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.74	Proportions by achievement levels for writing, year 7, by Indigenous status, 2008 and 2009 (per cent)

Attachment contents

Table 4A.75	Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.76	Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009
Table 4A.77	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent)
Table 4A.78	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent)
Table 4A.79	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent)
Table 4A.80	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent)
Table 4A.81	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2009 (per cent)
Table 4A.82	Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2009 (per cent)
Table 4A.83	Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2009 (per cent)
Table 4A.84	Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2009 (per cent)
Table 4A.85	Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2009 (per cent)
Table 4A.86	Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2009
Table 4A.87	Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2009 (per cent)
Table 4A.88	Participation rate in numeracy assessment, 2009, by Indigenous status (per cent)
Table 4A.89	Proportion of students who achieved at or above the national minimum standard for numeracy, in years 3, 5, 7 and 9 by parental education and parental occupation, 2009 (per cent)
Table 4A.90	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent)
Table 4A.91	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent)
Table 4A.92	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent)
Table 4A.93	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent)
Table 4A.94	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent)
Table 4A.95	Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent)

Attachment contents

Table 4A.96	Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.97	Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.98	Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent)
Table 4A.99	Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009
Table 4A.100	Proportion of year 6 students achieving at or above the proficient standard in science literacy (per cent)
Table 4A.101	Proportion of year 6 students achieving at or above the proficient standard in science literacy, by geolocation (per cent)
Table 4A.102	Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent)
Table 4A.103	Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance (per cent)
Table 4A.104	Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by geolocation, Australia (per cent)
Table 4A.105	Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent)
Table 4A.106	Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, 2005 and 2008 (per cent)
Table 4A.107	Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by student characteristics, Australia, 2005 and 2008 (per cent)
Table 4A.108	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale (per cent)
Table 4A.109	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent)
Table 4A.110	Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale, by SES (per cent)
Table 4A.111	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, 2009 (per cent)
Table 4A.112	Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale (per cent)
Table 4A.113	Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent)
Table 4A.114	Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematical literacy scale, by SES (per cent)
Table 4A.115	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale (per cent)
Table 4A.116	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group (per cent)

Attachment contents

Table 4A.117	Proportion of 15 year old secondary students achieving at or above level 3 of the overall scientific literacy scale, by SES (per cent)
Table 4A.118	Proportion of year 4 students achieving at or above the intermediate international level in mathematics achievement (per cent)
Table 4A.119	Proportion of year 8 students achieving at or above the intermediate international level in mathematics achievement (per cent)
Table 4A.120	Proportion of year 4 students achieving at or above the intermediate international level in science achievement (per cent)
Table 4A.121	Proportion of year 8 students achieving at or above the intermediate international level in science achievement (per cent)
Table 4A.122	Proportion of children aged 6–15 years enrolled in school, by Indigenous status
Table 4A.123	School participation rates by age and sex of students, all schools, 2009 (per cent)
Table 4A.124	School participation rates by age of students, all students, all schools (per cent)
Table 4A.125	Apparent retention rates of full time secondary students to years 10, 11 and 12, 2009 (per cent)
Table 4A.126	Apparent retention rates of secondary students from years 10–12, 2009 (per cent)
Table 4A.127	Apparent retention rates of full time secondary students, all schools (per cent)
Table 4A.128	Apparent retention rates of full time secondary students, government schools (per cent)
Table 4A.129	Apparent retention rates of full time secondary students, non-government schools (per cent)
Table 4A.130	Completion rates, year 12, by socioeconomic status and sex, all schools (per cent)
Table 4A.131	Completion rates, year 12, by locality and sex, all schools (per cent)
Table 4A.132	Proportion of 17-19 year old population having completed year 10 or above, by Indigenous status, 2006
Table 4A.133	School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2009
Table 4A.134	Participation and attainment in VET in Schools, 2008
Table 4A.135	Student attendance rates, government schools, by sex, 2009 (per cent)
Table 4A.136	Student attendance rates, government schools, by Indigenous status, 2009 (per cent)
Table 4A.137	Student attendance rates, independent schools, by sex, 2009 (per cent)
Table 4A.138	Student attendance rates, independent schools, by Indigenous status, 2009 (per cent)
Table 4A.139	Student attendance rates, Catholic schools, by sex, 2009 (per cent)
Table 4A.140	Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2005										
Students										
Primary — full time	no.	436 551	314 753	287 245	149 610	107 573	35 333	19 393	19 926	1 370 384
Primary — part time	no.	—	464	887	—	38	7	101	32	1 529
Primary — FTE of part time students	no.	—	228	344	—	18	4	38	12	644
Primary — FTE total	no.	436 551	314 981	287 589	149 610	107 591	35 337	19 431	19 938	1 371 028
Secondary — full time	no.	303 888	221 882	163 719	79 207	57 141	25 272	15 966	8 628	875 703
Secondary — part time	no.	2 404	2 898	3 836	2 824	6 435	1 870	36	1 084	21 387
Secondary — FTE of part time students	no.	1 139	1 398	1 347	608	2 917	1 007	18	452	8 887
Secondary — FTE total	no.	305 027	223 280	165 066	79 815	60 058	26 279	15 984	9 080	884 590
Primary and secondary — full time total	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Primary and secondary — FTE total	no.	741 578	538 261	452 654	229 425	167 649	61 617	35 415	29 019	2 255 617
Staff (b)										
Primary	no.	34 020	25 292	25 731	14 100	9 371	3 104	1 811	2 125	115 555
Secondary	no.	30 722	23 349	17 034	8 964	6 612	2 745	1 705	1 089	92 220
Total active in schools	no.	64 742	48 641	42 765	23 064	15 984	5 849	3 516	3 214	207 775
Not active in schools	no.	1 883	1 246	1 786	1 599	1 115	447	342	471	8 889
Schools										
Primary	no.	1 653	1 218	964	509	435	141	66	82	5 068
Secondary	no.	370	260	180	99	74	39	22	11	1 055
Combined (c)	no.	65	57	89	99	76	25	4	53	468
Special	no.	106	78	47	70	20	8	4	5	338
Total	no.	2 194	1 613	1 280	777	605	213	96	151	6 929
Schools										
Primary	%	75.3	75.5	75.3	65.5	71.9	66.2	68.8	54.3	73.1
Secondary	%	16.9	16.1	14.1	12.7	12.2	18.3	22.9	7.3	15.2

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Combined (c)	%	3.0	3.5	7.0	12.7	12.6	11.7	4.2	35.1	6.8
Special	%	4.8	4.8	3.7	9.0	3.3	3.8	4.2	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Students										
Primary — full time	no.	434 366	312 771	288 408	149 968	106 818	34 839	19 183	19 906	1 366 259
Primary — part time	no.	—	400	955	—	26	5	94	34	1 514
Primary — FTE of part time students	no.	—	196	372	—	13	2	27	14	623
Primary — FTE total	no.	434 366	312 967	288 780	149 968	106 831	34 841	19 210	19 920	1 366 882
Secondary — full time	no.	304 941	223 346	166 667	80 325	57 030	25 168	15 893	8 600	881 970
Secondary — part time	no.	2 425	2 802	3 635	2 492	6 630	1 762	8	1 109	20 863
Secondary — FTE of part time students	no.	1 108	1 333	1 293	566	2 961	967	5	443	8 675
Secondary — FTE total	no.	306 049	224 679	167 960	80 891	59 991	26 135	15 898	9 043	890 645
Primary and secondary — full time total	no.	739 307	536 117	455 075	230 293	163 848	60 007	35 076	28 506	2 248 229
Primary and secondary — FTE total	no.	740 415	537 646	456 739	230 859	166 821	60 977	35 108	28 963	2 257 527
Staff (b)										
Primary	no.	35 547	25 564	25 947	13 972	9 633	3 179	1 816	2 147	117 805
Secondary	no.	31 346	23 864	17 401	8 995	6 621	2 767	1 690	1 133	93 816
Total active in schools	no.	66 893	49 428	43 347	22 967	16 254	5 946	3 506	3 281	211 621
Not active in schools	no.	1 847	1 273	1 916	1 572	1 071	443	341	448	8 911
Schools										
Primary	no.	1 644	1 211	961	504	434	140	66	83	5 043
Secondary	no.	370	263	181	98	73	39	21	11	1 056
Combined (c)	no.	67	53	89	99	77	26	4	52	467
Special	no.	106	78	47	70	20	6	4	5	336
Total	no.	2 187	1 605	1 278	771	604	211	95	151	6 902

Table 4A.1

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

Schools	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Primary	%	75.2	75.5	75.2	65.4	71.9	66.4	69.5	55.0	73.1
Secondary	%	16.9	16.4	14.2	12.7	12.1	18.5	22.1	7.3	15.3
Combined (c)	%	3.1	3.3	7.0	12.8	12.7	12.3	4.2	34.4	6.8
Special	%	4.8	4.9	3.7	9.1	3.3	2.8	4.2	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Students										
Primary — full time	no.	431 618	311 503	308 698	150 227	106 384	33 883	18 841	20 403	1 381 557
Primary — part time	no.	—	313	2 477	—	23	6	47	42	2 908
Primary — FTE of part time students	no.	—	156	783	—	12	3	22	20	997
Primary — FTE total	no.	431 618	311 659	309 481	150 227	106 396	33 886	18 863	20 423	1 382 554
Secondary — full time	no.	306 019	224 380	170 185	79 384	57 520	25 043	15 776	8 513	886 820
Secondary — part time	no.	2 243	2 292	3 226	2 315	6 716	1 620	3	743	19 158
Secondary — FTE of part time students	no.	999	1 103	1 163	578	2 980	936	1	300	8 061
Secondary — FTE total	no.	307 018	225 483	171 348	79 962	60 500	25 979	15 777	8 813	894 881
Primary and secondary — full time total	no.	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Primary and secondary — FTE total	no.	738 636	537 142	480 829	230 189	166 896	59 865	34 640	29 237	2 277 435
Staff (b)										
Primary	no.	35 634	25 918	27 923	14 918	9 710	3 161	1 797	2 231	121 289
Secondary	no.	31 389	24 382	17 816	9 660	6 586	2 792	1 638	1 130	95 392
Total active in schools	no.	67 022	50 300	45 739	24 578	16 296	5 953	3 435	3 360	216 682
Not active in schools	no.	1 904	1 245	2 139	1 872	1 132	375	285	337	9 288
Schools										
Primary	no.	1 643	1 204	936	510	433	140	59	84	5 009
Secondary	no.	369	258	176	98	72	39	20	11	1 043

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Combined (c)	no.	66	55	91	92	77	26	5	49	461
Special	no.	112	76	47	69	20	5	4	5	338
Total	no.	2 190	1 593	1 250	769	602	210	88	149	6 851
Schools										
Primary	%	75.0	75.6	74.9	66.3	71.9	66.7	67.0	56.4	73.1
Secondary	%	16.8	16.2	14.1	12.7	12.0	18.6	22.7	7.4	15.2
Combined (c)	%	3.0	3.5	7.3	12.0	12.8	12.4	5.7	32.9	6.7
Special	%	5.1	4.8	3.8	9.0	3.3	2.4	4.5	3.4	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Students										
Primary — full time	no.	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Primary — part time	no.	—	399	2 766	—	21	4	3	28	3 221
Primary — FTE of part time students	no.	—	188	912	—	9	2	3	13	1 127
Primary — FTE total	no.	430 057	311 023	309 683	150 842	105 089	33 477	18 549	18 473	1 377 193
Secondary — full time	no.	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Secondary — part time	no.	2 045	2 324	2 843	1 747	6 226	1 503	—	338	17 026
Secondary — FTE of part time students	no.	1 137	1 098	1 037	491	2 823	856	—	130	7 572
Secondary — FTE total	no.	305 722	225 422	172 116	80 596	60 216	25 661	15 482	10 845	896 060
Primary and secondary — full time total	no.	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary and secondary — FTE total	no.	735 779	536 445	481 800	231 438	165 305	59 138	34 031	29 318	2 273 252
Staff (b)										
Primary	no.	36 054	26 103	27 950	15 179	9 723	3 181	1 776	2 293	122 260
Secondary	no.	31 504	24 574	17 933	9 814	6 595	2 807	1 636	1 263	96 127
Total active in schools	no.	67 558	50 678	45 883	24 994	16 318	5 988	3 412	3 557	218 387
Not active in schools	no.	1 913	1 274	2 269	1 138	2 015	377	374	297	9 656

Table 4A.1

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

Schools	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Primary	no.	1 642	1 198	934	507	428	140	57	56	4 962
Secondary	no.	369	253	177	97	72	39	17	15	1 039
Combined (c)	no.	66	58	92	95	76	26	6	75	494
Special	no.	112	76	47	69	20	5	4	5	338
Total	no.	2 189	1 585	1 250	768	596	210	84	151	6 833
Schools	%	75.0	75.6	74.7	66.0	71.8	66.7	67.9	37.1	72.6
Primary	%	16.9	16.0	14.2	12.6	12.1	18.6	20.2	9.9	15.2
Secondary	%	3.0	3.7	7.4	12.4	12.8	12.4	7.1	49.7	7.2
Special	%	5.1	4.8	3.8	9.0	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Primary — part time	no.	—	444	3 149	—	20	19	8	16	3 656
Primary — FTE of part time students	no.	—	219	1 056	—	10	8	5	12	1 310
Primary — FTE total	no.	430 817	312 363	311 383	152 265	104 116	32 931	18 848	18 185	1 380 908
Secondary — full time	no.	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Secondary — part time	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
Secondary — FTE of part time students	no.	955	1 390	1 132	442	2 846	1 148	4	110	8 026
Secondary — FTE total	no.	305 830	226 322	175 420	81 676	61 447	25 729	15 483	10 428	902 334
Primary and secondary — full time total	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary and secondary — FTE total	no.	736 647	538 685	486 803	233 941	165 563	58 660	34 331	28 613	2 283 242

Table 4A.1

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

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Staff (b)										
Primary	no.	36 216	26 573	28 390	15 539	9 737	3 287	1 881	2 262	123 885
Secondary	no.	31 414	25 180	18 385	10 202	6 564	2 840	1 781	1 472	97 838
Total active in schools	no.	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 723
Not active in schools	no.	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
Schools										
Primary	no.	1 634	1 180	929	510	421	139	55	62	4 930
Secondary	no.	370	252	178	99	72	37	17	15	1 040
Combined (c)	no.	66	67	91	95	75	26	7	70	497
Special	no.	111	76	47	67	20	5	4	5	335
Total	no.	2 181	1 575	1 245	771	588	207	83	152	6 802
Schools										
Primary	%	74.9	74.9	74.6	66.1	71.6	67.1	66.3	40.8	72.5
Secondary	%	17.0	16.0	14.3	12.8	12.2	17.9	20.5	9.9	15.3
Combined (c)	%	3.0	4.3	7.3	12.3	12.8	12.6	8.4	46.1	7.3
Special	%	5.1	4.8	3.8	8.7	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

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

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

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

– Nil or rounded to zero.

Table 4A.1

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

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005										
Students										
	Primary – full time	no. 185 342	139 702	102 284	57 278	49 708	10 655	11 694	5 122	561 785
	Primary – part time	no. 165	314	149	415	59	18	114	9	1 243
	Primary – FTE of part time students	no. 117	185	61	281	32	12	73	7	768
	Primary – FTE total	no. 185 459	139 887	102 345	57 559	49 740	10 667	11 767	5 129	562 553
	Secondary – full time	no. 181 905	149 610	94 006	52 205	35 003	11 244	12 597	3 697	540 267
	Secondary – part time	no. 189	148	78	15	421	7	44	12	914
	Secondary – FTE of part time students	no. 112	86	35	9	259	3	17	6	526
	Secondary – FTE total	no. 182 017	149 696	94 041	52 214	35 262	11 247	12 614	3 703	540 793
	Primary and secondary — full time total	no. 367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
	Primary and secondary — FTE total	no. 367 476	289 584	196 386	109 772	85 002	21 915	24 380	8 831	1 103 345
Staff (b)										
	Primary	no. 14 086	11 507	9 293	5 388	3 974	908	846	491	46 492
	Secondary	no. 20 371	17 933	11 091	6 049	4 101	1 303	1 320	580	62 747
	Total active in schools	no. 34 457	29 439	20 383	11 438	8 074	2 211	2 166	1 070	109 239
	Not active in schools	no. na	na	na	na	na	na	na	na	na
Schools										
	Primary	no. 510	435	242	154	112	29	27	17	1 526
	Secondary	no. 152	102	82	39	20	7	5	6	413
	Combined (c)	no. 218	138	127	96	65	29	11	12	696
	Special	no. 32	17	3	2	3	1	1	–	59
	Total	no. 912	692	454	291	200	66	44	35	2 694
Schools										
	Primary	% 55.9	62.9	53.3	52.9	56.0	43.9	61.4	48.6	56.6
	Secondary	% 16.7	14.7	18.1	13.4	10.0	10.6	11.4	17.1	15.3

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Combined (c)	%	23.9	19.9	28.0	33.0	32.5	43.9	25.0	34.3	25.8
Special	%	3.5	2.5	0.7	0.7	1.5	1.5	2.3	—	2.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Students										
Primary — full time	no.	185 840	140 968	105 995	59 105	50 053	10 914	11 775	5 288	569 938
Primary — part time	no.	157	301	121	392	56	12	99	19	1 157
Primary — FTE of part time students	no.	123	176	55	258	34	6	65	12	729
Primary — FTE total	no.	185 963	141 144	106 050	59 363	50 087	10 920	11 840	5 300	570 667
Secondary — full time	no.	183 800	152 750	96 727	53 244	36 035	11 533	12 685	3 786	550 560
Secondary — part time	no.	219	156	99	10	452	12	30	13	991
Secondary — FTE of part time students	no.	137	87	49	5	285	6	11	9	590
Secondary — FTE total	no.	183 937	152 837	96 776	53 249	36 320	11 539	12 696	3 795	551 150
Primary and secondary — full time total		369 640	293 718	202 722	112 349	86 088	22 447	24 460	9 074	1 120 498
Primary and secondary — FTE total	no.	369 901	293 981	202 826	112 612	86 407	22 459	24 536	9 095	1 121 816
Staff (b)										
Primary	no.	14 332	11 589	9 822	5 489	4 066	918	846	485	47 547
Secondary	no.	20 755	18 477	11 431	6 257	4 282	1 358	1 354	567	64 480
Total active in schools	no.	35 087	30 066	21 253	11 746	8 348	2 276	2 200	1 052	112 027
Not active in schools	no.	927	438	573	186	153	42	46	39	2 405
Schools										
Primary	no.	508	431	239	153	112	29	27	17	1 516
Secondary	no.	152	105	85	40	21	8	5	6	422
Combined (c)	no.	220	141	134	101	65	29	11	12	713
Special (c)	no.	32	17	3	2	3	1	1	—	59
Total	no.	912	694	461	296	201	67	44	35	2 710

Table 4A.2

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

Schools	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary	%	55.7	62.1	51.8	51.7	55.7	43.3	61.4	48.6	55.9
Secondary	%	16.7	15.1	18.4	13.5	10.4	11.9	11.4	17.1	15.6
Combined (c)	%	24.1	20.3	29.1	34.1	32.3	43.3	25.0	34.3	26.3
Special	%	3.5	2.4	0.7	0.7	1.5	1.5	2.3	—	2.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Students										
Primary — full time	no.	186 776	142 008	119 376	60 348	50 734	11 123	11 952	5 429	587 746
Primary — part time	no.	140	310	212	399	44	15	83	3	1 206
Primary — FTE of part time students	no.	102	166	113	264	28	9	54	1	736
Primary — FTE total	no.	186 878	142 174	119 489	60 612	50 762	11 132	12 006	5 430	588 482
Secondary — full time	no.	184 790	155 962	99 644	54 629	36 811	11 810	12 828	3 926	560 400
Secondary — part time	no.	240	223	119	9	529	7	36	68	1 231
Secondary — FTE of part time students	no.	154	121	58	2	324	4	17	17	698
Secondary — FTE total	no.	184 944	156 083	99 702	54 631	37 135	11 814	12 845	3 943	561 098
Primary and secondary — full time total	no.	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
Primary and secondary — FTE total	no.	371 822	298 257	219 191	115 243	87 897	22 946	24 851	9 373	1 149 581
Staff (b)										
Primary	no.	14 501	12 203	10 195	5 571	4 216	962	864	541	49 052
Secondary	no.	21 041	19 333	12 076	6 497	4 474	1 405	1 389	607	66 823
Total active in schools	no.	35 542	31 536	22 270	12 068	8 690	2 368	2 253	1 149	115 875
Not active in schools	no.	897	457	676	197	164	44	47	43	2 523
Schools										
Primary	no.	507	433	237	153	109	29	26	14	1 508
Secondary	no.	162	112	84	42	23	7	6	7	443

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Combined (c)	no.	221	149	142	103	66	30	12	15	738
Special	no.	27	5	2	1	3	1	—	—	39
Total	no.	917	699	465	299	201	67	44	36	2 728
Schools										
Primary	%	55.3	61.9	51.0	51.2	54.2	43.3	59.1	38.9	55.3
Secondary	%	17.7	16.0	18.1	14.0	11.4	10.4	13.6	19.4	16.2
Combined (c)	%	24.1	21.3	30.5	34.4	32.8	44.8	27.3	41.7	27.1
Special	%	2.9	0.7	0.4	0.3	1.5	1.5	—	—	1.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Students										
Primary — full time	no.	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Primary — part time	no.	109	303	217	300	62	19	106	—	1 116
Primary — FTE of part time students	no.	75	172	116	190	45	7	73	—	679
Primary — FTE total	no.	187 588	144 325	123 911	62 604	51 222	11 302	12 267	4 895	598 115
Secondary — full time	no.	186 396	159 021	102 817	56 296	37 811	12 016	12 955	4 987	572 299
Secondary — part time	no.	299	221	146	20	607	21	14	69	1 397
Secondary — FTE of part time students	no.	187	114	85	12	374	10	8	17	806
Secondary — FTE total	no.	186 583	159 135	102 902	56 308	38 185	12 026	12 963	5 004	573 105
Primary and secondary — full time total	no.	373 909	303 174	226 612	118 710	88 988	23 311	25 149	9 882	1 169 735
Primary and secondary — FTE total	no.	374 171	303 460	226 813	118 912	89 407	23 328	25 230	9 899	1 171 220
Staff (b)										
Primary	no.	14 741	12 610	10 740	5 818	4 265	990	899	554	50 616
Secondary	no.	21 381	19 993	12 547	6 773	4 604	1 459	1 377	736	68 870
Total active in schools	no.	36 123	32 603	23 287	12 591	8 868	2 449	2 275	1 289	119 486
Not active in schools	no.	968	460	674	173	214	48	48	45	2 629
REPORT ON GOVERNMENT SERVICES 2011										
										SCHOOL EDUCATION

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Schools										
Primary	no.	502	428	232	151	107	29	26	11	1 486
Secondary	no.	157	107	73	34	23	7	5	10	416
Combined (c)	no.	227	147	146	104	66	30	12	15	747
Special	no.	34	21	12	8	3	1	1	—	80
Total	no.	920	703	463	297	199	67	44	36	2 729
Schools										
Primary	%	54.6	60.9	50.1	50.8	53.8	43.3	59.1	30.6	54.5
Secondary	%	17.1	15.2	15.8	11.4	11.6	10.4	11.4	27.8	15.2
Combined (c)	%	24.7	20.9	31.5	35.0	33.2	44.8	27.3	41.7	27.4
Special	%	3.7	3.0	2.6	2.7	1.5	1.5	2.3	—	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	187 932	146 111	128 204	64 362	51 830	11 234	12 388	5 056	607 117
Primary — part time	no.	96	298	171	359	285	42	93	—	1 344
Primary — FTE of part time students	no.	58	164	85	222	246	16	63	—	855
Primary — FTE total	no.	187 990	146 275	128 289	64 584	52 076	11 250	12 451	5 056	607 972
Secondary — full time	no.	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Secondary — part time	no.	324	175	192	7	411	32	12	102	1 255
Secondary — FTE of part time students	no.	217	93	110	2	258	14	5	22	721
Secondary — FTE total	no.	187 532	160 828	105 279	57 995	39 149	12 183	13 094	4 964	581 024
Primary and secondary — full time total	no.	375 247	306 846	233 373	122 355	90 721	23 403	25 477	9 998	1 187 420
Primary and secondary — FTE total	no.	375 522	307 103	233 569	122 579	91 226	23 433	25 546	10 020	1 188 996
Staff (b)										
Primary	no.	14 915	12 835	10 966	6 109	4 365	1 019	937	559	51 707

Table 4A.2

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary	no.	21 552	20 214	12 997	7 069	4 714	1 494	1 390	776	70 207
Total active in schools	no.	36 467	33 050	23 963	13 178	9 080	2 513	2 328	1 336	121 914
Not active in schools	no.	1 050	510	754	231	189	59	54	53	2 900
Schools										
Primary	no.	499	427	232	154	106	29	26	11	1 484
Secondary	no.	155	105	72	23	22	7	5	10	399
Combined (c)	no.	228	150	149	112	68	30	12	15	764
Special	no.	34	22	12	7	3	1	1	–	80
Total	no.	916	704	465	296	199	67	44	36	2 727
Schools										
Primary	%	54.5	60.7	49.9	52.0	53.3	43.3	59.1	30.6	54.4
Secondary	%	16.9	14.9	15.5	7.8	11.1	10.4	11.4	27.8	14.6
Combined (c)	%	24.9	21.3	32.0	37.8	34.2	44.8	27.3	41.7	28.0
Special	%	3.7	3.1	2.6	2.4	1.5	1.5	2.3	–	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

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

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

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

na Not available. – Nil or rounded to zero.

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005										
Students										
Primary – full time	no.	621 893	454 455	389 529	206 888	157 281	45 988	31 087	25 048	1 932 169
Primary – part time	no.	165	778	1 036	415	97	25	215	41	2 772
Primary – FTE of part time students	no.	117	413	405	281	50	17	111	19	1 411
Primary – FTE total	no.	622 010	454 868	389 934	207 169	157 331	46 005	31 198	25 067	1 933 580
Secondary – full time	no.	485 793	371 492	257 725	131 412	92 144	36 516	28 563	12 325	1 415 970
Secondary – part time	no.	2 593	3 046	3 914	2 839	6 856	1 877	80	1 096	22 301
Secondary – FTE of part time students	no.	1 251	1 485	1 382	617	3 175	1 011	34	458	9 412
Secondary – FTE total	no.	487 044	372 977	259 107	132 029	95 319	37 527	28 597	12 783	1 425 382
Primary and secondary — full time total	no.	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Primary and secondary — FTE total	no.	1 109 054	827 844	649 040	339 198	252 650	83 531	59 795	37 850	3 358 963
Staff (b)										
Primary	no.	48 107	36 799	35 024	19 489	13 345	4 012	2 657	2 615	162 047
Secondary	no.	51 093	41 282	28 125	15 013	10 713	4 048	3 026	1 668	154 966
Total active in schools	no.	99 200	78 081	63 149	34 502	24 058	8 060	5 682	4 284	317 014
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 163	1 653	1 206	663	547	170	93	99	6 594
Secondary	no.	522	362	262	138	94	46	27	17	1 468
Combined (c)	no.	283	195	216	195	141	54	15	65	1 164
Special	no.	138	95	50	72	23	9	5	5	397
Total	no.	3 106	2 305	1 734	1 068	805	279	140	186	9 623
Schools										
Primary	%	69.6	71.7	69.6	62.1	68.0	60.9	66.4	53.2	68.5

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary	%	16.8	15.7	15.1	12.9	11.7	16.5	19.3	9.1	15.3
Combined (c)	%	9.1	8.5	12.5	18.3	17.5	19.4	10.7	34.9	12.1
Special	%	4.4	4.1	2.9	6.7	2.9	3.2	3.6	2.7	4.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Students										
Primary — full time	no.	620 206	453 739	394 403	209 073	156 871	45 753	30 958	25 194	1 936 197
Primary — part time	no.	157	701	1 076	392	82	17	193	53	2 671
Primary — FTE of part time students	no.	123	372	426	258	47	9	91	26	1 352
Primary — FTE total	no.	620 329	454 111	394 829	209 331	156 918	45 762	31 049	25 220	1 937 549
Secondary — full time	no.	488 741	376 096	263 394	133 569	93 065	36 701	28 578	12 386	1 432 530
Secondary — part time	no.	2 644	2 958	3 734	2 502	7 082	1 774	38	1 122	21 854
Secondary — FTE of part time students	no.	1 245	1 420	1 342	570	3 246	973	16	452	9 264
Secondary — FTE total	no.	489 986	377 516	264 736	134 139	96 311	37 674	28 594	12 838	1 441 794
Primary and secondary — full time total	no.	1 108 947	829 835	657 797	342 642	249 936	82 454	59 536	37 580	3 368 727
Primary and secondary — FTE total	no.	1 110 316	831 627	659 565	343 471	253 228	83 436	59 644	38 058	3 379 344
Staff (b)										
Primary	no.	49 880	37 153	35 769	19 461	13 699	4 097	2 662	2 632	165 353
Secondary	no.	52 101	42 341	28 831	15 252	10 902	4 125	3 044	1 701	158 296
Total active in schools	no.	101 980	79 493	64 600	34 713	24 602	8 222	5 706	4 333	323 649
Not active in schools	no.	2 774	1 711	2 489	1 758	1 224	485	387	488	11 315
Schools										
Primary	no.	2 152	1 642	1 200	657	546	169	93	100	6 559
Secondary	no.	522	368	266	138	94	47	26	17	1 478
Combined (c)	no.	287	194	223	200	142	55	15	64	1 180
Special	no.	138	95	50	72	23	7	5	5	395

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	no.	3 099	2 299	1 739	1 067	805	278	139	186	9 612
Schools										
Primary	%	69.4	71.4	69.0	61.6	67.8	60.8	66.9	53.8	68.2
Secondary	%	16.8	16.0	15.3	12.9	11.7	16.9	18.7	9.1	15.4
Combined (c)	%	9.3	8.4	12.8	18.7	17.6	19.8	10.8	34.4	12.3
Special	%	4.5	4.1	2.9	6.7	2.9	2.5	3.6	2.7	4.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Students										
Primary — full time	no.	618 394	453 511	428 074	210 575	157 118	45 006	30 793	25 832	1 969 303
Primary — part time	no.	140	623	2 689	399	67	21	130	45	4 114
Primary — FTE of part time students	no.	102	322	896	264	40	13	76	21	1 734
Primary — FTE total	no.	618 496	453 833	428 970	210 839	157 158	45 019	30 869	25 853	1 971 037
Secondary — full time	no.	490 809	380 342	269 829	134 013	94 331	36 853	28 604	12 439	1 447 220
Secondary — part time	no.	2 483	2 515	3 345	2 324	7 245	1 627	39	811	20 389
Secondary — FTE of part time students	no.	1 152	1 224	1 221	581	3 305	940	18	318	8 759
Secondary — FTE total	no.	491 961	381 566	271 050	134 594	97 636	37 793	28 622	12 757	1 455 979
Primary and secondary — full time total	no.	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523
Primary and secondary — FTE total	no.	1 110 458	835 399	700 020	345 432	254 793	82 812	59 492	38 609	3 427 016
Staff (b)										
Primary	no.	50 134	38 121	38 118	20 488	13 926	4 124	2 661	2 772	170 342
Secondary	no.	52 430	43 715	29 892	16 157	11 060	4 197	3 027	1 737	162 215
Total active in schools	no.	102 564	81 836	68 009	36 645	24 986	8 321	5 687	4 509	332 557
Not active in schools	no.	2 800	1 702	2 815	2 068	1 296	419	332	379	11 811
Schools										
Primary	no.	2 150	1 637	1 173	663	542	169	85	98	6 517

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary	no.	531	370	260	140	95	46	26	18	1 486
Combined (c)	no.	287	204	233	195	143	56	17	64	1 199
Special	no.	139	81	49	70	23	6	4	5	377
Total	no.	3 107	2 292	1 715	1 068	803	277	132	185	9 579
Schools										
Primary	%	69.2	71.4	68.4	62.1	67.5	61.0	64.4	53.0	68.0
Secondary	%	17.1	16.1	15.2	13.1	11.8	16.6	19.7	9.7	15.5
Combined (c)	%	9.2	8.9	13.6	18.3	17.8	20.2	12.9	34.6	12.5
Special	%	4.5	3.5	2.9	6.6	2.9	2.2	3.0	2.7	3.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Students										
Primary — full time	no.	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Primary — part time	no.	109	702	2 983	300	83	23	109	28	4 337
Primary — FTE of part time students	no.	75	360	1 028	190	54	9	76	13	1 805
Primary — FTE total	no.	617 645	455 348	433 594	213 446	156 311	44 779	30 816	23 368	1 975 307
Secondary — full time	no.	490 981	383 345	273 896	136 401	95 204	36 821	28 437	15 702	1 460 787
Secondary — part time	no.	2 344	2 545	2 989	1 767	6 833	1 524	14	407	18 423
Secondary — FTE of part time students	no.	1 323	1 212	1 122	503	3 196	866	8	147	8 378
Secondary — FTE total	no.	492 304	384 557	275 018	136 904	98 400	37 687	28 445	15 849	1 469 165
Primary and secondary — full time total	no.	1 108 551	838 333	706 462	349 657	251 461	81 591	59 177	39 057	3 434 289
Primary and secondary — FTE total	no.	1 109 950	839 905	708 613	350 350	254 711	82 466	59 261	39 217	3 444 473
Staff (b)										
Primary	no.	50 796	38 714	38 690	20 997	13 988	4 171	2 675	2 847	172 876
Secondary	no.	52 885	44 567	30 481	16 588	11 199	4 266	3 013	1 999	164 997
Total active in schools	no.	103 681	83 281	69 170	37 585	25 187	8 437	5 688	4 846	337 873

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Not active in schools	no.	2 881	1 734	2 943	1 311	2 229	425	422	342	12 285
Schools										
Primary	no.	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary	no.	526	360	250	131	95	46	22	25	1 455
Combined (c)	no.	293	205	238	199	142	56	18	90	1 241
Special	no.	146	97	59	77	23	6	5	5	418
Total	no.	3 109	2 288	1 713	1 065	795	277	128	187	9 562
Schools										
Primary	%	69.0	71.1	68.1	61.8	67.3	61.0	64.8	35.8	67.4
Secondary	%	16.9	15.7	14.6	12.3	11.9	16.6	17.2	13.4	15.2
Combined (c)	%	9.4	9.0	13.9	18.7	17.9	20.2	14.1	48.1	13.0
Special	%	4.7	4.2	3.4	7.2	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	618 749	458 255	438 531	216 627	155 936	44 157	31 231	23 229	1 986 715
Primary — part time	no.	96	742	3 320	359	305	61	101	16	5 000
Primary — FTE of part time students	no.	58	383	1 141	222	256	24	68	12	2 165
Primary — FTE total	no.	618 807	458 638	439 672	216 849	156 192	44 181	31 299	23 241	1 988 880
Secondary — full time	no.	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Secondary — part time	no.	2 181	3 014	3 118	959	6 741	1 987	18	313	18 331
Secondary — FTE of part time students	no.	1 172	1 483	1 242	444	3 104	1 162	9	131	8 747
Secondary — FTE total	no.	493 362	387 150	280 699	139 671	100 596	37 912	28 577	15 391	1 483 358
Primary and secondary — full time total	no.	1 110 939	843 922	717 988	355 854	253 428	80 907	59 799	38 489	3 461 326
Primary and secondary — FTE total	no.	1 112 169	845 788	720 372	356 519	256 788	82 093	59 876	38 633	3 472 238
Staff (b)										
REPORT ON GOVERNMENT SERVICES 2011										
										SCHOOL EDUCATION

Table 4A.3

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary	no.	51 131	39 408	39 357	21 648	14 102	4 306	2 818	2 822	175 592
Secondary	no.	52 966	45 394	31 382	17 271	11 279	4 334	3 171	2 248	168 045
Total active in schools	no.	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Not active in schools	no.	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703
Schools										
Primary	no.	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary	no.	525	357	250	122	94	44	22	25	1 439
Combined (c)	no.	294	217	240	207	143	56	19	85	1 261
Special	no.	145	98	59	74	23	6	5	5	415
Total	no.	3 097	2 279	1 710	1 067	787	274	127	188	9 529
Schools										
Primary	%	68.9	70.5	67.9	62.2	67.0	61.3	63.8	38.8	67.3
Secondary	%	17.0	15.7	14.6	11.4	11.9	16.1	17.3	13.3	15.1
Combined (c)	%	9.5	9.5	14.0	19.4	18.2	20.4	15.0	45.2	13.2
Special	%	4.7	4.3	3.5	6.9	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

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

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

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

na Not available.

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005										
Students — male										
Primary — full time	no.	319 118	233 532	199 915	107 082	80 789	23 661	15 822	13 006	992 925
Primary — part time	no.	89	538	693	220	61	18	142	26	1 787
Primary — FTE of part time students	no.	63	283	276	151	30	11	70	11	896
Primary — FTE total	no.	319 181	233 815	200 191	107 233	80 819	23 672	15 892	13 017	993 821
Secondary — full time	no.	244 828	186 316	129 081	66 324	46 620	18 214	14 552	6 252	712 187
Secondary — part time	no.	987	1 262	1 671	890	2 641	554	31	490	8 526
Secondary — FTE of part time students	no.	533	585	606	230	1 300	287	12	203	3 755
Secondary — FTE total	no.	245 361	186 901	129 687	66 554	47 920	18 501	14 564	6 455	715 942
Primary and secondary — full time total	no.	563 946	419 848	328 996	173 406	127 409	41 875	30 374	19 258	1 705 112
Primary and secondary — FTE total	no.	564 542	420 717	329 878	173 787	128 738	42 173	30 457	19 473	1 709 763
Students — female										
Primary — full time	no.	302 775	220 923	189 614	99 806	76 492	22 327	15 265	12 042	939 244
Primary — part time	no.	76	240	343	195	36	7	73	15	985
Primary — FTE of part time students	no.	54	130	129	129	20	6	40	8	515
Primary — FTE total	no.	302 829	221 053	189 743	99 935	76 512	22 333	15 305	12 050	939 759
Secondary — full time	no.	240 965	185 176	128 644	65 088	45 524	18 302	14 011	6 073	703 783
Secondary — part time	no.	1 606	1 784	2 243	1 949	4 215	1 323	49	606	13 775
Secondary — FTE of part time students	no.	718	899	776	387	1 876	724	22	255	5 657
Secondary — FTE total	no.	241 683	186 075	129 420	65 475	47 400	19 026	14 033	6 328	709 440
Primary and secondary — full time total	no.	543 740	406 099	318 258	164 894	122 016	40 629	29 276	18 115	1 643 027
Primary and secondary — FTE total	no.	544 512	407 128	319 163	165 411	123 912	41 359	29 339	18 377	1 649 199
2006										
Students — male										
Primary — full time	no.	318 368	233 121	202 263	108 156	80 381	23 505	15 802	13 044	994 640

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary — part time	no.	92	478	769	215	48	17	106	27	1 752
Primary — FTE of part time students	no.	70	248	314	143	26	9	46	15	871
Primary — FTE total	no.	318 438	233 369	202 577	108 299	80 407	23 514	15 848	13 059	995 511
Secondary — full time	no.	246 508	188 819	132 203	67 416	46 892	18 342	14 559	6 320	721 059
Secondary — part time	no.	1 038	1 214	1 570	797	2 793	551	16	528	8 507
Secondary — FTE of part time students	no.	540	589	584	204	1 345	297	6	210	3 775
Secondary — FTE total	no.	247 048	189 408	132 787	67 620	48 237	18 639	14 565	6 530	724 834
Primary and secondary — full time total	no.	564 876	421 940	334 466	175 572	127 273	41 847	30 361	19 364	1 715 699
Primary and secondary — FTE total	no.	565 487	422 777	335 364	175 920	128 643	42 152	30 413	19 589	1 720 345
Students — female										
Primary — full time	no.	301 838	220 618	192 140	100 917	76 490	22 248	15 156	12 150	941 557
Primary — part time	no.	65	223	307	177	34	—	87	26	919
Primary — FTE of part time students	no.	53	124	113	115	21	—	45	11	481
Primary — FTE total	no.	301 891	220 742	192 253	101 032	76 511	22 248	15 201	12 161	942 038
Secondary — full time	no.	242 233	187 277	131 191	66 153	46 173	18 359	14 019	6 066	711 471
Secondary — part time	no.	1 606	1 744	2 164	1 705	4 289	1 223	22	594	13 347
Secondary — FTE of part time students	no.	705	831	758	366	1 901	676	10	241	5 489
Secondary — FTE total	no.	242 938	188 108	131 949	66 519	48 074	19 035	14 029	6 307	716 960
Primary and secondary — full time total	no.	544 071	407 895	323 331	167 070	122 663	40 607	29 175	18 216	1 653 028
Primary and secondary — FTE total	no.	544 829	408 850	324 201	167 551	124 585	41 283	29 230	18 469	1 658 998
2007										
Students — male										
Primary — full time	no.	317 457	232 804	220 074	108 546	80 584	23 112	15 649	13 368	1 011 594
Primary — part time	no.	75	446	1 852	228	43	21	72	20	2 757
Primary — FTE of part time students	no.	53	232	618	151	24	13	43	9	1 143
Primary — FTE total	no.	317 510	233 036	220 692	108 697	80 608	23 125	15 692	13 377	1 012 737

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary — full time	no.	247 578	190 995	135 871	67 489	47 601	18 533	14 571	6 276	728 914
Secondary — part time	no.	921	1 088	1 398	802	2 897	578	12	382	8 078
Secondary — FTE of part time students	no.	477	523	537	223	1 381	334	4	151	3 630
Secondary — FTE total	no.	248 055	191 518	136 408	67 712	48 982	18 867	14 575	6 427	732 544
Primary and secondary — full time total	no.	565 035	423 799	355 945	176 035	128 185	41 645	30 220	19 644	1 740 508
Primary and secondary — FTE total	no.	565 565	424 554	357 100	176 409	129 590	41 991	30 266	19 805	1 745 281
Students — female										
Primary — full time	no.	300 937	220 707	208 000	102 029	76 534	21 894	15 144	12 464	957 709
Primary — part time	no.	65	177	837	171	24	—	58	25	1 357
Primary — FTE of part time students	no.	49	91	278	113	16	—	33	11	590
Primary — FTE total	no.	300 986	220 798	208 278	102 142	76 550	21 894	15 177	12 475	958 299
Secondary — full time	no.	243 231	189 347	133 958	66 524	46 730	18 320	14 033	6 163	718 306
Secondary — part time	no.	1 562	1 427	1 947	1 522	4 348	1 049	27	429	12 311
Secondary — FTE of part time students	no.	675	701	685	358	1 924	606	15	166	5 129
Secondary — FTE total	no.	243 906	190 048	134 643	66 882	48 654	18 926	14 048	6 329	723 435
Primary and secondary — full time total	no.	544 168	410 054	341 958	168 553	123 264	40 214	29 177	18 627	1 676 015
Primary and secondary — FTE total	no.	544 892	410 845	342 920	169 023	125 203	40 820	29 225	18 805	1 681 735
Students — male										
Primary — full time	no.	316 879	233 635	222 399	109 686	80 157	22 992	15 626	12 028	1 013 402
Primary — part time	no.	61	488	2 045	169	47	18	55	20	2 903
Primary — FTE of part time students	no.	40	247	708	106	30	7	37	9	1 184
Primary — FTE total	no.	316 919	233 882	223 107	109 792	80 187	22 999	15 663	12 037	1 014 586
Secondary — full time	no.	247 712	192 297	137 526	69 024	47 814	18 535	14 529	7 984	735 421
Secondary — part time	no.	966	1 103	1 364	579	2 811	516	8	228	7 575
Secondary — FTE of part time students	no.	589	499	543	200	1 351	299	4	75	3 560

2008

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary — FTE total	no.	248 301	192 796	138 069	69 224	49 165	18 834	14 533	8 059	738 981
Primary and secondary — full time total	no.	564 591	425 932	359 925	178 710	127 971	41 527	30 155	20 012	1 748 823
Primary and secondary — FTE total	no.	565 220	426 678	361 176	179 016	129 351	41 833	30 197	20 096	1 753 567
Students — female										
Primary — full time	no.	300 691	221 353	210 167	103 570	76 100	21 778	15 114	11 327	960 100
Primary — part time	no.	48	214	938	131	36	5	54	8	1 434
Primary — FTE of part time students	no.	36	113	320	84	24	2	38	4	621
Primary — FTE total	no.	300 727	221 466	210 487	103 654	76 124	21 780	15 152	11 331	960 721
Secondary — full time	no.	243 269	191 048	136 370	67 377	47 390	18 286	13 908	7 718	725 366
Secondary — part time	no.	1 378	1 442	1 625	1 188	4 022	1 008	6	179	10 848
Secondary — FTE of part time students	no.	734	713	579	304	1 846	567	4	72	4 818
Secondary — FTE total	no.	244 003	191 761	136 949	67 681	49 236	18 853	13 912	7 790	730 184
Primary and secondary — full time total	no.	543 960	412 401	346 537	170 947	123 490	40 064	29 022	19 045	1 685 466
Primary and secondary — FTE total	no.	544 730	413 227	347 436	171 335	125 360	40 633	29 064	19 121	1 690 906
2009										
Students — male										
Primary — full time	no.	318 001	235 126	225 350	111 516	79 938	22 684	15 904	11 909	1 020 428
Primary — part time	no.	48	507	2 329	184	156	38	50	9	3 321
Primary — FTE of part time students	no.	28	254	816	111	128	17	33	8	1 395
Primary — FTE total	no.	318 029	235 380	226 166	111 627	80 066	22 701	15 937	11 917	1 021 823
Secondary — full time	no.	248 477	194 244	141 005	70 677	49 218	18 522	14 515	7 791	744 449
Secondary — part time	no.	880	1 351	1 445	455	2 703	806	10	187	7 837
Secondary — FTE of part time students	no.	505	677	590	216	1 265	476	5	73	3 808
Secondary — FTE total	no.	248 982	194 921	141 595	70 893	50 483	18 998	14 520	7 864	748 257
Primary and secondary — full time total	no.	566 478	429 370	366 355	182 193	129 156	41 206	30 419	19 700	1 764 877
Primary and secondary — FTE total	no.	567 011	430 302	367 762	182 519	130 549	41 699	30 457	19 781	1 770 080

Table 4A.4

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students — female										
Primary — full time	no.	300 748	223 129	213 181	105 111	75 998	21 473	15 327	11 320	966 287
Primary — part time	no.	48	235	991	175	149	23	51	7	1 679
Primary — FTE of part time students	no.	31	128	325	111	128	7	35	4	770
Primary — FTE total	no.	300 779	223 257	213 506	105 222	76 126	21 480	15 362	11 324	967 057
Secondary — full time	no.	243 713	191 423	138 452	68 550	48 274	18 228	14 053	7 469	730 162
Secondary — part time	no.	1 301	1 663	1 673	504	4 038	1 181	8	126	10 494
Secondary — FTE of part time students	no.	667	806	652	228	1 839	685	4	58	4 939
Secondary — FTE total	no.	244 380	192 229	139 104	68 778	50 113	18 913	14 057	7 527	735 101
Primary and secondary — full time total	no.	544 461	414 552	351 633	173 661	124 272	39 701	29 380	18 789	1 696 449
Primary and secondary — FTE total	no.	545 158	415 486	352 610	174 000	126 239	40 393	29 419	18 852	1 702 158

FTE = Full time equivalent.

— Nil or rounded to zero.

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.5

Table 4A.5 Students as a proportion of the population, 2009 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary students as a proportion of the population									
Government schools	6.0	5.7	7.0	6.8	6.4	6.5	5.4	8.0	6.3
Non-government schools	2.6	2.7	2.9	2.9	3.2	2.2	3.5	2.2	2.8
All schools	8.7	8.4	9.9	9.6	9.6	8.8	8.9	10.3	9.0
Secondary students as a proportion of the population									
Government schools	4.3	4.1	3.9	3.6	3.6	4.9	4.4	4.6	4.1
Non-government schools	2.6	3.0	2.4	2.6	2.4	2.4	3.7	2.2	2.6
All schools	6.9	7.1	6.3	6.2	6.0	7.3	8.1	6.8	6.7
All students as a proportion of the population									
Government schools	10.3	9.9	11.0	10.4	10.0	11.4	9.7	12.6	10.4
Non-government schools	5.3	5.6	5.3	5.4	5.6	4.6	7.2	4.4	5.4
All schools	15.6	15.5	16.2	15.9	15.6	16.1	17.0	17.0	15.8

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

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

Source: ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (2009), Australian Demographic Statistics, December Quarter 2009, Cat. no. 3101.0; table AA.2.

Table 4A.6

Table 4A.6 Average FTE student population, by school sector (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Average FTE student population in government schools (no.)									
2004-05	743 543	538 116	451 565	229 891	168 364	61 911	35 649	28 895	2 257 932
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 261	28 991	2 256 572
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 277	2 275 344
2008-09	736 213	537 565	484 301	232 689	165 434	58 899	34 181	28 966	2 278 247
Average FTE student population in non-government schools (no.)									
2004-05	365 283	287 947	193 328	108 222	83 985	21 753	24 206	8 773	1 093 497
2005-06	368 688	291 782	199 606	111 192	85 704	22 187	24 458	8 963	1 112 581
2006-07	370 861	296 119	211 008	113 928	87 152	22 703	24 694	9 234	1 135 699
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 400
2008-09	374 846	305 282	230 191	120 746	90 316	23 380	25 388	9 959	1 180 108
Average FTE student population in all schools (no.)									
2004-05	1 108 826	826 063	644 893	338 113	252 349	83 663	59 855	37 668	3 351 428
2005-06	1 109 685	829 736	654 303	341 334	252 939	83 484	59 719	37 954	3 369 153
2006-07	1 110 387	833 513	679 793	344 452	254 011	83 124	59 568	38 334	3 403 180
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 376	38 913	3 435 744
2008-09	1 111 059	842 846	714 492	353 435	255 750	82 279	59 569	38 925	3 458 355

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

Source: Tables 4A.1–3; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0.

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2008-09 \$) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (d)	Aust
Government schools									
Australian government specific purpose payments (excluding capital grants) (e)									
2004-05	844 646	598 207	520 676	242 839	193 302	72 563	37 953	46 099	2 556 285
2005-06	868 307	578 335	523 704	282 861	188 383	69 786	36 458	60 590	2 608 425
2006-07	865 577	579 604	525 246	267 364	194 181	67 767	36 780	62 721	2 599 238
2007-08	848 115	589 575	549 757	256 357	194 922	68 204	35 120	66 295	2 608 344
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
State and territory government recurrent expenditure (including UCC) (f)									
2004-05	8 953 358	5 705 826	5 179 528	3 098 388	1 993 821	709 396	492 391	486 231	26 618 939
2005-06	8 749 076	5 830 158	5 254 430	3 030 701	1 998 340	731 585	497 749	494 761	26 586 800
2006-07	8 656 975	5 727 869	5 575 119	3 280 915	1 962 805	715 474	492 638	478 185	26 889 981
2007-08	8 684 984	5 855 276	5 726 015	3 583 288	1 976 493	703 866	543 555	494 277	27 567 753
2008-09	8 643 187	5 848 554	5 718 476	3 603 933	1 862 398	690 195	543 294	505 443	27 415 480
Australian, State and Territory government recurrent expenditure (including UCC)									
2004-05	9 798 005	6 304 033	5 700 204	3 341 227	2 187 123	781 959	530 344	532 330	29 175 224
2005-06	9 617 383	6 408 493	5 778 135	3 313 562	2 186 723	801 371	534 207	555 351	29 195 225
2006-07	9 522 552	6 307 472	6 100 365	3 548 279	2 156 986	783 240	529 418	540 906	29 489 218
2007-08	9 533 099	6 444 851	6 275 771	3 839 645	2 171 415	772 070	578 675	560 571	30 176 097
2008-09	9 761 813	6 655 874	6 408 585	3 949 968	2 122 051	780 910	596 003	581 055	30 856 259
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e)									
2004-05	1 932 634	1 509 165	1 086 507	565 511	461 178	118 709	111 231	50 899	5 835 835
2005-06	1 864 475	1 499 155	1 114 007	576 736	449 815	119 883	113 415	60 791	5 798 277
2006-07	1 883 595	1 488 014	1 125 912	567 392	458 212	119 369	114 889	47 578	5 804 963
2007-08	1 844 046	1 502 922	1 130 911	579 610	456 837	122 012	112 037	55 470	5 803 845

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2008-09 \$) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (d)	Aust
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
State and territory government recurrent expenditure									
2004-05	807 076	386 577	475 380	243 651	125 089	43 522	42 958	35 071	2 159 325
2005-06	802 245	385 754	565 845	244 843	125 811	42 583	44 042	37 662	2 248 786
2006-07	805 789	398 419	476 135	253 309	133 493	44 139	42 080	52 116	2 205 480
2007-08	814 593	419 548	482 283	268 990	137 445	44 382	43 746	30 046	2 241 032
2008-09	797 313	470 815	496 890	278 332	136 354	44 096	42 731	30 909	2 297 440
Australian, State and Territory government recurrent expenditure									
2004-05	2 739 710	1 895 743	1 561 888	809 162	586 267	162 231	154 189	85 970	7 995 160
2005-06	2 666 720	1 884 909	1 679 852	821 580	575 626	162 466	157 458	98 453	8 047 063
2006-07	2 689 383	1 886 434	1 602 048	820 701	591 705	163 508	156 969	99 694	8 010 443
2007-08	2 658 639	1 922 470	1 613 193	848 599	594 282	166 394	155 783	85 516	8 044 876
2008-09	2 620 331	1 926 388	1 642 573	883 505	593 662	164 881	151 788	100 971	8 084 099
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e)									
2004-05	2 777 280	2 107 372	1 607 184	808 350	654 479	191 272	149 184	96 998	8 392 120
2005-06	2 732 783	2 077 490	1 637 711	859 597	638 198	189 669	149 873	121 381	8 406 702
2006-07	2 749 172	2 067 618	1 651 159	834 756	652 393	187 136	151 669	110 299	8 404 200
2007-08	2 692 162	2 092 497	1 680 667	835 966	651 760	190 215	147 156	121 765	8 412 189
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438
State and territory government recurrent expenditure (including UCC) (f)									
2004-05	9 760 434	6 092 403	5 654 908	3 342 039	2 118 910	752 918	535 349	521 303	28 778 264
2005-06	9 551 321	6 215 912	5 820 275	3 275 544	2 124 151	774 168	541 792	532 423	28 835 586
2006-07	9 462 763	6 126 288	6 051 254	3 534 225	2 096 298	759 613	534 718	530 301	29 095 461
2007-08	9 499 576	6 274 824	6 208 297	3 852 277	2 113 938	748 249	587 301	524 322	29 808 785

Table 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (\$'000) (2008-09 \$) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (d)	Aust
2008-09	9 440 500	6 319 369	6 215 366	3 882 265	1 998 752	734 291	586 025	536 352	29 712 920
Australian, State and Territory government recurrent expenditure (including UCC)									
2004-05	12 537 715	8 199 775	7 262 092	4 150 389	2 773 390	944 190	684 533	618 300	37 170 384
2005-06	12 284 104	8 293 402	7 457 986	4 135 141	2 762 349	963 837	691 665	653 804	37 242 288
2006-07	12 211 935	8 193 906	7 702 413	4 368 980	2 748 692	946 749	686 387	640 600	37 499 662
2007-08	12 191 738	8 367 321	7 888 965	4 688 244	2 765 698	938 464	734 458	646 087	38 220 974
2008-09	12 382 144	8 582 262	8 051 158	4 833 473	2 715 713	945 791	747 791	682 026	38 940 358

(a) This table integrates information from tables 4A.11 and 4A.12, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled, for the purpose of comparison to previous years' reporting. Where it is stated the UCC is included, this relates to government school expenditure only. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

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

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2008-09 = 100 (table AA.26).

(d) In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure in 2007-08 and 2008-09 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. Expenditure by the Northern Territory Government on non-government schools does not include Student Assistance Schemes paid directly to students, grants provided to non-government organisations which provide services to government and non-government schools and corporate costs.

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

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

Source: DEEWR (unpublished); Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished).

Table 4A.8

**Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools
(\$ per FTE student) (2008-09 \$) (a), (b), (c)**

	NSW (d)	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Australian government specific purpose payments (excluding capital grants) per FTE student									
2004-05	1 136	1 112	1 153	1 056	1 148	1 172	1 065	1 595	1 132
2005-06	1 172	1 075	1 152	1 229	1 126	1 138	1 034	2 090	1 156
2006-07	1 170	1 079	1 120	1 160	1 164	1 122	1 055	2 155	1 146
2007-08	1 150	1 098	1 142	1 111	1 174	1 146	1 023	2 264	1 146
2008-09	1 519	1 502	1 425	1 487	1 570	1 540	1 542	2 610	1 510
State and territory government recurrent expenditure (including UCC) per FTE student									
2004-05	12 041	10 603	11 470	13 478	11 842	11 458	13 812	16 828	11 789
2005-06	11 807	10 838	11 556	13 169	11 949	11 935	14 116	17 066	11 782
2006-07	11 706	10 659	11 893	14 232	11 763	11 841	14 126	16 433	11 859
2007-08	11 781	10 908	11 897	15 525	11 899	11 829	15 831	16 882	12 116
2008-09	11 740	10 880	11 808	15 488	11 258	11 718	15 895	17 450	12 034
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2004-05									
In-school primary	11 467	9 899	11 247	12 216	10 991	10 517	12 619	14 236	11 138
In-school secondary	14 461	13 129	13 519	16 364	14 010	13 285	15 516	19 198	14 124
Out-of-school	481	481	552	875	921	938	956	2 638	616
Total primary	11 949	10 380	11 799	13 091	11 912	11 455	13 575	16 874	11 754
Total secondary	14 942	13 610	14 070	17 239	14 930	14 224	16 472	21 836	14 740
Total	13 177	11 715	12 623	14 534	12 990	12 630	14 877	18 423	12 921
2005-06									
In-school primary	11 242	10 088	11 288	12 295	11 201	10 943	12 547	14 806	11 162
In-school secondary	14 266	13 037	13 349	15 802	13 828	13 667	16 450	20 603	13 980
Out-of-school	490	597	665	879	932	966	839	2 538	668
Total primary	11 732	10 685	11 953	13 174	12 133	11 909	13 385	17 344	11 829
REPORT ON GOVERNMENT SERVICES 2011									SCHOOL EDUCATION

Table 4A.8

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (2008-09 \$) (a), (b), (c)

	NSW (d)	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Total secondary	14 756	13 634	14 014	16 680	14 760	14 633	17 288	23 141	14 647
Total	12 979	11 913	12 708	14 398	13 076	13 074	15 150	19 156	12 938
2006-07									
In-school primary	11 198	9 940	11 555	13 351	11 285	11 018	13 357	14 916	11 311
In-school secondary	14 140	12 678	13 481	16 842	13 435	13 438	15 827	20 490	13 915
Out-of-school	460	650	761	824	865	902	702	1 962	669
Total primary	11 657	10 590	12 316	14 174	12 151	11 919	14 059	16 878	11 980
Total secondary	14 599	13 329	14 242	17 665	14 301	14 340	16 529	22 452	14 584
Total	12 877	11 737	13 013	15 392	12 927	12 963	15 181	18 588	13 005
2007-08									
In-school primary	11 251	10 102	11 497	14 177	11 273	11 228	14 923	15 361	11 475
In-school secondary	14 219	13 142	13 828	18 836	13 675	13 442	17 451	21 032	14 359
Out-of-school	447	627	710	838	927	787	780	1 882	652
Total primary	11 698	10 730	12 207	15 015	12 200	12 015	15 703	17 243	12 127
Total secondary	14 666	13 769	14 538	19 674	14 602	14 229	18 231	22 914	15 011
Total	12 931	12 006	13 039	16 635	13 073	12 976	16 854	19 147	13 262
2008-09									
In-school primary	11 591	10 497	11 734	14 077	11 093	11 520	15 221	16 199	11 720
In-school secondary	14 494	13 450	13 836	19 963	13 246	14 040	18 044	21 259	14 642
Out-of-school	463	644	745	846	943	639	937	2 003	671
Total primary	12 054	11 141	12 478	14 923	12 035	12 159	16 158	18 202	12 391
Total secondary	14 957	14 094	14 581	20 809	14 189	14 679	18 981	23 262	15 312
Total	13 260	12 382	13 233	16 975	12 827	13 258	17 437	20 060	13 544

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

Table 4A.8

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (2008-09 \$) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2008-09 = 100 (table AA.26).

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

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

Table 4A.9

Table 4A.9 Real Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (2008-09 \$) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Australian government specific purpose payments (excluding capital grants) per FTE student									
2004-05	5 291	5 241	5 620	5 225	5 491	5 457	4 595	5 802	5 337
2005-06	5 057	5 138	5 581	5 187	5 248	5 403	4 637	6 782	5 212
2006-07	5 079	5 025	5 336	4 980	5 258	5 258	4 653	5 153	5 111
2007-08	4 944	4 995	5 071	4 951	5 153	5 273	4 474	5 757	5 002
2008-09	4 863	4 768	4 977	5 012	5 063	5 166	4 296	7 035	4 903
State and territory government recurrent expenditure (including UCC) per FTE student									
2004-05	2 209	1 343	2 459	2 251	1 489	2 001	1 775	3 998	1 975
2005-06	2 176	1 322	2 835	2 202	1 468	1 919	1 801	4 202	2 021
2006-07	2 173	1 345	2 256	2 223	1 532	1 944	1 704	5 644	1 942
2007-08	2 184	1 395	2 163	2 298	1 550	1 918	1 747	3 118	1 931
2008-09	2 127	1 542	2 159	2 305	1 510	1 886	1 683	3 104	1 947
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2004-05	7 500	6 584	8 079	7 477	6 981	7 458	6 370	9 800	7 312
2005-06	7 233	6 460	8 416	7 389	6 716	7 323	6 438	10 984	7 233
2006-07	7 252	6 371	7 592	7 204	6 789	7 202	6 357	10 796	7 053
2007-08	7 128	6 390	7 234	7 248	6 704	7 192	6 221	8 875	6 933
2008-09	6 990	6 310	7 136	7 317	6 573	7 052	5 979	10 139	6 850

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

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

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2008-09 = 100 (table AA.26).

Source: Tables 4A.6-7.

Table 4A.10

Table 4A.10 Real Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (2008-09 \$) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Australian government specific purpose payments (excluding capital grants) per FTE student									
2004-05	2 505	2 551	2 492	2 391	2 594	2 286	2 492	2 575	2 504
2005-06	2 463	2 504	2 503	2 518	2 523	2 272	2 510	3 198	2 495
2006-07	2 476	2 481	2 429	2 423	2 568	2 251	2 546	2 877	2 470
2007-08	2 425	2 498	2 386	2 403	2 558	2 302	2 478	3 129	2 448
2008-09	2 648	2 685	2 569	2 691	2 803	2 571	2 716	3 742	2 668
State and territory government recurrent expenditure (including UCC) per FTE student									
2004-05	8 802	7 375	8 769	9 884	8 397	8 999	8 944	13 840	8 587
2005-06	8 607	7 491	8 895	9 596	8 398	9 273	9 072	14 028	8 559
2006-07	8 522	7 350	8 902	10 260	8 253	9 138	8 977	13 834	8 549
2007-08	8 557	7 491	8 815	11 073	8 298	9 054	9 891	13 474	8 676
2008-09	8 497	7 498	8 699	10 984	7 815	8 924	9 838	13 779	8 592
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2004-05	11 307	9 926	11 261	12 275	10 990	11 286	11 437	16 415	11 091
2005-06	11 070	9 995	11 398	12 115	10 921	11 545	11 582	17 226	11 054
2006-07	10 998	9 831	11 331	12 684	10 821	11 390	11 523	16 711	11 019
2007-08	10 982	9 989	11 201	13 476	10 856	11 356	12 370	16 603	11 125
2008-09	11 144	10 182	11 268	13 676	10 619	11 495	12 553	17 522	11 260

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

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

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2008-09 = 100 (table AA.26).

Source: Tables 4A.6-7.

Table 4A.11

Table 4A.11 Australian Government specific purpose payments for schools, 2008-09 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
Recurrent expenditure										
School grants (b)	\$'000	480 801	342 112	313 988	144 795	109 325	34 558	20 797	20 550	1 466 926
National Schools SPP (c)	\$'000	496 572	364 129	276 876	154 328	120 814	43 836	25 812	27 151	1 509 518
Indigenous education strategic initiatives (b)	\$'000	25 682	4 131	43 276	15 093	4 250	2 278	1 262	19 663	115 635
Targeted programs (b)	\$'000	90 160	80 837	33 580	21 841	17 972	7 571	3 858	5 565	261 384
National Partnership payments										
Smarter Schools National Partnership										
Improving teacher quality (c)	\$'000	1 921	1 526	1 243	608	439	142	107	73	6 059
Literacy and numeracy (c)	\$'000	19 040	12 521	19 408	8 640	5 655	1 804	850	2 084	70 002
Low SES school communities (c)	\$'000	4 450	2 064	1 738	730	1 198	526	23	526	11 255
<i>Total recurrent</i>	\$'000	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
Capital expenditure										
Capital allocation (b)	\$'000	108 065	52 107	56 574	19 118	16 705	5 006	2 975	3 691	264 241
National Partnership payments										
National Building and Jobs Plan										
Building the Education Revolution (c)	\$'000	186 813	160 467	128 085	78 192	59 664	20 222	10 458	11 383	655 284
Digital education revolution (e)	\$'000	246 923	192 395	138 913	61 968	57 059	19 213	14 715	7 229	738 415
Trade Training centres in schools (c)	\$'000	16 786	8 645	12 548	259	5 788	144	96	103	44 369
<i>Total capital</i>	\$'000	558 587	413 614	336 120	159 537	139 216	44 585	28 244	22 406	1 702 309
Total recurrent and capital	\$'000	1 677 213	1 220 934	1 026 229	505 572	398 869	135 300	80 953	98 018	5 143 088
Non-government schools										
Recurrent expenditure										
School grants (b)	\$'000	860 417	703 529	536 656	275 882	209 665	58 553	53 073	32 322	2 730 097
National Schools SPP (c)	\$'000	928 714	741 455	589 284	305 981	234 212	61 419	55 530	36 599	2 953 194

Table 4A.11

Table 4A.11 Australian Government specific purpose payments for schools, 2008-09 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous education strategic initiatives (d)	\$'000	-	-	-	-	-	-	-	-	-
Targeted programs (e)	\$'000	33 887	9 902	19 743	9 170	10 754	813	454	1 141	85 864
National Partnership payments										
<i>Literacy and numeracy (c)</i>	\$'000	-	687	-	14 140	2 677	-	-	-	17 504
<i>Total recurrent</i>	\$'000	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
Capital expenditure										
Capital allocation (e)	\$'000	52 938	38 759	29 272	15 666	11 179	3 212	3 541	7 138	161 705
National Partnership payments										
National Building and Jobs Plan										
<i>Building the Education Revolution (c)</i>	\$'000	110 950	91 133	65 745	35 530	31 044	10 107	7 332	4 704	356 545
<i>Digital education revolution (e)</i>	\$'000	137 481	100 494	84 368	48 395	31 514	8 469	9 910	2 721	423 352
<i>Trade Training centres in schools (c)</i>	\$'000	16 990	9 406	8 521	1 670	108	10 127	93	4 580	51 495
<i>Total capital</i>	\$'000	318 359	239 792	187 906	101 261	73 845	31 915	20 876	19 143	993 097
Total recurrent and capital	\$'000	2 141 377	1 695 365	1 333 589	706 434	531 153	152 700	129 933	89 205	6 779 756
Joint programs (b)										
<i>Total</i>	\$'000	1 222	6 509	1 141	1 261	517	320	671	527	12 168
All schools										
<i>Total recurrent (f)</i>	\$'000	2 942 866	2 269 402	1 836 933	952 469	717 478	211 820	162 437	146 201	9 239 606
Total recurrent and capital	\$'000	3 819 812	2 922 808	2 360 959	1 213 267	930 539	288 320	211 557	187 750	11 935 012

(a) Includes payments provided under the following: Schools Assistance Act 2004; reporting period July 08 - December 08; Schools Assistance Act 2008: reporting period January 09 - June 09; Indigenous Education (Targeted Assistance) Act 2000: reporting period July 08 - December 08; National Education Agreement: reporting period January 09 - June 09; Federal Financial Relations Act 2009: reporting period January 09 - June 09; Annual Appropriations Act Bill No.2: reporting period January 09 - June 09; Partnership Arrangements Between the Commonwealth and State and Territory Governments: reporting period January 09 - June 09. Some additional Australian Government funding is provided through annual appropriations.

(b) Reporting period 1 July - 31 December 2008. From 1 January 2009 these payments are included in the National Schools SPP.

(c) Reporting period 1 January - 30 June 2009.

Table 4A.11

Table 4A.11 Australian Government specific purpose payments for schools, 2008-09 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) Reporting period 1 July - 31 December 2008. From 1 January 2009, these payments are included in non-Government Schools SPP.

(e) Reporting period 1 July 2008 - 30 June 2009.

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

– Nil or rounded to zero.

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

Table 4A.12

Table 4A.12 Australian, State and Territory government recurrent expenditure on government schools, 2008-09 (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Depreciation	2 117	11 818	4 406	10 577	3 855	161	925	808	34 668
Total	340 801	346 015	360 700	196 862	155 999	37 655	32 040	58 021	1 528 093
Australian, State and Territory government recurrent expenditure per FTE student, government schools (\$ per FTE student) (h)									
<i>Total employee related expenditure</i>	9 151	7 819	8 107	9 894	8 833	9 058	10 769	11 941	8 725
Total expenditure	13 260	12 382	13 233	16 975	12 827	13 258	17 437	20 060	13 544
In-school primary									
Teachers	6 789	5 808	5 781	6 499	6 120	6 288	7 790	6 869	6 260
Other staff (e)	1 172	904	1 432	2 134	1 603	1 759	1 714	3 135	1 356
<i>Total employee related expenditure</i>	7 960	6 712	7 212	8 633	7 723	8 047	9 504	10 004	7 616
Other operating expenses (f)	1 801	1 835	1 684	2 234	1 915	2 188	1 895	4 346	1 883
User cost of capital (g)	1 452	1 652	2 390	2 623	1 147	864	2 822	1 358	1 817
Depreciation	377	299	447	587	307	421	1 001	491	404
Total	11 591	10 497	11 734	14 077	11 093	11 520	15 221	16 199	11 720
In-school secondary									
Teachers	8 780	7 374	7 077	8 593	7 422	7 247	9 048	8 358	7 945
Other staff (e)	1 318	1 215	1 479	2 272	1 762	1 937	2 150	3 311	1 495
<i>Total employee related expenditure</i>	10 098	8 589	8 556	10 865	9 184	9 184	11 198	11 669	9 440
Other operating expenses (f)	2 292	2 624	2 085	3 215	2 289	2 902	2 272	6 386	2 484
User cost of capital (g)	1 594	1 750	2 543	4 924	1 314	1 393	3 377	2 316	2 132
Depreciation	510	487	652	959	459	561	1 197	889	587
Total	14 494	13 450	13 836	19 963	13 246	14 040	18 044	21 259	14 642
Out of school									
Teachers	—	—	—	—	—	—	—	—	—
Other staff (e)	303	319	413	482	573	515	498	1 325	389
<i>Total employee related expenditure</i>	303	319	413	482	573	515	498	1 325	389
REPORT ON GOVERNMENT SERVICES 2011									SCHOOL EDUCATION

Table 4A.12

Table 4A.12 Australian, State and Territory government recurrent expenditure on government schools, 2008-09 (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other operating expenses (f)	149	286	319	302	323	120	336	650	254
User cost of capital (g)	9	17	4	16	24	2	76	–	12
Depreciation	3	22	9	45	23	3	27	28	15
Total	463	644	745	846	943	639	937	2 003	671

FTE = Full time equivalent

- (a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.15.
- (b) Expenditure on special schools is allocated to either primary or secondary schools.
- (c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.
- (d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.
- (e) Includes redundancy payments.
- (f) Includes grants and subsidies.
- (g) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.13 for the overall UCC for 2008-09.
- (h) Australian, State and Territory government recurrent expenditure on government schools, divided by two year average FTE student population.

– Nil or rounded to zero.

Source: MCEECDYA NSSC (unpublished).

Table 4A.13

	NSW	Vic (c)	Q/ld	WA	SA	Tas	ACT	NT	Aust
Table 4A.13 Value of capital stock, government schools (\$'000) (a), (b)									
2004-05									
Total assets (gross)	20 534 941	9 737 163	13 625 606	5 828 465	3 825 957	698 503	657 074	798 841	55 706 550
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (d)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	565 667	555 048	41 005 167
Land (e)	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other (e)	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
User cost of capital (f)	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 413
Annual depreciation (g)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
2005-06									
Total assets (gross)	20 910 383	10 000 921	14 834 810	5 916 945	3 902 806	745 444	622 927	808 215	57 742 451
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (d)	12 968 563	9 157 642	10 516 389	5 400 568	1 956 047	709 028	520 971	548 697	41 777 905
Land (e)	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other (e)	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
User cost of capital (f)	1 037 485	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 342 232
Annual depreciation (g)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
2006-07									
Total assets (gross)	23 382 641	9 952 233	17 135 301	7 973 294	4 357 660	788 459	829 511	679 183	65 098 282
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	264 729	122 570	18 163 431
Total assets (WDV) (d)	13 521 923	9 254 941	12 247 666	7 832 739	2 099 871	749 743	564 782	556 613	46 828 278
Land (e)	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	37 877	39 394	18 345 282
Buildings, equipment and other (e)	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	526 905	517 219	28 482 996
User cost of capital (f)	1 081 754	740 395	979 813	626 619	167 990	59 979	45 183	44 529	3 746 262
Annual depreciation (g)	244 062	211 716	217 934	153 544	53 655	24 347	16 188	22 153	943 599

Table 4A.13

	NSW	Vic (c)	Q/ld	WA	SA	Tas	ACT	NT	Aust
Table 4A.13 Value of capital stock, government schools (\$'000) (a), (b)									
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	4 87 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land (e)	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other (e)	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
User cost of capital (f)	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462
Annual depreciation (g)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
2008-09									
Total assets (gross)	24 382 008	12 111 127	20 405 842	10 093 805	5 350 775	850 992	1 406 503	918 971	75 520 023
Less accumulated depreciation	10 354 718	6 19 943	5 577 998	84 899	2 802 770	44 038	60 900	299 819	19 845 085
Total assets (WDV) (d)	13 983 006	11 491 184	14 827 844	10 008 906	2 548 004	806 954	1 345 603	619 152	55 630 653
Land (e)	5 894 785	6 463 717	5 240 822	3 406 317	1 079 328	294 150	212 881	37 221	22 629 221
Buildings, equipment and other (e)	8 132 504	5 027 467	9 587 023	6 602 589	1 468 677	512 804	1 132 722	581 931	33 045 717
User cost of capital (f)	1 118 640	919 295	1 186 228	800 712	203 840	64 556	107 648	49 532	4 450 452
Annual depreciation (g)	320 568	215 114	256 600	177 354	63 932	28 540	38 172	19 257	1 119 536

(a) Table 4A.15 contains information on the treatment of assets.

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

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

(d) The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation (less Public Private Leaseholds for NSW only). The WDV of capital assets may be affected by the revaluation schedule (see table 4A.15).

(e) The value of land, plus the value of buildings, equipment and other = the total WDV of assets (plus Public Private Leaseholds for NSW only)

(f) A notional user cost of capital based on 8 per cent of total WDV of capital assets as at 30 June (see footnote (d)) is applied to data for all jurisdictions.

(g) Depreciation costs align with MCEECDYA treatment.

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

Table 4A.14

Table 4A.14 Notional UCC per FTE student, government schools (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>User cost of capital per FTE student, (\$ per FTE student)</i>									
2004-05	1 379	1 341	1 768	1 911	909	859	1 269	1 537	1 453
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953

(a) This table integrates information from tables 4A.6 and 4A.13.

(b) A notional user cost of capital is based on 8 per cent of total WDV of capital assets as at 30 June (see table 4A.13) and is applied to data for all jurisdictions.

Source: Tables 4A.6 and 4A.13.

Table 4A.15

Table 4A.15 Treatment of assets by school education agencies (a), (b), (c)

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

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

(b) Estimated as 1/depreciation rate.

Table 4A.15

Table 4A.15 Treatment of assets by school education agencies (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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(c) Asset lives for some assets have been grouped with other classifications.

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

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

na Not available. ... Not applicable.

Source: State and Territory governments (unpublished).

Table 4A.16

Table 4A.16 Comparability of government expenditure on government schools — items included, 2008-09 (a)

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

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

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

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

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

.. Not applicable.

Source: State and Territory governments (unpublished).

Table 4A.17

Table 4A.17 Students-to-staff ratios, 2009 (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (b)									
Primary schools	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
Secondary schools	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3
All schools	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0
Non-teaching school staff (c), (d)									
Primary schools	47.4	46.7	38.1	27.4	34.9	30.9	36.0	23.8	39.7
Secondary schools	44.8	36.9	38.2	25.5	34.1	30.3	35.1	21.5	37.1
All schools	46.3	42.0	38.2	26.7	34.6	30.6	35.6	22.9	38.6
All school staff (e)									
Primary schools	11.9	11.8	11.0	9.8	10.7	10.0	10.0	8.0	11.1
Secondary schools	9.7	9.0	9.5	8.0	9.4	9.1	8.7	7.1	9.2
All schools	10.9	10.4	10.4	9.1	10.2	9.6	9.4	7.7	10.3
Non-government schools									
Teaching staff (b)									
Primary schools	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
Secondary schools	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7
All schools	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
Non-teaching school staff (c), (d)									
Primary schools	50.6	46.8	34.4	28.5	43.9	35.4	60.5	21.6	41.1
Secondary schools	33.4	27.4	24.1	27.3	28.4	26.1	34.3	16.4	28.3
All schools	40.3	34.1	28.8	27.9	35.6	29.8	43.5	18.7	33.7
All school staff (e)									
Primary schools	12.6	11.4	11.7	10.6	11.9	11.0	13.3	9.0	11.8
Secondary schools	8.7	8.0	8.1	8.2	8.3	8.2	9.4	6.4	8.3
All schools	10.3	9.3	9.7	9.3	10.0	9.3	11.0	7.5	9.8
All schools									
Teaching staff (b)									
Primary schools	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
Secondary schools	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0
All schools	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
Non-teaching school staff (c), (d)									
Primary schools	48.4	46.8	37.0	27.7	37.5	31.9	42.9	23.3	40.1
Secondary schools	39.7	32.3	31.3	26.2	31.7	28.8	34.7	19.6	33.1
All schools	44.1	38.8	34.5	27.1	34.9	30.4	38.6	21.6	36.8
All school staff (e)									
Primary schools	12.1	11.6	11.2	10.0	11.1	10.3	11.1	8.2	11.3
Secondary schools	9.3	8.5	8.9	8.1	8.9	8.7	9.0	6.8	8.8
All schools	10.7	10.0	10.2	9.2	10.1	9.5	10.0	7.6	10.1

FTE= Full time equivalent.

(a) FTE students and FTE staff.

Table 4A.17 **Students-to-staff ratios, 2009 (a)**

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

Source: ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0, Canberra.

Table 4A.18

Table 4A.18		Students-to-staff ratios, teaching staff, all students (a), (b)								
		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools										
Government schools										
	2000	17.7	16.9	16.7	17.3	17.2	15.8	17.1	13.8	17.1
	2001	17.5	16.6	15.8	17.2	16.8	16.0	16.5	13.8	16.7
	2002	17.5	16.4	15.7	17.7	16.8	16.1	15.8	14.0	16.7
	2003	17.3	16.2	15.5	16.8	15.9	16.0	15.1	13.9	16.4
	2004	17.0	16.2	15.4	16.2	16.2	15.9	14.2	13.5	16.2
	2005	16.7	16.1	15.5	16.3	16.1	15.9	13.8	13.6	16.1
	2006	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
	2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
	2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
	2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
Non-government schools										
	2000	18.5	17.7	17.5	17.0	17.8	17.3	20.5	18.7	17.9
	2001	18.2	17.2	17.3	16.3	17.8	17.6	20.1	17.9	17.6
	2002	17.7	16.9	16.9	17.5	17.5	17.4	18.7	17.6	17.3
	2003	17.5	16.5	16.7	17.3	17.6	17.2	18.1	18.3	17.1
	2004	17.2	16.4	16.6	17.0	17.2	17.2	17.9	18.1	16.9
	2005	17.1	16.0	16.3	16.8	16.6	16.8	17.5	16.7	16.6
	2006	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
	2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
	2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
	2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
All schools										
	2000	17.9	17.2	16.9	17.2	17.4	16.1	18.1	14.6	17.3
	2001	17.7	16.8	16.1	16.9	17.0	16.4	17.6	14.5	17.0
	2002	17.6	16.6	16.0	17.7	17.0	16.3	16.7	14.6	16.9
	2003	17.3	16.3	15.8	16.9	16.4	16.2	16.1	14.6	16.6
	2004	17.1	16.3	15.7	16.4	16.5	16.2	15.4	14.2	16.4
	2005	16.8	16.1	15.7	16.4	16.3	16.1	15.0	14.2	16.2
	2006	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
	2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
	2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
	2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
Secondary schools										
Government schools										
	2000	12.6	12.6	12.5	12.6	11.9	13.7	12.5	11.4	12.6
	2001	12.5	12.6	12.6	12.6	12.2	13.4	12.1	11.4	12.5
	2002	12.5	12.3	13.1	12.4	12.5	13.4	12.0	10.9	12.5
	2003	12.6	12.1	13.0	12.2	12.9	13.4	11.9	11.6	12.5
	2004	12.5	12.1	13.0	11.7	12.5	13.2	11.8	11.0	12.4

Table 4A.18

Table 4A.18		Students-to-staff ratios, teaching staff, all students (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>
	2005	12.4	12.0	13.0	12.0	12.5	13.2	11.8	11.6	12.4
	2006	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
	2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3
	2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3
	2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3
Non-government schools										
	2000	12.4	12.3	13.0	12.7	12.6	12.6	13.3	11.2	12.5
	2001	12.3	12.2	12.8	12.5	12.5	12.4	13.1	10.9	12.4
	2002	12.2	12.1	12.7	12.4	12.3	12.5	12.9	10.3	12.3
	2003	12.0	12.0	12.6	12.5	12.2	12.4	12.9	10.2	12.1
	2004	11.9	11.7	12.5	12.4	12.1	12.4	12.8	9.8	12.0
	2005	11.8	11.6	12.5	12.2	12.0	12.3	13.0	10.3	11.9
	2006	11.7	11.5	12.5	12.0	11.8	12.2	12.9	10.5	11.8
	2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7
	2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6
	2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7
All schools										
	2000	12.5	12.5	12.7	12.6	12.1	13.4	12.8	11.3	12.6
	2001	12.4	12.5	12.7	12.6	12.3	13.1	12.5	11.3	12.5
	2002	12.4	12.2	12.9	12.4	12.4	13.1	12.4	10.8	12.4
	2003	12.3	12.1	12.9	12.3	12.7	13.1	12.3	11.1	12.4
	2004	12.3	12.0	12.8	12.0	12.3	12.9	12.2	10.6	12.3
	2005	12.2	11.9	12.8	12.1	12.3	13.0	12.3	11.2	12.2
	2006	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2
	2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1
	2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0
	2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0
All schools										
Government schools										
	2000	15.2	14.9	14.9	15.2	14.9	14.8	14.7	13.0	15.0
	2001	15.1	14.7	14.5	15.1	14.8	14.8	14.2	13.0	14.8
	2002	15.1	14.4	14.7	15.4	15.0	14.8	13.9	13.0	14.8
	2003	15.0	14.3	14.5	14.8	14.7	14.8	13.5	13.1	14.6
	2004	14.8	14.2	14.4	14.3	14.6	14.6	13.0	12.6	14.5
	2005	14.6	14.1	14.5	14.5	14.6	14.7	12.9	12.9	14.4
	2006	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3
	2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2
	2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1
	2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0
Non-government schools										

Table 4A.18

Table 4A.18		Students-to-staff ratios, teaching staff, all students (a), (b)								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2000	14.9	14.5	15.0	14.6	15.2	14.6	16.1	14.9	14.8
	2001	14.8	14.3	14.8	14.2	15.2	14.6	15.8	14.3	14.6
	2002	14.5	14.1	14.6	14.7	14.9	14.5	15.2	13.8	14.5
	2003	14.2	13.8	14.4	14.6	14.9	14.3	15.0	13.9	14.3
	2004	14.1	13.6	14.3	14.5	14.6	14.3	14.9	13.4	14.1
	2005	14.0	13.4	14.2	14.3	14.3	14.2	14.8	13.3	13.9
	2006	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
	2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
	2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
	2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
All schools										
	2000	15.1	14.7	14.9	15.0	15.0	14.8	15.2	13.4	15.0
	2001	15.0	14.6	14.6	14.9	14.9	14.7	14.8	13.3	14.8
	2002	14.9	14.3	14.6	15.2	15.0	14.7	14.4	13.1	14.7
	2003	14.7	14.1	14.5	14.8	14.8	14.6	14.0	13.3	14.5
	2004	14.6	14.0	14.4	14.3	14.6	14.5	13.7	12.8	14.3
	2005	14.4	13.9	14.4	14.4	14.5	14.5	13.6	13.0	14.2
	2006	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1
	2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
	2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9
	2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9

(a) Full time equivalent students and full time equivalent staff.

(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.

Source: ABS, *Schools Australia (various years)*, Cat. no. 4221.0, Canberra.

Table 4A.19

Table 4A.19 **Distribution of school sizes — government schools, 2009 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–20	8.4	5.4	10.9	3.5	3.8	1.4	3.6	17.7	7.1
21–35	8.0	7.6	8.3	4.7	4.5	4.3	1.8	11.3	7.2
36–100	15.4	14.4	18.6	12.0	18.5	18.0	5.5	4.8	15.5
101–200	13.8	20.7	10.1	14.9	22.8	25.9	12.7	9.7	15.9
201–300	17.1	17.5	10.4	22.9	23.8	25.9	21.8	25.8	17.5
301–600	29.8	28.6	23.5	38.0	25.4	24.5	54.5	30.6	28.9
601–1000	7.3	5.6	16.5	3.9	1.2	–	–	–	7.4
1001+	0.1	0.2	1.7	–	–	–	–	–	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	0.3	0.8	–	–	–	–	–	–	0.3
21–35	–	–	0.6	–	–	–	–	–	0.1
36–100	0.3	2.4	0.6	3.0	–	–	–	–	1.1
101–200	2.4	5.2	5.6	7.1	4.2	2.7	–	20.0	4.4
201–300	5.1	4.8	6.2	6.1	6.9	18.9	5.9	20.0	6.2
301–600	21.1	23.4	19.1	24.2	30.6	35.1	11.8	13.3	22.5
601–1000	47.8	31.0	30.9	39.4	38.9	32.4	76.5	26.7	39.0
1001+	23.0	32.5	37.1	20.2	19.4	10.8	5.9	20.0	26.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (c)									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	4.5	–	7.4	6.7	3.8	–	12.9	5.0
36–100	19.7	6.0	19.8	30.5	28.0	11.5	–	54.3	25.4
101–200	33.3	16.4	15.4	14.7	6.7	30.8	–	8.6	16.1
201–300	12.1	16.4	18.7	21.1	24.0	11.5	–	20.0	18.3
301–600	27.3	25.4	23.1	15.8	22.7	34.6	–	4.3	20.1
601–1000	3.0	14.9	3.3	7.4	5.3	7.7	57.1	–	6.4
1001+	4.5	16.4	19.8	3.2	6.7	–	42.9	–	8.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Special schools are excluded from the calculations.

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

– Nil or rounded to zero.

Source: ABS (unpublished) *Schools Australia 2009*.

Table 4A.20

Table 4A.20 **Distribution of school sizes — non-government schools, 2009**
(per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–20	3.4	1.9	1.3	2.6	–	–	–	–	2.2
21–35	4.2	4.0	3.4	5.2	0.9	6.9	3.8	–	3.9
36–100	15.4	14.8	13.8	20.1	13.2	10.3	–	27.3	15.0
101–200	24.2	27.2	22.4	22.7	24.5	44.8	30.8	–	25.0
201–300	14.2	22.5	11.2	21.4	28.3	20.7	15.4	54.5	18.3
301–600	33.9	26.7	37.5	25.3	27.4	17.2	42.3	18.2	30.7
601–1000	4.6	3.0	9.9	2.6	5.7	–	7.7	–	4.8
1001+	–	–	0.4	–	–	–	–	–	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	1.9	–	–	–	4.5	–	–	10.0	1.3
21–35	1.3	1.0	–	4.3	–	14.3	–	–	1.3
36–100	2.6	2.9	4.2	8.7	4.5	–	–	30.0	4.0
101–200	5.2	6.7	5.6	4.3	18.2	14.3	–	10.0	6.5
201–300	3.9	3.8	9.7	8.7	9.1	–	–	10.0	5.5
301–600	23.2	21.0	37.5	13.0	22.7	14.3	–	30.0	24.3
601–1000	45.2	29.5	36.1	56.5	40.9	42.9	20.0	–	38.3
1001+	16.8	35.2	6.9	4.3	–	14.3	80.0	10.0	18.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (c)									
1–20	–	–	–	–	–	–	–	–	–
21–35	2.6	–	0.7	2.7	–	3.3	–	–	1.4
36–100	5.3	7.3	4.0	16.1	2.9	13.3	8.3	26.7	7.6
101–200	8.3	8.0	6.0	6.3	2.9	16.7	8.3	26.7	7.7
201–300	9.6	4.7	5.4	4.5	1.5	10.0	8.3	6.7	6.3
301–600	25.0	23.3	19.5	21.4	23.5	23.3	8.3	20.0	22.5
601–1000	28.1	22.7	23.5	17.0	29.4	23.3	8.3	20.0	24.0
1001+	21.1	34.0	40.9	32.1	39.7	10.0	58.3	–	30.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Special schools are excluded from the calculations.

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

– Nil or rounded to zero.

Source: ABS (unpublished) *Schools Australia 2009*.

Table 4A.21

Table 4A.21 **Distribution of school sizes — all schools, 2009 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–20	7.3	4.5	9.0	3.3	3.0	1.2	2.5	15.1	6.0
21–35	7.1	6.7	7.3	4.8	3.8	4.8	2.5	9.6	6.4
36–100	15.4	14.5	17.7	13.9	17.5	16.7	3.7	8.2	15.4
101–200	16.3	22.4	12.6	16.7	23.1	29.2	18.5	8.2	18.0
201–300	16.5	18.9	10.6	22.6	24.7	25.0	19.8	30.1	17.7
301–600	30.8	28.1	26.3	35.1	25.8	23.2	50.6	28.8	29.3
601–1000	6.7	4.9	15.2	3.6	2.1	–	2.5	–	6.8
1001+	0.1	0.1	1.5	–	–	–	–	–	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	0.8	0.6	–	–	1.1	–	–	4.0	0.6
21–35	0.4	0.3	0.4	0.8	–	2.3	–	–	0.4
36–100	1.0	2.5	1.6	4.1	1.1	–	–	12.0	1.9
101–200	3.2	5.6	5.6	6.6	7.4	4.5	–	16.0	5.0
201–300	4.8	4.5	7.2	6.6	7.4	15.9	4.5	16.0	6.0
301–600	21.7	22.7	24.4	22.1	28.7	31.8	9.1	20.0	23.0
601–1000	47.0	30.5	32.4	42.6	39.4	34.1	63.6	16.0	38.8
1001+	21.1	33.3	28.4	17.2	14.9	11.4	22.7	16.0	24.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (c)									
1–20	–	–	–	–	–	–	–	–	–
21–35	2.0	1.4	0.4	4.8	3.5	3.6	–	10.6	2.9
36–100	8.5	6.9	10.0	22.7	16.1	12.5	5.3	49.4	14.6
101–200	13.9	10.6	9.6	10.1	4.9	23.2	5.3	11.8	11.0
201–300	10.2	8.3	10.4	12.1	13.3	10.7	5.3	17.6	11.0
301–600	25.5	24.0	20.8	18.8	23.1	28.6	5.3	7.1	21.6
601–1000	22.4	20.3	15.8	12.6	16.8	16.1	26.3	3.5	17.0
1001+	17.3	28.6	32.9	18.8	22.4	5.4	52.6	–	21.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Special schools are excluded from the calculations.

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

– Nil or rounded to zero.

Source: ABS (unpublished) *Schools Australia* 2009.

Table 4A.22

Table 4A.22 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005 (August)									
Government schools									
Primary students	436 551	314 753	287 245	149 610	107 573	35 333	19 393	19 926	1 370 384
Secondary students	303 888	221 882	163 719	79 207	57 141	25 272	15 966	8 628	875 703
Total students	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Primary schools	1 653	1 218	964	509	435	141	66	82	5 068
Secondary schools	370	260	180	99	74	39	22	11	1 055
Combined schools	65	57	89	99	76	25	4	53	468
Special schools	106	78	47	70	20	8	4	5	338
Total schools	2 194	1 613	1 280	777	605	213	96	151	6 929
Non-government schools									
Primary students	185 342	139 702	102 284	57 278	49 708	10 655	11 694	5 122	561 785
Secondary students	181 905	149 610	94 006	52 205	35 003	11 244	12 597	3 697	540 267
Total students	367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
Primary schools	510	435	242	154	112	29	27	17	1 526
Secondary schools	152	102	82	39	20	7	5	6	413
Combined schools	218	138	127	96	65	29	11	12	696
Special schools	32	17	3	2	3	1	1	-	59
Total schools	912	692	454	291	200	66	44	35	2 694
All schools									
Primary students	621 893	454 455	389 529	206 888	157 281	45 988	31 087	25 048	1 932 169
Secondary students	485 793	371 492	257 725	131 412	92 144	36 516	28 563	12 325	1 415 970
Total students	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Primary schools	2 163	1 653	1 206	663	547	170	93	99	6 594
Secondary schools	522	362	262	138	94	46	27	17	1 468
Combined schools	283	195	216	195	141	54	15	65	1 164

Table 4A.22

Table 4A.22 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Special schools	138	95	50	72	23	9	5	5	397
Total schools	3 106	2 305	1 734	1 068	805	279	140	186	9 623
2009 (August)									
Government schools									
Primary students	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Secondary students	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Total students	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary schools	1 634	1 180	929	510	421	139	55	62	4 930
Secondary schools	370	252	178	99	72	37	17	15	1 040
Combined schools	66	67	91	95	75	26	7	70	497
Special schools	111	76	47	67	20	5	4	5	335
Total schools	2 181	1 575	1 245	771	588	207	83	152	6 802
Non-government schools									
Primary students	187 932	146 111	128 204	64 362	51 830	11 234	12 388	5 056	607 117
Secondary students	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Total students	375 247	306 846	233 373	122 355	90 721	23 403	25 477	9 998	1 187 420
Primary schools	499	427	232	154	106	29	26	11	1 484
Secondary schools	155	105	72	23	22	7	5	10	399
Combined schools	228	150	149	112	68	30	12	15	764
Special schools	34	22	12	7	3	1	1	-	80
Total schools	916	704	465	296	199	67	44	36	2 727
All schools									
Primary students	618 749	458 255	438 531	216 627	155 936	44 157	31 231	23 229	1 986 715
Secondary students	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Total students	1 110 939	843 922	717 988	355 854	253 428	80 907	59 799	38 489	3 461 326
Primary schools	2 133	1 607	1 161	664	527	168	81	73	6 414

Table 4A.22

Table 4A.22 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary schools	525	357	250	122	94	44	22	25	1 439
Combined schools	294	217	240	207	143	56	19	85	1 261
Special schools	145	98	59	74	23	6	5	5	415
Total schools	3 097	2 279	1 710	1 067	787	274	127	188	9 529

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

– Nil or rounded to zero.

Source: ABS 2006, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0.

Table 4A.23

Table 4A.23 Change in number of schools and number of students, 2005–09 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005–09 overall change									
Schools									
Government schools	-0.6	-2.4	-2.7	-0.8	-2.8	-2.8	-13.5	0.7	-1.8
Non-government schools	0.4	1.7	2.4	1.7	-0.5	1.5	–	2.9	1.2
All schools	-0.3	-1.1	-1.4	-0.1	-2.2	-1.8	-9.3	1.1	-1.0
Students									
Government schools	-0.6	0.1	7.5	2.0	-1.2	-5.1	-2.9	-0.2	1.2
Non-government schools	2.2	6.1	18.9	11.8	7.1	6.9	4.9	13.4	7.7
All schools	0.3	2.2	10.9	5.2	1.6	-1.9	0.2	3.0	3.4
2005–09 average annual change									
Schools									
Government schools	-0.1	-0.6	-0.7	-0.2	-0.7	-0.7	-3.6	0.2	-0.5
Non-government schools	0.1	0.4	0.6	0.4	-0.1	0.4	–	0.7	0.3
All schools	–	-0.3	-0.3	–	-0.6	-0.5	-2.4	0.3	-0.2
Students									
Government schools	-0.2	–	1.8	0.5	-0.3	-1.3	-0.7	-0.1	0.3
Non-government schools	0.5	1.5	4.4	2.8	1.7	1.7	1.2	3.2	1.9
All schools	0.1	0.5	2.6	1.3	0.4	-0.5	0.1	0.7	0.8

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

– Nil or rounded to zero.

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0.

Table 4A.24

Table 4A.24 Indigenous full time students, 2009

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total Indigenous students (a)										
Government schools	no.	40 549	8 137	39 357	19 231	7 979	4 698	1 029	12 320	133 300
Non-government schools	no.	5 926	1 084	6 753	3 574	1 024	721	255	2 896	22 233
All schools	no.	46 475	9 221	46 110	22 805	9 003	5 419	1 284	15 216	155 533
Total students										
Government schools	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Non-government schools	no.	375 247	306 846	233 373	122 355	90 721	23 403	25 477	9 998	1 187 420
All schools	no.	1 110 939	843 922	717 988	355 854	253 428	80 907	59 799	38 489	3 461 326
Indigenous students as a proportion of all 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 underrepresented in some jurisdictions.

Source: ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0.

Table 4A.25

Table 4A.25 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
1996	23.4	23.5	12.1	17.1	15.2	5.8	21.9	32.8
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Non-government schools								
1996	na	na	na	na	na	na	na	na
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
All schools								
1996	26.1	27.3	13.4	20.2	17.9	7.2	22.4	33.0
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8

- (a) Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the 2006 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection.
- (b) The number of students from a language background other than English in each state/territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each state/territory in government schools, in non-government schools and in total. The 2006 data exclude students counted in the external territories.
- (c) Based on the numbers of students who fall into categories related to: home language (non-English or English); country of birth of student (non-English or English speaking country); and country of birth of one or both parents (non-English speaking country). Data include Indigenous students whose home language is not English.
- (d) The DEEWR definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions. Further allocation of Commonwealth LBOTE funding will not be necessarily based on the 2006 data shown in this table.
- (e) There have been some changes to the data collected in the 1996 and 2001 Censuses. Data may not be strictly comparable between these two years.

na Not available.

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

Table 4A.26

Table 4A.26 Funded students with disabilities, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total students with disabilities										
Government schools	no.	42 940	31 800	22 739	8 455	15 126	3 077	1 764	4 234	130 135
Non-government schools	no.	13 588	8 892	5 159	2 649	2 860	478	433	324	34 382
All schools	no.	56 528	40 692	27 898	11 104	17 986	3 555	2 197	4 558	164 517
Total students										
Government schools	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Non-government schools	no.	375 247	306 846	233 373	122 355	90 721	23 403	25 477	9 998	1 187 420
All schools	no.	1 110 939	843 922	717 988	355 854	253 428	80 907	59 799	38 489	3 461 326
Students with disabilities as a proportion of all students										
Government schools	%	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9	5.7
Non-government schools	%	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2	2.9
All schools	%	5.1	4.8	3.9	3.1	7.1	4.4	3.7	11.8	4.8

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

(b) Excludes Full Fee Paying Overseas students from both the government and non-government sectors as well students on Christmas and Cocos Islands.

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

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

Table 4A.27

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2
Students with disabilities (b)	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6
Seniority profile (c)	10.4	11.7	11.9	11.7	11.5	10.7	15.8	9.6
Government students as % of all students (d)	66.8	65.0	69.7	67.6	66.0	73.5	59.3	76.4
2006								
LBOTE (a)	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Indigenous students	5.0	1.3	7.6	8.0	4.4	7.6	2.6	42.0
Students with disabilities (b)	5.5	5.2	4.0	3.3	8.8	5.0	4.8	12.6
Seniority profile (c)	10.5	11.6	12.2	12.1	11.7	10.8	16.2	10.4
Government students as % of all students (d)	66.7	64.6	69.2	67.2	65.6	72.8	58.9	75.9
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4
Students with disabilities (b)	5.7	5.3	4.1	3.4	9.0	5.1	4.9	12.4
Seniority profile (c)	10.7	11.8	11.9	11.8	11.7	10.9	16.3	10.2
Government students as % of all students (d)	66.5	64.3	68.6	66.6	65.2	72.0	58.3	75.6
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2
Students with disabilities (b)	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5
Seniority profile (c)	10.7	11.9	12.0	12.1	11.8	10.8	16.3	9.8
Government students as % of all students (d)	66.3	63.8	67.9	66.0	64.6	71.4	57.5	74.7
2009								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2
Students with disabilities (b)	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9
Seniority profile (c)	11.0	12.0	12.4	12.6	12.5	11.1	16.5	9.7
Government students as % of all students (d)	66.2	63.6	67.5	65.6	64.2	71.1	57.4	74.0

(a) Refer to footnotes for table 4A.25. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.26.

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

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

na Not available.

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Source:</i>	ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; DEEWR (unpublished).							

Table 4A.28

Table 4A.28 Student body mix, non-government schools (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6
2006								
LBOTE (a)	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
Indigenous students	1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3
Students with disabilities (b)	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4
Seniority profile (c)	14.3	15.9	17.5	16.8	15.6	13.1	13.9	8.3
Non-government students as % of all students (d)	33.3	35.4	30.8	32.8	34.4	27.2	41.1	24.1
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6
Students with disabilities (b)	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5
Seniority profile (c)	14.3	16.1	16.8	16.5	15.8	13.6	13.8	9.1
Non-government students as % of all students (d)	33.5	35.7	31.4	33.4	34.8	28.0	41.7	24.4
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2
Students with disabilities (b)	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8
Seniority profile (c)	14.5	16.2	16.8	16.4	16.2	13.6	14.0	9.6
Non-government students as % of all students (d)	33.7	36.2	32.1	34.0	35.4	28.6	42.5	25.3
2009								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0
Students with disabilities (b)	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2
Seniority profile (c)	14.4	16.1	16.8	16.8	16.5	13.7	14.0	8.9
Non-government students as % of all students (d)	33.8	36.4	32.5	34.4	35.8	28.9	42.6	26.0

(a) Refer to footnotes for table 4A.25. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.26.

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

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

na Not available.

Table 4A.28 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Source:</i>	ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; DEEWR (unpublished).							

Table 4A.29

Table 4A.29 **Student body mix, all schools (per cent)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1
Students with disabilities (b)	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1
Seniority profile (c)	11.6	13.2	13.7	13.4	12.8	11.3	15.1	9.2
2006								
LBOTE (a)	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
Indigenous students	3.7	1.0	6.0	6.5	3.2	6.3	1.9	38.9
Students with disabilities (b)	4.7	4.2	3.3	2.7	6.8	4.1	3.4	10.1
Seniority profile (c)	11.8	13.1	13.8	13.7	13.0	11.4	15.2	9.9
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0
Students with disabilities (b)	4.9	4.3	3.4	2.9	7.0	4.1	3.6	10.0
Seniority profile (c)	11.9	13.4	13.5	13.4	13.2	11.6	15.3	9.9
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7
Students with disabilities (b)	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1
Seniority profile (c)	12.0	13.4	13.5	13.6	13.3	11.6	15.3	9.8
2009								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5
Students with disabilities (b)	5.1	4.8	3.9	3.1	7.1	4.4	3.7	11.8
Seniority profile (c)	12.1	13.5	13.9	14.0	14.0	11.8	15.4	9.5

(a) Refer to footnotes for table 4A.25. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.26.

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

na Not available.

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.30

Table 4A.30 Proportion of students attending schools in metropolitan, provincial, remote and very remote zones, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Metropolitan zone									
Primary									
Government schools	74.6	73.7	65.7	68.8	67.2	39.7	99.7	..	69.7
Non-government schools	77.3	78.7	74.2	76.1	78.6	53.2	100.0	..	76.3
All schools	75.4	75.3	68.2	71.0	71.0	43.1	99.8	..	71.7
Secondary									
Government schools	72.7	72.6	66.1	69.5	68.7	42.1	100.0	..	69.6
Non-government schools	80.7	79.3	77.0	81.9	83.1	54.5	100.0	..	79.1
All schools	75.7	75.4	70.1	74.7	74.3	46.1	100.0	..	73.3
All school levels									
Government schools	73.8	73.2	65.8	69.1	67.8	40.7	99.8	..	69.7
Non-government schools	79.0	79.0	75.4	78.8	80.5	53.9	100.0	..	77.7
All schools	75.6	75.3	68.9	72.4	72.3	44.5	99.9	..	72.4
Provincial zone									
Primary									
Government schools	24.8	26.2	30.0	21.4	27.5	58.7	0.3	49.9	26.9
Non-government schools	22.1	21.3	24.2	19.4	19.8	45.7	–	55.4	22.1
All schools	24.0	24.7	28.3	20.8	24.9	55.4	0.2	51.1	25.5
Secondary									
Government schools	26.8	27.3	31.2	23.0	27.0	56.6	–	60.6	28.2
Non-government schools	19.3	20.7	22.7	16.3	15.9	45.5	–	62.6	20.3
All schools	23.9	24.6	28.0	20.2	22.6	53.1	–	61.3	25.1
All school levels									
Government schools	25.6	26.7	30.4	21.9	27.3	57.8	0.2	53.8	27.4
Non-government schools	20.7	21.0	23.5	18.0	18.1	45.6	–	59.0	21.2
All schools	24.0	24.6	28.2	20.6	24.0	54.3	0.1	55.2	25.3
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.4	6.2	4.0	1.1	..	18.2	2.0
Non-government schools	0.5	–	1.1	2.4	1.5	1.1	..	29.0	1.0
All schools	0.5	0.1	2.0	5.1	3.2	1.1	..	20.6	1.7
Secondary									
Government schools	0.5	0.1	1.6	4.9	3.4	0.8	..	17.2	1.4
Non-government schools	–	–	0.3	1.5	0.9	–	..	30.1	0.5
All schools	0.3	0.1	1.1	3.5	2.5	0.5	..	21.4	1.1
All school levels									
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

Table 4A.30

Table 4A.30 Proportion of students attending schools in metropolitan, provincial, remote and very remote zones, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	0.4	0.1	1.7	4.5	2.9	0.9	..	20.9	1.4
Very remote areas									
Primary									
Government schools	0.1	..	1.9	3.6	1.3	0.5	..	31.8	1.4
Non-government schools	0.1	..	0.6	2.0	0.2	–	..	15.5	0.5
All schools	0.1	..	1.5	3.1	0.9	0.4	..	28.3	1.1
Secondary									
Government schools	0.1	..	1.2	2.5	0.9	0.4	..	22.2	0.8
Non-government schools	–	..	–	0.3	0.1	–	..	7.2	0.1
All schools	–	..	0.7	1.6	0.6	0.3	..	17.4	0.5
All school levels									
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) Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification. See section 4.6 of the School education chapter for definitions.

(b) Calculated as the number of students attending a particular type of school (such as government primary school) in a particular geographic classification (such as metropolitan zone), divided by the total number of students attending that type of school.

(c) Full Time Equivalent students.

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

Source: DEEWR (unpublished).

Table 4A.31

Table 4A.31 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.6 ± 0.3	94.2 ± 0.4	97.0 ± 0.2	85.8 ± 1.7	96.0 ± 0.2	95.1 ± 0.5
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	95.2 ± 0.4	93.7 ± 0.5	96.8 ± 0.3	87.2 ± 3.0	95.8 ± 0.3	94.1 ± 0.6
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	92.0 ± 0.5	89.7 ± 0.7	94.4 ± 0.5	77.1 ± 2.8	93.1 ± 0.4	86.7 ± 2.0
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	91.1 ± 0.8	88.7 ± 1.0	93.7 ± 0.7	66.3 ± 3.8	93.4 ± 0.6	89.2 ± 1.9
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	93.6 ± 0.7	91.8 ± 1.0	95.4 ± 0.7	77.6 ± 4.3	94.2 ± 0.7	90.2 ± 2.4
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	93.3 ± 1.0	91.1 ± 1.5	95.8 ± 0.9	87.0 ± 3.9	93.6 ± 1.0	85.6 ± 5.7
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	94.7 ± 1.6	93.2 ± 2.2	96.3 ± 1.4	83.5 ± 7.5	95.1 ± 1.5	89.4 ± 5.0
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	68.5 ± 6.1	64.1 ± 6.4	73.0 ± 6.3	39.9 ± 7.0	89.9 ± 2.3	38.1 ± 8.4
1. 8yrs 6mths						
2. 3yrs 4mths						
Australia	93.7 ± 0.2	92.0 ± 0.3	95.6 ± 0.2	75.1 ± 1.7	94.8 ± 0.2	92.2 ± 0.6
1. 8yrs 6mths						
2. 3yrs 1mth						

LBOTE =Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.31 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.32

Table 4A.32 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	93.7 ± 0.4	91.7 ± 0.5	95.7 ± 0.3	77.9 ± 2.0	94.3 ± 0.3	92.7 ± 0.7
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	94.2 ± 0.4	92.6 ± 0.6	96.0 ± 0.3	84.8 ± 3.1	94.6 ± 0.4	92.6 ± 0.7
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	88.9 ± 0.7	86.5 ± 0.8	91.5 ± 0.7	65.7 ± 3.1	90.6 ± 0.6	80.0 ± 2.7
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	88.9 ± 0.8	86.5 ± 1.0	91.5 ± 0.9	56.2 ± 3.6	91.8 ± 0.6	86.4 ± 2.3
1. 10yrs 5mths						
2. 5yrs 4mths						
SA	91.0 ± 0.9	88.6 ± 1.1	93.5 ± 0.8	67.7 ± 5.2	91.9 ± 0.8	85.2 ± 2.7
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	90.3 ± 1.4	86.9 ± 2.1	93.9 ± 1.2	79.0 ± 4.3	91.8 ± 1.3	91.2 ± 4.7
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	94.0 ± 1.4	91.9 ± 2.0	96.1 ± 1.3	77.4 ± 9.0	94.4 ± 1.4	90.0 ± 4.2
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	65.4 ± 6.3	62.3 ± 6.6	68.6 ± 6.5	31.0 ± 6.0	89.1 ± 2.2	27.2 ± 7.0
1. 10yrs 6mths						
2. 5yrs 4mths						
Australia	91.7 ± 0.3	89.6 ± 0.3	93.9 ± 0.3	66.7 ± 1.7	93.1 ± 0.2	89.7 ± 0.6
1. 10yrs 6mths						
2. 5yrs 1mth						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.32 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.33

Table 4A.33 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	94.8 ± 0.5	93.1 ± 0.6	96.7 ± 0.4	81.2 ± 1.9	95.4 ± 0.4	94.1 ± 0.9
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	95.4 ± 0.5	93.7 ± 0.7	97.2 ± 0.4	84.4 ± 3.4	95.7 ± 0.5	94.0 ± 0.9
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	92.9 ± 0.5	90.7 ± 0.7	95.1 ± 0.4	74.0 ± 2.7	94.2 ± 0.4	85.4 ± 2.5
1. 12yrs 0mths						
2. 6yrs 4mths						
WA	92.1 ± 0.9	90.2 ± 1.1	94.2 ± 0.9	65.2 ± 4.5	94.3 ± 0.7	89.1 ± 2.5
1. 12yrs 2mths						
2. 6yrs 4mths						
SA	93.6 ± 0.8	91.7 ± 1.1	95.7 ± 0.7	71.5 ± 5.7	94.4 ± 0.7	87.4 ± 2.8
1. 12yrs 6mths						
2. 7yrs 4mths						
Tasmania	92.6 ± 1.6	89.8 ± 2.2	95.4 ± 1.2	82.4 ± 4.3	93.6 ± 1.3	89.6 ± 7.6
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	95.5 ± 1.6	94.1 ± 2.2	97.0 ± 1.5	86.5 ± 9.7	95.8 ± 1.5	91.9 ± 3.7
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	70.9 ± 8.3	67.7 ± 8.6	74.2 ± 8.4	36.4 ± 9.5	92.4 ± 3.7	32.5 ± 13.1
1. 12yrs 5mths						
2. 7yrs 4mths						
Australia	94.0 ± 0.3	92.1 ± 0.4	95.9 ± 0.2	73.2 ± 1.7	95.0 ± 0.2	91.7 ± 0.7
1. 12yrs 6mths						
2. 7yrs 0mths						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.33 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.34

Table 4A.34 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	93.6 ± 0.5	91.4 ± 0.8	95.8 ± 0.5	78.2 ± 2.2	94.3 ± 0.5	91.5 ± 1.3
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	94.3 ± 0.6	92.4 ± 0.8	96.3 ± 0.5	79.3 ± 3.8	94.7 ± 0.5	91.4 ± 1.2
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	90.0 ± 0.9	87.1 ± 1.2	93.1 ± 0.8	64.5 ± 3.8	91.7 ± 0.7	78.9 ± 5.1
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	89.9 ± 1.3	87.1 ± 1.7	93.0 ± 1.2	56.4 ± 5.4	92.4 ± 1.1	85.8 ± 3.6
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	92.1 ± 1.4	89.7 ± 1.8	94.7 ± 1.1	67.6 ± 5.3	93.0 ± 1.3	84.1 ± 6.2
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	91.2 ± 1.7	88.7 ± 2.1	93.8 ± 1.9	79.2 ± 5.3	92.5 ± 1.5	83.5 ± 7.8
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	94.1 ± 2.2	92.6 ± 2.8	95.9 ± 2.0	78.1 ± 10.6	94.5 ± 2.1	89.9 ± 3.9
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	69.1 ± 7.9	67.1 ± 7.9	71.3 ± 8.5	32.3 ± 8.2	90.7 ± 4.5	29.6 ± 12.3
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	92.2 ± 0.4	89.9 ± 0.5	94.7 ± 0.3	67.0 ± 2.1	93.5 ± 0.3	88.8 ± 1.0
1. 14yrs 5mths						
2. 9yrs 0mths						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.34 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2009 (per cent) (a), (b)

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

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.35

Table 4A.35 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	88.8 ± 2.2	89.0 ± 4.2	80.5 ± 2.8	76.4 ± 3.9	83.5 ± 4.6	86.4 ± 7.2	84.1 ± 8.2	..	83.8 ± 1.5
Provincial	84.3 ± 2.3	85.8 ± 4.2	80.7 ± 3.2	75.7 ± 6.3	75.2 ± 7.4	87.5 ± 4.5	np	68.4 ± 7.2	81.5 ± 1.6
Remote	75.4 ± 7.7	np	62.6 ± 10.9	55.0 ± 9.7	np	np	..	48.7 ± 16.5	58.4 ± 7.2
Very remote	71.9 ± 23.2	..	61.7 ± 10.0	51.3 ± 6.5	57.0 ± 16.5	np	..	24.6 ± 6.7	43.4 ± 5.6
Total	85.8 ± 1.7	87.2 ± 3.0	77.1 ± 2.8	66.3 ± 3.8	77.6 ± 4.3	87.0 ± 3.9	83.5 ± 7.5	39.9 ± 7.0	75.1 ± 1.7
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	95.9 ± 0.4	93.5 ± 0.5	93.7 ± 0.7	94.5 ± 0.9	93.6 ± 1.8	95.1 ± 1.5	..	95.2 ± 0.2
Provincial	95.5 ± 0.4	95.4 ± 0.6	92.2 ± 0.8	92.6 ± 1.1	93.6 ± 1.2	93.7 ± 1.1	np	88.8 ± 3.0	94.1 ± 0.3
Remote	93.8 ± 3.1	98.9 ± 3.3	92.3 ± 2.9	92.2 ± 2.4	92.2 ± 4.0	90.2 ± 15.4	..	92.4 ± 3.1	92.5 ± 1.3
Very remote	98.6 ± 3.6	..	87.5 ± 6.5	91.0 ± 4.4	97.0 ± 3.7	93.9 ± 7.2	..	93.6 ± 3.5	91.0 ± 3.2
Total	96.0 ± 0.2	95.8 ± 0.3	93.1 ± 0.4	93.4 ± 0.6	94.2 ± 0.7	93.6 ± 1.0	95.1 ± 1.5	89.9 ± 2.3	94.8 ± 0.2
All students									
Metropolitan	96.0 ± 0.3	95.4 ± 0.4	93.0 ± 0.6	92.9 ± 0.8	94.2 ± 0.9	93.4 ± 1.7	94.8 ± 1.6	..	94.7 ± 0.2
Provincial	94.4 ± 0.5	94.7 ± 0.7	91.2 ± 0.9	90.8 ± 1.4	92.7 ± 1.3	93.4 ± 1.2	np	85.1 ± 3.5	93.0 ± 0.4
Remote	87.9 ± 4.2	98.9 ± 3.2	85.8 ± 5.5	83.5 ± 4.3	91.6 ± 4.2	90.5 ± 10.9	..	71.7 ± 13.0	83.9 ± 3.1
Very remote	86.8 ± 14.3	..	73.6 ± 6.8	68.0 ± 7.1	76.7 ± 13.2	93.7 ± 9.0	..	35.2 ± 12.2	61.1 ± 5.5
Total	95.6 ± 0.3	95.2 ± 0.4	92.0 ± 0.5	91.1 ± 0.8	93.6 ± 0.7	93.3 ± 1.0	94.7 ± 1.6	68.5 ± 6.1	93.7 ± 0.2
Year 5									
Indigenous students									
Metropolitan	82.8 ± 2.2	86.1 ± 4.1	72.0 ± 3.5	67.2 ± 5.2	77.3 ± 5.5	78.3 ± 7.6	77.3 ± 9.4	..	76.7 ± 1.8
Provincial	76.4 ± 2.8	83.7 ± 4.4	71.2 ± 4.2	62.4 ± 5.9	65.4 ± 8.0	80.2 ± 5.2	np	68.1 ± 6.6	73.8 ± 1.8
Remote	56.4 ± 11.8	np	44.9 ± 13.1	55.2 ± 8.9	61.5 ± 25.4	np	..	35.3 ± 11.6	47.3 ± 6.1
Very remote	42.2 ± 22.8	..	36.8 ± 9.4	34.3 ± 6.6	30.1 ± 18.5	np	..	12.0 ± 4.2	26.4 ± 4.2

Table 4A.35

Table 4A.35 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	77.9 ± 2.0	84.8 ± 3.1	65.7 ± 3.1	56.2 ± 3.6	67.7 ± 5.2	79.0 ± 4.3	77.4 ± 9.0	31.0 ± 6.0	66.7 ± 1.7
Non-Indigenous students									
Metropolitan	94.5 ± 0.4	94.9 ± 0.4	91.2 ± 0.7	92.3 ± 0.8	92.1 ± 1.0	93.1 ± 1.9	94.5 ± 1.4	..	93.5 ± 0.3
Provincial	93.9 ± 0.5	94.0 ± 0.6	89.4 ± 0.8	90.5 ± 1.3	91.2 ± 1.3	90.9 ± 1.7	np	88.8 ± 2.7	92.2 ± 0.3
Remote	91.8 ± 3.6	94.2 ± 8.4	87.2 ± 2.6	90.7 ± 2.2	91.9 ± 2.8	88.3 ± 13.0	..	89.2 ± 4.8	89.9 ± 1.5
Very remote	89.4 ± 9.4	..	86.0 ± 7.6	88.8 ± 4.1	85.2 ± 7.2	np	..	93.7 ± 5.6	88.0 ± 3.7
Total	94.3 ± 0.3	94.6 ± 0.4	90.6 ± 0.6	91.8 ± 0.6	91.9 ± 0.8	91.8 ± 1.3	94.4 ± 1.4	89.1 ± 2.2	93.1 ± 0.2
All students									
Metropolitan	94.2 ± 0.4	94.5 ± 0.5	90.3 ± 0.8	91.1 ± 0.9	91.8 ± 1.0	91.5 ± 2.3	94.0 ± 1.4	..	93.0 ± 0.3
Provincial	92.3 ± 0.7	93.5 ± 0.6	87.9 ± 1.0	87.9 ± 1.6	90.0 ± 1.4	89.5 ± 1.8	np	84.9 ± 3.3	90.7 ± 0.4
Remote	79.4 ± 8.2	94.2 ± 8.4	77.9 ± 6.1	82.2 ± 4.1	90.1 ± 3.6	82.9 ± 17.4	..	64.5 ± 11.6	79.5 ± 3.1
Very remote	70.4 ± 20.9	..	59.3 ± 9.7	56.3 ± 9.2	58.6 ± 14.9	np	..	21.9 ± 11.3	49.1 ± 5.9
Total	93.7 ± 0.4	94.2 ± 0.4	88.9 ± 0.7	88.9 ± 0.8	91.0 ± 0.9	90.3 ± 1.4	94.0 ± 1.4	65.4 ± 6.3	91.7 ± 0.3
Year 7									
Indigenous students									
Metropolitan	85.5 ± 2.5	87.7 ± 4.5	80.4 ± 2.8	80.1 ± 5.5	77.1 ± 4.8	81.8 ± 8.1	86.5 ± 9.7	..	82.8 ± 1.5
Provincial	78.9 ± 2.5	81.4 ± 4.3	78.0 ± 4.1	68.9 ± 6.4	74.9 ± 9.1	82.8 ± 5.5	np	68.7 ± 10.9	77.7 ± 1.9
Remote	65.4 ± 15.5	np	58.0 ± 9.4	63.3 ± 11.5	83.5 ± 16.3	np	..	37.9 ± 16.0	54.1 ± 7.6
Very remote	np	..	46.8 ± 8.9	39.7 ± 7.9	32.2 ± 19.0	np	..	15.0 ± 5.7	32.3 ± 5.3
Total	81.2 ± 1.9	84.4 ± 3.4	74.0 ± 2.7	65.2 ± 4.5	71.5 ± 5.7	82.4 ± 4.3	86.5 ± 9.7	36.4 ± 9.5	73.2 ± 1.7
Non-Indigenous students									
Metropolitan	95.7 ± 0.5	95.9 ± 0.6	94.6 ± 0.5	94.5 ± 0.8	94.8 ± 0.9	94.5 ± 2.1	95.8 ± 1.5	..	95.4 ± 0.3
Provincial	94.8 ± 0.7	94.8 ± 0.8	93.5 ± 0.7	93.4 ± 1.5	93.6 ± 1.2	93.0 ± 1.7	np	91.5 ± 4.9	94.2 ± 0.4
Remote	91.9 ± 5.3	93.0 ± 8.0	91.1 ± 2.2	94.5 ± 2.4	93.5 ± 2.6	91.3 ± 3.0	..	95.4 ± 1.9	93.1 ± 1.2
Very remote	96.3 ± 8.4	..	88.1 ± 4.5	94.7 ± 4.7	89.5 ± 8.6	np	..	92.2 ± 8.1	90.7 ± 3.1

Table 4A.35

Table 4A.35 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.4 ± 0.4	95.7 ± 0.5	94.2 ± 0.4	94.3 ± 0.7	94.4 ± 0.7	93.6 ± 1.3	95.8 ± 1.5	92.4 ± 3.7	95.0 ± 0.2
All students									
Metropolitan	95.4 ± 0.5	95.7 ± 0.6	93.9 ± 0.6	93.9 ± 0.9	94.4 ± 0.9	93.2 ± 2.6	95.5 ± 1.6	..	95.0 ± 0.3
Provincial	93.3 ± 0.8	94.3 ± 0.9	92.3 ± 0.8	91.3 ± 1.6	92.7 ± 1.4	92.1 ± 1.9	np	87.5 ± 5.0	92.9 ± 0.4
Remote	81.5 ± 10.8	93.1 ± 7.8	82.7 ± 5.0	87.2 ± 4.3	93.0 ± 2.6	88.1 ± 4.1	..	68.7 ± 16.7	83.1 ± 3.6
Very remote	69.7 ± 27.6	..	65.1 ± 8.4	60.5 ± 8.9	60.7 ± 20.2	92.7 ± 9.8	..	27.8 ± 13.2	53.9 ± 6.1
Total	94.8 ± 0.5	95.4 ± 0.5	92.9 ± 0.5	92.1 ± 0.9	93.6 ± 0.8	92.6 ± 1.6	95.5 ± 1.6	70.9 ± 8.3	94.0 ± 0.3
Year 9									
Indigenous students									
Metropolitan	81.5 ± 2.8	79.2 ± 5.9	67.0 ± 6.1	68.0 ± 6.5	75.8 ± 6.0	76.7 ± 8.2	78.1 ± 10.6	..	74.1 ± 2.9
Provincial	77.2 ± 3.0	79.5 ± 4.8	67.0 ± 4.8	59.9 ± 7.9	71.2 ± 8.6	81.4 ± 6.9	np	49.8 ± 16.9	71.2 ± 2.9
Remote	61.5 ± 15.0	np	57.5 ± 13.5	53.3 ± 11.8	54.9 ± 14.6	np	..	34.5 ± 15.8	49.9 ± 7.9
Very remote	np	..	38.8 ± 10.2	31.3 ± 9.7	27.1 ± 17.1	np	..	11.7 ± 7.7	26.2 ± 5.5
Total	78.2 ± 2.2	79.3 ± 3.8	64.5 ± 3.8	56.4 ± 5.4	67.6 ± 5.3	79.2 ± 5.3	78.1 ± 10.6	32.3 ± 8.2	67.0 ± 2.1
Non-Indigenous students									
Metropolitan	94.3 ± 0.7	94.7 ± 0.7	92.2 ± 0.9	92.8 ± 1.3	93.1 ± 1.7	92.6 ± 2.4	94.5 ± 2.1	..	93.7 ± 0.4
Provincial	94.1 ± 0.7	94.4 ± 0.8	90.7 ± 1.0	91.4 ± 2.3	92.7 ± 1.9	92.4 ± 2.0	np	89.6 ± 5.9	92.9 ± 0.5
Remote	89.4 ± 5.8	92.2 ± 8.0	87.6 ± 4.1	89.7 ± 3.4	92.7 ± 2.8	np	..	93.8 ± 3.3	90.5 ± 1.7
Very remote	90.0 ± 16.7	..	85.7 ± 5.2	85.9 ± 5.3	82.4 ± 8.9	np	..	95.6 ± 4.3	87.1 ± 3.5
Total	94.3 ± 0.5	94.7 ± 0.5	91.7 ± 0.7	92.4 ± 1.1	93.0 ± 1.3	92.5 ± 1.5	94.5 ± 2.1	90.7 ± 4.5	93.5 ± 0.3
All students									
Metropolitan	94.0 ± 0.7	94.4 ± 0.7	91.1 ± 1.1	91.8 ± 1.4	92.8 ± 1.7	91.2 ± 3.0	94.1 ± 2.2	..	93.1 ± 0.4
Provincial	92.7 ± 0.8	93.9 ± 0.9	88.7 ± 1.2	88.6 ± 2.7	91.8 ± 2.2	91.3 ± 2.1	np	80.7 ± 7.1	91.3 ± 0.6
Remote	77.0 ± 10.2	91.5 ± 7.8	79.6 ± 6.3	80.1 ± 6.4	89.6 ± 4.9	87.4 ± 3.3	..	67.1 ± 16.5	79.3 ± 4.1
Very remote	61.6 ± 27.7	..	59.6 ± 13.4	51.1 ± 13.0	54.0 ± 17.6	np	..	26.0 ± 17.1	48.4 ± 7.6

Table 4A.35

Table 4A.35 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	93.6 ± 0.5	94.3 ± 0.6	90.0 ± 0.9	89.9 ± 1.3	92.1 ± 1.4	91.2 ± 1.7	94.1 ± 2.2	69.1 ± 7.9	92.2 ± 0.4

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

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

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

(d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.36 Proportions by achievement levels for reading, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.37

Table 4A.37 Proportions by achievement levels for reading, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	46.6 ± 2.4	37.5 ± 4.0	59.9 ± 3.0	69.4 ± 3.1	56.7 ± 4.9	45.5 ± 5.3	43.2 ± 9.1	83.1 ± 4.0	57.1 ± 1.5
<i>Below the national minimum standard</i>	%	22.1 ± 1.9	15.2 ± 2.7	34.4 ± 3.2	43.7 ± 3.6	32.3 ± 5.1	21.0 ± 4.2	22.6 ± 8.2	69.0 ± 6.3	33.3 ± 1.7
<i>At the national minimum standard</i>	%	24.5 ± 1.5	22.3 ± 4.0	25.5 ± 1.8	25.7 ± 3.1	24.4 ± 4.2	24.5 ± 4.3	20.6 ± 8.8	14.1 ± 2.9	23.8 ± 0.9
In the medium levels (d)	%	41.6 ± 2.1	48.0 ± 3.9	33.5 ± 2.6	25.6 ± 2.8	36.9 ± 4.3	41.1 ± 4.9	33.6 ± 11.4	14.3 ± 3.5	34.4 ± 1.3
In the high levels (e)	%	11.7 ± 1.4	14.5 ± 2.9	6.6 ± 1.0	5.0 ± 1.2	6.4 ± 2.4	13.4 ± 3.3	23.1 ± 10.2	2.6 ± 1.1	8.5 ± 0.6
	Non-Indigenous students									
At or below the national minimum standard	%	16.7 ± 0.6	15.6 ± 0.6	25.2 ± 1.0	21.7 ± 1.1	22.4 ± 1.3	21.7 ± 2.5	14.2 ± 2.3	26.0 ± 3.4	19.3 ± 0.4
In the medium levels (d)	%	44.6 ± 0.6	47.0 ± 0.7	47.6 ± 0.6	47.1 ± 1.1	49.2 ± 0.9	44.9 ± 2.5	43.7 ± 2.9	47.4 ± 3.3	46.4 ± 0.3
In the high levels (e)	%	38.6 ± 1.0	37.3 ± 0.9	27.2 ± 0.9	31.2 ± 1.4	28.5 ± 1.5	33.3 ± 2.5	42.2 ± 3.6	26.6 ± 3.7	34.3 ± 0.5
	All students									
At or below the national minimum standard	%	17.9 ± 0.7	16.1 ± 0.6	27.6 ± 1.0	25.8 ± 1.3	23.6 ± 1.4	24.5 ± 2.6	14.9 ± 2.3	49.3 ± 6.0	21.2 ± 0.4
In the medium levels (d)	%	44.3 ± 0.6	47.0 ± 0.7	46.7 ± 0.6	45.5 ± 1.0	48.7 ± 0.9	44.8 ± 2.2	43.3 ± 2.8	33.7 ± 3.9	45.8 ± 0.3
In the high levels (e)	%	37.6 ± 1.0	37.0 ± 0.9	25.8 ± 0.9	28.7 ± 1.3	27.8 ± 1.5	30.8 ± 2.4	41.7 ± 3.5	17.2 ± 3.1	33.1 ± 0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.37 Proportions by achievement levels for reading, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.38

Table 4A.38 Proportions by achievement levels for reading, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students										
At or below the national minimum standard	%	46.8 ± 2.8	41.7 ± 4.7	55.4 ± 2.9	64.5 ± 4.0	57.9 ± 5.1	43.6 ± 6.3	38.3 ± 14.0	82.1 ± 6.6	54.3 ± 1.7
<i>Below the national minimum standard</i>	%	18.8 ± 1.8	15.7 ± 3.2	26.0 ± 2.7	34.9 ± 4.5	28.5 ± 5.8	17.6 ± 4.3	13.5 ± 9.5	63.5 ± 9.6	26.8 ± 1.7
<i>At the national minimum standard</i>	%	28.0 ± 2.1	26.0 ± 4.9	29.4 ± 1.9	29.6 ± 3.6	29.4 ± 4.4	26.0 ± 4.7	24.8 ± 11.0	18.6 ± 4.3	27.5 ± 1.0
In the medium levels (d)	%	44.7 ± 2.3	50.8 ± 4.6	39.2 ± 2.6	32.1 ± 3.8	36.8 ± 4.6	46.8 ± 6.0	52.2 ± 13.0	15.8 ± 6.1	39.3 ± 1.4
In the high levels (e)	%	8.5 ± 1.5	7.6 ± 2.2	5.4 ± 1.0	3.5 ± 1.4	5.3 ± 1.9	9.4 ± 3.0	9.4 ± 6.8	2.0 ± 1.1	6.3 ± 0.7
Non-Indigenous students										
At or below the national minimum standard	%	16.8 ± 1.0	15.6 ± 1.0	19.9 ± 0.9	18.9 ± 1.4	19.2 ± 1.4	20.5 ± 3.1	13.3 ± 3.1	24.3 ± 5.6	17.5 ± 0.5
In the medium levels (d)	%	51.9 ± 1.1	54.8 ± 0.9	55.9 ± 0.7	53.7 ± 1.3	55.3 ± 1.0	52.7 ± 2.4	49.0 ± 3.7	51.9 ± 3.8	53.9 ± 0.5
In the high levels (e)	%	31.4 ± 1.6	29.5 ± 1.5	24.2 ± 1.0	27.4 ± 1.7	25.4 ± 1.5	26.7 ± 4.0	37.7 ± 5.6	23.7 ± 5.1	28.6 ± 0.8
All students										
At or below the national minimum standard	%	18.0 ± 1.0	16.0 ± 1.0	22.3 ± 1.0	22.3 ± 1.5	20.5 ± 1.4	22.6 ± 3.3	14.0 ± 3.3	46.3 ± 8.0	19.2 ± 0.5
In the medium levels (d)	%	51.5 ± 1.0	54.8 ± 0.9	54.8 ± 0.7	52.3 ± 1.2	54.6 ± 1.0	52.4 ± 2.1	49.1 ± 3.5	38.2 ± 5.8	53.1 ± 0.5
In the high levels (e)	%	30.5 ± 1.6	29.2 ± 1.5	23.0 ± 1.0	25.4 ± 1.6	24.9 ± 1.5	25.0 ± 3.5	36.8 ± 5.6	15.6 ± 3.7	27.6 ± 0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.38 Proportions by achievement levels for reading, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.39

Table 4A.39 Proportions by achievement levels for reading, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	51.0 ± 2.5	49.3 ± 4.2	64.7 ± 3.1	71.8 ± 3.9	61.6 ± 5.7	49.2 ± 6.3	44.3 ± 12.2	83.6 ± 5.4	60.8 ± 1.7
Below the national minimum standard	%	20.9 ± 2.1	20.7 ± 3.4	35.5 ± 3.8	43.6 ± 5.4	32.4 ± 5.4	20.8 ± 5.3	22.0 ± 9.5	67.7 ± 8.5	33.0 ± 2.1
At the national minimum standard	%	29.1 ± 1.6	28.6 ± 3.7	29.2 ± 1.9	28.2 ± 3.7	29.2 ± 4.9	28.4 ± 5.5	22.3 ± 10.7	15.9 ± 4.6	27.8 ± 1.1
In the medium levels (d)	%	43.4 ± 2.2	45.7 ± 4.1	32.5 ± 3.1	25.7 ± 3.5	35.7 ± 5.4	41.2 ± 5.9	48.4 ± 12.9	14.8 ± 5.1	35.2 ± 1.5
In the high levels (e)	%	5.6 ± 1.2	5.0 ± 1.6	2.9 ± 0.9	2.4 ± 0.9	2.7 ± 1.9	9.6 ± 3.1	7.4 ± 6.4	1.5 ± 1.3	4.0 ± 0.5
	Non-Indigenous students									
At or below the national minimum standard	%	20.0 ± 1.1	18.9 ± 1.2	25.5 ± 1.5	23.5 ± 2.2	22.7 ± 2.5	22.7 ± 3.0	16.0 ± 3.6	25.1 ± 6.4	21.4 ± 0.7
In the medium levels (d)	%	55.4 ± 1.0	58.0 ± 1.0	56.9 ± 0.8	56.7 ± 1.4	58.1 ± 1.6	55.0 ± 2.1	53.1 ± 3.0	53.6 ± 3.5	56.6 ± 0.5
In the high levels (e)	%	24.6 ± 1.5	23.2 ± 1.5	17.5 ± 1.3	19.8 ± 2.1	19.2 ± 2.2	22.2 ± 3.6	30.9 ± 4.8	21.4 ± 4.8	21.9 ± 0.8
	All students									
At or below the national minimum standard	%	21.2 ± 1.1	19.3 ± 1.3	28.1 ± 1.6	27.1 ± 2.4	24.0 ± 2.7	25.2 ± 3.3	16.5 ± 3.7	46.6 ± 7.5	23.3 ± 0.7
In the medium levels (d)	%	55.0 ± 1.0	57.7 ± 1.0	55.3 ± 0.9	54.7 ± 1.5	57.3 ± 1.7	54.0 ± 2.1	53.0 ± 3.0	39.2 ± 5.2	55.6 ± 0.5
In the high levels (e)	%	23.8 ± 1.5	23.0 ± 1.5	16.6 ± 1.3	18.2 ± 2.0	18.7 ± 2.2	20.8 ± 3.3	30.3 ± 4.7	14.2 ± 3.5	21.1 ± 0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.39 Proportions by achievement levels for reading, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.40

Table 4A.40 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score										
Year 3										
Indigenous students	no.	355.6 ± 3.8	375.3 ± 7.7	327.9 ± 4.5	304.4 ± 6.0	329.5 ± 8.7	365.4 ± 10.4	361.6 ± 18.2	239.4 ± 18.6	327.4 ± 4.2
Non-Indigenous students	no.	425.0 ± 1.9	431.0 ± 1.9	390.0 ± 2.1	403.8 ± 2.9	401.6 ± 3.2	408.2 ± 5.4	435.7 ± 6.1	383.2 ± 7.3	415.0 ± 1.1
All students	no.	422.3 ± 1.9	430.4 ± 1.9	385.9 ± 2.3	395.5 ± 3.2	399.0 ± 3.3	404.7 ± 5.2	433.6 ± 6.2	322.2 ± 17.5	410.8 ± 1.2
Year 5										
Indigenous students	no.	438.0 ± 4.0	458.7 ± 6.0	413.3 ± 5.6	391.4 ± 6.2	414.1 ± 10.1	442.1 ± 8.1	458.5 ± 20.0	333.1 ± 14.7	414.4 ± 3.5
Non-Indigenous students	no.	506.0 ± 1.9	506.9 ± 1.6	482.3 ± 2.1	490.7 ± 2.6	486.9 ± 3.0	493.7 ± 5.1	514.1 ± 6.3	480.8 ± 7.2	498.1 ± 1.0
All students	no.	503.4 ± 1.9	506.3 ± 1.6	477.8 ± 2.2	482.2 ± 2.9	484.3 ± 3.1	487.2 ± 5.3	512.7 ± 6.4	420.6 ± 16.0	493.9 ± 1.1
Year 7										
Indigenous students	no.	488.6 ± 4.1	494.2 ± 5.5	474.6 ± 4.5	456.8 ± 6.7	469.4 ± 8.6	492.0 ± 8.9	501.0 ± 16.3	404.3 ± 16.9	473.2 ± 3.1
Non-Indigenous students	no.	548.2 ± 2.9	547.8 ± 2.6	536.9 ± 1.9	541.3 ± 3.0	538.9 ± 2.9	538.6 ± 7.6	559.9 ± 9.3	532.5 ± 10.0	544.4 ± 1.3
All students	no.	545.9 ± 2.9	547.1 ± 2.7	532.8 ± 2.0	534.6 ± 3.2	536.8 ± 3.0	534.3 ± 7.5	558.3 ± 9.5	483.0 ± 17.4	541.1 ± 1.4
Year 9										
Indigenous students	no.	530.7 ± 3.9	535.0 ± 5.8	506.4 ± 6.6	493.6 ± 7.6	511.3 ± 8.7	537.6 ± 9.0	540.1 ± 17.1	434.7 ± 22.0	510.2 ± 4.0
Non-Indigenous students	no.	587.8 ± 2.7	588.4 ± 2.8	574.7 ± 2.9	579.4 ± 4.4	579.6 ± 4.7	582.3 ± 6.8	600.2 ± 8.5	580.2 ± 11.1	583.8 ± 1.4
All students	no.	585.4 ± 2.7	588.0 ± 2.8	570.4 ± 3.0	573.1 ± 4.6	577.4 ± 4.9	577.7 ± 7.0	598.9 ± 8.5	526.3 ± 19.2	580.5 ± 1.5

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.40

Table 4A.40 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.41

Table 4A.41 Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3										
Indigenous students										
Exempt		2.0	5.7	2.5	1.1	2.2	2.9	3.9	1.4	2.2
Absent/withdrawn		5.7	10.4	5.7	14.1	18.0	4.4	5.9	11.4	8.4
Assessed		92.3	83.9	91.8	84.8	79.9	92.7	90.2	87.2	89.4
Non-Indigenous students										
Exempt		1.3	2.5	1.8	1.3	1.7	1.3	2.9	2.0	1.8
Absent/withdrawn		2.4	4.6	2.7	2.9	4.6	2.3	4.6	2.9	3.2
Assessed		96.3	93.0	95.5	95.8	93.7	96.4	92.5	95.1	95.0
All students										
Exempt		1.3	3.0	1.8	1.3	1.7	1.4	2.9	1.7	1.9
Absent/withdrawn		2.6	5.0	2.9	3.7	5.2	2.4	4.6	6.5	3.6
Assessed		96.1	92.0	95.3	95.0	93.1	96.3	92.5	91.8	94.5
Year 5										
Indigenous students										
Exempt		1.6	5.9	2.8	1.6	2.5	1.7	5.6	1.6	2.3
Absent/withdrawn		5.3	8.8	5.7	12.2	12.6	5.2	11.2	7.6	7.3
Assessed		93.1	85.3	91.5	86.2	84.9	93.1	83.2	90.8	90.4
Non-Indigenous students										
Exempt		1.1	2.3	1.7	1.3	1.7	1.3	2.1	2.2	1.6
Absent/withdrawn		2.1	4.5	2.4	2.1	3.8	2.4	3.2	1.8	2.9
Assessed		96.7	93.2	95.9	96.5	94.6	96.4	94.7	96.0	95.5
All students										
Exempt		1.1	2.6	1.8	1.4	1.7	1.3	2.2	2.1	1.7
Absent/withdrawn		2.3	4.7	2.6	2.9	4.2	2.6	3.4	4.3	3.2
Assessed		96.6	92.7	95.6	95.8	94.1	96.1	94.4	93.7	95.1
Year 7										
Indigenous students										
Exempt		1.3	2.5	2.4	1.5	2.6	0.9	1.1	0.4	1.7
Absent/withdrawn		8.4	14.9	6.5	14.6	12.9	10.9	21.1	12.7	9.6
Assessed		90.3	82.6	91.1	83.9	84.4	88.2	77.9	86.9	88.7
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.3	1.3	0.9	1.5	1.9	1.2
Absent/withdrawn		2.5	4.8	2.6	2.5	3.6	4.2	4.7	3.5	3.3
Assessed		96.8	93.7	95.9	96.1	95.1	94.9	93.9	94.6	95.5
All students										
Exempt		0.7	1.6	1.6	1.3	1.4	1.0	1.5	1.2	1.2
Absent/withdrawn		2.8	5.1	2.8	3.4	4.0	4.7	5.0	7.0	3.7
Assessed		96.5	93.2	95.6	95.3	94.6	94.3	93.5	91.8	95.1

Table 4A.41

Table 4A.41 Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 9										
Indigenous students										
Exempt		1.6	4.1	2.3	2.0	1.3	0.8	3.9	1.6	2.0
Absent/withdrawn		16.4	24.5	14.4	28.0	29.1	16.5	24.3	25.1	19.2
Assessed		82.0	71.4	83.4	70.0	69.6	82.7	71.8	73.2	78.8
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.5	1.4	0.9	1.9	2.3	1.2
Absent/withdrawn		4.4	7.7	4.6	3.8	7.1	7.0	8.0	5.1	5.5
Assessed		95.0	90.8	93.8	94.7	91.5	92.0	90.1	92.6	93.2
All students										
Exempt		0.7	1.7	1.6	1.5	1.4	0.9	1.9	2.0	1.3
Absent/withdrawn		4.9	8.3	5.2	5.3	8.0	8.1	8.4	12.4	6.3
Assessed		94.4	89.9	93.2	93.2	90.6	91.0	89.6	85.6	92.4

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.42

Table 4A.42 Participation rate in reading assessment, 2009, by Indigenous status (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students	94.3	89.6	94.3	85.9	82.0	95.6	94.1	88.6	91.6
Non-Indigenous students	97.6	95.4	97.3	97.1	95.4	97.7	95.4	97.1	96.8
All students	97.4	95.0	97.1	96.3	94.8	97.6	95.4	93.5	96.4
Year 5									
Indigenous students	94.7	91.2	94.3	87.8	87.4	94.8	88.8	92.4	92.7
Non-Indigenous students	97.9	95.5	97.6	97.9	96.2	97.6	96.8	98.2	97.1
All students	97.7	95.3	97.4	97.1	95.8	97.4	96.6	95.7	96.8
Year 7									
Indigenous students	91.6	85.1	93.5	85.4	87.1	89.1	78.9	87.3	90.4
Non-Indigenous students	97.5	95.2	97.4	97.5	96.4	95.8	95.3	96.5	96.7
All students	97.2	94.9	97.2	96.6	96.0	95.3	95.0	93.0	96.3
Year 9									
Indigenous students	83.6	75.5	85.6	72.0	70.9	83.5	75.7	74.9	80.8
Non-Indigenous students	95.6	92.3	95.4	96.2	92.9	93.0	92.0	94.9	94.5
All students	95.1	91.7	94.8	94.7	92.0	91.9	91.6	87.6	93.7

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

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.43 Proportion of students who achieved at or above the national minimum standard for reading, in years 3, 5, 7 and 9 by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	Year 3	Year 5	Year 7	Year 9
<i>Parental education (d)</i>				
Bachelor degree or above	97.7 ± 0.2	97.4 ± 0.2	98.5 ± 0.2	98.0 ± 0.2
Advanced diploma/diploma	96.1 ± 0.3	95.2 ± 0.3	97.0 ± 0.2	95.9 ± 0.3
Certificate I to IV (e)	94.2 ± 0.2	92.4 ± 0.3	94.7 ± 0.3	93.5 ± 0.3
Year 12 or equivalent	94.0 ± 0.4	91.7 ± 0.5	94.3 ± 0.5	92.8 ± 0.6
Year 11 or equivalent or below	87.5 ± 0.5	83.8 ± 0.6	87.5 ± 0.6	85.2 ± 0.7
Not stated (f)	89.9 ± 0.6	88.3 ± 0.5	90.2 ± 0.6	87.7 ± 0.9
<i>Parental occupation (g)</i>				
Senior management and qualified professionals	97.9 ± 0.2	97.5 ± 0.2	98.5 ± 0.2	98.0 ± 0.2
Other business managers and associated professionals	96.8 ± 0.2	96.0 ± 0.2	97.5 ± 0.2	96.6 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.0 ± 0.2	93.3 ± 0.3	95.6 ± 0.3	94.0 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.7 ± 0.5	88.5 ± 0.6	91.2 ± 0.4	89.3 ± 0.5
Not in paid work in previous 12 months	86.5 ± 0.6	81.7 ± 0.8	84.5 ± 0.9	82.0 ± 1.0
Not stated (h)	89.2 ± 0.6	87.5 ± 0.5	89.7 ± 0.6	86.9 ± 0.8

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

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

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

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of students with parental education not stated was 17 per cent in year 3, 25 per cent in year 5, 19 per cent in year 7 and 21 per cent in year 9.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of students with parental education not stated was 20 per cent in year 3, 25 per cent in year 5, 22 per cent in year 7 and 24 per cent in year 9.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.44

Table 4A.44 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3
Male students	%	93.8 ± 0.4	93.8 ± 0.5	84.4 ± 0.9	87.0 ± 1.0	89.6 ± 1.3	92.0 ± 1.4	92.2 ± 2.1	60.1 ± 6.8	90.3 ± 0.3
Female students	%	96.5 ± 0.3	96.8 ± 0.3	90.0 ± 0.7	91.9 ± 0.8	93.5 ± 0.9	93.7 ± 1.2	96.6 ± 1.1	65.5 ± 6.5	94.1 ± 0.2
Indigenous students (e)	%	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
Non Indigenous students (e)	%	95.7 ± 0.2	95.6 ± 0.3	88.7 ± 0.6	92.1 ± 0.6	92.5 ± 0.9	93.0 ± 1.0	94.8 ± 1.4	88.2 ± 2.8	93.5 ± 0.2
LBOTE students (f)	%	94.5 ± 0.6	94.2 ± 0.6	77.2 ± 3.2	88.0 ± 2.1	85.5 ± 4.3	88.9 ± 5.4	87.8 ± 6.4	35.7 ± 7.7	90.4 ± 0.7
2009										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	95.6 ± 0.8	95.2 ± 0.6	92.0 ± 1.6	91.1 ± 1.6	93.6 ± 1.4	93.3 ± 1.5	94.7 ± 1.7	68.5 ± 6.6	93.7 ± 1.0
Male students	%	94.2 ± 1.1	93.7 ± 0.9	89.7 ± 2.0	88.7 ± 1.9	91.8 ± 1.8	91.1 ± 2.1	93.2 ± 2.3	64.1 ± 6.9	92.0 ± 1.2
Female students	%	97.0 ± 0.6	96.8 ± 0.5	94.4 ± 1.3	93.7 ± 1.4	95.4 ± 1.2	95.8 ± 1.2	96.3 ± 1.5	73.0 ± 6.7	95.6 ± 0.8
Indigenous students (e)	%	85.8 ± 3.0	87.2 ± 3.4	77.1 ± 4.9	66.3 ± 5.6	77.6 ± 5.8	87.0 ± 4.5	83.5 ± 7.8	39.9 ± 8.0	75.1 ± 3.7
Non Indigenous students (e)	%	96.0 ± 0.8	95.8 ± 0.6	93.1 ± 1.4	93.4 ± 1.3	94.2 ± 1.3	93.6 ± 1.5	95.1 ± 1.6	89.9 ± 2.8	94.8 ± 0.9
LBOTE students (f)	%	95.1 ± 0.9	94.1 ± 0.8	86.7 ± 2.8	89.2 ± 2.4	90.2 ± 2.8	85.6 ± 5.9	89.4 ± 5.1	38.1 ± 9.1	92.2 ± 1.1

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.31.

Table 4A.44

Table 4A.44 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.45

Table 4A.45 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 4m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3
Male students	%	92.1 ± 0.5	92.2 ± 0.5	84.3 ± 0.9	87.1 ± 1.0	88.2 ± 1.4	88.7 ± 1.9	93.5 ± 1.7	60.2 ± 6.4	89.3 ± 0.3
Female students	%	95.0 ± 0.4	95.2 ± 0.4	89.6 ± 0.7	91.1 ± 0.9	91.7 ± 1.1	90.7 ± 1.5	96.0 ± 1.2	65.1 ± 7.0	92.8 ± 0.3
Indigenous students (e)	%	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8
Non Indigenous students (e)	%	94.4 ± 0.3	94.0 ± 0.4	88.8 ± 0.6	92.2 ± 0.6	91.3 ± 1.0	90.7 ± 1.3	95.2 ± 1.1	88.9 ± 2.5	92.6 ± 0.2
LBOTE students (f)	%	91.2 ± 0.9	91.9 ± 0.7	74.2 ± 3.4	86.1 ± 2.1	81.3 ± 4.1	83.8 ± 6.0	88.8 ± 5.6	31.3 ± 8.1	87.5 ± 0.7
2009										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 5m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	93.7 ± 1.2	94.2 ± 0.9	88.9 ± 1.9	88.9 ± 1.8	91.0 ± 1.6	90.3 ± 2.1	94.0 ± 1.6	65.4 ± 6.6	91.7 ± 1.3
Male students	%	91.7 ± 1.4	92.6 ± 1.2	86.5 ± 2.2	86.5 ± 2.1	88.6 ± 2.0	86.9 ± 2.8	91.9 ± 2.2	62.3 ± 7.0	89.6 ± 1.5
Female students	%	95.7 ± 0.9	96.0 ± 0.7	91.5 ± 1.6	91.5 ± 1.6	93.5 ± 1.3	93.9 ± 1.7	96.1 ± 1.4	68.6 ± 6.8	93.9 ± 1.0
Indigenous students (e)	%	77.9 ± 3.8	84.8 ± 3.8	65.7 ± 5.0	56.2 ± 5.4	67.7 ± 6.3	79.0 ± 5.2	77.4 ± 9.4	31.0 ± 6.6	66.7 ± 3.8
Non Indigenous students (e)	%	94.3 ± 1.1	94.6 ± 0.9	90.6 ± 1.7	91.8 ± 1.5	91.9 ± 1.5	91.8 ± 1.7	94.4 ± 1.6	89.1 ± 2.7	93.1 ± 1.2
LBOTE students (f)	%	92.7 ± 1.4	92.6 ± 1.2	80.0 ± 3.5	86.4 ± 2.8	85.2 ± 3.2	91.2 ± 4.8	90.0 ± 4.4	27.2 ± 7.4	89.7 ± 1.4

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.32.

Table 4A.45

Table 4A.45 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.46

Table 4A.46 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 1m	12y, 0m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 5m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3
Male students	%	94.2 ± 0.5	94.7 ± 0.6	91.2 ± 0.6	91.0 ± 0.9	92.0 ± 1.0	93.0 ± 1.8	95.0 ± 2.0	65.5 ± 9.0	92.8 ± 0.3
Female students	%	96.7 ± 0.4	97.0 ± 0.4	94.6 ± 0.6	94.5 ± 0.7	94.8 ± 0.8	95.0 ± 1.5	97.6 ± 1.1	69.0 ± 9.9	95.6 ± 0.2
Indigenous students (e)	%	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
Non Indigenous students (e)	%	96.1 ± 0.4	96.1 ± 0.4	94.3 ± 0.4	95.0 ± 0.5	94.4 ± 0.7	94.4 ± 1.4	96.4 ± 1.4	93.5 ± 2.8	95.4 ± 0.2
LBOTE students (f)	%	94.0 ± 1.0	94.1 ± 0.8	82.4 ± 2.8	90.3 ± 2.0	85.3 ± 3.5	90.7 ± 4.9	95.2 ± 3.3	38.2 ± 13.1	90.8 ± 0.8
2009										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 0m	12y, 2m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 6m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	94.8 ± 1.1	95.4 ± 0.9	92.9 ± 1.3	92.1 ± 1.5	93.6 ± 1.4	92.6 ± 2.0	95.5 ± 1.7	70.9 ± 8.6	94.0 ± 1.1
Male students	%	93.1 ± 1.5	93.7 ± 1.3	90.7 ± 1.7	90.2 ± 1.8	91.7 ± 1.8	89.8 ± 2.8	94.1 ± 2.3	67.7 ± 8.9	92.1 ± 1.4
Female students	%	96.7 ± 0.8	97.2 ± 0.7	95.1 ± 1.0	94.2 ± 1.3	95.7 ± 1.1	95.4 ± 1.5	97.0 ± 1.5	74.2 ± 8.6	95.9 ± 0.8
Indigenous students (e)	%	81.2 ± 3.6	84.4 ± 4.4	74.0 ± 4.6	65.2 ± 6.1	71.5 ± 6.9	82.4 ± 5.2	86.5 ± 10.0	36.4 ± 10.2	73.2 ± 3.8
Non Indigenous students (e)	%	95.4 ± 1.0	95.7 ± 0.9	94.2 ± 1.1	94.3 ± 1.2	94.4 ± 1.3	93.6 ± 1.8	95.8 ± 1.7	92.4 ± 4.0	95.0 ± 1.0
LBOTE students (f)	%	94.1 ± 1.5	94.0 ± 1.4	85.4 ± 3.0	89.1 ± 2.9	87.4 ± 3.2	89.6 ± 7.6	91.9 ± 3.9	32.5 ± 13.6	91.7 ± 1.4

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.33.

Table 4A.46

Table 4A.46 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.47

Table 4A.47 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4
Male students	%	93.1 ± 0.6	93.5 ± 0.7	88.6 ± 1.1	90.1 ± 1.3	90.4 ± 2.0	92.8 ± 2.0	95.4 ± 1.8	68.5 ± 8.3	91.5 ± 0.4
Female students	%	95.8 ± 0.5	95.8 ± 0.5	92.5 ± 0.8	93.5 ± 1.0	92.9 ± 1.7	93.2 ± 1.8	97.9 ± 1.1	71.4 ± 8.5	94.4 ± 0.3
Indigenous students (e)	%	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
Non Indigenous students (e)	%	95.1 ± 0.4	95.0 ± 0.5	92.0 ± 0.8	94.0 ± 0.9	93.5 ± 1.1	93.5 ± 1.4	96.9 ± 1.1	92.2 ± 2.3	94.2 ± 0.3
LBOTE students (f)	%	92.3 ± 1.1	92.8 ± 1.0	80.8 ± 3.7	89.6 ± 2.4	85.0 ± 4.8	87.3 ± 6.5	96.6 ± 2.6	46.2 ± 14.6	90.0 ± 0.8
2009										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	93.6 ± 1.4	94.3 ± 1.2	90.0 ± 1.8	89.9 ± 2.1	92.1 ± 2.0	91.2 ± 2.3	94.1 ± 2.4	69.1 ± 8.1	92.2 ± 1.4
Male students	%	91.4 ± 1.8	92.4 ± 1.6	87.1 ± 2.3	87.1 ± 2.6	89.7 ± 2.5	88.7 ± 2.9	92.6 ± 3.0	67.1 ± 8.2	89.9 ± 1.7
Female students	%	95.8 ± 1.0	96.3 ± 0.9	93.1 ± 1.5	93.0 ± 1.7	94.7 ± 1.5	93.8 ± 2.2	95.9 ± 2.1	71.3 ± 8.6	94.7 ± 1.0
Indigenous students (e)	%	78.2 ± 3.8	79.3 ± 4.8	64.5 ± 5.6	56.4 ± 6.9	67.6 ± 6.6	79.2 ± 6.2	78.1 ± 11.0	32.3 ± 8.6	67.0 ± 4.1
Non Indigenous students (e)	%	94.3 ± 1.3	94.7 ± 1.2	91.7 ± 1.6	92.4 ± 1.7	93.0 ± 1.8	92.5 ± 2.1	94.5 ± 2.3	90.7 ± 4.7	93.5 ± 1.3
LBOTE students (f)	%	91.5 ± 2.1	91.4 ± 1.9	78.9 ± 5.5	85.8 ± 4.0	84.1 ± 6.4	83.5 ± 8.1	89.9 ± 4.1	29.6 ± 12.5	88.8 ± 1.9

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.34.

Table 4A.47

Table 4A.47 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008									
Indigenous students									
Metropolitan	85.4 ± 2.4	89.1 ± 4.3	73.6 ± 3.8	69.1 ± 4.1	75.7 ± 6.4	89.4 ± 7.0	85.8 ± 7.9	..	78.6 ± 1.9
Provincial	82.9 ± 2.8	87.3 ± 4.0	69.8 ± 4.7	62.3 ± 6.4	69.3 ± 8.1	87.9 ± 4.8	np	63.5 ± 7.1	76.2 ± 2.1
Remote	75.5 ± 9.9	np	51.3 ± 10.5	51.8 ± 7.5	70.8 ± 14.9	np	..	43.4 ± 10.7	53.9 ± 5.5
Very remote	67.3 ± 13.7	..	40.3 ± 9.0	39.3 ± 8.1	60.3 ± 22.2	np	..	14.3 ± 5.3	30.5 ± 5.0
Total	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
Non-Indigenous students									
Metropolitan	96.0 ± 0.3	95.7 ± 0.4	89.6 ± 0.7	93.0 ± 0.7	92.8 ± 1.2	94.0 ± 1.6	94.8 ± 1.3	..	94.1 ± 0.3
Provincial	94.8 ± 0.5	95.2 ± 0.6	87.2 ± 0.9	90.0 ± 1.1	92.1 ± 1.2	92.3 ± 1.5	np	88.4 ± 3.3	92.3 ± 0.4
Remote	93.7 ± 4.0	96.4 ± 5.8	84.5 ± 3.4	88.5 ± 3.0	90.0 ± 4.1	94.0 ± 10.1	..	87.4 ± 6.0	88.1 ± 1.8
Very remote	95.0 ± 6.2	..	83.1 ± 6.4	88.7 ± 4.6	90.0 ± 7.7	np	..	88.2 ± 7.1	86.9 ± 3.3
Total	95.7 ± 0.2	95.6 ± 0.3	88.7 ± 0.6	92.1 ± 0.6	92.5 ± 0.9	93.0 ± 1.0	94.8 ± 1.4	88.2 ± 2.8	93.5 ± 0.2
All students									
Metropolitan	95.6 ± 0.3	95.4 ± 0.4	88.9 ± 0.8	91.9 ± 0.8	92.1 ± 1.3	94.1 ± 1.4	94.4 ± 1.5	..	93.6 ± 0.3
Provincial	93.6 ± 0.6	94.7 ± 0.6	85.7 ± 1.1	87.6 ± 1.6	90.7 ± 1.4	91.9 ± 1.3	np	82.8 ± 4.3	91.0 ± 0.4
Remote	86.7 ± 5.9	96.4 ± 6.0	76.3 ± 5.8	80.0 ± 4.5	88.7 ± 4.0	89.9 ± 8.1	..	69.9 ± 9.7	79.6 ± 2.9
Very remote	83.2 ± 9.9	..	58.7 ± 9.0	62.1 ± 8.3	75.1 ± 11.4	np	..	25.4 ± 10.7	51.1 ± 5.8
Total	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3
2009									
Indigenous students									
Metropolitan	88.8 ± 3.0	89.0 ± 4.4	80.5 ± 4.6	76.4 ± 5.6	83.5 ± 5.8	86.4 ± 7.5	84.1 ± 8.5	..	83.8 ± 3.3

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Provincial	84.3 ± 3.5	85.8 ± 4.7	80.7 ± 4.6	75.7 ± 7.5	75.2 ± 8.3	87.5 ± 5.0	np	68.4 ± 8.5	81.5 ± 3.4
Remote	75.4 ± 8.6	np	62.6 ± 12.3	55.0 ± 11.1	np	np	..	48.7 ± 16.8	58.4 ± 8.5
Very remote	71.9 ± 23.8	..	61.7 ± 11.8	51.3 ± 7.7	57.0 ± 17.7	np	..	24.6 ± 7.8	43.4 ± 7.3
Total	85.8 ± 3.0	87.2 ± 3.4	77.1 ± 4.9	66.3 ± 5.6	77.6 ± 5.8	87.0 ± 4.5	83.5 ± 7.8	39.9 ± 8.0	75.1 ± 3.7
Non-Indigenous students									
Metropolitan	96.2 ± 0.7	95.9 ± 0.6	93.5 ± 1.4	93.7 ± 1.3	94.5 ± 1.3	93.6 ± 2.1	95.1 ± 1.6	..	95.2 ± 0.8
Provincial	95.5 ± 1.0	95.4 ± 0.9	92.2 ± 1.8	92.6 ± 1.9	93.6 ± 1.9	93.7 ± 1.6	np	88.8 ± 3.5	94.1 ± 1.2
Remote	93.8 ± 3.4	98.9 ± 3.4	92.3 ± 3.3	92.2 ± 2.8	92.2 ± 4.4	90.2 ± 15.4	..	92.4 ± 3.3	92.5 ± 2.0
Very remote	98.6 ± 3.6	..	87.5 ± 6.8	91.0 ± 4.6	97.0 ± 4.0	93.9 ± 7.6	..	93.6 ± 3.6	91.0 ± 3.5
Total	96.0 ± 0.8	95.8 ± 0.6	93.1 ± 1.4	93.4 ± 1.3	94.2 ± 1.3	93.6 ± 1.5	95.1 ± 1.6	89.9 ± 2.8	94.8 ± 0.9
All students									
Metropolitan	96.0 ± 0.7	95.4 ± 0.6	93.0 ± 1.5	92.9 ± 1.4	94.2 ± 1.4	93.4 ± 2.0	94.8 ± 1.7	..	94.7 ± 0.9
Provincial	94.4 ± 1.2	94.7 ± 1.0	91.2 ± 1.9	90.8 ± 2.2	92.7 ± 2.0	93.4 ± 1.7	np	85.1 ± 4.2	93.0 ± 1.3
Remote	87.9 ± 4.7	98.9 ± 3.4	85.8 ± 6.0	83.5 ± 4.9	91.6 ± 4.6	90.5 ± 11.0	..	71.7 ± 13.2	83.9 ± 3.8
Very remote	86.8 ± 14.5	..	73.6 ± 8.0	68.0 ± 7.8	76.7 ± 13.8	93.7 ± 9.3	..	35.2 ± 12.7	61.1 ± 6.5
Total	95.6 ± 0.8	95.2 ± 0.6	92.0 ± 1.6	91.1 ± 1.6	93.6 ± 1.4	93.3 ± 1.5	94.7 ± 1.7	68.5 ± 6.6	93.7 ± 1.0
Year 5									
2008									
Indigenous students									
Metropolitan	81.0 ± 2.5	87.0 ± 4.5	70.5 ± 3.7	61.6 ± 4.3	73.1 ± 5.9	80.6 ± 7.7	82.7 ± 7.6	..	74.4 ± 1.9
Provincial	77.2 ± 2.8	79.1 ± 4.6	66.0 ± 4.7	58.6 ± 6.9	56.9 ± 9.1	86.4 ± 4.7	np	58.4 ± 7.9	71.0 ± 2.2
Remote	56.7 ± 11.1	np	43.0 ± 10.9	51.9 ± 8.2	np	np	..	41.9 ± 10.6	47.8 ± 5.2
Very remote	45.0 ± 20.8	..	34.5 ± 9.0	30.9 ± 7.7	19.7 ± 14.8	np	..	07.9 ± 4.2	21.7 ± 4.2
Total	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	94.4 ± 0.4	94.3 ± 0.5	89.5 ± 0.7	92.7 ± 0.8	91.5 ± 1.2	92.0 ± 2.0	95.2 ± 1.1	..	93.0 ± 0.3
Provincial	94.2 ± 0.6	93.3 ± 0.6	87.6 ± 0.8	90.6 ± 1.4	91.0 ± 1.3	89.8 ± 1.6	np	88.0 ± 2.9	91.6 ± 0.4
Remote	92.4 ± 3.4	95.9 ± 7.9	84.7 ± 3.1	90.6 ± 3.1	91.3 ± 3.5	88.3 ± 11.8	..	91.3 ± 4.6	89.4 ± 1.7
Very remote	98.2 ± 3.4	..	85.7 ± 4.5	89.5 ± 4.1	83.6 ± 12.1	np	..	91.1 ± 6.3	88.4 ± 2.7
Total	94.4 ± 0.3	94.0 ± 0.4	88.8 ± 0.6	92.2 ± 0.6	91.3 ± 1.0	90.7 ± 1.0	95.2 ± 1.1	88.9 ± 2.5	92.6 ± 0.2
All students									
Metropolitan	93.9 ± 0.5	94.0 ± 0.5	88.5 ± 0.8	91.4 ± 0.9	90.8 ± 1.3	91.0 ± 2.1	94.8 ± 1.2	..	92.4 ± 0.3
Provincial	92.6 ± 0.7	92.8 ± 0.7	85.8 ± 1.0	88.0 ± 1.7	89.0 ± 1.7	88.7 ± 1.7	np	82.1 ± 4.0	90.0 ± 0.4
Remote	81.3 ± 7.0	96.0 ± 8.1	74.8 ± 5.9	82.0 ± 4.9	89.2 ± 4.2	86.2 ± 9.7	..	72.5 ± 10.0	79.7 ± 2.9
Very remote	76.7 ± 18.4	..	57.6 ± 10.1	56.5 ± 9.2	54.1 ± 17.3	np	..	19.1 ± 11.5	46.1 ± 6.1
Total	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3
2009									
Indigenous students									
Metropolitan	82.8 ± 3.5	86.1 ± 4.7	72.0 ± 5.1	67.2 ± 6.6	77.3 ± 6.5	78.3 ± 8.3	77.3 ± 9.7	..	76.7 ± 3.7
Provincial	76.4 ± 4.5	83.7 ± 5.0	71.2 ± 5.6	62.4 ± 7.2	65.4 ± 8.8	80.2 ± 5.9	np	68.1 ± 7.7	73.8 ± 3.9
Remote	56.4 ± 12.5	np	44.9 ± 13.9	55.2 ± 9.8	61.5 ± 25.8	np	..	35.3 ± 12.1	47.3 ± 7.3
Very remote	42.2 ± 23.7	..	36.8 ± 10.5	34.3 ± 7.8	30.1 ± 18.9	np	..	12.0 ± 4.7	26.4 ± 5.4
Total	77.9 ± 3.8	84.8 ± 3.8	65.7 ± 5.0	56.2 ± 5.4	67.7 ± 6.3	79.0 ± 5.2	77.4 ± 9.4	31.0 ± 6.6	66.7 ± 3.8
Non-Indigenous students									
Metropolitan	94.5 ± 1.1	94.9 ± 0.9	91.2 ± 1.7	92.3 ± 1.5	92.1 ± 1.6	93.1 ± 2.2	94.5 ± 1.6	..	93.5 ± 1.1
Provincial	93.9 ± 1.3	94.0 ± 1.1	89.4 ± 2.0	90.5 ± 2.1	91.2 ± 1.9	90.9 ± 2.2	np	88.8 ± 3.2	92.2 ± 1.4
Remote	91.8 ± 3.9	94.2 ± 8.5	87.2 ± 3.5	90.7 ± 2.8	91.9 ± 3.1	88.3 ± 13.3	..	89.2 ± 5.1	89.9 ± 2.3
Very remote	89.4 ± 9.4	..	86.0 ± 7.9	88.8 ± 4.5	85.2 ± 7.2	np	..	93.7 ± 6.0	88.0 ± 4.1

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	94.3 ± 1.1	94.6 ± 0.9	90.6 ± 1.7	91.8 ± 1.5	91.9 ± 1.5	91.8 ± 1.7	94.4 ± 1.6	89.1 ± 2.7	93.1 ± 1.2
All students									
Metropolitan	94.2 ± 1.1	94.5 ± 0.9	90.3 ± 1.8	91.1 ± 1.6	91.8 ± 1.6	91.5 ± 2.7	94.0 ± 1.6	..	93.0 ± 1.2
Provincial	92.3 ± 1.5	93.5 ± 1.2	87.9 ± 2.2	87.9 ± 2.5	90.0 ± 2.1	89.5 ± 2.4	np	84.9 ± 3.8	90.7 ± 1.6
Remote	79.4 ± 8.5	94.2 ± 8.5	77.9 ± 6.7	82.2 ± 4.7	90.1 ± 3.9	82.9 ± 17.6	..	64.5 ± 11.8	79.5 ± 3.8
Very remote	70.4 ± 21.1	..	59.3 ± 10.3	56.3 ± 9.6	58.6 ± 15.1	np	..	21.9 ± 11.5	49.1 ± 6.6
Total	93.7 ± 1.2	94.2 ± 0.9	88.9 ± 1.9	88.9 ± 1.8	91.0 ± 1.6	90.3 ± 2.1	94.0 ± 1.6	65.4 ± 6.6	91.7 ± 1.3
Year 7									
2008									
Indigenous students									
Metropolitan	84.7 ± 2.2	87.3 ± 4.2	82.5 ± 3.2	76.1 ± 4.4	81.8 ± 6.3	88.1 ± 5.7	94.3 ± 4.8	..	83.0 ± 1.6
Provincial	82.0 ± 2.6	83.7 ± 4.4	77.8 ± 4.3	71.7 ± 6.1	73.6 ± 8.5	89.6 ± 4.8	np	71.5 ± 8.5	79.6 ± 1.8
Remote	70.7 ± 15.7	np	57.7 ± 13.7	59.4 ± 8.7	np	np	..	45.5 ± 20.2	56.6 ± 7.7
Very remote	np	..	44.2 ± 10.9	36.9 ± 7.4	17.9 ± 12.5	np	..	13.7 ± 4.5	28.0 ± 4.8
Total	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
Non-Indigenous students									
Metropolitan	96.1 ± 0.4	96.3 ± 0.5	94.5 ± 0.5	95.4 ± 0.7	94.7 ± 0.9	95.1 ± 1.6	96.4 ± 1.4	..	95.7 ± 0.2
Provincial	96.1 ± 0.4	95.7 ± 0.8	94.1 ± 0.6	94.4 ± 0.9	93.9 ± 1.0	93.8 ± 2.1	np	92.3 ± 3.5	95.1 ± 0.3
Remote	88.6 ± 6.7	97.9 ± 3.4	91.1 ± 2.6	93.3 ± 2.3	93.8 ± 2.7	86.8 ± 8.9	..	96.6 ± 3.4	93.0 ± 1.4
Very remote	87.0 ± 19.6	..	91.3 ± 4.1	91.0 ± 3.4	90.6 ± 6.7	np	..	95.3 ± 5.1	91.6 ± 2.5
Total	96.1 ± 0.4	96.1 ± 0.4	94.3 ± 0.4	95.0 ± 0.5	94.4 ± 0.7	94.4 ± 1.4	96.4 ± 1.4	93.5 ± 2.8	95.4 ± 0.2
All students									
Metropolitan	95.8 ± 0.5	96.0 ± 0.5	93.9 ± 0.5	94.5 ± 0.8	94.2 ± 1.0	94.6 ± 1.9	96.3 ± 1.4	..	95.2 ± 0.3
Provincial	94.7 ± 0.6	95.3 ± 0.8	92.7 ± 0.8	92.6 ± 1.2	92.7 ± 1.3	93.5 ± 2.2	np	88.4 ± 4.9	93.9 ± 0.4

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Remote	80.1 ± 10.8	97.9 ± 3.8	83.9 ± 5.7	85.1 ± 4.2	91.5 ± 3.2	88.4 ± 5.9	..	75.2 ± 16.4	83.9 ± 3.4
Very remote	72.2 ± 23.1	..	62.9 ± 10.4	61.6 ± 8.3	51.6 ± 17.2	np	..	23.5 ± 11.7	49.2 ± 6.4
Total	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3
2009									
Indigenous students									
Metropolitan	85.5 ± 3.5	87.7 ± 5.0	80.4 ± 4.2	80.1 ± 6.8	77.1 ± 5.8	81.8 ± 8.8	86.5 ± 10.0	..	82.8 ± 3.3
Provincial	78.9 ± 4.4	81.4 ± 5.5	78.0 ± 5.5	68.9 ± 7.3	74.9 ± 10.2	82.8 ± 6.1	np	68.7 ± 11.6	77.7 ± 4.1
Remote	65.4 ± 16.3	np	58.0 ± 10.9	63.3 ± 12.3	83.5 ± 18.2	np	..	37.9 ± 16.4	54.1 ± 8.8
Very remote	np	..	46.8 ± 10.3	39.7 ± 9.4	32.2 ± 19.3	np	..	15.0 ± 6.7	32.3 ± 6.8
Total	81.2 ± 3.6	84.4 ± 4.4	74.0 ± 4.6	65.2 ± 6.1	71.5 ± 6.9	82.4 ± 5.2	86.5 ± 10.0	36.4 ± 10.2	73.2 ± 3.8
Non-Indigenous students									
Metropolitan	95.7 ± 1.0	95.9 ± 0.9	94.6 ± 1.1	94.5 ± 1.3	94.8 ± 1.3	94.5 ± 2.4	95.8 ± 1.7	..	95.4 ± 0.9
Provincial	94.8 ± 1.3	94.8 ± 1.3	93.5 ± 1.4	93.4 ± 2.0	93.6 ± 1.7	93.0 ± 2.1	np	91.5 ± 5.1	94.2 ± 1.2
Remote	91.9 ± 5.6	93.0 ± 8.1	91.1 ± 2.8	94.5 ± 2.7	93.5 ± 2.8	91.3 ± 4.0	..	95.4 ± 2.3	93.1 ± 1.8
Very remote	96.3 ± 8.5	..	88.1 ± 4.9	94.7 ± 4.8	89.5 ± 8.7	np	..	92.2 ± 8.3	90.7 ± 3.4
Total	95.4 ± 1.0	95.7 ± 0.9	94.2 ± 1.1	94.3 ± 1.2	94.4 ± 1.3	93.6 ± 1.8	95.8 ± 1.7	92.4 ± 4.0	95.0 ± 1.0
All students									
Metropolitan	95.4 ± 1.1	95.7 ± 0.9	93.9 ± 1.2	93.9 ± 1.4	94.4 ± 1.4	93.2 ± 2.9	95.5 ± 1.7	..	95.0 ± 1.0
Provincial	93.3 ± 1.5	94.3 ± 1.4	92.3 ± 1.6	91.3 ± 2.2	92.7 ± 1.9	92.1 ± 2.3	np	87.5 ± 5.4	92.9 ± 1.4
Remote	81.5 ± 11.3	93.1 ± 8.0	82.7 ± 5.6	87.2 ± 4.6	93.0 ± 2.9	88.1 ± 4.9	..	68.7 ± 16.9	83.1 ± 4.2
Very remote	69.7 ± 27.8	..	65.1 ± 9.2	60.5 ± 9.5	60.7 ± 20.3	92.7 ± 10.1	..	27.8 ± 13.5	53.9 ± 6.9
Total	94.8 ± 1.1	95.4 ± 0.9	92.9 ± 1.3	92.1 ± 1.5	93.6 ± 1.4	92.6 ± 2.0	95.5 ± 1.7	70.9 ± 8.6	94.0 ± 1.1
Year 9									
2008									

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	85.2 ± 2.5	82.6 ± 5.2	74.3 ± 5.6	71.3 ± 6.0	71.4 ± 7.8	89.2 ± 6.4	84.2 ± 9.0	..	78.4 ± 2.6
Provincial	81.4 ± 2.9	77.6 ± 6.5	71.1 ± 4.3	69.8 ± 7.3	60.4 ± 12.3	91.5 ± 4.2	np	60.3 ± 10.5	75.3 ± 2.4
Remote	58.5 ± 20.8	np	62.3 ± 14.3	59.1 ± 11.3	np	np	..	50.0 ± 22.8	57.4 ± 9.7
Very remote	np	..	37.4 ± 14.9	39.0 ± 10.6	29.0 ± 16.5	np	..	13.6 ± 6.3	29.0 ± 6.9
Total	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
Non-Indigenous students									
Metropolitan	95.0 ± 0.5	95.1 ± 0.6	92.3 ± 1.0	94.3 ± 1.0	93.8 ± 1.4	93.9 ± 2.1	96.9 ± 1.1	..	94.4 ± 0.3
Provincial	95.4 ± 0.5	94.7 ± 0.8	91.4 ± 1.0	93.2 ± 1.7	92.7 ± 1.8	93.3 ± 1.8	np	92.2 ± 3.1	93.8 ± 0.4
Remote	91.2 ± 5.1	95.4 ± 6.9	89.3 ± 4.0	90.0 ± 4.0	93.9 ± 2.9	88.5 ± 10.1	..	92.0 ± 4.5	91.1 ± 1.9
Very remote	98.9 ± 4.5	..	90.4 ± 5.4	92.3 ± 4.8	96.0 ± 4.6	np	..	93.8 ± 5.1	92.7 ± 2.7
Total	95.1 ± 0.4	95.0 ± 0.5	92.0 ± 0.8	94.0 ± 0.9	93.5 ± 1.1	93.5 ± 1.4	96.9 ± 1.1	92.2 ± 2.3	94.2 ± 0.3
All students									
Metropolitan	94.6 ± 0.6	94.8 ± 0.7	91.4 ± 1.1	93.4 ± 1.2	92.2 ± 2.3	92.8 ± 2.8	96.6 ± 1.3	..	93.7 ± 0.4
Provincial	94.2 ± 0.7	94.1 ± 0.9	89.7 ± 1.1	91.3 ± 2.1	91.0 ± 2.3	93.1 ± 1.9	np	84.4 ± 4.3	92.4 ± 0.5
Remote	76.2 ± 13.1	95.5 ± 7.4	82.8 ± 5.9	81.9 ± 6.3	92.4 ± 3.6	88.3 ± 7.8	..	73.7 ± 16.2	82.3 ± 3.9
Very remote	89.3 ± 11.4	..	60.3 ± 16.5	59.7 ± 11.6	64.1 ± 17.1	np	..	25.4 ± 16.3	51.3 ± 8.6
Total	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4
2009									
Indigenous students									
Metropolitan	81.5 ± 3.8	79.2 ± 6.8	67.0 ± 7.3	68.0 ± 7.8	75.8 ± 7.1	76.7 ± 9.2	78.1 ± 11.0	..	74.1 ± 4.5
Provincial	77.2 ± 4.6	79.5 ± 5.5	67.0 ± 6.4	59.9 ± 9.3	71.2 ± 9.7	81.4 ± 7.5	np	49.8 ± 17.2	71.2 ± 4.7
Remote	61.5 ± 15.6	np	57.5 ± 14.2	53.3 ± 12.7	54.9 ± 15.5	np	..	34.5 ± 16.1	49.9 ± 8.9
Very remote	np	..	38.8 ± 11.2	31.3 ± 10.3	27.1 ± 17.4	np	..	11.7 ± 7.9	26.2 ± 6.2

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	78.2 ± 3.8	79.3 ± 4.8	64.5 ± 5.6	56.4 ± 6.9	67.6 ± 6.6	79.2 ± 6.2	78.1 ± 11.0	32.3 ± 8.6	67.0 ± 4.1
Non-Indigenous students									
Metropolitan	94.3 ± 1.3	94.7 ± 1.2	92.2 ± 1.6	92.8 ± 1.8	93.1 ± 2.1	92.6 ± 2.7	94.5 ± 2.3	..	93.7 ± 1.2
Provincial	94.1 ± 1.4	94.4 ± 1.4	90.7 ± 2.0	91.4 ± 2.7	92.7 ± 2.5	92.4 ± 2.5	np	89.6 ± 6.1	92.9 ± 1.5
Remote	89.4 ± 6.2	92.2 ± 8.5	87.6 ± 4.8	89.7 ± 4.0	92.7 ± 3.3	np	..	93.8 ± 3.6	90.5 ± 2.5
Very remote	90.0 ± 17.2	..	85.7 ± 5.9	85.9 ± 5.6	82.4 ± 10.2	np	..	95.6 ± 4.7	87.1 ± 4.3
Total	94.3 ± 1.3	94.7 ± 1.2	91.7 ± 1.6	92.4 ± 1.7	93.0 ± 1.8	92.5 ± 2.1	94.5 ± 2.3	90.7 ± 4.7	93.5 ± 1.3
All students									
Metropolitan	94.0 ± 1.4	94.4 ± 1.2	91.1 ± 1.8	91.8 ± 2.0	92.8 ± 2.1	91.2 ± 3.4	94.1 ± 2.4	..	93.1 ± 1.3
Provincial	92.7 ± 1.6	93.9 ± 1.5	88.7 ± 2.3	88.6 ± 3.3	91.8 ± 2.8	91.3 ± 2.7	np	80.7 ± 7.3	91.3 ± 1.6
Remote	77.0 ± 10.6	91.5 ± 8.2	79.6 ± 6.9	80.1 ± 7.0	89.6 ± 5.3	87.4 ± 4.6	..	67.1 ± 16.6	79.3 ± 4.8
Very remote	61.6 ± 27.8	..	59.6 ± 13.9	51.1 ± 13.4	54.0 ± 18.1	np	..	26.0 ± 17.2	48.4 ± 8.1
Total	93.6 ± 1.4	94.3 ± 1.2	90.0 ± 1.8	89.9 ± 2.1	92.1 ± 2.0	91.2 ± 2.3	94.1 ± 2.4	69.1 ± 8.1	92.2 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.35.

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

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(e) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

.. Not applicable. np Not published.

Table 4A.48

Table 4A.48 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.49

Table 4A.49 Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	40.8 ± 2.2	31.7 ± 3.9	60.4 ± 3.6	67.0 ± 3.2	52.1 ± 4.8	28.1 ± 4.7	34.0 ± 11.0	84.0 ± 4.1	55.0 ± 1.9
<i>Below the national minimum standard</i>	%	16.5 ± 1.8	11.9 ± 2.5	33.8 ± 3.3	42.7 ± 3.7	28.6 ± 4.3	11.6 ± 4.1	15.1 ± 7.8	69.5 ± 6.2	31.7 ± 2.0
<i>At the national minimum standard</i>	%	24.3 ± 1.6	19.8 ± 3.6	26.6 ± 2.1	24.3 ± 2.4	23.5 ± 4.2	16.5 ± 5.0	18.9 ± 9.8	14.5 ± 3.1	23.3 ± 1.1
In the medium levels (d)	%	42.8 ± 1.9	45.4 ± 4.0	31.4 ± 2.5	25.2 ± 2.7	36.2 ± 4.8	42.0 ± 4.8	42.2 ± 11.0	13.3 ± 3.4	33.2 ± 1.4
In the high levels (e)	%	16.3 ± 1.7	23.1 ± 3.2	8.2 ± 2.0	7.7 ± 1.5	11.8 ± 3.2	29.9 ± 4.8	23.7 ± 8.1	2.7 ± 1.2	11.7 ± 0.9
		Non-Indigenous students								
At or below the national minimum standard	%	13.9 ± 0.6	12.3 ± 0.5	28.4 ± 1.0	21.5 ± 1.1	18.9 ± 1.3	19.6 ± 1.8	13.6 ± 2.0	27.4 ± 3.6	17.9 ± 0.4
In the medium levels (d)	%	40.7 ± 0.6	40.4 ± 0.6	43.3 ± 0.7	41.5 ± 0.8	41.4 ± 1.1	39.5 ± 1.9	36.5 ± 2.7	39.5 ± 3.2	41.2 ± 0.3
In the high levels (e)	%	45.5 ± 0.9	47.3 ± 0.9	28.2 ± 1.0	37.0 ± 1.3	39.5 ± 1.6	41.0 ± 2.7	50.0 ± 3.2	33.1 ± 3.8	40.9 ± 0.5
		All students								
At or below the national minimum standard	%	15.1 ± 0.6	12.8 ± 0.6	30.8 ± 1.1	25.0 ± 1.2	20.6 ± 1.5	20.2 ± 1.7	14.4 ± 2.1	52.2 ± 6.0	19.8 ± 0.4
In the medium levels (d)	%	40.6 ± 0.6	40.3 ± 0.6	42.5 ± 0.6	40.4 ± 0.8	41.2 ± 1.0	39.9 ± 1.7	36.5 ± 2.6	28.1 ± 3.6	40.7 ± 0.3
In the high levels (e)	%	44.3 ± 0.9	46.9 ± 0.9	26.8 ± 1.0	34.6 ± 1.3	38.1 ± 1.6	39.9 ± 2.5	49.1 ± 3.2	19.7 ± 3.3	39.5 ± 0.5
2009										
		Indigenous students								
At or below the national minimum standard	%	37.4 ± 4.3	30.0 ± 5.8	52.5 ± 4.9	62.7 ± 5.1	50.2 ± 7.1	35.4 ± 6.9	33.9 ± 10.5	81.1 ± 5.2	50.4 ± 4.0

Table 4A.49

Table 4A.49 Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
<i>Below the national minimum standard</i>	%	14.2 ± 3.0	12.8 ± 2.9	22.9 ± 4.9	33.7 ± 5.7	22.5 ± 5.7	13.1 ± 4.1	16.4 ± 7.5	60.1 ± 8.2	24.9 ± 3.7	
<i>At the national minimum standard</i>	%	23.2 ± 4.8	17.2 ± 5.8	29.6 ± 6.0	29.0 ± 6.4	27.7 ± 7.6	22.3 ± 7.2	17.5 ± 10.2	21.0 ± 5.8	25.5 ± 5.0	
In the medium levels (d)	%	44.6 ± 4.9	46.6 ± 6.6	37.9 ± 4.9	30.3 ± 4.8	39.1 ± 7.2	42.7 ± 8.1	45.9 ± 14.1	15.9 ± 4.7	37.2 ± 4.3	
In the high levels (e)	%	18.0 ± 3.0	23.5 ± 4.4	9.5 ± 2.0	7.0 ± 2.0	10.7 ± 3.3	21.9 ± 5.3	20.2 ± 12.7	3.0 ± 1.4	12.4 ± 1.9	
		Non-Indigenous students									
At or below the national minimum standard	%	12.8 ± 1.9	11.4 ± 1.7	22.2 ± 3.0	19.1 ± 2.6	18.1 ± 2.7	18.1 ± 2.9	11.8 ± 2.7	26.0 ± 4.6	15.6 ± 2.1	
In the medium levels (d)	%	39.0 ± 4.0	38.6 ± 4.0	46.2 ± 4.4	41.7 ± 4.1	45.0 ± 4.4	40.5 ± 4.3	35.6 ± 4.5	44.3 ± 5.4	41.1 ± 4.0	
In the high levels (e)	%	48.1 ± 3.6	50.2 ± 3.7	31.5 ± 3.5	39.2 ± 3.6	37.0 ± 3.9	41.3 ± 4.2	52.6 ± 4.8	29.7 ± 4.6	43.4 ± 3.5	
		All students									
At or below the national minimum standard	%	13.8 ± 2.0	12.0 ± 1.7	24.2 ± 3.1	22.7 ± 2.8	19.2 ± 2.8	19.2 ± 2.9	12.4 ± 2.7	49.4 ± 6.6	17.5 ± 2.2	
In the medium levels (d)	%	39.2 ± 3.9	38.4 ± 4.0	45.7 ± 4.4	40.7 ± 4.1	44.7 ± 4.3	41.2 ± 4.2	35.9 ± 4.5	32.0 ± 4.9	40.8 ± 4.0	
In the high levels (e)	%	47.0 ± 3.6	49.6 ± 3.7	30.1 ± 3.3	36.4 ± 3.4	36.1 ± 3.8	39.6 ± 4.1	51.8 ± 4.8	18.6 ± 3.9	41.8 ± 3.4	

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.36.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Table 4A.49 Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.50

Table 4A.50 Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	46.2 ± 2.3	40.3 ± 4.6	62.0 ± 3.2	72.3 ± 3.2	62.2 ± 4.9	33.9 ± 5.1	42.7 ± 12.1	85.7 ± 3.7	59.1 ± 1.6
<i>Below the national minimum standard</i>	%	22.4 ± 2.0	17.0 ± 3.1	37.1 ± 3.3	48.2 ± 3.4	39.4 ± 6.0	15.5 ± 4.4	18.9 ± 7.7	74.2 ± 5.9	36.5 ± 1.8
<i>At the national minimum standard</i>	%	23.8 ± 1.9	23.3 ± 4.6	24.9 ± 1.9	24.1 ± 2.8	22.8 ± 4.7	18.4 ± 5.2	23.8 ± 11.3	11.5 ± 2.8	22.6 ± 1.1
In the medium levels (d)	%	45.2 ± 2.0	46.8 ± 4.3	32.7 ± 2.5	24.2 ± 3.2	32.4 ± 5.0	49.1 ± 5.9	48.6 ± 11.8	12.5 ± 3.3	34.4 ± 1.4
In the high levels (e)	%	8.6 ± 1.2	12.8 ± 3.1	5.4 ± 1.4	3.5 ± 1.1	5.4 ± 2.5	16.9 ± 4.8	8.8 ± 5.8	1.8 ± 0.9	6.5 ± 0.6
		Non-Indigenous students								
At or below the national minimum standard	%	17.3 ± 0.7	17.0 ± 0.7	27.8 ± 1.0	22.3 ± 1.1	23.0 ± 1.5	24.3 ± 2.2	14.4 ± 2.0	26.6 ± 3.3	20.4 ± 0.4
In the medium levels (d)	%	49.7 ± 0.6	51.5 ± 0.6	50.9 ± 0.7	52.5 ± 0.9	53.4 ± 1.2	50.1 ± 1.6	49.5 ± 2.5	50.3 ± 2.8	50.9 ± 0.3
In the high levels (e)	%	33.0 ± 1.0	31.5 ± 0.9	21.2 ± 0.9	25.2 ± 1.2	23.6 ± 1.4	25.7 ± 2.4	36.1 ± 3.3	23.2 ± 3.0	28.6 ± 0.5
		All students								
At or below the national minimum standard	%	18.6 ± 0.7	17.5 ± 0.7	30.3 ± 1.1	26.2 ± 1.3	24.7 ± 1.6	25.9 ± 2.2	15.2 ± 2.2	51.1 ± 5.8	22.5 ± 0.4
In the medium levels (d)	%	49.4 ± 0.6	51.3 ± 0.6	49.6 ± 0.7	50.4 ± 0.9	52.5 ± 1.2	49.8 ± 1.5	49.5 ± 2.5	34.7 ± 4.1	50.0 ± 0.3
In the high levels (e)	%	32.1 ± 0.9	31.2 ± 0.9	20.1 ± 0.9	23.4 ± 1.1	22.7 ± 1.4	24.3 ± 2.2	35.4 ± 3.3	14.3 ± 2.5	27.4 ± 0.5
2009										
		Indigenous students								
At or below the national minimum standard	%	46.6 ± 4.2	37.5 ± 5.4	59.9 ± 4.7	69.4 ± 4.2	56.7 ± 5.8	45.5 ± 6.4	43.2 ± 9.4	83.1 ± 4.4	57.1 ± 3.6

Table 4A.50

Table 4A.50 Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	22.1 ± 3.7	15.2 ± 3.5	34.4 ± 5.0	43.7 ± 5.4	32.3 ± 6.2	21.0 ± 5.2	22.6 ± 8.6	69.0 ± 6.9	33.3 ± 3.8
<i>At the national minimum standard</i>	%	24.5 ± 4.9	22.3 ± 5.8	25.5 ± 5.5	25.7 ± 5.8	24.4 ± 6.3	24.5 ± 6.4	20.6 ± 9.4	14.1 ± 4.4	23.8 ± 4.7
In the medium levels (d)	%	41.6 ± 4.6	48.0 ± 6.0	33.5 ± 4.6	25.6 ± 4.1	36.9 ± 5.5	41.1 ± 6.5	33.6 ± 11.8	14.3 ± 4.0	34.4 ± 3.8
In the high levels (e)	%	11.7 ± 2.5	14.5 ± 3.9	6.6 ± 1.7	5.0 ± 1.5	6.4 ± 2.7	13.4 ± 3.8	23.1 ± 10.3	2.6 ± 1.3	8.5 ± 1.6
Non-Indigenous students										
At or below the national minimum standard	%	16.7 ± 2.3	15.6 ± 2.2	25.2 ± 3.0	21.7 ± 2.8	22.4 ± 3.1	21.7 ± 3.5	14.2 ± 2.8	26.0 ± 4.5	19.3 ± 2.4
In the medium levels (d)	%	44.6 ± 4.4	47.0 ± 4.6	47.6 ± 4.5	47.1 ± 4.5	49.2 ± 4.6	44.9 ± 4.9	43.7 ± 5.1	47.4 ± 5.5	46.4 ± 4.4
In the high levels (e)	%	38.6 ± 3.9	37.3 ± 4.1	27.2 ± 3.5	31.2 ± 3.8	28.5 ± 3.7	33.3 ± 4.2	42.2 ± 5.3	26.6 ± 4.9	34.3 ± 3.7
All students										
At or below the national minimum standard	%	17.9 ± 2.3	16.1 ± 2.2	27.6 ± 3.0	25.8 ± 2.9	23.6 ± 3.2	24.5 ± 3.7	14.9 ± 2.9	49.3 ± 6.4	21.2 ± 2.5
In the medium levels (d)	%	44.3 ± 4.4	47.0 ± 4.6	46.7 ± 4.4	45.5 ± 4.3	48.7 ± 4.5	44.8 ± 4.7	43.3 ± 5.0	33.7 ± 5.1	45.8 ± 4.4
In the high levels (e)	%	37.6 ± 3.8	37.0 ± 4.1	25.8 ± 3.4	28.7 ± 3.6	27.8 ± 3.6	30.8 ± 4.1	41.7 ± 5.2	17.2 ± 3.8	33.1 ± 3.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.37.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Table 4A.50 Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.51

Table 4A.51 Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	46.4 ± 2.5	45.8 ± 4.2	55.1 ± 3.9	67.0 ± 3.1	61.0 ± 4.8	29.3 ± 5.6	28.7 ± 11.5	82.3 ± 5.8	55.8 ± 1.9
<i>Below the national minimum standard</i>	%	17.5 ± 1.7	14.6 ± 3.0	25.2 ± 3.2	36.6 ± 3.7	30.4 ± 5.9	11.0 ± 3.5	5.7 ± 4.4	67.5 ± 8.7	28.1 ± 2.0
<i>At the national minimum standard</i>	%	28.9 ± 2.0	31.2 ± 3.6	29.9 ± 2.2	30.4 ± 2.5	30.6 ± 4.7	18.3 ± 4.5	23.0 ± 10.9	14.8 ± 3.8	27.7 ± 1.1
In the medium levels (d)	%	46.4 ± 2.3	48.7 ± 4.2	39.5 ± 2.6	30.2 ± 2.9	35.1 ± 4.7	55.5 ± 4.7	55.4 ± 11.7	15.7 ± 5.2	38.7 ± 1.5
In the high levels (e)	%	7.1 ± 1.0	5.5 ± 2.2	5.4 ± 2.2	2.8 ± 1.0	3.9 ± 1.7	15.3 ± 4.0	15.8 ± 8.5	1.9 ± 1.1	5.5 ± 0.8
		Non-Indigenous students								
At or below the national minimum standard	%	16.7 ± 0.9	15.8 ± 1.0	20.9 ± 0.9	19.7 ± 1.3	19.7 ± 1.4	20.4 ± 3.3	13.1 ± 3.1	23.4 ± 5.5	17.9 ± 0.5
In the medium levels (d)	%	54.7 ± 1.1	57.5 ± 0.9	57.7 ± 0.7	58.2 ± 0.9	57.0 ± 1.1	54.6 ± 2.4	49.7 ± 3.6	53.5 ± 3.4	56.5 ± 0.5
In the high levels (e)	%	28.5 ± 1.6	26.6 ± 1.4	21.4 ± 1.0	22.0 ± 1.3	23.3 ± 1.5	25.1 ± 3.7	37.1 ± 5.6	23.1 ± 5.2	25.6 ± 0.7
		All students								
At or below the national minimum standard	%	18.1 ± 1.0	16.4 ± 1.1	23.2 ± 1.0	23.3 ± 1.4	21.4 ± 1.5	21.2 ± 3.3	13.5 ± 3.1	48.9 ± 8.6	19.9 ± 0.5
In the medium levels (d)	%	54.1 ± 1.0	57.3 ± 0.9	56.4 ± 0.7	56.3 ± 1.0	56.2 ± 1.1	54.9 ± 2.2	49.9 ± 3.6	37.1 ± 5.8	55.4 ± 0.5
In the high levels (e)	%	27.8 ± 1.6	26.3 ± 1.4	20.3 ± 0.9	20.4 ± 1.2	22.4 ± 1.5	23.9 ± 3.3	36.5 ± 5.5	14.0 ± 4.0	24.6 ± 0.7
2009										
		Indigenous students								
At or below the national minimum standard	%	46.8 ± 4.6	41.7 ± 6.1	55.4 ± 4.7	64.5 ± 5.2	57.9 ± 6.1	43.6 ± 7.3	38.3 ± 14.5	82.1 ± 6.8	54.3 ± 3.8

Table 4A.51

Table 4A.51 Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	18.8 ± 3.6	15.7 ± 4.3	26.0 ± 4.6	34.9 ± 6.1	28.5 ± 7.0	17.6 ± 5.2	13.5 ± 9.8	63.5 ± 10.2	26.8 ± 3.8
<i>At the national minimum standard</i>	%	28.0 ± 5.2	26.0 ± 6.8	29.4 ± 5.5	29.6 ± 6.4	29.4 ± 6.7	26.0 ± 6.5	24.8 ± 11.9	18.6 ± 5.8	27.5 ± 4.9
In the medium levels (d)	%	44.7 ± 4.6	50.8 ± 6.2	39.2 ± 4.6	32.1 ± 5.1	36.8 ± 5.8	46.8 ± 7.2	52.2 ± 13.8	15.8 ± 6.3	39.3 ± 3.9
In the high levels (e)	%	8.5 ± 2.2	7.6 ± 2.7	5.4 ± 1.6	3.5 ± 1.5	5.3 ± 2.3	9.4 ± 3.4	9.4 ± 7.3	2.0 ± 1.2	6.3 ± 1.4
Non-Indigenous students										
At or below the national minimum standard	%	16.8 ± 2.5	15.6 ± 2.5	19.9 ± 2.8	18.9 ± 2.9	19.2 ± 2.9	20.5 ± 4.0	13.3 ± 3.6	24.3 ± 6.3	17.5 ± 2.5
In the medium levels (d)	%	51.9 ± 4.2	54.8 ± 4.3	55.9 ± 4.2	53.7 ± 4.4	55.3 ± 4.2	52.7 ± 4.6	49.0 ± 5.5	51.9 ± 5.7	53.9 ± 4.2
In the high levels (e)	%	31.4 ± 3.8	29.5 ± 3.9	24.2 ± 3.5	27.4 ± 3.8	25.4 ± 3.6	26.7 ± 5.0	37.7 ± 6.7	23.7 ± 6.0	28.6 ± 3.5
All students										
At or below the national minimum standard	%	18.0 ± 2.6	16.0 ± 2.5	22.3 ± 2.9	22.3 ± 3.0	20.5 ± 2.9	22.6 ± 4.3	14.0 ± 3.7	46.3 ± 8.4	19.2 ± 2.5
In the medium levels (d)	%	51.5 ± 4.2	54.8 ± 4.3	54.8 ± 4.2	52.3 ± 4.3	54.6 ± 4.2	52.4 ± 4.4	49.1 ± 5.4	38.2 ± 6.6	53.1 ± 4.1
In the high levels (e)	%	30.5 ± 3.8	29.2 ± 3.9	23.0 ± 3.3	25.4 ± 3.6	24.9 ± 3.5	25.0 ± 4.6	36.8 ± 6.7	15.6 ± 4.3	27.6 ± 3.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.38.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Table 4A.51 Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.52

Table 4A.52 Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	51.5 ± 3.0	50.8 ± 4.8	60.9 ± 4.8	70.6 ± 3.3	67.7 ± 7.0	31.6 ± 5.4	37.2 ± 11.1	80.6 ± 5.7	59.8 ± 2.1
	Indigenous students									
	%	17.6 ± 2.1	20.0 ± 3.4	30.0 ± 3.9	37.2 ± 3.9	37.5 ± 6.3	9.3 ± 3.7	15.8 ± 9.0	62.2 ± 9.7	29.4 ± 2.1
	At the national minimum standard									
	%	33.9 ± 2.2	30.8 ± 4.3	30.9 ± 2.5	33.4 ± 2.9	30.2 ± 5.1	22.3 ± 4.5	21.4 ± 10.3	18.4 ± 4.7	30.4 ± 1.3
	%	43.3 ± 3.1	44.7 ± 4.5	34.9 ± 3.1	27.7 ± 3.0	28.9 ± 6.8	52.2 ± 5.4	52.0 ± 13.1	17.6 ± 5.3	35.8 ± 1.7
In the high levels (e)	%	5.2 ± 1.1	4.4 ± 1.9	4.2 ± 2.3	1.8 ± 0.7	3.5 ± 2.1	16.2 ± 4.6	10.8 ± 7.4	1.9 ± 1.1	4.4 ± 0.9
	Non-Indigenous students									
At or below the national minimum standard	%	21.4 ± 1.1	20.5 ± 1.2	26.8 ± 1.5	24.4 ± 2.2	23.6 ± 2.3	23.9 ± 3.4	15.1 ± 3.4	25.2 ± 4.1	22.7 ± 0.7
	%	55.3 ± 1.0	57.8 ± 1.0	55.8 ± 0.9	57.5 ± 1.4	57.8 ± 1.4	54.1 ± 1.9	52.2 ± 3.6	55.1 ± 3.2	56.4 ± 0.5
	%	23.4 ± 1.5	21.7 ± 1.6	17.3 ± 1.4	18.0 ± 2.1	18.7 ± 2.1	22.0 ± 3.4	32.8 ± 5.6	19.7 ± 4.6	20.9 ± 0.8
All students										
At or below the national minimum standard	%	22.8 ± 1.1	21.1 ± 1.3	29.3 ± 1.6	27.8 ± 2.4	26.1 ± 2.7	24.9 ± 3.4	15.7 ± 3.5	47.8 ± 7.6	24.7 ± 0.7
	%	54.7 ± 1.0	57.5 ± 1.0	54.4 ± 0.9	55.6 ± 1.5	56.4 ± 1.7	53.9 ± 1.8	52.1 ± 3.6	39.8 ± 5.3	55.3 ± 0.5
	%	22.5 ± 1.5	21.4 ± 1.6	16.3 ± 1.3	16.5 ± 1.9	17.5 ± 2.1	21.2 ± 3.2	32.2 ± 5.6	12.4 ± 3.6	20.0 ± 0.7
2009										
Indigenous students										

Table 4A.52

Table 4A.52 Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
At or below the national minimum standard	%	51.0 ± 5.1	49.3 ± 6.1	64.7 ± 4.9	71.8 ± 5.1	61.6 ± 6.9	49.2 ± 7.5	44.3 ± 12.8	83.6 ± 5.8	60.8 ± 4.2
<i>Below the national minimum standard</i>	%	20.9 ± 3.8	20.7 ± 4.6	35.5 ± 5.6	43.6 ± 6.9	32.4 ± 6.7	20.8 ± 6.3	22.0 ± 10.0	67.7 ± 8.9	33.0 ± 4.1
<i>At the national minimum standard</i>	%	29.1 ± 5.8	28.6 ± 6.6	29.2 ± 6.0	28.2 ± 6.7	29.2 ± 7.6	28.4 ± 7.7	22.3 ± 11.9	15.9 ± 5.8	27.8 ± 5.5
In the medium levels (d)	%	43.4 ± 5.1	45.7 ± 6.1	32.5 ± 4.9	25.7 ± 4.8	35.7 ± 6.7	41.2 ± 7.4	48.4 ± 13.6	14.8 ± 5.5	35.2 ± 4.2
In the high levels (e)	%	5.6 ± 1.7	5.0 ± 2.2	2.9 ± 1.1	2.4 ± 1.1	2.7 ± 2.1	9.6 ± 3.8	7.4 ± 6.6	1.5 ± 1.4	4.0 ± 1.1
					Non-Indigenous students					
At or below the national minimum standard	%	20.0 ± 3.0	18.9 ± 3.1	25.5 ± 3.7	23.5 ± 3.8	22.7 ± 4.0	22.7 ± 4.2	16.0 ± 4.2	25.1 ± 7.0	21.4 ± 3.0
In the medium levels (d)	%	55.4 ± 4.5	58.0 ± 4.5	56.9 ± 4.4	56.7 ± 4.5	58.1 ± 4.6	55.0 ± 4.8	53.1 ± 5.5	53.6 ± 5.5	56.6 ± 4.4
In the high levels (e)	%	24.6 ± 3.9	23.2 ± 3.9	17.5 ± 3.3	19.8 ± 3.9	19.2 ± 4.0	22.2 ± 4.9	30.9 ± 6.4	21.4 ± 5.8	21.9 ± 3.5
					All students					
At or below the national minimum standard	%	21.2 ± 3.1	19.3 ± 3.1	28.1 ± 3.7	27.1 ± 3.9	24.0 ± 4.1	25.2 ± 4.5	16.5 ± 4.3	46.6 ± 7.9	23.3 ± 3.1
In the medium levels (d)	%	55.0 ± 4.5	57.7 ± 4.5	55.3 ± 4.4	54.7 ± 4.4	57.3 ± 4.6	54.0 ± 4.8	53.0 ± 5.4	39.2 ± 6.1	55.6 ± 4.3
In the high levels (e)	%	23.8 ± 3.8	23.0 ± 3.9	16.6 ± 3.2	18.2 ± 3.6	18.7 ± 3.9	20.8 ± 4.6	30.3 ± 6.3	14.2 ± 4.2	21.1 ± 3.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.39.

Table 4A.52 Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

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

Table 4A.53

Table 4A.53 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Year 3										
Indigenous	no.	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
Non-Indigenous	no.	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
All students	no.	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
Year 5										
Indigenous	no.	432.8 ± 3.5	449.7 ± 6.3	404.4 ± 6.4	381.3 ± 5.8	405.9 ± 9.8	456.6 ± 9.8	441.9 ± 16.7	307.3 ± 17.7	403.4 ± 4.1
Non-Indigenous	no.	497.4 ± 1.8	497.3 ± 1.6	470.9 ± 2.2	481.4 ± 2.4	481.0 ± 2.8	480.1 ± 4.9	504.9 ± 5.5	474.5 ± 6.9	488.7 ± 1.0
All students	no.	494.7 ± 1.9	496.7 ± 1.6	466.1 ± 2.3	473.6 ± 2.8	477.9 ± 3.0	476.4 ± 4.9	503.3 ± 5.6	405.1 ± 18.0	484.4 ± 1.1
Year 7										
Indigenous	no.	486.5 ± 3.5	488.8 ± 5.5	472.4 ± 7.6	450.0 ± 5.7	464.9 ± 8.7	513.8 ± 8.3	519.4 ± 16.5	386.1 ± 17.6	466.5 ± 4.2
Non-Indigenous	no.	544.9 ± 2.9	543.9 ± 2.6	532.3 ± 2.0	533.2 ± 2.6	536.4 ± 2.7	536.6 ± 7.5	559.2 ± 10.2	531.0 ± 10.8	540.2 ± 1.3
All students	no.	542.5 ± 3.0	543.0 ± 2.6	528.1 ± 2.1	527.0 ± 2.8	533.5 ± 2.9	534.2 ± 7.2	558.2 ± 10.1	468.4 ± 21.9	536.5 ± 1.4
Year 9										
Indigenous	no.	531.7 ± 3.6	536.0 ± 6.0	514.2 ± 9.3	498.3 ± 5.7	506.3 ± 10.1	564.9 ± 9.4	552.8 ± 17.7	446.5 ± 23.3	513.8 ± 4.6
Non-Indigenous	no.	585.5 ± 2.8	585.2 ± 2.9	572.2 ± 3.1	575.6 ± 4.4	578.5 ± 4.6	580.9 ± 7.4	603.1 ± 9.8	578.1 ± 9.7	581.3 ± 1.5
All students	no.	583.1 ± 2.8	584.6 ± 3.0	568.2 ± 3.3	569.8 ± 4.6	574.9 ± 5.0	578.8 ± 7.3	601.9 ± 10.0	524.2 ± 21.6	578.0 ± 1.5
2009										
Year 3										
Indigenous	no.	355.6 ± 8.6	375.3 ± 10.9	327.9 ± 8.9	304.4 ± 9.7	329.5 ± 11.6	365.4 ± 12.9	361.6 ± 19.7	239.4 ± 20.1	327.4 ± 8.7
Non-Indigenous	no.	425.0 ± 7.9	431.0 ± 7.9	390.0 ± 8.0	403.8 ± 8.2	401.6 ± 8.3	408.2 ± 9.4	435.7 ± 9.8	383.2 ± 10.5	415.0 ± 7.7
All students	no.	422.3 ± 7.9	430.4 ± 7.9	385.9 ± 8.0	395.5 ± 8.3	399.0 ± 8.3	404.7 ± 9.2	433.6 ± 9.9	322.2 ± 19.1	410.8 ± 7.7
Year 5										

Table 4A.53

Table 4A.53 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous	no.	438.0 ± 8.4	458.7 ± 9.6	413.3 ± 9.3	391.4 ± 9.7	414.1 ± 12.5	442.1 ± 11.0	458.5 ± 21.3	333.1 ± 16.5	414.4 ± 8.2
Non-Indigenous	no.	506.0 ± 7.7	506.9 ± 7.6	482.3 ± 7.7	490.7 ± 7.9	486.9 ± 8.0	493.7 ± 9.0	514.1 ± 9.7	480.8 ± 10.4	498.1 ± 7.5
All students	no.	503.4 ± 7.7	506.3 ± 7.6	477.8 ± 7.7	482.2 ± 8.0	484.3 ± 8.1	487.2 ± 9.1	512.7 ± 9.8	420.6 ± 17.7	493.9 ± 7.5
Year 7										
Indigenous	no.	488.6 ± 7.9	494.2 ± 8.7	474.6 ± 8.1	456.8 ± 9.5	469.4 ± 10.9	492.0 ± 11.2	501.0 ± 17.7	404.3 ± 18.2	473.2 ± 7.4
Non-Indigenous	no.	548.2 ± 7.3	547.8 ± 7.2	536.9 ± 7.0	541.3 ± 7.4	538.9 ± 7.3	538.6 ± 10.1	559.9 ± 11.5	532.5 ± 12.0	544.4 ± 6.9
All students	no.	545.9 ± 7.3	547.1 ± 7.2	532.8 ± 7.0	534.6 ± 7.4	536.8 ± 7.4	534.3 ± 10.1	558.3 ± 11.6	483.0 ± 18.7	541.1 ± 6.9
Year 9										
Indigenous	no.	530.7 ± 8.2	535.0 ± 9.3	506.4 ± 9.8	493.6 ± 10.5	511.3 ± 11.3	537.6 ± 11.6	540.1 ± 18.6	434.7 ± 23.2	510.2 ± 8.3
Non-Indigenous	no.	587.8 ± 7.7	588.4 ± 7.8	574.7 ± 7.8	579.4 ± 8.5	579.6 ± 8.7	582.3 ± 9.9	600.2 ± 11.2	580.2 ± 13.3	583.8 ± 7.4
All students	no.	585.4 ± 7.7	588.0 ± 7.8	570.4 ± 7.8	573.1 ± 8.6	577.4 ± 8.8	577.7 ± 10.1	598.9 ± 11.2	526.3 ± 20.5	580.5 ± 7.4

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.41. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.40.

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

Table 4A.54

Table 4A.54 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	97.2 ± 0.2	96.2 ± 0.3	98.2 ± 0.2	90.8 ± 1.3	97.5 ± 0.2	96.8 ± 0.3
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	96.3 ± 0.3	95.0 ± 0.5	97.8 ± 0.3	90.7 ± 2.4	96.9 ± 0.3	95.6 ± 0.5
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	93.9 ± 0.5	91.5 ± 0.6	96.3 ± 0.3	80.2 ± 2.6	94.8 ± 0.4	89.1 ± 1.9
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	95.1 ± 0.6	93.4 ± 0.8	96.9 ± 0.5	74.1 ± 3.7	96.9 ± 0.4	92.8 ± 1.8
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	96.0 ± 0.6	94.4 ± 0.8	97.6 ± 0.5	81.7 ± 5.0	96.5 ± 0.6	93.1 ± 2.3
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	96.5 ± 0.6	95.0 ± 1.0	98.2 ± 0.6	93.6 ± 2.7	96.5 ± 0.7	90.1 ± 4.7
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	95.9 ± 1.5	94.3 ± 2.1	97.5 ± 1.3	88.2 ± 7.9	96.1 ± 1.4	91.1 ± 4.6
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	74.0 ± 6.3	69.3 ± 6.8	78.7 ± 6.1	45.4 ± 7.7	95.2 ± 1.8	42.7 ± 8.7
1. 8yrs 6mths						
2. 3yrs 4mths						
Australia	95.7 ± 0.2	94.1 ± 0.3	97.3 ± 0.2	79.9 ± 1.8	96.6 ± 0.1	94.2 ± 0.5
1. 8yrs 6mths						
2. 3yrs 1mth						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.54 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

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

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.55

Table 4A.55 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.0 ± 0.3	92.8 ± 0.4	97.3 ± 0.2	81.5 ± 1.9	95.6 ± 0.3	95.5 ± 0.5
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	94.7 ± 0.4	92.5 ± 0.5	97.0 ± 0.3	84.1 ± 3.6	95.1 ± 0.3	94.4 ± 0.5
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	90.0 ± 0.6	86.5 ± 0.8	93.7 ± 0.5	68.9 ± 3.1	91.5 ± 0.5	84.5 ± 2.4
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	91.7 ± 0.7	88.9 ± 0.9	94.7 ± 0.7	62.0 ± 4.0	94.3 ± 0.5	89.7 ± 2.2
1. 10yrs 5mths						
2. 5yrs 4mths						
SA	93.1 ± 0.7	90.2 ± 1.1	96.1 ± 0.6	73.4 ± 4.9	93.9 ± 0.7	90.3 ± 2.4
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	91.4 ± 1.3	87.4 ± 2.0	95.6 ± 0.9	84.5 ± 4.0	92.4 ± 1.3	89.6 ± 5.2
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	93.9 ± 1.3	91.4 ± 2.1	96.5 ± 1.2	79.4 ± 9.1	94.3 ± 1.3	91.0 ± 4.2
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	66.2 ± 6.4	62.4 ± 6.9	70.4 ± 6.6	32.1 ± 6.4	89.9 ± 2.3	28.5 ± 7.5
1. 10yrs 6mths						
2. 5yrs 4mths						
Australia	93.0 ± 0.2	90.3 ± 0.3	95.8 ± 0.2	70.1 ± 1.7	94.2 ± 0.2	92.4 ± 0.5
1. 10yrs 6mths						
2. 5yrs 1mth						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.55 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.56

Table 4A.56 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	93.7 ± 0.5	90.8 ± 0.8	96.7 ± 0.3	77.2 ± 2.2	94.4 ± 0.4	94.3 ± 1.0
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	93.7 ± 0.5	90.7 ± 0.8	96.9 ± 0.4	80.1 ± 3.3	94.0 ± 0.5	93.7 ± 0.8
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	91.3 ± 0.5	87.8 ± 0.8	94.9 ± 0.5	71.8 ± 2.9	92.7 ± 0.4	85.9 ± 2.5
1. 12yrs 0mths						
2. 6yrs 4mths						
WA	91.3 ± 0.9	88.2 ± 1.2	94.7 ± 0.9	62.5 ± 4.9	93.5 ± 0.7	89.4 ± 2.2
1. 12yrs 2mths						
2. 6yrs 4mths						
SA	93.2 ± 0.7	90.3 ± 1.1	96.2 ± 0.6	73.0 ± 5.5	93.9 ± 0.7	89.6 ± 2.4
1. 12yrs 6mths						
2. 7yrs 4mths						
Tasmania	88.5 ± 2.0	83.4 ± 3.0	93.9 ± 1.5	76.5 ± 5.2	89.6 ± 1.8	86.6 ± 9.1
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	93.2 ± 2.1	90.0 ± 3.1	96.5 ± 1.6	76.0 ± 10.2	93.6 ± 2.0	90.7 ± 4.2
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	66.7 ± 8.5	61.2 ± 8.8	72.3 ± 8.6	30.8 ± 9.2	89.2 ± 3.9	28.1 ± 14.0
1. 12yrs 5mths						
2. 7yrs 4mths						
Australia	92.5 ± 0.3	89.4 ± 0.4	95.8 ± 0.2	69.9 ± 1.8	93.7 ± 0.2	91.8 ± 0.7
1. 12yrs 6mths						
2. 7yrs 0mths						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.56 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.57

Table 4A.57 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	89.0 ± 0.7	84.4 ± 1.1	93.8 ± 0.5	67.1 ± 2.6	89.9 ± 0.7	89.2 ± 1.3
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	90.3 ± 0.8	85.9 ± 1.2	94.9 ± 0.6	68.6 ± 5.1	90.8 ± 0.7	89.3 ± 1.3
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	85.4 ± 1.1	79.5 ± 1.5	91.5 ± 0.9	59.5 ± 3.8	87.1 ± 0.9	78.9 ± 5.2
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	86.1 ± 1.6	80.8 ± 2.2	91.9 ± 1.2	50.1 ± 4.7	88.7 ± 1.3	83.6 ± 3.8
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	87.9 ± 1.8	83.1 ± 2.6	93.0 ± 1.3	56.4 ± 6.6	89.0 ± 1.7	82.5 ± 6.3
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	83.3 ± 2.6	76.2 ± 3.6	90.9 ± 2.1	72.4 ± 5.8	84.6 ± 2.4	79.1 ± 7.9
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	89.4 ± 2.7	85.4 ± 3.9	93.8 ± 2.2	71.3 ± 10.8	89.8 ± 2.6	87.8 ± 4.0
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	63.1 ± 8.3	58.4 ± 8.7	68.3 ± 8.8	26.3 ± 7.0	84.8 ± 5.2	27.7 ± 13.1
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	87.8 ± 0.5	82.8 ± 0.7	93.0 ± 0.4	59.0 ± 1.9	89.2 ± 0.4	86.8 ± 1.0
1. 14yrs 5mths						
2. 9yrs 0mths						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.57 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.58

Table 4A.58 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	92.3 ± 2.1	90.2 ± 4.1	84.1 ± 2.4	83.7 ± 4.1	86.7 ± 4.6	91.9 ± 4.2	87.1 ± 8.4	..	87.7 ± 1.6
Provincial	90.2 ± 1.9	91.2 ± 3.1	83.4 ± 3.0	84.5 ± 4.7	80.4 ± 7.9	94.7 ± 3.4	np	81.7 ± 7.1	87.3 ± 1.3
Remote	87.9 ± 6.1	np	63.7 ± 15.6	67.3 ± 11.2	np	np	..	53.3 ± 18.4	65.3 ± 8.9
Very remote	72.9 ± 18.5	..	65.7 ± 9.3	56.1 ± 7.5	60.0 ± 17.2	np	..	27.4 ± 6.2	47.0 ± 5.5
Total	90.8 ± 1.3	90.7 ± 2.4	80.2 ± 2.6	74.1 ± 3.7	81.7 ± 5.0	93.6 ± 2.7	88.2 ± 7.9	45.4 ± 7.7	79.9 ± 1.8
Non-Indigenous students									
Metropolitan	97.5 ± 0.2	96.9 ± 0.4	95.1 ± 0.5	96.9 ± 0.5	96.6 ± 0.7	96.9 ± 1.1	96.1 ± 1.4	..	96.7 ± 0.2
Provincial	97.4 ± 0.4	96.7 ± 0.5	94.4 ± 0.7	97.0 ± 0.9	96.3 ± 0.8	96.3 ± 0.9	np	95.1 ± 2.5	96.3 ± 0.3
Remote	97.3 ± 2.3	100.0 ± -	94.9 ± 2.2	96.7 ± 1.5	96.9 ± 2.0	92.5 ± 10.2	..	95.2 ± 2.1	96.1 ± 0.9
Very remote	99.6 ± 2.2	..	91.5 ± 5.9	95.8 ± 2.8	97.2 ± 4.5	99.4 ± 3.2	..	96.4 ± 3.0	94.7 ± 2.4
Total	97.5 ± 0.2	96.9 ± 0.3	94.8 ± 0.4	96.9 ± 0.4	96.5 ± 0.6	96.5 ± 0.7	96.1 ± 1.4	95.2 ± 1.8	96.6 ± 0.1
All students									
Metropolitan	97.4 ± 0.2	96.4 ± 0.4	94.6 ± 0.5	96.3 ± 0.6	96.3 ± 0.7	96.8 ± 1.0	95.9 ± 1.5	..	96.3 ± 0.2
Provincial	96.7 ± 0.4	96.1 ± 0.6	93.5 ± 0.7	95.7 ± 0.9	95.5 ± 1.0	96.3 ± 0.8	np	92.7 ± 2.8	95.5 ± 0.3
Remote	94.4 ± 2.8	99.3 ± 3.2	88.0 ± 5.9	90.1 ± 3.8	96.5 ± 2.2	94.4 ± 8.1	..	75.5 ± 13.4	88.6 ± 3.1
Very remote	88.3 ± 12.0	..	77.6 ± 7.1	72.9 ± 7.3	79.3 ± 12.2	99.4 ± 3.0	..	38.1 ± 11.6	64.9 ± 5.6
Total	97.2 ± 0.2	96.3 ± 0.3	93.9 ± 0.5	95.1 ± 0.6	96.0 ± 0.6	96.5 ± 0.6	95.9 ± 1.5	74.0 ± 6.3	95.7 ± 0.2
Year 5									
Indigenous students									
Metropolitan	86.8 ± 2.0	86.4 ± 4.1	74.9 ± 3.6	72.4 ± 5.3	81.0 ± 4.8	86.0 ± 7.6	80.2 ± 9.2	..	80.3 ± 1.6
Provincial	79.0 ± 2.8	82.1 ± 5.1	73.2 ± 4.0	70.0 ± 6.4	74.2 ± 8.3	84.6 ± 4.9	np	70.4 ± 6.5	76.6 ± 1.8
Remote	65.0 ± 11.3	np	50.4 ± 15.4	61.8 ± 10.9	66.0 ± 26.3	np	..	40.8 ± 13.9	53.5 ± 7.7
Very remote	53.5 ± 27.2	..	43.9 ± 10.9	38.6 ± 7.8	37.3 ± 22.9	np	..	10.5 ± 3.6	29.5 ± 5.1

Table 4A.58

Table 4A.58 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	81.5 ± 1.9	84.1 ± 3.6	68.9 ± 3.1	62.0 ± 4.0	73.4 ± 4.9	84.5 ± 4.0	79.4 ± 9.1	32.1 ± 6.4	70.1 ± 1.7
Non-Indigenous students									
Metropolitan	96.0 ± 0.3	95.5 ± 0.4	92.2 ± 0.6	94.5 ± 0.7	94.4 ± 0.8	93.6 ± 2.0	94.3 ± 1.3	..	94.8 ± 0.2
Provincial	94.5 ± 0.5	94.0 ± 0.6	90.0 ± 0.8	93.6 ± 1.0	92.2 ± 1.3	91.4 ± 1.5	np	90.2 ± 2.6	92.9 ± 0.3
Remote	95.6 ± 3.4	99.6 ± 2.5	89.4 ± 2.6	93.1 ± 2.2	94.9 ± 2.6	96.1 ± 6.0	..	88.1 ± 5.4	92.3 ± 1.4
Very remote	93.8 ± 6.0	..	89.8 ± 6.2	92.1 ± 4.4	87.4 ± 11.0	np	..	94.2 ± 5.3	91.2 ± 3.2
Total	95.6 ± 0.3	95.1 ± 0.3	91.5 ± 0.5	94.3 ± 0.5	93.9 ± 0.7	92.4 ± 1.3	94.3 ± 1.3	89.9 ± 2.3	94.2 ± 0.2
All students									
Metropolitan	95.7 ± 0.3	95.1 ± 0.4	91.4 ± 0.7	93.5 ± 0.7	94.1 ± 0.8	92.9 ± 1.9	93.9 ± 1.3	..	94.3 ± 0.2
Provincial	93.0 ± 0.7	93.5 ± 0.6	88.6 ± 0.9	91.5 ± 1.3	91.4 ± 1.4	90.3 ± 1.6	np	86.4 ± 3.3	91.6 ± 0.4
Remote	84.9 ± 6.7	99.6 ± 2.5	80.8 ± 6.2	86.0 ± 4.3	93.2 ± 4.1	89.2 ± 7.9	..	66.2 ± 11.9	82.8 ± 3.1
Very remote	77.5 ± 18.4	..	64.8 ± 9.9	60.2 ± 9.4	63.2 ± 20.1	np	..	20.6 ± 11.6	52.3 ± 6.2
Total	95.0 ± 0.3	94.7 ± 0.4	90.0 ± 0.6	91.7 ± 0.7	93.1 ± 0.7	91.4 ± 1.3	93.9 ± 1.3	66.2 ± 6.4	93.0 ± 0.2
Year 7									
Indigenous students									
Metropolitan	81.6 ± 3.0	82.3 ± 4.3	78.2 ± 2.5	78.2 ± 4.7	78.2 ± 5.6	75.9 ± 9.7	76.0 ± 10.2	..	79.7 ± 1.5
Provincial	74.8 ± 2.8	78.1 ± 4.7	74.6 ± 4.1	70.3 ± 7.7	76.0 ± 7.7	77.4 ± 7.0	np	64.1 ± 10.2	74.3 ± 1.9
Remote	59.2 ± 12.6	np	56.0 ± 13.3	56.4 ± 10.7	89.4 ± 12.5	np	..	31.9 ± 14.3	49.5 ± 7.9
Very remote	np	..	48.1 ± 11.1	34.0 ± 10.6	34.9 ± 21.2	np	..	9.0 ± 5.3	29.5 ± 6.2
Total	77.2 ± 2.2	80.1 ± 3.3	71.8 ± 2.9	62.5 ± 4.9	73.0 ± 5.5	76.5 ± 5.2	76.0 ± 10.2	30.8 ± 9.2	69.9 ± 1.8
Non-Indigenous students									
Metropolitan	95.0 ± 0.5	94.6 ± 0.6	93.3 ± 0.5	93.7 ± 0.9	94.6 ± 0.8	90.5 ± 3.2	93.6 ± 2.0	..	94.3 ± 0.3
Provincial	92.7 ± 0.8	92.3 ± 1.0	91.4 ± 0.8	93.0 ± 1.3	92.2 ± 1.2	88.9 ± 2.2	np	88.4 ± 5.2	92.0 ± 0.4
Remote	90.2 ± 6.5	90.2 ± 11.6	89.1 ± 3.0	92.7 ± 2.2	92.8 ± 3.1	91.3 ± 3.0	..	90.4 ± 3.9	91.1 ± 1.4
Very remote	86.9 ± 25.9	..	89.0 ± 4.3	93.3 ± 4.6	86.5 ± 10.0	np	..	94.0 ± 7.6	90.2 ± 3.2

Table 4A.58

Table 4A.58 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	94.4 ± 0.4	94.0 ± 0.5	92.7 ± 0.4	93.5 ± 0.7	93.9 ± 0.7	89.6 ± 1.8	93.6 ± 2.0	89.2 ± 3.9	93.7 ± 0.2
All students									
Metropolitan	94.6 ± 0.6	94.4 ± 0.6	92.6 ± 0.6	93.0 ± 0.9	94.2 ± 0.8	89.4 ± 3.6	93.2 ± 2.1	..	93.9 ± 0.3
Provincial	91.1 ± 1.0	91.8 ± 1.0	90.1 ± 0.9	91.1 ± 1.7	91.4 ± 1.3	87.9 ± 2.3	np	83.8 ± 5.1	90.7 ± 0.5
Remote	77.6 ± 10.7	90.3 ± 11.5	80.7 ± 6.2	84.8 ± 4.2	92.6 ± 3.0	83.4 ± 6.8	..	63.3 ± 17.0	80.4 ± 3.9
Very remote	64.4 ± 32.3	..	66.3 ± 9.4	57.8 ± 10.6	60.1 ± 20.0	86.7 ± 9.2	..	23.3 ± 13.8	52.2 ± 6.7
Total	93.7 ± 0.5	93.7 ± 0.5	91.3 ± 0.5	91.3 ± 0.9	93.2 ± 0.7	88.5 ± 2.0	93.2 ± 2.1	66.7 ± 8.5	92.5 ± 0.3
Year 9									
Indigenous students									
Metropolitan	73.1 ± 3.2	67.9 ± 7.4	63.4 ± 6.0	61.5 ± 5.8	65.0 ± 8.3	71.8 ± 9.2	71.3 ± 10.8	..	67.4 ± 3.0
Provincial	64.1 ± 3.7	69.1 ± 6.3	61.3 ± 5.2	55.7 ± 7.6	55.6 ± 9.8	72.7 ± 7.8	np	45.3 ± 10.1	61.8 ± 2.6
Remote	44.2 ± 13.9	np	46.0 ± 13.0	40.9 ± 13.1	47.7 ± 17.2	np	..	24.8 ± 13.5	38.3 ± 7.3
Very remote	np	..	31.7 ± 11.3	28.2 ± 10.1	23.5 ± 15.9	np	..	6.9 ± 6.2	21.4 ± 5.8
Total	67.1 ± 2.6	68.6 ± 5.1	59.5 ± 3.8	50.1 ± 4.7	56.4 ± 6.6	72.4 ± 5.8	71.3 ± 10.8	26.3 ± 7.0	59.0 ± 1.9
Non-Indigenous students									
Metropolitan	90.6 ± 0.8	91.5 ± 0.9	88.1 ± 1.2	89.6 ± 1.6	89.9 ± 2.1	86.2 ± 3.7	89.8 ± 2.6	..	90.1 ± 0.5
Provincial	87.8 ± 1.0	88.6 ± 1.3	85.0 ± 1.4	86.6 ± 2.8	86.6 ± 2.8	83.2 ± 3.0	np	84.1 ± 6.5	86.9 ± 0.6
Remote	78.7 ± 7.7	93.3 ± 7.4	81.0 ± 4.6	82.7 ± 3.9	87.5 ± 3.9	np	..	86.6 ± 7.2	83.9 ± 2.3
Very remote	73.0 ± 36.5	..	72.2 ± 8.3	83.0 ± 6.0	85.0 ± 8.4	np	..	88.5 ± 14.1	79.3 ± 5.5
Total	89.9 ± 0.7	90.8 ± 0.7	87.1 ± 0.9	88.7 ± 1.3	89.0 ± 1.7	84.6 ± 2.4	89.8 ± 2.6	84.8 ± 5.2	89.2 ± 0.4
All students									
Metropolitan	90.2 ± 0.8	91.1 ± 0.9	87.0 ± 1.3	88.5 ± 1.7	89.4 ± 2.2	84.8 ± 4.2	89.4 ± 2.7	..	89.4 ± 0.5
Provincial	85.7 ± 1.2	88.0 ± 1.4	83.0 ± 1.5	84.0 ± 3.1	85.3 ± 3.3	82.2 ± 3.3	np	75.4 ± 6.9	85.0 ± 0.7
Remote	63.4 ± 11.4	93.5 ± 7.3	71.7 ± 7.0	71.9 ± 7.5	84.5 ± 5.4	81.5 ± 7.4	..	58.6 ± 18.1	71.3 ± 4.6
Very remote	48.8 ± 34.0	..	49.7 ± 11.3	48.4 ± 13.5	53.0 ± 20.9	np	..	20.8 ± 16.6	42.7 ± 7.6

Table 4A.58

Table 4A.58 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	89.0 ± 0.7	90.3 ± 0.8	85.4 ± 1.1	86.1 ± 1.6	87.9 ± 1.8	83.3 ± 2.6	89.4 ± 2.7	63.1 ± 8.3	87.8 ± 0.5

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

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

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

(d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

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

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

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.59

Table 4A.59 Proportions by achievement levels for writing, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	26.0 ± 2.0	21.7 ± 3.4	40.7 ± 3.1	49.9 ± 4.2	39.9 ± 5.8	20.5 ± 4.5	24.9 ± 10.6	74.0 ± 5.9	39.3 ± 1.8
<i>Below the national minimum standard</i>	%	9.2 ± 1.3	9.3 ± 1.6	19.7 ± 2.6	25.9 ± 3.7	18.4 ± 5.0	6.5 ± 2.3	11.8 ± 6.7	54.6 ± 7.9	20.1 ± 1.8
<i>At the national minimum standard</i>	%	16.8 ± 1.7	12.4 ± 2.6	21.0 ± 1.6	24.0 ± 2.4	21.5 ± 4.3	14.0 ± 4.2	13.1 ± 8.8	19.4 ± 4.1	19.2 ± 1.0
In the medium levels (d)	%	54.3 ± 1.9	53.1 ± 4.3	45.7 ± 2.7	43.1 ± 3.9	47.1 ± 4.9	56.1 ± 6.3	55.1 ± 12.4	22.6 ± 5.1	46.3 ± 1.5
In the high levels (e)	%	19.8 ± 1.6	25.2 ± 4.1	13.6 ± 1.7	6.9 ± 1.6	13.1 ± 3.2	23.5 ± 4.5	20.0 ± 9.3	3.4 ± 1.4	14.5 ± 0.9
	Non-Indigenous students									
At or below the national minimum standard	%	7.0 ± 0.4	6.9 ± 0.4	14.0 ± 0.7	9.5 ± 0.8	9.8 ± 1.0	10.6 ± 1.5	8.5 ± 1.9	13.3 ± 2.7	9.1 ± 0.3
In the medium levels (d)	%	40.9 ± 0.7	42.2 ± 0.7	50.3 ± 0.7	50.1 ± 1.1	46.8 ± 1.5	49.1 ± 2.0	43.7 ± 2.5	53.2 ± 3.3	44.9 ± 0.4
In the high levels (e)	%	52.1 ± 0.9	50.9 ± 0.9	35.7 ± 1.1	40.3 ± 1.4	43.4 ± 1.8	40.3 ± 2.6	47.8 ± 3.3	33.6 ± 4.1	46.1 ± 0.5
	All students									
At or below the national minimum standard	%	7.8 ± 0.4	7.5 ± 0.4	15.8 ± 0.8	12.7 ± 1.0	10.9 ± 1.1	11.1 ± 1.4	9.0 ± 2.0	39.1 ± 6.7	10.6 ± 0.3
In the medium levels (d)	%	41.3 ± 0.7	42.2 ± 0.7	50.1 ± 0.7	50.0 ± 1.0	46.8 ± 1.5	50.1 ± 1.9	43.9 ± 2.5	40.0 ± 4.3	44.9 ± 0.4
In the high levels (e)	%	50.8 ± 0.9	50.4 ± 0.9	34.1 ± 1.1	37.3 ± 1.4	42.3 ± 1.8	38.9 ± 2.5	47.1 ± 3.3	20.8 ± 3.9	44.5 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.59 Proportions by achievement levels for writing, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.60

Table 4A.60 Proportions by achievement levels for writing, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
At or below the national minimum standard	%	41.7 ± 2.4	35.2 ± 4.1	54.8 ± 2.9	62.9 ± 3.3	50.4 ± 4.8	37.7 ± 5.6	44.7 ± 11.7	82.4 ± 4.3	52.4 ± 1.6
<i>Below the national minimum standard</i>	%	17.5 ± 1.8	15.9 ± 3.2	31.1 ± 3.2	38.0 ± 3.9	26.6 ± 4.8	15.5 ± 3.9	20.6 ± 8.4	67.9 ± 6.8	29.9 ± 1.7
<i>At the national minimum standard</i>	%	23.2 ± 1.8	19.3 ± 4.0	23.7 ± 2.2	24.9 ± 2.8	23.8 ± 3.2	22.2 ± 4.8	24.1 ± 11.6	14.5 ± 3.4	22.5 ± 1.1
In the medium levels (d)	%	51.5 ± 2.2	54.3 ± 3.7	40.2 ± 2.9	34.0 ± 3.3	44.4 ± 4.8	52.0 ± 5.4	45.8 ± 12.5	16.0 ± 4.0	42.1 ± 1.5
In the high levels (e)	%	6.7 ± 1.0	10.4 ± 2.5	4.9 ± 1.0	3.0 ± 1.2	5.2 ± 2.8	10.2 ± 2.9	9.5 ± 6.2	1.6 ± 0.9	5.5 ± 0.6
					Non-Indigenous students					
At or below the national minimum standard	%	13.7 ± 0.5	13.8 ± 0.6	23.7 ± 1.0	17.7 ± 1.0	18.2 ± 1.2	21.7 ± 2.1	16.5 ± 2.5	25.3 ± 4.5	16.8 ± 0.4
In the medium levels (d)	%	58.4 ± 0.6	57.4 ± 0.6	59.3 ± 0.7	58.2 ± 1.0	59.2 ± 1.0	57.7 ± 1.6	57.9 ± 2.0	56.6 ± 4.1	58.4 ± 0.3
In the high levels (e)	%	28.0 ± 0.9	28.8 ± 0.8	17.0 ± 0.7	24.0 ± 1.2	22.7 ± 1.3	20.6 ± 1.9	25.7 ± 2.7	18.0 ± 3.9	24.8 ± 0.4
					All students					
At or below the national minimum standard	%	14.9 ± 0.6	14.4 ± 0.6	25.7 ± 1.0	21.4 ± 1.2	19.3 ± 1.3	23.5 ± 2.2	17.2 ± 2.6	48.9 ± 6.2	18.6 ± 0.4
In the medium levels (d)	%	58.1 ± 0.6	57.2 ± 0.6	58.1 ± 0.7	56.4 ± 1.0	58.6 ± 1.0	57.3 ± 1.5	57.6 ± 1.9	40.0 ± 4.7	57.5 ± 0.3
In the high levels (e)	%	27.1 ± 0.9	28.5 ± 0.8	16.2 ± 0.7	22.2 ± 1.2	22.0 ± 1.3	19.1 ± 1.7	25.2 ± 2.6	11.1 ± 2.8	23.9 ± 0.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.60 Proportions by achievement levels for writing, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.61

Table 4A.61 Proportions by achievement levels for writing, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students										
At or below the national minimum standard	%	49.7 ± 2.4	46.9 ± 4.4	53.2 ± 2.7	61.6 ± 4.1	53.2 ± 6.1	48.7 ± 6.7	52.2 ± 14.5	83.0 ± 6.4	55.0 ± 1.7
<i>Below the national minimum standard</i>	%	22.8 ± 2.0	19.9 ± 3.2	28.2 ± 2.9	37.5 ± 5.0	27.0 ± 5.6	23.5 ± 5.3	24.0 ± 10.2	69.2 ± 9.3	30.2 ± 1.8
<i>At the national minimum standard</i>	%	26.9 ± 1.8	27.0 ± 3.9	25.0 ± 1.8	24.1 ± 3.9	26.2 ± 4.7	25.2 ± 6.2	28.2 ± 16.4	13.8 ± 4.3	24.8 ± 1.2
In the medium levels (d)	%	45.1 ± 2.1	44.8 ± 4.1	40.8 ± 2.6	33.9 ± 4.1	41.6 ± 6.6	43.1 ± 5.6	43.4 ± 14.0	14.9 ± 5.5	39.7 ± 1.6
In the high levels (e)	%	5.2 ± 1.0	8.3 ± 2.5	6.0 ± 1.0	4.5 ± 1.5	5.2 ± 2.2	8.1 ± 2.9	4.4 ± 6.9	2.1 ± 1.3	5.4 ± 0.6
Non-Indigenous students										
At or below the national minimum standard	%	19.1 ± 1.0	18.4 ± 1.1	22.0 ± 0.9	19.1 ± 1.3	18.8 ± 1.3	29.2 ± 3.4	19.0 ± 3.6	29.5 ± 5.4	19.8 ± 0.5
In the medium levels (d)	%	58.1 ± 0.9	54.6 ± 0.8	56.6 ± 0.6	55.5 ± 1.2	56.2 ± 1.1	51.1 ± 2.2	54.6 ± 2.8	52.4 ± 3.6	56.2 ± 0.4
In the high levels (e)	%	22.8 ± 1.3	27.0 ± 1.4	21.3 ± 0.8	25.4 ± 1.5	25.0 ± 1.5	19.6 ± 3.2	26.4 ± 4.2	18.1 ± 3.3	23.9 ± 0.6
All students										
At or below the national minimum standard	%	20.3 ± 1.0	18.8 ± 1.1	24.1 ± 0.9	22.4 ± 1.5	19.9 ± 1.4	30.8 ± 3.7	19.9 ± 3.8	49.9 ± 7.7	21.5 ± 0.5
In the medium levels (d)	%	57.5 ± 0.9	54.4 ± 0.8	55.5 ± 0.6	54.0 ± 1.1	55.7 ± 1.1	50.8 ± 2.2	54.4 ± 2.7	37.9 ± 5.6	55.5 ± 0.4
In the high levels (e)	%	22.2 ± 1.3	26.8 ± 1.4	20.4 ± 0.8	23.6 ± 1.4	24.4 ± 1.5	18.5 ± 2.8	25.7 ± 4.2	12.1 ± 2.8	23.1 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.61 Proportions by achievement levels for writing, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.62

Table 4A.62 Proportions by achievement levels for writing, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	62.8 ± 2.5	58.7 ± 6.1	66.9 ± 3.1	74.7 ± 3.4	70.8 ± 4.5	54.5 ± 6.5	55.0 ± 11.1	86.9 ± 4.2	67.3 ± 1.6
<i>Below the national minimum standard</i>	%	33.0 ± 2.6	31.4 ± 5.0	40.5 ± 3.8	49.9 ± 4.8	43.7 ± 6.7	27.6 ± 5.8	28.8 ± 10.1	73.7 ± 7.2	41.0 ± 2.0
<i>At the national minimum standard</i>	%	29.8 ± 1.6	27.3 ± 5.0	26.4 ± 2.3	24.8 ± 3.4	27.1 ± 5.6	26.9 ± 4.9	26.2 ± 12.5	13.2 ± 3.9	26.3 ± 1.1
In the medium levels (d)	%	33.2 ± 2.1	35.3 ± 5.5	29.5 ± 2.8	22.9 ± 3.1	25.7 ± 4.2	35.7 ± 5.6	37.4 ± 8.4	11.3 ± 3.7	28.9 ± 1.4
In the high levels (e)	%	4.1 ± 0.9	5.9 ± 2.5	3.6 ± 0.8	2.4 ± 1.0	3.5 ± 1.7	9.8 ± 3.4	7.5 ± 7.2	1.8 ± 1.0	3.9 ± 0.5
	Non-Indigenous students									
At or below the national minimum standard	%	29.6 ± 1.3	25.9 ± 1.4	33.6 ± 1.5	29.6 ± 2.3	28.8 ± 2.8	35.8 ± 3.8	26.5 ± 4.4	34.7 ± 6.4	29.5 ± 0.7
In the medium levels (d)	%	51.2 ± 0.8	49.6 ± 0.8	49.1 ± 0.9	49.8 ± 1.3	50.2 ± 1.5	44.0 ± 2.0	50.9 ± 2.3	44.6 ± 3.9	49.9 ± 0.4
In the high levels (e)	%	19.3 ± 1.2	24.6 ± 1.5	17.2 ± 1.2	20.7 ± 2.0	21.0 ± 2.3	20.1 ± 3.0	22.6 ± 3.6	20.6 ± 3.8	20.5 ± 0.7
	All students									
At or below the national minimum standard	%	30.9 ± 1.3	26.4 ± 1.4	35.7 ± 1.6	32.8 ± 2.5	30.2 ± 2.9	37.8 ± 3.9	27.2 ± 4.5	54.0 ± 7.5	31.3 ± 0.8
In the medium levels (d)	%	50.5 ± 0.8	49.4 ± 0.8	47.9 ± 0.9	47.9 ± 1.4	49.4 ± 1.6	43.3 ± 2.1	50.6 ± 2.2	32.4 ± 4.9	49.0 ± 0.4
In the high levels (e)	%	18.6 ± 1.2	24.3 ± 1.5	16.3 ± 1.1	19.2 ± 1.9	20.5 ± 2.3	18.9 ± 2.8	22.3 ± 3.5	13.6 ± 3.1	19.7 ± 0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.62 Proportions by achievement levels for writing, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.63

Table 4A.63 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		Mean scale score								
Year 3										
	Indigenous students	no. 368.5 ± 3.3	384.7 ± 6.3	339.1 ± 6.3	318.1 ± 7.0	342.2 ± 9.4	379.8 ± 7.4	373.3 ± 16.6	256.0 ± 17.1	340.2 ± 4.2
	Non-Indigenous students	no. 426.8 ± 1.4	428.0 ± 1.2	399.8 ± 1.9	410.2 ± 2.2	413.8 ± 2.7	408.8 ± 4.0	423.1 ± 4.6	398.8 ± 5.7	418.3 ± 0.8
	All students	no. 424.5 ± 1.4	427.5 ± 1.3	395.8 ± 2.0	402.4 ± 2.5	411.2 ± 2.8	406.8 ± 3.8	421.6 ± 4.8	337.7 ± 16.9	414.5 ± 0.9
Year 5										
	Indigenous students	no. 435.3 ± 3.7	454.3 ± 6.2	411.2 ± 6.0	392.9 ± 7.1	419.9 ± 9.9	446.3 ± 7.4	439.5 ± 14.6	322.6 ± 16.8	412.1 ± 3.7
	Non-Indigenous students	no. 495.1 ± 1.5	498.0 ± 1.4	470.9 ± 1.8	486.4 ± 2.2	484.4 ± 2.6	477.3 ± 4.0	490.8 ± 4.9	470.3 ± 7.7	488.5 ± 0.8
	All students	no. 492.7 ± 1.5	497.5 ± 1.4	467.0 ± 1.9	478.6 ± 2.5	482.1 ± 2.7	473.5 ± 4.1	489.5 ± 5.0	409.4 ± 17.0	484.7 ± 0.9
Year 7										
	Indigenous students	no. 474.9 ± 4.0	485.5 ± 6.6	466.6 ± 6.5	447.2 ± 9.5	465.9 ± 12.5	480.7 ± 10.1	474.0 ± 17.6	365.6 ± 24.3	460.2 ± 4.1
	Non-Indigenous students	no. 535.1 ± 2.6	541.9 ± 2.7	530.1 ± 1.9	538.5 ± 2.9	538.8 ± 3.0	520.0 ± 7.6	540.5 ± 8.5	517.1 ± 8.7	536.0 ± 1.3
	All students	no. 532.7 ± 2.6	541.2 ± 2.8	526.0 ± 2.0	531.1 ± 3.2	536.4 ± 3.1	516.7 ± 7.6	538.7 ± 8.8	458.7 ± 21.8	532.4 ± 1.3
Year 9										
	Indigenous students	no. 506.7 ± 4.8	517.3 ± 7.9	488.4 ± 10.4	472.8 ± 10.0	486.7 ± 11.3	524.6 ± 11.1	527.7 ± 19.0	400.9 ± 23.8	488.4 ± 4.9
	Non-Indigenous students	no. 570.9 ± 2.9	582.7 ± 3.3	563.7 ± 3.1	573.0 ± 5.0	574.2 ± 5.9	563.1 ± 8.1	579.1 ± 8.7	566.8 ± 11.7	572.8 ± 1.6
	All students	no. 568.3 ± 2.9	581.9 ± 3.3	559.0 ± 3.4	565.8 ± 5.3	571.4 ± 6.1	559.2 ± 8.1	578.0 ± 8.8	505.0 ± 23.3	568.9 ± 1.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.63

Table 4A.63 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.64

Table 4A.64 Exempt, absent and withdrawn, and assessed students in writing assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3										
Indigenous students										
Exempt		2.0	5.6	2.6	1.1	2.2	2.9	4.9	1.4	2.3
Absent/withdrawn		5.4	8.9	5.7	14.0	20.3	4.0	5.9	9.4	8.1
Assessed		92.6	85.5	91.7	84.9	77.6	93.2	89.2	89.2	89.7
Non-Indigenous students										
Exempt		1.3	2.5	1.9	1.3	1.7	1.3	2.9	2.0	1.8
Absent/withdrawn		2.2	4.7	2.7	2.9	4.8	2.2	4.6	2.6	3.2
Assessed		96.5	92.9	95.5	95.8	93.6	96.5	92.5	95.4	95.0
All students										
Exempt		1.3	3.0	1.9	1.3	1.7	1.3	2.9	1.7	1.9
Absent/withdrawn		2.4	5.1	2.9	3.7	5.4	2.3	4.6	5.5	3.6
Assessed		96.3	91.9	95.2	94.9	92.9	96.4	92.5	92.8	94.5
Year 5										
Indigenous students										
Exempt		1.6	5.9	3.0	1.6	2.5	1.7	4.7	1.6	2.4
Absent/withdrawn		4.9	10.8	5.6	10.6	16.4	4.7	8.4	6.6	7.1
Assessed		93.5	83.3	91.4	87.8	81.1	93.5	86.9	91.8	90.5
Non-Indigenous students										
Exempt		1.1	2.3	1.7	1.3	1.7	1.3	2.1	2.2	1.6
Absent/withdrawn		1.9	4.7	2.4	2.3	4.1	2.3	3.1	1.6	3.0
Assessed		96.9	93.0	95.9	96.4	94.3	96.4	94.8	96.2	95.4
All students										
Exempt		1.2	2.6	1.8	1.3	1.7	1.3	2.2	2.1	1.7
Absent/withdrawn		2.1	4.9	2.6	3.0	4.6	2.5	3.2	3.8	3.2
Assessed		96.8	92.5	95.6	95.7	93.7	96.1	94.6	94.2	95.1
Year 7										
Indigenous students										
Exempt		1.3	2.6	2.4	1.5	2.8	0.9	1.1	0.4	1.8
Absent/withdrawn		8.4	16.0	6.6	14.1	14.9	9.1	17.9	10.5	9.5
Assessed		90.3	81.4	91.0	84.5	82.4	90.0	81.1	89.0	88.8
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.4	1.3	0.9	1.5	1.9	1.2
Absent/withdrawn		2.3	4.8	2.6	2.5	3.7	3.8	4.2	3.2	3.2
Assessed		97.1	93.7	95.8	96.1	95.0	95.3	94.3	94.9	95.6
All students										
Exempt		0.7	1.7	1.6	1.3	1.4	1.0	1.5	1.2	1.3
Absent/withdrawn		2.6	5.2	2.9	3.3	4.2	4.3	4.5	5.9	3.6
Assessed		96.8	93.2	95.5	95.4	94.4	94.7	94.0	92.8	95.2

Table 4A.64

Table 4A.64 Exempt, absent and withdrawn, and assessed students in writing assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 9										
Indigenous students										
Exempt		1.6	4.1	2.4	1.9	1.3	0.8	3.9	1.5	2.0
Absent/withdrawn		15.3	22.6	13.4	26.1	29.4	16.3	20.4	21.6	17.9
Assessed		83.2	73.3	84.2	72.0	69.4	82.9	75.7	76.9	80.1
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.5	1.4	0.9	1.9	2.1	1.2
Absent/withdrawn		3.9	7.5	4.5	3.6	7.2	7.0	6.8	4.0	5.3
Assessed		95.4	91.1	93.9	94.9	91.4	92.1	91.3	93.9	93.5
All students										
Exempt		0.7	1.7	1.6	1.5	1.4	0.9	2.0	1.9	1.3
Absent/withdrawn		4.5	8.1	5.1	5.0	8.1	8.0	7.2	10.5	6.0
Assessed		94.8	90.2	93.3	93.5	90.5	91.1	90.9	87.6	92.7

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.65

Table 4A.65 Participation rate in writing assessment, 2009, by Indigenous status (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students	94.6	91.1	94.3	86.0	79.7	96.0	94.1	90.6	91.9
Non-Indigenous students	97.8	95.3	97.3	97.1	95.2	97.8	95.4	97.4	96.8
All students	97.6	94.9	97.1	96.3	94.6	97.7	95.4	94.5	96.4
Year 5									
Indigenous students	95.1	89.2	94.4	89.4	83.6	95.3	91.6	93.4	92.9
Non-Indigenous students	98.1	95.3	97.6	97.7	95.9	97.7	96.9	98.4	97.0
All students	97.9	95.1	97.4	97.0	95.4	97.5	96.8	96.2	96.8
Year 7									
Indigenous students	91.6	84.0	93.4	85.9	85.1	90.9	82.1	89.5	90.5
Non-Indigenous students	97.7	95.2	97.4	97.5	96.3	96.2	95.8	96.8	96.8
All students	97.4	94.8	97.1	96.7	95.8	95.7	95.5	94.1	96.4
Year 9									
Indigenous students	84.7	77.4	86.6	73.9	70.6	83.7	79.6	78.4	82.1
Non-Indigenous students	96.1	92.5	95.5	96.4	92.8	93.0	93.2	96.0	94.7
All students	95.5	91.9	94.9	95.0	91.9	92.0	92.8	89.5	94.0

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

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEECDYA (2009), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.66 Proportion of students who achieved at or above the national minimum standard for writing, in years 3, 5, 7 and 9 by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	Year 3	Year 5	Year 7	Year 9
<i>Parental education (d)</i>				
Bachelor degree or above	98.2 ± 0.1	97.4 ± 0.2	97.5 ± 0.2	95.7 ± 0.3
Advanced diploma/diploma	97.4 ± 0.2	95.8 ± 0.3	95.6 ± 0.3	92.1 ± 0.4
Certificate I to IV (e)	96.3 ± 0.2	93.7 ± 0.3	93.0 ± 0.3	88.0 ± 0.5
Year 12 or equivalent	96.0 ± 0.3	93.3 ± 0.4	93.1 ± 0.5	88.6 ± 0.6
Year 11 or equivalent or below	91.5 ± 0.5	86.6 ± 0.6	85.6 ± 0.6	78.6 ± 0.7
Not stated (f)	92.6 ± 0.6	90.1 ± 0.5	88.9 ± 0.7	83.2 ± 1.0
<i>Parental occupation (g)</i>				
Senior management and qualified professionals	98.4 ± 0.1	97.4 ± 0.2	97.3 ± 0.2	95.4 ± 0.3
Other business managers and associated professionals	97.9 ± 0.2	96.4 ± 0.2	96.1 ± 0.2	92.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	96.8 ± 0.2	94.5 ± 0.3	94.0 ± 0.3	89.1 ± 0.5
Machine operators, hospitality staff, assistants, labourers	94.6 ± 0.4	90.6 ± 0.4	89.6 ± 0.5	83.4 ± 0.7
Not in paid work in previous 12 months	90.2 ± 0.6	84.8 ± 0.8	82.5 ± 0.9	75.3 ± 1.1
Not stated (h)	92.2 ± 0.5	89.5 ± 0.5	88.3 ± 0.6	82.2 ± 1.0

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

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

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

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of students with parental education not stated was 17 per cent in year 3, 25 per cent in year 5, 19 per cent in year 7 and 21 per cent in year 9.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of students with parental education not stated was 20 per cent in year 3, 25 per cent in year 5, 22 per cent in year 7 and 24 per cent in year 9.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.67

Table 4A.67 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2
Male students	%	96.5 ± 0.3	94.8 ± 0.5	89.7 ± 0.7	93.3 ± 0.8	93.4 ± 1.0	95.8 ± 0.9	94.4 ± 1.8	70.4 ± 6.6	93.7 ± 0.3
Female students	%	98.6 ± 0.2	97.8 ± 0.3	95.2 ± 0.6	96.9 ± 0.5	96.6 ± 0.7	98.5 ± 0.5	98.3 ± 0.7	77.0 ± 6.1	97.1 ± 0.2
Indigenous students (e)	%	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
Non Indigenous students (e)	%	97.9 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	97.0 ± 0.4	95.7 ± 0.7	97.5 ± 0.6	96.6 ± 1.1	95.2 ± 1.4	96.4 ± 0.2
LBOTE students (f)	%	97.2 ± 0.4	95.6 ± 0.6	84.6 ± 2.8	93.3 ± 1.7	90.0 ± 4.0	91.7 ± 4.3	91.6 ± 6.1	47.6 ± 8.7	93.6 ± 0.6
2009										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	97.2 ± 0.2	96.3 ± 0.3	93.9 ± 0.5	95.1 ± 0.6	96.0 ± 0.6	96.5 ± 0.6	95.9 ± 1.5	74.0 ± 6.3	95.7 ± 0.2
Male students	%	96.2 ± 1.3	95.0 ± 2.4	91.5 ± 2.6	93.4 ± 3.7	94.4 ± 5.0	95.0 ± 2.7	94.3 ± 7.9	69.3 ± 7.7	94.1 ± 1.8
Female students	%	98.2 ± 0.2	97.8 ± 0.3	96.3 ± 0.4	96.9 ± 0.4	97.6 ± 0.6	98.2 ± 0.7	97.5 ± 1.4	78.7 ± 1.8	97.3 ± 0.1
Indigenous students (e)	%	90.8 ± 1.3	90.7 ± 2.4	80.2 ± 2.6	74.1 ± 3.7	81.7 ± 5.0	93.6 ± 2.7	88.2 ± 7.9	45.4 ± 7.7	79.9 ± 1.8
Non Indigenous students (e)	%	97.5 ± 0.2	96.9 ± 0.3	94.8 ± 0.4	96.9 ± 0.4	96.5 ± 0.6	96.5 ± 0.7	96.1 ± 1.4	95.2 ± 1.8	96.6 ± 0.1
LBOTE students (f)	%	96.8 ± 0.3	95.6 ± 0.5	89.1 ± 1.9	92.8 ± 1.8	93.1 ± 2.3	90.1 ± 4.7	91.1 ± 4.6	42.7 ± 8.7	94.2 ± 0.5

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

Table 4A.67 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The average age of students was calculated from the date of birth provided by each State and Territory.

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

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

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

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

Table 4A.68

Table 4A.68 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 4m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2
Male students	%	93.1 ± 0.4	91.4 ± 0.6	85.5 ± 0.8	87.8 ± 1.0	88.8 ± 1.2	89.5 ± 1.6	92.7 ± 2.0	62.4 ± 6.4	89.8 ± 0.3
Female students	%	97.3 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	94.5 ± 0.7	94.6 ± 0.9	95.9 ± 0.9	97.1 ± 1.1	70.6 ± 6.4	95.5 ± 0.2
Indigenous students (e)	%	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7
Non Indigenous students (e)	%	95.9 ± 0.3	94.3 ± 0.4	90.8 ± 0.5	93.7 ± 0.5	92.8 ± 0.8	93.8 ± 1.0	95.3 ± 1.2	90.2 ± 2.2	93.9 ± 0.2
LBOTE students (f)	%	95.1 ± 0.5	93.6 ± 0.6	82.2 ± 2.7	89.9 ± 1.8	86.2 ± 3.9	85.9 ± 5.2	91.7 ± 5.3	37.6 ± 8.1	91.1 ± 0.6
2009										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 5m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	95.0 ± 0.3	94.7 ± 0.4	90.0 ± 0.6	91.7 ± 0.7	93.1 ± 0.7	91.4 ± 1.3	93.9 ± 1.3	66.2 ± 6.4	93.0 ± 0.2
Male students	%	92.8 ± 0.4	92.5 ± 0.5	86.5 ± 0.8	88.9 ± 0.9	90.2 ± 1.1	87.4 ± 2.0	91.4 ± 2.1	62.4 ± 6.9	90.3 ± 0.3
Female students	%	97.3 ± 0.2	97.0 ± 0.3	93.7 ± 0.5	94.7 ± 0.7	96.1 ± 0.6	95.6 ± 0.9	96.5 ± 1.2	70.4 ± 6.6	95.8 ± 0.2
Indigenous students (e)	%	81.5 ± 1.9	84.1 ± 3.6	68.9 ± 3.1	62.0 ± 4.0	73.4 ± 4.9	84.5 ± 4.0	79.4 ± 9.1	32.1 ± 6.4	70.1 ± 1.7
Non Indigenous students (e)	%	95.6 ± 0.3	95.1 ± 0.3	91.5 ± 0.5	94.3 ± 0.5	93.9 ± 0.7	92.4 ± 1.3	94.3 ± 1.3	89.9 ± 2.3	94.2 ± 0.2
LBOTE students (f)	%	95.5 ± 0.5	94.4 ± 0.5	84.5 ± 2.4	89.7 ± 2.2	90.3 ± 2.4	89.6 ± 5.2	91.0 ± 4.2	28.5 ± 7.5	92.4 ± 0.5

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

Table 4A.68 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The average age of students was calculated from the date of birth provided by each State and Territory.

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

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

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

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

Table 4A.69

Table 4A.69 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 1m	12y, 0m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 5m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3
Male students	%	90.6 ± 0.7	90.4 ± 0.8	86.0 ± 0.8	86.6 ± 1.2	89.6 ± 1.1	85.2 ± 3.1	90.2 ± 3.1	59.3 ± 9.1	88.6 ± 0.4
Female students	%	96.5 ± 0.3	96.5 ± 0.4	93.9 ± 0.6	93.9 ± 0.8	95.2 ± 0.7	95.1 ± 1.2	96.8 ± 1.4	68.4 ± 9.8	95.3 ± 0.2
Indigenous students (e)	%	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0
Non Indigenous students (e)	%	94.3 ± 0.4	93.8 ± 0.5	91.2 ± 0.5	92.6 ± 0.7	93.4 ± 0.7	91.2 ± 1.7	93.6 ± 2.1	89.2 ± 3.3	93.2 ± 0.2
LBOTE students (f)	%	94.0 ± 0.9	93.2 ± 0.9	82.7 ± 2.7	88.5 ± 2.2	86.1 ± 3.4	85.4 ± 5.7	93.9 ± 3.0	37.9 ± 13.2	90.3 ± 0.8
2009										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 0m	12y, 2m	12y, 6m	12y, 10m	12y, 8m	12y, 5m	12y, 6m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	93.7 ± 0.5	93.7 ± 0.5	91.3 ± 0.5	91.3 ± 0.9	93.2 ± 0.7	88.5 ± 2.0	93.2 ± 2.1	66.7 ± 8.5	92.5 ± 0.3
Male students	%	90.8 ± 0.8	90.7 ± 0.8	87.8 ± 0.8	88.2 ± 1.2	90.3 ± 1.1	83.4 ± 3.0	90.0 ± 3.1	61.2 ± 8.8	89.4 ± 0.4
Female students	%	96.7 ± 0.3	96.9 ± 0.4	94.9 ± 0.5	94.7 ± 0.9	96.2 ± 0.6	93.9 ± 1.5	96.5 ± 1.6	72.3 ± 8.6	95.8 ± 0.2
Indigenous students (e)	%	77.2 ± 2.2	80.1 ± 3.3	71.8 ± 2.9	62.5 ± 4.9	73.0 ± 5.5	76.5 ± 5.2	76.0 ± 10.2	30.8 ± 9.2	69.9 ± 1.8
Non Indigenous students (e)	%	94.4 ± 0.4	94.0 ± 0.5	92.7 ± 0.4	93.5 ± 0.7	93.9 ± 0.7	89.6 ± 1.8	93.6 ± 2.0	89.2 ± 3.9	93.7 ± 0.2
LBOTE students (f)	%	94.3 ± 1.0	93.7 ± 0.8	85.9 ± 2.5	89.4 ± 2.2	89.6 ± 2.4	86.6 ± 9.1	90.7 ± 4.2	28.1 ± 14.0	91.8 ± 0.7

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

Table 4A.69 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The average age of students was calculated from the date of birth provided by each State and Territory.

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

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

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

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

Table 4A.70

Table 4A.70 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5
Male students	%	84.2 ± 1.0	85.8 ± 1.1	77.7 ± 1.6	80.0 ± 2.1	82.4 ± 2.5	78.4 ± 3.6	83.0 ± 4.9	57.1 ± 7.9	82.2 ± 0.7
Female students	%	93.8 ± 0.5	94.5 ± 0.6	90.1 ± 1.0	91.3 ± 1.3	92.0 ± 1.8	90.3 ± 2.3	94.7 ± 2.0	69.9 ± 8.0	92.5 ± 0.4
Indigenous students (e)	%	67.7 ± 2.4	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0
Non Indigenous students (e)	%	90.0 ± 0.6	90.6 ± 0.7	85.3 ± 1.1	88.2 ± 1.3	88.9 ± 1.5	85.7 ± 2.4	89.3 ± 3.0	84.6 ± 2.8	88.8 ± 0.4
LBOTE students (f)	%	89.0 ± 1.3	89.7 ± 1.2	77.3 ± 3.8	85.2 ± 2.5	83.5 ± 4.7	75.7 ± 7.0	88.2 ± 5.5	43.6 ± 13.8	86.7 ± 0.9
2009										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	89.0 ± 0.7	90.3 ± 0.8	85.4 ± 1.1	86.1 ± 1.6	87.9 ± 1.8	83.3 ± 2.6	89.4 ± 2.7	63.1 ± 8.3	87.8 ± 0.5
Male students	%	84.4 ± 1.1	85.9 ± 1.2	79.5 ± 1.5	80.8 ± 2.2	83.1 ± 2.6	76.2 ± 3.6	85.4 ± 3.9	58.4 ± 8.7	82.8 ± 0.7
Female students	%	93.8 ± 0.5	94.9 ± 0.6	91.5 ± 0.9	91.9 ± 1.2	93.0 ± 1.3	90.9 ± 2.1	93.8 ± 2.2	68.3 ± 8.8	93.0 ± 0.4
Indigenous students (e)	%	67.1 ± 2.6	68.6 ± 5.1	59.5 ± 3.8	50.1 ± 4.7	56.4 ± 6.6	72.4 ± 5.8	71.3 ± 10.8	26.3 ± 7.0	59.0 ± 1.9
Non Indigenous students (e)	%	89.9 ± 0.7	90.8 ± 0.7	87.1 ± 0.9	88.7 ± 1.3	89.0 ± 1.7	84.6 ± 2.4	89.8 ± 2.6	84.8 ± 5.2	89.2 ± 0.4
LBOTE students (f)	%	89.2 ± 1.3	89.3 ± 1.3	78.9 ± 5.2	83.6 ± 3.8	82.5 ± 6.3	79.1 ± 7.9	87.8 ± 4.0	27.7 ± 13.1	86.8 ± 1.0

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

Table 4A.70

Table 4A.70 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The average age of students was calculated from the date of birth provided by each State and Territory.

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

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

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

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

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008									
Indigenous students									
Metropolitan	92.6 ± 1.6	92.6 ± 3.5	82.2 ± 2.7	81.7 ± 3.8	85.9 ± 4.9	95.6 ± 3.3	89.3 ± 7.1	..	86.9 ± 1.3
Provincial	90.0 ± 2.0	91.7 ± 3.6	80.1 ± 5.2	80.9 ± 5.2	87.9 ± 6.3	93.5 ± 3.7	np	82.8 ± 6.6	86.2 ± 1.9
Remote	83.7 ± 10.6	np	62.8 ± 11.8	69.4 ± 10.0	85.4 ± 16.5	np	..	64.1 ± 12.0	69.0 ± 5.8
Very remote	93.6 ± 6.7	..	61.2 ± 10.5	51.0 ± 7.1	50.8 ± 29.6	np	..	28.0 ± 7.3	45.0 ± 5.7
Total	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
Non-Indigenous students									
Metropolitan	98.0 ± 0.2	96.6 ± 0.4	93.9 ± 0.7	97.2 ± 0.4	95.7 ± 0.9	97.6 ± 0.7	96.6 ± 1.1	..	96.5 ± 0.2
Provincial	97.7 ± 0.3	96.5 ± 0.5	93.2 ± 0.6	96.5 ± 0.7	96.0 ± 0.8	97.5 ± 0.8	np	95.3 ± 1.6	96.1 ± 0.3
Remote	97.1 ± 3.0	97.1 ± 4.7	92.2 ± 2.4	96.6 ± 1.3	94.9 ± 2.4	93.5 ± 12.5	..	95.0 ± 2.9	94.9 ± 1.0
Very remote	97.1 ± 5.6	..	91.1 ± 4.9	94.4 ± 2.9	96.6 ± 4.0	np	..	94.8 ± 5.2	93.5 ± 2.5
Total	97.9 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	97.0 ± 0.4	95.7 ± 0.7	97.5 ± 0.6	96.6 ± 1.1	95.2 ± 1.4	96.4 ± 0.2
All students									
Metropolitan	97.8 ± 0.2	96.3 ± 0.4	93.4 ± 0.7	96.6 ± 0.5	95.1 ± 1.0	97.4 ± 0.7	96.3 ± 1.2	..	96.2 ± 0.2
Provincial	97.0 ± 0.4	96.2 ± 0.6	92.1 ± 0.8	95.2 ± 1.0	95.4 ± 0.9	97.0 ± 0.7	np	91.9 ± 2.8	95.3 ± 0.3
Remote	91.8 ± 5.2	97.1 ± 4.9	84.9 ± 5.3	90.2 ± 3.7	94.4 ± 2.5	95.5 ± 8.7	..	82.5 ± 7.9	88.5 ± 2.4
Very remote	95.9 ± 4.4	..	74.0 ± 8.0	70.6 ± 7.7	75.6 ± 16.4	np	..	38.0 ± 11.3	62.7 ± 5.7
Total	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2
2009									
Indigenous students									
Metropolitan	92.3 ± 2.1	90.2 ± 4.1	84.1 ± 2.4	83.7 ± 4.1	86.7 ± 4.6	91.9 ± 4.2	87.1 ± 8.4	..	87.7 ± 1.6

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Provincial	90.2 ± 1.9	91.2 ± 3.1	83.4 ± 3.0	84.5 ± 4.7	80.4 ± 7.9	94.7 ± 3.4	np	81.7 ± 7.1	87.3 ± 1.3
Remote	87.9 ± 6.1	np	63.7 ± 15.6	67.3 ± 11.2	np	np	..	53.3 ± 18.4	65.3 ± 8.9
Very remote	72.9 ± 18.5	..	65.7 ± 9.3	56.1 ± 7.5	60.0 ± 17.2	np	..	27.4 ± 6.2	47.0 ± 5.5
Total	90.8 ± 1.3	90.7 ± 2.4	80.2 ± 2.6	74.1 ± 3.7	81.7 ± 5.0	93.6 ± 2.7	88.2 ± 7.9	45.4 ± 7.7	79.9 ± 1.8
Non-Indigenous students									
Metropolitan	97.5 ± 0.2	96.9 ± 0.4	95.1 ± 0.5	96.9 ± 0.5	96.6 ± 0.7	96.9 ± 1.1	96.1 ± 1.4	..	96.7 ± 0.2
Provincial	97.4 ± 0.4	96.7 ± 0.5	94.4 ± 0.7	97.0 ± 0.9	96.3 ± 0.8	96.3 ± 0.9	np	95.1 ± 2.5	96.3 ± 0.3
Remote	97.3 ± 2.3	100.0	94.9 ± 2.2	96.7 ± 1.5	96.9 ± 2.0	92.5 ± 10.2	..	95.2 ± 2.1	96.1 ± 0.9
Very remote	99.6 ± 2.2	..	91.5 ± 5.9	95.8 ± 2.8	97.2 ± 4.5	99.4 ± 3.2	..	96.4 ± 3.0	94.7 ± 2.4
Total	97.5 ± 0.2	96.9 ± 0.3	94.8 ± 0.4	96.9 ± 0.4	96.5 ± 0.6	96.5 ± 0.7	96.1 ± 1.4	95.2 ± 1.8	96.6 ± 0.1
All students									
Metropolitan	97.4 ± 0.2	96.4 ± 0.4	94.6 ± 0.5	96.3 ± 0.6	96.3 ± 0.7	96.8 ± 1.0	95.9 ± 1.5	..	96.3 ± 0.2
Provincial	96.7 ± 0.4	96.1 ± 0.6	93.5 ± 0.7	95.7 ± 0.9	95.5 ± 1.0	96.3 ± 0.8	np	92.7 ± 2.8	95.5 ± 0.3
Remote	94.4 ± 2.8	99.3 ± 3.2	88.0 ± 5.9	90.1 ± 3.8	96.5 ± 2.2	94.4 ± 8.1	..	75.5 ± 13.4	88.6 ± 3.1
Very remote	88.3 ± 12.0	..	77.6 ± 7.1	72.9 ± 7.3	79.3 ± 12.2	99.4 ± 3.0	..	38.1 ± 11.6	64.9 ± 5.6
Total	97.2 ± 0.2	96.3 ± 0.3	93.9 ± 0.5	95.1 ± 0.6	96.0 ± 0.6	96.5 ± 0.6	95.9 ± 1.5	74.0 ± 6.3	95.7 ± 0.2
Year 5									
2008									
Indigenous students									
Metropolitan	85.6 ± 2.4	85.4 ± 3.8	78.2 ± 3.1	66.7 ± 4.3	78.6 ± 4.7	81.7 ± 7.0	83.7 ± 8.3	..	79.7 ± 1.6
Provincial	80.3 ± 2.9	80.1 ± 4.6	73.4 ± 4.3	67.6 ± 6.1	66.0 ± 8.1	84.8 ± 4.6	np	65.8 ± 7.1	76.0 ± 2.0
Remote	65.9 ± 13.1	np	58.7 ± 13.8	57.4 ± 9.0	np	np	..	51.9 ± 9.7	58.1 ± 5.8
Very remote	55.4 ± 27.8	..	50.2 ± 9.0	41.1 ± 7.4	35.1 ± 21.7	np	..	13.6 ± 4.6	31.6 ± 4.7
Total	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	94.6 ± 0.4	91.5 ± 0.6	94.1 ± 0.6	93.0 ± 1.1	93.9 ± 1.4	95.3 ± 1.1	..	94.4 ± 0.2
Provincial	95.0 ± 0.5	93.3 ± 0.6	89.7 ± 0.9	92.7 ± 1.0	92.5 ± 1.2	93.8 ± 1.4	np	89.6 ± 2.5	92.8 ± 0.3
Remote	93.5 ± 4.2	95.2 ± 6.8	88.5 ± 2.7	92.9 ± 2.0	92.4 ± 3.4	93.5 ± 10.2	..	92.8 ± 4.3	91.7 ± 1.3
Very remote	96.6 ± 5.9	..	87.9 ± 4.5	92.0 ± 3.7	91.1 ± 8.3	np	..	89.9 ± 6.0	90.3 ± 2.4
Total	95.9 ± 0.3	94.3 ± 0.4	90.8 ± 0.5	93.7 ± 0.5	92.8 ± 0.8	93.8 ± 1.0	95.3 ± 1.2	90.2 ± 2.2	93.9 ± 0.2
All students									
Metropolitan	95.8 ± 0.3	94.3 ± 0.5	90.8 ± 0.7	92.9 ± 0.7	92.3 ± 1.2	92.8 ± 1.7	95.0 ± 1.2	..	93.8 ± 0.2
Provincial	93.6 ± 0.6	92.8 ± 0.6	88.3 ± 1.0	90.5 ± 1.3	90.9 ± 1.5	92.5 ± 1.4	np	84.9 ± 3.5	91.5 ± 0.4
Remote	85.3 ± 6.7	95.3 ± 7.0	81.4 ± 5.4	84.6 ± 4.2	91.3 ± 3.7	89.8 ± 8.8	..	77.0 ± 8.5	83.7 ± 2.6
Very remote	80.8 ± 18.8	..	67.2 ± 7.9	62.9 ± 8.3	63.4 ± 19.7	np	..	24.1 ± 11.0	52.9 ± 5.8
Total	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2
2009									
Indigenous students									
Metropolitan	86.8 ± 2.0	86.4 ± 4.1	74.9 ± 3.6	72.4 ± 5.3	81.0 ± 4.8	86.0 ± 7.6	80.2 ± 9.2	..	80.3 ± 1.6
Provincial	79.0 ± 2.8	82.1 ± 5.1	73.2 ± 4.0	70.0 ± 6.4	74.2 ± 8.3	84.6 ± 4.9	np	70.4 ± 6.5	76.6 ± 1.8
Remote	65.0 ± 11.3	np	50.4 ± 15.4	61.8 ± 10.9	66.0 ± 26.3	np	..	40.8 ± 13.9	53.5 ± 7.7
Very remote	53.5 ± 27.2	..	43.9 ± 10.9	38.6 ± 7.8	37.3 ± 22.9	np	..	10.5 ± 3.6	29.5 ± 5.1
Total	81.5 ± 1.9	84.1 ± 3.6	68.9 ± 3.1	62.0 ± 4.0	73.4 ± 4.9	84.5 ± 4.0	79.4 ± 9.1	32.1 ± 6.4	70.1 ± 1.7
Non-Indigenous students									
Metropolitan	96.0 ± 0.3	95.5 ± 0.4	92.2 ± 0.6	94.5 ± 0.7	94.4 ± 0.8	93.6 ± 2.0	94.3 ± 1.3	..	94.8 ± 0.2
Provincial	94.5 ± 0.5	94.0 ± 0.6	90.0 ± 0.8	93.6 ± 1.0	92.2 ± 1.3	91.4 ± 1.5	np	90.2 ± 2.6	92.9 ± 0.3
Remote	95.6 ± 3.4	99.6 ± 2.5	89.4 ± 2.6	93.1 ± 2.2	94.9 ± 2.6	96.1 ± 6.0	..	88.1 ± 5.4	92.3 ± 1.4
Very remote	93.8 ± 6.0	..	89.8 ± 6.2	92.1 ± 4.4	87.4 ± 11.0	np	..	94.2 ± 5.3	91.2 ± 3.2

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.6 ± 0.3	95.1 ± 0.3	91.5 ± 0.5	94.3 ± 0.5	93.9 ± 0.7	92.4 ± 1.3	94.3 ± 1.3	89.9 ± 2.3	94.2 ± 0.2
All students									
Metropolitan	95.7 ± 0.3	95.1 ± 0.4	91.4 ± 0.7	93.5 ± 0.7	94.1 ± 0.8	92.9 ± 1.9	93.9 ± 1.3	..	94.3 ± 0.2
Provincial	93.0 ± 0.7	93.5 ± 0.6	88.6 ± 0.9	91.5 ± 1.3	91.4 ± 1.4	90.3 ± 1.6	np	86.4 ± 3.3	91.6 ± 0.4
Remote	84.9 ± 6.7	99.6 ± 2.5	80.8 ± 6.2	86.0 ± 4.3	93.2 ± 4.1	89.2 ± 7.9	..	66.2 ± 11.9	82.8 ± 3.1
Very remote	77.5 ± 18.4	..	64.8 ± 9.9	60.2 ± 9.4	63.2 ± 20.1	np	..	20.6 ± 11.6	52.3 ± 6.2
Total	95.0 ± 0.3	94.7 ± 0.4	90.0 ± 0.6	91.7 ± 0.7	93.1 ± 0.7	91.4 ± 1.3	93.9 ± 1.3	66.2 ± 6.4	93.0 ± 0.2
Year 7									
2008									
Indigenous students									
Metropolitan	80.2 ± 2.6	81.8 ± 4.9	79.0 ± 3.3	70.9 ± 4.8	78.4 ± 5.3	82.2 ± 8.0	84.1 ± 9.5	..	78.7 ± 1.7
Provincial	75.9 ± 2.8	73.7 ± 5.5	73.5 ± 3.7	68.1 ± 5.1	69.0 ± 8.7	81.7 ± 5.9	np	65.4 ± 8.5	73.8 ± 1.9
Remote	62.5 ± 15.2	np	55.8 ± 15.7	57.9 ± 8.7	np	np	..	43.3 ± 20.0	54.0 ± 7.8
Very remote	np	..	49.8 ± 10.6	34.7 ± 8.6	25.9 ± 18.4	np	..	12.4 ± 5.7	28.5 ± 5.9
Total	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0
Non-Indigenous students									
Metropolitan	94.8 ± 0.5	94.5 ± 0.6	91.6 ± 0.7	93.2 ± 0.9	93.7 ± 1.0	92.6 ± 2.0	93.6 ± 2.0	..	93.8 ± 0.3
Provincial	92.9 ± 0.7	91.9 ± 1.0	90.8 ± 0.9	91.1 ± 1.2	92.7 ± 1.2	90.2 ± 2.7	np	88.1 ± 4.0	91.8 ± 0.4
Remote	83.6 ± 8.3	97.9 ± 3.4	88.1 ± 3.5	89.3 ± 2.2	93.3 ± 2.0	82.6 ± 3.1	..	93.2 ± 5.4	90.0 ± 1.6
Very remote	82.7 ± 21.9	..	86.0 ± 5.0	90.3 ± 4.9	86.8 ± 9.8	np	..	86.7 ± 7.6	87.3 ± 3.2
Total	94.3 ± 0.4	93.8 ± 0.5	91.2 ± 0.5	92.6 ± 0.7	93.4 ± 0.7	91.2 ± 1.7	93.6 ± 2.1	89.2 ± 3.3	93.2 ± 0.2
All students									
Metropolitan	94.4 ± 0.5	94.2 ± 0.6	91.0 ± 0.7	92.2 ± 1.0	93.2 ± 1.0	91.4 ± 2.6	93.4 ± 2.1	..	93.3 ± 0.3
Provincial	91.2 ± 0.9	91.3 ± 1.0	89.4 ± 0.9	89.4 ± 1.4	91.4 ± 1.4	89.1 ± 2.8	np	83.8 ± 5.5	90.4 ± 0.5

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Remote	73.9 ± 10.5	97.9 ± 3.8	81.1 ± 6.1	81.8 ± 4.0	91.2 ± 2.2	78.9 ± 4.5	..	72.3 ± 16.5	81.0 ± 3.5
Very remote	66.3 ± 26.6	..	64.2 ± 8.8	59.8 ± 9.2	54.3 ± 17.9	np	..	21.1 ± 11.1	48.1 ± 6.5
Total	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3
2009									
Indigenous students									
Metropolitan	81.6 ± 3.0	82.3 ± 4.3	78.2 ± 2.5	78.2 ± 4.7	78.2 ± 5.6	75.9 ± 9.7	76.0 ± 10.2	..	79.7 ± 1.5
Provincial	74.8 ± 2.8	78.1 ± 4.7	74.6 ± 4.1	70.3 ± 7.7	76.0 ± 7.7	77.4 ± 7.0	np	64.1 ± 10.2	74.3 ± 1.9
Remote	59.2 ± 12.6	np	56.0 ± 13.3	56.4 ± 10.7	89.4 ± 12.5	np	..	31.9 ± 14.3	49.5 ± 7.9
Very remote	np	..	48.1 ± 11.1	34.0 ± 10.6	34.9 ± 21.2	np	..	09.0 ± 5.3	29.5 ± 6.2
Total	77.2 ± 2.2	80.1 ± 3.3	71.8 ± 2.9	62.5 ± 4.9	73.0 ± 5.5	76.5 ± 5.2	76.0 ± 10.2	30.8 ± 9.2	69.9 ± 1.8
Non-Indigenous students									
Metropolitan	95.0 ± 0.5	94.6 ± 0.6	93.3 ± 0.5	93.7 ± 0.9	94.6 ± 0.8	90.5 ± 3.2	93.6 ± 2.0	..	94.3 ± 0.3
Provincial	92.7 ± 0.8	92.3 ± 1.0	91.4 ± 0.8	93.0 ± 1.3	92.2 ± 1.2	88.9 ± 2.2	np	88.4 ± 5.2	92.0 ± 0.4
Remote	90.2 ± 6.5	90.2 ± 11.6	89.1 ± 3.0	92.7 ± 2.2	92.8 ± 3.1	91.3 ± 3.0	..	90.4 ± 3.9	91.1 ± 1.4
Very remote	86.9 ± 25.9	..	89.0 ± 4.3	93.3 ± 4.6	86.5 ± 10.0	np	..	94.0 ± 7.6	90.2 ± 3.2
Total	94.4 ± 0.4	94.0 ± 0.5	92.7 ± 0.4	93.5 ± 0.7	93.9 ± 0.7	89.6 ± 1.8	93.6 ± 2.0	89.2 ± 3.9	93.7 ± 0.2
All students									
Metropolitan	94.6 ± 0.6	94.4 ± 0.6	92.6 ± 0.6	93.0 ± 0.9	94.2 ± 0.8	89.4 ± 3.6	93.2 ± 2.1	..	93.9 ± 0.3
Provincial	91.1 ± 1.0	91.8 ± 1.0	90.1 ± 0.9	91.1 ± 1.7	91.4 ± 1.3	87.9 ± 2.3	np	83.8 ± 5.1	90.7 ± 0.5
Remote	77.6 ± 10.7	90.3 ± 11.5	80.7 ± 6.2	84.8 ± 4.2	92.6 ± 3.0	83.4 ± 6.8	..	63.3 ± 17.0	80.4 ± 3.9
Very remote	64.4 ± 32.3	..	66.3 ± 9.4	57.8 ± 10.6	60.1 ± 20.0	86.7 ± 9.2	..	23.3 ± 13.8	52.2 ± 6.7
Total	93.7 ± 0.5	93.7 ± 0.5	91.3 ± 0.5	91.3 ± 0.9	93.2 ± 0.7	88.5 ± 2.0	93.2 ± 2.1	66.7 ± 8.5	92.5 ± 0.3
Year 9									
2008									

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	71.1 ± 2.9	73.6 ± 6.2	66.9 ± 5.8	60.7 ± 5.6	66.0 ± 8.4	65.6 ± 10.5	73.4 ± 11.2	..	67.9 ± 2.7
Provincial	66.9 ± 3.2	64.9 ± 7.3	61.8 ± 4.0	52.6 ± 7.3	56.6 ± 11.1	70.9 ± 6.9	np	51.3 ± 8.4	62.6 ± 2.3
Remote	39.7 ± 17.9	np	48.2 ± 14.8	46.0 ± 9.5	np	np	..	41.0 ± 19.4	44.4 ± 8.0
Very remote	np ± np	..	33.1 ± 13.9	27.6 ± 9.7	25.5 ± 16.5	np	..	13.7 ± 7.6	23.8 ± 6.0
Total	67.7	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0
Non-Indigenous students									
Metropolitan	90.5 ± 0.8	91.3 ± 0.8	86.6 ± 1.3	89.3 ± 1.5	90.0 ± 1.9	87.2 ± 3.7	89.3 ± 3.0	..	89.7 ± 0.5
Provincial	88.4 ± 0.9	88.5 ± 1.2	82.5 ± 1.5	84.6 ± 2.9	86.3 ± 2.1	84.7 ± 2.8	np	84.2 ± 3.2	86.4 ± 0.7
Remote	81.8 ± 7.0	96.4 ± 4.7	80.2 ± 4.3	84.3 ± 5.2	85.1 ± 4.5	61.5 ± 10.1	..	85.7 ± 6.3	83.6 ± 2.5
Very remote	93.7 ± 6.9	..	78.6 ± 7.4	84.5 ± 5.5	85.1 ± 12.9	np	..	85.7 ± 7.4	83.4 ± 4.2
Total	90.0 ± 0.6	90.6 ± 0.7	85.3 ± 1.1	88.2 ± 1.3	88.9 ± 1.5	85.7 ± 2.4	89.3 ± 3.0	84.6 ± 2.8	88.8 ± 0.4
All students									
Metropolitan	89.9 ± 0.8	90.9 ± 0.9	85.6 ± 1.4	88.1 ± 1.6	88.6 ± 2.5	84.8 ± 4.8	88.9 ± 3.2	..	88.9 ± 0.5
Provincial	86.6 ± 1.1	87.7 ± 1.3	80.8 ± 1.6	82.3 ± 3.2	84.9 ± 2.5	83.8 ± 3.1	np	76.2 ± 4.6	84.7 ± 0.7
Remote	62.9 ± 13.3	95.5 ± 6.3	72.5 ± 6.8	74.4 ± 7.3	83.7 ± 5.1	61.3 ± 9.0	..	66.1 ± 17.1	73.3 ± 4.5
Very remote	70.1 ± 21.7	..	52.8 ± 14.7	49.1 ± 12.3	55.6 ± 17.2	np	..	24.5 ± 14.8	44.3 ± 7.7
Total	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5
2009									
Indigenous students									
Metropolitan	73.1 ± 3.2	67.9 ± 7.4	63.4 ± 6.0	61.5 ± 5.8	65.0 ± 8.3	71.8 ± 9.2	71.3 ± 10.8	..	67.4 ± 3.0
Provincial	64.1 ± 3.7	69.1 ± 6.3	61.3 ± 5.2	55.7 ± 7.6	55.6 ± 9.8	72.7 ± 7.8	np	45.3 ± 10.1	61.8 ± 2.6
Remote	44.2 ± 13.9	np	46.0 ± 13.0	40.9 ± 13.1	47.7 ± 17.2	np	..	24.8 ± 13.5	38.3 ± 7.3
Very remote	np	..	31.7 ± 11.3	28.2 ± 10.1	23.5 ± 15.9	np	..	06.9 ± 6.2	21.4 ± 5.8

Table 4A.71

Table 4A.71 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	67.1 ± 2.6	68.6 ± 5.1	59.5 ± 3.8	50.1 ± 4.7	56.4 ± 6.6	72.4 ± 5.8	71.3 ± 10.8	26.3 ± 7.0	59.0 ± 1.9
Non-Indigenous students									
Metropolitan	90.6 ± 0.8	91.5 ± 0.9	88.1 ± 1.2	89.6 ± 1.6	89.9 ± 2.1	86.2 ± 3.7	89.8 ± 2.6	..	90.1 ± 0.5
Provincial	87.8 ± 1.0	88.6 ± 1.3	85.0 ± 1.4	86.6 ± 2.8	86.6 ± 2.8	83.2 ± 3.0	np	84.1 ± 6.5	86.9 ± 0.6
Remote	78.7 ± 7.7	93.3 ± 7.4	81.0 ± 4.6	82.7 ± 3.9	87.5 ± 3.9	np	..	86.6 ± 7.2	83.9 ± 2.3
Very remote	73.0 ± 36.5	..	72.2 ± 8.3	83.0 ± 6.0	85.0 ± 8.4	np	..	88.5 ± 14.1	79.3 ± 5.5
Total	89.9 ± 0.7	90.8 ± 0.7	87.1 ± 0.9	88.7 ± 1.3	89.0 ± 1.7	84.6 ± 2.4	89.8 ± 2.6	84.8 ± 5.2	89.2 ± 0.4
All students									
Metropolitan	90.2 ± 0.8	91.1 ± 0.9	87.0 ± 1.3	88.5 ± 1.7	89.4 ± 2.2	84.8 ± 4.2	89.4 ± 2.7	..	89.4 ± 0.5
Provincial	85.7 ± 1.2	88.0 ± 1.4	83.0 ± 1.5	84.0 ± 3.1	85.3 ± 3.3	82.2 ± 3.3	np	75.4 ± 6.9	85.0 ± 0.7
Remote	63.4 ± 11.4	93.5 ± 7.3	71.7 ± 7.0	71.9 ± 7.5	84.5 ± 5.4	81.5 ± 7.4	..	58.6 ± 18.1	71.3 ± 4.6
Very remote	48.8 ± 34.0	..	49.7 ± 11.3	48.4 ± 13.5	53.0 ± 20.9	np	..	20.8 ± 16.6	42.7 ± 7.6
Total	89.0 ± 0.7	90.3 ± 0.8	85.4 ± 1.1	86.1 ± 1.6	87.9 ± 1.8	83.3 ± 2.6	89.4 ± 2.7	63.1 ± 8.3	87.8 ± 0.5

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

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

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(e) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

.. Not applicable. np Not published.

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

Table 4A.72

Table 4A.72 Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	24.3 ± 2.2	20.8 ± 3.3	42.6 ± 3.5	51.1 ± 3.7	35.3 ± 5.2	14.8 ± 4.3	25.0 ± 11.7	72.6 ± 6.0	39.3 ± 1.9
<i>Below the national minimum standard</i>	%	9.1 ± 1.3	7.9 ± 1.8	22.8 ± 3.0	28.0 ± 3.5	17.5 ± 4.7	5.8 ± 2.4	10.4 ± 6.6	53.4 ± 7.6	21.3 ± 1.8
<i>At the national minimum standard</i>	%	15.2 ± 1.7	12.9 ± 2.7	19.8 ± 1.9	23.1 ± 2.4	17.8 ± 4.7	9.0 ± 3.8	14.6 ± 12.1	19.2 ± 3.7	18.0 ± 0.9
In the medium levels (d)	%	53.1 ± 1.9	53.4 ± 4.4	43.2 ± 2.7	40.0 ± 3.2	49.1 ± 5.0	55.9 ± 6.1	50.3 ± 12.1	23.6 ± 5.0	44.8 ± 1.5
In the high levels (e)	%	22.5 ± 2.2	25.7 ± 4.1	14.2 ± 2.5	8.9 ± 1.8	15.7 ± 3.7	29.3 ± 5.3	24.7 ± 10.3	3.9 ± 1.6	16.0 ± 1.3
		Non-Indigenous students								
At or below the national minimum standard	%	6.1 ± 0.3	8.3 ± 0.4	16.0 ± 0.8	10.0 ± 0.7	9.9 ± 1.0	6.7 ± 1.0	7.6 ± 1.4	14.0 ± 2.5	9.5 ± 0.3
In the medium levels (d)	%	40.0 ± 0.8	41.9 ± 0.8	49.3 ± 0.7	52.6 ± 1.1	45.2 ± 1.4	46.9 ± 2.2	42.4 ± 2.6	51.5 ± 3.5	44.3 ± 0.4
In the high levels (e)	%	53.8 ± 0.9	49.9 ± 0.9	34.8 ± 1.0	37.3 ± 1.4	44.9 ± 1.8	46.3 ± 2.5	50.0 ± 3.2	34.6 ± 3.7	46.2 ± 0.5
		All students								
At or below the national minimum standard	%	7.0 ± 0.4	8.8 ± 0.5	17.8 ± 0.9	13.1 ± 0.9	11.2 ± 1.1	7.9 ± 1.1	8.2 ± 1.6	39.7 ± 6.5	11.2 ± 0.3
In the medium levels (d)	%	40.4 ± 0.7	41.9 ± 0.8	48.9 ± 0.7	51.7 ± 1.1	45.5 ± 1.4	47.7 ± 1.8	42.7 ± 2.5	39.3 ± 4.1	44.3 ± 0.4
In the high levels (e)	%	52.4 ± 0.9	49.3 ± 0.9	33.3 ± 1.0	35.1 ± 1.4	43.3 ± 1.8	44.4 ± 2.3	49.1 ± 3.2	21.0 ± 3.5	44.6 ± 0.5
2009										
		Indigenous students								
At or below the national minimum standard	%	26.0 ± 2.0	21.7 ± 3.4	40.7 ± 3.1	49.9 ± 4.2	39.9 ± 5.8	20.5 ± 4.5	24.9 ± 10.6	74.0 ± 5.9	39.3 ± 1.8

Table 4A.72

Table 4A.72 Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	9.2 ± 1.3	9.3 ± 1.6	19.7 ± 2.6	25.9 ± 3.7	18.4 ± 5.0	6.5 ± 2.3	11.8 ± 6.7	54.6 ± 7.9	20.1 ± 1.8
<i>At the national minimum standard</i>	%	16.8 ± 1.7	12.4 ± 2.6	21.0 ± 1.6	24.0 ± 2.4	21.5 ± 4.3	14.0 ± 4.2	13.1 ± 8.8	19.4 ± 4.1	19.2 ± 1.0
In the medium levels (d)	%	54.3 ± 1.9	53.1 ± 4.3	45.7 ± 2.7	43.1 ± 3.9	47.1 ± 4.9	56.1 ± 6.3	55.1 ± 12.4	22.6 ± 5.1	46.3 ± 1.5
In the high levels (e)	%	19.8 ± 1.6	25.2 ± 4.1	13.6 ± 1.8	6.9 ± 1.6	13.1 ± 3.2	23.5 ± 4.5	20.0 ± 9.3	3.4 ± 1.4	14.5 ± 0.9
Non-Indigenous students										
At or below the national minimum standard	%	7.0 ± 0.4	6.9 ± 0.4	14.0 ± 0.7	9.5 ± 0.8	9.8 ± 1.0	10.6 ± 1.5	8.5 ± 1.9	13.3 ± 2.7	9.1 ± 0.3
In the medium levels (d)	%	40.9 ± 0.8	42.2 ± 0.7	50.3 ± 0.7	50.1 ± 1.1	46.8 ± 1.5	49.1 ± 2.0	43.7 ± 2.5	53.2 ± 3.3	44.9 ± 0.4
In the high levels (e)	%	52.1 ± 0.9	50.9 ± 0.9	35.7 ± 1.1	40.3 ± 1.4	43.4 ± 1.8	40.3 ± 2.6	47.8 ± 3.3	33.6 ± 4.1	46.1 ± 0.6
All students										
At or below the national minimum standard	%	7.8 ± 0.4	7.5 ± 0.4	15.8 ± 0.8	12.7 ± 1.0	10.9 ± 1.1	11.1 ± 1.4	9.0 ± 2.0	39.1 ± 6.7	10.6 ± 0.3
In the medium levels (d)	%	41.3 ± 0.7	42.2 ± 0.7	50.1 ± 0.7	50.0 ± 1.0	46.8 ± 1.5	50.1 ± 1.9	43.9 ± 2.5	40.0 ± 4.3	44.9 ± 0.4
In the high levels (e)	%	50.8 ± 0.9	50.4 ± 0.9	34.1 ± 1.1	37.3 ± 1.4	42.3 ± 1.8	38.9 ± 2.5	47.1 ± 3.3	20.8 ± 3.9	44.5 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Table 4A.72

Table 4A.72 Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<p>Source: MCEETYA (2008 and unpublished), <i>National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy</i>, Melbourne; MCEECDYA (2009 and unpublished,) <i>2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy</i>, Melbourne.</p>									

Table 4A.73

Table 4A.73 Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	41.4 ± 2.3	35.7 ± 3.6	51.8 ± 3.2	66.3 ± 3.1	54.7 ± 5.2	36.6 ± 5.4	40.8 ± 11.8	81.7 ± 4.6	52.7 ± 1.7
<i>Below the national minimum standard</i>	%	18.3 ± 1.9	17.3 ± 2.7	28.0 ± 2.8	40.9 ± 3.4	31.0 ± 5.1	16.2 ± 3.5	17.9 ± 8.6	67.3 ± 6.3	30.3 ± 1.7
<i>At the national minimum standard</i>	%	23.1 ± 2.0	18.4 ± 2.9	23.8 ± 1.9	25.4 ± 3.0	23.7 ± 4.3	20.4 ± 5.0	22.9 ± 10.4	14.4 ± 3.0	22.4 ± 1.0
In the medium levels (d)	%	50.3 ± 2.1	49.4 ± 3.7	41.9 ± 2.5	30.4 ± 3.1	40.3 ± 5.0	51.9 ± 5.7	52.0 ± 14.3	16.5 ± 4.3	40.8 ± 1.5
In the high levels (e)	%	8.3 ± 1.0	14.8 ± 2.9	6.3 ± 1.6	3.3 ± 1.0	5.0 ± 2.6	11.6 ± 3.9	7.3 ± 7.4	1.9 ± 1.2	6.6 ± 0.7
							Non-Indigenous students			
At or below the national minimum standard	%	13.5 ± 0.5	14.9 ± 0.6	23.6 ± 0.9	20.0 ± 1.0	19.8 ± 1.4	19.6 ± 2.2	15.0 ± 2.2	26.0 ± 3.8	17.3 ± 0.3
In the medium levels (d)	%	55.9 ± 0.6	51.6 ± 0.6	56.5 ± 0.6	58.9 ± 0.8	57.0 ± 1.0	57.4 ± 1.9	58.2 ± 2.0	54.7 ± 2.7	55.4 ± 0.3
In the high levels (e)	%	30.5 ± 0.9	33.6 ± 0.8	19.8 ± 0.8	21.1 ± 1.0	23.1 ± 1.4	22.9 ± 2.3	26.7 ± 2.6	19.3 ± 3.2	27.3 ± 0.5
							All students			
At or below the national minimum standard	%	14.7 ± 0.6	15.4 ± 0.6	25.7 ± 1.0	23.8 ± 1.2	21.5 ± 1.5	21.8 ± 2.2	15.8 ± 2.3	49.2 ± 6.0	19.2 ± 0.4
In the medium levels (d)	%	55.6 ± 0.6	51.4 ± 0.5	55.5 ± 0.6	56.6 ± 0.8	56.3 ± 1.1	56.7 ± 1.8	58.0 ± 2.0	38.6 ± 4.4	54.6 ± 0.3
In the high levels (e)	%	29.6 ± 0.9	33.3 ± 0.8	18.8 ± 0.8	19.6 ± 1.0	22.2 ± 1.4	21.4 ± 2.1	26.2 ± 2.5	12.2 ± 2.5	26.2 ± 0.4
2009										
At or below the national minimum standard	%	41.7 ± 2.4	35.2 ± 4.1	54.8 ± 2.9	62.9 ± 3.3	50.4 ± 4.8	37.7 ± 5.6	44.7 ± 11.7	82.4 ± 4.3	52.4 ± 1.6

Table 4A.73

Table 4A.73 Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
<i>Below the national minimum standard</i>	%	17.5 ± 1.8	15.9 ± 3.2	31.1 ± 3.2	38.0 ± 3.9	26.6 ± 4.8	15.5 ± 3.9	20.6 ± 8.4	67.9 ± 6.8	29.9 ± 1.7	
<i>At the national minimum standard</i>	%	23.2 ± 1.8	19.3 ± 4.0	23.7 ± 2.2	24.9 ± 2.9	23.8 ± 3.2	22.2 ± 4.8	24.1 ± 11.6	14.5 ± 3.4	22.5 ± 1.1	
In the medium levels (d)	%	51.5 ± 2.2	54.3 ± 3.7	40.2 ± 2.9	34.0 ± 3.3	44.4 ± 4.8	52.0 ± 5.4	45.8 ± 12.5	16.0 ± 4.0	42.1 ± 1.5	
In the high levels (e)	%	6.7 ± 1.0	10.4 ± 2.5	4.9 ± 1.0	3.0 ± 1.2	5.2 ± 2.8	10.2 ± 2.9	9.5 ± 6.2	1.6 ± 0.9	5.5 ± 0.6	
		Non-Indigenous students									
At or below the national minimum standard	%	13.7 ± 0.5	13.8 ± 0.6	23.7 ± 1.0	17.7 ± 1.0	18.2 ± 1.2	21.7 ± 2.1	16.5 ± 2.5	25.3 ± 4.5	16.8 ± 0.4	
In the medium levels (d)	%	58.4 ± 0.6	57.4 ± 0.6	59.3 ± 0.7	58.2 ± 1.0	59.2 ± 1.0	57.7 ± 1.6	57.9 ± 2.0	56.6 ± 4.1	58.4 ± 0.3	
In the high levels (e)	%	28.0 ± 0.9	28.8 ± 0.8	17.0 ± 0.8	24.0 ± 1.2	22.7 ± 1.3	20.6 ± 1.9	25.7 ± 2.7	18.0 ± 3.9	24.8 ± 0.4	
		All students									
At or below the national minimum standard	%	14.9 ± 0.6	14.4 ± 0.6	25.7 ± 1.0	21.4 ± 1.2	19.3 ± 1.3	23.5 ± 2.2	17.2 ± 2.6	48.9 ± 6.2	18.6 ± 0.4	
In the medium levels (d)	%	58.1 ± 0.6	57.2 ± 0.6	58.1 ± 0.7	56.4 ± 1.0	58.6 ± 1.0	57.3 ± 1.5	57.6 ± 1.9	40.0 ± 4.7	57.5 ± 0.3	
In the high levels (e)	%	27.1 ± 0.9	28.5 ± 0.8	16.2 ± 0.7	22.2 ± 1.2	22.0 ± 1.3	19.1 ± 1.7	25.2 ± 2.6	11.1 ± 2.8	23.9 ± 0.4	

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Table 4A.73

Table 4A.73 Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.</i>									

Table 4A.74

Table 4A.74 Proportions by achievement levels for writing, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Below the national minimum standard	%	22.8 ± 2.0	19.9 ± 3.2	28.2 ± 2.9	37.5 ± 5.0	27.0 ± 5.6	23.5 ± 5.3	24.0 ± 10.2	69.2 ± 9.3	30.2 ± 1.8
At the national minimum standard	%	26.9 ± 1.8	27.0 ± 3.9	25.0 ± 1.8	24.1 ± 3.9	26.2 ± 4.7	25.2 ± 6.2	28.2 ± 16.4	13.8 ± 4.3	24.8 ± 1.2
In the medium levels (d)	%	45.1 ± 2.1	44.8 ± 4.1	40.8 ± 2.6	33.9 ± 4.1	41.6 ± 6.6	43.1 ± 5.6	43.4 ± 14.0	14.9 ± 5.5	39.7 ± 1.6
In the high levels (e)	%	5.2 ± 1.0	8.3 ± 2.5	6.0 ± 1.0	4.5 ± 1.5	5.2 ± 2.3	8.1 ± 2.9	4.4 ± 6.9	2.1 ± 1.3	5.4 ± 0.6
		Non-Indigenous students								
At or below the national minimum standard	%	19.1 ± 1.0	18.4 ± 1.1	22.0 ± 0.9	19.1 ± 1.3	18.8 ± 1.3	29.2 ± 3.4	19.0 ± 3.6	29.5 ± 5.4	19.8 ± 0.5
In the medium levels (d)	%	58.1 ± 0.9	54.6 ± 0.8	56.6 ± 0.6	55.5 ± 1.2	56.2 ± 1.1	51.1 ± 2.2	54.6 ± 2.8	52.4 ± 3.6	56.2 ± 0.4
In the high levels (e)	%	22.8 ± 1.3	27.0 ± 1.4	21.3 ± 0.8	25.4 ± 1.5	25.0 ± 1.5	19.6 ± 3.2	26.4 ± 4.2	18.1 ± 3.3	23.9 ± 0.6
		All students								
At or below the national minimum standard	%	20.3 ± 1.0	18.8 ± 1.1	24.1 ± 0.9	22.4 ± 1.5	19.9 ± 1.4	30.8 ± 3.7	19.9 ± 3.8	49.9 ± 7.7	21.5 ± 0.5
In the medium levels (d)	%	57.5 ± 0.9	54.4 ± 0.8	55.5 ± 0.6	54.0 ± 1.1	55.7 ± 1.1	50.8 ± 2.2	54.4 ± 2.7	37.9 ± 5.6	55.5 ± 0.4
In the high levels (e)	%	22.2 ± 1.3	26.8 ± 1.4	20.4 ± 0.8	23.6 ± 1.4	24.4 ± 1.5	18.5 ± 2.8	25.7 ± 4.2	12.1 ± 2.8	23.1 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Table 4A.74

Table 4A.74 Proportions by achievement levels for writing, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.</i>									

Table 4A.75

Table 4A.75 Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	61.3 ± 2.5	54.7 ± 5.5	62.6 ± 4.5	75.0 ± 3.0	67.1 ± 6.2	58.1 ± 6.6	52.2 ± 15.5	82.2 ± 5.2	65.2 ± 2.0
<i>Below the national minimum standard</i>	%	32.3 ± 2.4	31.1 ± 4.9	38.2 ± 4.0	50.1 ± 3.7	42.6 ± 6.5	31.1 ± 5.8	26.6 ± 11.2	67.2 ± 8.3	40.3 ± 2.0
<i>At the national minimum standard</i>	%	29.0 ± 2.3	23.6 ± 4.8	24.4 ± 2.3	24.9 ± 2.4	24.5 ± 4.5	27.0 ± 5.2	25.6 ± 13.8	15.0 ± 3.7	24.9 ± 1.4
In the medium levels (d)	%	33.9 ± 2.3	36.0 ± 4.5	31.5 ± 3.0	23.0 ± 2.7	28.5 ± 5.8	34.0 ± 5.8	38.8 ± 11.7	15.9 ± 4.6	29.8 ± 1.7
In the high levels (e)	%	4.8 ± 0.9	9.3 ± 2.6	6.0 ± 2.3	2.1 ± 0.8	4.5 ± 2.1	7.9 ± 3.1	9.0 ± 9.0	1.8 ± 1.2	4.9 ± 0.8
		Non-Indigenous students								
At or below the national minimum standard	%	29.2 ± 1.3	23.9 ± 1.3	35.0 ± 1.6	31.2 ± 2.3	28.4 ± 2.5	34.9 ± 3.8	28.1 ± 5.2	33.5 ± 4.5	29.3 ± 0.7
In the medium levels (d)	%	50.9 ± 0.8	47.1 ± 0.8	47.9 ± 0.9	49.3 ± 1.2	50.4 ± 1.4	47.1 ± 2.2	50.9 ± 3.0	43.8 ± 2.7	49.0 ± 0.4
In the high levels (e)	%	20.0 ± 1.3	28.9 ± 1.5	16.9 ± 1.1	19.4 ± 1.9	21.4 ± 2.0	18.0 ± 3.0	21.1 ± 4.3	22.8 ± 4.4	21.7 ± 0.7
		All students								
At or below the national minimum standard	%	30.6 ± 1.3	24.6 ± 1.3	37.0 ± 1.6	34.5 ± 2.4	30.3 ± 2.8	37.1 ± 4.1	28.7 ± 5.3	53.4 ± 7.2	31.3 ± 0.8
In the medium levels (d)	%	50.1 ± 0.8	47.0 ± 0.8	46.9 ± 0.9	47.6 ± 1.2	49.3 ± 1.6	45.9 ± 2.3	50.5 ± 3.0	32.3 ± 4.3	48.1 ± 0.4
In the high levels (e)	%	19.3 ± 1.2	28.5 ± 1.5	16.2 ± 1.1	17.9 ± 1.8	20.3 ± 2.0	17.0 ± 2.7	20.7 ± 4.3	14.2 ± 3.8	20.8 ± 0.7
2009										
At or below the national minimum standard	%	62.8 ± 2.5	58.7 ± 6.1	66.9 ± 3.1	74.7 ± 3.4	70.8 ± 4.5	54.5 ± 6.5	55.0 ± 11.1	86.9 ± 4.2	67.3 ± 1.6
		Indigenous students								

Table 4A.75

Table 4A.75 Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	33.0 ± 2.6	31.4 ± 5.0	40.5 ± 3.8	49.9 ± 4.8	43.7 ± 6.7	27.6 ± 5.8	28.8 ± 10.1	73.7 ± 7.2	41.0 ± 2.0
<i>At the national minimum standard</i>	%	29.8 ± 1.6	27.3 ± 5.0	26.4 ± 2.3	24.8 ± 3.4	27.1 ± 5.6	26.9 ± 4.9	26.2 ± 12.5	13.2 ± 3.9	26.3 ± 1.1
In the medium levels (d)	%	33.2 ± 2.1	35.3 ± 5.5	29.5 ± 2.8	22.9 ± 3.1	25.7 ± 4.2	35.7 ± 5.6	37.4 ± 8.4	11.3 ± 3.7	28.9 ± 1.4
In the high levels (e)	%	4.1 ± 0.9	5.9 ± 2.5	3.6 ± 0.8	2.4 ± 1.0	3.5 ± 1.7	9.8 ± 3.4	7.5 ± 7.2	1.8 ± 1.0	3.9 ± 0.5
		Non-Indigenous students								
At or below the national minimum standard	%	29.6 ± 1.3	25.9 ± 1.4	33.6 ± 1.6	29.6 ± 2.3	28.8 ± 2.8	35.8 ± 3.8	26.5 ± 4.4	34.7 ± 6.4	29.5 ± 0.7
In the medium levels (d)	%	51.2 ± 0.8	49.6 ± 0.8	49.1 ± 0.9	49.8 ± 1.3	50.2 ± 1.5	44.0 ± 2.0	50.9 ± 2.3	44.6 ± 4.0	49.9 ± 0.4
In the high levels (e)	%	19.3 ± 1.2	24.6 ± 1.5	17.2 ± 1.2	20.7 ± 2.0	21.0 ± 2.3	20.1 ± 3.0	22.6 ± 3.6	20.6 ± 3.8	20.5 ± 0.7
		All students								
At or below the national minimum standard	%	30.9 ± 1.3	26.4 ± 1.4	35.7 ± 1.6	32.8 ± 2.5	30.2 ± 2.9	37.8 ± 3.9	27.2 ± 4.5	54.0 ± 7.5	31.3 ± 0.8
In the medium levels (d)	%	50.5 ± 0.8	49.4 ± 0.8	47.9 ± 0.9	47.9 ± 1.4	49.4 ± 1.6	43.3 ± 2.1	50.6 ± 2.2	32.4 ± 4.9	49.0 ± 0.4
In the high levels (e)	%	18.6 ± 1.2	24.3 ± 1.5	16.3 ± 1.1	19.2 ± 1.9	20.5 ± 2.3	18.9 ± 2.8	22.3 ± 3.5	13.6 ± 3.1	19.7 ± 0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Table 4A.75

Table 4A.75 Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.</i>									

Table 4A.76

Table 4A.76 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

		Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		Mean scale score									
2008											
Year 3											
	Indigenous	no.	370.6 ± 3.7	383.9 ± 5.9	334.6 ± 8.2	314.0 ± 7.9	354.7 ± 9.7	388.1 ± 8.3	374.0 ± 17.1	258.2 ± 16.1	339.3 ± 4.5
	Non-Indigenous	no.	430.1 ± 1.4	426.4 ± 1.4	396.2 ± 2.2	405.2 ± 2.1	418.2 ± 2.5	419.5 ± 3.5	424.7 ± 4.5	398.3 ± 5.8	418.2 ± 0.9
	All students	no.	427.6 ± 1.5	425.8 ± 1.4	391.8 ± 2.4	398.1 ± 2.5	415.1 ± 2.7	415.7 ± 3.5	423.2 ± 4.6	337.4 ± 16.5	414.2 ± 1.0
Year 5											
	Indigenous	no.	436.4 ± 3.7	454.4 ± 6.4	416.2 ± 6.5	386.7 ± 6.5	413.4 ± 10.7	447.7 ± 8.5	442.9 ± 14.9	325.4 ± 17.0	411.2 ± 4.1
	Non-Indigenous	no.	498.0 ± 1.5	503.1 ± 1.5	473.1 ± 1.9	478.9 ± 2.1	483.9 ± 2.7	481.9 ± 4.3	492.0 ± 4.6	471.2 ± 7.3	490.6 ± 0.9
	All students	no.	495.4 ± 1.6	502.4 ± 1.5	468.9 ± 2.1	471.7 ± 2.5	480.8 ± 2.9	477.3 ± 4.4	490.7 ± 4.7	410.9 ± 16.7	486.5 ± 1.0
Year 7											
	Indigenous	no.	474.4 ± 3.9	486.6 ± 7.4	468.6 ± 8.2	437.2 ± 7.5	464.1 ± 11.4	485.7 ± 10.6	485.8 ± 17.2	362.2 ± 24.0	455.9 ± 5.0
	Non-Indigenous	no.	538.1 ± 2.8	550.7 ± 2.9	526.8 ± 2.2	529.4 ± 2.8	541.1 ± 3.0	525.3 ± 7.6	535.5 ± 9.3	526.1 ± 12.5	537.9 ± 1.4
	All students	no.	535.3 ± 2.9	549.7 ± 3.0	522.7 ± 2.3	522.5 ± 3.1	538.1 ± 3.2	520.6 ± 7.8	534.3 ± 9.4	455.0 ± 26.2	533.7 ± 1.5
Year 9											
	Indigenous	no.	508.3 ± 4.4	525.9 ± 9.5	497.3 ± 11.3	470.7 ± 7.7	490.7 ± 14.5	515.7 ± 11.5	515.7 ± 29.2	417.0 ± 25.9	491.3 ± 5.4
	Non-Indigenous	no.	572.2 ± 3.0	589.9 ± 3.5	559.6 ± 3.5	567.8 ± 5.0	574.8 ± 5.2	561.7 ± 8.1	572.2 ± 11.5	569.2 ± 12.1	573.6 ± 1.7
	All students	no.	569.4 ± 3.1	588.9 ± 3.6	555.3 ± 3.7	560.8 ± 5.2	571.2 ± 5.6	557.2 ± 8.6	571.0 ± 11.7	506.9 ± 25.2	569.4 ± 1.8
2009											
Year 3											
	Indigenous	no.	368.5 ± 3.3	384.7 ± 6.3	339.1 ± 6.3	318.1 ± 7.0	342.2 ± 9.4	379.8 ± 7.4	373.3 ± 16.6	256.0 ± 17.1	340.2 ± 4.2

Table 4A.76

Table 4A.76 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	Non-Indigenous	no. 426.8 ± 1.4	428.0 ± 1.2	399.8 ± 1.9	410.2 ± 2.2	413.8 ± 2.7	408.8 ± 4.0	423.1 ± 4.6	398.8 ± 5.7	418.3 ± 0.8
	All students	no. 424.5 ± 1.4	427.5 ± 1.3	395.8 ± 2.0	402.4 ± 2.5	411.2 ± 2.8	406.8 ± 3.8	421.6 ± 4.8	337.7 ± 16.9	414.5 ± 0.9
Year 5										
	Indigenous	no. 435.3 ± 3.7	454.3 ± 6.2	411.2 ± 6.0	392.9 ± 7.1	419.9 ± 9.9	446.3 ± 7.4	439.5 ± 14.6	322.6 ± 16.8	412.1 ± 3.7
	Non-Indigenous	no. 495.1 ± 1.5	498.0 ± 1.4	470.9 ± 1.8	486.4 ± 2.2	484.4 ± 2.6	477.3 ± 4.0	490.8 ± 4.9	470.3 ± 7.7	488.5 ± 0.8
	All students	no. 492.7 ± 1.5	497.5 ± 1.4	467.0 ± 1.9	478.6 ± 2.5	482.1 ± 2.7	473.5 ± 4.1	489.5 ± 5.0	409.4 ± 17.0	484.7 ± 0.9
Year 7										
	Indigenous	no. 474.9 ± 4.0	485.5 ± 6.6	466.6 ± 6.5	447.2 ± 9.5	465.9 ± 12.5	480.7 ± 10.1	474.0 ± 17.6	365.6 ± 24.3	460.2 ± 4.1
	Non-Indigenous	no. 535.1 ± 2.6	541.9 ± 2.7	530.1 ± 1.9	538.5 ± 2.9	538.8 ± 3.0	520.0 ± 7.6	540.5 ± 8.5	517.1 ± 8.7	536.0 ± 1.3
	All students	no. 532.7 ± 2.6	541.2 ± 2.8	526.0 ± 2.0	531.1 ± 3.2	536.4 ± 3.1	516.7 ± 7.6	538.7 ± 8.8	458.7 ± 21.8	532.4 ± 1.3
Year 9										
	Indigenous	no. 506.7 ± 4.8	517.3 ± 7.9	488.4 ± 10.4	472.8 ± 10.0	486.7 ± 11.3	524.6 ± 11.1	527.7 ± 19.0	400.9 ± 23.8	488.4 ± 4.9
	Non-Indigenous	no. 570.9 ± 2.9	582.7 ± 3.3	563.7 ± 3.1	573.0 ± 5.0	574.2 ± 5.9	563.1 ± 8.1	579.1 ± 8.7	566.8 ± 11.7	572.8 ± 1.6
	All students	no. 568.3 ± 2.9	581.9 ± 3.3	559.0 ± 3.4	565.8 ± 5.3	571.4 ± 6.1	559.2 ± 8.1	578.0 ± 8.8	505.0 ± 23.3	568.9 ± 1.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.64. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

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

Table 4A.77

Table 4A.77 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.5 ± 0.3	95.2 ± 0.3	95.8 ± 0.3	84.1 ± 1.7	96.0 ± 0.3	95.2 ± 0.5
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	95.6 ± 0.4	94.9 ± 0.5	96.4 ± 0.3	89.4 ± 3.1	96.1 ± 0.3	94.3 ± 0.6
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	92.3 ± 0.5	91.8 ± 0.6	92.9 ± 0.6	74.0 ± 2.8	93.6 ± 0.4	86.1 ± 2.4
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	92.3 ± 0.7	91.8 ± 0.8	92.8 ± 0.8	68.8 ± 3.5	94.5 ± 0.6	89.9 ± 2.1
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	92.7 ± 0.8	92.5 ± 1.0	92.9 ± 0.9	71.5 ± 4.8	93.5 ± 0.8	88.4 ± 2.7
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	93.9 ± 0.9	93.5 ± 1.2	94.3 ± 1.2	87.7 ± 3.4	94.4 ± 1.0	83.8 ± 6.3
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	94.8 ± 1.5	94.0 ± 2.1	95.6 ± 1.4	83.3 ± 8.3	95.1 ± 1.5	89.4 ± 5.0
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	70.4 ± 6.3	69.0 ± 6.7	71.9 ± 6.4	41.0 ± 7.3	92.4 ± 2.1	38.1 ± 8.6
1. 8yrs 6mths						
2. 3yrs 4mths						
Australia	94.0 ± 0.2	93.5 ± 0.3	94.5 ± 0.2	74.0 ± 1.7	95.2 ± 0.2	92.3 ± 0.6
1. 8yrs 6mths						
2. 3yrs 1mth						

LBOTE =Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.
- (c) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.77 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

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

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.78

Table 4A.78 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.5 ± 0.3	95.3 ± 0.4	95.7 ± 0.3	82.5 ± 2.3	96.1 ± 0.3	95.6 ± 0.5
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	95.5 ± 0.3	95.1 ± 0.5	95.8 ± 0.3	86.9 ± 3.4	95.9 ± 0.3	94.3 ± 0.5
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	92.6 ± 0.5	92.8 ± 0.6	92.5 ± 0.6	73.9 ± 2.9	94.0 ± 0.4	86.8 ± 2.4
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	92.8 ± 0.7	92.9 ± 0.8	92.6 ± 0.8	67.4 ± 3.5	95.0 ± 0.6	90.5 ± 2.1
1. 10yrs 5mths						
2. 5yrs 4mths						
SA	93.3 ± 0.8	93.4 ± 0.9	93.2 ± 0.9	73.5 ± 4.7	94.1 ± 0.7	89.2 ± 2.5
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	93.2 ± 1.2	92.6 ± 1.5	93.8 ± 1.4	85.7 ± 4.5	94.1 ± 1.2	90.6 ± 4.2
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	95.5 ± 1.2	95.2 ± 1.5	95.7 ± 1.3	83.6 ± 8.9	95.8 ± 1.2	92.6 ± 4.1
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	73.5 ± 5.8	73.3 ± 6.4	73.8 ± 6.0	45.5 ± 7.1	92.9 ± 1.9	41.3 ± 7.7
1. 10yrs 6mths						
2. 5yrs 4mths						
Australia	94.2 ± 0.2	94.0 ± 0.3	94.3 ± 0.2	74.2 ± 1.7	95.3 ± 0.2	92.9 ± 0.5
1. 10yrs 6mths						
2. 5yrs 1mth						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.78 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

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

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.79

Table 4A.79 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.1 ± 0.4	95.0 ± 0.5	95.3 ± 0.5	80.4 ± 2.1	95.8 ± 0.4	95.7 ± 0.8
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	96.0 ± 0.4	95.7 ± 0.6	96.4 ± 0.4	85.4 ± 3.4	96.3 ± 0.4	95.5 ± 0.7
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	94.8 ± 0.4	94.5 ± 0.5	95.0 ± 0.5	78.5 ± 2.5	95.9 ± 0.3	90.1 ± 2.1
1. 12yrs 0mths						
2. 6yrs 4mths						
WA	93.6 ± 0.8	93.7 ± 0.9	93.4 ± 0.9	71.7 ± 4.5	95.4 ± 0.7	92.1 ± 2.1
1. 12yrs 2mths						
2. 6yrs 4mths						
SA	94.2 ± 0.7	94.3 ± 0.8	94.2 ± 0.8	73.6 ± 5.5	95.0 ± 0.6	90.0 ± 2.5
1. 12yrs 6mths						
2. 7yrs 4mths						
Tasmania	93.0 ± 1.4	92.7 ± 1.7	93.4 ± 1.6	82.9 ± 4.2	93.9 ± 1.3	90.0 ± 6.5
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	95.7 ± 1.6	95.3 ± 1.9	96.0 ± 1.8	84.0 ± 8.2	95.9 ± 1.6	93.8 ± 3.4
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	74.8 ± 7.5	74.8 ± 7.5	74.7 ± 7.8	44.2 ± 8.8	93.8 ± 3.6	42.6 ± 12.6
1. 12yrs 5mths						
2. 7yrs 4mths						
Australia	94.8 ± 0.3	94.7 ± 0.3	95.0 ± 0.3	75.8 ± 1.6	95.8 ± 0.2	93.9 ± 0.6
1. 12yrs 6mths						
2. 7yrs 0mths						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.79 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.80

Table 4A.80 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.5 ± 0.4	95.3 ± 0.5	95.6 ± 0.5	80.9 ± 2.0	96.1 ± 0.4	95.8 ± 0.8
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	96.3 ± 0.5	96.0 ± 0.6	96.6 ± 0.5	83.8 ± 4.0	96.7 ± 0.4	95.7 ± 0.7
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	94.5 ± 0.6	94.1 ± 0.7	94.9 ± 0.6	76.5 ± 3.4	95.7 ± 0.5	88.4 ± 4.0
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	93.5 ± 1.1	93.1 ± 1.2	94.0 ± 1.1	67.4 ± 4.2	95.5 ± 0.8	91.9 ± 3.1
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	94.7 ± 1.2	94.6 ± 1.4	94.8 ± 1.2	76.0 ± 4.5	95.4 ± 1.1	90.7 ± 6.2
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	93.7 ± 1.4	93.6 ± 1.5	93.7 ± 1.7	84.8 ± 4.2	94.6 ± 1.3	89.5 ± 7.8
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	95.4 ± 2.1	95.6 ± 2.4	95.1 ± 2.2	81.9 ± 10.5	95.7 ± 2.0	93.5 ± 3.4
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	76.2 ± 7.0	77.4 ± 7.1	74.9 ± 7.7	45.2 ± 8.3	94.4 ± 3.5	44.4 ± 12.8
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	95.0 ± 0.3	94.7 ± 0.3	95.2 ± 0.3	75.0 ± 1.8	96.0 ± 0.2	93.9 ± 0.7
1. 14yrs 5mths						
2. 9yrs 0mths						

LBOTE =Language Background Other Than English.

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

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

Table 4A.80 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2009 (per cent) (a), (b)

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

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.81

Table 4A.81 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	87.2 ± 2.4	90.4 ± 3.9	79.6 ± 3.3	79.4 ± 4.2	78.3 ± 5.4	86.8 ± 7.6	83.4 ± 8.5	..	83.0 ± 1.5
Provincial	82.8 ± 2.1	88.5 ± 4.0	77.1 ± 3.7	78.5 ± 4.8	68.2 ± 8.4	88.3 ± 4.1	np	74.4 ± 6.7	80.5 ± 1.5
Remote	71.7 ± 9.5	np	58.8 ± 11.2	61.0 ± 8.7	np	np	..	49.5 ± 17.5	58.7 ± 7.7
Very remote	70.5 ± 17.4	..	52.5 ± 6.3	50.6 ± 6.3	47.8 ± 15.5	np	..	23.8 ± 6.5	40.1 ± 4.9
Total	84.1 ± 1.7	89.4 ± 3.1	74.0 ± 2.8	68.8 ± 3.5	71.5 ± 4.8	87.7 ± 3.4	83.3 ± 8.3	41.0 ± 7.3	74.0 ± 1.7
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	96.1 ± 0.4	94.1 ± 0.5	94.7 ± 0.7	93.8 ± 1.0	94.1 ± 1.9	95.1 ± 1.5	..	95.4 ± 0.2
Provincial	95.4 ± 0.5	96.1 ± 0.5	92.6 ± 0.7	94.1 ± 1.0	93.0 ± 1.2	94.5 ± 1.1	np	91.5 ± 2.7	94.5 ± 0.3
Remote	95.3 ± 3.4	97.0 ± 5.8	94.1 ± 2.5	93.7 ± 2.4	92.4 ± 3.7	93.3 ± 10.2	..	94.1 ± 3.1	93.8 ± 1.3
Very remote	96.5 ± 6.1	..	87.2 ± 6.8	92.4 ± 4.4	94.2 ± 5.7	100.0 ± -	..	96.4 ± 3.9	91.5 ± 3.1
Total	96.0 ± 0.3	96.1 ± 0.3	93.6 ± 0.4	94.5 ± 0.6	93.5 ± 0.8	94.4 ± 1.0	95.1 ± 1.5	92.4 ± 2.1	95.2 ± 0.2
All students									
Metropolitan	96.0 ± 0.3	95.6 ± 0.5	93.4 ± 0.6	93.9 ± 0.7	93.4 ± 1.0	93.8 ± 1.8	94.8 ± 1.6	..	94.9 ± 0.2
Provincial	94.2 ± 0.6	95.5 ± 0.6	91.3 ± 0.9	92.4 ± 1.2	91.7 ± 1.4	94.0 ± 1.2	np	88.3 ± 3.1	93.4 ± 0.3
Remote	87.7 ± 4.8	97.0 ± 5.7	86.3 ± 5.6	85.8 ± 4.1	91.8 ± 4.0	93.2 ± 8.0	..	73.2 ± 13.4	85.1 ± 3.2
Very remote	84.9 ± 13.8	..	68.6 ± 6.8	67.7 ± 7.2	70.5 ± 13.9	100.0 ± -	..	35.1 ± 12.6	59.2 ± 5.6
Total	95.5 ± 0.3	95.6 ± 0.4	92.3 ± 0.5	92.3 ± 0.7	92.7 ± 0.8	93.9 ± 0.9	94.8 ± 1.5	70.4 ± 6.3	94.0 ± 0.2
Year 5									
Indigenous students									
Metropolitan	87.3 ± 2.1	88.1 ± 4.2	79.9 ± 3.0	79.2 ± 3.8	82.0 ± 5.4	82.4 ± 8.3	83.1 ± 9.6	..	83.2 ± 1.5
Provincial	80.4 ± 3.5	85.8 ± 4.2	78.5 ± 3.8	74.1 ± 5.5	69.4 ± 7.6	87.9 ± 4.1	np	81.0 ± 5.6	79.8 ± 2.0
Remote	66.8 ± 11.3	np	52.7 ± 12.2	61.5 ± 8.2	66.5 ± 18.7	np	..	50.7 ± 15.0	57.3 ± 6.5
Very remote	57.0 ± 26.0	..	49.8 ± 10.3	47.1 ± 7.5	47.2 ± 18.7	np	..	26.8 ± 6.6	40.3 ± 4.9

Table 4A.81

Table 4A.81 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	82.5 ± 2.3	86.9 ± 3.4	73.9 ± 2.9	67.4 ± 3.5	73.5 ± 4.7	85.7 ± 4.5	83.6 ± 8.9	45.5 ± 7.1	74.2 ± 1.7
Non-Indigenous students									
Metropolitan	96.3 ± 0.3	96.0 ± 0.4	94.5 ± 0.5	95.3 ± 0.7	94.1 ± 0.9	95.1 ± 1.8	95.8 ± 1.2	..	95.6 ± 0.2
Provincial	95.5 ± 0.5	95.3 ± 0.5	93.0 ± 0.7	94.2 ± 1.1	93.9 ± 1.2	93.3 ± 1.6	np	92.8 ± 2.2	94.5 ± 0.3
Remote	95.3 ± 3.5	97.5 ± 5.4	91.4 ± 2.2	94.2 ± 2.1	94.7 ± 2.3	95.7 ± 6.9	..	92.0 ± 4.1	93.5 ± 1.2
Very remote	92.4 ± 5.9	..	90.4 ± 6.1	94.6 ± 2.8	91.7 ± 5.5	np	..	97.0 ± 4.0	92.8 ± 3.1
Total	96.1 ± 0.3	95.9 ± 0.3	94.0 ± 0.4	95.0 ± 0.6	94.1 ± 0.7	94.1 ± 1.2	95.8 ± 1.2	92.9 ± 1.9	95.3 ± 0.2
All students									
Metropolitan	96.1 ± 0.3	95.7 ± 0.4	93.8 ± 0.6	94.5 ± 0.7	93.8 ± 0.9	93.8 ± 1.9	95.5 ± 1.2	..	95.2 ± 0.2
Provincial	94.1 ± 0.7	94.9 ± 0.6	91.8 ± 0.9	92.3 ± 1.3	92.7 ± 1.3	92.8 ± 1.5	np	90.6 ± 2.5	93.4 ± 0.4
Remote	85.3 ± 6.9	97.5 ± 5.4	82.9 ± 5.5	86.5 ± 4.1	93.0 ± 3.1	90.6 ± 11.6	..	73.1 ± 11.4	84.6 ± 2.8
Very remote	78.1 ± 17.1	..	68.3 ± 8.9	65.7 ± 8.7	71.0 ± 14.1	np	..	35.3 ± 11.2	59.5 ± 5.6
Total	95.5 ± 0.3	95.5 ± 0.3	92.6 ± 0.5	92.8 ± 0.7	93.3 ± 0.8	93.2 ± 1.2	95.5 ± 1.2	73.5 ± 5.8	94.2 ± 0.2
Year 7									
Indigenous students									
Metropolitan	84.6 ± 2.5	89.5 ± 4.3	82.9 ± 2.4	82.6 ± 5.9	78.6 ± 5.1	81.4 ± 6.4	84.0 ± 8.2	..	83.7 ± 1.5
Provincial	78.1 ± 3.2	81.8 ± 4.6	83.4 ± 3.1	77.7 ± 6.6	75.8 ± 8.4	83.7 ± 5.7	np	72.5 ± 10.7	79.7 ± 2.0
Remote	65.7 ± 13.5	np	65.3 ± 11.8	66.7 ± 11.7	np	np	..	43.1 ± 13.6	58.7 ± 7.1
Very remote	np	..	54.6 ± 9.5	51.8 ± 9.6	43.8 ± 22.0	np	..	26.9 ± 8.6	42.3 ± 5.8
Total	80.4 ± 2.1	85.4 ± 3.4	78.5 ± 2.5	71.7 ± 4.5	73.6 ± 5.5	82.9 ± 4.2	84.0 ± 8.2	44.2 ± 8.8	75.8 ± 1.6
Non-Indigenous students									
Metropolitan	96.1 ± 0.5	96.5 ± 0.5	96.1 ± 0.4	95.6 ± 0.8	95.0 ± 0.8	94.6 ± 2.0	95.9 ± 1.6	..	96.1 ± 0.3
Provincial	95.0 ± 0.6	95.8 ± 0.7	95.5 ± 0.6	94.8 ± 1.1	94.8 ± 1.1	93.4 ± 1.7	np	92.7 ± 4.7	95.2 ± 0.3
Remote	92.7 ± 5.5	96.5 ± 7.0	93.4 ± 2.4	95.2 ± 2.1	95.1 ± 2.4	89.2 ± 4.6	..	97.0 ± 2.7	94.6 ± 1.2
Very remote	93.8 ± 11.8	..	93.0 ± 4.2	95.1 ± 5.5	92.0 ± 7.4	np	..	96.9 ± 4.8	94.0 ± 2.9

Table 4A.81

Table 4A.81 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.8 ± 0.4	96.3 ± 0.4	95.9 ± 0.3	95.4 ± 0.7	95.0 ± 0.6	93.9 ± 1.3	95.9 ± 1.6	93.8 ± 3.6	95.8 ± 0.2
All students									
Metropolitan	95.8 ± 0.5	96.3 ± 0.5	95.5 ± 0.5	95.0 ± 0.8	94.7 ± 0.9	93.5 ± 2.3	95.7 ± 1.6	..	95.7 ± 0.3
Provincial	93.4 ± 0.8	95.2 ± 0.8	94.6 ± 0.7	93.3 ± 1.4	93.9 ± 1.3	92.7 ± 1.8	np	89.0 ± 5.1	94.0 ± 0.4
Remote	81.9 ± 10.3	96.6 ± 6.9	86.3 ± 5.3	88.3 ± 4.1	94.3 ± 2.3	88.9 ± 3.8	..	72.1 ± 15.3	85.3 ± 3.4
Very remote	64.7 ± 32.7	..	71.7 ± 8.0	66.7 ± 8.8	67.5 ± 19.0	97.0 ± 7.1	..	38.6 ± 13.2	61.2 ± 5.8
Total	95.1 ± 0.4	96.0 ± 0.4	94.8 ± 0.4	93.6 ± 0.8	94.2 ± 0.7	93.0 ± 1.4	95.7 ± 1.6	74.8 ± 7.5	94.8 ± 0.3
Year 9									
Indigenous students									
Metropolitan	83.6 ± 2.5	84.0 ± 5.6	77.9 ± 5.5	77.1 ± 4.5	80.5 ± 6.1	83.4 ± 8.7	81.9 ± 10.5	..	80.7 ± 2.4
Provincial	80.5 ± 3.0	83.7 ± 5.6	80.3 ± 3.6	72.8 ± 6.9	76.7 ± 9.5	85.1 ± 5.0	np	61.3 ± 11.9	78.8 ± 2.4
Remote	64.2 ± 15.2	np	65.8 ± 12.0	61.3 ± 11.9	75.7 ± 9.1	np	..	49.1 ± 19.0	60.0 ± 8.2
Very remote	np	..	53.3 ± 12.7	46.5 ± 10.2	53.2 ± 17.8	np	..	24.8 ± 8.8	40.9 ± 6.5
Total	80.9 ± 2.0	83.8 ± 4.0	76.5 ± 3.4	67.4 ± 4.2	76.0 ± 4.5	84.8 ± 4.2	81.9 ± 10.5	45.2 ± 8.3	75.0 ± 1.8
Non-Indigenous students									
Metropolitan	96.3 ± 0.5	96.8 ± 0.5	95.9 ± 0.6	95.7 ± 1.0	95.4 ± 1.5	94.4 ± 1.8	95.7 ± 2.0	..	96.2 ± 0.3
Provincial	95.7 ± 0.5	96.4 ± 0.7	95.3 ± 0.7	95.2 ± 1.5	95.2 ± 1.4	94.8 ± 1.7	np	93.7 ± 4.5	95.6 ± 0.3
Remote	94.6 ± 4.8	98.8 ± 3.5	94.2 ± 2.4	93.7 ± 2.8	96.5 ± 2.4	np	..	97.0 ± 2.9	95.0 ± 1.4
Very remote	93.0 ± 12.7	..	92.4 ± 3.9	92.2 ± 5.3	93.2 ± 6.3	np	..	94.8 ± 4.6	92.9 ± 2.5
Total	96.1 ± 0.4	96.7 ± 0.4	95.7 ± 0.5	95.5 ± 0.8	95.4 ± 1.1	94.6 ± 1.3	95.7 ± 2.0	94.4 ± 3.5	96.0 ± 0.2
All students									
Metropolitan	95.9 ± 0.5	96.5 ± 0.6	95.1 ± 0.7	94.9 ± 1.1	95.1 ± 1.5	93.3 ± 2.4	95.4 ± 2.1	..	95.7 ± 0.3
Provincial	94.3 ± 0.7	96.0 ± 0.8	94.0 ± 0.9	93.1 ± 1.9	94.4 ± 1.8	94.0 ± 1.8	np	86.4 ± 5.8	94.3 ± 0.5
Remote	80.9 ± 10.7	98.1 ± 3.9	86.6 ± 5.2	85.2 ± 6.5	94.7 ± 3.6	93.7 ± 2.2	..	75.6 ± 15.3	85.3 ± 3.9
Very remote	64.2 ± 27.2	..	70.6 ± 11.1	62.6 ± 11.8	72.5 ± 15.6	np	..	36.7 ± 15.4	59.7 ± 7.0

Table 4A.81

Table 4A.81 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.5 ± 0.4	96.3 ± 0.5	94.5 ± 0.6	93.5 ± 1.1	94.7 ± 1.2	93.7 ± 1.4	95.4 ± 2.1	76.2 ± 7.0	95.0 ± 0.3

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

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

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

(d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.82

Table 4A.82 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students										
At or below the national minimum standard	%	40.2 ± 2.2	28.7 ± 3.9	56.0 ± 2.9	62.1 ± 3.5	58.5 ± 4.8	35.1 ± 6.4	36.7 ± 10.3	79.4 ± 5.3	52.3 ± 1.7
<i>Below the national minimum standard</i>	%	15.9 ± 1.7	10.6 ± 2.5	26.0 ± 2.9	31.2 ± 3.6	28.6 ± 4.7	12.3 ± 3.1	16.7 ± 7.4	59.0 ± 7.5	26.0 ± 1.8
<i>At the national minimum standard</i>	%	24.3 ± 2.0	18.1 ± 3.3	30.0 ± 2.7	30.9 ± 2.9	29.9 ± 5.0	22.8 ± 5.4	20.0 ± 9.3	20.4 ± 4.2	26.3 ± 1.1
In the medium levels (d)	%	47.5 ± 1.9	53.5 ± 4.2	38.7 ± 2.6	34.1 ± 3.5	36.0 ± 4.3	47.9 ± 6.1	53.5 ± 11.2	18.0 ± 4.6	39.6 ± 1.4
In the high levels (e)	%	12.3 ± 1.4	17.7 ± 3.3	5.4 ± 1.1	3.8 ± 1.2	5.5 ± 2.0	17.1 ± 4.9	9.8 ± 6.6	2.6 ± 1.2	8.1 ± 0.7
Non-Indigenous students										
At or below the national minimum standard	%	13.2 ± 0.6	11.8 ± 0.6	22.0 ± 0.9	18.6 ± 1.0	20.6 ± 1.3	18.5 ± 2.1	12.6 ± 2.1	23.0 ± 3.4	16.0 ± 0.4
In the medium levels (d)	%	47.1 ± 0.7	48.0 ± 0.7	55.7 ± 0.6	53.2 ± 1.0	53.7 ± 1.0	48.2 ± 2.1	47.7 ± 2.7	56.0 ± 3.6	50.3 ± 0.4
In the high levels (e)	%	39.5 ± 0.9	40.2 ± 1.0	22.3 ± 0.9	28.1 ± 1.3	25.7 ± 1.5	33.3 ± 2.6	39.6 ± 3.4	21.0 ± 3.2	33.8 ± 0.5
All students										
At or below the national minimum standard	%	14.4 ± 0.6	12.4 ± 0.6	24.3 ± 1.0	22.3 ± 1.2	22.1 ± 1.4	19.8 ± 2.1	13.3 ± 2.2	47.0 ± 6.2	17.8 ± 0.4
In the medium levels (d)	%	47.1 ± 0.7	47.8 ± 0.7	54.5 ± 0.7	51.7 ± 0.9	53.0 ± 1.0	48.8 ± 2.0	47.9 ± 2.7	39.4 ± 4.6	49.6 ± 0.4
In the high levels (e)	%	38.5 ± 0.9	39.7 ± 1.0	21.1 ± 0.9	25.9 ± 1.3	24.9 ± 1.4	31.4 ± 2.3	38.8 ± 3.4	13.6 ± 2.9	32.5 ± 0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.82 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.83

Table 4A.83 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
At or below the national minimum standard	%	43.3 ± 2.6	37.3 ± 4.4	58.7 ± 2.9	66.3 ± 3.4	58.5 ± 5.5	42.3 ± 6.3	41.9 ± 10.9	80.0 ± 4.6	55.0 ± 1.7
<i>Below the national minimum standard</i>	%	17.5 ± 2.3	13.1 ± 2.9	26.1 ± 3.0	32.6 ± 3.5	26.5 ± 4.6	14.2 ± 4.5	16.5 ± 8.3	54.5 ± 7.5	25.8 ± 1.7
<i>At the national minimum standard</i>	%	25.8 ± 1.8	24.2 ± 3.8	32.6 ± 2.1	33.7 ± 3.3	32.0 ± 5.1	28.1 ± 6.2	25.4 ± 13.3	25.5 ± 4.5	29.2 ± 1.1
In the medium levels (d)	%	48.2 ± 2.3	54.2 ± 4.3	38.0 ± 2.6	31.4 ± 3.1	38.7 ± 5.5	50.6 ± 5.9	49.9 ± 11.1	18.9 ± 4.5	40.0 ± 1.5
In the high levels (e)	%	8.5 ± 1.3	8.4 ± 2.1	3.4 ± 0.7	2.3 ± 0.8	2.7 ± 1.4	7.0 ± 2.6	8.2 ± 6.6	1.2 ± 0.9	5.1 ± 0.5
At or below the national minimum standard	%	14.5 ± 0.6	14.6 ± 0.6	22.5 ± 0.9	20.2 ± 1.1	23.4 ± 1.4	22.1 ± 2.3	14.3 ± 2.3	24.8 ± 3.4	17.7 ± 0.4
In the medium levels (d)	%	51.6 ± 0.7	57.2 ± 0.7	60.3 ± 0.6	59.9 ± 1.0	60.2 ± 1.0	58.1 ± 1.9	57.1 ± 2.5	59.4 ± 3.0	56.6 ± 0.4
In the high levels (e)	%	33.9 ± 1.1	28.2 ± 0.9	17.2 ± 0.8	19.9 ± 1.2	16.4 ± 1.2	19.8 ± 2.2	28.6 ± 3.2	15.8 ± 3.5	25.8 ± 0.5
At or below the national minimum standard	%	15.7 ± 0.6	15.2 ± 0.6	24.8 ± 1.0	24.0 ± 1.3	24.7 ± 1.5	24.6 ± 2.4	15.1 ± 2.4	47.0 ± 6.0	19.6 ± 0.4
In the medium levels (d)	%	51.4 ± 0.7	57.0 ± 0.7	58.9 ± 0.7	57.7 ± 1.0	59.4 ± 1.0	57.4 ± 1.9	56.8 ± 2.4	42.7 ± 4.7	55.7 ± 0.4
In the high levels (e)	%	32.8 ± 1.0	27.9 ± 0.9	16.3 ± 0.8	18.3 ± 1.1	16.0 ± 1.2	18.0 ± 2.1	28.1 ± 3.2	10.2 ± 2.6	24.7 ± 0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.83 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.84

Table 4A.84 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
					Indigenous students					
At or below the national minimum standard	%	51.0 ± 2.8	42.8 ± 4.9	52.1 ± 2.9	63.3 ± 3.9	60.0 ± 5.7	44.4 ± 5.6	42.5 ± 13.0	81.9 ± 6.4	54.8 ± 1.7
Below the national minimum standard	%	19.6 ± 2.1	14.6 ± 3.2	21.6 ± 2.5	28.3 ± 4.5	26.4 ± 5.4	17.0 ± 4.3	16.0 ± 8.1	55.8 ± 8.9	24.2 ± 1.7
At the national minimum standard	%	31.4 ± 2.2	28.2 ± 4.3	30.5 ± 1.9	35.0 ± 3.8	33.6 ± 4.5	27.4 ± 4.5	26.5 ± 9.8	26.1 ± 4.0	30.6 ± 1.3
In the medium levels (d)	%	42.2 ± 2.2	50.5 ± 5.6	42.4 ± 2.6	32.8 ± 3.9	37.0 ± 5.7	47.5 ± 4.8	53.5 ± 13.2	17.0 ± 5.7	39.7 ± 1.4
In the high levels (e)	%	6.8 ± 1.6	6.7 ± 2.3	5.6 ± 1.0	3.8 ± 1.8	2.9 ± 1.5	8.0 ± 2.5	4.0 ± 4.3	1.1 ± 1.0	5.4 ± 0.6
					Non-Indigenous students					
At or below the national minimum standard	%	17.1 ± 1.0	15.1 ± 1.0	16.5 ± 0.8	17.6 ± 1.4	20.4 ± 1.4	23.4 ± 3.1	15.6 ± 3.5	23.6 ± 5.2	16.9 ± 0.5
In the medium levels (d)	%	50.8 ± 1.2	55.2 ± 1.1	56.7 ± 0.7	55.6 ± 1.3	57.8 ± 1.2	56.6 ± 1.7	53.5 ± 3.6	59.1 ± 3.9	54.3 ± 0.5
In the high levels (e)	%	32.1 ± 1.8	29.8 ± 1.6	26.8 ± 1.1	26.7 ± 1.8	21.8 ± 1.5	20.1 ± 3.1	30.9 ± 5.8	17.4 ± 4.4	28.8 ± 0.8
					All students					
At or below the national minimum standard	%	18.6 ± 1.1	15.5 ± 1.0	18.8 ± 0.9	21.2 ± 1.6	21.7 ± 1.5	25.2 ± 3.4	16.3 ± 3.6	45.9 ± 8.0	18.6 ± 0.5
In the medium levels (d)	%	50.3 ± 1.1	55.0 ± 1.1	55.8 ± 0.7	54.1 ± 1.2	57.1 ± 1.2	55.9 ± 1.8	53.6 ± 3.5	42.5 ± 5.9	53.6 ± 0.5
In the high levels (e)	%	31.2 ± 1.7	29.4 ± 1.6	25.4 ± 1.1	24.7 ± 1.7	21.2 ± 1.5	18.9 ± 2.7	30.1 ± 5.7	11.5 ± 3.4	27.7 ± 0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.84 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished), 2009 *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.85

Table 4A.85 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students										
At or below the national minimum standard	%	51.9 ± 2.7	46.0 ± 4.5	59.0 ± 3.2	67.0 ± 4.1	61.9 ± 6.1	46.1 ± 5.4	44.3 ± 12.7	80.6 ± 5.4	58.2 ± 1.7
<i>Below the national minimum standard</i>	%	19.2 ± 2.0	16.2 ± 3.6	23.4 ± 3.4	32.6 ± 4.1	24.0 ± 4.6	15.2 ± 4.2	18.1 ± 9.3	54.8 ± 8.4	25.0 ± 1.8
<i>At the national minimum standard</i>	%	32.7 ± 2.0	29.8 ± 3.7	35.6 ± 1.9	34.4 ± 3.7	37.9 ± 5.4	30.9 ± 4.6	26.2 ± 9.9	25.8 ± 5.0	33.2 ± 1.1
In the medium levels (d)	%	42.7 ± 2.4	48.9 ± 4.7	37.9 ± 2.9	30.6 ± 4.0	36.6 ± 6.2	47.8 ± 4.9	50.1 ± 11.5	18.8 ± 5.4	38.0 ± 1.5
In the high levels (e)	%	5.5 ± 1.3	5.1 ± 1.7	3.0 ± 0.7	2.4 ± 0.9	1.6 ± 1.3	6.1 ± 2.7	5.7 ± 4.4	0.6 ± 0.6	3.8 ± 0.5
Non-Indigenous students										
At or below the national minimum standard	%	17.5 ± 1.1	15.0 ± 1.1	19.5 ± 1.3	19.3 ± 2.1	21.3 ± 2.6	22.9 ± 3.3	16.0 ± 3.5	22.0 ± 5.1	17.9 ± 0.6
In the medium levels (d)	%	52.6 ± 1.2	58.9 ± 1.3	61.2 ± 1.0	58.3 ± 1.7	60.2 ± 1.9	59.8 ± 2.0	54.0 ± 3.7	60.1 ± 3.7	57.4 ± 0.6
In the high levels (e)	%	29.8 ± 1.8	26.1 ± 1.8	19.2 ± 1.6	22.4 ± 2.7	18.5 ± 2.7	17.4 ± 3.3	30.1 ± 5.6	18.0 ± 5.0	24.7 ± 0.9
All students										
At or below the national minimum standard	%	18.9 ± 1.1	15.4 ± 1.1	22.0 ± 1.5	22.8 ± 2.3	22.7 ± 2.8	25.3 ± 3.5	16.5 ± 3.7	43.6 ± 7.5	19.8 ± 0.7
In the medium levels (d)	%	52.2 ± 1.2	58.5 ± 1.2	59.7 ± 1.0	56.5 ± 1.6	59.2 ± 1.9	58.7 ± 2.0	53.9 ± 3.7	44.6 ± 6.0	56.4 ± 0.6
In the high levels (e)	%	28.9 ± 1.7	26.1 ± 1.8	18.3 ± 1.6	20.6 ± 2.5	18.0 ± 2.7	16.0 ± 3.1	29.6 ± 5.5	11.7 ± 3.4	23.8 ± 0.9

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.85 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Source: MCEECDYA (2009 and unpublished), 2009 *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.86

Table 4A.86 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score										
Year 3										
Indigenous students	no.	344.4 ± 3.4	369.1 ± 6.1	317.2 ± 4.3	304.1 ± 5.3	312.4 ± 7.6	358.6 ± 8.5	344.9 ± 14.2	251.7 ± 16.3	320.5 ± 3.6
Non-Indigenous students	no.	407.7 ± 1.7	411.3 ± 1.6	376.4 ± 1.8	386.6 ± 2.4	381.8 ± 2.8	393.8 ± 4.8	409.8 ± 5.5	374.4 ± 5.7	397.7 ± 1.0
All students	no.	405.3 ± 1.7	410.8 ± 1.6	372.4 ± 1.9	379.7 ± 2.6	379.2 ± 2.9	390.0 ± 4.4	408.0 ± 5.5	322.4 ± 15.1	393.9 ± 1.0
Year 5										
Indigenous students	no.	439.5 ± 3.6	453.0 ± 5.5	417.0 ± 4.4	403.7 ± 4.8	415.6 ± 6.9	440.2 ± 7.1	443.2 ± 13.1	367.5 ± 11.1	420.5 ± 2.7
Non-Indigenous students	no.	503.9 ± 2.0	496.6 ± 1.5	474.1 ± 1.7	479.4 ± 2.2	472.4 ± 2.5	477.4 ± 4.4	497.1 ± 5.5	471.4 ± 6.2	490.3 ± 1.0
All students	no.	501.3 ± 2.0	496.1 ± 1.5	470.4 ± 1.8	472.9 ± 2.4	470.4 ± 2.6	472.8 ± 4.5	495.8 ± 5.6	429.6 ± 11.8	486.8 ± 1.0
Year 7										
Indigenous students	no.	482.2 ± 4.5	492.4 ± 5.1	480.1 ± 4.3	462.8 ± 6.1	466.8 ± 7.1	490.3 ± 7.7	487.3 ± 15.5	421.3 ± 12.8	474.4 ± 2.7
Non-Indigenous students	no.	551.8 ± 3.7	550.0 ± 2.9	543.9 ± 2.0	542.8 ± 3.2	534.0 ± 3.0	528.4 ± 6.6	551.2 ± 10.3	525.1 ± 7.7	547.0 ± 1.6
All students	no.	549.1 ± 3.7	549.2 ± 2.9	539.7 ± 2.1	536.3 ± 3.3	532.0 ± 3.1	525.1 ± 6.4	549.4 ± 10.4	485.2 ± 14.2	543.6 ± 1.6
Year 9										
Indigenous students	no.	532.0 ± 4.1	540.6 ± 5.6	520.4 ± 5.5	506.9 ± 6.5	515.7 ± 6.9	539.3 ± 7.4	540.9 ± 17.3	471.3 ± 14.5	520.2 ± 3.0
Non-Indigenous students	no.	599.3 ± 3.5	597.0 ± 3.3	583.5 ± 3.0	587.8 ± 5.0	580.8 ± 5.4	577.3 ± 6.7	601.7 ± 9.7	579.8 ± 9.8	592.4 ± 1.7
All students	no.	596.6 ± 3.5	596.8 ± 3.3	579.6 ± 3.1	581.5 ± 5.1	578.7 ± 5.6	572.9 ± 6.7	600.4 ± 9.7	539.7 ± 14.2	589.1 ± 1.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.86

Table 4A.86 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.87

Table 4A.87 Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3										
Indigenous students										
Exempt		2.0	5.6	2.3	1.1	2.2	2.9	4.9	1.4	2.1
Absent/withdrawn		6.2	10.5	7.7	16.6	17.3	4.2	7.8	13.8	9.7
Assessed		91.9	83.9	90.0	82.3	80.6	93.0	87.3	84.8	88.1
Non-Indigenous students										
Exempt		1.2	2.4	1.6	1.2	1.6	1.3	2.8	1.8	1.7
Absent/withdrawn		2.7	5.1	3.1	3.0	4.8	2.8	5.0	3.5	3.6
Assessed		96.0	92.4	95.3	95.8	93.5	95.9	92.2	94.8	94.7
All students										
Exempt		1.3	2.9	1.6	1.3	1.6	1.3	2.8	1.6	1.8
Absent/withdrawn		2.9	5.6	3.4	4.0	5.3	2.9	5.0	7.8	4.0
Assessed		95.8	91.5	95.0	94.7	93.0	95.8	92.1	90.6	94.2
Year 5										
Indigenous students										
Exempt		1.5	5.9	2.8	1.6	2.3	1.7	4.7	1.6	2.3
Absent/withdrawn		6.5	11.4	7.0	13.7	13.0	6.5	10.3	10.2	8.7
Assessed		92.0	82.7	90.2	84.7	84.7	91.8	85.0	88.2	89.0
Non-Indigenous students										
Exempt		1.1	2.2	1.6	1.3	1.6	1.3	2.0	2.2	1.6
Absent/withdrawn		2.4	5.0	2.8	2.5	4.1	2.8	3.9	2.1	3.3
Assessed		96.5	92.8	95.7	96.2	94.2	95.9	94.1	95.7	95.1
All students										
Exempt		1.1	2.6	1.6	1.3	1.7	1.3	2.1	2.0	1.7
Absent/withdrawn		2.6	5.2	3.0	3.3	4.5	3.1	4.0	5.5	3.6
Assessed		96.3	92.2	95.3	95.4	93.8	95.6	93.9	92.5	94.7
Year 7										
Indigenous students										
Exempt		1.3	2.5	2.3	1.5	2.8	0.9	1.1	0.4	1.7
Absent/withdrawn		10.3	14.1	6.8	15.6	12.6	11.6	26.3	13.1	10.5
Assessed		88.4	83.4	90.9	82.9	84.6	87.5	72.6	86.4	87.8
Non-Indigenous students										
Exempt		0.7	1.5	1.4	1.3	1.3	0.9	1.5	1.8	1.2
Absent/withdrawn		3.0	5.0	2.9	2.8	4.0	4.1	4.9	4.0	3.6
Assessed		96.3	93.5	95.7	95.9	94.7	95.0	93.7	94.2	95.2
All students										
Exempt		0.7	1.6	1.4	1.3	1.3	1.0	1.4	1.2	1.2
Absent/withdrawn		3.4	5.4	3.1	3.8	4.4	4.8	5.3	7.4	4.0
Assessed		95.9	93.0	95.4	95.0	94.3	94.2	93.3	91.4	94.8

Table 4A.87

Table 4A.87 Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2009 (per cent)
(a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 9										
Indigenous students										
Exempt		1.6	4.3	2.1	2.2	1.3	0.8	3.9	1.6	2.0
Absent/withdrawn		18.4	23.0	14.8	28.7	29.5	16.7	23.3	24.8	20.0
Assessed		80.1	72.7	83.1	69.1	69.2	82.4	72.8	73.6	78.1
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.5	1.4	0.9	2.0	2.2	1.2
Absent/withdrawn		5.1	7.9	5.2	3.7	7.6	7.4	7.3	5.4	6.0
Assessed		94.2	90.6	93.4	94.8	91.0	91.7	90.7	92.4	92.8
All students										
Exempt		0.7	1.7	1.5	1.5	1.4	0.9	2.0	2.0	1.3
Absent/withdrawn		5.7	8.6	5.8	5.3	8.5	8.3	7.7	12.5	6.7
Assessed		93.5	89.7	92.7	93.2	90.1	90.8	90.3	85.5	92.0

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.88

Table 4A.88 Participation rate in numeracy assessment, 2009, by Indigenous status (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students	93.8	89.5	92.3	83.4	82.7	95.8	92.2	86.2	90.3
Non-Indigenous students	97.3	94.9	96.9	97.0	95.2	97.2	95.0	96.5	96.4
All students	97.1	94.4	96.6	96.0	94.7	97.1	95.0	92.2	96.0
Year 5									
Indigenous students	93.5	88.6	93.0	86.3	87.0	93.5	89.7	89.8	91.3
Non-Indigenous students	97.6	95.0	97.2	97.5	95.9	97.2	96.1	97.9	96.7
All students	97.4	94.8	97.0	96.7	95.5	96.9	96.0	94.5	96.4
Year 7									
Indigenous students	89.7	85.9	93.2	84.4	87.4	88.4	73.7	86.9	89.5
Non-Indigenous students	97.0	95.0	97.1	97.2	96.0	95.9	95.1	96.0	96.4
All students	96.6	94.6	96.9	96.2	95.6	95.2	94.7	92.6	96.0
Year 9									
Indigenous students	81.6	77.0	85.2	71.3	70.5	83.3	76.7	75.2	80.0
Non-Indigenous students	94.9	92.1	94.8	96.3	92.4	92.6	92.7	94.6	94.0
All students	94.3	91.4	94.2	94.7	91.5	91.7	92.3	87.5	93.3

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

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEECDYA (2009), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne.

Table 4A.89 Proportion of students who achieved at or above the national minimum standard for numeracy, in years 3, 5, 7 and 9 by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	Year 3	Year 5	Year 7	Year 9
<i>Parental education (d)</i>				
Bachelor degree or above	98.1 ± 0.2	98.2 ± 0.2	98.7 ± 0.1	98.8 ± 0.1
Advanced diploma/diploma	96.5 ± 0.3	96.7 ± 0.3	97.4 ± 0.2	97.5 ± 0.3
Certificate I to IV (e)	94.4 ± 0.2	94.8 ± 0.2	95.6 ± 0.3	95.9 ± 0.3
Year 12 or equivalent	94.2 ± 0.4	94.3 ± 0.4	95.3 ± 0.4	95.7 ± 0.4
Year 11 or equivalent or below	87.5 ± 0.5	88.2 ± 0.5	89.3 ± 0.6	90.1 ± 0.6
Not stated (f)	90.1 ± 0.7	91.7 ± 0.5	91.5 ± 0.6	91.8 ± 0.7
<i>Parental occupation (g)</i>				
Senior management and qualified professionals	98.2 ± 0.2	98.2 ± 0.2	98.6 ± 0.2	98.7 ± 0.2
Other business managers and associated professionals	97.2 ± 0.2	97.4 ± 0.2	97.9 ± 0.2	98.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.3 ± 0.3	95.5 ± 0.2	96.3 ± 0.2	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.4	92.0 ± 0.4	92.8 ± 0.4	93.3 ± 0.4
Not in paid work in previous 12 months	86.5 ± 0.8	86.0 ± 0.8	86.2 ± 0.8	87.3 ± 0.9
Not stated (h)	89.3 ± 0.6	91.1 ± 0.5	91.1 ± 0.6	91.3 ± 0.7

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

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

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

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of students with parental education not stated was 17 per cent in year 3, 25 per cent in year 5, 19 per cent in year 7 and 21 per cent in year 9.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of students with parental education not stated was 20 per cent in year 3, 25 per cent in year 5, 22 per cent in year 7 and 24 per cent in year 9.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.90

Table 4A.90 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2
Male students	%	96.7 ± 0.3	95.8 ± 0.5	91.5 ± 0.7	94.0 ± 0.8	93.1 ± 1.0	96.6 ± 0.8	95.4 ± 1.7	76.8 ± 5.8	94.6 ± 0.2
Female students	%	97.1 ± 0.3	97.2 ± 0.3	92.5 ± 0.6	94.9 ± 0.6	94.4 ± 0.8	96.8 ± 0.8	97.3 ± 1.0	77.1 ± 5.6	95.5 ± 0.2
Indigenous students (e)	%	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7
Non Indigenous students (e)	%	97.3 ± 0.2	96.8 ± 0.3	93.3 ± 0.5	96.1 ± 0.6	94.6 ± 0.8	96.8 ± 0.6	96.7 ± 1.1	96.5 ± 1.3	96.0 ± 0.2
LBOTE students (f)	%	96.4 ± 0.5	95.4 ± 0.6	83.2 ± 2.7	93.0 ± 1.7	89.1 ± 4.1	90.3 ± 4.5	90.4 ± 6.4	51.2 ± 8.0	93.0 ± 0.6
2009										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	95.5 ± 1.1	95.6 ± 0.8	92.3 ± 1.9	92.3 ± 1.8	92.7 ± 1.9	93.9 ± 1.7	94.8 ± 1.7	70.4 ± 7.0	94.0 ± 1.3
Male students	%	95.2 ± 1.1	94.9 ± 0.8	91.8 ± 2.0	91.8 ± 1.9	92.5 ± 2.0	93.5 ± 1.8	94.0 ± 2.2	69.0 ± 7.3	93.5 ± 1.3
Female students	%	95.8 ± 1.1	96.4 ± 0.8	92.9 ± 1.9	92.8 ± 1.8	92.9 ± 1.9	94.3 ± 1.8	95.6 ± 1.6	71.9 ± 7.0	94.5 ± 1.3
Indigenous students (e)	%	84.1 ± 3.8	89.4 ± 3.6	74.0 ± 5.6	68.8 ± 6.2	71.5 ± 7.1	87.7 ± 4.6	83.3 ± 8.7	41.0 ± 8.5	74.0 ± 4.5
Non Indigenous students (e)	%	96.0 ± 1.0	96.1 ± 0.7	93.6 ± 1.7	94.5 ± 1.5	93.5 ± 1.7	94.4 ± 1.6	95.1 ± 1.6	92.4 ± 2.8	95.2 ± 1.1
LBOTE students (f)	%	95.2 ± 1.1	94.3 ± 1.0	86.1 ± 3.2	89.9 ± 2.7	88.4 ± 3.3	83.8 ± 6.5	89.4 ± 5.1	38.1 ± 9.4	92.3 ± 1.3

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.77.

Table 4A.90

Table 4A.90 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.91

Table 4A.91 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 4m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	94.4 ± 0.3	94.6 ± 0.3	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2
Male students	%	94.6 ± 0.4	94.5 ± 0.5	90.7 ± 0.6	91.5 ± 0.9	91.1 ± 1.1	91.8 ± 1.4	94.6 ± 1.4	70.2 ± 5.7	92.8 ± 0.3
Female students	%	94.2 ± 0.4	94.8 ± 0.5	90.1 ± 0.7	90.7 ± 0.9	89.9 ± 1.1	92.4 ± 1.3	95.2 ± 1.4	67.9 ± 6.3	92.5 ± 0.3
Indigenous students (e)	%	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7
Non Indigenous students (e)	%	95.2 ± 0.3	95.0 ± 0.3	92.0 ± 0.5	93.7 ± 0.6	91.7 ± 0.9	92.9 ± 1.1	95.3 ± 1.1	91.6 ± 2.2	94.0 ± 0.2
LBOTE students (f)	%	94.4 ± 0.7	93.5 ± 0.6	81.0 ± 3.1	89.7 ± 2.0	84.9 ± 3.9	83.9 ± 6.8	90.3 ± 5.7	40.5 ± 7.7	90.7 ± 0.7
2009										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 5m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	95.5 ± 1.1	95.5 ± 0.8	92.6 ± 1.8	92.8 ± 1.8	93.3 ± 1.8	93.2 ± 2.1	95.5 ± 1.5	73.5 ± 6.6	94.2 ± 1.3
Male students	%	95.3 ± 1.1	95.1 ± 0.8	92.8 ± 1.7	92.9 ± 1.8	93.4 ± 1.7	92.6 ± 2.3	95.2 ± 1.8	73.3 ± 7.1	94.0 ± 1.2
Female students	%	95.7 ± 1.1	95.8 ± 1.0	92.5 ± 1.9	92.6 ± 2.0	93.2 ± 2.0	93.8 ± 2.1	95.7 ± 1.6	73.8 ± 6.7	94.3 ± 1.4
Indigenous students (e)	%	82.5 ± 4.0	86.9 ± 4.1	73.9 ± 5.6	67.4 ± 6.3	73.5 ± 7.0	85.7 ± 5.5	83.6 ± 9.7	45.5 ± 8.9	74.2 ± 4.5
Non Indigenous students (e)	%	96.1 ± 1.0	95.9 ± 0.8	94.0 ± 1.5	95.0 ± 1.4	94.1 ± 1.6	94.1 ± 1.9	95.8 ± 1.4	92.9 ± 2.5	95.3 ± 1.1
LBOTE students (f)	%	95.6 ± 1.1	94.3 ± 1.0	86.8 ± 3.3	90.5 ± 2.6	89.2 ± 3.2	90.6 ± 4.4	92.6 ± 4.2	41.3 ± 9.4	92.9 ± 1.3

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.78.

Table 4A.91

Table 4A.91 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.92

Table 4A.92 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 1m	12y, 0m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 5m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2
Male students	%	96.1 ± 0.4	96.5 ± 0.5	94.9 ± 0.4	95.0 ± 0.7	94.7 ± 0.9	94.6 ± 1.6	96.9 ± 1.4	76.1 ± 7.0	95.4 ± 0.2
Female students	%	95.9 ± 0.4	96.5 ± 0.4	94.8 ± 0.5	94.5 ± 0.7	94.4 ± 0.8	95.9 ± 1.4	97.4 ± 1.3	75.7 ± 7.7	95.3 ± 0.2
Indigenous students (e)	%	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	50.2 ± 7.4	78.6 ± 1.7
Non Indigenous students (e)	%	96.6 ± 0.3	96.8 ± 0.4	95.9 ± 0.3	96.5 ± 0.4	95.4 ± 0.7	95.5 ± 1.2	97.3 ± 1.1	95.6 ± 2.0	96.4 ± 0.2
LBOTE students (f)	%	96.0 ± 0.8	95.8 ± 0.7	88.6 ± 2.2	93.3 ± 1.7	88.7 ± 3.3	93.5 ± 4.6	97.3 ± 1.9	54.2 ± 10.9	93.6 ± 0.6
2009										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 0m	12y, 2m	12y, 6m	12y, 10m	12y, 8m	12y, 5m	12y, 6m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	95.1 ± 1.1	96.0 ± 0.9	94.8 ± 1.1	93.6 ± 1.5	94.2 ± 1.4	93.0 ± 2.1	95.7 ± 1.8	74.8 ± 8.0	94.8 ± 1.1
Male students	%	95.0 ± 1.2	95.7 ± 0.9	94.5 ± 1.1	93.7 ± 1.5	94.3 ± 1.4	92.7 ± 2.3	95.3 ± 2.1	74.8 ± 8.0	94.7 ± 1.0
Female students	%	95.3 ± 1.2	96.4 ± 0.9	95.0 ± 1.1	93.4 ± 1.7	94.2 ± 1.6	93.4 ± 2.3	96.0 ± 1.9	74.7 ± 8.3	95.0 ± 1.1
Indigenous students (e)	%	80.4 ± 4.0	85.4 ± 4.3	78.5 ± 4.4	71.7 ± 6.8	73.6 ± 6.9	82.9 ± 5.0	84.0 ± 8.4	44.2 ± 10.1	75.8 ± 4.0
Non Indigenous students (e)	%	95.8 ± 1.0	96.3 ± 0.8	95.9 ± 0.9	95.4 ± 1.2	95.0 ± 1.3	93.9 ± 1.9	95.9 ± 1.7	93.8 ± 3.8	95.8 ± 0.9
LBOTE students (f)	%	95.7 ± 1.3	95.5 ± 1.1	90.1 ± 2.5	92.1 ± 2.4	90.0 ± 2.9	90.0 ± 6.8	93.8 ± 3.6	42.6 ± 13.5	93.9 ± 1.2

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.79.

Table 4A.92

Table 4A.92 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.93

Table 4A.93 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3
Male students	%	94.7 ± 0.5	95.1 ± 0.6	92.3 ± 0.9	92.5 ± 1.2	92.4 ± 1.8	92.6 ± 2.0	96.6 ± 1.7	74.5 ± 7.6	93.7 ± 0.4
Female students	%	94.6 ± 0.5	95.2 ± 0.6	92.5 ± 0.8	92.1 ± 1.2	91.6 ± 1.8	92.0 ± 1.8	96.6 ± 1.3	73.6 ± 8.0	93.6 ± 0.4
Indigenous students (e)	%	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0
Non Indigenous students (e)	%	95.4 ± 0.4	95.5 ± 0.5	93.8 ± 0.7	94.3 ± 0.9	93.7 ± 1.1	93.1 ± 1.5	96.9 ± 1.1	93.6 ± 2.6	94.8 ± 0.3
LBOTE students (f)	%	95.2 ± 0.8	94.8 ± 0.9	86.9 ± 3.3	92.2 ± 2.0	88.0 ± 4.5	90.8 ± 5.3	97.6 ± 2.5	56.6 ± 13.4	93.0 ± 0.7
2009										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	95.5 ± 1.0	96.3 ± 0.8	94.5 ± 1.2	93.5 ± 1.5	94.7 ± 1.5	93.7 ± 1.9	95.4 ± 2.2	76.2 ± 7.4	95.0 ± 1.0
Male students	%	95.3 ± 1.1	96.0 ± 0.8	94.1 ± 1.2	93.1 ± 1.7	94.6 ± 1.7	93.6 ± 2.0	95.6 ± 2.5	77.4 ± 7.4	94.7 ± 1.0
Female students	%	95.6 ± 1.0	96.6 ± 0.8	94.9 ± 1.2	94.0 ± 1.5	94.8 ± 1.6	93.7 ± 2.1	95.1 ± 2.3	74.9 ± 8.0	95.2 ± 1.0
Indigenous students (e)	%	80.9 ± 3.6	83.8 ± 4.6	76.5 ± 4.9	67.4 ± 5.9	76.0 ± 5.9	84.8 ± 5.2	81.9 ± 10.9	45.2 ± 9.3	75.0 ± 3.8
Non Indigenous students (e)	%	96.1 ± 0.9	96.7 ± 0.7	95.7 ± 1.0	95.5 ± 1.2	95.4 ± 1.4	94.6 ± 1.7	95.7 ± 2.1	94.4 ± 3.6	96.0 ± 0.8
LBOTE students (f)	%	95.8 ± 1.2	95.7 ± 1.0	88.4 ± 4.2	91.9 ± 3.3	90.7 ± 6.3	89.5 ± 7.9	93.5 ± 3.4	44.4 ± 13.4	93.9 ± 1.2

LBOTE =Language Background Other Than English.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.80.

Table 4A.93

Table 4A.93 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

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

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

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

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

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

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008									
Indigenous students									
Metropolitan	89.5 ± 1.7	93.5 ± 3.1	82.0 ± 3.4	83.8 ± 3.4	81.7 ± 6.5	94.7 ± 5.4	89.9 ± 8.5	..	85.9 ± 1.6
Provincial	88.7 ± 2.0	92.6 ± 3.2	79.6 ± 4.5	80.7 ± 6.7	78.6 ± 6.5	94.6 ± 3.1	np	86.7 ± 5.0	85.5 ± 1.7
Remote	80.9 ± 9.3	np	59.8 ± 11.6	75.3 ± 7.8	82.7 ± 16.3	np	..	68.3 ± 10.9	70.4 ± 5.5
Very remote	83.6 ± 13.6	..	51.4 ± 10.0	58.5 ± 7.5	68.3 ± 22.3	np	..	35.0 ± 7.0	47.5 ± 5.2
Total	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7
Non-Indigenous students									
Metropolitan	97.5 ± 0.2	96.7 ± 0.4	93.7 ± 0.5	96.4 ± 0.6	94.6 ± 1.0	96.8 ± 1.0	96.7 ± 1.1	..	96.2 ± 0.2
Provincial	97.0 ± 0.4	97.0 ± 0.5	92.8 ± 0.7	95.1 ± 1.0	94.8 ± 1.0	96.8 ± 0.8	np	96.4 ± 1.6	95.7 ± 0.3
Remote	97.2 ± 2.8	98.2 ± 3.5	91.7 ± 2.8	95.7 ± 1.7	93.4 ± 3.1	98.5 ± 4.4	..	96.6 ± 2.7	94.5 ± 1.2
Very remote	96.1 ± 5.5	..	90.4 ± 6.1	95.1 ± 3.0	92.9 ± 6.5	np	..	97.0 ± 2.7	93.4 ± 2.8
Total	97.3 ± 0.2	96.8 ± 0.3	93.3 ± 0.5	96.1 ± 0.6	94.6 ± 0.8	96.8 ± 0.6	96.7 ± 1.1	96.5 ± 1.3	96.0 ± 0.2
All students									
Metropolitan	97.1 ± 0.3	96.4 ± 0.4	93.1 ± 0.6	95.8 ± 0.7	94.0 ± 1.1	97.0 ± 0.9	96.4 ± 1.2	..	95.8 ± 0.2
Provincial	96.1 ± 0.4	96.6 ± 0.5	91.7 ± 0.8	93.9 ± 1.2	93.7 ± 1.2	96.5 ± 0.8	np	93.5 ± 2.8	94.8 ± 0.3
Remote	91.0 ± 5.1	98.2 ± 3.7	83.8 ± 5.4	90.9 ± 3.0	92.8 ± 3.1	96.4 ± 5.6	..	85.3 ± 6.8	88.5 ± 2.2
Very remote	90.3 ± 8.7	..	68.2 ± 8.9	75.3 ± 6.7	80.0 ± 11.3	np	..	44.5 ± 10.2	64.4 ± 5.2
Total	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2
2009									
Indigenous students									
Metropolitan	87.2 ± 4.0	90.4 ± 4.3	79.6 ± 5.5	79.4 ± 6.2	78.3 ± 7.3	86.8 ± 8.1	83.4 ± 8.9	..	83.0 ± 4.0

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Provincial	82.8 ± 4.1	88.5 ± 4.5	77.1 ± 5.9	78.5 ± 6.8	68.2 ± 9.9	88.3 ± 5.2	np	74.4 ± 8.0	80.5 ± 4.1
Remote	71.7 ± 10.6	np	58.8 ± 12.7	61.0 ± 10.6	np	np	..	49.5 ± 18.0	58.7 ± 9.2
Very remote	70.5 ± 17.8	..	52.5 ± 9.3	50.6 ± 8.5	47.8 ± 17.3	np	..	23.8 ± 7.9	40.1 ± 7.3
Total	84.1 ± 3.8	89.4 ± 3.6	74.0 ± 5.6	68.8 ± 6.2	71.5 ± 7.1	87.7 ± 4.6	83.3 ± 8.7	41.0 ± 8.5	74.0 ± 4.5
Non-Indigenous students									
Metropolitan	96.2 ± 0.9	96.1 ± 0.7	94.1 ± 1.6	94.7 ± 1.4	93.8 ± 1.8	94.1 ± 2.3	95.1 ± 1.7	..	95.4 ± 1.0
Provincial	95.4 ± 1.3	96.1 ± 1.0	92.6 ± 2.1	94.1 ± 1.9	93.0 ± 2.1	94.5 ± 1.7	np	91.5 ± 3.4	94.5 ± 1.4
Remote	95.3 ± 3.8	97.0 ± 5.9	94.1 ± 3.0	93.7 ± 3.0	92.4 ± 4.3	93.3 ± 10.6	..	94.1 ± 3.5	93.8 ± 2.2
Very remote	96.5 ± 6.3	..	87.2 ± 7.3	92.4 ± 4.9	94.2 ± 6.2	100.0 ± 0.0	..	96.4 ± 4.2	91.5 ± 3.8
Total	96.0 ± 1.0	96.1 ± 0.7	93.6 ± 1.7	94.5 ± 1.5	93.5 ± 1.7	94.4 ± 1.6	95.1 ± 1.6	92.4 ± 2.8	95.2 ± 1.1
All students									
Metropolitan	96.0 ± 1.0	95.6 ± 0.8	93.4 ± 1.7	93.9 ± 1.6	93.4 ± 1.8	93.8 ± 2.2	94.8 ± 1.7	..	94.9 ± 1.1
Provincial	94.2 ± 1.5	95.5 ± 1.0	91.3 ± 2.4	92.4 ± 2.2	91.7 ± 2.3	94.0 ± 1.8	np	88.3 ± 3.9	93.4 ± 1.6
Remote	87.7 ± 5.5	97.0 ± 5.8	86.3 ± 6.2	85.8 ± 5.0	91.8 ± 4.5	93.2 ± 8.3	..	73.2 ± 13.7	85.1 ± 4.1
Very remote	84.9 ± 14.0	..	68.6 ± 8.4	67.7 ± 8.4	70.5 ± 14.7	100.0 ± 0.3	..	35.1 ± 13.2	59.2 ± 7.0
Total	95.5 ± 1.1	95.6 ± 0.8	92.3 ± 1.9	92.3 ± 1.8	92.7 ± 1.9	93.9 ± 1.7	94.8 ± 1.7	70.4 ± 7.0	94.0 ± 1.3
Year 5									
2008									
Indigenous students									
Metropolitan	82.8 ± 2.7	86.5 ± 4.3	75.2 ± 3.7	72.7 ± 4.1	77.0 ± 5.7	84.7 ± 8.2	83.3 ± 8.6	..	78.5 ± 1.7
Provincial	77.8 ± 2.5	80.3 ± 4.6	74.0 ± 4.9	69.0 ± 7.1	63.9 ± 8.9	89.2 ± 4.2	np	70.6 ± 6.8	75.7 ± 2.1
Remote	58.8 ± 13.7	np	51.7 ± 11.8	59.5 ± 8.1	np	np	..	54.9 ± 12.0	56.3 ± 5.8
Very remote	52.1 ± 25.5	..	43.3 ± 9.4	39.8 ± 8.2	49.3 ± 19.6	np	..	20.3 ± 5.5	32.9 ± 4.3
Total	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	95.4 ± 0.4	95.1 ± 0.4	92.4 ± 0.6	94.2 ± 0.7	91.8 ± 1.2	93.5 ± 1.9	95.3 ± 1.1	..	94.4 ± 0.2
Provincial	94.6 ± 0.5	94.5 ± 0.6	91.7 ± 0.8	92.0 ± 1.2	91.5 ± 1.3	92.5 ± 1.6	np	91.1 ± 2.8	93.4 ± 0.3
Remote	93.7 ± 4.2	100.0 ± 0.0	89.9 ± 2.3	91.9 ± 2.6	92.3 ± 3.7	92.2 ± 12.7	..	92.6 ± 4.1	91.8 ± 1.3
Very remote	97.2 ± 3.8	..	91.1 ± 4.5	92.7 ± 3.9	88.6 ± 8.6	np	..	93.0 ± 5.9	92.2 ± 2.3
Total	95.2 ± 0.3	95.0 ± 0.3	92.0 ± 0.5	93.7 ± 0.6	91.7 ± 0.9	92.9 ± 1.1	95.3 ± 1.1	91.6 ± 2.2	94.0 ± 0.2
All students									
Metropolitan	95.0 ± 0.4	94.8 ± 0.4	91.5 ± 0.7	93.3 ± 0.8	91.1 ± 1.3	92.7 ± 2.0	95.0 ± 1.1	..	93.8 ± 0.3
Provincial	93.1 ± 0.6	94.0 ± 0.6	90.2 ± 1.0	90.2 ± 1.6	89.8 ± 1.6	91.7 ± 1.5	np	86.7 ± 3.7	91.9 ± 0.4
Remote	82.9 ± 7.4	100.0 ± 0.0	80.8 ± 5.6	84.4 ± 4.1	90.3 ± 4.0	89.1 ± 11.6	..	78.0 ± 8.8	83.4 ± 2.6
Very remote	79.8 ± 17.1	..	64.8 ± 9.9	62.2 ± 8.7	68.6 ± 13.7	np	..	30.2 ± 10.9	54.3 ± 5.6
Total	94.4 ± 0.3	94.6 ± 0.3	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2
2009									
Indigenous students									
Metropolitan	87.3 ± 3.4	88.1 ± 4.6	79.9 ± 5.3	79.2 ± 6.2	82.0 ± 7.0	82.4 ± 9.0	83.1 ± 10.4	..	83.2 ± 3.9
Provincial	80.4 ± 5.0	85.8 ± 5.0	78.5 ± 5.6	74.1 ± 7.6	69.4 ± 9.5	87.9 ± 5.0	np	81.0 ± 6.5	79.8 ± 4.3
Remote	66.8 ± 12.9	np	52.7 ± 13.6	61.5 ± 10.0	66.5 ± 19.7	np	..	50.7 ± 16.1	57.3 ± 8.7
Very remote	57.0 ± 27.2	..	49.8 ± 12.7	47.1 ± 9.4	47.2 ± 20.3	np	..	26.8 ± 9.1	40.3 ± 8.2
Total	82.5 ± 4.0	86.9 ± 4.1	73.9 ± 5.6	67.4 ± 6.3	73.5 ± 7.0	85.7 ± 5.5	83.6 ± 9.7	45.5 ± 8.9	74.2 ± 4.5
Non-Indigenous students									
Metropolitan	96.3 ± 0.9	96.0 ± 0.8	94.5 ± 1.5	95.3 ± 1.4	94.1 ± 1.7	95.1 ± 2.3	95.8 ± 1.4	..	95.6 ± 1.0
Provincial	95.5 ± 1.3	95.3 ± 1.1	93.0 ± 1.8	94.2 ± 2.0	93.9 ± 2.0	93.3 ± 2.2	np	92.8 ± 2.8	94.5 ± 1.4
Remote	95.3 ± 3.8	97.5 ± 5.4	91.4 ± 3.1	94.2 ± 2.6	94.7 ± 2.9	95.7 ± 7.0	..	92.0 ± 4.4	93.5 ± 2.1
Very remote	92.4 ± 6.0	..	90.4 ± 6.4	94.6 ± 3.3	91.7 ± 5.7	np	..	97.0 ± 4.1	92.8 ± 3.4

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	96.1 ± 1.0	95.9 ± 0.8	94.0 ± 1.5	95.0 ± 1.4	94.1 ± 1.6	94.1 ± 1.9	95.8 ± 1.4	92.9 ± 2.5	95.3 ± 1.1
All students									
Metropolitan	96.1 ± 1.0	95.7 ± 0.8	93.8 ± 1.6	94.5 ± 1.6	93.8 ± 1.7	93.8 ± 2.5	95.5 ± 1.5	..	95.2 ± 1.1
Provincial	94.1 ± 1.5	94.9 ± 1.1	91.8 ± 2.1	92.3 ± 2.4	92.7 ± 2.3	92.8 ± 2.3	np	90.6 ± 3.2	93.4 ± 1.6
Remote	85.3 ± 7.5	97.5 ± 5.4	82.9 ± 6.3	86.5 ± 4.9	93.0 ± 3.7	90.6 ± 11.9	..	73.1 ± 11.9	84.6 ± 3.9
Very remote	78.1 ± 17.4	..	68.3 ± 10.1	65.7 ± 9.5	71.0 ± 14.7	np	..	35.3 ± 12.5	59.5 ± 7.2
Total	95.5 ± 1.1	95.5 ± 0.8	92.6 ± 1.8	92.8 ± 1.8	93.3 ± 1.8	93.2 ± 2.1	95.5 ± 1.5	73.5 ± 6.6	94.2 ± 1.3
Year 7									
2008									
Indigenous students									
Metropolitan	87.5 ± 3.2	88.9 ± 4.6	87.3 ± 2.6	84.2 ± 3.6	82.6 ± 5.2	90.2 ± 4.8	90.3 ± 7.6	..	87.0 ± 1.4
Provincial	83.4 ± 2.9	87.0 ± 4.8	84.1 ± 3.7	81.7 ± 6.3	78.4 ± 8.3	93.5 ± 3.6	np	80.2 ± 6.9	83.9 ± 1.6
Remote	73.2 ± 12.2	np	69.2 ± 12.7	68.9 ± 9.6	np	np	..	62.7 ± 15.0	67.8 ± 6.7
Very remote	np	..	59.0 ± 10.0	53.8 ± 8.6	48.0 ± 18.1	np	..	34.9 ± 6.0	46.4 ± 5.6
Total	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	50.2 ± 7.4	78.6 ± 1.7
Non-Indigenous students									
Metropolitan	96.7 ± 0.4	97.0 ± 0.5	96.0 ± 0.4	96.6 ± 0.6	95.4 ± 0.9	95.9 ± 1.5	97.3 ± 1.1	..	96.5 ± 0.2
Provincial	96.2 ± 0.4	96.4 ± 0.7	95.9 ± 0.5	96.2 ± 0.8	95.4 ± 1.0	95.3 ± 1.8	np	94.8 ± 2.5	96.1 ± 0.3
Remote	90.6 ± 6.7	97.9 ± 3.4	94.4 ± 2.0	95.3 ± 1.8	96.1 ± 1.8	87.9 ± 5.1	..	98.4 ± 1.8	95.3 ± 1.1
Very remote	94.6 ± 10.7	..	94.5 ± 2.9	94.1 ± 3.3	93.5 ± 7.2	np	..	95.1 ± 3.6	94.4 ± 1.8
Total	96.6 ± 0.3	96.8 ± 0.4	95.9 ± 0.3	96.5 ± 0.4	95.4 ± 0.7	95.5 ± 1.2	97.3 ± 1.1	95.6 ± 2.0	96.4 ± 0.2
All students									
Metropolitan	96.4 ± 0.4	96.7 ± 0.5	95.6 ± 0.4	96.0 ± 0.6	94.9 ± 0.9	95.4 ± 1.7	97.1 ± 1.2	..	96.2 ± 0.2
Provincial	95.0 ± 0.6	96.1 ± 0.7	94.9 ± 0.6	95.0 ± 1.0	94.4 ± 1.1	95.2 ± 1.8	np	91.9 ± 3.6	95.1 ± 0.3

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Remote	82.4 ± 8.9	97.9 ± 3.8	89.0 ± 4.6	88.9 ± 3.8	93.9 ± 2.4	90.2 ± 4.5	..	83.4 ± 11.7	88.4 ± 2.7
Very remote	74.7 ± 25.9	..	73.2 ± 8.6	71.9 ± 7.2	67.0 ± 15.8	np	..	42.0 ± 9.9	62.2 ± 5.7
Total	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2
2009									
Indigenous students									
Metropolitan	84.6 ± 3.7	89.5 ± 4.7	82.9 ± 4.0	82.6 ± 7.3	78.6 ± 6.3	81.4 ± 7.2	84.0 ± 8.4	..	83.7 ± 3.3
Provincial	78.1 ± 4.9	81.8 ± 5.7	83.4 ± 4.3	77.7 ± 8.2	75.8 ± 9.4	83.7 ± 6.3	np	72.5 ± 11.4	79.7 ± 4.0
Remote	65.7 ± 14.4	np	65.3 ± 13.1	66.7 ± 13.0	np	np	..	43.1 ± 14.7	58.7 ± 8.9
Very remote	np	..	54.6 ± 11.5	51.8 ± 11.6	43.8 ± 22.9	np	..	26.9 ± 10.2	42.3 ± 8.4
Total	80.4 ± 4.0	85.4 ± 4.3	78.5 ± 4.4	71.7 ± 6.8	73.6 ± 6.9	82.9 ± 5.0	84.0 ± 8.4	44.2 ± 10.1	75.8 ± 4.0
Non-Indigenous students									
Metropolitan	96.1 ± 1.0	96.5 ± 0.8	96.1 ± 0.9	95.6 ± 1.2	95.0 ± 1.4	94.6 ± 2.4	95.9 ± 1.7	..	96.1 ± 0.9
Provincial	95.0 ± 1.3	95.8 ± 1.2	95.5 ± 1.1	94.8 ± 1.7	94.8 ± 1.8	93.4 ± 2.3	np	92.7 ± 5.0	95.2 ± 1.2
Remote	92.7 ± 5.7	96.5 ± 7.2	93.4 ± 2.8	95.2 ± 2.5	95.1 ± 2.8	89.2 ± 5.3	..	97.0 ± 2.9	94.6 ± 1.8
Very remote	93.8 ± 12.1	..	93.0 ± 4.5	95.1 ± 5.7	92.0 ± 7.6	np	..	96.9 ± 5.3	94.0 ± 3.4
Total	95.8 ± 1.0	96.3 ± 0.8	95.9 ± 0.9	95.4 ± 1.2	95.0 ± 1.3	93.9 ± 1.9	95.9 ± 1.7	93.8 ± 3.8	95.8 ± 0.9
All students									
Metropolitan	95.8 ± 1.0	96.3 ± 0.8	95.5 ± 1.0	95.0 ± 1.3	94.7 ± 1.4	93.5 ± 2.7	95.7 ± 1.8	..	95.7 ± 0.9
Provincial	93.4 ± 1.6	95.2 ± 1.3	94.6 ± 1.3	93.3 ± 2.1	93.9 ± 2.0	92.7 ± 2.5	np	89.0 ± 5.4	94.0 ± 1.4
Remote	81.9 ± 10.7	96.6 ± 7.1	86.3 ± 5.8	88.3 ± 4.7	94.3 ± 2.9	88.9 ± 4.7	..	72.1 ± 15.6	85.3 ± 4.1
Very remote	64.7 ± 33.1	..	71.7 ± 9.1	66.7 ± 9.9	67.5 ± 19.4	97.0 ± 7.9	..	38.6 ± 14.1	61.2 ± 7.3
Total	95.1 ± 1.1	96.0 ± 0.9	94.8 ± 1.1	93.6 ± 1.5	94.2 ± 1.4	93.0 ± 2.1	95.7 ± 1.8	74.8 ± 8.0	94.8 ± 1.1
Year 9									
2008									

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	82.6 ± 2.5	81.2 ± 5.2	77.1 ± 5.1	73.5 ± 6.0	75.8 ± 6.3	83.9 ± 7.8	83.8 ± 11.1	..	78.9 ± 2.5
Provincial	80.0 ± 2.8	76.0 ± 7.0	73.8 ± 4.4	70.7 ± 7.9	70.0 ± 11.5	90.8 ± 4.1	np	66.2 ± 8.6	76.2 ± 2.2
Remote	56.7 ± 19.4	np	67.2 ± 11.4	60.1 ± 9.0	np	np	..	56.0 ± 21.1	60.4 ± 8.1
Very remote	np	..	44.3 ± 16.2	50.2 ± 9.6	36.9 ± 19.3	np	..	24.8 ± 8.5	38.2 ± 7.2
Total	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0
Non-Indigenous students									
Metropolitan	95.5 ± 0.5	95.7 ± 0.6	94.1 ± 0.8	94.8 ± 1.0	94.0 ± 1.3	93.1 ± 2.9	96.9 ± 1.1	..	95.1 ± 0.3
Provincial	95.1 ± 0.6	95.1 ± 0.8	93.3 ± 0.9	92.8 ± 2.1	93.0 ± 1.7	93.1 ± 1.7	np	93.0 ± 3.2	94.2 ± 0.4
Remote	93.8 ± 3.2	97.5 ± 3.8	91.3 ± 2.7	91.6 ± 3.7	93.5 ± 3.0	83.1 ± 16.1	..	95.2 ± 3.4	92.6 ± 1.7
Very remote	99.4 ± 2.9	- ± -	92.4 ± 5.6	94.4 ± 3.5	97.1 ± 5.2	np	..	95.4 ± 3.2	94.5 ± 2.5
Total	95.4 ± 0.4	95.5 ± 0.5	93.8 ± 0.7	94.3 ± 0.9	93.7 ± 1.1	93.1 ± 1.5	96.9 ± 1.1	93.6 ± 2.6	94.8 ± 0.3
All students									
Metropolitan	95.1 ± 0.5	95.4 ± 0.7	93.2 ± 1.0	93.8 ± 1.2	92.5 ± 2.3	91.5 ± 3.5	96.6 ± 1.2	..	94.4 ± 0.4
Provincial	93.8 ± 0.7	94.5 ± 0.9	91.7 ± 1.0	91.0 ± 2.5	91.5 ± 2.1	93.1 ± 1.8	np	86.4 ± 3.9	92.9 ± 0.5
Remote	77.1 ± 13.4	97.6 ± 4.1	85.5 ± 4.7	83.4 ± 5.6	92.0 ± 3.9	82.6 ± 4.7	..	78.2 ± 15.2	84.1 ± 3.7
Very remote	81.9 ± 19.5	..	65.1 ± 15.6	67.0 ± 9.8	67.9 ± 17.1	np	..	35.3 ± 15.5	57.8 ± 8.0
Total	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3
2009									
Indigenous students									
Metropolitan	83.6 ± 3.7	84.0 ± 6.0	77.9 ± 6.5	77.1 ± 6.0	80.5 ± 7.1	83.4 ± 9.5	81.9 ± 10.9	..	80.7 ± 4.0
Provincial	80.5 ± 4.2	83.7 ± 6.2	80.3 ± 4.9	72.8 ± 7.8	76.7 ± 10.1	85.1 ± 5.6	np	61.3 ± 12.5	78.8 ± 4.0
Remote	64.2 ± 16.3	np	65.8 ± 13.1	61.3 ± 12.7	75.7 ± 9.8	np	..	49.1 ± 19.5	60.0 ± 9.4
Very remote	np	..	53.3 ± 13.9	46.5 ± 11.6	53.2 ± 18.8	np	..	24.8 ± 9.9	40.9 ± 8.2

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	80.9 ± 3.6	83.8 ± 4.6	76.5 ± 4.9	67.4 ± 5.9	76.0 ± 5.9	84.8 ± 5.2	81.9 ± 10.9	45.2 ± 9.3	75.0 ± 3.8
Non-Indigenous students									
Metropolitan	96.3 ± 0.9	96.8 ± 0.8	95.9 ± 1.0	95.7 ± 1.3	95.4 ± 1.7	94.4 ± 2.1	95.7 ± 2.1	..	96.2 ± 0.8
Provincial	95.7 ± 1.1	96.4 ± 1.0	95.3 ± 1.2	95.2 ± 1.9	95.2 ± 1.8	94.8 ± 2.1	np	93.7 ± 4.6	95.6 ± 1.0
Remote	94.6 ± 5.2	98.8 ± 3.6	94.2 ± 2.8	93.7 ± 3.2	96.5 ± 2.5	np	..	97.0 ± 3.1	95.0 ± 1.8
Very remote	93.0 ± 12.8	..	92.4 ± 4.7	92.2 ± 5.8	93.2 ± 6.7	np	..	94.8 ± 4.8	92.9 ± 3.2
Total	96.1 ± 0.9	96.7 ± 0.7	95.7 ± 1.0	95.5 ± 1.2	95.4 ± 1.4	94.6 ± 1.7	95.7 ± 2.1	94.4 ± 3.6	96.0 ± 0.8
All students									
Metropolitan	95.9 ± 1.0	96.5 ± 0.8	95.1 ± 1.2	94.9 ± 1.4	95.1 ± 1.8	93.3 ± 2.7	95.4 ± 2.2	..	95.7 ± 0.9
Provincial	94.3 ± 1.4	96.0 ± 1.1	94.0 ± 1.4	93.1 ± 2.4	94.4 ± 2.2	94.0 ± 2.2	np	86.4 ± 6.0	94.3 ± 1.2
Remote	80.9 ± 11.3	98.1 ± 4.1	86.6 ± 5.7	85.2 ± 6.9	94.7 ± 3.7	93.7 ± 4.0	..	75.6 ± 15.5	85.3 ± 4.4
Very remote	64.2 ± 27.2	..	70.6 ± 11.9	62.6 ± 12.5	72.5 ± 16.2	np	..	36.7 ± 15.9	59.7 ± 8.0
Total	95.5 ± 1.0	96.3 ± 0.8	94.5 ± 1.2	93.5 ± 1.5	94.7 ± 1.5	93.7 ± 1.9	95.4 ± 2.2	76.2 ± 7.4	95.0 ± 1.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.81.

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

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(e) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

.. Not applicable. np Not published.

Table 4A.94

Table 4A.94 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.95

Table 4A.95 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	35.3 ± 2.3	21.7 ± 4.3	56.8 ± 3.6	57.2 ± 4.2	49.1 ± 5.1	21.3 ± 4.8	33.8 ± 15.7	74.2 ± 5.1	48.9 ± 1.8
<i>Below the national minimum standard</i>	%	11.4 ± 1.4	7.0 ± 1.7	24.6 ± 3.2	24.5 ± 3.4	20.9 ± 4.2	5.5 ± 2.8	11.6 ± 9.2	47.5 ± 7.1	21.4 ± 1.7
<i>At the national minimum standard</i>	%	23.9 ± 2.0	14.7 ± 3.3	32.2 ± 2.2	32.7 ± 2.9	28.2 ± 4.6	15.8 ± 3.9	22.2 ± 11.8	26.7 ± 3.9	27.5 ± 1.0
In the medium levels (d)	%	52.2 ± 2.2	57.3 ± 5.4	38.7 ± 2.9	38.6 ± 4.0	44.4 ± 5.1	56.1 ± 5.2	54.6 ± 17.5	24.1 ± 4.8	43.0 ± 1.5
In the high levels (e)	%	12.5 ± 1.3	21.0 ± 4.2	4.7 ± 1.7	4.2 ± 1.1	6.6 ± 2.1	22.7 ± 4.8	11.6 ± 6.4	1.7 ± 0.8	8.2 ± 0.8
		Non-Indigenous students								
At or below the national minimum standard	%	10.8 ± 0.5	08.8 ± 0.4	23.2 ± 1.0	16.1 ± 1.0	16.4 ± 1.2	13.0 ± 1.6	10.5 ± 1.8	15.8 ± 3.1	13.9 ± 0.3
In the medium levels (d)	%	48.1 ± 0.7	48.1 ± 0.7	56.7 ± 0.8	56.6 ± 0.9	54.7 ± 1.2	51.7 ± 2.6	47.6 ± 2.7	57.8 ± 3.3	51.3 ± 0.4
In the high levels (e)	%	41.2 ± 0.9	43.0 ± 0.9	20.2 ± 0.9	27.3 ± 1.2	28.9 ± 1.6	35.4 ± 3.1	41.8 ± 3.2	26.3 ± 3.5	34.8 ± 0.5
		All students								
At or below the national minimum standard	%	11.9 ± 0.5	09.3 ± 0.5	25.6 ± 1.1	19.3 ± 1.2	18.1 ± 1.3	13.5 ± 1.6	11.3 ± 1.9	41.4 ± 6.1	15.8 ± 0.4
In the medium levels (d)	%	48.1 ± 0.7	48.1 ± 0.7	55.3 ± 0.8	55.3 ± 0.9	54.2 ± 1.2	52.3 ± 2.2	47.7 ± 2.8	43.0 ± 4.4	50.9 ± 0.4
In the high levels (e)	%	40.0 ± 0.9	42.6 ± 0.9	19.0 ± 0.9	25.5 ± 1.2	27.7 ± 1.6	34.3 ± 2.6	41.1 ± 3.2	15.5 ± 2.8	33.5 ± 0.5

2009

Indigenous students

Table 4A.95

Table 4A.95 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
At or below the national minimum standard	%	40.2 ± 5.6	28.7 ± 5.9	56.0 ± 6.1	62.1 ± 6.4	58.5 ± 6.7	35.1 ± 8.0	36.7 ± 11.7	79.4 ± 6.1	52.3 ± 5.1
<i>Below the national minimum standard</i>	%	15.9 ± 3.7	10.6 ± 3.1	26.0 ± 5.6	31.2 ± 6.2	28.6 ± 7.0	12.3 ± 4.3	16.7 ± 8.0	59.0 ± 8.7	26.0 ± 4.5
<i>At the national minimum standard</i>	%	24.3 ± 6.4	18.1 ± 5.8	30.0 ± 7.6	30.9 ± 7.9	29.9 ± 8.6	22.8 ± 7.8	20.0 ± 11.2	20.4 ± 6.6	26.3 ± 6.4
In the medium levels (d)	%	47.5 ± 6.0	53.5 ± 6.8	38.7 ± 6.1	34.1 ± 6.4	36.0 ± 6.5	47.9 ± 8.4	53.5 ± 12.8	18.0 ± 5.5	39.6 ± 5.4
In the high levels (e)	%	12.3 ± 3.0	17.7 ± 4.5	5.4 ± 1.8	3.8 ± 1.6	5.5 ± 2.5	17.1 ± 5.9	9.8 ± 7.1	2.6 ± 1.4	8.1 ± 1.9
							Non-Indigenous students			
At or below the national minimum standard	%	13.2 ± 2.6	11.8 ± 2.4	22.0 ± 4.1	18.6 ± 3.6	20.6 ± 3.9	18.5 ± 3.8	12.6 ± 3.0	23.0 ± 5.1	16.0 ± 3.0
In the medium levels (d)	%	47.1 ± 5.5	48.0 ± 5.7	55.7 ± 5.8	53.2 ± 5.7	53.7 ± 5.7	48.2 ± 5.8	47.7 ± 6.2	56.0 ± 6.8	50.3 ± 5.5
In the high levels (e)	%	39.5 ± 4.9	40.2 ± 5.3	22.3 ± 4.3	28.1 ± 4.6	25.7 ± 4.6	33.3 ± 5.2	39.6 ± 6.2	21.0 ± 5.3	33.8 ± 4.7
							All students			
At or below the national minimum standard	%	14.4 ± 2.7	12.4 ± 2.4	24.3 ± 4.2	22.3 ± 3.8	22.1 ± 3.9	19.8 ± 4.0	13.3 ± 3.1	47.0 ± 7.1	17.8 ± 3.1
In the medium levels (d)	%	47.1 ± 5.4	47.8 ± 5.7	54.5 ± 5.7	51.7 ± 5.5	53.0 ± 5.7	48.8 ± 5.8	47.9 ± 6.2	39.4 ± 6.3	49.6 ± 5.5
In the high levels (e)	%	38.5 ± 4.8	39.7 ± 5.2	21.1 ± 4.1	25.9 ± 4.3	24.9 ± 4.5	31.4 ± 5.0	38.8 ± 6.2	13.6 ± 4.0	32.5 ± 4.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.82.

Table 4A.95 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

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

Table 4A.96

Table 4A.96 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	52.7 ± 2.5	44.4 ± 4.3	64.5 ± 3.1	72.4 ± 3.0	65.3 ± 4.9	35.9 ± 6.0	56.3 ± 11.6	85.1 ± 3.9	62.3 ± 1.6
<i>Below the national minimum standard</i>	%	21.1 ± 1.9	16.7 ± 3.4	30.5 ± 3.1	38.3 ± 3.4	31.5 ± 5.2	12.2 ± 3.9	17.8 ± 8.0	61.7 ± 6.5	30.8 ± 1.7
<i>At the national minimum standard</i>	%	31.6 ± 2.2	27.7 ± 5.1	34.0 ± 2.0	34.1 ± 2.9	33.8 ± 5.5	23.7 ± 5.5	38.5 ± 9.5	23.4 ± 4.3	31.5 ± 1.1
In the medium levels (d)	%	42.2 ± 2.2	48.5 ± 4.9	33.0 ± 2.6	25.9 ± 3.0	32.5 ± 4.8	56.0 ± 5.3	40.2 ± 11.5	14.4 ± 3.9	34.4 ± 1.4
In the high levels (e)	%	5.0 ± 0.9	7.1 ± 2.3	2.6 ± 0.9	1.7 ± 0.7	2.1 ± 1.3	8.2 ± 2.9	3.6 ± 4.7	0.4 ± 0.5	3.4 ± 0.4
		Non-Indigenous students								
At or below the national minimum standard	%	19.1 ± 0.7	18.4 ± 0.7	28.6 ± 1.1	26.2 ± 1.3	29.4 ± 1.7	26.8 ± 2.5	19.1 ± 2.4	30.5 ± 4.0	22.6 ± 0.4
In the medium levels (d)	%	53.1 ± 0.7	55.4 ± 0.7	58.4 ± 0.7	59.0 ± 0.9	57.1 ± 1.2	57.2 ± 1.9	57.1 ± 2.1	57.7 ± 3.4	55.8 ± 0.4
In the high levels (e)	%	27.8 ± 1.0	26.1 ± 0.9	13.0 ± 0.8	14.8 ± 1.1	13.4 ± 1.2	15.9 ± 2.2	23.8 ± 3.1	11.9 ± 2.7	21.6 ± 0.5
		All students								
At or below the national minimum standard	%	20.6 ± 0.8	19.0 ± 0.7	31.3 ± 1.2	29.8 ± 1.5	31.3 ± 1.8	28.5 ± 2.5	20.0 ± 2.5	53.4 ± 5.6	24.8 ± 0.5
In the medium levels (d)	%	52.4 ± 0.7	55.2 ± 0.6	56.6 ± 0.8	56.6 ± 1.0	55.9 ± 1.3	56.5 ± 1.8	56.8 ± 2.0	39.3 ± 4.6	54.6 ± 0.4
In the high levels (e)	%	27.0 ± 1.0	25.8 ± 0.9	12.2 ± 0.7	13.8 ± 1.0	12.7 ± 1.1	15.0 ± 2.0	23.2 ± 3.1	7.2 ± 1.8	20.6 ± 0.5
2009										
		Indigenous students								
At or below the national minimum standard	%	43.3 ± 6.0	37.3 ± 7.0	58.7 ± 6.1	66.3 ± 6.0	58.5 ± 7.6	42.3 ± 8.6	41.9 ± 12.4	80.0 ± 5.8	55.0 ± 5.4

Table 4A.96

Table 4A.96 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
<i>Below the national minimum standard</i>	%	17.5 ± 4.0	13.1 ± 3.7	26.1 ± 5.6	32.6 ± 6.3	26.5 ± 6.9	14.2 ± 5.5	16.5 ± 9.1	54.5 ± 9.2	25.8 ± 4.5
<i>At the national minimum standard</i>	%	25.8 ± 6.5	24.2 ± 6.9	32.6 ± 7.4	33.7 ± 7.9	32.0 ± 8.8	28.1 ± 9.0	25.4 ± 15.0	25.5 ± 7.7	29.2 ± 6.6
In the medium levels (d)	%	48.2 ± 6.2	54.2 ± 7.3	38.0 ± 6.1	31.4 ± 6.0	38.7 ± 7.6	50.6 ± 8.5	49.9 ± 12.8	18.9 ± 5.7	40.0 ± 5.5
In the high levels (e)	%	8.5 ± 2.4	8.4 ± 3.2	3.4 ± 1.3	2.3 ± 1.1	2.7 ± 1.7	7.0 ± 3.0	8.2 ± 7.0	1.2 ± 1.0	5.1 ± 1.4
Non-Indigenous students										
At or below the national minimum standard	%	14.5 ± 2.9	14.6 ± 3.1	22.5 ± 4.3	20.2 ± 4.0	23.4 ± 4.7	22.1 ± 4.5	14.3 ± 3.8	24.8 ± 5.5	17.7 ± 3.4
In the medium levels (d)	%	51.6 ± 5.3	57.2 ± 5.6	60.3 ± 5.6	59.9 ± 5.6	60.2 ± 5.8	58.1 ± 5.8	57.1 ± 5.9	59.4 ± 6.3	56.6 ± 5.4
In the high levels (e)	%	33.9 ± 4.5	28.2 ± 4.7	17.2 ± 3.7	19.9 ± 4.1	16.4 ± 3.8	19.8 ± 4.3	28.6 ± 5.6	15.8 ± 4.9	25.8 ± 4.2
All students										
At or below the national minimum standard	%	15.7 ± 3.0	15.2 ± 3.1	24.8 ± 4.4	24.0 ± 4.2	24.7 ± 4.7	24.6 ± 4.8	15.1 ± 3.8	47.0 ± 7.2	19.6 ± 3.5
In the medium levels (d)	%	51.4 ± 5.2	57.0 ± 5.5	58.9 ± 5.5	57.7 ± 5.5	59.4 ± 5.8	57.4 ± 5.8	56.8 ± 5.9	42.7 ± 6.5	55.7 ± 5.3
In the high levels (e)	%	32.8 ± 4.4	27.9 ± 4.6	16.3 ± 3.5	18.3 ± 3.8	16.0 ± 3.7	18.0 ± 4.0	28.1 ± 5.5	10.2 ± 3.4	24.7 ± 4.0

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.83.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Table 4A.96 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.97

Table 4A.97 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	50.1 ± 2.5	45.9 ± 4.7	51.5 ± 3.9	62.7 ± 3.6	62.2 ± 5.5	30.9 ± 5.8	37.2 ± 11.1	79.3 ± 5.8	55.1 ± 1.8
	Indigenous students									
	%	15.5 ± 2.1	12.0 ± 2.9	18.2 ± 2.7	25.8 ± 3.9	24.1 ± 5.2	7.6 ± 2.7	9.6 ± 7.1	49.8 ± 7.5	21.4 ± 1.7
	At the national minimum standard									
	%	34.6 ± 2.2	33.9 ± 4.5	33.3 ± 2.9	36.9 ± 3.7	38.1 ± 4.7	23.3 ± 5.5	27.6 ± 9.9	29.5 ± 4.3	33.7 ± 1.2
In the medium levels (d)	%	42.2 ± 2.2	47.4 ± 4.5	40.8 ± 2.7	34.0 ± 3.4	34.2 ± 5.2	55.4 ± 5.2	49.9 ± 12.6	18.7 ± 5.2	38.5 ± 1.4
	Non-Indigenous students									
In the high levels (e)	%	7.7 ± 1.2	6.6 ± 2.0	7.7 ± 2.8	3.2 ± 1.0	3.6 ± 1.7	13.7 ± 3.6	12.9 ± 8.8	1.9 ± 1.1	6.4 ± 1.0
	All students									
At or below the national minimum standard	%	17.0 ± 1.0	15.1 ± 1.0	18.0 ± 0.8	19.1 ± 1.3	20.4 ± 1.5	20.7 ± 3.4	13.9 ± 3.0	20.9 ± 4.5	17.2 ± 0.5
	Indigenous students									
	%	49.6 ± 1.1	53.0 ± 1.0	54.5 ± 0.7	55.3 ± 1.0	54.8 ± 1.0	54.9 ± 2.2	51.4 ± 3.5	56.2 ± 3.0	52.7 ± 0.5
In the medium levels (d)	%	33.4 ± 1.7	31.9 ± 1.7	27.5 ± 1.1	25.5 ± 1.5	24.8 ± 1.7	24.4 ± 3.6	34.7 ± 5.6	22.8 ± 4.9	30.1 ± 0.8
	All students									
At or below the national minimum standard	%	18.5 ± 1.0	15.7 ± 1.0	20.3 ± 1.0	22.5 ± 1.4	22.2 ± 1.5	22.0 ± 3.5	14.5 ± 3.0	46.1 ± 8.5	19.2 ± 0.5
	Indigenous students									
	%	49.1 ± 1.1	52.8 ± 1.0	53.6 ± 0.7	53.9 ± 1.0	54.0 ± 1.1	54.8 ± 2.1	51.3 ± 3.4	40.3 ± 5.8	51.8 ± 0.5
In the high levels (e)	%	32.5 ± 1.7	31.5 ± 1.7	26.1 ± 1.1	23.6 ± 1.4	23.8 ± 1.6	23.2 ± 3.2	34.2 ± 5.5	13.6 ± 3.7	28.9 ± 0.8
	All students									

2009

Table 4A.97

Table 4A.97 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
At or below the national minimum standard	%	51.0 ± 5.2	42.8 ± 6.8	52.1 ± 5.1	63.3 ± 5.4	60.0 ± 7.3	44.4 ± 7.2	42.5 ± 14.1	81.9 ± 6.8	54.8 ± 4.4
Below the national minimum standard	%	19.6 ± 3.9	14.6 ± 4.1	21.6 ± 4.4	28.3 ± 6.8	26.4 ± 6.8	17.0 ± 5.1	16.0 ± 8.3	55.8 ± 10.2	24.2 ± 4.0
At the national minimum standard	%	31.4 ± 5.9	28.2 ± 6.9	30.5 ± 5.7	35.0 ± 7.4	33.6 ± 7.5	27.4 ± 6.9	26.5 ± 11.4	26.1 ± 6.8	30.6 ± 5.6
In the medium levels (d)	%	42.2 ± 5.0	50.5 ± 7.6	42.4 ± 5.0	32.8 ± 5.5	37.0 ± 7.2	47.5 ± 6.7	53.5 ± 14.3	17.0 ± 6.1	39.7 ± 4.4
In the high levels (e)	%	6.8 ± 2.0	6.7 ± 3.0	5.6 ± 1.6	3.8 ± 2.0	2.9 ± 1.7	8.0 ± 2.8	4.0 ± 4.5	1.1 ± 1.1	5.4 ± 1.3
Non-Indigenous students										
At or below the national minimum standard	%	17.1 ± 2.7	15.1 ± 2.6	16.5 ± 2.7	17.6 ± 3.0	20.4 ± 3.4	23.4 ± 4.5	15.6 ± 4.3	23.6 ± 6.2	16.9 ± 2.6
In the medium levels (d)	%	50.8 ± 4.2	55.2 ± 4.3	56.7 ± 4.3	55.6 ± 4.4	57.8 ± 4.4	56.6 ± 4.5	53.5 ± 5.5	59.1 ± 5.9	54.3 ± 4.2
In the high levels (e)	%	32.1 ± 3.7	29.8 ± 3.9	26.8 ± 3.6	26.7 ± 3.8	21.8 ± 3.5	20.1 ± 4.1	30.9 ± 6.7	17.4 ± 5.2	28.8 ± 3.4
All students										
At or below the national minimum standard	%	18.6 ± 2.8	15.5 ± 2.7	18.8 ± 2.9	21.2 ± 3.2	21.7 ± 3.4	25.2 ± 4.7	16.3 ± 4.4	45.9 ± 8.5	18.6 ± 2.7
In the medium levels (d)	%	50.3 ± 4.2	55.0 ± 4.3	55.8 ± 4.3	54.1 ± 4.3	57.1 ± 4.4	55.9 ± 4.6	53.6 ± 5.4	42.5 ± 6.9	53.6 ± 4.1
In the high levels (e)	%	31.2 ± 3.6	29.4 ± 3.8	25.4 ± 3.5	24.7 ± 3.6	21.2 ± 3.4	18.9 ± 3.9	30.1 ± 6.6	11.5 ± 3.9	27.7 ± 3.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.84.

Table 4A.97 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

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

Table 4A.98

Table 4A.98 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	54.9 ± 2.4	56.0 ± 4.5	61.7 ± 5.0	71.7 ± 3.3	69.5 ± 6.4	39.3 ± 6.7	44.0 ± 11.6	81.1 ± 5.3	61.9 ± 2.1
<i>Below the national minimum standard</i>	%	19.7 ± 2.1	21.6 ± 4.0	26.8 ± 3.6	33.8 ± 3.7	31.3 ± 5.9	11.4 ± 3.7	16.2 ± 11.1	53.9 ± 9.4	27.5 ± 2.0
<i>At the national minimum standard</i>	%	35.2 ± 2.2	34.4 ± 3.8	34.9 ± 2.9	37.9 ± 3.0	38.2 ± 6.4	27.9 ± 5.2	27.8 ± 12.3	27.2 ± 5.5	34.4 ± 1.4
In the medium levels (d)	%	39.8 ± 2.2	39.7 ± 4.6	34.5 ± 3.2	27.0 ± 3.2	28.6 ± 5.9	50.4 ± 6.2	45.9 ± 11.1	17.7 ± 5.1	34.2 ± 1.6
In the high levels (e)	%	5.3 ± 0.9	4.3 ± 1.9	3.7 ± 2.5	1.3 ± 0.8	2.0 ± 1.7	10.1 ± 3.5	10.1 ± 6.2	1.1 ± 0.9	3.8 ± 0.9
Non-Indigenous students										
At or below the national minimum standard	%	20.8 ± 1.1	19.4 ± 1.3	25.4 ± 1.6	25.0 ± 2.4	25.7 ± 2.6	29.2 ± 3.8	17.8 ± 3.8	25.0 ± 5.2	22.4 ± 0.7
In the medium levels (d)	%	50.8 ± 1.1	56.0 ± 1.2	56.9 ± 0.9	55.9 ± 1.5	57.4 ± 1.8	54.5 ± 2.2	53.2 ± 3.0	57.0 ± 5.1	54.6 ± 0.6
In the high levels (e)	%	28.3 ± 1.7	24.7 ± 1.9	17.6 ± 1.5	19.0 ± 2.4	16.8 ± 2.4	16.4 ± 3.0	29.0 ± 5.3	18.0 ± 5.3	23.2 ± 0.9
All students										
At or below the national minimum standard	%	22.4 ± 1.2	20.1 ± 1.3	28.0 ± 1.7	28.4 ± 2.6	28.3 ± 3.0	30.2 ± 4.0	18.5 ± 3.9	47.9 ± 7.7	24.3 ± 0.7
In the medium levels (d)	%	50.3 ± 1.0	55.6 ± 1.2	55.4 ± 1.0	54.2 ± 1.5	55.9 ± 1.9	53.9 ± 2.2	53.0 ± 3.0	41.0 ± 5.7	53.5 ± 0.6
In the high levels (e)	%	27.5 ± 1.7	24.4 ± 1.8	16.6 ± 1.5	17.4 ± 2.2	15.8 ± 2.3	15.9 ± 2.9	28.5 ± 5.3	11.0 ± 4.0	22.1 ± 0.9
2009										
At or below the national minimum standard	%	51.9 ± 5.1	46.0 ± 6.5	59.0 ± 5.4	67.0 ± 5.5	61.9 ± 7.8	46.1 ± 6.8	44.3 ± 13.7	80.6 ± 5.9	58.2 ± 4.5

Table 4A.98

Table 4A.98 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	19.2 ± 3.6	16.2 ± 4.3	23.4 ± 5.0	32.6 ± 5.9	24.0 ± 6.0	15.2 ± 5.2	18.1 ± 9.8	54.8 ± 9.5	25.0 ± 3.8
<i>At the national minimum standard</i>	%	32.7 ± 5.8	29.8 ± 6.5	35.6 ± 6.1	34.4 ± 6.9	37.9 ± 8.3	30.9 ± 7.0	26.2 ± 11.7	25.8 ± 7.1	33.2 ± 5.6
In the medium levels (d)	%	42.7 ± 5.0	48.9 ± 6.6	37.9 ± 5.2	30.6 ± 5.4	36.6 ± 7.8	47.8 ± 6.6	50.1 ± 12.7	18.8 ± 5.9	38.0 ± 4.4
In the high levels (e)	%	5.5 ± 1.6	5.1 ± 2.0	3.0 ± 1.0	2.4 ± 1.1	1.6 ± 1.4	6.1 ± 3.1	5.7 ± 4.5	0.6 ± 0.7	3.8 ± 0.9
Non-Indigenous students										
At or below the national minimum standard	%	17.5 ± 2.8	15.0 ± 2.7	19.5 ± 3.3	19.3 ± 3.5	21.3 ± 4.2	22.9 ± 4.7	16.0 ± 4.2	22.0 ± 6.1	17.9 ± 2.8
In the medium levels (d)	%	52.6 ± 3.9	58.9 ± 4.1	61.2 ± 4.2	58.3 ± 4.2	60.2 ± 4.5	59.8 ± 4.5	54.0 ± 5.4	60.1 ± 5.5	57.4 ± 3.9
In the high levels (e)	%	29.8 ± 3.4	26.1 ± 3.7	19.2 ± 3.3	22.4 ± 3.9	18.5 ± 3.8	17.4 ± 4.2	30.1 ± 6.4	18.0 ± 5.6	24.7 ± 3.1
All students										
At or below the national minimum standard	%	18.9 ± 2.9	15.4 ± 2.7	22.0 ± 3.5	22.8 ± 3.7	22.7 ± 4.3	25.3 ± 4.9	16.5 ± 4.4	43.6 ± 8.0	19.8 ± 2.9
In the medium levels (d)	%	52.2 ± 3.9	58.5 ± 4.1	59.7 ± 4.1	56.5 ± 4.1	59.2 ± 4.5	58.7 ± 4.5	53.9 ± 5.3	44.6 ± 6.9	56.4 ± 3.9
In the high levels (e)	%	28.9 ± 3.3	26.1 ± 3.7	18.3 ± 3.2	20.6 ± 3.6	18.0 ± 3.7	16.0 ± 3.9	29.6 ± 6.3	11.7 ± 3.8	23.8 ± 3.0

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.85.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Table 4A.98 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.

Table 4A.99

Table 4A.99 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score										
2008										
Year 3										
Indigenous	no.	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
Non-Indigenous	no.	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
All students	no.	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
Year 5										
Indigenous	no.	424.9 ± 3.2	440.6 ± 5.4	406.8 ± 5.2	393.0 ± 4.6	409.1 ± 6.8	447.4 ± 7.6	428.5 ± 14.0	355.9 ± 10.0	408.0 ± 2.8
Non-Indigenous	no.	490.5 ± 1.9	490.3 ± 1.6	462.3 ± 1.9	466.5 ± 2.3	462.9 ± 2.7	467.5 ± 4.5	485.3 ± 5.6	459.4 ± 5.4	479.5 ± 1.0
All students	no.	487.8 ± 2.0	489.7 ± 1.7	458.2 ± 2.1	460.7 ± 2.5	460.4 ± 2.8	464.6 ± 4.4	483.8 ± 5.8	416.3 ± 11.0	475.9 ± 1.1
Year 7										
Indigenous	no.	485.6 ± 3.5	492.9 ± 5.7	483.2 ± 7.6	463.2 ± 5.2	468.7 ± 7.0	512.3 ± 7.6	504.7 ± 14.3	428.3 ± 11.3	476.2 ± 3.4
Non-Indigenous	no.	554.1 ± 3.7	553.2 ± 3.0	543.2 ± 2.2	539.5 ± 2.8	539.2 ± 3.1	536.9 ± 7.5	557.5 ± 10.1	534.2 ± 9.3	548.6 ± 1.6
All students	no.	551.3 ± 3.7	552.3 ± 3.1	539.0 ± 2.3	533.7 ± 3.0	536.2 ± 3.3	533.8 ± 7.3	556.2 ± 10.1	488.1 ± 15.8	545.0 ± 1.6
Year 9										
Indigenous	no.	528.3 ± 3.5	530.2 ± 6.1	515.9 ± 9.1	500.6 ± 5.3	508.8 ± 8.2	551.0 ± 9.5	546.5 ± 14.6	470.5 ± 15.9	515.1 ± 4.0
Non-Indigenous	no.	594.3 ± 3.5	591.5 ± 3.6	574.7 ± 3.3	576.4 ± 5.1	574.6 ± 5.1	570.2 ± 7.2	596.0 ± 10.2	575.4 ± 10.6	585.7 ± 1.8
All students	no.	591.4 ± 3.5	590.7 ± 3.7	570.7 ± 3.5	570.7 ± 5.2	571.1 ± 5.4	568.0 ± 7.2	594.9 ± 10.3	532.6 ± 17.2	582.2 ± 1.8
2009										
Year 3										

Table 4A.99

Table 4A.99 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous	no.	344.4 ± 10.0	369.1 ± 11.2	317.2 ± 10.3	304.1 ± 10.8	312.4 ± 12.1	358.6 ± 12.7	344.9 ± 17.0	251.7 ± 18.8	320.5 ± 10.1
Non-Indigenous	no.	407.7 ± 9.6	411.3 ± 9.6	376.4 ± 9.6	386.6 ± 9.7	381.8 ± 9.8	393.8 ± 10.5	409.8 ± 10.9	374.4 ± 11.0	397.7 ± 9.5
All students	no.	405.3 ± 9.6	410.8 ± 9.6	372.4 ± 9.6	379.7 ± 9.8	379.2 ± 9.8	390.0 ± 10.4	408.0 ± 10.9	322.4 ± 17.8	393.9 ± 9.5
Year 5										
Indigenous	no.	439.5 ± 9.3	453.0 ± 10.3	417.0 ± 9.7	403.7 ± 9.9	415.6 ± 11.1	440.2 ± 11.1	443.2 ± 15.7	367.5 ± 14.1	420.5 ± 9.0
Non-Indigenous	no.	503.9 ± 8.9	496.6 ± 8.8	474.1 ± 8.8	479.4 ± 8.9	472.4 ± 9.0	477.4 ± 9.7	497.1 ± 10.2	471.4 ± 10.6	490.3 ± 8.7
All students	no.	501.3 ± 8.9	496.1 ± 8.8	470.4 ± 8.8	472.9 ± 9.0	470.4 ± 9.0	472.8 ± 9.7	495.8 ± 10.3	429.6 ± 14.6	486.8 ± 8.7
Year 7										
Indigenous	no.	482.2 ± 8.2	492.4 ± 8.6	480.1 ± 8.1	462.8 ± 9.2	466.8 ± 9.9	490.3 ± 10.3	487.3 ± 16.9	421.3 ± 14.5	474.4 ± 7.4
Non-Indigenous	no.	551.8 ± 7.8	550.0 ± 7.5	543.9 ± 7.2	542.8 ± 7.6	534.0 ± 7.5	528.4 ± 9.5	551.2 ± 12.4	525.1 ± 10.4	547.0 ± 7.1
All students	no.	549.1 ± 7.8	549.2 ± 7.5	539.7 ± 7.2	536.3 ± 7.6	532.0 ± 7.5	525.1 ± 9.4	549.4 ± 12.4	485.2 ± 15.8	543.6 ± 7.1
Year 9										
Indigenous	no.	532.0 ± 7.7	540.6 ± 8.6	520.4 ± 8.5	506.9 ± 9.1	515.7 ± 9.4	539.3 ± 9.8	540.9 ± 18.4	471.3 ± 15.9	520.2 ± 7.1
Non-Indigenous	no.	599.3 ± 7.4	597.0 ± 7.3	583.5 ± 7.2	587.8 ± 8.2	580.8 ± 8.4	577.3 ± 9.3	601.7 ± 11.6	579.8 ± 11.7	592.4 ± 6.7
All students	no.	596.6 ± 7.4	596.8 ± 7.3	579.6 ± 7.2	581.5 ± 8.3	578.7 ± 8.6	572.9 ± 9.3	600.4 ± 11.7	539.7 ± 15.6	589.1 ± 6.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.87. Readers are urged to be cautious when comparing results.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.99

Table 4A.99 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 \pm 2.7). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.86.

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

Table 4A.100

Table 4A.100 Proportion of year 6 students achieving at or above the proficient standard in science literacy (per cent)
(a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
<i>Proficient standard or above (a)</i>	57.4 ± 4.3	58.3 ± 5.0	49.2 ± 3.8	46.6 ± 4.7	51.6 ± 4.7	57.4 ± 5.5	62.0 ± 5.6	38.4 ± 6.5	54.3 ± 2.1
2009									
Level 3.1	38.3 ± 4.2	38.6 ± 3.6	40.7 ± 3.4	37.6 ± 3.5	43.0 ± 4.0	39.0 ± 4.0	32.5 ± 4.0	35.1 ± 5.4	39.0 ± 1.7
Level 3.2	43.8 ± 3.9	48.0 ± 4.1	42.7 ± 3.3	46.2 ± 3.8	41.1 ± 4.3	43.2 ± 5.5	49.3 ± 4.0	29.2 ± 6.3	44.5 ± 1.8
Level 3.3	9.0 ± 3.0	6.5 ± 1.7	6.0 ± 1.7	7.0 ± 1.7	5.3 ± 1.6	6.5 ± 2.2	11.8 ± 3.1	4.4 ± 2.6	7.2 ± 1.1
Level 4 or above	0.2 ± 0.3	0.1 ± 0.1	0.1 ± 0.2	0.1 ± 0.2	0.0 ± 0.2	0.1 ± 0.3	0.2 ± 0.3	0.0 ± 0.2	0.1 ± 0.1
<i>Proficient standard or above (a)</i>	53.0 ± 5.0	54.6 ± 4.6	48.8 ± 3.8	53.3 ± 4.5	46.5 ± 5.0	49.8 ± 6.0	61.2 ± 4.8	33.6 ± 7.5	51.9 ± 2.2

(a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

(b) Results for 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.

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

Source: ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney.

Table 4A.101 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by geolocation (per cent) (a), (b), (c), (d)**

<i>Level</i>	<i>3.1</i>	<i>3.2</i>	<i>3.3</i>	<i>4 or above</i>	<i>At or above proficient standard</i>
2006					
Metropolitan areas	36.7	44.3	10.4	0.7	55.4
Provincial areas	38.2	45.3	7.9	0.2	53.4
Remote and very remote areas	38.0	31.1	4.3	0.1	35.5
All locations	37.0	44.2	9.6	0.5	54.3 ± 2.1
2009					
Metropolitan areas	38.1 ± 2.0	45.5 ± 2.1	7.8 ± 1.4	0.1 ± 0.1	53.4 ± 2.6
Provincial areas	41.9 ± 3.4	43.5 ± 3.3	6.0 ± 1.5	0.1 ± 0.1	49.5 ± 4.1
Remote and very remote areas	37.9 ± 8.4	29.6 ± 7.2	4.1 ± 3.7	0.2 ± 0.5	33.9 ± 8.2
All locations	39.0 ± 1.7	44.5 ± 1.8	7.2 ± 1.1	0.1 ± 0.1	51.9 ± 2.2

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

Source: ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney.

Table 4A.102 Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
Non-Indigenous students	54.7 ± 2.2
LBOTE students (d)	na
2009	
Male students	52.3 ± 2.6
Female students	51.7 ± 2.6
Indigenous students	19.6 ± 6.0
Non-Indigenous students	53.9 ± 2.3
LBOTE students	48.9 ± 4.9

(a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

(b) Results for 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.

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

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

na Not available.

Source: ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney.

Table 4A.103 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Year 6									
1 or above	91.7 ± 3.3	93.0 ± 2.8	85.1 ± 3.4	83.3 ± 4.0	85.2 ± 5.2	87.3 ± 4.5	92.0 ± 2.3	80.8 ± 5.2	89.2 ± 1.6
2 or above (a)	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
3 or above	12.1 ± 4.0	9.2 ± 2.4	2.9 ± 1.7	4.7 ± 1.9	4.7 ± 2.1	7.3 ± 2.5	11.8 ± 3.5	4.8 ± 2.5	8.1 ± 1.5
4 or above	0.1 ± 0.2	0.1 ± 0.2	0.1 ± 0.1	0.1 ± 0.0	–	0.1 ± 0.2	0.2 ± 0.3	0.1 ± 0.2	0.1 ± 0.1
Year 10									
1 or above	97.9 ± 1.2	95.5 ± 2.0	94.0 ± 2.7	94.7 ± 2.7	92.7 ± 3.6	95.0 ± 2.8	96.5 ± 2.5	95.7 ± 3.9	95.7 ± 0.9
2 or above	86.6 ± 2.3	79.3 ± 5.3	73.9 ± 5.8	78.7 ± 4.6	74.1 ± 5.5	78.9 ± 5.6	84.8 ± 5.4	78.8 ± 9.0	80.4 ± 1.9
3 or above (a)	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
4 or above	7.0 ± 2.4	5.1 ± 2.4	2.3 ± 1.2	3.8 ± 2.1	1.4 ± 1.0	4.0 ± 2.1	8.0 ± 3.4	5.0 ± 4.4	4.8 ± 1.1
5 or above	0.3 ± 0.3	0.1 ± 0.0	–	0.1 ± 0.1	0.0 ± 0.1	0.1 ± 0.0	0.3 ± 0.5	0.2 ± 0.1	0.1 ± 0.1
2007									
Year 6									
1 or above	93.5 ± 2.4	92.1 ± 2.5	83.0 ± 3.8	82.0 ± 3.4	85.6 ± 3.9	84.8 ± 4.4	91.4 ± 4.3	57.5 ± 8.3	88.7 ± 1.3
2 or above (a)	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
3 or above	13.9 ± 3.0	10.4 ± 2.4	6.4 ± 2.6	4.4 ± 2.1	7.3 ± 3.1	11.7 ± 4.7	14.8 ± 5.8	4.7 ± 2.2	9.9 ± 1.2
4 or above	0.5 ± 0.6	0.1 ± 0.3	0.1 ± 0.3	0.1 ± 0.2	0.2 ± 0.4	0.4 ± 0.8	0.5 ± 0.8	0.1 ± 0.2	0.3 ± 0.2
Year 10									
1 or above	97.0 ± 2.9	95.6 ± 3.3	96.9 ± 2.1	94.2 ± 4.1	96.6 ± 2.3	93.8 ± 3.2	95.7 ± 3.1	91.2 ± 5.8	96.2 ± 1.4
2 or above	84.6 ± 5.0	78.9 ± 5.9	77.7 ± 5.4	75.1 ± 7.2	83.1 ± 6.7	73.9 ± 5.2	84.6 ± 5.9	75.6 ± 11.9	80.4 ± 2.8
3 or above (a)	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
4 or above	12.6 ± 3.8	5.2 ± 1.7	2.8 ± 1.6	3.6 ± 1.7	5.8 ± 2.9	6.2 ± 3.4	10.6 ± 3.1	3.7 ± 3.4	7.1 ± 1.4
5 or above	0.4 ± 0.5	0.2 ± 0.4	–	–	0.1 ± 0.5	0.3 ± 0.5	0.2 ± 0.4	0.0 ± 0.2	0.2 ± 0.2

Table 4A.103 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

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

Table 4A.104 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by geolocation, Australia (per cent) (a), (b), (c)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
2004					
Year 6					
Metropolitan	90.5 ± 1.8	53.5 ± 1.9	9.4 ± 1.0	0.1 ± 0.1	..
Provincial	86.6 ± 3.3	42.3 ± 2.4	5.2 ± 0.8	0.1 ± 0.1	..
Remote	85.2 ± 10.9	42.2 ± 10.9	5.4 ± 2.7	0.1 ± 0.1	..
All locations	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Metropolitan	95.6 ± 1.1	80.4 ± 1.3	40.2 ± 1.9	5.1 ± 0.7	0.1 ± 0.1
Provincial	96.3 ± 1.6	80.9 ± 1.9	37.4 ± 2.8	4.0 ± 0.8	0.1 ± 0.1
Remote	93.7 ± 10.6	69.6 ± 15.5	25.6 ± 10.9	2.0 ± 1.6	0.1 ± 0.1
All locations	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1
2007					
Year 6					
Metropolitan	90.5 ± 1.5	56.6 ± 3.3	11.1 ± 1.6	0.3 ± 0.3	..
Provincial	86.2 ± 3.2	47.9 ± 5.9	7.5 ± 2.3	0.1 ± 0.3	..
Remote	67.0 ± 11.4	28.3 ± 11.6	2.1 ± 2.3	0.0 ± 0.1	..
All locations	88.7 ± 1.3	53.4 ± 2.8	9.9 ± 1.2	0.3 ± 0.2	..
Year 10					
Metropolitan	96.7 ± 1.6	82.2 ± 3.2	43.3 ± 3.2	8.0 ± 1.9	0.2 ± 0.2
Provincial	94.9 ± 2.5	75.9 ± 6.2	37.0 ± 7.1	4.7 ± 2.2	0.1 ± 0.2
Remote	87.4 ± 19.1	60.7 ± 17.4	23.5 ± 12.1	1.6 ± 3.8	0.0 ± 0.0
All locations	96.2 ± 1.4	80.4 ± 2.8	41.5 ± 2.6	7.1 ± 1.4	0.2 ± 0.2

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

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

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

.. Not applicable.

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

Table 4A.105

Table 4A.105 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent) (a), (b)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
2004					
Year 6					
Male students	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	..
Female students	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	..
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
Non-Indigenous students	90.2 ± 1.5	51.4 ± 3.0	8.4 ± 1.5	0.1 ± 0.1	..
LBOTE students	88.3 ± 2.5	47.1 ± 5.0	6.0 ± 5.0	0.1 ± 5.0	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Male students	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female students	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
Non-Indigenous students	96.1 ± 0.9	81.1 ± 1.9	39.9 ± 2.8	4.9 ± 1.1	0.1 ± 0.1
LBOTE students	94.8 ± 1.6	77.2 ± 3.2	36.1 ± 3.2	4.3 ± 3.2	0.1 ± 0.3
All students	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1
2007					
Year 6					
Male students	86.3 ± 1.9	49.9 ± 3.3	8.9 ± 1.7	0.3 ± 0.3	..
Female students	91.2 ± 1.6	57.2 ± 3.4	11.0 ± 1.6	0.3 ± 0.3	..
Indigenous students	63.0 ± 11.6	26.2 ± 13.8	2.8 ± 4.5	–	..
Non-Indigenous students	89.5 ± 1.4	53.7 ± 3.1	9.7 ± 1.4	0.3 ± 0.2	..
LBOTE students	86.3 ± 4.8	48.9 ± 7.8	8.6 ± 3.6	0.1 ± 0.3	..
All students	88.7 ± 1.3	53.4 ± 2.8	9.9 ± 1.2	0.3 ± 0.2	..
Year 10					
Male students	95.1 ± 1.8	76.6 ± 3.8	37.9 ± 3.7	5.6 ± 1.7	0.2 ± 0.4

Table 4A.105 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent) (a), (b)

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

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

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

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

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

Table 4A.106

Table 4A.106 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, 2005 and 2008 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 6									
2005									
Level 1	10.5 ± 3.3	8.6 ± 3.8	19.3 ± 4.8	17.2 ± 4.7	10.4 ± 3.6	10.3 ± 5.1	8.5 ± 4.9	24.2 ± 12.2	12.6 ± 1.5
Level 2	39.1 ± 5.2	33.6 ± 4.7	43.0 ± 4.7	43.1 ± 4.9	37.8 ± 5.7	40.8 ± 7.7	33.1 ± 11.4	39.7 ± 11.5	38.8 ± 2.3
Level 3	41.8 ± 6.0	47.4 ± 4.5	33.6 ± 4.8	35.0 ± 5.3	42.7 ± 4.0	40.4 ± 8.4	45.5 ± 9.9	33.3 ± 9.0	40.8 ± 2.7
Level 4 and above	8.7 ± 3.6	10.4 ± 3.4	4.1 ± 1.7	4.6 ± 2.0	9.0 ± 3.7	8.4 ± 4.6	12.9 ± 7.0	2.8 ± 2.6	7.8 ± 1.5
<i>At or above the proficient standard</i>	50.5 ± 6.6	57.9 ± 6.3	37.7 ± 5.3	39.6 ± 5.4	51.7 ± 5.0	48.9 ± 9.0	58.4 ± 12.5	36.0 ± 10.0	48.6 ± 3.0
2008									
Level 1(c)	13.6 ± 3.9	7.4 ± 2.7	18.8 ± 3.9	15.9 ± 3.5	9.7 ± 2.7	14.6 ± 4.6	5.2 ± 2.9	25.2 ± 14.2	13.0 ± 1.7
Level 2	31.9 ± 4.0	26.6 ± 5.4	32.9 ± 3.7	33.4 ± 4.2	25.8 ± 4.2	33.8 ± 5.2	19.7 ± 5.9	32.6 ± 9.2	30.3 ± 2.1
Level 3	39.9 ± 5.2	43.9 ± 4.5	37.8 ± 5.0	37.7 ± 3.7	43.6 ± 4.5	39.1 ± 6.5	44.9 ± 7.3	31.8 ± 8.0	40.6 ± 2.3
Level 4 and above	14.6 ± 3.1	22.1 ± 5.0	10.4 ± 2.4	13.0 ± 3.6	20.8 ± 4.1	12.5 ± 3.7	30.2 ± 5.5	10.4 ± 4.6	16.1 ± 1.7
<i>At or above the proficient standard</i>	54.6 ± 5.7	66.1 ± 6.5	48.2 ± 5.3	50.7 ± 4.1	64.4 ± 5.3	51.6 ± 7.0	75.1 ± 6.6	42.2 ± 10.6	56.7 ± 2.8
Year 10									
2005									
Level 2 and below	7.1 ± 2.5	5.9 ± 1.9	5.7 ± 2.8	9.3 ± 4.2	6.1 ± 2.4	8.7 ± 4.2	4.0 ± 3.1	14.4 ± 11.3	6.8 ± 1.2
Level 3	31.8 ± 7.5	27.6 ± 4.5	34.8 ± 6.9	34.9 ± 4.7	32.5 ± 4.1	35.0 ± 7.0	30.5 ± 12.5	37.0 ± 8.1	32.0 ± 2.9
Level 4	49.4 ± 6.4	49.1 ± 5.0	49.0 ± 8.1	47.6 ± 5.6	49.4 ± 5.3	47.2 ± 5.3	47.5 ± 7.4	40.9 ± 13.6	48.9 ± 2.7
Level 5 and above	11.7 ± 3.3	17.4 ± 4.1	10.6 ± 3.1	8.2 ± 3.0	12.0 ± 3.6	9.1 ± 3.9	18.0 ± 8.7	7.7 ± 5.9	12.3 ± 1.5
<i>At or above the proficient standard</i>	61.1 ± 7.6	66.5 ± 4.8	59.5 ± 7.4	55.8 ± 6.1	61.4 ± 5.4	56.4 ± 6.4	65.5 ± 11.4	48.6 ± 13.2	61.2 ± 3.1
2008									
Level 2 and below (c)	7.9 ± 3.2	8.2 ± 4.1	9.7 ± 3.5	7.2 ± 2.7	7.3 ± 2.7	12.2 ± 3.6	4.5 ± 3.8	29.5 ± 16.3	8.5 ± 1.7

Table 4A.106 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, 2005 and 2008 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Level 3	25.2 ± 4.1	22.0 ± 4.2	28.4 ± 5.2	27.5 ± 5.0	28.1 ± 3.9	30.0 ± 6.1	18.4 ± 5.0	24.7 ± 8.1	25.6 ± 2.2
Level 4	46.2 ± 4.4	46.7 ± 5.6	47.4 ± 6.2	48.7 ± 5.2	47.1 ± 4.8	43.7 ± 6.9	45.0 ± 9.6	34.5 ± 13.3	46.7 ± 3.0
Level 5 and above (c)	20.8 ± 4.7	23.1 ± 4.7	14.6 ± 4.3	16.6 ± 3.7	17.5 ± 3.6	14.1 ± 4.4	32.1 ± 9.4	11.3 ± 6.7	19.3 ± 2.4
<i>At or above the proficient standard</i>	66.9 ± 5.4	69.8 ± 6.7	61.9 ± 6.2	65.3 ± 5.9	64.6 ± 4.9	57.8 ± 7.4	77.1 ± 6.1	45.8 ± 13.4	66.0 ± 3.0

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

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

(c) For 2008, percentages for Year 6 Level 1 in the ACT, and Year 10 level 2 and below in the ACT and level 5 and above in NT are based on a small number of cases and should be treated with extreme caution.

Source: MCEECDYA (2010), *National Assessment Program ICT Literacy Years 6 and 10 Report 2008*, Melbourne.

Table 4A.107

Table 4A.107 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by student characteristics, Australia, 2005 and 2008 (per cent) (a), (b)

	Year 6			Year 10		
	2005	2008	2005	2008	2005	2008
Male students	45.4 ± 4.9	52.3 ± 3.0	59.6 ± 4.2	63.2 ± 3.9		
Female students	52.0 ± 4.1	61.8 ± 3.6	62.9 ± 3.5	70.0 ± 3.2		
Indigenous students	29.9 ± 12.9	24.2 ± 6.1	35.0 ± 11.5	31.6 ± 11.7		
Non-Indigenous students	50.1 ± 3.1	59.2 ± 2.8	62.3 ± 3.1	68.1 ± 2.7		
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	58.6 ± 5.6	64.0 ± 5.9		
Geographic location:						
Metropolitan	51.9 ± 3.8	61.3 ± 3.3	62.8 ± 4.1	68.9 ± 3.3		
Provincial	42.7 ± 5.5	47.6 ± 5.7	58.6 ± 5.7	62.1 ± 5.6		
Remote	32.6 ± 18.9	38.3 ± 12.7	45.8 ± 9.7	44.6 ± 10.6		
Parental occupation:						
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	75.4 ± 5.4	78.5 ± 3.6		
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	65.7 ± 4.0	70.7 ± 4.0		
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	75.1 ± 5.8	62.6 ± 4.6		
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	48.8 ± 7.0	52.1 ± 6.0		
All students	48.6 ± 3.0	56.7 ± 2.8	61.2 ± 3.1	66.0 ± 3.0		

(a) National minimum such as those set in literacy and numeracy have not been set for ICT literacy performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6). This is 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 each proficiency level and the proficient standard.

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

Source: MCEECDYA (2010), *National Assessment Program ICT Literacy Years 6 and 10 Report 2008*, Melbourne.

Table 4A.108 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2000									
All students	73.5 ± 5.0	63.9 ± 5.5	65.8 ± 6.2	70.6 ± 6.8	72.1 ± 5.4	65.7 ± 7.6	77.9 ± 4.1	56.3 ± 5.8	69.0 ± 2.4
2003									
All students	71.6 ± 3.0	66.8 ± 4.1	65.4 ± 7.0	77.2 ± 3.4	73.7 ± 3.7	63.3 ± 5.7	78.5 ± 3.7	58.0 ± 7.2	69.9 ± 1.9
2006									
All students	66.8 ± 3.5	63.0 ± 3.9	64.4 ± 2.9	70.7 ± 5.5	66.1 ± 4.1	58.8 ± 4.5	74.6 ± 4.1	48.4 ± 4.1	65.6 ± 1.8
2009									
All students	65.5 ± 3.7	65.3 ± 4.3	66.5 ± 5.1	67.8 ± 5.3	62.8 ± 3.9	51.9 ± 4.9	70.2 ± 4.5	52.8 ± 4.5	65.3 ± 1.8

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

(b) 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.

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

Source: ACER (unpublished).

Table 4A.109 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group, (per cent) (a), (b), (c)

	<i>Aust</i>
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (d)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Non-Indigenous students (e)	69.9 ± 2.5
Geographically remote students (f)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (d)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Non-Indigenous students (e)	70.6 ± 1.8
Geographically remote students (f)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (d)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Non-Indigenous students (e)	66.5 ± 1.8
Geographically remote students (f)	48.9 ± 15.7
2009	
All students	65.3 ± 1.8
Male students	57.8 ± 2.3
Female students	72.5 ± 2.2
Students from low socioeconomic families (d)	46.9 ± 2.5
Indigenous students	34.7 ± 5.4
Non-Indigenous students (e)	66.3 ± 1.7
Geographically remote students (f)	48.6 ± 8.7

Table 4A.109 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group, (per cent) (a), (b), (c)

Aust

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).
- (c) 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.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.110 Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale, Australia, by SES (per cent) (a), (b), (c)

	2006	2009
Socio-economic status (ESCS) (d)		
Highest quartile	81.9 ± 2.2	82.9 ± 1.7
Third quartile	72.4 ± 2.4	72.8 ± 2.4
Second quartile	62.9 ± 2.4	62.1 ± 2.6
Lowest quartile	47.8 ± 2.2	46.9 ± 2.5
Socio-economic status (HISEI) (d)		
Highest quartile	81.0 ± 2.4	80.8 ± 1.7
Third quartile	71.2 ± 2.6	73.4 ± 2.3
Second quartile	65.0 ± 2.6	63.4 ± 2.4
Lowest quartile	50.7 ± 2.6	51.9 ± 2.6
All students	65.6 ± 1.8	65.3 ± 1.8

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.

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

Source: ACER (unpublished).

Table 4A.111 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>At or above level 3</i>	65.5 ± 3.7	65.3 ± 4.3	66.5 ± 5.1	67.8 ± 5.3	62.8 ± 3.9	51.9 ± 4.9	70.2 ± 4.5	52.8 ± 4.5	65.3 ± 1.8
Level 6	2.4 ± 1.6	1.8 ± 0.9	2.6 ± 1.5	2.1 ± 1.3	0.8 ± 0.4	0.9 ± 0.8	3.1 ± 1.7	1.2 ± 0.9	2.1 ± 0.6
Level 5	10.7 ± 2.5	10.0 ± 1.8	11.5 ± 3.3	12.4 ± 3.1	8.7 ± 2.1	6.4 ± 2.2	15.3 ± 3.3	7.5 ± 2.3	10.7 ± 1.1
Level 4	24.2 ± 2.4	23.6 ± 2.8	24.0 ± 3.1	26.4 ± 4.7	23.0 ± 2.6	19.8 ± 3.3	27.9 ± 3.5	19.9 ± 3.9	24.1 ± 1.3
Level 3	28.3 ± 2.5	29.8 ± 3.3	28.4 ± 3.3	26.8 ± 3.7	30.2 ± 2.7	24.8 ± 3.0	23.9 ± 3.3	24.1 ± 4.6	28.5 ± 1.4
Level 2	20.3 ± 2.0	20.4 ± 2.9	20.0 ± 3.3	19.7 ± 3.1	22.3 ± 2.5	25.2 ± 3.8	16.8 ± 3.3	22.8 ± 4.3	20.4 ± 1.1
Level 1a	9.7 ± 1.6	10.5 ± 2.4	9.6 ± 2.0	8.3 ± 2.1	11.0 ± 2.1	14.9 ± 3.1	8.6 ± 2.3	12.8 ± 3.1	10.0 ± 0.8
Level 1b	3.6 ± 1.1	3.2 ± 1.0	3.0 ± 1.1	3.1 ± 1.8	2.9 ± 1.4	5.9 ± 1.8	3.4 ± 1.6	7.0 ± 2.7	3.3 ± 0.5
Below level 1b	0.9 ± 0.5	0.7 ± 0.5	1.0 ± 0.6	1.1 ± 1.0	1.0 ± 0.8	2.1 ± 0.9	1.0 ± 0.7	4.6 ± 1.6	1.0 ± 0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009 see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.

(d) In PISA 2009, the reading literacy proficiency scale has been expanded from the five levels identified in 2000, to seven levels. The new levels describe the reading literacy skills at each end of the proficiency scale – those students with very high or very low reading proficiency. Level 6, located above Level 5, describes the reading literacy skills of students with very high levels of reading proficiency. At the other end of the proficiency scale, Level 1 has been re-labelled as Level 1a. A new level (Level 1b) has been introduced to describe the skills of those students who previously were described as not having achieved Level 1. Students whose proficiency level is below level 1b are also recorded. Detailed descriptions of the proficiency levels for the PISA domains are available in <http://www.acer.edu.au/documents/PISA-2009-In-Brief.pdf>

(e) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER (unpublished).

Table 4A.112 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
All students	66.7 ± 3.1	62.6 ± 4.3	65.8 ± 5.3	75.8 ± 3.5	72.7 ± 4.9	61.1 ± 8.2	76.0 ± 3.5	57.3 ± 5.5	67.1 ± 1.8
2006									
All students	67.0 ± 3.5	64.2 ± 3.9	66.6 ± 3.7	71.5 ± 5.9	67.1 ± 4.5	58.3 ± 4.5	74.3 ± 4.9	51.5 ± 4.3	66.5 ± 1.8
2009									
All students	63.0 ± 3.5	63.2 ± 4.6	65.1 ± 5.4	69.2 ± 5.8	62.6 ± 4.4	52.4 ± 5.0	69.1 ± 4.8	54.3 ± 4.8	63.9 ± 1.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.113 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (d)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Non-Indigenous students (e)	67.9 ± 1.8
Geographically remote students (f)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (d)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Non-Indigenous students (e)	67.5 ± 1.8
Geographically remote students (f)	44.0 ± 11.4
2009	
All students	63.9 ± 1.9
Male students	65.5 ± 2.4
Female students	62.3 ± 2.4
Students from low socioeconomic families (d)	44.7 ± 2.5
Indigenous students	34.5 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
Geographically remote students (f)	42.7 ± 14.7

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.

Table 4A.113 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b), (c)

Aust

- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.114 Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematical literacy scale, Australia, by SES (per cent) (a), (b), (c)

	2006	2009
Socio-economic status (ESCS) (d)		
Highest quartile	83.0 ± 2.2	83.2 ± 1.9
Third quartile	72.6 ± 2.2	70.8 ± 2.5
Second quartile	62.8 ± 2.8	60.0 ± 2.6
Lowest quartile	50.2 ± 2.4	44.7 ± 2.5
Socio-economic status (HISEI) (d)		
Highest quartile	81.8 ± 2.4	80.5 ± 2.0
Third quartile	71.5 ± 2.2	70.8 ± 2.7
Second quartile	65.8 ± 2.6	61.7 ± 2.7
Lowest quartile	52.2 ± 2.6	50.8 ± 3.0
All students	66.5 ± 1.8	63.9 ± 1.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.

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

Source: ACER (unpublished).

Table 4A.115 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
All students	69.2 ± 3.1	62.5 ± 4.0	65.8 ± 3.1	72.9 ± 5.3	69.2 ± 3.9	59.1 ± 4.6	74.7 ± 3.9	53.4 ± 4.4	67.0 ± 1.7
2009									
All students	68.7 ± 3.5	65.3 ± 4.2	67.7 ± 4.7	71.4 ± 5.6	66.4 ± 4.2	56.6 ± 4.7	73.6 ± 3.9	56.9 ± 6.0	67.5 ± 1.7

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.116 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2006	
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (d)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Non-Indigenous students (e)	67.9 ± 1.7
Geographically remote students (f)	47.8 ± 12.9
2009	
All students	67.5 ± 1.7
Male students	66.6 ± 2.2
Female students	68.3 ± 2.1
Students from low socioeconomic families (d)	49.4 ± 2.5
Indigenous students	37.8 ± 5.4
Non-Indigenous students (e)	68.5 ± 1.7
Geographically remote students (f)	48.6 ± 10.8

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

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

(c) 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.

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

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

(f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.117 Proportion of 15 year old secondary students achieving at or above level 3 of the overall scientific literacy scale, Australia, by SES (per cent) (a), (b), (c)

	2006	2009
Socio-economic status (ESCS) (d)		
Highest quartile	83.1 ± 1.8	84.9 ± 1.6
Third quartile	73.4 ± 2.4	74.9 ± 2.2
Second quartile	63.3 ± 2.4	64.0 ± 2.5
Lowest quartile	50.8 ± 2.4	49.4 ± 2.5
Socio-economic status (HISEI) (d)		
Highest quartile	82.2 ± 2.2	83.2 ± 1.9
Third quartile	71.7 ± 2.6	74.8 ± 2.5
Second quartile	66.3 ± 2.2	65.8 ± 2.5
Lowest quartile	53.0 ± 2.4	54.4 ± 2.6
All students	67.0 ± 1.7	67.5 ± 1.7

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) 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.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

Table 4A.118

Table 4A.118 Proportion of year 4 students achieving at or above the intermediate international level in mathematics achievement (per cent) (a), (b), (c)

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

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2006-07 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEECDYA national standard for these data is yet to be established.

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

Source: ACER (unpublished).

Table 4A.119

Table 4A.119 Proportion of year 8 students achieving at or above the intermediate international level in mathematics achievement (per cent) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2002-03									
At or above intermediate	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3
Advanced	13.0 ± 6.7	03.6 ± 2.0	03.4 ± 1.5	01.7 ± 1.6	06.4 ± 6.5	02.8 ± 2.8	02.3 ± 1.5	00.2 ± 0.3	06.6 ± 2.3
High	32.4 ± 8.4	17.0 ± 6.1	17.9 ± 3.8	17.0 ± 5.5	21.8 ± 6.6	15.4 ± 8.9	25.1 ± 12.3	04.4 ± 3.2	22.4 ± 3.4
Intermediate	29.5 ± 7.6	40.5 ± 4.3	37.9 ± 5.9	40.7 ± 4.5	33.8 ± 6.4	32.4 ± 6.1	40.8 ± 5.7	29.4 ± 12.9	35.9 ± 2.9
Low	16.2 ± 5.8	29.6 ± 7.0	27.8 ± 5.0	28.1 ± 5.7	27.3 ± 7.3	33.7 ± 6.6	25.2 ± 11.1	44.7 ± 6.9	24.6 ± 3.0
Below low	8.9 ± 6.9	9.3 ± 2.9	13.0 ± 4.8	12.5 ± 5.3	10.7 ± 6.3	15.7 ± 9.1	6.5 ± 2.4	21.3 ± 14.6	10.5 ± 2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006-07									
At or above intermediate	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
Advanced	10.3 ± 6.1	5.0 ± 5.3	3.0 ± 1.0	1.8 ± 1.8	2.0 ± 1.6	2.8 ± 2.2	12.3 ± 12.7	1.1 ± 1.8	12.3 ± 12.7
High	17.2 ± 4.7	21.5 ± 6.5	16.8 ± 3.3	18.4 ± 6.5	16.0 ± 5.9	16.5 ± 3.5	21.8 ± 13.9	21.4 ± 14.9	21.8 ± 13.9
Intermediate	31.8 ± 6.9	38.1 ± 5.1	41.1 ± 5.7	37.5 ± 7.1	41.1 ± 5.5	37.4 ± 4.9	35.3 ± 19.2	35.0 ± 8.8	35.3 ± 19.2
Low	26.7 ± 4.9	27.9 ± 6.1	28.3 ± 3.7	28.2 ± 7.8	31.2 ± 5.5	29.6 ± 7.4	20.2 ± 10.0	26.8 ± 10.0	20.2 ± 10.0
Below low	14.0 ± 5.3	7.5 ± 3.7	10.9 ± 4.5	14.2 ± 4.9	9.6 ± 4.3	13.8 ± 6.7	10.4 ± 13.5	15.8 ± 8.6	10.4 ± 13.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEECDYA national standard for these data is yet to be established.

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

Source: ACER (unpublished).

Table 4A.120

Table 4A.120 Proportion of year 4 students achieving at or above the intermediate international level in science achievement (per cent) (a), (b), (c)

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

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessments of 4675 year 4 Australian school students from 204 schools. TIMSS 2006-07 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEECDYA national standard for these data is yet to be established.

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

Source: ACER (unpublished).

Table 4A.121

Table 4A.121 Proportion of year 8 students achieving at or above the intermediate international level in science achievement (per cent) (a), (b), (c)

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

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. For further information on TIMSS, see Thomson and Fleming (2004a, 2004b). TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEECDYA national standard for these data is yet to be established.

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

Source: ACER (unpublished).

Table 4A.122

Table 4A.122 Proportion of children aged 6–15 years enrolled in school, by Indigenous status

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
2008										
Number of children aged 6–15 years enrolled in school (a)	no.	37 640	7 456	37 214	19 158	7 034	4 233	998	13 189	126 922
	no.	38 873	8 369	37 816	17 474	6 985	4 579	1 050	14 873	130 061
	%	96.8	89.1	98.4	109.6	100.7	92.4	95.0	88.7	97.6
Indigenous children										
Total 6–15 year old population (b) (c)	no.	843 908	651 635	536 324	265 879	189 789	61 725	44 594	18 425	2 612 279
	no.	858 027	655 867	543 831	269 552	190 857	61 386	40 822	19 085	2 639 385
	%	98.4	99.4	98.6	98.6	99.4	100.6	109.2	96.5	99.0
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	881 548	659 091	573 538	285 037	196 823	65 958	45 592	31 614	2 739 201
	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	39 000	7 740	38 386	19 152	7 232	4 537	1 053	12 853	129 953
	no.	38 471	8 330	37 911	17 406	7 009	4 498	1 035	15 033	129 693
	%	101.4	92.9	101.3	110.0	103.2	100.9	101.7	85.5	100.2
Non-Indigenous children										
2009										
Number of children aged 6–15 years enrolled in school (f)	no.	39 000	7 740	38 386	19 152	7 232	4 537	1 053	12 853	129 953
	no.	38 471	8 330	37 911	17 406	7 009	4 498	1 035	15 033	129 693
	%	101.4	92.9	101.3	110.0	103.2	100.9	101.7	85.5	100.2

Table 4A.122

Table 4A.122 Proportion of children aged 6–15 years enrolled in school, by Indigenous status

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
Number of children aged 6–15 years enrolled in school (d) (f)	no.	841 550	653 912	541 098	269 193	188 742	60 797	44 789	18 674	2 618 755
Total 6–15 year old population (c) (e)	no.	858 655	658 262	549 194	273 946	190 206	60 914	40 985	19 192	2 651 354
Proportion of 6–15 year old population enrolled in school	%	98.0	99.3	98.5	98.3	99.2	99.8	109.3	97.3	98.8
All children										
Number of children aged 6–15 years enrolled in school (f)	no.	880 550	661 652	579 484	288 345	195 974	65 334	45 842	31 527	2 748 708
Total 6–15 year old population (c)	no.	897 126	666 592	587 105	291 352	197 215	65 412	42 020	34 225	2 781 047
Proportion of 6–15 year old population enrolled in school	%	98.2	99.3	98.7	99.0	99.4	99.9	109.1	92.1	98.8

(a) Includes children enrolled full-time or part-time in 2008. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census and adjusted for net undercount. The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2006 Census and the relatively small sample size of the Post Enumeration Survey to adjust for that undercoverage means the estimates should be interpreted with caution. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and ABS population statistics can also result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021 (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) 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.

(f) Includes children enrolled full-time or part-time in 2009. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

Table 4A.122 **Proportion of children aged 6–15 years enrolled in school, by Indigenous status**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Q/d</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i> ABS (unpublished) Schools Australia, 2008, Cat. no. 4221.0; ABS (unpublished) Population by age and sex, Australian states and territories, June 2008, Cat. no. 3201.0; 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.123

Table 4A.123 School participation rates by age and sex of students, all schools, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
14–19 year olds									
Male	57.8	63.0	54.3	51.8	63.1	64.1	71.3	48.5	58.3
Female	59.5	65.3	55.8	54.0	64.7	66.9	70.8	49.5	60.2
All students	58.6	64.1	55.0	52.8	63.9	65.5	71.1	49.0	59.2
14 year olds									
Male	97.8	99.1	98.1	97.0	99.7	98.7	114.7	88.6	98.4
Female	96.8	99.5	98.2	99.1	99.3	100.5	110.3	89.5	98.3
All students	97.3	99.3	98.2	98.0	99.5	99.6	112.5	89.0	98.4
15 year olds									
Male	93.4	97.3	92.8	93.0	100.2	101.1	109.5	79.6	94.9
Female	94.0	98.0	95.0	95.3	99.6	97.9	113.0	82.8	96.0
All students	93.7	97.7	93.9	94.1	99.9	99.6	111.3	81.1	95.4
16 year olds									
Male	79.4	88.8	81.9	77.0	94.1	87.5	106.0	66.7	83.5
Female	83.2	93.2	87.2	85.0	97.0	90.9	107.7	64.4	87.9
All students	81.3	90.9	84.5	80.9	95.5	89.1	106.8	65.5	85.6
17 year olds									
Male	65.2	74.1	48.5	42.4	70.8	65.2	92.1	47.9	62.1
Female	72.3	82.9	51.3	45.0	79.0	76.2	93.4	49.1	68.3
All students	68.6	78.4	49.9	43.6	74.8	70.6	92.7	48.5	65.1
18 year olds									
Male	16.4	26.1	5.6	4.7	17.1	27.8	26.5	10.0	15.8
Female	15.0	25.8	4.7	4.5	15.4	30.0	22.3	11.0	14.9
All students	15.7	26.0	5.1	4.6	16.3	28.9	24.5	10.5	15.4
19 year olds									
Male	1.7	2.8	1.0	1.3	4.5	3.5	2.5	2.1	2.1
Female	1.6	2.5	0.8	1.2	4.4	4.5	1.9	2.2	1.9
All students	1.7	2.7	0.9	1.3	4.4	4.0	2.2	2.2	2.0
<i>Average age of full time year 12 students</i>	<i>17.2</i>	<i>17.4</i>	<i>16.7</i>	<i>16.7</i>	<i>17.2</i>	<i>17.6</i>	<i>17.3</i>	<i>17.2</i>	<i>17.1</i>

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August 2009.

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

(c) Age at 1 July.

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

Source: ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2009*.

Table 4A.124

Table 4A.124 School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>
2005								
14–19 year olds	59.3	63.0	54.4	52.4	58.3	62.7	69.1	50.0
14 year olds	97.4	98.6	97.7	99.1	98.2	98.3	111.2	89.4
15 year olds	93.5	96.0	91.9	92.2	96.3	99.5	107.0	86.6
16 year olds	79.1	88.1	82.4	77.7	87.4	87.2	101.0	73.8
17 year olds	68.5	77.3	50.1	42.5	68.9	67.4	89.4	51.5
18 year olds	15.6	21.6	5.7	4.3	13.5	25.7	24.5	14.2
19 year olds	2.1	2.4	1.1	1.2	3.7	3.8	2.1	4.4
2006								
14–19 year olds	59.5	63.6	54.7	52.9	59.2	63.6	69.6	49.9
14 year olds	97.0	98.8	97.1	98.3	98.6	100.5	110.7	90.1
15 year olds	93.6	96.3	92.6	95.6	96.4	98.9	110.2	84.6
16 year olds	80.2	90.2	82.6	80.3	88.5	87.6	102.7	72.8
17 year olds	68.2	78.2	49.3	41.3	69.9	67.7	90.6	51.2
18 year olds	15.8	22.7	5.3	4.0	14.5	28.1	23.8	12.7
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.3
2007								
14–19 year olds	59.3	63.7	54.7	52.1	59.9	63.5	69.4	48.8
14 year olds	97.8	99.4	97.7	98.0	99.2	99.5	112.8	86.0
15 year olds	93.1	96.2	92.8	94.0	97.6	100.9	109.2	83.9
16 year olds	80.2	90.3	83.1	79.7	90.8	86.9	104.4	71.8
17 year olds	68.2	79.6	48.8	40.7	71.0	67.8	91.0	49.0
18 year olds	15.8	22.9	5.1	3.5	14.4	28.0	22.8	13.3
19 year olds	1.6	2.3	0.8	0.8	3.9	3.7	1.6	2.8
2008								
14–19 year olds	59.1	64.4	54.8	52.5	62.6	64.8	69.4	50.1
14 year olds	97.8	99.6	98.3	98.8	100.2	99.8	113.6	89.1
15 year olds	93.9	97.3	93.0	93.9	98.7	100.0	111.1	78.4
16 year olds	79.8	89.4	82.1	80.5	90.6	88.5	103.4	70.0
17 year olds	67.9	78.5	48.0	41.8	71.9	64.9	91.3	48.6
18 year olds	16.0	25.8	5.2	3.4	15.1	29.1	23.3	11.4
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.4	3.3
2009								
14–19 year olds	58.6	64.1	55.0	52.8	63.9	65.5	71.1	49.0
14 year olds	97.3	99.3	98.2	98.0	99.5	99.6	112.5	89.0
15 year olds	93.7	97.7	93.9	94.1	99.9	99.6	111.3	81.1
16 year olds	81.3	90.9	84.5	80.9	95.5	89.1	106.8	65.5
17 year olds	68.6	78.4	49.9	43.6	74.8	70.6	92.7	48.5
18 year olds	15.7	26.0	5.1	4.6	16.3	28.9	24.5	10.5
19 year olds	1.7	2.7	0.9	1.3	4.4	4.0	2.2	2.2

Table 4A.124 School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d)

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

Source: ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2009*.

Table 4A.125

Table 4A.125 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas (d)</i>	<i>(e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
All students (f)										
Government schools										
To year 10	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6	
To year 11	80.6	90.3	91.9	102.0	99.6	74.0	123.3	82.7	89.3	
To year 12 (total)	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1	
To year 12 (male)	60.5	67.0	68.9	62.8	61.5	53.7	94.7	53.3	64.4	
To year 12 (female)	72.5	80.1	76.9	76.3	77.6	69.1	104.8	70.8	76.3	
All schools										
To year 10	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8	
To year 11	82.3	93.3	94.8	99.3	102.0	76.3	101.3	71.7	90.8	
To year 12 (total)	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0	
To year 12 (male)	66.3	74.0	76.1	69.0	71.9	57.8	84.5	51.0	70.8	
To year 12 (female)	76.5	86.7	83.1	81.4	85.4	70.0	89.5	58.9	81.4	
Indigenous students (e), (f)										
Government schools										
To year 10	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5	
To year 11	51.6	58.0	74.8	82.0	77.4	60.0	67.1	58.2	65.9	
To year 12 (total)	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9	
To year 12 (male)	29.6	29.5	48.3	36.7	44.7	26.5	70.6	28.0	37.1	
To year 12 (female)	36.9	47.7	57.5	38.6	57.3	54.5	72.4	48.9	47.2	
All schools										
To year 10	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9	
To year 11	54.5	63.2	81.8	85.3	79.9	64.4	64.9	52.6	69.5	
To year 12 (total)	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4	
To year 12 (male)	33.3	35.8	53.6	39.3	53.3	27.4	69.0	30.1	41.5	
To year 12 (female)	40.4	50.9	62.5	40.2	58.8	53.5	70.0	39.2	49.5	
Non-Indigenous students (f)										
Government schools										
To year 10	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3	
To year 11	82.3	90.8	93.4	104.0	100.7	75.3	125.0	102.6	90.7	
To year 12 (total)	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8	
To year 12 (male)	62.2	67.5	70.5	65.3	62.4	56.2	95.3	69.9	66.0	
To year 12 (female)	74.5	80.6	78.5	79.8	78.7	70.3	105.6	83.7	78.0	
All schools										
To year 10	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1	
To year 11	83.4	93.6	95.6	100.3	102.8	77.2	102.0	85.1	91.8	
To year 12 (total)	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3	
To year 12 (male)	67.6	74.3	77.5	71.0	72.5	59.9	84.8	62.5	72.1	
To year 12 (female)	77.8	87.0	84.5	84.1	86.4	71.0	89.8	70.2	82.7	

Table 4A.125 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d)	<i>Tas</i> (d)	(e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling.									
(b)	Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.									
(c)	Ungraded students are not included in the calculation of apparent retention rates.									
(d)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.									
(e)	The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by sex and school sectors.									
(f)	Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.									

Source: ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2009*.

Table 4A.126 Apparent retention rates of secondary students from years 10–12, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>(d) (e)</i>	<i>Tas</i>	<i>(d) (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005											
Full time secondary students											
Government schools	68.5	77.0	72.7	66.3	64.4	64.4	67.2	99.5	76.2	71.3	
Non-government schools	81.3	90.2	91.2	82.3	86.2	86.2	69.2	74.5	54.2	85.4	
All schools	73.2	82.2	79.3	72.2	72.1	72.1	67.8	88.1	69.5	76.5	
Full time and part time secondary students											
Government schools	71.1	80.5	74.7	67.7	85.0	85.0	102.2	100.8	84.4	76.1	
Non-government schools	81.7	90.4	91.4	82.4	91.0	91.0	69.3	75.6	54.8	86.0	
All schools	75.0	84.4	80.6	73.1	87.2	87.2	92.4	89.3	75.5	79.8	
2006											
Full time secondary students											
Government schools	68.2	75.8	72.2	66.0	64.6	64.6	64.4	101.1	79.0	70.8	
Non-government schools	80.9	91.5	89.4	80.1	86.6	86.6	66.4	74.6	42.4	84.9	
All schools	73.0	82.1	78.3	71.4	72.7	72.7	65.0	88.9	68.0	76.1	
Full time and part time secondary students											
Government schools	70.7	79.0	74.1	68.2	84.5	84.5	94.3	101.2	87.8	75.4	
Non-government schools	81.2	91.7	89.6	80.1	91.4	91.4	66.4	75.0	42.9	85.4	
All schools	74.6	84.0	79.5	72.7	87.0	87.0	85.8	89.2	74.7	79.2	
2007											
Full time secondary students											
Government schools	67.8	76.2	72.3	63.7	65.7	65.7	63.7	96.6	75.7	70.5	
Non-government schools	80.0	90.0	90.1	78.8	86.0	86.0	69.0	73.0	44.7	84.1	
All schools	72.4	81.8	78.6	69.5	73.3	73.3	65.3	85.9	65.5	75.6	
Full time and part time secondary students											
Government schools	70.1	78.9	73.7	65.2	85.0	85.0	91.0	96.7	79.8	74.5	
Non-government schools	80.4	90.1	90.4	78.9	91.3	91.3	69.0	73.6	47.2	84.8	
All schools	74.0	83.4	79.5	70.5	87.4	87.4	84.4	86.2	69.3	78.4	
2008											
Full time secondary students											
Government schools	67.6	74.2	70.7	67.6	66.0	66.0	61.8	96.6	74.6	70.1	
Non-government schools	79.9	90.6	89.7	79.2	87.7	87.7	71.8	74.7	49.2	84.5	
All schools	72.2	80.9	77.5	72.2	74.3	74.3	64.9	86.4	66.5	75.6	
Full time and part time secondary students											
Government schools	70.1	76.8	71.6	68.5	86.0	86.0	84.8	96.6	75.7	73.9	
Non-government schools	80.3	90.8	90.3	79.6	93.6	93.6	72.0	74.8	53.9	85.2	
All schools	74.0	82.5	78.2	72.8	88.9	88.9	80.8	86.5	68.9	78.2	
2009											
Full time secondary students											
Government schools	68.9	75.5	72.4	67.9	68.9	68.9	62.2	100.4	68.6	71.4	
Non-government schools	81.1	89.4	90.0	81.9	91.3	91.3	68.1	75.9	48.7	85.2	

Table 4A.126 Apparent retention rates of secondary students from years 10–12, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
Full time and part time secondary students									
Government schools	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
Non-government schools	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
All schools	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) Ungraded students are not included in the calculation of apparent retention rates.
- (d) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (e) Inclusion of part time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

Table 4A.127

Table 4A.127 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2000	96.5	97.5	100.3	99.7	94.5	96.9	98.1	80.1	97.6
2001	97.0	98.2	100.1	100.8	94.8	98.1	99.3	81.9	98.1
2002	97.2	97.8	100.5	100.2	95.0	100.1	100.1	78.4	98.1
2003	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
2004	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
2005	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
Indigenous students									
2000	80.7	85.2	92.7	85.8	74.0	95.3	88.1	48.6	83.0
2001	83.1	83.4	91.9	89.7	78.0	105.1	84.1	57.7	85.7
2002	83.7	81.5	93.3	89.8	77.1	108.3	118.3	61.3	86.4
2003	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
2004	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
2005	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
Non-Indigenous students									
2000	96.9	97.6	100.6	100.5	95.1	97.0	98.2	91.5	98.0
2001	97.3	98.3	100.5	101.3	95.2	97.7	99.6	90.5	98.4
2002	97.6	97.9	100.8	100.8	95.5	99.7	99.9	84.6	98.5
2003	97.6	98.2	101.1	100.7	98.5	98.5	99.4	93.7	98.9
2004	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
2005	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
Year 7 or 8 to year 12									
All students									
2000	67.5	77.2	77.3	71.3	65.4	69.5	87.1	49.7	72.3
2001	68.2	79.3	79.0	72.0	66.4	68.7	89.3	50.9	73.4
2002	69.9	80.9	81.3	73.7	66.7	72.6	88.1	53.0	75.1
2003	70.5	81.4	81.5	71.2	67.1	74.9	89.7	56.3	75.4

Table 4A.127

Table 4A.127 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004	71.1	81.1	81.2	72.6	68.0	76.4	88.5	59.0	75.7
2005	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
Indigenous students									
2000	33.9	33.7	52.3	23.1	24.2	44.0	61.4	18.9	36.4
2001	30.3	36.5	52.1	23.3	31.0	47.6	47.5	18.6	35.7
2002	30.6	34.8	55.9	24.9	32.0	56.8	69.5	20.0	38.0
2003	31.9	37.1	55.9	26.3	28.5	55.8	67.1	25.6	39.1
2004	31.7	36.5	56.7	27.0	34.1	59.0	88.3	30.2	39.8
2005	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
Non-Indigenous students									
2000	68.3	77.5	78.4	73.7	66.3	70.8	87.4	59.6	73.3
2001	69.1	79.5	80.2	74.4	67.2	69.6	89.8	62.5	74.5
2002	70.9	81.2	82.5	76.2	67.6	73.5	88.3	65.0	76.3
2003	71.5	81.7	82.8	73.5	68.1	76.0	90.1	67.1	76.5
2004	72.3	81.4	82.4	75.1	69.0	77.3	88.5	69.3	76.9
2005	72.3	80.9	81.3	75.1	71.8	68.2	87.9	66.7	76.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
Year 10 to year 12									
All students									
2000	69.8	79.7	78.7	71.6	69.5	71.6	88.7	62.2	74.4
2001	70.3	81.6	79.7	71.9	69.6	70.5	93.3	64.9	75.4
2002	72.4	82.9	81.1	73.9	70.6	75.0	89.8	66.2	77.0
2003	72.7	82.9	81.5	70.6	70.8	76.4	90.3	68.7	76.9
2004	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
2005	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7

Table 4A.127

Table 4A.127 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2000	39.9	37.9	58.4	28.1	37.2	41.2	70.0	35.7	43.8
2001	37.1	44.0	59.1	26.9	42.8	41.2	53.8	42.9	43.6
2002	38.0	40.9	60.3	29.0	43.3	59.7	78.8	41.1	45.8
2003	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
2004	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	46.0
2005	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
Non-Indigenous students									
2000	70.4	79.9	79.5	73.3	70.0	73.3	88.9	67.4	75.2
2001	71.0	81.8	80.6	73.9	70.1	72.1	93.7	68.7	76.2
2002	73.2	83.1	82.0	75.9	71.1	75.8	89.9	71.0	77.8
2003	73.4	83.1	82.4	72.5	71.5	77.8	90.5	74.2	77.7
2004	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
2005	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Table 4A.127 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i>	ABS 2001, <i>Schools Australia 2000</i> , Cat. no. 4221.0; ABS 2002, <i>Schools Australia 2001</i> , Cat. no. 4221.0; ABS 2003, <i>Schools Australia 2002</i> , Cat. no. 4221.0; ABS 2004, <i>Schools Australia 2003</i> , Cat. no. 4221.0; ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; ABS (unpublished) <i>Schools Australia</i> (various years).								

Table 4A.128

Table 4A.128 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2000	94.6	95.9	99.9	99.0	91.9	96.8	97.8	86.3	96.3
2001	95.4	96.9	99.5	100.0	91.8	97.5	100.0	87.7	96.8
2002	95.9	96.4	100.3	98.7	92.2	99.4	99.7	79.3	96.9
2003	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
2004	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
2005	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
Indigenous students									
2000	78.9	83.2	87.8	84.1	72.0	98.8	84.9	62.6	82.3
2001	80.5	78.8	85.7	84.9	77.1	106.8	79.4	73.6	83.4
2002	81.6	77.2	89.4	85.5	77.4	106.3	122.2	73.4	84.7
2003	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
2004	79.9	78.0	87.2	86.9	79.7	104.1	108.2	85.7	84.8
2005	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
Non-Indigenous students									
2000	95.2	96.1	100.7	100.0	92.7	96.7	98.0	93.2	96.8
2001	96.0	97.1	100.4	101.0	92.3	96.9	100.5	91.5	97.4
2002	96.5	96.6	101.0	99.7	92.8	98.9	99.3	81.1	97.4
2003	96.7	96.4	101.2	99.1	96.2	96.9	100.1	94.3	97.8
2004	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
2005	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
Year 7 or 8 to year 12									
All students									
2000	61.0	71.1	72.2	66.0	56.2	69.8	104.8	58.9	66.6
2001	62.0	73.7	73.6	65.9	57.4	68.5	107.6	59.7	67.8
2002	63.8	74.4	76.5	69.0	56.9	72.9	98.7	63.1	69.5
2003	65.0	74.9	76.1	64.8	56.8	74.5	101.0	69.0	69.6

Table 4A.128 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004	65.8	74.4	75.3	65.9	58.0	76.0	100.5	72.0	69.9
2005	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
Indigenous students									
2000	31.8	30.0	48.7	22.3	22.1	44.5	66.7	30.8	35.3
2001	28.4	32.1	48.2	18.0	29.7	48.7	38.8	25.7	33.5
2002	29.0	32.1	51.7	20.4	30.0	55.2	64.2	23.6	35.5
2003	29.2	34.5	50.6	21.6	25.4	55.8	69.8	38.1	36.4
2004	29.9	33.8	51.3	23.7	31.4	60.2	106.7	41.7	37.3
2005	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
Non-Indigenous students									
2000	61.9	71.4	73.5	68.7	57.3	71.4	105.3	64.6	67.7
2001	63.1	74.0	75.1	68.9	58.3	69.5	108.8	68.3	69.1
2002	65.0	74.8	78.0	72.3	57.9	74.2	99.4	74.7	70.9
2003	66.3	75.3	77.7	67.6	57.8	75.8	101.7	77.4	71.0
2004	67.3	74.9	76.7	69.0	59.0	77.1	100.4	80.9	71.3
2005	67.4	74.4	74.6	68.7	62.8	67.0	100.2	77.6	70.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
Year 10 to year 12									
All students									
2000	64.2	74.4	73.9	67.3	61.9	71.6	105.0	69.9	69.6
2001	65.1	76.8	74.8	67.0	61.7	70.5	112.1	70.6	70.6
2002	67.4	77.5	76.5	69.7	61.9	75.3	101.0	73.1	72.2
2003	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
2004	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
2005	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4

Table 4A.128 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2000	38.6	34.7	55.5	26.9	34.9	40.9	80.0	52.9	42.4
2001	35.4	40.7	55.7	21.0	41.4	41.6	50.0	47.4	40.5
2002	36.8	38.6	58.9	24.3	41.7	55.9	75.6	37.7	43.1
2003	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
2004	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
2005	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
Non-Indigenous students									
2000	64.9	74.7	74.8	69.3	62.5	73.7	105.3	72.2	70.4
2001	65.9	77.1	75.8	69.6	62.2	72.4	113.0	74.1	71.5
2002	68.3	77.8	77.4	72.3	62.4	76.7	101.4	80.1	73.2
2003	69.1	77.6	77.4	67.0	62.6	78.2	101.3	84.6	72.9
2004	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
2005	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Table 4A.128 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i>	ABS 2001, <i>Schools Australia 2000</i> , Cat. no. 4221.0; ABS 2002, <i>Schools Australia 2001</i> , Cat. no. 4221.0; ABS 2003, <i>Schools Australia 2002</i> , Cat. no. 4221.0; ABS 2004, <i>Schools Australia 2003</i> , Cat. no. 4221.0; ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; ABS (unpublished) <i>Schools Australia</i> (various years).								

Table 4A.129

Table 4A.129 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2000	100.3	100.2	100.8	101.2	99.8	97.0	98.5	68.4	100.0
2001	100.0	100.3	101.2	102.3	101.0	99.6	98.5	71.5	100.3
2002	99.6	99.9	100.8	102.9	100.8	101.8	100.7	76.7	100.2
2003	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	100.5
2004	98.6	99.9	102.4	103.7	102.7	103.3	97.3	75.1	100.4
2005	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
Indigenous students									
2000	101.8	111.1	116.4	96.3	106.9	68.9	116.7	30.7	87.5
2001	109.2	136.4	126.6	115.9	87.5	93.0	100.0	39.6	98.4
2002	106.4	128.6	109.6	115.2	74.0	125.0	106.7	44.9	95.9
2003	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	86.8
2004	94.5	118.4	102.9	106.9	104.0	141.9	70.6	31.8	92.0
2005	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
Non-Indigenous students									
2000	100.3	100.2	100.5	101.3	99.7	97.6	98.4	87.6	100.2
2001	100.0	100.2	100.6	102.0	101.1	99.8	98.5	88.2	100.3
2002	99.6	99.9	100.6	102.7	101.0	101.4	100.6	92.6	100.3
2003	99.1	100.9	101.1	103.6	102.8	102.3	98.7	92.5	100.7
2004	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
2005	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
Year 7 or 8 to year 12									
All students									
2000	81.6	87.6	87.4	82.6	85.0	68.8	62.5	31.2	83.4
2001	81.5	88.7	89.3	85.1	85.1	69.3	65.6	35.3	84.4
2002	82.4	91.7	90.6	83.1	86.7	71.8	74.0	34.1	85.9
2003	81.1	92.1	91.7	83.8	88.8	75.9	75.2	33.3	86.1

Table 4A.129

Table 4A.129 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004	81.0	91.9	92.2	84.9	88.4	77.3	73.1	33.1	86.3
2005	80.6	91.0	92.5	85.2	88.4	70.9	73.3	39.0	85.8
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
Indigenous students									
2000	59.3	76.0	69.3	27.0	60.0	40.0	46.7	9.1	42.2
2001	53.3	109.5	71.3	56.4	47.1	40.9	90.0	11.7	48.2
2002	50.0	70.4	76.2	52.4	65.5	68.9	116.7	15.4	52.9
2003	59.7	66.7	85.8	51.4	62.5	55.8	57.9	11.4	54.7
2004	51.2	65.7	79.5	46.2	60.0	50.0	33.3	14.4	53.3
2005	47.3	70.0	74.2	53.8	51.9	60.5	35.3	25.3	53.9
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
Non-Indigenous students									
2000	81.7	87.6	87.8	84.0	85.1	69.4	62.6	46.0	84.0
2001	81.6	88.7	89.7	85.7	85.3	69.9	65.5	49.3	84.9
2002	82.6	91.7	90.9	83.7	86.8	71.9	73.9	43.6	86.3
2003	81.2	92.1	91.8	84.5	89.0	76.4	75.3	44.7	86.6
2004	81.2	91.9	92.6	85.7	88.6	77.8	73.4	42.4	86.7
2005	80.9	91.0	92.9	86.0	88.7	71.1	73.6	45.3	86.3
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
Year 10 to year 12									
All students									
2000	81.2	88.3	87.8	80.2	84.1	71.6	65.2	43.9	83.6
2001	80.9	89.6	89.1	81.9	85.0	70.5	68.7	52.1	84.5
2002	82.1	91.5	89.8	82.1	86.9	74.1	75.2	49.8	85.9
2003	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
2004	81.3	91.9	91.5	82.4	87.7	75.9	72.6	43.1	86.1
2005	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2

Table 4A.129 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2000	51.6	65.5	70.7	34.3	62.5	43.2	46.7	18.6	50.8
2001	54.7	71.9	75.0	60.8	59.3	39.1	64.3	35.5	61.5
2002	49.1	63.3	65.5	54.3	61.3	100.0	100.0	50.0	60.4
2003	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
2004	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
Non-Indigenous students									
2000	81.4	88.3	88.2	81.1	84.2	72.2	65.4	53.5	84.0
2001	81.1	89.6	89.3	82.3	85.1	71.3	68.7	55.8	84.7
2002	82.3	91.5	90.5	82.6	87.0	73.6	75.1	49.8	86.2
2003	81.2	91.9	91.2	82.9	88.0	76.6	76.5	50.6	86.3
2004	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
2005	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Table 4A.129 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i>	ABS 2001, <i>Schools Australia 2000</i> , Cat. no. 4221.0; ABS 2002, <i>Schools Australia 2001</i> , Cat. no. 4221.0; ABS 2003, <i>Schools Australia 2002</i> , Cat. no. 4221.0; ABS 2004, <i>Schools Australia 2003</i> , Cat. no. 4221.0; ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; ABS (unpublished) <i>Schools Australia</i> (various years).								

Table 4A.130

Table 4A.130 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Low socioeconomic status deciles									
Male students	56	53	55	51	50	37	np	15	53
Female students	70	68	69	62	68	50	np	19	67
All students	63	60	62	56	59	43	np	17	60
Medium socioeconomic status deciles									
Male students	58	56	61	56	59	59	np	43	58
Female students	70	71	74	70	75	68	np	54	71
All students	64	63	67	62	67	63	np	49	64
High socioeconomic status deciles									
Male students	75	76	71	69	76	71	73	np	74
Female students	80	86	75	78	91	71	80	np	81
All students	78	81	73	73	84	71	76	np	77
Total									
Male students	62	62	62	60	59	48	72	29	61
Female students	73	75	73	72	75	58	80	36	73
All students	67	68	67	66	67	53	76	32	67
2006									
Low socioeconomic status deciles									
Male students	57	51	54	46	49	40	np	11	52
Female students	70	67	69	58	70	57	np	20	67
All students	63	59	61	52	59	48	np	16	59
Medium socioeconomic status deciles									
Male students	57	55	60	54	59	58	np	44	57
Female students	68	73	73	67	79	69	np	51	71
All students	63	64	66	61	69	63	np	47	64
High socioeconomic status deciles									
Male students	76	77	69	66	80	66	73	np	74
Female students	81	86	75	79	90	86	79	np	82
All students	79	82	72	72	85	76	76	np	77
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	77	64	79	35	73
All students	67	68	66	64	68	56	76	31	67
2007									
Low socioeconomic status deciles									
Male students	57	50	55	52	46	41	np	13	52
Female students	69	65	68	68	68	53	np	18	66
All students	63	57	61	60	57	47	np	15	59
Medium socioeconomic status deciles									

Table 4A.130

Table 4A.130 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male students	58	54	60	56	59	56	np	45	57
Female students	69	70	71	74	78	67	np	50	71
All students	63	61	66	65	68	61	np	47	64
High socioeconomic status deciles									
Male students	74	73	69	71	76	68	73	np	72
Female students	82	83	76	85	87	74	78	np	82
All students	78	78	73	78	81	71	76	np	77
Total									
Male students	62	59	61	62	57	49	73	28	60
Female students	73	73	72	77	76	60	78	35	73
All students	67	66	66	69	66	54	76	31	66
2008									
Low socioeconomic status deciles									
Male students	56	49	48	48	44	42	np	14	50
Female students	69	66	65	64	65	56	np	18	66
All students	62	57	57	55	55	49	np	16	58
Medium socioeconomic status deciles									
Male students	57	54	58	54	56	61	np	46	56
Female students	68	71	71	70	77	70	np	50	70
All students	63	62	65	62	66	65	np	48	63
High socioeconomic status deciles									
Male students	74	75	68	68	77	73	77	np	72
Female students	82	88	74	81	85	75	79	np	82
All students	78	81	71	74	81	74	78	np	77
Total									
Male students	61	60	58	58	56	52	76	29	59
Female students	72	75	70	73	74	63	79	34	72
All students	67	67	64	66	64	57	78	32	66
2009 (f)									
Low socioeconomic status deciles									
Male students	55	48	51	51	47	24	np	17	50
Female students	67	61	66	62	66	37	np	22	63
All students	61	54	58	56	56	30	np	20	56
Medium socioeconomic status deciles									
Male students	56	53	58	55	59	44	np	39	55
Female students	67	67	71	67	77	50	np	49	68
All students	61	60	65	61	68	47	np	44	62
High socioeconomic status deciles									
Male students	73	72	68	70	71	57	76	np	71
Female students	79	81	76	79	87	54	79	np	79

Table 4A.130 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	76	76	72	74	79	56	78	np	75
Total									
Male students	60	58	59	60	57	34	75	28	58
Female students	70	70	71	71	74	43	80	36	70
All students	65	64	65	65	65	38	77	32	64

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.
- (b) Data for 2006 and 2005s have been revised based on finalised ERP rebased following the 2006 Census of Population and Housing.
- (c) The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.
- (d) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.
- (e) A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.
- (f) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE) which requires students to satisfactorily complete a senior secondary course involving a number of subjects areas. In previous years the TCE was awarded to students completing at least one Year 12 course. This represents a break in the time series.

np Not published.

Source: DEEWR (unpublished).

Table 4A.131

Table 4A.131 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d) (e)</i>	<i>ACT (d) (f)</i>	<i>NT (f)</i>	<i>Aust</i>
2005									
Metropolitan zone									
Male students	65	65	63	62	62	58	72	..	64
Female students	74	76	72	72	74	64	80	..	74
All students	69	70	67	67	68	61	76	..	69
Provincial zone									
Male students	54	52	59	55	50	40	..	40	53
Female students	70	74	75	73	78	54	..	49	71
All students	61	63	67	63	63	47	..	44	62
Remote									
Male students	53	61	52	61	52	27	..	28	50
Female students	81	87	78	73	93	40	..	39	71
All students	66	73	64	66	70	33	..	33	60
Very remote									
Male students	56	..	49	34	40	79	..	9	31
Female students	64	..	63	41	53	66	..	12	38
All students	60	..	56	37	45	74	..	11	34
Total									
Male students	62	62	62	60	59	48	72	29	61
Female students	73	75	73	72	75	58	80	36	73
All students	67	68	67	66	67	53	76	32	67
2006									
Metropolitan zone									
Male students	65	64	62	59	62	55	73	..	64
Female students	73	77	72	71	77	71	79	..	74
All students	69	70	67	65	69	63	76	..	69
Provincial zone									
Male students	53	52	56	55	52	44	..	35	53
Female students	69	74	74	71	78	59	..	47	71
All students	60	63	65	62	64	51	..	40	61
Remote									
Male students	50	61	51	59	60	29	..	33	51
Female students	83	82	75	76	92	46	..	40	71
All students	66	71	62	67	75	37	..	36	61
Very remote									
Male students	63	..	52	29	33	89	..	8	30
Female students	86	..	77	38	56	np	..	11	41
All students	74	..	64	33	43	95	..	9	35
Total									
Male students	62	61	60	58	59	49	73	27	60

Table 4A.131

Table 4A.131 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d) (e)</i>	<i>ACT (d) (f)</i>	<i>NT (f)</i>	<i>Aust</i>
Female students	72	76	73	70	77	64	79	35	73
All students	67	68	66	64	68	56	76	31	67
2007									
Metropolitan zone									
Male students	65	61	63	63	61	56	73	..	63
Female students	74	74	71	77	76	64	78	..	74
All students	69	67	67	70	68	60	76	..	68
Provincial zone									
Male students	54	52	57	58	47	44	..	39	53
Female students	69	70	72	79	74	56	..	48	70
All students	61	61	64	68	59	50	..	43	61
Remote									
Male students	58	61	55	60	47	39	..	30	51
Female students	78	94	74	96	89	54	..	35	75
All students	68	77	64	76	66	46	..	32	62
Very remote									
Male students	43	..	53	34	24	15	..	7	29
Female students	79	..	66	53	61	82	..	11	42
All students	61	..	59	43	41	44	..	9	35
Total									
Male students	62	59	61	62	57	49	73	28	60
Female students	73	73	72	77	76	60	78	35	73
All students	67	66	66	69	66	54	76	31	66
2008									
Metropolitan zone									
Male students	64	63	59	60	59	61	76	..	62
Female students	74	76	70	74	73	68	79	..	74
All students	69	69	65	67	66	65	78	..	68
Provincial zone									
Male students	52	51	54	53	47	45	..	38	51
Female students	68	72	71	73	75	59	..	46	69
All students	60	61	62	63	60	52	..	42	60
Remote									
Male students	52	73	50	60	44	29	..	31	49
Female students	83	69	70	83	99	51	..	32	71
All students	66	71	59	71	68	39	..	32	59
Very remote									
Male students	54	..	48	44	34	..	..	10	32
Female students	77	..	65	46	49	..	..	13	40
All students	65	..	56	45	41	..	..	11	36

Table 4A.131

Table 4A.131 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d) (e)</i>	<i>ACT (d) (f)</i>	<i>NT (f)</i>	<i>Aust</i>
Total									
Male students	61	60	58	58	56	52	76	29	59
Female students	72	75	70	73	74	63	79	34	72
All students	67	67	64	66	64	57	78	32	66
2009									
Metropolitan zone									
Male students	63	60	61	62	59	43	75	..	61
Female students	72	71	71	71	73	45	80	..	71
All students	67	66	65	66	66	44	77	..	66
Provincial zone									
Male students	51	50	54	54	49	28	..	34	50
Female students	66	67	72	72	78	42	..	49	67
All students	58	58	63	63	63	35	..	41	58
Remote									
Male students	58	57	53	68	47	15	..	34	53
Female students	81	61	75	77	83	30	..	35	68
All students	68	59	63	72	63	22	..	34	60
Very remote									
Male students	76	..	49	42	40	..	..	10	32
Female students	65	..	62	58	55	..	..	12	42
All students	70	..	56	49	48	..	..	11	37
Total									
Male students	60	58	59	60	57	34	75	28	58
Female students	70	70	71	71	74	43	80	36	70
All students	65	64	65	65	65	38	77	32	64

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

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

(c) Data for 2006 and 2005 have been revised based on finalised ERP rebased following the 2006 Census of Population and Housing.

(d) There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results and has been combined with the remote population after 2007.

(e) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE) which requires students to satisfactorily complete a senior secondary course involving a number of subjects areas. In previous years the TCE was awarded to students completing at least one Year 12 course. This represents a break in the time series.

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

.. Not applicable.

Source: DEEWR (unpublished).

Table 4A.132

Table 4A.132 Proportion of 17-19 year old population having completed year 10 or above, by Indigenous status, 2006 (a)

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

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

(b) Australia includes 'Other Territories'

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

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

Table 4A.132 Proportion of 17-19 year old population having completed year 10 or above, by Indigenous status, 2006 (a)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (b)
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(e) 'Total population' includes those for whom Indigenous status is unknown.

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

Table 4A.133 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2009 (a), (b)

Year 12	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT(c)	Aust(d)
Year 12										
Attending in May 2009										
	Higher Education	% 42.9 ± 8.9	44.9 ± 10.2	33.6 ± 12.4	35.9 ± 16.1	43.0 ± 13.0	np	np	np	41.2 ± 4.9
	TAFE/Other study	% 24.3 ± 8.1	21.7 ± 10.1	20.5 ± 10.5	27.5 ± 14.4	14.9 ± 9.3	np	np	np	21.5 ± 4.6
	Total attending	% 67.2 ± 7.6	66.6 ± 7.7	54.1 ± 10.8	63.3 ± 17.1	58.0 ± 13.5	59.6 ± 25.6	68.2 ± 20.3	**24.8 ± 32.6	62.8 ± 4.7
Not attending in May 2009										
	Full-time workers	% 9.3 ± 5.0	11.8 ± 5.3	11.1 ± 7.7	12.2 ± 10.7	17.4 ± 12.9	np	np	np	11.7 ± 3.0
	Other (e)	% 23.5 ± 7.2	21.5 ± 6.9	34.8 ± 9.7	24.5 ± 13.9	24.6 ± 16.7	np	np	np	25.5 ± 4.2
	Total not attending	% 32.8 ± 7.6	33.4 ± 7.7	45.9 ± 10.8	36.7 ± 17.1	42.0 ± 13.5	40.4 ± 25.6	31.8 ± 20.3	75.2 ± 32.6	37.2 ± 4.7
	Total	% 100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 11 and below										
Attending in May 2009										
	Higher Education	% -	**2.6 ± 5.2	-	-	-	np	-	**np	**0.8 ± 1.2
	TAFE/Other study	% 28.6 ± 10.1	51.0 ± 20.8	15.3 ± 11.9	37.2 ± 26.1	31.7 ± 21.5	np	**np	np	32.5 ± 8.0
	Total attending	% 28.6 ± 10.1	53.6 ± 21.0	15.3 ± 11.9	37.2 ± 26.1	31.7 ± 21.5	56.0 ± 21.0	**np	**np	33.3 ± 8.3
Not attending in May 2009										
	Full-time workers	% 6.6 ± 6.4	8.5 ± 8.1	17.6 ± 12.0	33.6 ± 21.9	**16.4 ± 17.7	**np	**np	np	13.1 ± 4.7
	Other (e)	% 64.8 ± 9.3	37.9 ± 22.3	67.1 ± 14.3	29.2 ± 20.0	51.8 ± 18.5	np	**np	np	53.6 ± 7.4
	Total not attending	% 71.4 ± 10.1	46.4 ± 21.0	84.7 ± 11.9	62.8 ± 26.1	68.3 ± 21.5	44.0 ± 21.0	62.4 ± 51.7	85.5 ± 24.4	66.7 ± 8.3
	Total	% 100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All school leavers										
Attending in May 2009										
	Higher Education	% 28.2 ± 5.8	32.5 ± 8.8	23.4 ± 9.5	24.4 ± 12.6	26.2 ± 8.1	34.7 ± 21.4	np	np	28.2 ± 3.9
	TAFE/Other study	% 25.8 ± 5.9	30.3 ± 8.3	18.9 ± 8.0	30.6 ± 12.1	21.5 ± 10.2	23.6 ± 12.3	np	np	25.1 ± 3.7

Table 4A.133

Table 4A.133 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2009 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT(c)	Aust(d)
Total attending	%	54.0 ± 7.2	62.8 ± 8.1	42.3 ± 8.2	55.0 ± 14.0	47.7 ± 11.3	58.3 ± 19.3	62.6 ± 17.2	**20.2 ± 21.2	53.3 ± 4.1
Not attending in May 2009										
Full-time workers	%	8.4 ± 3.5	10.9 ± 4.4	13.1 ± 6.4	19.0 ± 11.5	17.0 ± 12.9	11.2 ± 8.4	22.2 ± 15.7	31.4 ± 19.5	12.1 ± 2.8
Other (e)	%	37.7 ± 6.5	26.3 ± 7.2	44.6 ± 8.3	26.0 ± 11.3	35.3 ± 11.8	30.5 ± 19.0	15.2 ± 11.6	48.4 ± 27.9	34.6 ± 3.8
Total not attending	%	46.0 ± 7.2	37.2 ± 8.1	57.7 ± 8.2	45.0 ± 14.0	52.3 ± 11.3	41.7 ± 19.3	37.4 ± 17.2	79.8 ± 21.2	46.7 ± 4.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 12										
Attending in May 2009										
Higher Education	'000	30.0	25.4	15.4	7.2	6.2	np	np	np	90.1
TAFE/Other study	'000	17.0	12.3	9.4	5.5	2.1	np	np	np	47.0
Total attending	'000	46.9	37.7	24.8	12.7	8.3	3.1	3.0	**0.6	137.1
Not attending in May 2009										
Full-time workers	'000	6.5	6.7	5.1	2.4	2.5	np	np	np	25.6
Other (e)	'000	16.4	12.2	15.9	4.9	3.5	np	np	np	55.8
Total not attending	'000	22.9	18.9	21.0	7.4	6.0	2.1	1.4	1.7	81.4
Total	'000	69.8	56.5	45.8	20.1	14.3	5.2	4.4	2.2	218.5
Year 11 and below										
Attending in May 2009										
Higher Education	'000	—	**np	—	—	—	np	—	np	**0.9
TAFE/Other study	'000	10.4	np	3.1	3.5	2.9	np	np	np	33.9
Total attending	'000	10.4	12.5	3.1	3.5	2.9	1.6	np	np	34.7
Not attending in May 2009										
Full-time workers	'000	2.4	**2.0	3.5	3.2	**1.5	np	np	np	13.6
Other (e)	'000	23.6	8.9	13.4	2.7	4.8	np	np	np	55.9

Table 4A.133 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2009 (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT(c)	Aust(d)
Total not attending	'000	26.0	10.8	17.0	5.9	6.3	1.3	**0.6	1.5	69.5
Total	'000	36.5	23.4	20.0	9.4	9.2	2.9	1.0	1.8	104.2
All school leavers										
Attending in May 2009										
Higher Education	'000	30.0	26.0	15.4	7.2	6.2	2.8	np	np	91.0
TAFE/Other study	'000	27.4	24.2	12.5	9.0	5.1	1.9	np	np	80.9
Total attending	'000	57.4	50.2	27.9	16.2	11.2	4.8	3.4	**0.8	171.8
Not attending in May 2009										
Full-time workers	'000	8.9	8.7	8.6	5.6	4.0	0.9	1.2	1.3	39.2
Other (e)	'000	40.0	21.0	29.4	7.7	8.3	2.5	0.8	2.0	111.6
Total not attending	'000	48.9	29.7	38.0	13.3	12.3	3.4	2.0	3.2	150.8
Total	'000	106.3	79.9	65.8	29.5	23.5	8.2	5.4	4.0	322.6

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

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

(c) The Survey of Education and Work does not include Indigenous communities living in very remote areas, which affects the comparability of the NT results. See also table 4A.30 for the proportions of students attending schools in remote and very remote areas.

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

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

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

Source: ABS (unpublished) *Survey of Education and Work*, 2009.

Table 4A.134

Table 4A.134 **Participation and attainment in VET in Schools, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Participation in VET in Schools, with apprenticeships and traineeships disaggregated										
VET in Schools students										
School-based apprentices and trainees (c)	no. ('000)	2.2	7.2	14.0	0.8	0.5	0.5	0.4	0.1	25.7
Other VET in schools students	no. ('000)	52.8	36.1	64.3	20.8	12.0	2.7	3.7	2.0	194.2
Total	no. ('000)	54.9	43.4	78.4	21.6	12.5	3.2	4.0	2.0	220.0
School students undertaking a senior secondary school certificate										
Total	no. ('000)	151.6	161.2	93.8	56.4	54.5	4.6	9.2	5.4	536.7
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
School-based apprentices and trainees (c)	%	1.4	4.5	14.9	1.5	0.9	11.4	4.0	1.2	4.8
Other VET in schools students	%	34.8	22.4	68.6	36.8	22.0	58.8	39.8	36.1	36.2
Total	%	36.2	26.9	83.5	38.3	22.9	70.1	43.8	37.3	41.0
Participation in VET in Schools, by school sector										
VET in Schools students (d)										
Government schools	no. ('000)	39.6	26.3	45.0	16.1	9.1	2.5	3.0	1.7	143.3
Non-government schools	no. ('000)	13.9	14.1	13.4	5.3	3.4	0.5	1.0	0.3	52.0
Total (e)	no. ('000)	54.9	43.4	78.4	21.6	12.5	3.2	4.0	2.0	220.0
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	90.5	88.2	56.6	33.8	33.0	3.1	5.8	4.2	315.3
Non-government schools	no. ('000)	58.0	67.6	36.6	22.3	21.2	1.4	3.3	1.3	211.8
Total (e)	no. ('000)	151.6	161.2	93.8	56.4	54.5	4.6	9.2	5.4	536.7
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
Government schools	%	43.7	29.9	79.4	47.7	27.4	81.7	51.2	40.3	45.4
Non-government schools	%	24.0	20.9	36.5	23.5	16.2	37.7	30.9	26.2	24.6
Total (e)	%	36.2	26.9	83.5	38.3	22.9	70.1	43.8	37.3	41.0

Attainment in VET in Schools, by school sector

Table 4A.134 **Participation and attainment in VET in Schools, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
VET in Schools students (f)										
Government schools	no. ('000)	34.1	24.2	40.6	12.5	8.4	2.2	2.4	1.6	126.0
Non-government schools	no. ('000)	12.6	13.2	11.4	4.7	3.4	0.5	0.9	0.3	47.0
Total (e)	no. ('000)	48.0	39.9	68.3	17.4	11.8	2.9	3.3	1.9	193.5
Proportion of school students undertaking a senior secondary school certificate who successfully completed VET in schools										
Government schools	%	37.7	27.4	71.7	37.0	25.3	71.9	41.1	38.0	40.0
Non-government schools	%	21.7	19.5	31.0	21.3	16.1	35.0	28.0	26.1	22.2
Total (e)	%	31.6	24.8	72.8	30.9	21.6	62.7	36.3	35.6	36.1

- (a) A new arrangement for the national reporting of VET in Schools statistics was implemented for 2005 data. Due to this break in series, data for 2005 and onwards should not be compared with data from other arrangements in previous years. Data on 2006, 2007 and 2008 VET in Schools activity should also not be compared with 2005 VET in Schools activity because of data quality issues with 2005 data.
- (b) The 2008 VET in Schools statistics are subject to some data quality issues and should be interpreted with caution. These issues include: secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data, some data are not captured in enrolment processes and differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the number of school students undertaking a senior secondary certificate is not comparable across states and territories due to different definitions of a senior secondary certificate. For further details, refer to the source publications.
- (c) Students who undertook at least one unit of competency/module in a school-based apprenticeship or traineeship.
- (d) Students who undertook at least one unit of competency/module in VET in Schools.
- (e) 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.
- (f) Students who successfully completed at least one unit of competency/module in VET in Schools.

Source: National Centre for Vocational and Education Research (NCVER) (2010) VET in Schools 2008; MCEECDYA *VET In Schools collection* (unpublished).

Table 4A.135

Table 4A.135 Student attendance rates, government schools, by sex, 2009 (per cent) (a)

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

Table 4A.135 Student attendance rates, government schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	94	94	94	94	93	90	88	87	87	na	na
Female	94	94	94	94	93	93	91	88	86	86	na	na
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Male	83	82	83	84	85	85	83	79	80	81	73	92
Female	82	84	85	85	86	85	83	81	80	80	89	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

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

na Not available.

Source: ACARA (unpublished)

Table 4A.136

Table 4A.136 Student attendance rates, government schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	88	85	80	78	80	88	75
Non-Indigenous	94	94	94	94	94	94	93	91	89	89	91	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	88	89	89	89	89	86	82	81	81	82	82
Non-Indigenous	93	94	94	94	94	94	93	91	90	90	89	89
Total	93	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	86	87	87	87	87	87	82	78	76	89	94
Non-Indigenous	93	93	93	93	93	93	93	91	88	87	86	93
Total	92	92	93	93	93	93	92	90	88	86	86	93
WA												
Indigenous	80	80	81	82	82	81	82	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	89	88	na	na
Total	92	93	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	81	81	82	83	83	83	82	77	71	69	80	71
Non-Indigenous	92	93	93	93	93	92	92	90	88	86	92	89
Total	92	92	92	92	92	92	92	89	87	85	92	89
Tas												
Indigenous	92	93	93	93	92	92	88	87	81	78	na	na
Non-Indigenous	94	94	95	95	95	94	92	90	88	87	na	na
Total	94	94	95	94	95	94	92	90	88	86	na	na

Table 4A.136 Student attendance rates, government schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	90	88	90	89	86	79	80	74	75	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	87	87	na	na
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Indigenous	71	73	74	75	76	75	72	67	66	67	78	85
Non-Indigenous	93	93	93	93	93	93	93	90	89	89	74	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

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

na Not available.

Source: ACARA (unpublished)

Table 4A.137

Table 4A.137 Student attendance rates, independent schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	95	93	95	94	94	94	93	89
Female	94	94	95	95	95	94	94	93	93	92	89	87
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Male	93	94	94	94	94	94	94	94	94	93	93	89
Female	94	94	95	94	95	94	95	94	93	93	95	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Male	93	92	93	93	93	93	93	92	90	91	87	74
Female	92	93	93	93	94	93	93	92	92	91	93	94
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Male	93	94	94	94	94	94	94	95	95	94	87	56
Female	93	94	94	94	95	94	94	94	94	92	88	61
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Male	94	93	93	94	94	93	93	93	93	93	94	95
Female	93	93	93	94	94	94	94	93	93	91	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Male	95	96	95	96	95	95	96	94	94	94	82	96
Female	94	94	96	96	93	96	96	94	94	94	70	89
Total	94	95	95	96	94	95	96	94	94	94	78	93

Table 4A.137 Student attendance rates, independent schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	95	95	95	95	93	95	94	94	94	na	na
Female	93	94	94	94	95	94	95	94	93	94	na	na
Total	93	95	94	94	95	93	95	94	94	94	80	na
NT												
Male	87	90	88	90	90	93	90	91	91	91	na	72
Female	85	88	91	87	89	90	92	88	89	88	na	75
Total	86	89	90	89	89	92	91	90	90	90	na	73

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

na Not available.

Source: ACARA (unpublished)

Table 4A.138

Table 4A.138 Student attendance rates, independent schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	88	93	91	89	91	91	90	84	80	82	91
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	92	88
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Indigenous	91	92	88	95	94	96	82	86	87	81	95	83
Non-Indigenous	93	94	95	94	94	94	95	94	93	93	94	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Indigenous	83	83	85	83	88	84	88	86	86	81	81	76
Non-Indigenous	93	92	93	93	94	93	93	92	91	92	91	92
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Indigenous	80	83	78	85	81	81	84	82	83	79	62	40
Non-Indigenous	93	94	95	94	95	94	94	95	95	93	94	67
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Indigenous	87	84	86	84	88	88	87	85	77	78	98	75
Non-Indigenous	93	93	93	94	94	93	94	93	93	92	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Indigenous	95	96	94	97	95	93	96	92	94	93	na	na
Non-Indigenous	94	95	95	96	94	95	96	94	94	94	78	93
Total	94	95	95	96	94	95	96	94	94	94	78	93

Table 4A.138 **Student attendance rates, independent schools, by Indigenous status, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	83	88	97	87	85	98	90	69	90	71	na	na
Non-Indigenous	93	95	94	94	95	93	95	94	94	94	na	na
Total	93	95	94	94	95	93	95	94	94	94	80	na
NT												
Indigenous	52	70	73	64	64	68	81	85	84	83	na	73
Non-Indigenous	92	92	93	94	94	94	93	91	93	92	na	na
Total	86	89	90	89	89	92	91	90	90	90	na	73

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

na Not available.

Source: ACARA (unpublished)

Table 4A.139

Table 4A.139 Student attendance rates, Catholic schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	95	94	94	93	93	92	92	na
Female	94	94	95	94	95	94	95	93	93	92	90	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Male	93	93	94	93	94	93	93	92	92	92	na	na
Female	93	93	94	93	94	94	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Male	93	93	94	93	94	93	94	93	92	92	90	68
Female	93	93	94	93	94	93	94	93	92	91	92	30
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Male	91	93	93	93	94	94	93	94	94	93	84	98
Female	92	93	93	93	93	93	93	94	93	93	86	55
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Male	93	94	94	95	94	94	93	95	94	93	94	98
Female	93	94	94	94	94	94	94	93	92	92	93	91
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Male	95	96	96	95	96	93	96	95	93	94	98	94
Female	94	95	95	96	93	95	95	94	93	92	96	93
Total	95	95	96	95	95	94	95	94	93	93	97	94

Table 4A.139 Student attendance rates, Catholic schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	93	94	94	94	94	93	90	90	91	na	na
Female	93	92	93	92	94	94	93	91	91	89	na	na
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Male	77	76	79	80	81	78	85	79	85	80	na	na
Female	77	76	82	81	82	82	85	82	81	82	na	na
Total	77	76	81	81	81	80	85	81	83	81	na	na

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

na Not available.

Source: ACARA (unpublished)

Table 4A.140

Table 4A.140 Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	89	88	89	88	90	88	85	86	78	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Indigenous	91	91	92	89	90	91	85	86	85	88	na	na
Non-Indigenous	93	93	94	93	94	93	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Indigenous	89	89	89	88	90	92	87	89	88	88	94	69
Non-Indigenous	93	94	94	93	94	93	94	93	92	91	91	38
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Indigenous	72	78	69	76	78	73	73	85	80	79	52	na
Non-Indigenous	92	94	94	94	94	94	94	95	94	93	91	68
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Indigenous	92	95	94	92	91	91	91	86	90	90	95	na
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	93	95
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Indigenous	93	92	94	96	96	95	95	97	92	93	98	96
Non-Indigenous	95	95	96	95	95	94	95	94	93	93	97	94
Total	95	95	96	95	95	94	95	94	93	93	97	94

Table 4A.140 Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	82	88	88	91	93	89	88	86	91	na	na
Non-Indigenous	94	93	94	93	94	94	93	91	91	90	na	na
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Indigenous	89	88	88	89	87	91	91	88	91	89	na	na
Non-Indigenous	63	64	70	69	71	65	75	67	71	69	na	na
Total	77	76	81	81	81	80	85	81	83	81	na	na

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

na Not available.

Source: ACARA (unpublished)