
4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1) and are available from the website www.pc.gov.au/rogs/2018.

This chapter focuses on performance information for government-funded school education in Australia.

Further information on the Report on Government Services including other reported service areas, the glossary and list of abbreviations is available at www.pc.gov.au/rogs/2018.

4.1 Profile of school education

Service overview

Schooling aims to provide education for all young people. The structure of school education varies across states and territories.

Compulsory school education

Entry to school education is compulsory for all children in all states and territories, although the child age entry requirements vary by jurisdiction (ABS 2017). In 2016, minimum starting ages generally restrict enrolment to children aged between four-and-a-half and five years (ABS 2017). (See chapter 3, table 3A.1, for more details.)

National mandatory requirements for schooling — as agreed in the National Youth Participation Requirement (NYPR) — came into effect through relevant State and Territory government legislation in 2010. Under the NYPR, all young people must participate in schooling until they complete year 10; and if they have completed year 10, in full time education, training or employment (or combination of these) until 17 years of age (ABS 2017).

Type and level of school education

Schools are the institutions within which organised school education takes place (see section 4.4 for a definition of ‘school’) and are differentiated by the type and level of education they provide:

- *Primary schools* provide education from the first year of primary school — known as the ‘foundation year’ in the Australian Curriculum (see section 4.4 for the naming conventions used in each State and Territory). Primary school education extends to year 6 (year 7 in SA). (Prior to 2015, primary school education also extended to year 7 in Queensland and WA.)
- *Secondary schools* provide education from the end of primary school to year 12.
- *Special schools* provide education for students that exhibit one or more of the following characteristics before enrolment: mental or physical disability or impairment; slow learning ability; social or emotional problems; or in custody, on remand or in hospital (ABS 2017).

Affiliation, ownership and management

Schools can also be differentiated by their affiliation, ownership and management, which are presented for two broad categories:

- *Government schools* are owned and managed by State and Territory governments
- *Non-government schools*, including Catholic or Independent schools, are owned and managed by non-government establishments.

Roles and responsibilities

State and Territory governments are responsible for ensuring the delivery and regulation of schooling to all children of school age in their jurisdiction. State and Territory governments provide most of the school education funding in Australia, which is administered under their own legislation. They determine curricula, register schools, regulate school activities and are directly responsible for the administration of government schools. They also provide support services used by both government and non-government schools. Non-government schools operate under conditions determined by State and Territory government registration authorities.

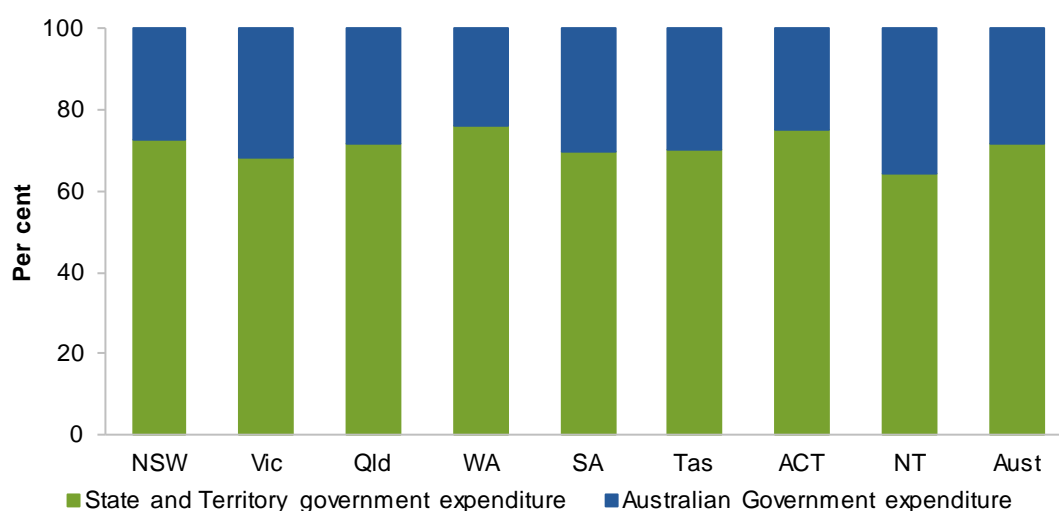
From 1 January 2014, Australian Government funding for government and non-government schools was through the Students First funding arrangements, as determined by the *Australian Education Act 2013* (the Act). State and Territory governments have discretion as to how to apply the funding to achieve the agreed outcomes. Detailed information on these funding arrangements can be found in box 4.7.

The Australian Government and State and Territory governments work together to progress and implement national policy priorities, such as: a national curriculum; national statistics and reporting; national testing; and, teaching standards (PM&C 2014). The Education Council — comprising the Australian, State and Territory education ministers and the New Zealand education minister (as a non-decision-making member) — is the principal forum for developing national priorities and strategies for schooling.

Funding

Nationally in 2015-16, government recurrent expenditure on school education was \$55.7 billion, a 2.5 per cent real increase from 2014-15 (table 4A.10). State and Territory governments provided the majority of funding (71.6 per cent) (figure 4.1).

Figure 4.1 **Proportion of total school education government recurrent expenditure, 2015-16^a**



^a See table 4A.10 for detailed footnotes and caveats.

Source: Education Council (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education and Training (unpublished); Australian, State and Territory governments (unpublished); table 4A.10.

Government schools accounted for \$42.4 billion (76.1 per cent), with State and Territory governments the major funding source (\$36.5 billion, or 86.2 per cent of government schools funding). Non-government schools accounted for \$13.3 billion (23.9 per cent), with the

Australian Government the major funding source (\$10.0 billion, or 75.1 per cent of non-government schools funding) (table 4A.10).

The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (see box 4.7) and is affected by the characteristics of school structures and the student body in each state and territory.

This Report presents expenditure related to government funding only, not to the full cost to the community of providing school education. Caution should be taken when comparing expenditure data for government and non-government schools, because governments provide only part of school funding. Government provided 57.2 per cent of non-government school funding in 2016, with the remaining 42.8 per cent sourced from private fees and fund raising (Australian Government Department of Education and Training, unpublished).

Size and scope

Schools

In 2016, there were 9414 schools in Australia (6233 primary schools, 1404 secondary schools, 1316 combined schools, and 461 special schools) (table 4A.1). The majority of schools were government owned and managed (70.5 per cent) (table 4A.1).

Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions. Detailed data on school size and level can be found in *Schools Australia, 2016* (ABS 2017).

Student body

There were 3.8 million full time equivalent (FTE) students enrolled in school nationally in 2016 (table 4A.3). Whilst the majority of students are full time, there were 19 570 part time students in 2016 (predominantly in secondary schools) (ABS 2017), which equated to 7760 FTE student enrolments (table 4A.3):

- *Government schools* had 2.5 million FTE students enrolled (65.3 per cent of all FTE students). This proportion has remained steady since 2012, following a decrease from 66.5 per cent in 2007.
- *Non-government schools* had 1.3 million FTE students enrolled (34.7 per cent of all FTE students).
- Proportions differ across school levels, with proportions increasing for government schools in primary schooling and for non-government schools in secondary schooling (table 4A.3).

A higher proportion of FTE students were enrolled in primary schools (57.5 per cent) than in secondary schools (42.5 per cent) (table 4A.3). SA has the highest proportion of students enrolled in primary school education (61.7 per cent) as it is the only jurisdiction that still includes year 7 in primary school.

The enrolment rate decreases as students exceed the maximum compulsory school age and complete their school education. Nationally in 2016, 98.2 per cent of Australian children aged 15 years were enrolled at school, declining to 93.9 per cent of 16 year olds and 77.3 per cent of 17 year olds. Data are available for 15–19 year olds by single year of age and totals in table 4A.4.

Special needs groups

Government schools have a higher proportion of students from selected special needs groups than non-government schools, including for:

- Aboriginal and Torres Strait Islander students — in 2016, 7.0 per cent in government schools and 2.5 per cent in non-government schools (table 4A.5)
- students with disability — in 2016, 6.3 per cent in government schools and 4.2 per cent in non-government schools (table 4A.7)
- geographically remote and very remote students — in 2016, 2.5 per cent in government schools and 1.1 per cent in non-government schools (table 4A.8).

Conversely, non-government schools have a higher proportion of students that are:

- students with a language background other than English — in 2016, 24.2 per cent in government schools and 26.2 per cent in non-government schools (table 4A.6).

School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in ‘VET in Schools’ (see section 4.4) or remain engaged in education through a Registered Training Organisation (chapter 5). Nationally in 2016, there were 243 300 VET in Schools students (NCVER 2017). Overall, 474 000 people aged 15–19 years successfully completed at least one unit of competency as part of a VET qualification at the Australian Qualifications Framework (AQF) Certificate II or above (at a school or Registered Training Organisation) (table 4A.9).

4.2 Framework of performance indicators

Box 4.1 describes the vision and objectives for the school education system. The vision and objectives align with the educational goals for young Australians in the Melbourne Declaration (MCEETYA 2008) and the National Education Agreement (COAG 2009). In

addition, performance indicators in this chapter are aligned with school education indicators in the National Education Agreement, where relevant.

Box 4.1 Objectives for School education

Australian schooling aims for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens positioning them to live fulfilling, productive and responsible lives. It aims for students to excel by international standards, while reducing educational disadvantage.

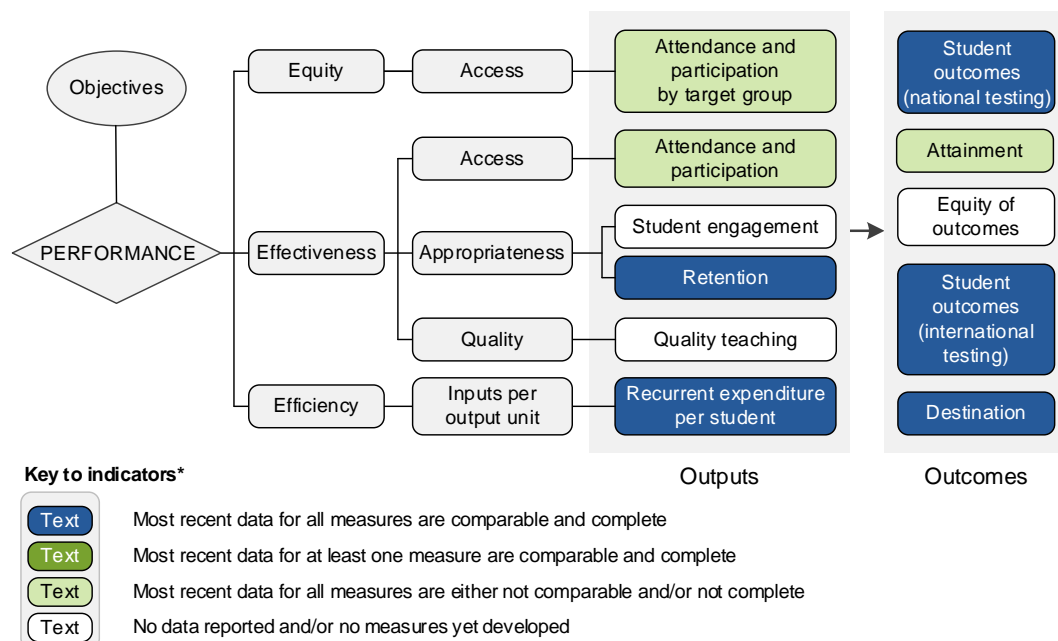
To meet this vision, the school education system aims to:

- engage all students and promote student participation
- deliver high quality teaching with a world-class curriculum.

Governments aim for school education services to meet these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of school education services (figure 4.2).

Figure 4.2 School education performance indicator framework



* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

The framework also shows which data are complete and comparable in the 2018 Report. For data that are not considered directly comparable, text includes relevant caveats and

supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to section 4.1, the Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter. Chapters 1 and 2 are available from the website at www.pc.gov.au/rogs/2018.

Improvements to performance reporting for School education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

4.3 Key performance indicator results

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1). Output information is also critical for equitable, efficient and effective management of government services.

Equity

Access — Attendance and participation by target group

'Attendance and participation by target group' is an indicator of governments' objective for school education services to be provided in an equitable manner (box 4.2).

Box 4.2 Attendance and participation by target group

'Attendance and participation by target group' compares the attendance rate of those in the target group (Aboriginal and Torres Strait Islander students, students in remote/very remote areas) with the attendance rate of those outside the target group (non-Indigenous students, students in major cities and regional areas).

Similar rates of attendance for those within and outside the target groups indicates equity of access.

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Box 4.2 (continued)

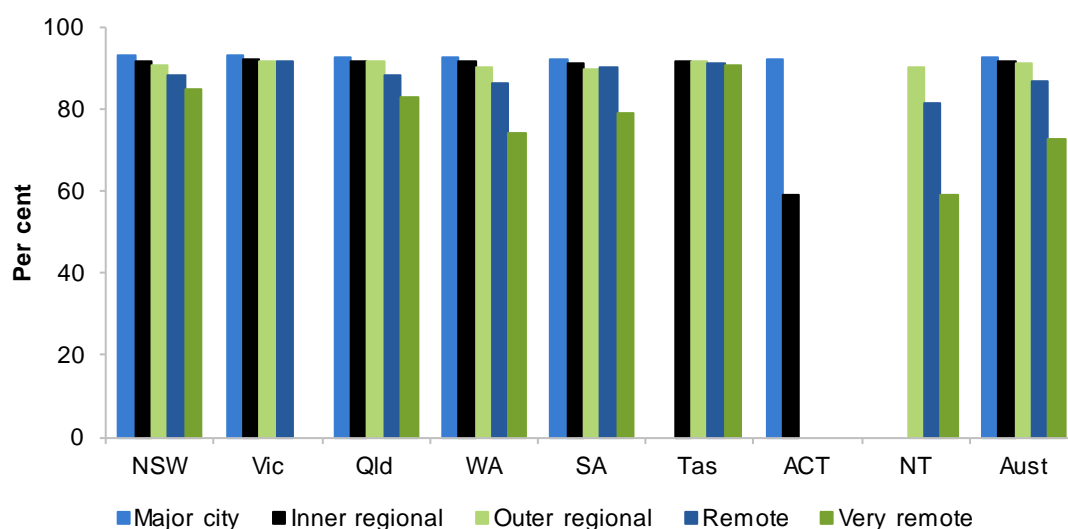
The student attendance rate is the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

Data reported for this measure are:

- not comparable across jurisdictions — NSW government school data are not yet collected on a comparable basis to other states and territories
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

Nationally in 2017, attendance rates across years 1–10 decreased as remoteness increased (figure 4.3), with the decrease greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students. This pattern was similar for government and non-government schools (table 4A.21).

Figure 4.3 **Student attendance rate for years 1 to 10 combined, by remoteness, all schools, 2017^{a, b}**

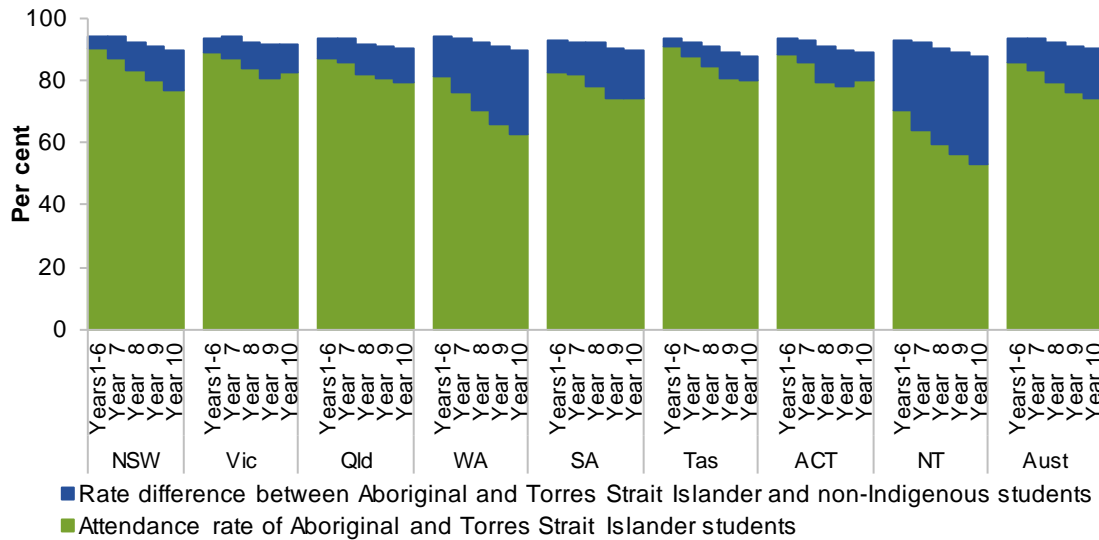


^a See box 4.2 and table 4A.21 for detailed definitions, footnotes and caveats. ^b There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

Source: ACARA (unpublished); table 4A.21.

Nationally in 2017, non-Indigenous students in all schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions. This pattern was similar for government and non-government schools (figure 4.4 and tables 4A.18–20).

Figure 4.4 Student attendance rate for years 1 to 6 combined to year 10, by Indigenous status, all schools, 2017^{a, b}



^a The non-Indigenous attendance rates includes the total area shaded for each year level. ^b See box 4.2 and table 4A.20 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); table 4A.20.

The student attendance level is the proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period. Analysis of the attendance level can highlight ‘at risk’ populations (where a large proportion of individuals have had low attendance over the school year). Data on the student attendance level by Indigenous status and remoteness are in tables 4A.22–24, with patterns consistent with the student attendance rate data.

Effectiveness

Access — Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective that school education services promotes student participation (box 4.3).

Box 4.3 Attendance and participation

'Attendance and participation' is defined by the 'student attendance rate' — the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

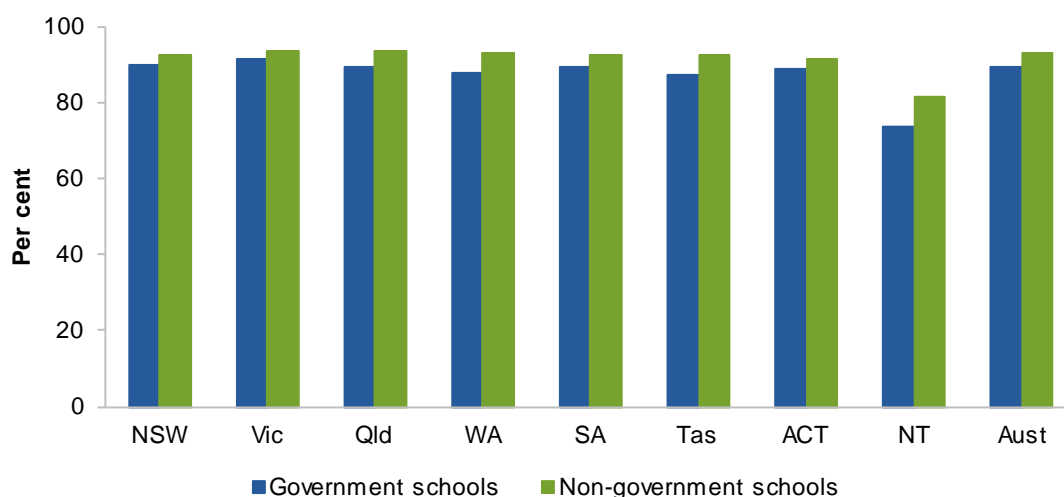
Data reported for this measure are:

- not comparable across jurisdictions — NSW government school data are not yet collected on a comparable basis to other states and territories
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

Nationally in 2017, the attendance rate for all school students across year levels 1–6 was 93.4 per cent (table 4A.20). The year 1–6 attendance rates have remained steady since 2014 and are similar across most jurisdictions and within each State and Territory over time.

Nationally in 2017, across all schools attendance rates decreased from year 7 to year 10 — from 93.0 per cent to 89.4 per cent (table 4A.20). For years 7–10 combined, attendance rates are higher at non-government schools (92.9 per cent) than government schools (89.6 per cent) (figure 4.5). However, this gap has narrowed between 2014 to 2017, due to a 0.6 percentage point decline in the attendance rate at non-government schools, while the rate for government schools has remained stable (tables 4A.18–19).

Figure 4.5 Student attendance rates, years 7 to 10, by sector, 2017^a



^a See box 4.3 and tables 4A.18–19 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); tables 4A.18–19.

The student attendance level is the proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period. Analysis of the attendance level can

highlight ‘at risk’ populations (where a large proportion of individuals have had low attendance over the school year). Data for the student attendance level are in tables 4A.22–24, with patterns consistent with the student attendance rate data.

Appropriateness — Student engagement

‘Student engagement’ is an indicator of governments’ objective that school education services engage all students (box 4.4).

Box 4.4 Student engagement

‘Student engagement’ is defined as the engagement of students with schooling across the following three dimensions:

- *Behavioural engagement* — which may be measured by identifiable behaviours and by attendance, attainment and retention.

Attendance is sometimes seen as a proxy for student engagement with evidence of the relationship between poor attendance and poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013). However, measurement of attendance alone is not an adequate proxy for student engagement, as a student may attend school but not achieve their potential.

- *Emotional engagement* — which may be analysed by seeking students’ attitudes to learning and school.
- *Cognitive engagement* — which has been less frequently measured in a classroom setting, but research studies have used measures such as students’ perception of intellectual challenge, effort or interest and motivation.

High or increasing levels of student engagement are desirable.

Data are not yet available for reporting against this indicator.

Appropriateness — Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that the school education system aims to engage all students and promote student participation (box 4.5).

Box 4.5 **Retention**

'Retention' (apparent retention rate) is defined as the number of full time school students in year 10 that continue to year 12.

The term 'apparent' is used because the measures are derived from total numbers of students in each of year 10 and year 12, not by tracking the retention of individual students. Care needs to be taken in interpreting the measures as they do not take account of factors such as:

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

These factors may lead to apparent retention rates that exceed 100 per cent.

This indicator does not include part time or ungraded students (which has implications for the interpretation of results for all jurisdictions) or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions.

A higher or increasing rate is desirable as it suggests that a larger proportion of students are continuing in school, which may result in improved educational outcomes.

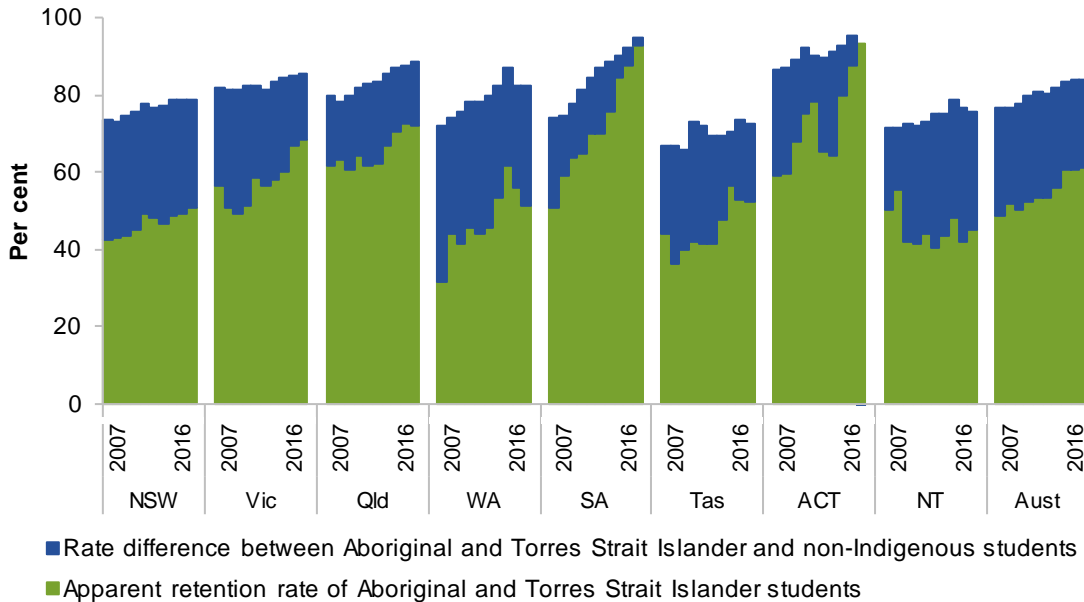
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

Nationally in 2016, the apparent retention rate from year 10 to year 12 was 82.9 per cent, an increase from 75.6 per cent in 2007 (table 4A.25). From 2007 to 2016, the rate for government schools has increased from 70.5 per cent to 79.5 per cent and for non-government schools from 84.1 per cent to 87.9 per cent respectively (tables 4A.26–27).

For the period 2007–2016, the apparent retention from year 10 to year 12 increased for Aboriginal and Torres Strait Islander students at a greater rate than for non-Indigenous students, albeit off a lower base. Nationally in 2016, the rate for Aboriginal and Torres Strait Islander students was 60.9 per cent (an increase of 12.4 percentage points from 2007) and for non-Indigenous students was 84.0 per cent (an increase of 7.4 percentage points from 2007) (figure 4.6).

Figure 4.6 **Apparent retention rates from year 10 to year 12, full time students, by Indigenous status, 2007 to 2016^{a, b, c}**



^a The non-Indigenous retention rate is the total area shaded for each year. ^b In 2016, the ACT apparent retention rate for Aboriginal and Torres Strait Islander students was higher than for non-Indigenous students by 1 percentage point. ^c See box 4.5 and table 4A.25 for detailed definitions, footnotes and caveats.

Source: ABS (2017) *Schools Australia 2016*, Cat. no. 4221.0; table 4A.25.

Consistent with the NYPR mandatory requirement that all young people participate in schooling until they complete year 10, the apparent retention rate from the commencement of secondary school (at year 7 or 8) to year 10 has remained above 97 per cent in all jurisdictions (other than the NT) since 2007 (table 4A.25). The retention rate for Aboriginal and Torres Strait Islander students was also near to 100 per cent (97.2 per cent), but lower than that of non-Indigenous students, although this varies across jurisdictions (table 4A.25).

Data on retention rates for all full time and part time students and for students from year 7 or 8 to year 12 are available in tables 4A.25–27.

Quality — Quality teaching

‘Quality teaching’ is an indicator of governments’ objective that school education deliver high quality teaching with a world-class curriculum (box 4.6). A good quality curriculum provides the structure for the provision of quality learning (UNESCO-IBE 2016), while teachers are the single most important ‘in-school’ influence on student achievement

(Hattie 2009). Teacher quality can influence student educational outcomes both directly and indirectly, by fostering a positive, inclusive and safe learning environment (Boon 2011).

Box 4.6 Quality teaching

'Quality teaching' is defined in relation to the teaching environment, including the quality of the curriculum and the effectiveness of the teachers. Teachers are considered effective where they:

- create an environment where all students are expected to learn successfully
- have a deep understanding of the curriculum and subjects they teach
- have a repertoire of effective teaching strategies to meet student needs
- direct their teaching to student needs and readiness
- provide continuous feedback to students about their learning
- reflect on their own practice and strive for continuous improvement (PC 2012).

This indicator is anticipated to be measured by student responses to survey questions on their perceptions of the teaching environment including the curriculum. High or increasing proportions of students indicating positive responses to the teaching environment are desirable.

Data are not yet available for reporting against this indicator.

Efficiency

An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. This chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools. Box 4.7 provides further information on the data used to report on the efficiency measures in this Report.

Box 4.7 School expenditure data reported in this chapter

Efficiency indicators in this chapter are based on financial year recurrent expenditure on government and non-government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as Students First funding cannot be separated into capital and recurrent expenditure, these payments are treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

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Box 4.7 (continued)

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistics Collection (NSSC), under the auspices of the Education Council:

- Each State and Territory government reports to the Education Council on its expenditure on government schools. Expenditure on government schools comprises: employee costs (including salaries, superannuation, workers compensation, payroll tax, termination and long service leave, sick leave); capital costs (depreciation and user cost of capital [UCC]); umbrella departmental costs; and other costs (including rent and utilities). The Education Council provides unpublished data on the UCC for government schools, imputed as 8 per cent of the written down value of assets (table 4A.13).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes — including the Students First funding and a range of National Partnership payments (table 4A.12).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (table 4A.10).

Sources of data — government recurrent expenditure on non-government schools

Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and State and Territory governments, and comprises the following:

- Each State and Territory government provides unpublished data on its contributions to non-government schools (table 4A.10).
- The Australian Government reports its allocation to each State and Territory for non-government schools, consistent with Treasury Final Budget Outcomes — including the Students First funding and National Partnership payments see (table 4A.12).

Allocation of funding

Students First funding — Australian Government

From 2014 to 2017, Australian Government recurrent funding for all schools is transitioning under the *Australian Education Act 2013* from levels under the previous funding arrangements towards the Schooling Resource Standard funding arrangement levels. Funding is calculated with reference to a base amount plus loadings to target student and school disadvantage including students from lower socioeconomic backgrounds, students with disability, Aboriginal and Torres Strait Islander students, students with low English proficiency, and school size and location. For most non-government schools, the base amount is discounted by the anticipated capacity of their school community to financially contribute towards the school's operating costs. Commonwealth recurrent funding is provided to approved authorities for the purpose of providing school education. Although calculated to reflect the need of each student and school, the approved authority for the school is not required to spend that funding on any particular student or group of students; approved authorities have the flexibility to allocate the funding for the purpose of providing school education that best meets the needs of their students, taking into account other revenue sources and budgetary restrictions.

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Box 4.7 (continued)

State and Territory governments

In general, State and Territory government schools systems are funded based on a variety of formulas to determine a school's recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers and school size, location and staffing profiles.

User cost of capital (UCC)

The UCC is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services. The notional UCC makes explicit the opportunity cost of using government funds to own assets for the provision of services rather than investing elsewhere or retiring debt.

UCC is only reported for government schools (*not* non-government schools). It is estimated at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Source: ACARA (2017a); Australian Government Department of Education and Training (unpublished).

Inputs per output unit — Recurrent expenditure per student

'Recurrent expenditure per student' is an indicator of governments' objective to provide school education services in an efficient manner (box 4.8).

Box 4.8 Recurrent expenditure per student

'Recurrent expenditure per student' is defined as total government recurrent expenditure per FTE student, reported for government schools and for non-government schools. Government recurrent expenditure per FTE student includes estimates for UCC for government schools (box 4.7). UCC is not included for non-government schools.

FTE student numbers (table 4A.3) are drawn from the ABS publication *Schools Australia 2016* (ABS 2017) and averaged over two calendar years to match the financial year expenditure data.

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

Care should be taken in interpretation of efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure

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Box 4.8 (continued)

- while high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for students with special needs, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion).

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time. (Note that as non-government schools data do not account for UCC nor non-government sources of funding, the data are *not comparable* for comparing the efficiency of government and non-government schools)
- complete for the current reporting period (subject to caveats). All required 2015-16 data are available for all jurisdictions.

Source: ACARA (2017a); Australian Government Department of Education and Training (unpublished).

Nationally in 2015-16, government recurrent expenditure per FTE student in all schools was \$14 795. Between 2006-07 and 2015-16, real government expenditure per FTE student increased at an average rate of 1.6 per cent per year (table 4A.14).

Government schools

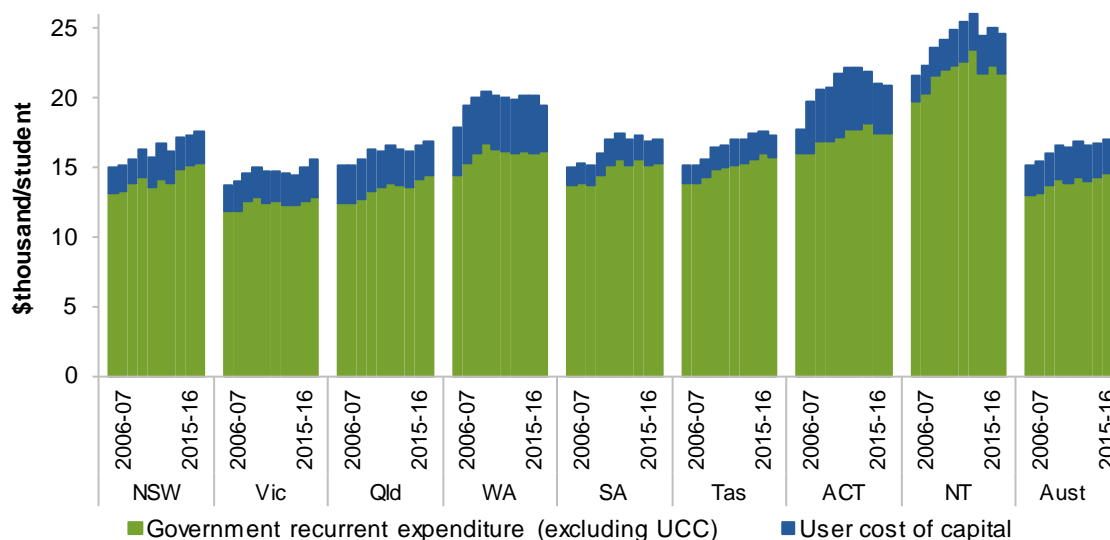
Nationally in 2015-16, government recurrent expenditure (including UCC) was \$17 275 per FTE student in government schools (excluding UCC this was \$14 769). Between 2006-07 and 2015-16, real government expenditure (including UCC) per FTE student increased at an average rate of 1.5 per cent per year (figure 4.7).

In-school expenditure per FTE student was higher for government secondary schools (\$18 648 per FTE student) compared to government primary schools (\$15 262 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$702 per FTE student) (table 4A.15).

Non-government schools

Nationally in 2015-16, government recurrent expenditure per FTE student in non-government schools was \$10 147 (does not include UCC). Between 2006-07 and 2015-16, real government expenditure per FTE student increased at an average rate of 2.4 per cent per year (figure 4.8).

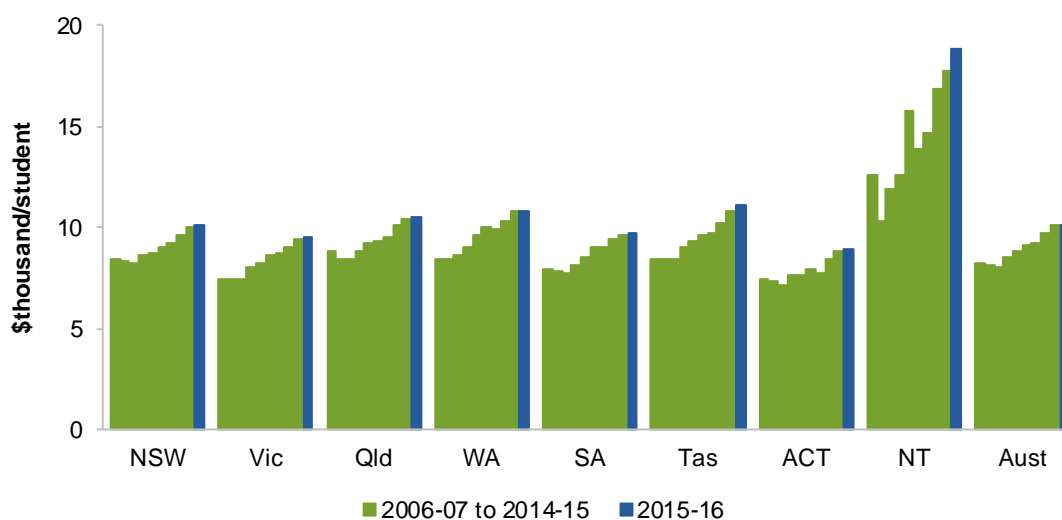
Figure 4.7 Government real recurrent expenditure per FTE student (including UCC), government schools, 2006-07 to 2015-16 (2015-16 dollars)^a



^a See box 4.8 and table 4A.15 for detailed definitions, footnotes and caveats.

Source: ABS (2017) *Schools Australia 2016*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.15.

Figure 4.8 Government real recurrent expenditure per FTE student, non-government schools, 2006-07 to 2015-16 (2015-16 dollars)^a



^a See box 4.8 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2017) *Schools Australia 2016*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); table 4A.14.

Student-to-staff ratio

The student-to-staff ratio is the number of FTE students per FTE staff, for all staff and for teaching staff (see section 4.4 for definitions). (Note that the student-to-teacher ratio is not a measure of class size.)

Differences in the ‘student-to-staff ratio’ can provide some context to differences in the government recurrent expenditure per FTE student as a low or decreasing student-to-teacher ratio may lead to higher staff expenditure per student. However, additional teaching staff expenditure may also reflect differences in teacher salaries, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), or the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Nationally in 2016, the student-to-teacher ratio at government schools (primary and secondary combined) was 14.0 students per teacher; for non-government it was 13.2 (table 4A.17). The student-to-teacher ratio, for both government and non-government schools, is generally lower for secondary schools than primary schools.

Nationally in 2016, the student to non-teaching staff ratio at government schools (primary and secondary combined) was 34.2 students per staff member; for non-government schools it was 28.5 students per staff member (table 4A.16). Non-teaching staff (such as specialists, administrative and building operations staff) account for approximately 30 per cent of the FTE staff at schools (ABS 2017).

Outcomes

Outcomes are the impact of services on the status of an individual or group (see chapter 1).

Student outcomes (national testing)

‘Student outcomes (national testing)’ is an indicator of governments’ objective that Australian schooling aims for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens (box 4.9).

Box 4.9 Student outcomes (national testing)

‘Student outcomes (national testing)’ is defined by measures drawn from the National Assessment Program — Literacy and Numeracy (NAPLAN) and National Assessment Program (NAP) sample assessments.

All data are accompanied by confidence intervals. See section 4.4 for details on NAPLAN and NAP confidence intervals.

(continued next page)

Box 4.9 (continued)

National Assessment Program — Literacy and Numeracy (NAPLAN)

NAPLAN testing is undertaken by students in years 3, 5, 7 and 9. Measures are reported for the proportion of students at or above the national minimum standard in NAPLAN testing and mean scale score for reading, numeracy and writing.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level (ACARA 2017b). The mean scale score refers to a mean (average) score on a common national scale.

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

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

NAP Sample assessments

NAP national sample assessments are undertaken by students in year 6 and 10, on a triennial, rotating basis. Measures are reported for the proportion of students at or above the proficient standard in NAP assessments and mean scale score for:

- NAP civics and citizenship literacy
- NAP Science literacy (testing undertaken by year 6 students only)
- NAP information and communication technologies (ICT) literacy.

The proficient standards, which vary across the tests, are challenging but reasonable levels of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching them.

A high or increasing mean scale score or proportion of students achieving at or above the proficiency standard is desirable.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the most recent reporting period (subject to caveats). All required data are available for all jurisdictions for: 2016 (for NAP civics and citizenship literacy), 2015 (for NAP science literacy), and 2014 (for NAP ICT literacy).

In 2017, NAPLAN participation rates were at or above 90 per cent for most jurisdictions across testing domains and year levels. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander students than non-Indigenous students participated in NAPLAN testing (ACARA 2017c). Students are counted as participating if they were assessed or deemed exempt (other students identified as absent or withdrawn are counted as not participating).

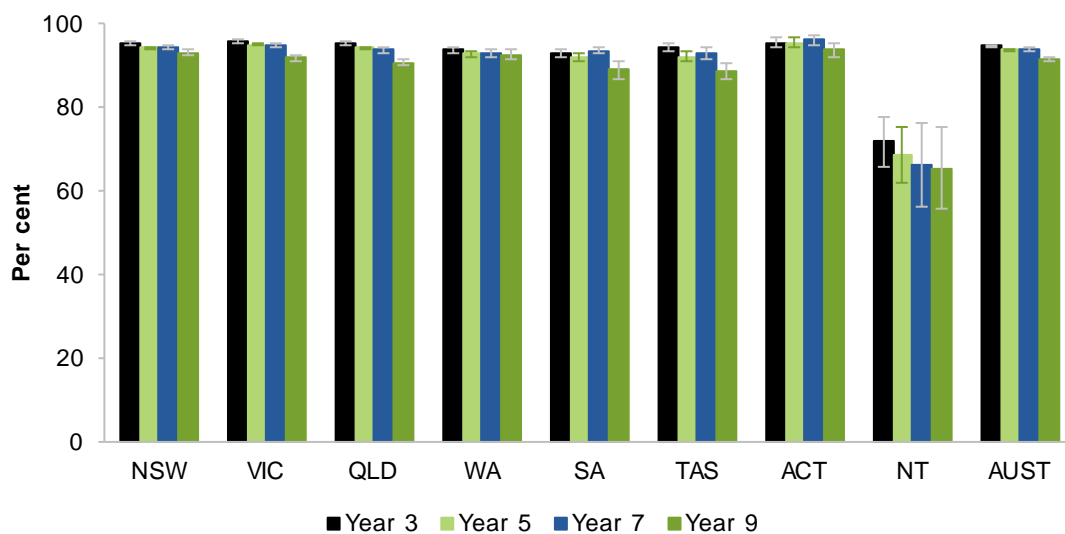
NAPLAN reading

Nationally in 2017, the proportion of students who achieved at or above the reading national minimum standard was:

- 94.9 (± 0.2) for year 3 students
- 93.9 (± 0.2) for year 5 students
- 94.0 (± 0.3) for year 7 students
- 91.7 (± 0.4) for year 9 students (figure 4.9)

The statistical significance of the difference in the proportion of students who achieved at or above the national minimum standard for reading in 2017, across states and territories, is provided in table 4A.28.

Figure 4.9 **Proportion of students achieving at or above the reading national minimum standard, 2017^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see section 4.4). ^b See box 4.9 and table 4A.28 for detailed definitions, footnotes and caveats.

Source: ACARA (2017) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, table 4A.28.

Nationally for year 3 and year 5 students, the proportion (and mean scale score) in 2017 was statistically significantly above that in 2008 but, there was no significant difference for years 7 or 9 (tables 4A.28–29).

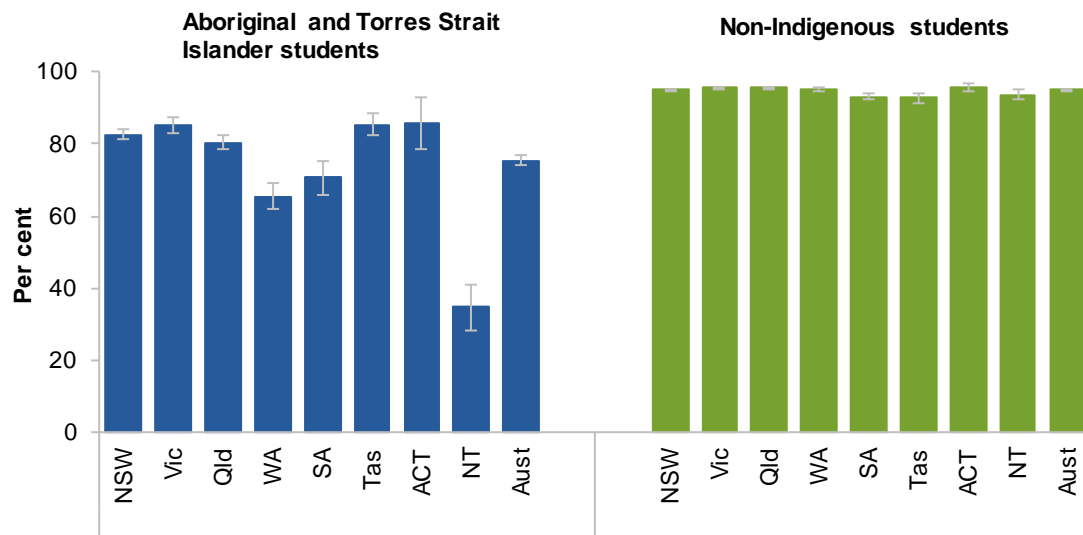
Aboriginal and Torres Strait Islander students

In 2017, the proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard for reading (and the mean scale score) was statistically

significantly above 2008 for year levels 3 and 5 (no significant difference for years 7 and 9), but not statistically significantly different from 2016 (tables 4A.28–29).

Nationally in 2017, for all year levels, the proportion of Aboriginal and Torres Strait Islander students that achieved the national minimum standard for reading (and the mean scale score) was significantly lower than for non-Indigenous students, although results varied across jurisdictions (tables 4A.28–29). Figure 4.10 compares the 2017 NAPLAN reading results for year 5 students — the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was 75.5 (± 1.5) per cent, significantly lower than for non-Indigenous students [95.1 (± 0.2) per cent].

Figure 4.10 Proportion of year 5 students achieving at or above the reading national minimum standard, 2017^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see section 4.4). ^b See box 4.9 and table 4A.28 for detailed definitions, footnotes and caveats.

Source: ACARA (2017) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, table 4A.28.

Remoteness

Nationally in 2017, reading outcomes declined with remoteness. For example, in year 5 the proportion of students who achieved at or above the national minimum standard decreased from 95.0 (± 0.2) per cent in major city areas to 52.7 (± 5.8) per cent in very remote areas (table 4A.28). For Aboriginal and Torres Strait Islander students the decline is steeper, resulting in a widening of the gap in reading outcomes as remoteness increased.

Socioeconomic status

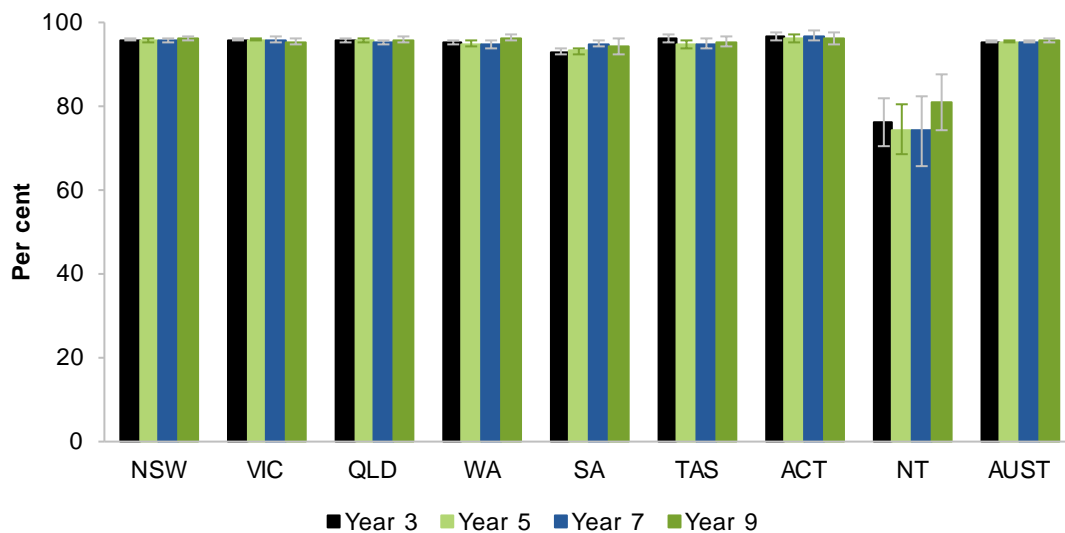
Data by parental education and parental occupation for 2017 are included in tables 4A.30–31. In general, reading outcomes were lower for students with parents with lower levels of parental education and parental occupation. Data for 2011–2016 are available in previous reports.

NAPLAN Numeracy

Nationally in 2017, the proportion of students who achieved at or above the numeracy national minimum standard was:

- 95.4 (±0.2) for year 3 students
- 95.4 (±0.2) for year 5 students
- 95.4 (±0.3) for year 7 students
- 95.8 (±0.3) for year 9 students (figure 4.11)

Figure 4.11 **Proportion of students achieving at or above the numeracy national minimum standard, 2017^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see section 4.4). ^b See box 4.9 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2017) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*; table 4A.36.

The statistical significance of the difference in the proportion of students who achieved at or above the national minimum standard for numeracy in 2017, across states and territories, is provided in table 4A.36.

Nationally for year 5 and year 9 students, the proportion (mean scale score for year 5) in 2017 was statistically significantly above that in 2008 but, there was no significant difference for years 3 and 7 (years 3, 7 and 9 for mean scale scores) (tables 4A.36–37).

Aboriginal and Torres Strait Islander students

In 2017, the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in numeracy was statistically above 2008 for years 5 and 9, but there was no significant change for years 3 and 7 (table 4A.36).

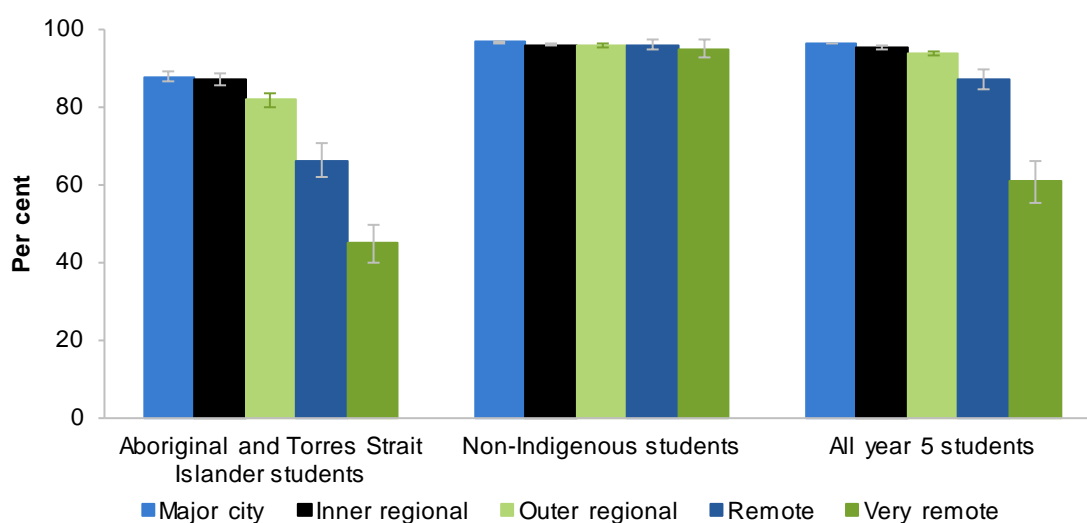
Nationally in 2017, for all year levels, the proportion of Aboriginal and Torres Strait Islander students who achieved the national minimum standard (and mean scale score) was significantly lower than for non-Indigenous students, although results varied across jurisdictions (table 4A.36).

Remoteness

Nationally in 2017, numeracy outcomes declined with remoteness. For example, in year 5 the proportion of students who achieved at or above the national minimum standard decreased from 96.2 (± 0.2) per cent in major cities to 60.7 (± 5.3) per cent in very remote areas (table 4A.36).

For Aboriginal and Torres Strait Islander students the decline is steeper, resulting in a widening of the gap in numeracy outcomes as remoteness increased. Figure 4.12 shows the results for year 5 numeracy outcomes by Indigenous status and geolocation.

Figure 4.12 National proportion of year 5 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2017^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see section 4.4). ^b See box 4.9 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2017) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, table 4A.36.

Socioeconomic status

State and territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2017 are included in tables 4A.38–39. Similar to NAPLAN reading outcomes, numeracy outcomes were generally lower for students with lower levels of parental education and parental occupation. Data for 2011–2016 were included in the previous Reports.

NAPLAN writing

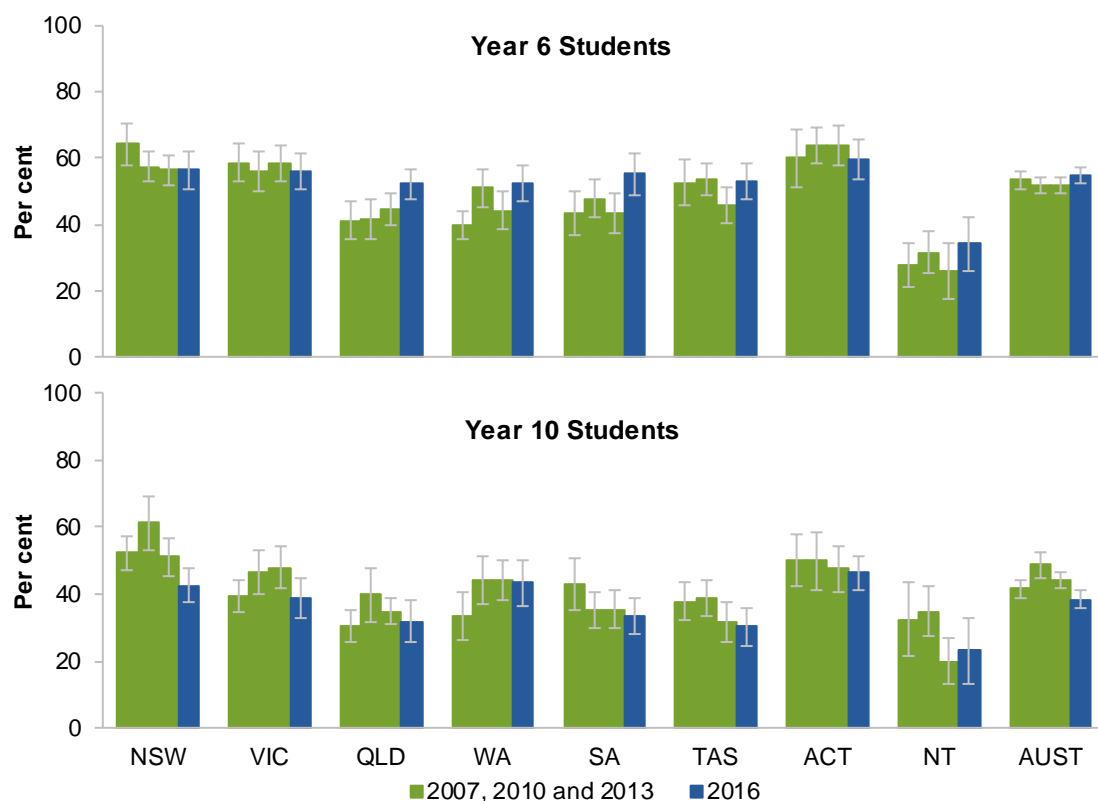
Tables 4A.32–35 provide data on the mean scale scores and the proportions of year 3, 5, 7 and 9 students achieving at or above the national minimum standard for writing. Data comparing outcomes from 2011 and 2016 to 2017 by Indigenous status, for mean scale scores and for the proportion at and above the national minimum standard are included for each state and territory, and nationally in tables 4A.32–35.

NAP Civics and citizenship literacy assessment

Nationally in 2016, of year 6 students and year 10 students, 55 (± 2.4) per cent and 38 (± 2.7) per cent, respectively, achieved at the proficient standard or above for their year level (figure 4.13). The proportion of students that achieved the proficient standard or above was similar to previous assessments for year 6 students, but had declined for year 10 students from 2010 and 2013 (table 4A.43).

Mean scale scores for NAP civics and citizenship literacy are in table 4A.44. Additional data by achievement level, sex, Indigenous status, parental occupation, geolocation and for students who speak languages other than English at home are included in table 4A.45.

Figure 4.13 Proportion of students achieving at or above the proficient standard in civics and citizenship literacy, 2007, 2010, 2013 and 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each NAP sample point estimate (see section 4.4). ^b See box 4.9 and table 4A.43 for detailed definitions, footnotes and caveats.

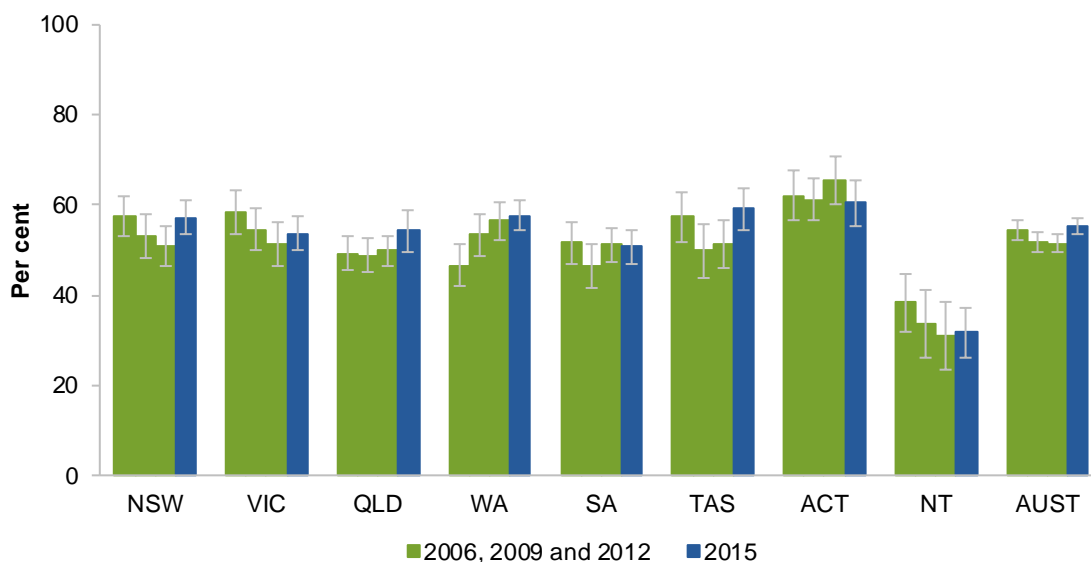
Source: ACARA (2017) *National Assessment Program Civics and Citizenship Report 2016*, Sydney; table 4A.43.

Mean scale scores for NAP civics and citizenship literacy are in table 4A.44. Additional data by achievement level, sex, Indigenous status, parental occupation, geolocation and for students who speak languages other than English at home are included in table 4A.45.

NAP Science literacy assessment

Nationally in 2015, 55.1 (± 1.8) per cent of year 6 students achieved at or above the proficient standard, similar to previous years (figure 4.14).

Figure 4.14 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, 2006, 2009, 2012 and 2015^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each NAP point estimate (see section 4.4). ^b See box 4.9 and table 4A.40 for detailed definitions, footnotes and caveats.

Source: ACARA (2017) *National Assessment Program Science Year 6 Report 2015*, Sydney; table 4A.40.

Mean scale scores for NAP science literacy are in table 4A.41. Additional data by achievement level, sex, Indigenous status, geolocation and for students who speak languages other than English at home are included in table 4A.42.

NAP ICT literacy assessment

Nationally in 2014, the proportion of participating year 6 and year 10 students who achieved at or above the proficient standards in ICT literacy performance was 55 (± 2.5) per cent and 52 (± 2.5) per cent respectively (tables 4A.46–48).

Attainment

‘Attainment’ is an indicator of governments’ objective that Australian schooling aims for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens (box 4.10).

Box 4.10 **Attainment**

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

This indicator should be interpreted with caution as:

- assessment, reporting and criteria for obtaining a year 12 or equivalent certificate varies across jurisdictions
- students completing their secondary education in technical and further education institutes are included in reporting for some jurisdictions and not in others
- the aggregation of all postcode locations into three socioeconomic status categories (as a disaggregation for socioeconomic status) — high, medium and low — means there may be significant variation within the categories. The low category, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

A high or increasing completion rate is desirable.

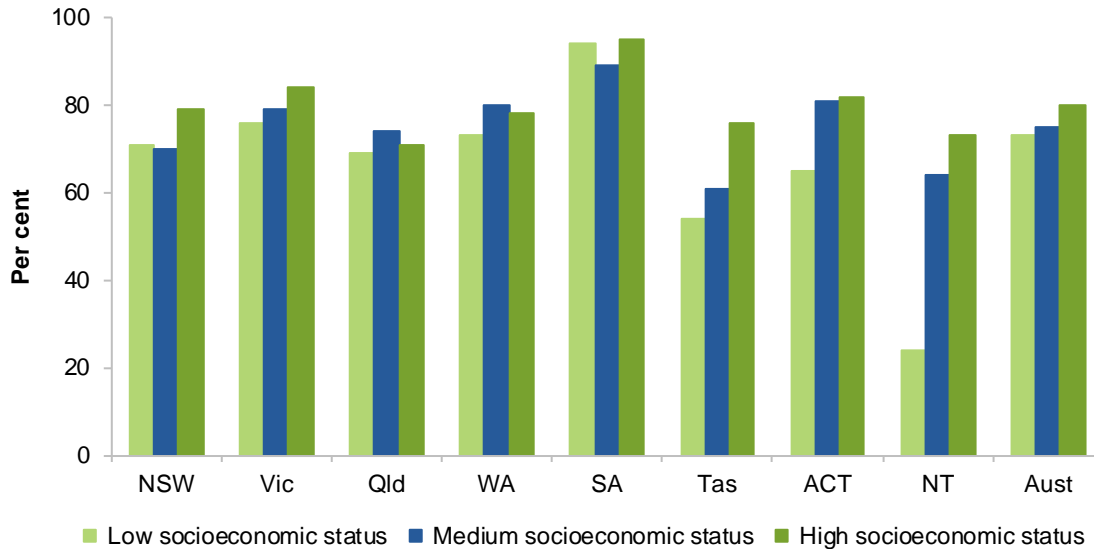
Data reported for this measure are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions. WA data for 2014 reflect a change to the pre-year 1 entry age in 2002 resulting in approximately half the normal intake of students for that year level
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

Nationally in 2016, the year 12 certificate attainment rate for all students was 76 per cent (table 4A.55). The rates for students from low and medium socioeconomic backgrounds (73 per cent and 75 per cent, respectively) were below those for students from a high socioeconomic background (80 per cent) (figure 4.15). This pattern varied across jurisdictions.

Nationally in 2016, the attainment rate was similar across major cities, regional areas, and remote areas (77 per cent, 74 per cent, and 78 per cent, respectively), but was substantially lower in very remote areas (43 per cent) (table 4A.56). This pattern varied across jurisdictions.

Figure 4.15 **Year 12 certificate attainment rates, by socioeconomic background, 2016^a**



^a See box 4.10 and table 4A.55 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.55.

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II or above (that is school and non-school education and training to year 12 or above) (tables BA.9–10).

Equity of outcomes

‘Equity of outcomes’ is an indicator of governments’ objective that Australian schooling reduces educational disadvantage (box 4.11).

Box 4.11 **Equity of outcomes**

‘Equity of outcomes’ is defined as the difference in the scores for students at the median and the lower end of national testing for literacy and numeracy.

The test score difference between students undertaking standardised tests (such as NAPLAN or Programme for International Student Assessment [PISA]) can be used to measure the relative performance gap between students at the median and the lower end of achievement. (For example, see Bruckauf, Zlata; Chzhen, Yekaterina (2016).)

A low or decreasing gap between poor performing students and the median performers (and median score not reducing over time) is desirable.

Data are not yet available for reporting against this indicator.

Student outcomes (international testing)

‘Student outcomes (international testing)’ is an indicator of governments’ objective that Australian schooling aims for students to excel by international standards (box 4.12).

Box 4.12 Student outcomes (international testing)

‘Student outcomes (international testing)’ is defined by Australia’s participation in three international tests:

- Progress in International Reading Literacy Study (PIRLS) — conducted by the International Association for the Evaluation of Educational Achievement (IEA) as a quinquennial international assessment — measures the proportion of sampled year 4 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia for reading.
- Programme for International Student Assessment (PISA) — conducted by the Organisation for Economic Co-operation and Development as a triennial international assessment — measures the proportion of sampled 15 year old students achieving at or above the national proficient standard (set to level 3) on the PISA combined scales for reading, mathematical and scientific literacy.
- Trends in International Mathematics and Science Study (TIMSS) — conducted by the IEA as a quadrennial international assessment — measures the proportion of sampled year 4 and year 8 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia for maths and science.

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

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2016 and 2015 data are available for all jurisdictions.

Progress in International Reading Literacy Study (PIRLS)

Nationally in 2016, the proportion of year 4 students that achieved at or above the intermediate international benchmark (Australian national proficient standard) for reading literacy was 80.9 (± 2.0) per cent, a significant increase from 2011 although results vary by jurisdiction (figure 4.16 and table 4A.54).

Of the countries that participated in the PIRLS assessment, Australian year 4 students:

- significantly outperformed students from 24 other countries
- were significantly outperformed by students from 13 other countries (ACER 2017a).

Figure 4.16 **Proportion of year 4 students achieving at or above the intermediate international benchmark in PIRLS assessments, 2011 and 2016^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.12 and table 4A.54 for detailed definitions, footnotes and caveats.

Source: ACER (2017) *PIRLS 2016: Reporting Australia's results*, ACER, Melbourne; table 4A.54.

Programme for International Student Assessment (PISA)

Nationally in 2015, the proportion of Australian 15 year old students who achieved 'level 3' or above (the national proficient standard for Australia) in:

- reading literacy was 60.6 (± 1.4) per cent (table 4A.49)
- mathematical literacy was 55.4 (± 1.6) per cent (table 4A.50)
- scientific literacy was 60.8 (± 1.2) per cent (table 4A.51).

Across the three testing domains, the proportions of Australian 15 year old students who achieved at or above the national proficient standard in 2015 were significantly lower than the proportions achieved in the last major domain cycle (2009 for reading, 2012 for mathematics, and 2006 for science).

Detailed outcomes of the 2015 PISA assessment are available in *PISA 2015: Reporting Australia's results* (ACER 2017b).

Trends in International Mathematics and Science Study (TIMSS)

Nationally in 2015, the proportion of students that achieved at or above the intermediate international benchmark (the national proficient standard for Australia) for the TIMSS:

- mathematics assessment was 70.2 (± 2.6) per cent for year 4 students and 64.4 (± 3.1) per cent for year 8 students (table 4A.52)
- science assessment was 75.4 (± 2.7) per cent for year 4 students and 68.8 (± 2.6) per cent for year 8 students (table 4A.53).

Nationally in 2015, a similar proportion of students achieved at or above the intermediate international benchmark in 2015 compared to previous assessments, other than for the year 4 science assessment, where a significantly higher the proportion of students achieved the benchmark compared to 2011. Results varied across jurisdictions (tables 4A.52–53).

Detailed outcomes of the 2015 TIMSS assessment are available in *TIMSS 2015: Reporting Australia's results* (ACER 2017c).

Destination

'Destination' is an indicator of governments' objective that Australian schooling aims for all young Australians to become active and informed citizens positioning them to live fulfilling, productive and responsible lives (box 4.13).

Box 4.13 Destination

'Destination' is defined as the proportion of school leavers aged 15–24 years who left school in the previous year, who are participating in further education, training and/or employment. Data are reported for school leavers whose highest level of school completed was year 12, or year 11 and below.

A higher or increasing proportion of school leavers participating in further education, training and/or employment is desirable.

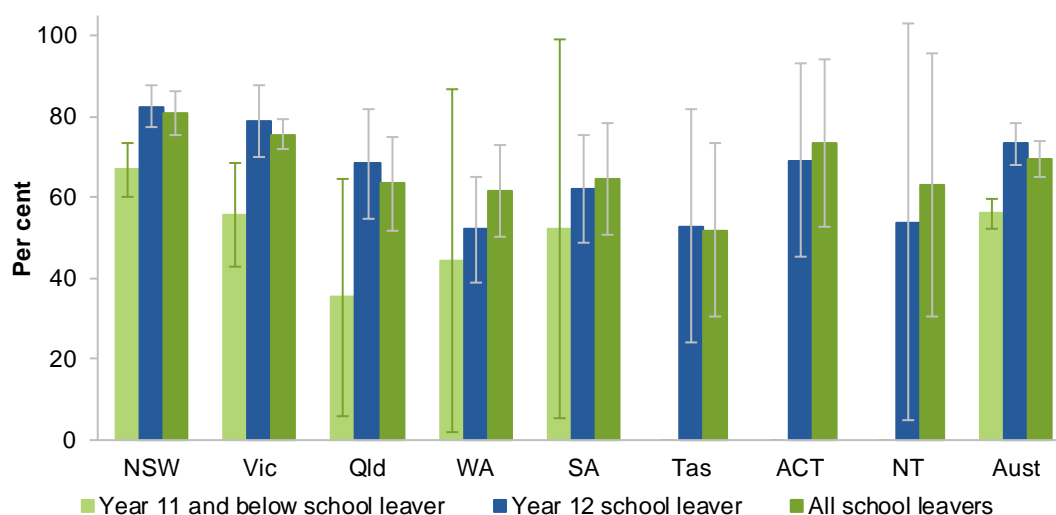
Data are sourced from the Survey of Education and Work and for this indicator relate to the jurisdiction in which the young person was resident the year of the survey and not necessarily the jurisdiction in which they attended school.

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and within jurisdictions over time
- complete for the current reporting period. All required 2016 data are available for all jurisdictions.

The proportion of all school leavers aged 15–24 years who left school in 2016 and who in 2017 were fully engaged in work or study was 69.3 (± 4.5) per cent (table 4A.57). Proportions were higher for year 12 completers (73.2 [± 5.3] per cent), compared to those who completed year 11 or below (56.0 [± 3.8] per cent) (figure 4.17).

Figure 4.17 Proportion of school leavers fully engaged in education or work (15–24 year olds), 2017^{a, b}



^a See box 4.13 and table 4A.57 for detailed definitions, footnotes and caveats. ^b Data with relative standard errors above 50 per cent are considered unreliable. Data have not been published for year 11 and below school leavers for Tasmania, the ACT and the NT.

Source: ABS (2017) *Education and Work, 2017*, TableBuilder; table 4A.57.

The Child care, education and training sector overview includes additional data on the participation of school leavers aged 17–24 years in work and study, including data on the Indigenous status of school leavers (tables BA.2–4).

Table 4A.58 summarises school leaver destination survey results from six jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data provide supplementary information to the measures above.

4.4 Definitions of key terms

Aboriginal and Torres Strait Islander students

Students are considered to be Aboriginal or Torres Strait Islander origin if they identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.

Comparability

Data are considered comparable if (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.

Completeness

Data are considered complete if all required data are available for all jurisdictions that provide the service.

Confidence interval	<p>A confidence interval is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence (chapter 1).</p>
Confidence intervals (for NAPLAN and NAP sample)	<p>The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors:</p> <ul style="list-style-type: none"> • <i>Sampling error</i> — The sampling error accounts for adjustments for non-response and measures the variance across students. • <i>Measurement error</i> — The NAPLAN assessments can only sample a small part of the literacy or numeracy curriculum so as not to place too much burden on each students' time. Consequently, the result of the NAPLAN assessments will contain some uncertainty <i>for each student</i>. This uncertainty is referred to as measurement error. <p>Estimates of sampling and measurement errors are combined to obtain final standard errors and confidence intervals to determine statistical significance of mean differences and percentage differences in NAPLAN and NAP sample performance <i>within a report year</i>.</p> <p>For analysing difference across years, a further source of error needs to be accounted for:</p> <ul style="list-style-type: none"> • <i>Equating error</i> — The equating error measures the variance related to the impact of changes to the NAPLAN secure equating tests between years. That is, how closely the equating tests align between years. <p>To evaluate statistical significance of mean and percentage differences between years, ACARA tests the change between years taking into account the equating, sampling and measurement errors. However, the equating error is not represented within the reported confidence interval.</p>
Foundation year (pre-year 1)	<p>The first year of primary school.</p> <p>Naming conventions for the foundation year differ between each State and Territory. Foundation year is known as:</p> <ul style="list-style-type: none"> • Kindergarten in New South Wales and the Australian Capital Territory • Preparatory in Victoria, Queensland and Tasmania • Reception in South Australia • Pre-primary in Western Australia • Transition in the Northern Territory, and • Foundation year in the Australian Curriculum.
Full time equivalent student	<p>The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.</p>
Full time student	<p>A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.</p>
Geographic classification (ASGS)	<p>From 2016, Student remoteness is based on the Australian Statistical Geography Standard (ASGS) Remoteness Structure. The extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre, is the standard ABS-endorsed measure of remoteness on ABS postal areas. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure.</p> <p>The remoteness categories are:</p> <ul style="list-style-type: none"> • Major cities of Australia • Inner regional areas of Australia • Outer regional areas of Australia • Remote areas of Australia • Very remote areas of Australia.

ASGS (continued)	Geographic classifications prior to 2016 are based on the MCEECDYA standard. Data are not directly comparable. (The exception is Census and survey data which were already using the ASGS, and prior to that the Australian Standard Geographic Classification).
Geographic classification (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA])	<p>Prior to 2016, Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <ul style="list-style-type: none"> • <i>Metropolitan zone</i>: Mainland State capital city regions and Major urban Statistical Districts (100 000 or more population). • <i>Provincial zone</i>: Provincial city statistical districts and Darwin statistical division (25 000–99 999 population); and Other provincial areas (Collection District [CD] ARIA+ score \leq 5.92). <ul style="list-style-type: none"> – Inner provincial areas (CD ARIA+ score $<$ 2.4) – Outer provincial areas (CD ARIA+ score $>$ 2.4 and $<$ 5.92) • <i>Remote zone</i>: Remote zone (CD ARIA+ score $>$ 5.92) <ul style="list-style-type: none"> – Remote areas (CD ARIA+ score $>$ 5.92 and \leq 10.53) – Very remote areas (CD ARIA+ score $>$ 10.53)
In-school expenditure	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to have a 'Language background other than English' if either the student or parents/guardians speak a language other than English at home. Separately, data are also sourced from the 2011 Census of Population and Housing.
Out-of-school expenditure	Costs relating indirectly to schools. (See in-school expenditure)
Pre-year 1	See 'foundation year'.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the General Government Final Consumption Expenditure chain price deflator and expressed in terms of final year prices.
School	<p>A school is an establishment that satisfies all of the following criteria:</p> <ul style="list-style-type: none"> • Its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education. • It is headed by a principal (or equivalent) responsible for its internal operation. • It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.
Socioeconomic status	As identified in footnotes to specific tables.

Source of income	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Special school	A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: <ul style="list-style-type: none"> • mental or physical disability or impairment • slow learning ability • social or emotional problems • in custody, on remand or in hospital (ABS 2017).
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Students with disability	Students included in the annual system reports to the Department of Education and Training. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teaching staff	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the NT, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.
VET in Schools	VET in Schools refers to nationally recognised VET qualifications or accredited courses undertaken by school students as part of the senior secondary certificate. The training that students receive reflects specific industry competency standards and is delivered by an external Registered Training Organisation (RTO), the school or school sector as an RTO and/or the school in partnership with an RTO. VET courses may require structured work placements and may be undertaken as a school-based apprenticeship or traineeship.

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.4 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the School and Early Education and Care Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

Information on the comparability and completeness of the data for the performance indicators and measures is in sections 4.2-3.

This file is available on the Review web page www.pc.gov.au/rogs/2018.

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Profile

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	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016									
Government schools									
Primary schools	1 609	1 122	915	518	359	126	56	75	4 780
Secondary schools	369	239	184	106	66	37	19	15	1 035
Combined schools (c)	65	81	89	90	75	25	8	57	490
Special schools (d) (e)	109	80	45	65	18	4	4	4	329
Total	2 152	1 522	1 233	779	518	192	87	151	6 634
Non-Government schools									
Primary schools	494	429	219	147	99	30	25	10	1 453
Secondary schools	142	94	71	29	15	5	5	8	369
Combined schools (c)	239	155	175	115	80	30	14	18	826
Special schools (d) (e)	54	25	31	13	5	2	1	1	132
Total	929	703	496	304	199	67	45	37	2 780
All schools									
Primary schools	2 103	1 551	1 134	665	458	156	81	85	6 233
Secondary schools	511	333	255	135	81	42	24	23	1 404
Combined schools (c)	304	236	264	205	155	55	22	75	1 316
Special schools (d) (e)	163	105	76	78	23	6	5	5	461
Total	3 081	2 225	1 729	1 083	717	259	132	188	9 414
2015									
Government schools									
Primary schools	1 607	1 127	916	509	363	126	55	71	4 774
Secondary schools	369	237	185	106	66	36	19	14	1 032
Combined schools (c)	65	82	88	99	75	25	8	62	504
Special schools (d) (e)	110	80	45	64	18	4	4	4	329
Total	2 151	1 526	1 234	778	522	191	86	151	6 639

TABLE 4A.1

Table 4A.1 Number of schools (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Government schools									
Primary schools	494	424	217	152	100	28	25	10	1 450
Secondary schools	143	97	72	31	16	5	5	8	377
Combined schools (c)	239	155	176	110	77	30	14	18	819
Special schools (d) (e)	52	21	26	13	4	1	1	1	119
Total	928	697	491	306	197	64	45	37	2 765
All schools									
Primary schools	2 101	1 551	1 133	661	463	154	80	81	6 224
Secondary schools	512	334	257	137	82	41	24	22	1 409
Combined schools (c)	304	237	264	209	152	55	22	80	1 323
Special schools (d) (e)	162	101	71	77	22	5	5	5	448
Total	3 079	2 223	1 725	1 084	719	255	131	188	9 404
2014									
Government schools									
Primary schools	1 619	1 127	915	523	365	127	55	68	4 799
Secondary schools	370	238	182	98	65	36	19	14	1 022
Combined schools (c)	65	80	89	90	77	25	8	66	500
Special schools (d) (e)	111	79	46	64	18	4	4	4	330
Total	2 165	1 524	1 232	775	525	192	86	152	6 651
Non-Government schools									
Primary schools	491	422	225	150	99	29	24	11	1 451
Secondary schools	144	97	72	7	18	5	5	9	357
Combined schools (c)	237	154	164	133	76	30	14	17	825
Special schools (d) (e)	46	20	22	11	3	1	1	1	105
Total	918	693	483	301	196	65	44	38	2 738
All schools									

TABLE 4A.1

Table 4A.1 Number of schools (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools	2 110	1 549	1 140	673	464	156	79	79	6 250
Secondary schools	514	335	254	105	83	41	24	23	1 379
Combined schools (c)	302	234	253	223	153	55	22	83	1 325
Special schools (d) (e)	157	99	68	75	21	5	5	5	435
Total	3 083	2 217	1 715	1 076	721	257	130	190	9 389
2013									
Government schools									
Primary schools	1 618	1 130	920	517	368	131	55	63	4 802
Secondary schools	370	239	182	97	66	38	18	15	1 025
Combined schools (c)	66	79	90	90	75	25	9	71	505
Special schools (d) (e)	110	78	46	64	18	4	4	5	329
Total	2 164	1 526	1 238	768	527	198	86	154	6 661
Non-Government schools									
Primary schools	489	422	230	149	100	28	25	11	1 454
Secondary schools	145	97	73	7	19	5	5	9	360
Combined schools (c)	238	154	158	132	73	31	13	17	816
Special schools (d) (e)	45	20	20	11	3	1	1	1	102
Total	917	693	481	299	195	65	44	38	2 732
All schools									
Primary schools	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary schools	515	336	255	104	85	43	23	24	1 385
Combined schools (c)	304	233	248	222	148	56	22	88	1 321
Special schools (d) (e)	155	98	66	75	21	5	5	6	431
Total	3 081	2 219	1 719	1 067	722	263	130	192	9 393
2012									
Government schools									

TABLE 4A.1

Table 4A.1 Number of schools (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools	1 623	1 136	921	513	393	128	53	60	4 827
Secondary schools	370	244	180	96	68	38	18	15	1 029
Combined schools (c)	66	79	92	90	76	26	9	73	511
Special schools (d) (e)	110	76	46	66	18	5	4	5	330
Total	2 169	1 535	1 239	765	555	197	84	153	6 697
Non-Government schools									
Primary schools	490	425	232	149	103	28	25	11	1 463
Secondary schools	145	98	73	9	19	5	5	9	363
Combined schools (c)	237	156	154	132	70	31	13	17	810
Special schools (d) (e)	41	19	17	11	3	1	1	1	94
Total	913	698	476	301	195	65	44	38	2 730
All schools									
Primary schools	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary schools	515	342	253	105	87	43	23	24	1 392
Combined schools (c)	303	235	246	222	146	57	22	90	1 321
Special schools (d) (e)	151	95	63	77	21	6	5	6	424
Total	3 082	2 233	1 715	1 066	750	262	128	191	9 427
2011									
All Government schools	2 177	1 536	1 237	770	557	190	84	154	6 705
All non-Government schools	920	698	471	301	195	65	44	36	2 730
All schools	3 097	2 234	1 708	1 071	752	255	128	190	9 435

TABLE 4A.1

Table 4A.1 Number of schools (a)

	NSW	Vic	Qld (b)	WA (b)	SA	Tas	ACT	NT	Aust
2010									
All Government schools	2 176	1 548	1 235	768	579	202	83	152	6 743
All non-Government schools	916	703	467	297	196	66	44	36	2 725
All schools	3 092	2 251	1 702	1 065	775	268	127	188	9 468
2009									
All Government schools	2 181	1 575	1 245	771	588	207	83	152	6 802
All non-Government schools	916	704	465	296	199	67	44	36	2 727
All schools	3 097	2 279	1 710	1 067	787	274	127	188	9 529
2008									
All Government schools	2 189	1 585	1 250	768	596	210	84	151	6 833
All non-Government schools	920	703	463	297	199	67	44	36	2 729
All schools	3 109	2 288	1 713	1 065	795	277	128	187	9 562
2007									
All Government schools	2 190	1 593	1 250	769	602	210	88	149	6 851
All non-Government schools	917	699	465	299	201	67	44	36	2 728
All schools	3 107	2 292	1 715	1 068	803	277	132	185	9 579

- (a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.
- (b) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) Combined schools include both primary and secondary students.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.
- (e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.2

Table 4A.2 **School staff (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016										
Government schools										
Primary school staff	FTE	40 939	33 384	33 526	17 755	10 984	3 288	2 147	2 352	144 376
Secondary school staff	FTE	31 234	25 487	23 221	12 346	6 633	2 572	1 954	1 269	104 717
Total staff active in schools (c)	FTE	72 173	58 872	56 747	30 101	17 617	5 860	4 101	3 621	249 093
Staff not active in schools (d)	no.	2 215	1 699	3 050	1 281	1 281	326	356	530	10 738
Non-Government schools										
Primary school staff	FTE	17 557	16 351	12 983	7 058	4 921	1 252	1 151	730	62 004
Secondary school staff	FTE	25 116	23 197	16 863	9 107	5 180	1 617	1 592	994	83 666
Total staff active in schools (c)	FTE	42 673	39 548	29 847	16 165	10 101	2 869	2 743	1 724	145 670
Staff not active in schools (d)	no.	1 521	645	873	322	225	87	184	89	3 946
All schools										
Primary school staff	FTE	58 496	49 735	46 509	24 814	15 905	4 540	3 298	3 082	206 380
Secondary school staff	FTE	56 350	48 684	40 084	21 453	11 813	4 189	3 546	2 263	188 383
Total staff active in schools (c)	FTE	114 847	98 419	86 594	46 267	27 718	8 729	6 844	5 346	394 763
Staff not active in schools (d)	no.	3 736	2 344	3 923	1 603	1 506	413	540	619	14 684
2015										
Government schools										
Primary school staff	FTE	39 718	31 356	31 986	17 005	10 673	3 117	2 040	2 217	138 111
Secondary school staff	FTE	31 434	24 881	22 592	11 487	6 610	2 582	1 903	1 282	102 771
Total staff active in schools (c)	FTE	71 152	56 237	54 578	28 492	17 283	5 699	3 943	3 499	240 882
Staff not active in schools (d)	no.	2 437	1 557	2 978	1 389	1 302	332	390	569	10 954
Non-Government schools										
Primary school staff	FTE	17 082	15 602	12 670	6 970	4 872	1 190	1 123	696	60 205
Secondary school staff	FTE	24 406	22 706	16 274	8 938	5 139	1 598	1 568	972	81 601
Total staff active in schools (c)	FTE	41 488	38 308	28 944	15 908	10 011	2 788	2 691	1 668	141 806

TABLE 4A.2

Table 4A.2 **School staff (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Staff not active in schools (d)	no.	1 459	652	844	294	231	84	184	92	3 840
All schools										
Primary school staff	FTE	56 800	46 958	44 656	23 975	15 544	4 307	3 162	2 913	198 316
Secondary school staff	FTE	55 840	47 588	38 866	20 425	11 749	4 180	3 471	2 253	184 372
Total staff active in schools (c)	FTE	112 640	94 546	83 522	44 400	27 294	8 487	6 634	5 166	382 688
Staff not active in schools (d)	no.	3 896	2 209	3 822	1 683	1 533	416	574	661	14 794
2014										
Government schools										
Primary school staff	FTE	38 782	30 498	32 637	18 019	10 351	3 194	2 111	2 334	137 925
Secondary school staff	FTE	31 476	24 735	19 699	9 689	6 624	2 682	1 802	1 332	98 039
Total staff active in schools (c)	FTE	70 257	55 233	52 336	27 708	16 975	5 876	3 913	3 667	235 964
Staff not active in schools (d)	no.	2 015	1 438	2 836	1 218	1 151	284	278	483	9 703
Non-Government schools										
Primary school staff	FTE	16 549	15 114	12 935	7 365	4 816	1 161	1 082	667	59 689
Secondary school staff	FTE	23 830	22 212	14 626	7 923	5 023	1 581	1 580	873	77 648
Total staff active in schools (c)	FTE	40 379	37 327	27 560	15 289	9 839	2 742	2 662	1 540	137 337
Staff not active in schools (d)	no.	na	na	na	na	na	na	na	na	na
All schools										
Primary school staff	FTE	55 331	45 612	45 571	25 384	15 166	4 354	3 193	3 002	197 615
Secondary school staff	FTE	55 306	46 947	34 325	17 612	11 648	4 263	3 382	2 205	175 686
Total staff active in schools (c)	FTE	110 637	92 559	79 896	42 997	26 814	8 617	6 575	5 207	373 301
Staff not active in schools (d)	no.	na	na	na	na	na	na	na	na	na

TABLE 4A.2

Table 4A.2 **School staff (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Government schools										
Primary school staff	FTE	38 858	29 302	30 532	18 230	10 328	3 167	2 074	2 423	134 913
Secondary school staff	FTE	31 807	25 273	19 548	9 950	6 633	2 704	1 788	1 379	99 081
Total staff active in schools (c)	FTE	70 665	54 574	50 080	28 180	16 960	5 871	3 862	3 802	233 994
Staff not active in schools (d)	no.	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
Non-Government schools										
Primary school staff	FTE	16 355	14 664	12 662	7 153	4 868	1 131	1 023	609	58 465
Secondary school staff	FTE	23 209	21 769	14 226	7 736	5 011	1 556	1 522	868	75 897
Total staff active in schools (c)	FTE	39 564	36 433	26 888	14 888	9 880	2 687	2 545	1 476	134 361
Staff not active in schools (d)	no.	1 163	565	770	258	224	73	99	71	3 224
All schools										
Primary school staff	FTE	55 213	43 966	43 194	25 383	15 196	4 298	3 096	3 032	193 378
Secondary school staff	FTE	55 016	47 042	33 774	17 685	11 644	4 260	3 311	2 247	174 978
Total staff active in schools (c)	FTE	110 229	91 008	76 968	43 068	26 840	8 558	6 407	5 279	368 356
Staff not active in schools (d)	no.	3 131	1 973	3 308	1 654	1 444	345	394	573	12 821
2012										
Government schools										
Primary school staff	FTE	38 154	28 997	30 245	17 115	10 217	3 185	1 931	2 473	132 317
Secondary school staff	FTE	31 843	25 677	19 473	9 797	6 569	2 798	1 769	1 587	99 514
Total staff active in schools (c)	FTE	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Staff not active in schools (d)	no.	2 095	1 515	2 728	1 452	1 247	269	291	531	10 128
Non-Government schools										
Primary school staff	FTE	15 991	14 154	12 283	6 878	4 771	1 124	984	593	56 776
Secondary school staff	FTE	22 662	21 416	13 906	7 539	4 971	1 579	1 487	846	74 406
Total staff active in schools (c)	FTE	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182

TABLE 4A.2

Table 4A.2 **School staff (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Staff not active in schools (d)	no.	1 109	565	763	257	240	65	97	69	3 164
All schools										
Primary school staff	FTE	54 145	43 150	42 527	23 993	14 988	4 309	2 915	3 066	189 093
Secondary school staff	FTE	54 504	47 094	33 380	17 337	11 540	4 376	3 256	2 434	173 919
Total staff active in schools (c)	FTE	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Staff not active in schools (d)	no.	3 204	2 079	3 491	1 709	1 487	334	388	600	13 291
2011										
Government schools										
Total staff active in schools (c)	FTE	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Staff not active in schools (d)	no.	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862
Non-Government schools										
Total staff active in schools (c)	FTE	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Staff not active in schools (d)	no.	1 057	549	813	267	236	63	85	65	3 134
All schools										
Total staff active in schools (c)	FTE	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Staff not active in schools (d)	no.	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997
2010										
Government schools										
Total staff active in schools (c)	FTE	68 751	52 390	47 450	25 898	16 328	6 208	3 692	3 844	224 561
Staff not active in schools (d)	no.	2 079	1 515	2 677	1 562	1 161	325	343	463	10 126
Non-Government schools										
Total staff active in schools (c)	FTE	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Staff not active in schools (d)	no.	1 026	567	803	235	217	62	90	61	3 061

TABLE 4A.2

Table 4A.2 **School staff (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools										
Total staff active in schools (c)	FTE	105 558	86 014	72 250	39 585	25 651	8 784	6 060	5 191	349 092
Staff not active in schools (d)	no.	3 105	2 083	3 479	1 797	1 378	387	434	524	13 188
2009										
Government schools										
Total staff active in schools (c)	FTE	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 722
Staff not active in schools (d)	no.	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
Non-Government schools										
Total staff active in schools (c)	FTE	36 467	33 050	23 964	13 178	9 080	2 513	2 328	1 336	121 914
Staff not active in schools (d)	no.	1 050	510	754	231	189	59	54	53	2 900
All schools										
Total staff active in schools (c)	FTE	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Staff not active in schools (d)	no.	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703
2008										
Government schools										
Total staff active in schools (c)	FTE	67 558	50 678	45 883	24 994	16 318	5 988	3 412	3 557	218 387
Staff not active in schools (d)	no.	1 913	1 274	2 269	1 138	2 015	377	374	297	9 656
Non-Government schools										
Total staff active in schools (c)	FTE	36 123	32 603	23 287	12 591	8 868	2 449	2 275	1 289	119 486
Staff not active in schools (d)	no.	968	460	674	173	214	48	48	45	2 629
All schools										
Total staff active in schools (c)	FTE	103 681	83 281	69 170	37 585	25 187	8 437	5 688	4 846	337 873
Staff not active in schools (d)	no.	2 881	1 734	2 943	1 311	2 229	425	422	342	12 285

TABLE 4A.2

Table 4A.2 **School staff (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Government schools										
Total staff active in schools (c)	FTE	67 022	50 300	45 739	24 577	16 296	5 953	3 434	3 360	216 682
Staff not active in schools (d)	no.	1 904	1 245	2 139	1 872	1 132	375	285	337	9 288
Non-Government schools										
Total staff active in schools (c)	FTE	35 542	31 536	22 270	12 068	8 690	2 368	2 253	1 149	115 875
Staff not active in schools (d)	no.	897	457	676	197	164	44	47	43	2 523
All schools										
Total staff active in schools (c)	FTE	102 564	81 836	68 009	36 645	24 986	8 321	5 687	4 509	332 557
Staff not active in schools (d)	no.	2 800	1 702	2 815	2 068	1 296	419	332	379	11 811

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (d) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.

na Not available.

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016									
Government schools									
FTE Primary students	477 098	359 289	328 893	169 701	109 176	33 012	23 681	19 159	1 520 008
FTE Secondary students	303 502	230 816	205 188	101 321	61 597	23 387	16 575	10 271	952 657
FTE Primary and secondary students	780 600	590 105	534 081	271 022	170 773	56 399	40 255	29 430	2 472 665
Full time students only	779 257	588 729	531 590	270 571	169 911	56 071	40 187	29 312	2 465 628
Non-Government schools									
FTE Primary students	204 511	168 189	132 080	64 840	54 227	11 984	13 855	5 730	655 416
FTE Secondary students	209 076	174 315	131 297	72 221	39 791	12 233	13 493	5 909	658 335
FTE Primary and secondary students	413 588	342 503	263 377	137 061	94 019	24 217	27 348	11 639	1 313 752
Full time students only	413 402	342 315	263 225	136 991	93 926	24 199	27 338	11 632	1 313 028
All schools									
FTE Primary students	681 609	527 477	460 973	234 541	163 403	44 996	37 536	24 889	2 175 424
FTE Secondary students	512 578	405 131	336 485	173 542	101 388	35 620	30 068	16 180	1 610 992
FTE Primary and secondary students	1 194 188	932 608	797 458	408 083	264 791	80 616	67 603	41 069	3 786 416
Full time students only	1 192 659	931 044	794 815	407 562	263 837	80 270	67 525	40 944	3 778 656
2015									
Government schools									
FTE Primary students	467 815	349 062	321 639	166 298	107 017	32 561	22 482	18 658	1 485 532
FTE Secondary students	304 163	227 771	203 324	101 116	61 422	23 934	16 224	10 224	948 177
FTE Primary and secondary students	771 978	576 832	524 963	267 414	168 439	56 495	38 706	28 882	2 433 710
Full time students only	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
Non-Government schools									
FTE Primary students	202 918	166 029	131 408	64 795	54 509	11 977	13 810	5 633	651 079
FTE Secondary students	206 709	172 256	130 624	72 450	40 315	12 134	13 529	6 038	654 054
FTE Primary and secondary students	409 627	338 285	262 032	137 245	94 823	24 111	27 339	11 671	1 305 132

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Full time students only	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
All schools									
FTE Primary students	670 733	515 091	453 047	231 093	161 526	44 539	36 292	24 291	2 136 611
FTE Secondary students	510 873	400 026	333 948	173 566	101 736	36 068	29 753	16 262	1 602 231
FTE Primary and secondary students	1 181 605	915 117	786 995	404 659	263 262	80 606	66 045	40 553	3 738 842
Full time students only	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
2014									
Government schools									
FTE Primary students	458 130	339 537	339 207	179 948	105 188	32 349	21 400	18 939	1 494 698
FTE Secondary students	305 568	225 327	178 872	79 234	61 004	24 285	15 896	10 555	900 741
FTE Primary and secondary students	763 698	564 863	518 080	259 182	166 191	56 634	37 297	29 494	2 395 439
Full time students only	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
Non-Government schools									
FTE Primary students	200 689	163 426	144 050	76 351	54 315	11 895	13 675	5 529	669 929
FTE Secondary students	203 934	170 259	113 904	56 900	40 517	12 172	13 569	5 726	616 981
FTE Primary and secondary students	404 623	333 685	257 954	133 251	94 832	24 067	27 244	11 255	1 286 910
Full time students only	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
All schools									
FTE Primary students	658 819	502 963	483 257	256 299	159 503	44 244	35 075	24 468	2 164 627
FTE Secondary students	509 502	395 585	292 777	136 134	101 520	36 457	29 466	16 281	1 517 722
FTE Primary and secondary students	1 168 321	898 548	776 034	392 433	261 023	80 701	64 541	40 749	3 682 349
Full time students only	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Government schools									
FTE Primary students	448 759	330 487	331 161	175 826	106 175	31 809	20 587	18 855	1 463 658
FTE Secondary students	306 587	224 295	178 511	78 127	61 439	24 682	15 797	10 586	900 023
FTE Primary and secondary students	755 346	554 782	509 671	253 953	167 614	56 491	36 383	29 441	2 363 681
Full time students only	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Non-Government schools									
FTE Primary students	198 397	159 636	142 103	75 202	54 278	11 789	13 405	5 389	660 198
FTE Secondary students	200 416	168 278	112 530	56 589	40 419	12 127	13 545	5 656	609 560
FTE Primary and secondary students	398 813	327 914	254 633	131 791	94 697	23 915	26 950	11 045	1 269 758
Full time students only	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
All schools									
FTE Primary students	647 156	490 123	473 263	251 028	160 454	43 597	33 991	24 244	2 123 856
FTE Secondary students	507 003	392 574	291 041	134 716	101 858	36 809	29 341	16 242	1 509 583
FTE Primary and secondary students	1 154 159	882 696	764 304	385 744	262 311	80 406	63 333	40 486	3 633 439
Full time students only	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
2012									
Government schools									
FTE Primary students	440 549	321 985	324 271	169 443	104 935	31 870	19 972	18 788	1 431 813
FTE Secondary students	307 685	224 325	176 355	76 062	61 544	25 833	15 640	10 657	898 102
FTE Primary and secondary students	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Full time students only	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Non-Government schools									
FTE Primary students	194 631	156 045	139 191	73 688	53 659	11 535	13 118	5 283	647 150
FTE Secondary students	196 125	165 965	110 650	55 782	40 363	12 143	13 426	5 234	599 687
FTE Primary and secondary students	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Full time students only	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
All schools									
FTE Primary students	635 180	478 030	463 462	243 131	158 594	43 405	33 090	24 071	2 078 963
FTE Secondary students	503 810	390 290	287 005	131 844	101 907	37 976	29 066	15 892	1 497 789
FTE Primary and secondary students	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Full time students only	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
2011									
Government schools									
FTE Primary and secondary students	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782
Full time students only	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
Non-Government schools									
FTE Primary and secondary students	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737
Full time students only	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
All schools									
FTE Primary and secondary students	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519
Full time students only	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
2010									
Government schools									
FTE Primary and secondary students	742 141	539 227	488 063	234 409	165 855	58 509	34 492	29 102	2 291 798
Full time students only	741 061	537 594	485 798	233 839	163 166	57 331	34 484	29 084	2 282 357
Non-Government schools									
FTE Primary and secondary students	378 289	311 625	239 332	124 725	92 133	23 543	25 874	10 250	1 205 769
Full time students only	378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools									
FTE Primary and secondary students	1 120 430	850 852	727 395	359 133	257 987	82 052	60 367	39 352	3 497 567
Full time students only	1 119 089	848 975	724 956	358 369	255 023	80 841	60 295	39 331	3 486 879
2009									
Government schools									
FTE Primary and secondary students	736 647	538 685	486 803	233 941	165 563	58 660	34 331	28 613	2 283 242
Full time students only	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Non-Government schools									
FTE Primary and secondary students	375 522	307 250	233 569	122 579	91 226	23 433	25 546	10 020	1 189 143
Full time students only	375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
All schools									
FTE Primary and secondary students	1 112 169	845 935	720 372	356 520	256 788	82 093	59 876	38 633	3 472 385
Full time students only	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473
2008									
Government schools									
FTE Primary and secondary students	735 779	536 445	481 800	231 438	165 305	59 138	34 031	29 318	2 273 252
Full time students only	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Non-Government schools									
FTE Primary and secondary students	374 171	303 460	226 813	118 912	89 407	23 328	25 231	9 899	1 171 221
Full time students only	373 909	303 174	226 612	118 710	88 988	23 311	25 150	9 882	1 169 736
All schools									
FTE Primary and secondary students	1 109 950	839 905	708 613	350 350	254 711	82 466	59 262	39 217	3 444 474
Full time students only	1 108 551	838 333	706 462	349 657	251 461	81 591	59 178	39 057	3 434 290

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	NSW	Vic	Qld (d)	WA (d)	SA	Tas	ACT	NT	Aust
2007									
Government schools									
FTE Primary and secondary students	738 636	537 142	480 829	230 189	166 896	59 865	34 640	29 237	2 277 435
Full time students only	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Non-Government schools									
FTE Primary and secondary students	371 822	298 257	219 191	115 243	87 897	22 946	24 851	9 373	1 149 581
Full time students only	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
All schools									
FTE Primary and secondary students	1 110 458	835 399	700 020	345 432	254 793	82 812	59 492	38 610	3 427 016
Full time students only	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523

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 students includes full time students and the FTE of students who are enrolled part time. Detailed data on part time students can be found in *Schools Australia, 2016* (ABS 2017).
- (c) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.
- (d) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.4

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2016									
15–19 year olds	56.4	61.7	51.2	52.3	63.6	61.8	70.0	45.7	56.9
15 year olds	97.9	100.0	97.7	94.3	101.2	97.8	114.0	80.8	98.2
16 year olds	91.7	97.1	94.2	87.5	101.0	94.0	112.2	74.1	93.9
17 year olds	77.8	87.5	59.4	76.0	91.1	80.9	105.0	55.8	77.3
18 year olds	19.2	31.4	6.0	5.7	25.2	36.6	29.9	12.7	18.9
19 year olds	1.0	2.2	0.8	0.9	4.9	1.6	1.2	1.9	1.5
2015									
15–19 year olds	56.1	61.1	49.9	51.9	61.8	60.3	70.5	44.4	56.2
15 year olds	98.5	100.9	99.2	96.3	101.2	99.4	113.7	84.3	99.3
16 year olds	92.0	96.9	93.6	86.8	101.5	95.5	115.7	73.5	93.9
17 year olds	78.5	86.9	58.5	75.7	90.7	79.9	106.0	56.3	77.0
18 year olds	19.0	30.9	5.8	5.0	23.2	35.3	29.0	12.3	18.4
19 year olds	1.1	2.4	0.9	1.0	5.0	2.0	2.4	2.1	1.7
2014									
15–19 year olds	55.9	60.6	49.2	46.5	60.9	58.9	69.6	43.3	55.1
15 year olds	98.4	101.0	98.9	95.5	101.5	101.0	115.6	83.3	99.2
16 year olds	92.3	96.1	93.0	88.5	101.3	94.6	114.3	73.2	93.7
17 year olds	78.1	86.1	57.1	48.9	87.8	79.7	103.8	54.8	73.3
18 year olds	18.5	30.0	5.7	4.5	22.2	35.1	28.3	12.4	17.9
19 year olds	1.1	2.1	0.7	1.2	5.0	2.6	2.4	1.7	1.6

TABLE 4A.4

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2013									
15–19 year olds	55.8	60.0	48.7	45.9	60.4	58.5	66.3	43.9	54.7
15 year olds	98.9	100.1	98.8	96.7	102.2	99.4	114.6	84.3	99.2
16 year olds	91.3	95.3	91.3	85.7	100.0	93.5	112.9	74.1	92.4
17 year olds	76.6	84.4	55.9	47.1	85.3	77.4	98.6	52.9	71.6
18 year olds	18.3	29.5	5.6	4.7	21.7	33.5	26.9	12.9	17.6
19 year olds	1.2	2.3	0.8	1.2	4.7	3.4	1.9	2.0	1.7
2012									
15–19 year olds	55.3	59.8	48.2	45.1	59.9	59.5	65.0	42.7	54.3
15 year olds	98.0	100.0	97.4	94.9	101.6	99.8	115.3	84.3	98.4
16 year olds	90.1	94.2	89.7	83.6	99.3	94.6	108.5	70.9	91.1
17 year olds	74.9	83.2	54.5	46.0	84.5	81.3	97.6	51.6	70.5
18 year olds	18.0	28.7	5.6	4.4	21.0	41.0	27.7	11.6	17.4
19 year olds	1.3	2.3	0.9	1.3	4.7	8.2	2.4	2.0	1.9
2011									
15–19 year olds	53.6	58.3	46.5	44.1	57.4	58.2	64.3	41.4	52.7
2010									
15–19 year olds	52.3	57.7	46.3	43.9	56.2	56.8	64.5	41.0	51.9
2009									
15–19 year olds	52.2	59.1	46.9	44.9	58.2	58.4	67.5	41.6	52.7
2008									
15–19 year olds	51.8	58.7	45.8	44.0	56.1	57.3	66.3	42.4	52.1
2007									
15–19 year olds	51.7	58.2	46.0	43.7	55.5	57.3	65.8	44.1	51.8

(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. Since 2010, the National Youth Participation Requirement specifies the requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).

(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. ERP data for 2009 are based on the 2006 Census. ERP data for 2010 onwards are based on the 2011 Census.

(c) Age at 1 July.

TABLE 4A.4

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
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(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. Enrolment rates above 100 per cent may occur in some states and territories due to students: moving interstate during a school year; multiple enrolments by individual students; or, students residing in one jurisdiction enrolling in schools in another jurisdiction (as the measures are based on enrolled population as a proportion of the resident population). In particular, enrolment rates are affected in the ACT due to NSW residents from surrounding areas enrolling in ACT. This is referred to as cross-border enrolment.

(e) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.

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

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.5

Table 4A.5 **Aboriginal and Torres Strait Islander full time students (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>
Total Aboriginal and Torres Strait Islander students (b)										
2016										
Government schools	no.	56 443	12 292	51 311	21 804	10 682	5 524	1 515	13 064	172 635
Non-government schools	no.	10 531	2 232	10 093	4 127	1 379	1 274	440	3 354	33 430
All schools	no.	66 974	14 524	61 404	25 931	12 061	6 798	1 955	16 418	206 065
Aboriginal and Torres Strait Islander students as a proportion of all full time students, by school sector										
2016										
Government schools	%	7.2	2.1	9.7	8.1	6.3	9.9	3.8	44.6	7.0
Non-government schools	%	2.5	0.7	3.8	3.0	1.5	5.3	1.6	28.8	2.5
All schools	%	5.6	1.6	7.7	6.4	4.6	8.5	2.9	40.1	5.5
2015										
Government schools	%	7.0	2.1	9.4	8.1	6.2	9.6	3.6	45.1	6.9
Non-government schools	%	2.4	0.6	3.7	3.0	1.4	5.1	1.5	28.9	2.4
All schools	%	5.4	1.5	7.5	6.4	4.4	8.2	2.7	40.4	5.3
2014										
Government schools	%	6.8	2.0	9.2	8.2	5.9	9.2	3.5	45.1	6.7
Non-government schools	%	2.3	0.6	3.5	3.0	1.3	4.7	1.4	28.3	2.4
All schools	%	5.2	1.4	7.3	6.4	4.2	7.8	2.6	40.5	5.2
2013										
Government schools	%	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	%	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
All schools	%	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0
2012										
Government schools	%	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Non-government schools	%	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
All schools	%	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9

Table 4A.5 **Aboriginal and Torres Strait Islander full time students (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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(a) Student numbers are full time students, not FTE students.

(b) Students counted as Aboriginal and Torres Strait Islander are those who have identified as being of Aboriginal and Torres Strait Islander origin. It is possible that the number of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.6

Table 4A.6 **Students from language backgrounds other than English (LBOTE) as a proportion of all students (a), (b), (c), (d)**

	<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>
Number of LBOTE students										
2016										
Government schools	no.	226 444	169 044	84 361	60 887	30 190	3 847	11 529	11 050	597 352
Non-government schools	no.	123 553	106 206	44 472	36 767	20 593	2 538	6 032	3 673	343 834
All schools	no.	349 997	275 250	128 833	97 654	50 783	6 385	17 561	14 723	941 186
LBOTE students as a proportion of all full time students, by school sector (d)										
2016										
Government schools	%	29.1	28.7	15.9	22.5	17.8	6.9	28.7	37.7	24.2
Non-government schools	%	29.9	31.0	16.9	26.8	21.9	10.5	22.1	31.6	26.2
All schools	%	29.3	29.6	16.2	24.0	19.2	8.0	26.0	36.0	24.9
2011										
Government schools	%	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5	20.4
Non-government schools	%	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8	24.1
All schools	%	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6	21.7
2006										
Government schools	%	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1	18.3
Non-government schools	%	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9	23.8
All schools	%	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8	20.1

(a) Number of LBOTE students is derived from the *2016 Census of Population and Housing* based on responses to language background and birthplace variables. LBOTE students includes the following respondent groups:

- *Language spoken at home (language other than English)* — Birthplace (Main English speaking country); Birthplace (Non-Main English speaking country); and Birthplace (Unknown)
- *Language spoken at home (Unknown)* — Birthplace (Non-Main English speaking country); and Birthplace (Main English speaking country), where one or more parents were born in a country where the main language is not English
- *Language spoken at home (English only)* — Birthplace (Non-Main English speaking country); and Birthplace (Main English speaking country), where one or more parents were born in a country where the main language is not English.

TABLE 4A.6

Table 4A.6 **Students from language backgrounds other than English (LBOTE) as a proportion of all students (a), (b), (c), (d)**

	<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) LBOTE students includes Aboriginal and Torres Strait Islander students whose main language spoken at home is not English.

(c) LBOTE students excludes:

- students studying at other educational institutions (e.g. pre-schools, Technical and Further Education (TAFE), university and other)
- responses from students where the type of institution was not stated
- students counted in external territories.

(d) Due to methodological issues this data may not be comparable to other measures used to calculate LBOTE students.

(d) Proportion is calculated as a percentage of full time students in government schools, in non-government schools and in total. Data on all full time students are sourced from *Schools Australia 2016* (ABS Cat. no. 4221.0).

Source: Department of Education and Training (unpublished) based on the ABS (2001, 2006, 2011) *Census of Population and Housing*; ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra; table 4A.3.

TABLE 4A.7

Table 4A.7 **Funded students with disability (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>
Total funded students with disability (d)										
2016										
Government schools	no.	51 131	32 944	31 198	11 679	15 447	4 594	2 228	4 943	154 164
Non-government schools	no.	20 567	13 887	9 807	3 811	4 418	1 221	846	846	55 405
All schools	no.	71 698	46 832	41 005	15 490	19 865	5 815	3 074	5 790	209 569
Funded students with disability as a proportion of all full time students, by school sector (e)										
2016										
Government schools	%	6.6	5.6	5.9	4.3	9.1	8.2	5.5	16.9	6.3
Non-government schools	%	5.0	4.1	3.7	2.8	4.7	5.0	3.1	7.3	4.2
All schools	%	6.0	5.0	5.2	3.8	7.5	7.2	4.6	14.1	5.5
2015										
Government schools	no.	6.5	5.7	5.6	4.3	9.0	8.4	5.4	5.9	6.1
Non-government schools	no.	4.9	3.9	3.4	2.6	4.3	4.6	3.0	7.1	4.0
All schools	no.	6.0	5.0	4.9	3.7	7.3	7.2	4.4	6.3	5.4
2014										
Government schools	no.	6.4	5.6	5.8	4.4	9.0	8.8	5.3	4.9	6.1
Non-government schools	no.	4.7	3.7	3.2	2.5	4.1	4.1	2.8	6.8	3.9
All schools	no.	5.8	4.9	5.0	3.8	7.2	7.4	4.3	5.4	5.3
2013										
Government schools	no.	6.4	6.3	5.6	4.3	8.9	7.9	5.2	4.4	6.2
Non-government schools	no.	4.4	3.6	2.9	2.5	3.8	3.6	2.6	4.9	3.6
All schools	no.	5.7	5.3	4.7	3.7	7.0	6.6	4.1	4.5	5.3
2012										
Government schools	no.	6.3	6.2	5.3	4.8	9.2	5.6	5.2	5.3	6.1
Non-government schools	no.	4.2	3.5	2.7	2.5	3.7	3.0	2.3	4.3	3.4
All schools	no.	5.6	5.2	4.5	4.0	7.2	4.8	3.9	5.0	5.1

TABLE 4A.7

Table 4A.7 **Funded students with disability (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>
(a)	To be an eligible student with disability, 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 disability. Other States/Territories fund these students with other specific programs.								
(b)	Care should be taken when comparing data in this table with the Nationally Consistent Collection of Data on Students with Disability (NCCD). The NCCD has been designed to collect information on the full range of students receiving adjustments to support their access and participation in learning because of disability. The definition of disability in the NCCD is broader than the definition of disability used for the data in the table above and as a result higher numbers of students are reported. Data on the proportions of students receiving adjustments at school because of disability are available from the Education Council website (http://scseec.edu.au/EC-Reports-and-Publications.aspx). NCCD data are available for 2015 and 2016 only.								
(c)	Excludes Full Fee Paying Overseas students from both the government and non-government sectors as well students on Christmas and Cocos Islands.								
(d)	Total students with disability is the number of full time equivalent students.								
(e)	The ABS total student data refer to full time students.								

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
Number of FTE students in remote and very remote areas, by school sector										
2016										
Government schools	no.	4 148	591	15 495	20 551	7 536	776	..	13 108	62 205
Non-government schools	no.	1 000	32	2 933	3 872	1 461	180	..	4 679	14 157
All schools	no.	5 148	623	18 428	24 423	8 997	956	..	17 787	76 362
FTE students in remote and very remote areas as a proportion of all FTE students, by school sector										
2016										
Government schools	%	0.5	0.1	2.9	7.6	4.4	1.4	..	44.5	2.5
Non-government schools	%	0.2	–	1.1	2.8	1.6	0.7	..	40.2	1.1
All schools	%	0.4	0.1	2.3	6.0	3.4	1.2	..	43.3	2.0
Prior to 2016, remoteness classification were based on MCEECDYA (now Education Council) Geographic Location Classification (b).										
2015										
Government schools	%	0.5	0.1	3.3	7.9	4.5	1.2	..	45.0	2.7
Non-government schools	%	0.2	–	1.1	2.9	1.6	0.4	..	40.3	1.1
All schools	%	0.5	0.1	2.6	6.2	3.5	1.0	..	43.6	2.1
2014										
Government schools	%	0.6	0.1	3.3	8.3	4.6	1.2	..	45.9	2.7
Non-government schools	%	0.2	–	1.1	3.1	1.6	0.4	..	40.6	1.1
All schools	%	0.5	0.1	2.6	6.5	3.5	1.0	..	44.4	2.1
2013										
Government schools	%	0.6	0.1	3.5	8.3	4.6	1.2	..	45.5	2.7
Non-government schools	%	0.2	–	1.1	3.1	1.5	0.4	..	41.0	1.1
All schools	%	0.5	0.1	2.7	6.5	3.5	1.0	..	44.2	2.2
2012										
Government schools	%	0.6	0.1	3.5	8.5	4.7	1.2	..	46.1	2.7
Non-government schools	%	0.3	–	1.1	3.1	1.5	0.4	..	41.5	1.1

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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 schools	%	0.5	0.1	2.6	6.7	3.6	1.0	..	44.7	2.3
FTE students by remoteness area, as a proportion of all FTE students, by school sector, by school level, 2016 (c)										
Students enrolled at schools in major cities										
Primary										
Government schools	%	73.4	75.1	60.9	73.2	69.1	..	99.2	..	68.7
Non-government schools	%	75.6	76.5	64.1	80.2	79.4	..	100.0	..	72.8
All schools	%	74.1	75.6	61.8	75.1	72.6	..	99.5	..	69.9
Secondary										
Government schools	%	72.9	74.9	60.6	73.2	67.6	..	100.0	..	68.3
Non-government schools	%	79.4	78.6	68.1	86.2	85.2	..	99.7	..	76.2
All schools	%	75.6	76.5	63.5	78.6	74.5	..	99.9	..	71.6
All school levels										
Government schools	%	73.2	75.1	60.8	73.2	68.6	..	99.6	..	68.5
Non-government schools	%	77.5	77.6	66.1	83.4	81.9	..	99.9	..	74.5
All schools	%	74.7	76.0	62.6	76.6	73.3	..	99.7	..	70.6
Students enrolled at schools in inner regional and outer regional areas										
Primary										
Government schools	%	26.1	24.8	35.7	18.8	26.3	98.4	0.8	52.7	28.6
Non-government schools	%	23.9	23.4	34.4	15.9	18.8	98.5	–	60.5	25.9
All schools	%	25.4	24.4	35.3	18.0	23.8	98.4	0.5	54.5	27.8
Secondary										
Government schools	%	26.6	24.9	37.3	20.0	28.2	99.0	–	61.5	29.6
Non-government schools	%	20.6	21.4	31.2	11.9	13.5	100.0	0.3	59.1	23.0
All schools	%	24.1	23.4	34.9	16.6	22.4	99.3	0.1	60.6	26.9
All school levels										
Government schools	%	26.3	24.8	36.3	19.2	27.0	98.6	0.4	55.8	29.0

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
Non-government schools	%	22.3	22.4	32.8	13.8	16.6	99.3	0.1	59.8	24.4
All schools	%	24.9	24.0	35.1	17.4	23.3	98.8	0.3	56.9	27.4
Students enrolled at schools in remote areas										
Primary										
Government schools	%	0.4	0.1	1.7	5.5	3.3	1.1	..	17.5	1.6
Non-government schools	%	0.4	–	0.9	2.5	1.6	1.5	..	27.5	1.0
All schools	%	0.4	0.1	1.5	4.6	2.7	1.2	..	19.8	1.4
Secondary										
Government schools	%	0.4	0.1	1.0	4.8	3.2	0.8	..	13.8	1.3
Non-government schools	%	–	–	0.7	1.4	1.2	–	..	31.0	0.6
All schools	%	0.2	0.1	0.9	3.4	2.4	0.5	..	20.1	1.0
All school levels										
Government schools	%	0.4	0.1	1.5	5.2	3.2	1.0	..	16.2	1.5
Non-government schools	%	0.2	–	0.8	1.9	1.4	0.7	..	29.3	0.8
All schools	%	0.3	0.1	1.2	4.1	2.6	0.9	..	19.9	1.2
Students enrolled at schools in very remote areas										
Primary										
Government schools	%	0.1	..	1.7	2.6	1.3	0.5	..	29.8	1.2
Non-government schools	%	0.1	..	0.6	1.4	0.1	–	..	11.9	0.4
All schools	%	0.1	..	1.4	2.3	0.9	0.4	..	25.7	0.9
Secondary										
Government schools	%	0.1	..	1.0	2.0	1.0	0.3	..	24.7	0.8
Non-government schools	%	–	..	–	0.5	0.1	–	..	9.9	0.2
All schools	%	0.1	..	0.6	1.4	0.6	0.2	..	19.3	0.5
All school levels										
Government schools	%	0.1	..	1.4	2.4	1.2	0.4	..	28.0	1.0

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
Non-government schools	%	–	..	0.3	1.0	0.1	–	..	10.9	0.3
All schools	%	0.1	..	1.1	1.9	0.8	0.3	..	23.1	0.8

- (a) Geographic categorisation from the 2016 year are reported on the Access/Remoteness Index of Australia (ARIA+) remoteness classification. Prior to 2016, geographic categorisation for this table is based on the agreed Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA, now Education Council) Geographic Location Classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (b) Calculated as the number of students enrolled in particular type of school (such as government primary school) in a particular geographic classification (such as remote or very remote areas), divided by the total number of students enrolled in that type of school.
- (c) Data presented by school level may differ slightly from data reported in the National Schools Statistics Collection (NSSC) as the Australian Government Department of Education has generated this table using student enrolments whose region status has been identified at the campus level rather than for the school, as is done in the NSSC. Also, the Australian Government Department of Education has allocated all campuses to a region; therefore, unlike the NSSC, there is no 'not stated' category in these tables. The totals reported in this table align with the NSSC.
- (d) Full Time Equivalent students.
- (e) There are no very remote areas in Victoria. There is no major cities areas in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities areas or inner regional areas in the NT.
- .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education and Training (unpublished).

TABLE 4A.9

Table 4A.9 **15 to 19-year-olds successfully completing at least one unit of competency at the Australian Qualifications Framework (AQF) certificate II or above (a), (b), (c), (d)**

	<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 (e)</i>
2016										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	116.0	131.0	107.5	73.6	25.8	6.8	6.0	2.9	474.0
15 to 19-year-old population	('000)	465.5	372.0	307.4	154.9	103.9	32.0	25.1	14.9	1 476.0
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	24.9	35.2	35.0	47.5	24.8	21.3	23.7	19.4	32.1
2015										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	118.8	137.2	109.1	66.6	27.4	7.3	6.9	2.7	481.5
15 to 19-year-old population	('000)	463.6	369.5	306.1	155.8	104.9	32.3	25.4	15.0	1 472.8
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	25.6	37.1	35.6	42.7	26.1	22.6	27.4	17.9	32.7
2014										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	134.2	147.5	106.4	57.3	28.8	7.0	7.3	2.7	491.9
15 to 19-year-old population	('000)	467.4	357.9	309.8	161.3	104.8	33.8	23.0	16.4	1 474.5
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	28.7	41.2	34.4	35.5	27.5	20.7	31.8	16.4	33.4
2013										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	104.3	121.5	81.3	41.0	30.0	9.6	6.0	2.3	395.9
15 to 19-year-old population	('000)	464.8	355.9	308.3	160.1	104.4	33.8	23.1	16.4	1 467.1
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	22.4	34.1	26.4	25.6	28.7	28.4	26.1	13.8	27.0

TABLE 4A.9

Table 4A.9 **15 to 19-year-olds successfully completing at least one unit of competency at the Australian Qualifications Framework (AQF) certificate II or above (a), (b), (c), (d)**

	<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 (e)</i>
2012										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	109.3	137.3	87.1	40.8	24.4	11.7	6.2	2.6	419.4
15 to 19-year-old population	('000)	462.5	355.1	304.9	156.6	105.1	33.8	24.1	16.2	1 458.5
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	23.6	38.7	28.6	26.0	23.2	34.7	25.9	15.8	28.8

(a) From 2014 onwards the National Vocational Education and Training (VET) Provider Collection includes fee-for-service training activity reported by private training organisations, also known as 'total VET activity'.

(b) In 2017, the National Centre for Vocational Education Research (NCVER) applied a de-duplication process to 2015 and 2016 student counts for the release of *Total VET students and courses 2016*. This process was applied to a limited number of demographic measures and did not extend to training measures. For this reason there may be some duplication in student counts presented in this table. For further information, please refer to the fact sheet: *De-duplication of training activity and student counts in 'total VET activity'* located on the NCVER Portal <<https://www.ncver.edu.au/>>.

(c) In 2012 and 2013 refers to the state or territory that funded the training. From 2014-2016 refers to the state or territory in which the training was delivered.

(d) This table presents the number of units of competency completed annually from 2012 to 2016. The 2016 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection.

(e) From 2014, the sum of individual states and territories does not equal the Australian total as there is some activity that was reported with state or territory of delivery 'unknown' as well as instances where a student received training in more than one state or territory.

Source: NCVER, National VET Provider Collection, 2011-2016; NCVER, National VET in Schools Collection 2011-2016. Population aged 15 to 19 years is based on ABS *Australian Demographic Statistics, December 2011-2016*, Cat. no. 3101.0, Canberra.

Efficiency

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2015-16 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
Government schools (including user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (g), (h), (i), (j)									
2015-16	1 771 232	1 374 466	1 298 080	564 686	411 080	166 371	82 153	184 016	5 852 083
2014-15	1 684 940	1 285 945	1 189 677	532 843	394 978	163 681	80 660	187 355	5 520 079
2013-14	1 597 622	1 162 642	1 075 098	515 705	384 158	139 679	74 570	143 699	5 093 172
2012-13	1 560 959	1 064 891	964 092	470 103	360 102	130 062	66 270	120 168	4 736 647
2011-12	1 619 457	1 097 874	979 933	482 681	370 209	140 306	68 778	132 515	4 891 752
2010-11	1 429 266	946 396	857 495	414 365	328 211	118 801	60 400	121 059	4 275 992
2009-10	1 369 977	923 466	789 651	403 016	315 625	114 370	58 286	119 302	4 093 693
2008-09	1 319 134	952 028	813 808	408 060	306 195	106 975	62 157	89 165	4 057 522
2007-08	990 507	688 560	642 056	299 397	227 648	79 654	41 016	77 425	3 046 265
2006-07	1 009 287	675 834	612 452	311 754	226 420	79 018	42 886	73 134	3 030 784
State and Territory government recurrent expenditure (k)									
2015-16	11 912 671	7 760 571	7 633 286	4 659 091	2 470 447	811 278	745 356	535 074	36 527 775
2014-15	11 654 433	7 260 127	7 465 901	4 793 797	2 433 078	832 464	718 787	542 176	35 700 762
2013-14	11 389 383	6 940 180	7 238 320	4 674 765	2 500 067	843 650	733 902	576 325	34 896 591
2012-13	10 643 035	6 933 501	7 306 727	4 496 887	2 489 911	845 498	732 783	648 312	34 096 653
2011-12	10 922 439	6 919 515	7 250 814	4 346 379	2 528 042	847 940	711 741	612 252	34 139 122
2010-11	10 316 256	6 993 925	7 095 510	4 352 519	2 497 289	848 757	690 003	602 567	33 396 827
2009-10	10 633 119	7 130 474	7 136 791	4 402 703	2 333 665	845 253	653 809	580 135	33 715 949
2008-09	10 192 437	6 896 880	6 743 486	4 249 921	2 196 224	813 910	640 677	596 042	32 329 576
2007-08	10 143 124	6 838 331	6 687 368	4 184 894	2 308 331	822 040	634 814	577 262	32 196 163
2006-07	10 094 276	6 678 856	6 500 745	3 825 640	2 288 686	834 262	574 430	557 577	31 354 473
Australian, State and Territory government recurrent expenditure									
2015-16	13 683 903	9 135 037	8 931 366	5 223 777	2 881 527	977 649	827 509	719 090	42 379 858
2014-15	13 339 373	8 546 071	8 655 578	5 326 640	2 828 056	996 145	799 447	729 531	41 220 841

TABLE 4A.10

Table 4A.10 Real Australian, State and Territory government recurrent expenditure (2015-16 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2013-14	12 987 004	8 102 822	8 313 418	5 190 470	2 884 225	983 328	808 472	720 024	39 989 763
2012-13	12 203 994	7 998 392	8 270 819	4 966 991	2 850 014	975 561	799 053	768 479	38 833 300
2011-12	12 541 896	8 017 389	8 230 747	4 829 060	2 898 251	988 246	780 519	744 767	39 030 874
2010-11	11 745 521	7 940 320	7 953 005	4 766 884	2 825 499	967 558	750 403	723 626	37 672 820
2009-10	12 003 096	8 053 940	7 926 442	4 805 719	2 649 290	959 623	712 095	699 437	37 809 642
2008-09	11 511 572	7 848 908	7 557 294	4 657 981	2 502 419	920 885	702 833	685 207	36 387 098
2007-08	11 133 632	7 526 891	7 329 424	4 484 291	2 535 979	901 695	675 830	654 687	35 242 427
2006-07	11 103 563	7 354 690	7 113 197	4 137 393	2 515 106	913 280	617 316	630 711	34 385 257
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (g), (h), (i), (j)									
2015-16	3 071 046	2 574 425	2 039 190	1 028 190	730 288	206 275	183 230	149 263	9 981 908
2014-15	3 005 398	2 505 785	1 990 691	1 003 885	721 963	200 965	180 296	134 853	9 743 835
2013-14	2 856 257	2 321 721	1 871 696	927 957	708 529	185 110	170 238	124 540	9 166 049
2012-13	2 656 467	2 184 499	1 738 791	862 781	673 759	172 237	151 193	91 858	8 531 585
2011-12	2 547 025	2 133 078	1 675 204	840 607	668 651	170 226	155 859	90 340	8 280 989
2010-11	2 414 136	1 993 232	1 577 817	791 635	622 843	162 749	147 534	90 282	7 800 227
2009-10	2 319 807	1 931 407	1 490 597	765 954	584 914	157 825	141 672	90 214	7 482 390
2008-09	2 149 785	1 716 478	1 351 041	713 647	539 278	142 435	128 605	82 620	6 823 890
2007-08	2 153 647	1 755 251	1 320 782	676 922	533 537	142 496	130 847	64 783	6 778 265
2006-07	2 196 324	1 735 066	1 312 845	661 595	534 289	139 188	133 964	55 478	6 768 750
State and Territory government recurrent expenditure									
2015-16	1 095 316	655 886	722 393	449 692	188 488	61 569	61 080	70 718	3 305 142
2014-15	1 078 175	678 790	732 667	458 691	189 090	59 536	60 820	69 197	3 326 966
2013-14	1 016 678	668 825	736 578	440 874	181 425	61 216	59 694	63 283	3 228 572
2012-13	985 405	665 235	672 031	438 369	179 364	58 296	56 007	66 581	3 121 288
2011-12	960 614	619 868	641 009	446 232	175 789	58 124	52 817	53 990	3 008 445

TABLE 4A.10

Table 4A.10 Real Australian, State and Territory government recurrent expenditure (2015-16 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2010-11	931 755	593 690	655 383	418 465	172 054	58 450	52 146	71 022	2 952 964
2009-10	933 890	546 456	594 707	353 170	165 456	54 920	55 282	37 486	2 741 366
2008-09	940 228	554 433	585 955	328 222	160 795	54 203	52 418	36 449	2 712 702
2007-08	951 357	487 778	563 254	314 151	160 521	53 194	52 777	35 090	2 618 121
2006-07	939 572	464 080	555 187	295 366	155 656	51 974	50 731	60 768	2 573 335
Australian, State and Territory government recurrent expenditure									
2015-16	4 166 362	3 230 311	2 761 583	1 477 882	918 776	267 845	244 310	219 981	13 287 050
2014-15	4 083 573	3 184 575	2 723 357	1 462 576	911 054	260 501	241 116	204 050	13 070 802
2013-14	3 872 935	2 990 547	2 608 274	1 368 831	889 954	246 326	229 932	187 822	12 394 621
2012-13	3 641 871	2 849 735	2 410 822	1 301 150	853 122	230 533	207 200	158 439	11 652 873
2011-12	3 507 639	2 752 946	2 316 214	1 286 839	844 439	228 351	208 676	144 330	11 289 434
2010-11	3 345 891	2 586 922	2 233 200	1 210 100	794 896	221 198	199 680	161 304	10 753 191
2009-10	3 253 697	2 477 863	2 085 304	1 119 124	750 370	212 745	196 954	127 700	10 223 756
2008-09	3 090 013	2 270 910	1 936 996	1 041 869	700 073	196 638	181 023	119 070	9 536 593
2007-08	3 105 004	2 243 029	1 884 036	991 073	694 058	195 690	183 624	99 873	9 396 386
2006-07	3 135 897	2 199 147	1 868 033	956 961	689 945	191 162	184 695	116 246	9 342 085
All schools (including user cost of capital for government schools)									
Australian Government specific purpose payments, excluding joint programs (excluding capital grants) (g), (h), (i), (j)									
2015-16	4 842 278	3 948 891	3 337 270	1 592 876	1 141 368	372 646	265 383	333 279	15 833 991
2014-15	4 690 337	3 791 730	3 180 368	1 536 728	1 116 942	364 647	260 956	322 208	15 263 914
2013-14	4 453 878	3 484 364	2 946 794	1 443 662	1 092 687	324 789	244 808	268 238	14 259 220
2012-13	4 217 426	3 249 391	2 702 883	1 332 884	1 033 861	302 299	217 463	212 025	13 268 232
2011-12	4 166 482	3 230 952	2 655 137	1 323 287	1 038 860	310 532	224 637	222 855	13 172 741
2010-11	3 843 401	2 939 627	2 435 313	1 206 000	951 054	281 550	207 934	211 341	12 076 220
2009-10	3 689 784	2 854 872	2 280 247	1 168 970	900 539	272 195	199 959	209 516	11 576 083
2008-09	3 468 920	2 668 506	2 164 849	1 121 708	845 473	249 410	190 762	171 785	10 881 413

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2015-16 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2007-08	3 144 154	2 443 811	1 962 838	976 319	761 185	222 151	171 863	142 208	9 824 529
2006-07	3 205 612	2 410 900	1 925 298	973 349	760 709	218 206	176 851	128 612	9 799 534
State and Territory government recurrent expenditure									
2015-16	13 007 987	8 416 457	8 355 679	5 108 783	2 658 935	872 848	806 436	605 792	39 832 917
2014-15	12 732 609	7 938 917	8 198 567	5 252 488	2 622 168	891 999	779 607	611 373	39 027 729
2013-14	12 406 060	7 609 005	7 974 898	5 115 639	2 681 492	904 865	793 596	639 608	38 125 163
2012-13	11 628 439	7 598 736	7 978 758	4 935 256	2 669 275	903 795	788 790	714 893	37 217 941
2011-12	11 883 053	7 539 383	7 891 824	4 792 611	2 703 830	906 064	764 558	666 242	37 147 566
2010-11	11 248 011	7 587 615	7 750 893	4 770 984	2 669 342	907 207	742 149	673 589	36 349 791
2009-10	11 567 008	7 676 930	7 731 499	4 755 872	2 499 121	900 173	709 091	617 621	36 457 315
2008-09	11 132 665	7 451 312	7 329 441	4 578 143	2 357 019	868 113	693 095	632 491	35 042 278
2007-08	11 094 481	7 326 109	7 250 622	4 499 045	2 468 851	875 234	687 591	612 352	34 814 284
2006-07	11 033 848	7 142 936	7 055 932	4 121 005	2 444 343	886 237	625 160	618 346	33 927 809
Australian, State and Territory government recurrent expenditure									
2015-16	17 850 265	12 365 348	11 692 949	6 701 659	3 800 303	1 245 494	1 071 819	939 071	55 666 908
2014-15	17 422 946	11 730 646	11 378 935	6 789 217	3 739 110	1 256 646	1 040 563	933 581	54 291 643
2013-14	16 859 939	11 093 369	10 921 692	6 559 301	3 774 179	1 229 654	1 038 404	907 846	52 384 384
2012-13	15 845 865	10 848 127	10 681 641	6 268 140	3 703 136	1 206 094	1 006 253	926 918	50 486 173
2011-12	16 049 535	10 770 335	10 546 960	6 115 899	3 742 691	1 216 597	989 195	889 097	50 320 308
2010-11	15 091 412	10 527 242	10 186 206	5 976 984	3 620 396	1 188 757	950 084	884 930	48 426 011
2009-10	15 256 792	10 531 803	10 011 746	5 924 842	3 399 660	1 172 368	909 049	827 137	48 033 398
2008-09	14 601 585	10 119 818	9 494 290	5 699 850	3 202 492	1 117 523	883 857	804 276	45 923 691
2007-08	14 238 635	9 769 920	9 213 460	5 475 363	3 230 037	1 097 385	859 453	754 560	44 638 814
2006-07	14 239 460	9 553 837	8 981 230	5 094 354	3 205 052	1 104 442	802 011	746 957	43 727 342

(a) Time series financial data are adjusted to 2015-16 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2015-16 = 100). See table 2A.49 and chapter 2 for more information.

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2015-16 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
(b)	This table integrates information from tables 4A.12 and 4A.13. Based on accrual accounting. Some data include capital amounts and exclude user cost of capital, as labelled. 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 includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(c)	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. Funding from sources other than government is not included.								
(d)	Victoria: 2014-15 non-government expenditure is affected by a change in payment schedule in 2015, increasing the amount of government funding for the financial year.								
(e)	Queensland 2015-16 expenditure for non-government schools includes Assistance to Non-State Education Capital grants (\$5.4m), School Transport (\$5.8m), and Build Queensland Future Schools Fund (\$30.0m).								
(f)	In relation to NT funding for non-government schools:								
	<ul style="list-style-type: none"> • In 2013-14, the decrease in recurrent expenditure on non-government schools is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output. • From 2011-12, school transport costs relating to non-government school students have been included. These were \$7.1m in 2015-16. • In 2010-11, the NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. • From 2010-11, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included. • In 2007-08, the reduction in expenditure is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. • 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 NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by NT Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The NT Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors. 								

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2015-16 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
(g)	The National Schools specific purpose payment (reported from 1 January 2009 to 31 December 2013) and Student First funding (reported from 1 January 2014) do not distinguish between capital and recurrent purposes. For this Report, these payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(h)	Includes recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(i)	For the purpose of the Report, Australian Government allocations to State and Territory governments (see table 4A.12) are regarded as being expended in the year of allocation.								
(j)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.								
(k)	Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.								

Source: Australian Government Department of Education and Training (unpublished); Education Council NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e), (f)</i>	<i>Aust</i>
Government schools (including user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (g), (h), (i), (j)									
2015-16	1 771 232	1 374 466	1 298 080	564 686	411 080	166 371	82 153	184 016	5 852 083
2014-15	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
2013-14	1 536 912	1 118 462	1 034 244	496 108	369 560	134 371	71 736	138 238	4 899 631
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
State and Territory government recurrent expenditure (k)									
2015-16	11 912 671	7 760 571	7 633 286	4 659 091	2 470 447	811 278	745 356	535 074	36 527 775
2014-15	11 374 727	7 085 884	7 286 719	4 678 746	2 374 684	812 484	701 536	529 164	34 843 944
2013-14	10 956 586	6 676 453	6 963 264	4 497 124	2 405 064	811 591	706 014	554 425	33 570 521
2012-13	10 100 240	6 579 892	6 934 084	4 267 546	2 362 926	802 378	695 411	615 248	32 357 724
2011-12	10 223 403	6 476 666	6 786 762	4 068 211	2 366 247	793 672	666 190	573 068	31 954 218
2010-11	9 439 374	6 399 441	6 492 392	3 982 555	2 285 019	776 613	631 353	551 349	30 558 097
2009-10	9 250 813	6 203 513	6 209 008	3 830 351	2 030 289	735 370	568 814	504 718	29 332 876
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
2007-08	8 276 789	5 580 078	5 456 892	3 414 873	1 883 598	670 785	518 008	471 046	26 272 069
2006-07	7 903 818	5 229 544	5 090 083	2 995 476	1 792 041	653 227	449 779	436 583	24 550 552
Australian, State and Territory government recurrent expenditure									
2015-16	13 683 903	9 135 037	8 931 366	5 223 777	2 881 527	977 649	827 509	719 090	42 379 858
2014-15	13 019 228	8 340 966	8 447 844	5 198 801	2 760 183	972 237	780 260	712 022	40 231 541

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e), (f)</i>	<i>Aust</i>
2013-14	12 493 498	7 794 915	7 997 508	4 993 232	2 774 624	945 962	777 750	692 663	38 470 152
2012-13	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
2011-12	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898
2010-11	10 747 152	7 265 393	7 277 000	4 361 699	2 585 332	885 316	686 619	662 118	34 470 630
2009-10	10 442 693	7 006 928	6 896 004	4 180 975	2 304 883	834 872	619 523	608 511	32 894 389
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
2007-08	9 085 043	6 141 943	5 980 810	3 659 181	2 069 359	735 783	551 477	534 225	28 757 821
2006-07	8 694 090	5 758 722	5 569 633	3 239 579	1 969 328	715 098	483 359	493 847	26 923 656
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (g), (h), (i), (j)									
2015-16	3 071 046	2 574 425	2 039 190	1 028 190	730 288	206 275	183 230	149 263	9 981 908
2014-15	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 983
2013-14	2 747 719	2 233 496	1 800 572	892 695	681 605	178 076	163 769	119 807	8 817 739
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
State and Territory government recurrent expenditure									
2015-16	1 095 316	655 886	722 393	449 692	188 488	61 569	61 080	70 718	3 305 142
2014-15	1 052 299	662 499	715 083	447 682	184 552	58 107	59 361	67 536	3 247 119
2013-14	978 044	643 410	708 588	424 120	174 531	58 890	57 425	60 878	3 105 886
2012-13	935 149	631 308	637 757	416 012	170 216	55 323	53 151	63 185	2 962 102
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	49 437	50 535	2 815 904

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e), (f)</i>	<i>Aust</i>
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	47 714	64 985	2 701 962
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	48 095	32 613	2 384 989
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	44 451	30 909	2 300 372
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	43 066	28 634	2 136 387
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	39 722	47 582	2 014 922
Australian, State and Territory government recurrent expenditure									
2015-16	4 166 362	3 230 311	2 761 583	1 477 882	918 776	267 845	244 310	219 981	13 287 050
2014-15	3 985 567	3 108 145	2 657 997	1 427 474	889 188	254 249	235 330	199 153	12 757 102
2013-14	3 725 763	2 876 906	2 509 160	1 316 815	856 136	236 966	221 194	180 685	11 923 625
2012-13	3 456 136	2 704 398	2 287 870	1 234 791	809 613	218 776	196 633	150 358	11 058 576
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	195 321	135 093	10 566 910
2010-11	3 061 490	2 367 033	2 043 378	1 107 241	727 330	202 396	182 708	147 593	9 839 170
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	171 350	111 099	8 894 668
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	153 508	100 971	8 087 031
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	149 837	81 497	7 667 451
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	144 616	91 021	7 314 853
All schools (including user cost of capital for government schools)									
Australian Government specific purpose payments, excluding joint programs (excluding capital grants) (g), (h), (i), (j)									
2015-16	4 842 278	3 948 891	3 337 270	1 592 876	1 141 368	372 646	265 383	333 279	15 833 991
2014-15	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 580
2013-14	4 284 631	3 351 958	2 834 816	1 388 803	1 051 165	312 447	235 505	258 045	13 717 370
2012-13	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
2011-12	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
2010-11	3 516 712	2 689 759	2 228 311	1 103 490	870 214	257 618	190 260	193 377	11 049 741
2009-10	3 210 112	2 483 739	1 983 815	1 017 004	783 469	236 810	173 964	182 279	10 071 192
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e), (f)</i>	<i>Aust</i>
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
State and Territory government recurrent expenditure									
2015-16	13 007 987	8 416 457	8 355 679	5 108 783	2 658 935	872 848	806 436	605 792	39 832 917
2014-15	12 427 026	7 748 383	8 001 802	5 126 428	2 559 236	870 591	760 897	596 700	38 091 063
2013-14	11 934 630	7 319 863	7 671 852	4 921 244	2 579 595	870 481	763 439	615 303	36 676 407
2012-13	11 035 389	7 211 200	7 571 841	4 683 558	2 533 142	857 701	748 562	678 433	35 319 826
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	715 627	623 603	34 770 122
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	679 067	616 334	33 260 059
2009-10	10 063 297	6 678 929	6 726 404	4 137 609	2 174 235	783 151	616 909	537 330	31 717 864
2008-09	9 440 500	6 318 713	6 215 366	3 882 265	1 998 752	736 160	587 744	536 352	29 715 852
2007-08	9 053 096	5 978 105	5 916 507	3 671 220	2 014 583	714 191	561 074	499 679	28 408 456
2006-07	8 639 503	5 592 919	5 524 795	3 226 747	1 913 920	693 923	489 501	484 165	26 565 474
Australian, State and Territory government recurrent expenditure									
2015-16	17 850 265	12 365 348	11 692 949	6 701 659	3 800 303	1 245 494	1 071 819	939 071	55 666 908
2014-15	17 004 795	11 449 111	11 105 841	6 626 275	3 649 371	1 226 486	1 015 590	911 175	52 988 643
2013-14	16 219 261	10 671 821	10 506 668	6 310 047	3 630 760	1 182 928	998 944	873 348	50 393 777
2012-13	15 037 726	10 294 872	10 136 877	5 948 465	3 514 276	1 144 583	954 934	879 645	47 911 378
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	925 887	832 195	47 099 808
2010-11	13 808 642	9 632 426	9 320 378	5 468 940	3 312 662	1 087 712	869 327	809 711	44 309 800
2009-10	13 273 409	9 162 668	8 710 219	5 154 613	2 957 704	1 019 961	790 873	719 609	41 789 056
2008-09	12 382 144	8 581 606	8 051 158	4 833 473	2 715 713	947 660	749 510	682 026	38 943 290
2007-08	11 618 726	7 972 255	7 518 183	4 467 896	2 635 710	895 466	701 314	615 721	36 425 272
2006-07	11 149 497	7 480 654	7 032 303	3 988 879	2 509 555	864 778	627 975	584 868	34 238 509

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e), (f)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.12 and 4A.13, and State and Territory data. Based on accrual accounting. Some data include capital amounts and exclude user cost of capital, as labelled. 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 includes 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. Funding from sources other than government is not included.								
(c)	Victoria: 2014-15 non-government expenditure is affected by a change in payment schedule in 2015, increasing the amount of government funding for the financial year.								
(d)	Queensland 2015-16 expenditure for non-government schools includes Assistance to Non-State Education Capital grants (\$5.4m), School Transport (\$5.8m), and Build Queensland Future Schools Fund (\$30.0m).								
(e)	SA 2013-14 and 2014-15 and NT 2013-14 State and Territory government recurrent expenditure data, for government schools and all schools, have been revised from previous reports.								
(f)	In relation to NT funding for non-government schools:								
	<ul style="list-style-type: none"> • In 2013-14, the decrease in recurrent expenditure on non-government schools is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output. • From 2011-12, school transport costs relating to non-government school students have been included. These were \$7.1m in 2015-16. • In 2010-11, the NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. • From 2010-11, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included. • In 2007-08, the reduction in expenditure is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. • 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 NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by NT Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The NT Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors. 								

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e), (f)</i>	<i>Aust</i>
(g)	The National Schools specific purpose payment (reported from 1 January 2009 to 31 December 2013) and Student First funding (reported from 1 January 2014) do not distinguish between capital and recurrent purposes. For this Report, these payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(h)	Includes recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(i)	For the purpose of the Report, Australian Government allocations to State and Territory governments (see table 4A.12) are regarded as being expended in the year of allocation.								
(j)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.								
(k)	Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.								

Source: Australian Government Department of Education and Training (unpublished); Education Council NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.12

Table 4A.12 **Australian Government specific purpose payments for schools, 2015-16 (\$'000) (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>
Government schools									
Recurrent expenditure									
Students First funding (d)	1 757 524	1 357 892	1 279 221	559 317	403 633	163 977	81 333	141 988	5 744 885
National Partnership payments									
Independent Public Schools	6 500	7 880	3 680	–	1 580	600	260	460	20 960
National School Chaplaincy Programme (d)	6 720	8 694	15 014	5 267	5 867	1 768	560	186	44 075
National School for Travelling Show Children	200	–	–	–	–	–	–	–	200
NT remote Aboriginal investment (d)	..	..	..	..	..	..	..	41 362	41 362
Online safety programs in schools	288	–	165	102	–	26	–	20	601
Total recurrent	1 771 232	1 374 466	1 298 080	564 686	411 080	166 371	82 153	184 016	5 852 083
Capital expenditure (e)									
National Partnership payments									
Trade Training centres in schools	3 571	20 865	3 588	4 314	1 758	–	103	3 628	37 827
Schools Security Programme	–	–	329	–	–	–	–	67	396
Total capital	3 571	20 865	3 917	4 314	1 758	–	103	3 695	38 223
Total recurrent and capital	1 774 803	1 395 331	1 301 997	569 000	412 838	166 371	82 256	187 711	5 890 306
Non-government schools									
Recurrent expenditure									
Students First funding (c)	3 066 531	2 570 505	2 036 038	1 025 790	728 666	205 842	182 982	141 374	9 957 728
National Partnership payments									
Online safety programs in schools	122	–	64	40	–	9	–	3	238
National School Chaplaincy Programme (d)	4 393	3 920	3 088	2 360	1 622	424	248	297	16 353
NT remote Aboriginal investment (d)	..	..	..	..	..	..	..	7 589	7 589
Total recurrent	3 071 046	2 574 425	2 039 190	1 028 190	730 288	206 275	183 230	149 263	9 981 908

TABLE 4A.12

Table 4A.12 **Australian Government specific purpose payments for schools, 2015-16 (\$'000) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Capital expenditure (e)									
National Partnership payments									
Trade Training centres in schools	–	233	771	–	–	–	–	–	1 004
Schools Security Programme	2 348	1 426	–	570	48	–	38	–	4 430
Total capital	2 348	1 659	771	570	48	–	38	–	5 434
Total recurrent and capital	3 073 394	2 576 084	2 039 961	1 028 760	730 336	206 275	183 268	149 263	9 987 342
All schools									
Total recurrent (f)	4 842 278	3 948 891	3 337 270	1 592 876	1 141 368	372 646	265 383	333 279	15 833 991
Total recurrent and capital	4 848 197	3 971 415	3 341 958	1 597 760	1 143 174	372 646	265 524	336 974	15 877 648

- (a) Includes payments provided under the following: *Australian Education Act 2013*; *Schools Assistance Act 2008*; National Education Agreement; *Federal Financial Relations Act 2009*; *Annual Appropriations Act* Bill No.2; Partnership Arrangements Between the Commonwealth and State and Territory governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territory governments. Some additional Australian Government funding is provided through annual appropriations.
- (b) For the purpose of the Report, Australian Government allocations to State and Territory governments (also see table 4A.10 and table 4A.11) are regarded as being expended in the year of allocation.
- (c) The Students First funding does not distinguish between capital and recurrent purposes. For this Report, all Students First funding, including for the non-government sector, are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.
- (d) The allocation of *National School Chaplaincy Programme* and the *Northern Territory remote Aboriginal investment* funding between the government and non-government sectors has been provided by State and Territory governments.
- (e) Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.
- (f) Includes total recurrent expenditure on government and non-government schools.
.. Not applicable. – Nil or rounded to zero.

Source: Department of the Treasury (Australia) 2016, *Final budget outcome 2015-16*, Canberra; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished).

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</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>
2015-16									
Recurrent expenditure on government schools									
In-school primary									
Employee related expenditure									
Teachers	3 809 940	2 606 504	2 519 967	1 413 806	876 818	267 069	202 360	181 125	11 877 589
Other Staff (g)	849 739	467 923	723 394	434 342	253 070	78 642	68 164	38 147	2 913 421
Total	4 659 679	3 074 427	3 243 361	1 848 148	1 129 888	345 711	270 524	219 272	14 791 010
Other operating expenses (h)	1 383 594	735 635	564 026	475 819	274 397	96 265	50 449	95 508	3 675 693
Depreciation	275 993	159 101	242 639	92 071	53 549	19 325	28 892	18 951	890 521
User cost of capital (i)	1 041 038	905 908	787 302	498 652	178 260	44 428	69 567	52 646	3 577 801
Total	7 360 304	4 875 071	4 837 328	2 914 690	1 636 094	505 729	419 432	386 377	22 935 025
In-school secondary									
Employee related expenditure									
Teachers	3 317 475	2 024 430	1 879 885	993 413	553 815	217 874	178 443	118 195	9 283 530
Other Staff (g)	604 649	395 505	463 091	311 013	144 849	66 482	60 108	27 611	2 073 308
Total	3 922 124	2 419 935	2 342 976	1 304 426	698 664	284 356	238 551	145 806	11 356 838
Other operating expenses (h)	1 133 912	695 234	475 715	357 835	198 348	89 407	45 880	73 153	3 069 484
Depreciation	236 934	140 276	223 991	72 602	40 856	19 905	26 941	11 431	772 936
User cost of capital (i)	740 655	671 920	510 573	359 815	99 644	46 195	64 869	30 140	2 523 811
Total	6 033 625	3 927 365	3 553 255	2 094 678	1 037 512	439 863	376 241	260 530	17 723 069
Out of school									
Employee related expenditure — Other staff (g)	236 363	109 719	303 077	128 975	132 799	20 898	22 887	43 449	998 167
Other operating expenses (h)	19 050	199 109	227 762	54 248	68 494	9 965	6 124	28 505	613 257
Depreciation	27 307	12 010	6 494	15 452	1 079	429	829	229	63 829

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</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>
User cost of capital (i)	7 254	11 763	3 450	15 734	5 549	765	1 996	–	46 511
Total	289 974	332 601	540 783	214 409	207 921	32 057	31 836	72 183	1 721 764
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	7 127 415	4 630 934	4 399 852	2 407 219	1 430 633	484 943	380 803	299 320	21 161 119
Other Staff (g)	1 690 751	973 147	1 489 562	874 330	530 718	166 022	151 159	109 207	5 984 896
Total	8 818 166	5 604 081	5 889 414	3 281 549	1 961 351	650 965	531 962	408 527	27 146 015
Other operating expenses (h)	2 536 556	1 629 978	1 267 503	887 902	541 239	195 637	102 453	197 166	7 358 434
Depreciation	540 234	311 387	473 124	180 125	95 484	39 659	56 662	30 611	1 727 286
Total recurrent expenditure <i>excluding</i> user cost of capital	11 894 956	7 545 446	7 630 041	4 349 576	2 598 074	886 261	691 077	636 304	36 231 735
User cost of capital (i)	1 788 947	1 589 591	1 301 325	874 201	283 453	91 388	136 432	82 786	6 148 123
Total recurrent expenditure <i>including</i> user cost of capital	13 683 903	9 135 037	8 931 366	5 223 777	2 881 527	977 649	827 509	719 090	42 379 858
Total assets (Written Down Value [WDV]) — government schools (in-school plus out of school)									
Land	7 486 579	9 367 600	4 850 239	3 990 974	1 278 308	175 994	298 431	110 282	27 558 407
Buildings, equipment and other	14 875 263	10 502 300	11 416 327	6 936 545	2 264 862	966 356	1 406 970	924 545	49 293 168
Total	22 361 842	19 869 900	16 266 566	10 927 519	3 543 170	1 142 350	1 705 401	1 034 827	76 851 575

2014-15**Recurrent expenditure on government schools**

Employee related expenditure

Teachers	6 843 991	4 441 981	4 219 569	2 336 905	1 439 716	493 581	360 865	306 565	20 443 173
Other Staff (g)	1 652 081	950 724	1 417 284	851 518	504 746	175 831	135 682	109 751	5 797 617
Total	8 496 073	5 392 705	5 636 852	3 188 423	1 944 462	669 412	496 547	416 316	26 240 790
Other operating expenses (h)	2 540 747	1 448 285	1 251 834	782 796	493 471	189 756	106 526	204 019	7 017 434

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</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>
Depreciation	556 230	325 560	474 318	261 547	95 957	43 814	57 792	32 160	1 847 377
Total recurrent expenditure <i>excluding</i> user cost of capital	11 593 049	7 166 551	7 363 004	4 232 766	2 533 890	902 982	660 865	652 495	35 105 601
User cost of capital (i)	1 746 324	1 379 521	1 292 574	1 093 874	294 167	93 163	138 582	77 036	6 115 241
Total recurrent expenditure <i>including</i> user cost of capital	13 339 373	8 546 071	8 655 578	5 326 640	2 828 056	996 145	799 447	729 531	41 220 841
Comprising:									
In-school primary expenditure	7 162 640	4 519 219	4 638 068	2 986 520	1 592 628	508 437	397 080	401 762	22 206 356
In-school secondary expenditure	5 881 155	3 744 221	3 432 381	2 114 579	1 031 757	456 731	362 892	263 048	17 286 763
Out of school expenditure	295 578	282 631	585 129	225 541	203 670	30 977	39 475	64 720	1 727 721
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 721 951	8 089 890	4 704 454	3 989 019	1 281 996	181 662	305 769	105 530	26 380 272
Buildings, equipment and other	13 826 973	9 154 117	11 452 722	9 684 411	2 395 092	982 878	1 426 508	857 420	49 780 122
Total	21 548 924	17 244 007	16 157 176	13 673 430	3 677 088	1 164 540	1 732 278	962 950	76 160 393

2013-14**Recurrent expenditure on government schools**

Employee related expenditure

Teachers	6 858 710	4 262 160	4 017 355	2 295 502	1 433 452	485 979	357 118	305 758	20 016 033
Other Staff (g)	1 488 420	938 450	1 343 676	863 686	514 466	160 603	133 864	109 808	5 552 973
Total	8 347 130	5 200 610	5 361 030	3 159 188	1 947 917	646 582	490 982	415 565	25 569 005
Other operating expenses (h)	2 368 689	1 368 309	1 211 242	737 336	558 336	187 053	112 972	192 916	6 736 851
Depreciation	555 731	311 639	441 482	256 743	93 627	44 191	63 454	32 021	1 798 889
Total recurrent expenditure <i>excluding</i> user cost of capital	11 271 549	6 880 559	7 013 754	4 153 267	2 599 879	877 826	667 408	640 502	34 104 745
User cost of capital (i)	1 715 455	1 222 263	1 299 662	1 037 203	284 345	105 503	141 065	79 343	5 884 840

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total recurrent expenditure including user cost of capital	12 987 004	8 102 822	8 313 418	5 190 470	2 884 225	983 328	808 472	720 024	39 989 763
Comprising:									
In-school primary expenditure	6 979 735	4 223 715	4 639 228	2 995 657	1 614 713	496 973	402 465	391 450	21 743 936
In-school secondary expenditure	5 672 727	3 602 632	3 073 033	1 980 283	1 051 182	454 262	364 996	269 110	16 468 225
Out of school expenditure	334 543	276 475	601 157	214 530	218 330	32 094	41 012	61 673	1 779 813
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 186 027	7 363 291	4 842 279	3 463 789	1 284 191	396 007	311 079	75 685	24 922 348
Buildings, equipment and other	14 257 159	7 915 006	11 403 504	9 501 241	2 270 121	922 780	1 452 221	916 100	48 638 132
Total	21 443 187	15 278 297	16 245 782	12 965 030	3 554 312	1 318 787	1 763 300	991 785	73 560 480

2012-13**Recurrent expenditure on government schools**

Employee related expenditure

Teachers	6 484 963	4 159 944	3 878 184	2 220 629	1 345 492	468 207	360 224	324 180	19 241 823
Other Staff (g)	1 451 646	949 711	1 337 138	831 081	518 524	141 376	106 394	120 141	5 456 013
Total	7 936 609	5 109 655	5 215 322	3 051 710	1 864 016	609 583	466 619	444 322	24 697 837

Other operating expenses (h)	1 950 693	1 390 073	1 285 557	737 705	574 359	221 740	104 884	213 962	6 478 975
Depreciation	549 451	302 764	447 083	217 345	97 890	41 368	68 801	31 165	1 755 867

Total recurrent expenditure excluding user cost of capital	10 436 753	6 802 492	6 947 963	4 006 760	2 536 266	872 690	640 303	689 450	32 932 679
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User cost of capital (i)	1 767 240	1 195 900	1 322 856	960 231	313 746	102 870	158 750	79 016	5 900 608
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Total recurrent expenditure including user cost of capital	12 203 994	7 998 392	8 270 819	4 966 991	2 850 014	975 561	799 053	768 479	38 833 300
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Comprising:

In-school primary expenditure	6 532 886	4 100 332	4 606 858	2 882 899	1 582 679	491 638	387 281	412 066	20 996 638
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TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary expenditure	5 290 119	3 584 667	3 077 389	1 865 710	1 039 288	452 159	363 300	292 174	15 964 806
Out of school expenditure	380 987	313 393	586 572	218 381	228 047	31 764	48 472	64 239	1 871 858
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 251 308	7 532 940	4 891 591	3 340 230	1 286 622	337 823	278 459	75 201	25 116 450
Buildings, equipment and other	14 839 192	7 415 804	11 644 098	8 662 656	2 635 211	948 060	1 705 916	912 492	48 641 153
Total	22 090 499	14 948 744	16 752 543	12 002 886	3 921 831	1 285 883	1 984 375	987 693	73 757 604
2011-12									
Recurrent expenditure on government schools									
Employee related expenditure									
Teachers	6 805 471	4 163 351	3 839 944	2 131 190	1 360 823	447 087	357 325	316 291	19 421 482
Other Staff (g)	1 422 575	974 288	1 299 536	794 187	529 291	147 422	104 038	115 641	5 386 976
Total	8 228 045	5 137 641	5 139 480	2 925 377	1 890 112	594 509	461 363	431 932	24 808 458
Other operating expenses (h)	1 941 416	1 439 551	1 318 847	730 249	590 260	244 802	105 713	201 560	6 572 397
Depreciation	438 362	273 772	437 722	234 330	100 483	39 425	58 017	29 925	1 612 036
Total recurrent expenditure <i>excluding</i> user cost of capital	10 607 823	6 850 965	6 896 049	3 889 956	2 580 855	878 736	625 093	663 417	32 992 892
User cost of capital (i)	1 934 074	1 166 425	1 334 698	939 104	317 395	109 510	155 425	81 349	6 037 982
Total recurrent expenditure <i>including</i> user cost of capital	12 541 896	8 017 389	8 230 747	4 829 060	2 898 251	988 246	780 519	744 767	39 030 874
Comprising:									
In-school primary expenditure	6 611 176	4 008 479	4 548 505	2 764 283	1 617 153	487 752	374 191	398 771	20 810 311
In-school secondary expenditure	5 524 688	3 610 312	3 155 484	1 823 943	1 064 666	465 552	358 968	282 973	16 286 587
Out of school expenditure	406 032	398 599	526 757	240 833	216 432	34 941	47 360	63 021	1 933 976
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 316 806	6 973 747	5 289 299	3 434 498	1 295 788	337 604	264 630	65 706	24 978 078

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</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>
Buildings, equipment and other	16 859 120	7 606 567	11 394 411	8 304 296	2 671 666	1 031 264	1 678 197	951 163	50 496 684
Total	24 175 925	14 580 315	16 888 166	11 738 794	3 967 453	1 368 868	1 942 827	1 016 871	75 474 763

2010-11**Recurrent expenditure on government schools**

Employee related expenditure	7 788 354	4 985 309	4 926 231	2 866 720	1 755 543	609 632	430 736	415 523	23 778 048
Other operating expenses (h)	1 953 706	1 497 036	1 332 526	761 261	668 624	241 537	114 350	210 299	6 779 336
Depreciation	408 746	241 296	392 432	202 692	82 541	25 757	48 626	26 435	1 428 525
User cost of capital (i)	1 594 716	1 216 679	1 301 817	936 211	318 792	90 633	156 692	71 369	5 686 910
Total recurrent expenditure including user cost of capital	11 745 521	7 940 320	7 953 005	4 766 884	2 825 499	967 558	750 403	723 626	37 672 820

Comprising:

In-school primary expenditure	6 180 654	3 922 185	4 457 742	2 749 341	1 588 813	476 025	363 294	380 186	20 118 238
In-school secondary expenditure	5 205 336	3 612 341	3 050 177	1 760 706	1 041 480	455 458	340 102	270 815	15 736 413
Out of school expenditure	359 533	405 796	445 086	256 837	195 207	36 075	47 008	72 625	1 818 168

2009-10**Recurrent expenditure on government schools**

Employee related expenditure	7 976 128	5 060 996	4 802 716	2 841 872	1 781 578	610 729	433 378	417 263	23 924 660
Other operating expenses (h)	2 183 276	1 596 852	1 311 500	843 054	540 263	230 102	101 782	195 945	7 002 774
Depreciation	371 011	240 892	378 890	224 903	74 294	28 544	47 714	24 092	1 390 340
User cost of capital (i)	1 472 680	1 155 200	1 433 336	895 890	253 156	90 248	129 222	62 138	5 491 869
Total recurrent expenditure including user cost of capital	12 003 096	8 053 940	7 926 442	4 805 719	2 649 290	959 623	712 095	699 437	37 809 642

Comprising:

In-school primary expenditure	6 218 702	3 963 098	4 479 276	2 643 457	1 456 700	478 649	339 117	365 612	19 944 610
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TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars)**
(\$'000) (a), (b), (c), (d), (e)

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary expenditure	5 357 689	3 676 759	3 010 121	1 901 210	998 775	443 763	329 887	258 651	15 976 856
Out of school expenditure	426 704	414 083	437 045	261 052	193 815	37 211	43 091	75 175	1 888 176
2008-09									
Recurrent expenditure on government schools									
Employee related expenditure	7 944 508	4 956 922	4 629 936	2 714 831	1 723 241	629 144	434 058	407 874	23 440 514
Other operating expenses (h)	1 869 884	1 554 241	1 225 911	789 769	463 409	181 958	96 818	196 214	6 378 202
Depreciation	378 028	253 672	302 594	209 144	75 392	33 656	45 014	22 709	1 320 208
User cost of capital (i)	1 319 151	1 084 074	1 398 853	944 237	240 378	76 128	126 944	58 411	5 248 175
Total recurrent expenditure including user cost of capital	11 511 572	7 848 908	7 557 294	4 657 981	2 502 419	920 885	702 833	685 207	36 387 098
Comprising:									
In-school primary expenditure	5 883 447	3 858 379	4 296 772	2 515 792	1 368 281	451 065	335 622	350 129	19 059 489
In-school secondary expenditure	5 226 237	3 582 493	2 835 167	1 910 040	950 176	425 415	329 428	266 656	15 525 613
Out of school expenditure	401 888	408 036	425 354	232 149	183 962	44 405	37 783	68 421	1 801 997
2007-08									
Recurrent expenditure on government schools									
Employee related expenditure	7 605 193	4 661 024	4 540 713	2 523 236	1 758 115	602 533	417 968	399 827	22 508 609
Other operating expenses (h)	1 811 756	1 475 397	1 177 045	819 198	463 430	189 858	98 448	174 813	6 209 945
Depreciation	378 408	265 745	294 847	193 084	69 873	32 398	32 151	21 507	1 288 013
User cost of capital (i)	1 338 275	1 124 725	1 316 819	948 773	244 560	76 905	127 263	58 540	5 235 860
Total recurrent expenditure including user cost of capital	11 133 632	7 526 891	7 329 424	4 484 291	2 535 979	901 695	675 830	654 687	35 242 427
Comprising:									
In-school primary expenditure	5 661 098	3 673 277	4 156 994	2 492 388	1 392 121	441 653	326 005	348 887	18 492 423

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary expenditure	5 087 678	3 460 254	2 773 439	1 766 037	963 947	405 339	318 548	241 436	15 016 678
Out of school expenditure	384 856	393 360	398 991	225 866	179 911	54 703	31 276	64 363	1 733 327
2006-07									
Recurrent expenditure on government schools									
Employee related expenditure	7 556 035	4 662 771	4 269 590	2 390 718	1 763 012	603 305	436 442	382 971	22 064 845
Other operating expenses (h)	1 854 276	1 475 941	1 313 917	750 299	469 023	202 278	95 711	169 361	6 330 806
Depreciation	311 701	270 390	278 332	196 097	68 525	31 095	20 675	28 293	1 205 108
User cost of capital (i)	1 381 550	945 588	1 251 358	800 280	214 546	76 602	56 870	57 704	4 784 498
Total recurrent expenditure including user cost of capital	11 103 563	7 354 690	7 113 197	4 137 393	2 515 106	913 280	617 316	630 711	34 385 257
Comprising:									
In-school primary expenditure	5 653 408	3 619 711	4 030 432	2 336 580	1 402 928	441 466	296 489	350 829	18 131 844
In-school secondary expenditure	5 053 850	3 327 373	2 666 869	1 579 417	943 791	408 283	292 268	213 314	14 485 164
Out of school expenditure	396 305	407 606	415 896	221 396	168 388	63 531	28 559	66 569	1 768 249

(a) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100) (table 2A.49). See chapter 2 for more information.

(b) Accrual accounting figures used. Accounting treatments include:

- A notional payroll tax is imputed for WA, Tasmania and the ACT, which are payroll tax exempt.
- Umbrella department costs are apportioned within each jurisdiction according student numbers and/or other cost drivers. Umbrella department costs are apportioned: per FTE student in NSW and Tasmania, per student in SA, and according to a formula in other jurisdictions [based on: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT].
- The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation (less Public Private Leaseholds for NSW, Queensland and SA). The WDV of capital assets may be affected by the revaluation schedule and most recent year of revaluation.
- The revaluation schedule for land and buildings is every 5 years for all jurisdictions, other than SA (land annual/building 3 years) and ACT (3 years).
- Depreciation costs align with Education Council treatment.

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2015-16 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</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>
(c) Expenditure on special schools is allocated to either primary or secondary schools.									
(d) Expenditure 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; and staff allowances for accommodation.									
(e) Expenditure 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.									
(f) For NSW 2014-15 data, a change in methodology was applied from previous years to identify in-school and out-of-school employee related expenditure.									
(g) Includes redundancy payments.									
(h) Includes grants and subsidies and depreciation.									
(i) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. – Nil or rounded to zero.									

Source: Education Council NSSC (unpublished).

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2015-16 dollars) (\$ per FTE student) (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>
Government schools (including user cost of capital)									
Australian Government specific purpose payments (excluding capital grants)									
2015-16	2 282	2 356	2 451	2 098	2 424	2 947	2 081	6 311	2 386
2014-15	2 194	2 253	2 281	2 024	2 361	2 894	2 123	6 419	2 286
2013-14	2 103	2 077	2 092	2 010	2 302	2 469	2 024	4 877	2 140
2012-13	2 076	1 934	1 909	1 882	2 156	2 278	1 841	4 081	2 018
2011-12	2 168	2 019	1 975	2 000	2 228	2 416	1 959	4 522	2 111
2010-11	1 921	1 752	1 750	1 758	1 979	2 031	1 748	4 155	1 861
2009-10	1 853	1 713	1 620	1 721	1 905	1 952	1 694	4 134	1 790
2008-09	1 792	1 771	1 680	1 754	1 851	1 816	1 818	3 078	1 781
2007-08	1 344	1 283	1 334	1 297	1 371	1 339	1 195	2 645	1 339
2006-07	1 365	1 258	1 306	1 352	1 357	1 308	1 230	2 513	1 337
State and Territory government recurrent expenditure									
2015-16	15 346	13 301	14 415	17 306	14 566	14 372	18 879	18 352	14 890
2014-15	15 178	12 718	14 316	18 207	14 542	14 717	18 915	18 575	14 786
2013-14	14 995	12 397	14 086	18 220	14 979	14 915	19 921	19 558	14 665
2012-13	14 157	12 594	14 464	18 007	14 905	14 808	20 356	22 019	14 529
2011-12	14 624	12 726	14 613	18 012	15 211	14 600	20 261	20 893	14 735
2010-11	13 869	12 946	14 483	18 461	15 055	14 514	19 960	20 683	14 535
2009-10	14 381	13 230	14 642	18 801	14 083	14 428	19 000	20 103	14 739
2008-09	13 844	12 830	13 924	18 264	13 276	13 819	18 744	20 577	14 191
2007-08	13 759	12 739	13 894	18 131	13 897	13 815	18 489	19 717	14 150
2006-07	13 650	12 428	13 867	16 595	13 716	13 808	16 472	19 161	13 828

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2015-16 dollars) (\$ per FTE student) (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>
Australian, State and Territory government recurrent expenditure									
2015-16	17 627	15 656	16 867	19 404	16 990	17 320	20 960	24 664	17 275
2014-15	17 373	14 971	16 597	20 230	16 903	17 611	21 037	24 994	17 072
2013-14	17 099	14 474	16 178	20 230	17 281	17 385	21 946	24 435	16 806
2012-13	16 233	14 528	16 373	19 889	17 061	17 086	22 197	26 100	16 547
2011-12	16 793	14 745	16 588	20 012	17 439	17 016	22 220	25 415	16 846
2010-11	15 790	14 698	16 233	20 219	17 034	16 545	21 708	24 838	16 396
2009-10	16 234	14 944	16 262	20 522	15 988	16 380	20 694	24 237	16 529
2008-09	15 636	14 601	15 605	20 018	15 126	15 635	20 562	23 656	15 972
2007-08	15 102	14 022	15 228	19 428	15 268	15 154	19 683	22 361	15 489
2006-07	15 014	13 686	15 174	17 948	15 073	15 115	17 701	21 674	15 165
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants)									
2015-16	7 461	7 563	7 762	7 497	7 734	8 536	6 701	12 807	7 623
2014-15	7 382	7 458	7 657	7 423	7 613	8 343	6 606	11 764	7 518
2013-14	7 110	7 019	7 303	7 002	7 477	7 716	6 283	11 170	7 170
2012-13	6 729	6 722	6 893	6 605	7 140	7 238	5 653	8 520	6 780
2011-12	6 573	6 682	6 780	6 543	7 150	7 185	5 904	8 699	6 698
2010-11	6 332	6 347	6 524	6 277	6 728	6 889	5 660	8 807	6 416
2009-10	6 155	6 242	6 304	6 194	6 380	6 719	5 510	8 901	6 249
2008-09	5 735	5 621	5 869	5 910	5 971	6 092	5 065	8 296	5 782
2007-08	5 774	5 834	5 923	5 782	6 018	6 159	5 225	6 723	5 841
2006-07	5 922	5 859	6 222	5 807	6 131	6 131	5 425	6 008	5 960

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2015-16 dollars) (\$ per FTE student) (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>
State and Territory government recurrent expenditure									
2015-16	2 661	1 927	2 750	3 279	1 996	2 548	2 234	6 068	2 524
2014-15	2 648	2 020	2 818	3 391	1 994	2 472	2 229	6 037	2 567
2013-14	2 531	2 022	2 874	3 327	1 914	2 552	2 203	5 676	2 526
2012-13	2 496	2 047	2 664	3 356	1 901	2 450	2 094	6 176	2 481
2011-12	2 479	1 942	2 594	3 473	1 880	2 453	2 001	5 199	2 433
2010-11	2 444	1 890	2 710	3 318	1 858	2 474	2 001	6 928	2 429
2009-10	2 478	1 766	2 515	2 856	1 805	2 338	2 150	3 699	2 289
2008-09	2 508	1 816	2 546	2 718	1 780	2 318	2 065	3 660	2 299
2007-08	2 551	1 621	2 526	2 683	1 811	2 299	2 108	3 642	2 256
2006-07	2 533	1 567	2 631	2 593	1 786	2 289	2 054	6 581	2 266
Australian, State and Territory government recurrent expenditure									
2015-16	10 122	9 490	10 512	10 775	9 731	11 084	8 935	18 874	10 147
2014-15	10 030	9 478	10 475	10 814	9 607	10 814	8 835	17 801	10 085
2013-14	9 641	9 040	10 177	10 329	9 391	10 267	8 486	16 845	9 696
2012-13	9 225	8 769	9 558	9 961	9 041	9 688	7 747	14 696	9 261
2011-12	9 052	8 624	9 374	10 016	9 029	9 638	7 904	13 898	9 132
2010-11	8 776	8 237	9 234	9 596	8 586	9 363	7 660	15 734	8 845
2009-10	8 633	8 008	8 819	9 051	8 185	9 058	7 661	12 600	8 538
2008-09	8 243	7 437	8 415	8 629	7 751	8 410	7 130	11 956	8 081
2007-08	8 324	7 455	8 449	8 465	7 829	8 458	7 333	10 365	8 098
2006-07	8 456	7 427	8 853	8 400	7 917	8 420	7 479	12 589	8 226

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2015-16 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools (including user cost of capital for government schools)									
Australian Government specific purpose payments, excluding joint programs (excluding capital grants)									
2015-16	4 076	4 274	4 213	3 920	4 323	4 623	3 971	8 166	4 208
2014-15	3 992	4 181	4 069	3 856	4 261	4 521	3 997	7 926	4 114
2013-14	3 835	3 912	3 826	3 710	4 176	4 032	3 829	6 604	3 898
2012-13	3 678	3 711	3 569	3 504	3 955	3 737	3 466	5 271	3 680
2011-12	3 673	3 744	3 572	3 578	4 000	3 798	3 652	5 615	3 707
2010-11	3 416	3 441	3 328	3 333	3 680	3 429	3 430	5 366	3 437
2009-10	3 305	3 365	3 150	3 267	3 499	3 317	3 326	5 373	3 322
2008-09	3 122	3 166	3 030	3 174	3 306	3 031	3 202	4 413	3 146
2007-08	2 832	2 917	2 787	2 806	2 988	2 688	2 894	3 654	2 860
2006-07	2 887	2 892	2 832	2 826	2 995	2 625	2 969	3 355	2 880
State and Territory government recurrent expenditure									
2015-16	10 950	9 110	10 547	12 572	10 071	10 828	12 068	14 844	10 586
2014-15	10 837	8 755	10 491	13 179	10 003	11 060	11 940	15 040	10 518
2013-14	10 683	8 543	10 355	13 148	10 248	11 233	12 412	15 747	10 423
2012-13	10 142	8 679	10 535	12 975	10 211	11 173	12 572	17 773	10 324
2011-12	10 475	8 736	10 617	12 960	10 411	11 081	12 429	16 786	10 455
2010-11	9 997	8 882	10 592	13 184	10 328	11 049	12 243	17 103	10 346
2009-10	10 362	9 049	10 681	13 291	9 710	10 968	11 794	15 839	10 461
2008-09	10 020	8 840	10 258	12 953	9 216	10 551	11 635	16 249	10 132
2007-08	9 993	8 746	10 295	12 932	9 691	10 591	11 580	15 736	10 133
2006-07	9 937	8 570	10 380	11 964	9 623	10 662	10 495	16 131	9 969

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2015-16 dollars) (\$ per FTE student) (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>
Australian, State and Territory government recurrent expenditure									
2015-16	15 027	13 384	14 760	16 491	14 394	15 451	16 039	23 010	14 795
2014-15	14 829	12 936	14 560	17 035	14 264	15 581	15 937	22 966	14 632
2013-14	14 519	12 456	14 181	16 858	14 424	15 265	16 241	22 351	14 321
2012-13	13 820	12 391	14 103	16 480	14 166	14 910	16 037	23 044	14 004
2011-12	14 148	12 480	14 190	16 539	14 411	14 878	16 081	22 401	14 162
2010-11	13 414	12 323	13 920	16 517	14 008	14 479	15 673	22 469	13 783
2009-10	13 667	12 414	13 831	16 558	13 208	14 285	15 120	21 213	13 783
2008-09	13 142	12 006	13 288	16 127	12 522	13 582	14 838	20 662	13 279
2007-08	12 825	11 663	13 081	15 739	12 679	13 279	14 475	19 391	12 992
2006-07	12 824	11 462	13 212	14 790	12 618	13 287	13 464	19 486	12 849

(a) This table integrates information from tables 4A.3 and 4A.10. See table 4A.10 for detailed footnotes on government recurrent expenditure.

(b) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100) (table 2A.49). See chapter 2 for more information.

Source: Education Council NSSC (unpublished); ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra; tables 4A.3 and 4A.10.

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (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>
2015-16									
In-school primary									
Employee related expenditure									
Teachers	8 064	7 359	7 747	8 416	8 111	8 146	8 767	9 579	7 904
Other Staff (c)	1 799	1 321	2 224	2 585	2 341	2 399	2 953	2 017	1 939
Total	9 863	8 681	9 971	11 001	10 453	10 544	11 720	11 596	9 843
Other operating expenses (d)	2 929	2 077	1 734	2 832	2 538	2 936	2 186	5 051	2 446
Depreciation	584	449	746	548	495	589	1 252	1 002	593
User cost of capital (e)	2 203	2 558	2 420	2 968	1 649	1 355	3 014	2 784	2 381
Total	15 579	13 765	14 872	17 349	15 135	15 425	18 172	20 434	15 262
In-school secondary									
Employee related expenditure									
Teachers	10 919	8 829	9 204	9 815	9 004	9 208	10 881	11 534	9 768
Other Staff (c)	1 990	1 725	2 267	3 073	2 355	2 810	3 665	2 694	2 181
Total	12 909	10 554	11 471	12 887	11 359	12 018	14 547	14 229	11 949
Other operating expenses (d)	3 732	3 032	2 329	3 535	3 225	3 779	2 798	7 139	3 230
Depreciation	780	612	1 097	717	664	841	1 643	1 116	813
User cost of capital (e)	2 438	2 930	2 500	3 555	1 620	1 952	3 956	2 941	2 655
Total	19 858	17 128	17 396	20 695	16 868	18 590	22 943	25 424	18 648
Out of school									
Employee related expenditure —									
Other staff (c)	304	188	572	479	783	370	580	1 490	407
Other operating expenses (d)	25	341	430	202	404	177	155	978	250
Depreciation	35	21	12	57	6	8	21	8	26
User cost of capital (e)	9	20	7	58	33	14	51	—	19

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	374	570	1 021	796	1 226	568	806	2 476	702
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 181	7 937	8 309	8 942	8 435	8 591	9 645	10 266	8 626
Other Staff (c)	2 178	1 668	2 813	3 248	3 129	2 941	3 829	3 746	2 440
Total	11 359	9 605	11 122	12 189	11 564	11 532	13 474	14 012	11 066
Other operating expenses (d)	3 268	2 794	2 394	3 298	3 191	3 466	2 595	6 762	3 000
Depreciation	696	534	893	669	563	703	1 435	1 050	704
Total recurrent expenditure <i>excluding</i> user cost of capital	15 323	12 932	14 409	16 156	15 318	15 701	17 504	21 824	14 769
User cost of capital (e)	2 304	2 724	2 458	3 247	1 671	1 619	3 456	2 839	2 506
Total recurrent expenditure <i>including</i> user cost of capital	17 627	15 656	16 867	19 404	16 990	17 320	20 960	24 664	17 275
2014-15									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	8 913	7 781	8 091	8 876	8 605	8 726	9 496	10 503	8 467
Other Staff (c)	2 152	1 665	2 718	3 234	3 017	3 108	3 570	3 760	2 401
Total	11 065	9 447	10 808	12 110	11 622	11 834	13 067	14 263	10 868
Other operating expenses (d)	3 309	2 537	2 400	2 973	2 949	3 355	2 803	6 990	2 906
Depreciation	724	570	909	993	574	775	1 521	1 102	765
Total recurrent expenditure <i>excluding</i> user cost of capital	15 098	12 554	14 118	16 076	15 144	15 964	17 391	22 355	14 539
User cost of capital (e)	2 274	2 417	2 478	4 155	1 758	1 647	3 647	2 639	2 533

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total recurrent expenditure including user cost of capital	17 373	14 971	16 597	20 230	16 903	17 611	21 037	24 994	17 072
Comprising:									
In-school primary expenditure	15 471	13 126	14 037	17 251	15 010	15 666	18 098	21 372	14 902
In-school secondary expenditure	19 291	16 527	17 961	23 450	16 855	18 944	22 596	25 319	18 699
Out of school expenditure	385	495	1 122	857	1 217	548	1 039	2 217	716
2013-14									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 030	7 613	7 818	8 947	8 589	8 592	9 694	10 376	8 412
Other Staff (c)	1 960	1 676	2 615	3 366	3 082	2 839	3 634	3 726	2 334
Total	10 990	9 290	10 433	12 313	11 671	11 431	13 327	14 103	10 745
Other operating expenses (d)	3 119	2 444	2 357	2 874	3 345	3 307	3 067	6 547	2 831
Depreciation	732	557	859	1 001	561	781	1 722	1 087	756
Total recurrent expenditure excluding user cost of capital	14 840	12 291	13 649	16 188	15 577	15 520	18 116	21 736	14 332
User cost of capital (h)	2 259	2 183	2 529	4 043	1 704	1 865	3 829	2 693	2 473
Total recurrent expenditure including user cost of capital	17 099	14 474	16 178	20 230	17 281	17 385	21 946	24 435	16 806
Comprising:									
In-school primary expenditure	15 393	12 608	13 841	16 840	15 279	15 492	19 171	20 715	14 700
In-school secondary expenditure	18 534	16 025	17 197	25 169	17 170	18 554	23 033	25 459	18 290
Out of school expenditure	440	494	1 170	836	1 308	567	1 113	2 093	748
2012-13									
All schools (in-school plus out of school)									

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (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>
Employee related expenditure									
Teachers	8 626	7 556	7 677	8 892	8 055	8 200	10 007	11 010	8 199
Other Staff (c)	1 931	1 725	2 647	3 328	3 104	2 476	2 956	4 080	2 325
Total	10 557	9 281	10 325	12 220	11 159	10 677	12 962	15 091	10 524
Other operating expenses (d)	2 595	2 525	2 545	2 954	3 438	3 884	2 914	7 267	2 761
Depreciation	731	550	885	870	586	725	1 911	1 058	748
Total recurrent expenditure <i>excluding</i> user cost of capital	13 883	12 356	13 755	16 045	15 183	15 285	17 787	23 416	14 033
User cost of capital (e)	2 351	2 172	2 619	3 845	1 878	1 802	4 410	2 684	2 514
Total recurrent expenditure including user cost of capital	16 233	14 528	16 373	19 889	17 061	17 086	22 197	26 100	16 547
Comprising:									
In-school primary expenditure	14 692	12 569	14 058	16 700	14 994	15 442	19 097	21 894	14 503
In-school secondary expenditure	17 224	15 981	17 344	24 200	16 901	17 902	23 113	27 507	17 758
Out of school expenditure	507	569	1 161	875	1 366	556	1 347	2 182	798
2011-12									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 112	7 657	7 739	8 832	8 188	7 698	10 176	10 793	8 383
Other Staff (c)	1 905	1 792	2 619	3 291	3 185	2 538	2 963	3 946	2 325
Total	11 016	9 449	10 358	12 123	11 373	10 236	13 134	14 739	10 707
Other operating expenses (d)	2 599	2 647	2 658	3 026	3 552	4 215	3 011	6 878	2 837
Depreciation	587	503	882	971	605	679	1 652	1 021	696
Total recurrent expenditure <i>excluding</i> user cost of capital	14 202	12 600	13 898	16 120	15 529	15 130	17 796	22 638	14 240

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (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>
User cost of capital (e)	2 590	2 145	2 690	3 892	1 910	1 886	4 426	2 776	2 606
Total recurrent expenditure including user cost of capital	16 793	14 745	16 588	20 012	17 439	17 016	22 220	25 415	16 846
Comprising:									
In-school primary expenditure	15 089	12 567	14 201	16 638	15 490	15 198	19 122	21 354	14 673
In-school secondary expenditure	17 894	16 060	17 938	24 267	17 231	17 918	23 072	26 620	18 125
Out of school expenditure	544	733	1 062	998	1 302	601	1 348	2 151	834
2010-11									
All schools (in-school plus out of school)									
Employee related expenditure	10 470	9 228	10 055	12 160	10 584	10 425	12 461	14 262	10 349
Other operating expenses (d)	2 627	2 771	2 720	3 229	4 031	4 130	3 309	7 218	2 950
Depreciation	550	447	801	860	498	440	1 407	907	622
User cost of capital (e)	2 144	2 252	2 657	3 971	1 922	1 550	4 535	2 450	2 475
Total recurrent expenditure including user cost of capital	15 790	14 698	16 233	20 219	17 034	16 545	21 708	24 838	16 396
Comprising:									
In-school primary expenditure	14 245	12 481	14 180	17 028	15 322	14 690	19 078	20 528	14 395
In-school secondary expenditure	16 795	15 987	17 374	23 694	16 748	17 468	21 907	25 518	17 482
Out of school expenditure	483	751	908	1 090	1 177	616	1 360	2 493	791

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (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>
2009-10									
All schools (in-school plus out of school)									
Employee related expenditure	10 787	9 390	9 853	12 136	10 751	10 425	12 594	14 459	10 459
Other operating expenses (d)	2 953	2 963	2 691	3 600	3 260	3 928	2 958	6 790	3 061
Depreciation	502	447	777	960	448	487	1 387	835	608
User cost of capital (e)	1 992	2 143	2 941	3 826	1 528	1 540	3 755	2 153	2 401
Total recurrent expenditure including user cost of capital	16 234	14 944	16 262	20 522	15 988	16 380	20 694	24 237	16 529
Comprising:									
In-school primary expenditure	14 414	12 683	14 361	16 928	14 031	14 632	17 958	19 943	14 393
In-school secondary expenditure	17 398	16 235	17 149	24 369	16 138	17 152	21 246	24 575	17 717
Out of school expenditure	577	768	897	1 115	1 170	635	1 252	2 605	825
2008-09									
All schools (in-school plus out of school)									
Employee related expenditure	10 791	9 221	9 560	11 667	10 416	10 682	12 699	14 081	10 289
Other operating expenses (d)	2 540	2 891	2 531	3 394	2 801	3 089	2 833	6 774	2 800
Depreciation	513	472	625	899	456	571	1 317	784	579
User cost of capital (e)	1 792	2 017	2 888	4 058	1 453	1 293	3 714	2 017	2 304
Total recurrent expenditure including user cost of capital	15 636	14 601	15 605	20 018	15 126	15 635	20 562	23 656	15 972
Comprising:									
In-school primary expenditure	13 669	12 379	13 837	16 600	13 081	13 585	17 949	19 102	13 821
In-school secondary expenditure	17 092	15 861	16 316	23 541	15 620	16 556	21 278	25 070	17 266
Out of school expenditure	546	759	878	998	1 112	754	1 105	2 362	791
2007-08									

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools (in-school plus out of school)									
Employee related expenditure	10 316	8 683	9 434	10 932	10 585	10 126	12 173	13 656	9 892
Other operating expenses (g)	2 458	2 749	2 445	3 549	2 790	3 191	2 867	5 971	2 729
Depreciation	513	495	613	837	421	544	936	735	566
User cost of capital (h)	1 815	2 095	2 736	4 111	1 472	1 292	3 706	1 999	2 301
Total recurrent expenditure including user cost of capital	15 102	14 022	15 228	19 428	15 268	15 154	19 683	22 361	15 489
Comprising:									
In-school primary expenditure	13 140	11 798	13 428	16 557	13 165	13 113	17 428	17 939	13 402
In-school secondary expenditure	16 606	15 348	16 150	21 999	15 971	15 698	20 381	24 563	16 770
Out of school expenditure	522	733	829	979	1 083	919	911	2 198	762
2006-07									
All schools (in-school plus out of school)									
Employee related expenditure	10 217	8 677	9 108	10 371	10 566	9 985	12 515	13 161	9 731
Other operating expenses (d)	2 507	2 746	2 803	3 255	2 811	3 348	2 744	5 820	2 792
Depreciation	421	503	594	851	411	515	593	972	531
User cost of capital (e)	1 868	1 760	2 669	3 472	1 286	1 268	1 655	1 954	2 110
Total recurrent expenditure including user cost of capital	15 014	13 686	15 174	17 948	15 073	15 115	17 701	21 674	15 165
Comprising:									
In-school primary expenditure	13 057	11 590	13 474	15 567	13 159	12 847	15 575	17 392	13 189
In-school secondary expenditure	16 487	14 783	15 719	19 638	15 666	15 669	18 454	23 892	16 225
Out of school expenditure	536	758	887	960	1 009	1 051	819	2 288	780

(a) This table integrates information from tables 4A.3 and 4A.13. See table 4A.13 for detailed footnotes on government recurrent expenditure.

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2015-16 dollars) (\$ per FTE student) (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>
(b) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100) (table 2A.49). See chapter 2 for more information.									
(c) Includes redundancy payments.									
(d) Includes grants and subsidies and depreciation.									
(e) 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. – Nil or rounded to zero.									

Source: Education Council NSSC (unpublished).

TABLE 4A.16

Table 4A.16 **Students-to-staff ratios, 2016 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (c)									
Primary schools	15.6	14.8	14.5	15.4	14.9	15.0	14.7	12.6	15.0
Secondary schools	12.5	12.5	12.5	12.6	13.3	13.2	11.8	11.9	12.6
All schools	14.3	13.8	13.6	14.3	14.3	14.2	13.3	12.3	14.0
Non-teaching school staff (d), (e)									
Primary schools	45.8	39.3	30.4	25.1	29.7	30.4	44.4	23.2	35.1
Secondary schools	43.1	32.6	30.2	23.5	30.5	29.4	30.3	25.5	32.9
All schools	44.7	36.4	30.3	24.5	30.0	30.0	37.3	23.9	34.2
All school staff (f)									
Primary schools	11.7	10.8	9.8	9.6	9.9	10.0	11.0	8.1	10.5
Secondary schools	9.7	9.1	8.8	8.2	9.3	9.1	8.5	8.1	9.1
All schools	10.8	10.0	9.4	9.0	9.7	9.6	9.8	8.1	9.9
Non-government schools									
Teaching staff (c)									
Primary schools	16.1	14.2	16.4	15.3	16.0	15.3	16.0	14.7	15.5
Secondary schools	11.5	11.0	12.2	11.9	11.3	11.4	12.1	10.3	11.5
All schools	13.4	12.3	14.0	13.3	13.6	13.0	13.8	12.1	13.2
Non-teaching school staff (d), (e)									
Primary schools	42.4	37.3	26.9	23.0	35.4	25.7	48.2	16.8	33.3
Secondary schools	29.9	23.9	21.6	23.9	24.0	22.7	28.6	14.1	24.9
All schools	35.0	29.0	24.0	23.5	29.5	24.1	36.0	15.3	28.5
All school staff (f)									
Primary schools	11.6	10.3	10.2	9.2	11.0	9.6	12.0	7.8	10.6
Secondary schools	8.3	7.5	7.8	7.9	7.7	7.6	8.5	5.9	7.9
All schools	9.7	8.7	8.8	8.5	9.3	8.4	10.0	6.8	9.0

Table 4A.16 **Students-to-staff ratios, 2016 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools									
Teaching staff (c)									
Primary schools	15.8	14.6	15.0	15.4	15.3	15.1	15.1	13.0	15.2
Secondary schools	12.1	11.8	12.4	12.3	12.5	12.5	11.9	11.2	12.1
All schools	14.0	13.2	13.8	13.9	14.1	13.8	13.5	12.2	13.7
Non-teaching school staff (d), (e)									
Primary schools	44.7	38.7	29.3	24.4	31.4	29.0	45.8	21.3	34.6
Secondary schools	36.5	28.2	26.1	23.7	27.6	26.7	29.5	19.7	29.0
All schools	40.8	33.3	27.9	24.1	29.8	27.9	36.8	20.6	32.0
All school staff (f)									
Primary schools	11.7	10.6	9.9	9.5	10.3	9.9	11.4	8.1	10.5
Secondary schools	9.1	8.3	8.4	8.1	8.6	8.5	8.5	7.1	8.6
All schools	10.4	9.5	9.2	8.8	9.6	9.2	9.9	7.7	9.6

(a) FTE students and FTE staff.

(b) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

(c) 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 NT, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.

(d) 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).

(e) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by:

- the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers)

Table 4A.16 **Students-to-staff ratios, 2016 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<ul style="list-style-type: none"> • 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. <p>(f) 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).</p>									

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.17

Table 4A.17 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools									
Government schools									
2016	15.6	14.8	14.5	15.4	14.9	15.0	14.7	12.6	15.0
2015	15.8	15.3	14.8	15.7	14.9	15.4	14.6	13.0	15.3
2014	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
2013	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
2012	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
2011	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3
2010	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4
2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
Non-government schools									
2016	16.1	14.2	16.4	15.3	16.0	15.3	16.0	14.7	15.5
2015	16.3	14.5	16.5	15.5	16.2	15.5	16.1	15.5	15.7
2014	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
2013	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
2012	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
2011	16.6	14.9	17.5	17.1	16.1	16.1	17.3	15.5	16.4
2010	16.7	15.0	17.5	17.4	16.3	16.3	17.1	15.8	16.5
2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
All schools									
2016	15.8	14.6	15.0	15.4	15.3	15.1	15.1	13.0	15.2
2015	15.9	15.1	15.2	15.7	15.3	15.5	15.1	13.5	15.4

TABLE 4A.17

Table 4A.17 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
2013	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
2012	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
2011	15.9	15.2	15.9	16.0	15.3	14.7	15.0	12.4	15.6
2010	16.0	15.4	16.0	16.0	15.6	14.7	14.8	12.8	15.7
2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
Secondary schools									
Government schools									
2016	12.5	12.5	12.5	12.6	13.3	13.2	11.8	11.9	12.6
2015	12.5	12.6	12.7	13.4	13.2	13.4	11.6	11.9	12.7
2014	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
2013	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4
2012	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3
2011	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2
2010	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3
2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3
2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3
2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3
Non-government schools									
2016	11.5	11.0	12.2	11.9	11.3	11.4	12.1	10.3	11.5
2015	11.7	11.1	12.4	12.1	11.5	11.4	12.1	10.5	11.7
2014	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
2013	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5
2012	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5

TABLE 4A.17

Table 4A.17 Students-to-staff ratios, teaching staff, all students (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011	11.8	11.1	12.2	10.9	11.7	11.5	12.7	10.5	11.6
2010	11.9	11.3	12.4	11.0	11.7	11.9	13.2	10.5	11.7
2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7
2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6
2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7
All schools									
2016	12.1	11.8	12.4	12.3	12.5	12.5	11.9	11.2	12.1
2015	12.1	11.9	12.6	12.8	12.5	12.6	11.8	11.4	12.3
2014	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
2013	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0
2012	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0
2011	12.2	11.5	12.4	11.2	12.7	12.5	12.2	10.5	12.0
2010	12.3	11.6	12.5	11.1	12.5	12.7	12.2	10.9	12.0
2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0
2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0
2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1
All schools									
Government schools									
2016	14.3	13.8	13.6	14.3	14.3	14.2	13.3	12.3	14.0
2015	14.3	14.1	13.9	14.8	14.2	14.5	13.1	12.6	14.2
2014	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
2013	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1
2012	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9
2011	14.1	13.6	14.2	14.0	14.3	13.7	12.8	11.3	13.9
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0
2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0

TABLE 4A.17

Table 4A.17 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1
2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2
Non-government schools									
2016	13.4	12.3	14.0	13.3	13.6	13.0	13.8	12.1	13.2
2015	13.6	12.5	14.2	13.5	13.8	13.1	13.9	12.5	13.4
2014	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
2013	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
2012	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
2011	13.8	12.7	14.7	13.8	13.8	13.3	14.6	12.5	13.6
2010	13.9	12.8	14.8	13.8	13.9	13.7	14.9	12.6	13.7
2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
All schools									
2016	14.0	13.2	13.8	13.9	14.1	13.8	13.5	12.2	13.7
2015	14.0	13.5	14.0	14.3	14.1	14.1	13.4	12.6	13.9
2014	14.0	13.5	14.3	14.4	14.1	13.8	13.3	12.1	13.9
2013	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9
2012	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8
2011	14.0	13.3	14.4	13.9	14.1	13.6	13.5	11.6	13.8
2010	14.1	13.4	14.4	13.8	14.2	13.7	13.4	11.9	13.9
2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9
2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0

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

Table 4A.17 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.									

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

Attendance and Participation

TABLE 4A.18

Table 4A.18 **Student attendance rates, government schools, by Indigenous status (per cent) (a), (b)**

	<i>NSW (b)</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									
Years 1–6									
2017	93.8	93.4	92.6	92.9	91.9	93.0	92.9	83.0	93.0
2016	93.9	93.7	92.7	92.7	92.0	93.1	93.1	83.3	93.2
2015	93.9	93.9	92.5	92.9	92.0	93.2	93.4	83.7	93.2
2014	94.8	93.2	92.4	92.4	92.3	93.3	93.3	82.2	93.2
Years 7–10									
2017	89.9	91.2	89.6	87.9	89.2	87.5	89.0	73.8	89.6
2016	90.0	91.6	89.7	87.8	89.4	87.6	89.1	76.3	89.8
2015	90.0	91.6	89.7	87.9	89.3	87.7	89.3	77.0	89.8
2014	90.5	90.6	89.4	87.8	89.3	87.8	88.1	76.3	89.6
Years 1–10									
2017	92.4	92.5	91.6	91.3	90.9	91.1	91.6	80.2	91.8
2016	92.4	92.8	91.7	91.1	91.0	91.1	91.7	81.1	91.9
2015	92.4	93.0	91.6	91.2	91.0	91.1	92.0	81.6	92.0
2014	93.1	92.2	91.4	90.9	91.2	91.2	91.5	80.3	91.9
By year level, 2017									
Year 6	93.3	93.1	92.4	92.9	91.6	92.7	92.0	82.6	92.7
Year 7	92.7	93.3	91.7	90.8	91.1	90.8	91.6	77.7	92.1
Year 8	90.5	91.2	89.7	88.7	90.3	88.4	89.3	75.1	90.0
Year 9	89.1	90.1	88.5	86.6	87.8	85.9	87.4	71.5	88.5
Year 10	87.3	90.4	88.1	85.4	87.3	85.1	87.4	70.8	87.8
Aboriginal and Torres Strait Islander students									
Years 1–6									
2017	90.1	89.1	86.7	81.6	82.2	91.0	86.7	71.3	85.9
2016	90.1	89.4	86.8	81.1	82.3	90.8	86.8	72.7	85.9

TABLE 4A.18

Table 4A.18 Student attendance rates, government schools, by Indigenous status (per cent) (a), (b)

	<i>NSW (b)</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>
2015	90.3	89.4	86.7	81.6	83.2	91.3	88.1	73.4	86.1
2014	91.0	88.7	86.3	81.2	82.2	91.3	87.5	72.3	85.8
Years 7–10									
2017	80.9	82.8	81.0	67.2	75.9	81.3	78.3	57.8	77.3
2016	80.7	83.8	81.5	67.3	76.9	81.6	79.9	61.7	77.7
2015	80.6	83.3	81.7	68.0	76.1	82.0	79.8	62.9	77.8
2014	81.3	82.2	81.2	69.3	76.6	82.0	76.6	63.8	77.9
Years 1–10									
2017	86.5	86.5	84.9	76.7	79.8	87.6	83.8	67.0	82.9
2016	86.5	87.0	85.1	76.4	80.3	87.5	84.4	69.2	83.1
2015	86.5	86.9	85.1	76.9	80.6	87.7	85.2	70.0	83.2
2014	87.1	86.2	84.6	77.0	80.1	87.6	83.6	69.5	83.0
By year level, 2017									
Year 6	89.3	88.3	86.8	82.0	81.3	90.8	85.1	71.4	85.5
Year 7	86.7	86.5	84.3	75.2	80.9	86.7	83.9	64.7	82.4
Year 8	82.6	83.3	80.9	68.5	77.5	82.8	77.1	59.3	78.4
Year 9	78.8	79.8	79.3	63.9	72.7	78.8	73.2	54.3	74.8
Year 10	75.4	81.9	78.1	60.1	72.4	77.2	78.4	51.4	72.5
Non-Indigenous students									
Years 1–6									
2017	94.1	93.5	93.3	93.9	92.6	93.2	93.2	92.9	93.6
2016	94.2	93.8	93.4	93.8	92.7	93.3	93.4	92.6	93.7
2015	94.2	94.0	93.2	93.9	92.6	93.4	93.6	92.7	93.7
2014	95.0	93.3	93.1	93.5	92.9	93.4	93.5	91.0	93.8
Years 7–10									
2017	90.7	91.4	90.6	90.0	90.1	88.2	89.4	88.6	90.6

TABLE 4A.18

Table 4A.18 **Student attendance rates, government schools, by Indigenous status (per cent) (a), (b)**

	<i>NSW (b)</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>
2016	90.8	91.8	90.6	89.9	90.3	88.2	89.5	89.2	90.8
2015	90.8	91.8	90.5	89.9	90.2	88.4	89.6	90.1	90.8
2014	91.2	90.8	90.2	89.6	90.2	88.4	88.6	87.8	90.5
Years 1–10									
2017	92.9	92.6	92.4	92.6	91.6	91.5	91.9	91.6	92.5
2016	92.9	92.9	92.5	92.5	91.7	91.5	92.0	91.5	92.6
2015	92.9	93.1	92.3	92.6	91.7	91.5	92.2	91.9	92.7
2014	93.6	92.4	92.1	92.2	91.9	91.6	91.8	90.0	92.6
By year level, 2017									
Year 6	93.6	93.3	93.0	93.9	92.3	92.9	92.2	92.9	93.3
Year 7	93.3	93.5	92.5	92.4	91.8	91.2	92.0	91.5	92.9
Year 8	91.2	91.4	90.6	90.7	91.1	89.1	89.8	89.4	91.0
Year 9	90.0	90.3	89.5	88.9	89.0	86.7	87.9	87.8	89.7
Year 10	88.3	90.5	89.1	87.8	88.4	86.0	87.8	85.8	88.9

(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

(b) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (unpublished).

TABLE 4A.19

Table 4A.19 Student attendance rates, non-government schools, by Indigenous status (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
Years 1–6									
2017	94.3	94.1	94.4	93.9	93.8	94.3	94.4	86.1	94.1
2016	94.4	94.4	94.5	93.7	93.8	94.4	94.4	88.0	94.2
2015	94.2	94.4	94.2	93.8	94.0	94.4	94.4	88.9	94.2
2014	95.1	94.5	94.4	93.6	94.2	95.2	94.0	88.8	94.5
Years 7–10									
2017	92.7	93.4	93.4	93.2	92.7	92.4	91.5	81.4	92.9
2016	92.8	93.6	93.4	93.1	92.9	92.5	92.1	82.0	93.0
2015	92.8	94.0	93.3	93.1	93.0	92.5	92.9	88.0	93.2
2014	93.7	94.1	93.5	93.1	93.1	93.1	92.9	86.9	93.5
Years 1–10									
2017	93.6	93.8	93.9	93.6	93.3	93.4	93.1	83.8	93.6
2016	93.7	94.0	94.0	93.4	93.4	93.6	93.4	85.1	93.7
2015	93.6	94.2	93.9	93.5	93.5	93.6	93.7	88.5	93.7
2014	94.4	94.3	94.0	93.4	93.7	94.2	93.5	87.8	94.1
By year level, 2017									
Year 6	93.9	94.0	94.4	93.9	93.6	94.0	93.9	85.9	94.0
Year 7	94.5	94.6	94.6	94.7	93.5	93.9	93.3	83.2	94.4
Year 8	92.9	93.4	93.5	93.3	93.4	92.9	91.8	80.6	93.1
Year 9	92.3	93.0	92.8	92.8	92.2	91.8	90.9	81.7	92.5
Year 10	91.2	92.7	92.4	92.1	91.9	90.9	89.8	79.7	91.8
Aboriginal and Torres Strait Islander students									
Years 1–6									
2017	91.2	89.7	90.6	79.3	87.6	92.1	93.2	65.7	87.2
2016	91.1	90.7	90.5	79.5	88.6	92.1	91.9	71.1	87.9

TABLE 4A.19

Table 4A.19 Student attendance rates, non-government schools, by Indigenous status (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>
2015	90.7	93.1	90.6	78.5	90.3	93.2	92.5	74.5	88.3
2014	91.7	92.2	90.0	79.5	89.5	93.4	92.8	73.7	88.2
Years 7–10									
2017	86.7	87.0	87.2	76.9	85.8	89.3	87.0	60.6	82.7
2016	85.5	85.9	86.7	78.0	85.8	89.8	85.6	61.5	82.3
2015	87.9	90.0	88.1	78.3	86.9	89.8	88.3	76.1	85.5
2014	88.1	88.7	87.1	79.9	87.3	91.3	88.1	74.3	85.2
Years 1–10									
2017	89.2	88.1	88.7	78.2	86.8	91.0	90.4	62.9	85.0
2016	88.7	87.8	88.7	78.3	87.4	91.3	89.1	65.7	85.2
2015	89.5	92.2	89.4	78.4	88.8	92.0	90.6	75.3	87.1
2014	90.2	90.5	88.6	79.7	88.5	92.6	90.7	73.9	86.8
By year level, 2017									
Year 6	90.4	90.8	89.8	79.5	85.5	91.8	91.1	67.1	86.5
Year 7	89.3	90.6	91.0	82.5	87.0	90.9	89.9	60.9	86.1
Year 8	87.5	88.0	87.6	77.4	84.5	90.2	86.8	60.4	82.8
Year 9	86.8	84.3	85.5	75.4	85.6	87.2	86.4	62.1	82.0
Year 10	83.1	84.9	83.6	72.3	85.8	88.4	84.0	58.6	79.6
Non-Indigenous students									
Years 1–6									
2017	94.3	94.1	94.5	94.3	93.9	94.4	94.4	92.9	94.3
2016	94.5	94.4	94.6	94.1	93.9	94.6	94.4	93.0	94.4
2015	94.3	94.4	94.4	94.2	94.0	94.4	94.5	93.5	94.3
2014	95.2	94.5	94.6	94.1	94.3	95.3	94.1	93.3	94.7
Years 7–10									
2017	92.9	93.5	93.7	93.8	92.8	92.5	91.6	91.4	93.2

TABLE 4A.19

Table 4A.19 **Student attendance rates, non-government schools, by Indigenous status (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>
2016	93.0	93.6	93.7	93.6	93.0	92.6	92.3	91.4	93.3
2015	93.0	94.0	93.6	93.6	93.1	92.6	92.9	92.4	93.4
2014	93.8	94.1	93.7	93.5	93.1	93.2	92.9	92.2	93.7
Years 1–10									
2017	93.7	93.8	94.2	94.1	93.4	93.5	93.1	92.2	93.8
2016	93.8	94.0	94.2	93.8	93.5	93.7	93.5	92.3	93.9
2015	93.7	94.2	94.0	93.9	93.6	93.6	93.8	93.0	93.9
2014	94.6	94.3	94.2	93.8	93.8	94.3	93.6	92.8	94.3
By year level, 2017									
Year 6	94.0	94.1	94.6	94.4	93.8	94.2	93.9	92.7	94.2
Year 7	94.6	94.6	94.8	95.1	93.6	94.1	93.4	93.1	94.6
Year 8	93.0	93.4	93.7	93.8	93.5	93.0	91.9	91.3	93.3
Year 9	92.4	93.0	93.1	93.3	92.3	92.0	91.0	90.4	92.8
Year 10	91.4	92.8	92.8	92.8	92.0	91.0	89.9	90.6	92.1

(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

Source: ACARA (unpublished).

TABLE 4A.20

Table 4A.20 Student attendance rates, all schools, by Indigenous status (per cent) (a), (b)

	<i>NSW (b)</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									
Years 1–6									
2017	94.0	93.6	93.1	93.1	92.5	93.3	93.4	83.7	93.4
2016	94.0	93.9	93.2	93.0	92.6	93.4	93.6	84.4	93.5
2015	94.0	94.1	93.0	93.1	92.7	93.5	93.8	84.8	93.5
2014	94.9	93.7	93.0	92.8	92.9	93.8	93.6	83.6	93.6
Years 7–10									
2017	91.1	92.2	91.0	90.1	90.5	89.3	90.2	76.6	91.0
2016	91.1	92.4	91.1	89.9	90.8	89.2	90.5	78.3	91.1
2015	91.2	92.6	91.1	90.0	90.8	89.3	91.0	81.1	91.2
2014	91.8	92.2	90.9	89.9	90.8	89.6	90.4	80.0	91.2
Years 1–10									
2017	92.8	92.9	92.4	92.0	91.7	91.8	92.2	81.2	92.4
2016	92.8	93.2	92.4	91.8	91.8	91.8	92.4	82.2	92.5
2015	92.8	93.4	92.3	92.0	91.9	91.8	92.7	83.5	92.6
2014	93.6	93.0	92.2	91.7	92.1	92.1	92.3	82.3	92.7
By year level, 2017									
Year 6	93.5	93.5	93.0	93.2	92.3	93.1	92.7	83.4	93.1
Year 7	93.5	93.9	92.8	92.4	92.0	91.9	92.4	79.7	93.0
Year 8	91.5	92.2	91.1	90.6	91.5	90.2	90.5	77.2	91.3
Year 9	90.4	91.3	90.1	89.1	89.6	88.1	89.1	75.3	90.1
Year 10	88.9	91.3	89.8	88.1	89.1	87.3	88.5	73.8	89.4
Aboriginal and Torres Strait Islander students									
Years 1–6									
2017	90.2	89.1	87.1	81.3	82.7	91.2	88.1	70.6	86.0
2016	90.3	89.6	87.2	80.9	83.0	91.0	87.8	72.5	86.2

TABLE 4A.20

Table 4A.20 Student attendance rates, all schools, by Indigenous status (per cent) (a), (b)

	<i>NSW (b)</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>
2015	90.3	90.2	87.2	81.3	83.8	91.7	89.1	73.5	86.4
2014	91.1	89.1	86.7	81.0	83.0	91.7	88.6	72.5	86.1
Years 7–10									
2017	82.0	83.7	82.3	69.0	77.1	83.1	80.8	58.6	78.3
2016	81.6	84.2	82.5	69.2	78.0	83.1	81.4	61.7	78.6
2015	81.9	84.3	82.9	69.8	77.4	83.3	82.3	66.2	79.2
2014	82.5	83.4	82.3	71.2	78.0	83.7	79.7	66.5	79.3
Years 1–10									
2017	86.9	86.7	85.4	76.9	80.5	88.3	85.4	66.2	83.2
2016	86.8	87.1	85.6	76.6	81.1	88.2	85.4	68.6	83.4
2015	86.9	87.8	85.7	77.1	81.4	88.5	86.5	70.9	83.7
2014	87.5	86.8	85.2	77.4	81.1	88.5	85.2	70.2	83.5
By year level, 2017									
Year 6	89.4	88.6	87.2	81.7	81.8	91.0	86.7	70.7	85.7
Year 7	87.2	87.3	85.6	76.5	81.7	87.7	85.7	63.8	83.1
Year 8	83.5	84.2	82.2	70.2	78.3	84.7	79.4	59.6	79.3
Year 9	80.3	80.7	80.6	66.0	74.2	80.4	78.0	56.4	76.2
Year 10	76.8	82.5	79.4	62.7	74.3	79.9	79.8	53.4	74.0
Non-Indigenous students									
Years 1–6									
2017	94.2	93.7	93.6	94.0	93.0	93.6	93.6	92.9	93.8
2016	94.3	94.0	93.7	93.9	93.1	93.7	93.8	92.7	93.9
2015	94.2	94.1	93.5	94.0	93.1	93.6	93.9	93.0	93.9
2014	95.1	93.7	93.5	93.6	93.4	94.0	93.7	91.7	94.1
Years 7–10									
2017	91.6	92.3	91.8	91.6	91.2	89.9	90.4	89.8	91.7

TABLE 4A.20

Table 4A.20 **Student attendance rates, all schools, by Indigenous status (per cent) (a), (b)**

	<i>NSW (b)</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>
2016	91.7	92.5	91.8	91.4	91.4	89.7	90.8	90.1	91.8
2015	91.7	92.7	91.7	91.5	91.4	89.8	91.3	91.1	91.9
2014	92.3	92.3	91.6	91.2	91.4	90.1	90.6	89.6	91.9
Years 1–10									
2017	93.2	93.0	93.0	93.1	92.2	92.2	92.4	91.8	93.0
2016	93.2	93.3	93.0	92.9	92.4	92.2	92.6	91.8	93.1
2015	93.2	93.5	92.9	93.1	92.4	92.1	92.9	92.3	93.1
2014	93.9	93.1	92.8	92.7	92.6	92.4	92.5	90.9	93.2
By year level, 2017									
Year 6	93.8	93.5	93.5	94.1	92.8	93.3	92.9	92.9	93.6
Year 7	93.9	94.0	93.4	93.5	92.5	92.4	92.7	92.2	93.6
Year 8	92.0	92.3	91.8	92.0	92.1	90.7	90.8	90.3	92.0
Year 9	91.0	91.5	90.9	90.8	90.3	88.8	89.4	88.9	91.0
Year 10	89.6	91.5	90.6	89.9	89.9	88.0	88.8	87.6	90.3

(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

(b) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.

Source: ACARA (unpublished).

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Government schools									
All students									
Years 1–6									
Major city	94.1	93.5	93.2	93.8	92.3	..	92.9	..	93.6
Inner regional	93.1	93.0	92.3	92.7	92.2	93.0	..	..	92.8
Outer regional	92.5	93.0	91.7	91.4	90.6	92.9	..	91.8	92.0
Remote	89.8	92.7	89.4	88.6	91.3	93.2	..	85.0	88.9
Very remote	89.5	..	84.4	79.8	81.6	91.5	..	65.5	77.0
Years 7–10									
Major city	90.8	91.7	90.6	89.5	89.8	..	89.0	..	90.7
Inner regional	87.7	89.7	88.7	87.4	89.3	87.0	..	..	88.4
Outer regional	87.3	90.1	88.7	85.3	87.6	88.4	..	86.6	88.0
Remote	83.9	90.2	83.9	80.0	87.9	85.0	..	73.7	82.0
Very remote	77.2	..	76.8	68.5	75.0	89.9	..	48.9	64.9
Years 1–10									
Major city	92.9	92.7	92.3	92.4	91.3	..	91.6	..	92.6
Inner regional	91.1	91.8	91.1	90.9	91.1	91.0	..	..	91.2
Outer regional	90.5	91.6	90.7	89.3	89.3	91.3	..	90.1	90.5
Remote	87.3	91.7	88.1	85.8	90.0	90.5	..	82.1	86.7
Very remote	84.1	..	82.3	76.3	79.3	91.0	..	60.2	73.3
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	90.6	89.0	88.6	86.2	83.7	..	86.6	..	88.5
Inner regional	90.2	89.9	88.8	86.8	85.5	90.5	..	..	89.5
Outer regional	89.3	87.2	85.9	83.4	80.9	91.6	..	86.6	86.6
Remote	87.0	..	82.9	77.0	85.9	92.2	..	77.1	80.0

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Very remote	87.8	..	80.3	68.4	70.3	89.6	..	62.9	70.3
Years 7–10									
Major city	82.4	82.5	84.0	72.3	78.3	..	78.3	..	80.9
Inner regional	80.2	84.7	82.9	74.3	80.1	78.5	..	..	81.0
Outer regional	79.3	79.9	80.5	70.3	73.9	84.7	..	78.1	78.8
Remote	78.1	..	73.1	60.8	73.6	83.3	..	66.3	67.1
Very remote	73.7	..	69.2	53.6	63.9	88.1	..	46.0	55.1
Years 1–10									
Major city	87.3	86.3	87.1	81.7	81.5	..	83.6	..	85.7
Inner regional	86.3	87.9	86.9	82.3	83.6	86.4	..	..	86.4
Outer regional	85.5	84.1	84.1	79.1	78.1	89.1	..	83.7	83.8
Remote	83.2	..	80.3	71.1	81.9	88.7	..	73.8	75.8
Very remote	81.3	..	77.4	63.4	67.8	89.1	..	57.4	65.5
Non-Indigenous students									
Years 1–6									
Major city	94.3	93.6	93.4	94.2	92.8	..	93.2	..	93.8
Inner regional	93.6	93.2	92.8	93.2	92.5	93.3	..	..	93.2
Outer regional	93.3	93.5	93.3	93.1	91.9	93.1	..	93.2	93.1
Remote	92.1	92.6	92.5	93.0	91.9	93.4	..	92.4	92.6
Very remote	93.9	..	92.6	91.4	90.6	91.7	..	89.9	91.6
Years 7–10									
Major city	91.3	91.9	90.9	90.4	90.4	..	89.4	..	91.2
Inner regional	88.9	90.0	89.5	88.6	89.8	87.8	..	..	89.2
Outer regional	89.3	90.9	90.7	88.3	89.3	89.0	..	89.0	89.9
Remote	88.7	90.2	89.9	89.5	89.1	85.4	..	85.4	89.1
Very remote	89.9	..	89.5	89.4	87.1	90.2	..	86.8	88.9

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Years 1–10									
Major city	93.2	92.8	92.6	93.0	91.8	..	91.9	..	92.8
Inner regional	91.8	92.0	91.7	91.6	91.5	91.4	..	..	91.8
Outer regional	91.8	92.3	92.4	91.4	90.8	91.6	..	91.8	91.9
Remote	90.8	91.6	91.9	91.9	90.8	90.8	..	91.0	91.5
Very remote	92.9	..	91.7	90.9	89.5	91.2	..	89.1	90.8
Non-Government schools									
All students									
Years 1–6									
Major city	94.6	94.3	94.7	94.5	94.0	..	94.4	..	94.5
Inner regional	93.5	93.4	93.9	93.9	93.2	94.4	..	..	93.6
Outer regional	92.9	92.7	94.1	93.3	92.8	93.9	..	92.6	93.5
Remote	91.2	93.0	92.0	88.9	90.8	93.0	..	85.8	89.4
Very remote	88.2	..	90.9	67.7	77.7	..	..	54.2	72.9
Years 7–10									
Major city	93.1	93.7	93.7	93.7	92.9	..	91.6	..	93.3
Inner regional	91.5	92.6	93.1	93.4	92.3	92.4	59.2	..	92.3
Outer regional	91.4	92.3	92.7	91.6	91.6	92.4	..	89.4	91.9
Remote	..	..	86.5	88.5	92.0	..	..	77.4	83.6
Very remote	89.3	..	89.2	55.5	71.2	..	..	47.0	52.7
Years 1–10									
Major city	93.9	94.0	94.2	94.1	93.5	..	93.1	..	93.9
Inner regional	92.6	93.1	93.5	93.7	92.9	93.4	59.2	..	93.0
Outer regional	92.4	92.5	93.6	92.5	92.4	93.3	..	91.1	92.9
Remote	91.2	93.0	89.2	88.8	91.3	93.0	..	81.4	87.2
Very remote	88.3	..	90.8	64.2	74.9	..	..	51.0	67.4

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	91.4	91.1	91.8	91.9	89.3	..	93.2	..	91.4
Inner regional	91.2	89.8	91.4	89.6	88.3	91.2	..	..	91.1
Outer regional	91.4	86.7	90.0	89.0	87.1	93.2	..	89.1	90.2
Remote	88.9	..	85.2	81.5	..	..	..	73.5	80.0
Very remote	86.0	..	88.2	64.7	75.0	..	..	45.4	63.1
Years 7–10									
Major city	86.9	87.5	88.9	83.8	88.4	..	88.4	..	87.0
Inner regional	86.1	85.3	89.5	89.3	83.1	88.6	..	..	87.2
Outer regional	89.2	91.7	85.1	78.6	86.1	90.7	..	80.6	84.8
Remote	..	..	80.4	74.6	..	..	..	56.8	65.8
Very remote	89.3	..	87.2	54.5	70.5	..	..	43.1	49.7
Years 1–10									
Major city	89.1	88.7	90.4	86.5	88.9	..	91.1	..	89.1
Inner regional	89.0	87.3	90.4	89.5	86.1	90.0	..	..	89.3
Outer regional	90.8	89.0	87.5	83.4	86.8	92.3	..	83.7	87.7
Remote	88.9	..	80.1	80.0	..	..	..	64.2	73.5
Very remote	86.3	..	88.2	61.5	72.9	..	..	44.3	58.4
Non-Indigenous students									
Years 1–6									
Major city	94.6	94.3	94.7	94.5	94.1	..	94.4	..	94.5
Inner regional	93.6	93.5	94.0	93.9	93.3	94.5	..	..	93.7
Outer regional	93.0	92.8	94.5	93.5	93.0	94.0	..	93.0	93.7
Remote	91.9	93.0	93.4	92.1	90.9	93.0	..	92.8	92.3
Very remote	90.6	..	91.9	86.4	..	..	..	91.8	91.1

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Years 7–10									
Major city	93.2	93.7	93.8	93.9	93.0	..	91.6	..	93.4
Inner regional	91.8	92.7	93.3	93.5	92.5	92.5	63.4	..	92.5
Outer regional	91.6	92.4	93.7	92.4	91.7	92.6	..	91.3	92.7
Remote	..	..	90.9	92.3	92.2	..	..	91.7	91.8
Very remote	..	..	..	..	..	..	..	92.7	92.7
Years 1–10									
Major city	93.9	94.0	94.3	94.2	93.6	..	93.2	..	94.0
Inner regional	92.8	93.1	93.7	93.8	93.0	93.6	63.4	..	93.2
Outer regional	92.6	92.7	94.2	93.0	92.6	93.5	..	92.2	93.3
Remote	91.9	93.0	92.6	92.2	91.4	93.0	..	92.2	92.1
Very remote	90.6	..	91.9	86.4	..	..	..	92.0	91.2
All schools									
All students									
Years 1–6									
Major city	94.3	93.8	93.6	94.0	92.9	..	93.5	..	93.9
Inner regional	93.2	93.1	92.7	93.0	92.4	93.5	..	..	93.1
Outer regional	92.6	92.9	92.4	91.9	91.1	93.1	..	92.0	92.4
Remote	90.2	92.7	89.8	88.6	91.2	93.2	..	85.2	89.0
Very remote	89.2	..	85.2	77.9	81.4	91.5	..	64.3	76.5

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Years 7–10									
Major city	91.8	92.6	91.8	91.4	91.1	..	90.2	..	91.9
Inner regional	89.2	91.0	90.3	89.1	90.2	89.4	59.2	..	89.9
Outer regional	88.0	90.6	89.9	87.4	88.5	89.2	..	87.6	89.1
Remote	83.9	90.2	84.7	81.2	88.7	85.0	..	75.8	82.4
Very remote	77.6	..	76.9	66.5	74.7	89.9	..	48.6	63.5
Years 1–10									
Major city	93.3	93.2	93.0	93.0	92.2	..	92.2	..	93.0
Inner regional	91.6	92.2	91.8	91.6	91.5	91.9	59.2	..	91.8
Outer regional	90.9	91.9	91.6	90.2	90.0	91.7	..	90.4	91.1
Remote	88.2	91.7	88.3	86.3	90.2	91.1	..	81.8	86.8
Very remote	84.8	..	83.2	74.4	79.0	91.0	..	59.1	72.6
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	90.7	89.2	89.0	86.6	84.3	..	88.0	..	88.9
Inner regional	90.3	89.9	89.1	86.9	85.8	90.6	..	..	89.7
Outer regional	89.5	87.2	86.4	83.9	81.4	91.9	..	86.9	87.0
Remote	87.3	..	83.1	77.8	85.9	92.2	..	76.2	80.0
Very remote	87.5	..	80.8	67.5	70.7	89.6	..	61.2	69.4
Years 7–10									
Major city	83.4	83.4	85.0	75.2	79.8	..	81.2	..	82.2
Inner regional	81.4	84.8	84.2	75.3	80.5	81.1	..	..	82.2
Outer regional	80.1	81.6	81.5	71.6	74.5	85.8	..	78.9	79.9
Remote	78.1	..	75.5	62.2	73.6	83.3	..	61.7	66.8
Very remote	74.4	..	69.3	53.8	64.6	88.1	..	45.5	54.3
Years 1–10									

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Major city	87.6	86.5	87.6	82.3	82.4	..	85.4	..	86.2
Inner regional	86.8	87.8	87.4	82.6	83.8	87.2	..	..	86.8
Outer regional	86.0	84.6	84.6	79.5	78.7	89.7	..	83.7	84.4
Remote	83.9	..	80.3	72.5	81.9	88.7	..	70.6	75.4
Very remote	81.9	..	78.0	62.9	68.3	89.1	..	55.8	64.6
Non-Indigenous students									
Years 1–6									
Major city	94.4	93.8	93.8	94.3	93.2	..	93.6	..	94.0
Inner regional	93.6	93.3	93.1	93.4	92.7	93.7	..	..	93.4
Outer regional	93.2	93.3	93.7	93.2	92.2	93.2	..	93.2	93.3
Remote	92.0	92.6	92.7	92.8	91.7	93.3	..	92.6	92.5
Very remote	92.7	..	92.4	91.2	90.6	91.7	..	90.2	91.5
Years 7–10									
Major city	92.1	92.7	92.1	92.0	91.5	..	90.5	..	92.2
Inner regional	90.1	91.2	90.9	90.0	90.6	90.0	63.4	..	90.6
Outer regional	89.8	91.3	91.7	89.8	89.9	89.7	..	89.9	90.7
Remote	88.7	90.2	90.1	90.0	89.7	85.4	..	89.7	89.8
Very remote	89.9	..	89.5	89.4	87.1	90.2	..	87.8	89.0
Years 1–10									
Major city	93.5	93.3	93.2	93.4	92.5	..	92.4	..	93.3
Inner regional	92.2	92.4	92.3	92.2	91.9	92.2	63.4	..	92.3
Outer regional	92.0	92.4	93.0	91.9	91.3	92.0	..	92.0	92.3
Remote	91.2	91.7	92.1	92.0	90.9	91.4	..	91.6	91.6
Very remote	92.2	..	91.7	90.7	89.5	91.2	..	89.6	90.9

(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
(b) Student remoteness for this table is based on the ARIA+. ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.									
(c) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.									
(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.									
.. Not applicable									

Source: ACARA (unpublished).

TABLE 4A.22

Table 4A.22 **Student attendance level, government schools, by Indigenous status (per cent) (a), (b), (c)**

	<i>NSW (c)</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 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2017	na	79.5	76.4	78.3	75.0	79.0	77.6	53.9	77.4
2016	na	81.1	77.4	78.1	76.0	79.8	78.6	51.9	78.3
2015	na	82.2	76.3	78.8	76.0	79.6	80.1	53.9	78.5
Years 7–10									
2017	na	72.0	66.3	64.2	66.4	63.4	63.7	40.1	67.4
2016	na	73.5	66.9	63.7	67.2	63.7	65.0	41.4	68.1
2015	na	74.7	66.3	63.8	67.3	64.7	66.4	44.1	68.5
Years 1–10									
2017	na	76.6	73.1	73.7	71.7	73.7	72.9	49.7	73.9
2016	na	78.2	74.0	73.4	72.6	74.0	74.0	48.6	74.8
2015	na	79.3	73.0	73.9	72.7	74.1	75.3	50.9	75.0
By year level, 2017									
Year 6	na	78.4	75.7	78.6	73.4	77.5	73.8	54.1	76.5
Year 7	na	79.7	73.6	72.2	72.4	72.5	72.9	45.1	74.8
Year 8	na	71.4	66.0	65.9	70.0	65.0	64.3	41.9	67.8
Year 9	na	67.6	62.3	60.3	62.2	59.6	58.7	36.9	63.2
Year 10	na	69.3	61.2	57.9	60.8	57.2	58.5	36.2	63.0
Aboriginal and Torres Strait Islander students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2017	na	62.7	55.8	45.1	45.2	70.9	53.2	28.3	51.0
2016	na	63.5	56.1	44.0	45.6	71.0	54.1	27.2	50.7
2015	na	64.6	54.9	44.5	47.0	70.9	57.0	30.0	50.8
Years 7–10									
2017	na	46.8	44.9	26.6	34.9	49.8	36.0	17.5	37.6

TABLE 4A.22

Table 4A.22 Student attendance level, government schools, by Indigenous status (per cent) (a), (b), (c)

	<i>NSW (c)</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>
2016	na	49.4	45.8	26.7	36.4	49.5	38.0	19.6	38.5
2015	na	50.7	44.9	26.8	35.9	52.9	37.6	21.2	38.7
Years 1–10									
2017	na	56.7	52.3	38.9	41.2	63.6	47.2	24.8	46.5
2016	na	57.9	52.8	38.0	42.3	63.3	48.4	24.7	46.6
2015	na	58.9	51.6	38.3	43.1	64.0	50.2	27.2	46.7
By year level, 2017									
Year 6	na	61.0	57.3	47.9	42.4	71.1	50.5	29.6	51.7
Year 7	na	57.4	51.9	34.4	43.0	61.1	52.6	21.1	45.3
Year 8	na	46.8	44.9	28.4	34.7	52.8	32.4	17.6	38.4
Year 9	na	41.0	41.6	22.5	30.6	44.1	24.0	15.6	33.8
Year 10	na	42.3	37.7	19.9	31.2	41.8	33.2	14.9	31.0
Non-Indigenous students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2017	na	79.8	78.8	81.4	77.1	80.0	78.6	75.7	79.4
2016	na	81.5	79.8	81.3	78.0	80.7	79.6	73.4	80.4
2015	na	82.6	78.7	82.0	77.9	80.5	81.0	75.0	80.6
Years 7–10									
2017	na	72.6	68.7	67.9	68.6	65.1	64.8	60.9	69.7
2016	na	74.0	69.2	67.4	69.3	65.3	66.1	60.7	70.4
2015	na	75.3	68.5	67.5	69.5	66.0	67.5	65.2	70.8
Years 1–10									
2017	na	77.0	75.5	77.0	73.8	74.8	74.0	71.2	76.0
2016	na	78.6	76.3	76.7	74.7	75.2	75.0	69.4	76.9
2015	na	79.7	75.3	77.2	74.6	75.2	76.3	72.0	77.2
By year level, 2017									

TABLE 4A.22

Table 4A.22 **Student attendance level, government schools, by Indigenous status (per cent) (a), (b), (c)**

	<i>NSW (c)</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 6	na	78.8	77.7	81.6	75.5	78.2	74.6	76.5	78.4
Year 7	na	80.2	76.2	76.1	74.4	73.9	73.7	70.6	77.2
Year 8	na	72.0	68.3	69.6	72.4	66.4	65.7	63.9	70.1
Year 9	na	68.2	64.6	64.1	64.6	61.5	59.9	57.2	65.6
Year 10	na	69.8	63.5	61.5	62.9	59.0	59.6	52.8	65.3

- (a) Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period.
- (b) Government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) For government schools, NSW data are not available for this measure. Australian totals for government schools do not include NSW.
- na** Not available.

Source: ACARA (unpublished).

TABLE 4A.23

Table 4A.23 Student attendance level, non-government schools, by Indigenous status (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2017	83.5	83.0	84.7	83.0	81.3	83.2	84.4	64.1	83.2
2016	84.3	84.7	85.0	81.9	80.9	83.5	84.3	67.0	83.9
2015	83.1	84.4	83.7	81.7	81.6	83.7	84.5	66.8	83.2
Years 7–10									
2017	77.4	81.0	80.6	81.5	77.1	76.0	71.6	56.6	79.0
2016	77.7	81.6	80.8	80.4	77.8	75.2	74.5	56.2	79.2
2015	77.4	83.0	80.1	80.1	77.7	74.9	75.6	60.8	79.4
Years 1–10									
2017	80.7	82.1	82.9	82.3	79.5	79.9	78.7	60.5	81.3
2016	81.3	83.3	83.2	81.1	79.6	79.9	79.9	61.8	81.8
2015	80.5	83.7	82.2	80.9	79.9	79.9	80.5	63.8	81.5
By year level, 2017									
Year 6	82.0	82.9	84.8	83.2	80.6	82.4	81.5	64.0	82.6
Year 7	84.7	86.2	85.5	86.7	80.5	82.4	79.3	62.7	84.8
Year 8	77.7	80.6	80.8	81.5	80.2	77.4	74.1	55.3	79.3
Year 9	75.2	79.2	78.2	79.9	74.5	73.6	68.3	54.5	76.9
Year 10	71.5	78.1	76.6	77.9	73.6	70.6	64.1	53.4	74.6
Aboriginal and Torres Strait Islander students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2017	69.1	66.2	68.2	45.1	58.8	73.9	79.2	26.6	62.0
2016	69.4	67.5	69.7	46.0	58.9	72.6	73.8	30.9	63.3
2015	65.1	78.8	65.6	42.8	62.7	76.8	77.6	31.4	62.0
Years 7–10									
2017	55.9	62.2	60.9	42.3	56.6	62.8	57.2	23.7	52.7

TABLE 4A.23

Table 4A.23 Student attendance level, non-government schools, by Indigenous status (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>
2016	55.5	59.1	61.3	43.2	50.8	62.2	52.2	25.4	52.3
2015	56.7	65.7	61.4	41.9	53.5	65.5	58.8	34.5	54.4
Years 1–10									
2017	63.3	63.9	64.4	43.8	57.9	69.3	69.3	25.0	57.6
2016	63.4	62.4	65.7	44.3	55.4	68.8	64.1	27.8	58.1
2015	61.5	75.0	63.6	42.4	58.6	72.6	69.1	33.0	58.7
By year level, 2017									
Year 6	66.4	70.5	67.5	42.9	57.9	78.2	67.8	26.0	60.2
Year 7	64.3	72.3	69.8	50.5	61.8	72.8	56.8	25.0	60.8
Year 8	55.8	63.4	61.3	40.7	59.4	59.8	55.7	22.9	52.2
Year 9	53.9	55.3	57.8	40.2	50.6	57.7	65.2	26.0	50.5
Year 10	48.9	57.2	52.3	37.9	54.9	59.4	47.9	20.7	46.5
Non-Indigenous students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2017	83.9	83.1	85.3	84.2	81.6	83.8	84.5	76.5	83.8
2016	84.7	84.8	85.5	83.0	81.3	84.2	84.4	77.6	84.4
2015	83.6	84.4	84.3	83.0	81.9	84.1	84.6	79.0	83.8
Years 7–10									
2017	78.0	81.2	81.5	82.8	77.4	76.7	71.9	72.5	79.7
2016	78.3	81.8	81.6	81.5	78.2	75.9	74.8	70.3	79.9
2015	77.9	83.1	80.9	81.4	78.1	75.4	75.9	72.7	80.1
Years 1–10									
2017	81.2	82.3	83.7	83.6	79.8	80.5	78.9	74.7	82.0
2016	81.8	83.5	83.9	82.3	80.0	80.6	80.2	74.3	82.4
2015	81.0	83.8	82.9	82.2	80.2	80.3	80.7	76.0	82.1
By year level, 2017									

TABLE 4A.23

Table 4A.23 **Student attendance level, non-government schools, by Indigenous status (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>
Year 6	82.4	82.9	85.4	84.5	81.0	82.7	81.8	77.7	83.2
Year 7	85.3	86.3	86.2	87.9	80.8	83.0	79.8	79.4	85.5
Year 8	78.3	80.7	81.7	82.8	80.5	78.3	74.4	72.6	80.1
Year 9	75.8	79.4	79.1	81.2	74.8	74.3	68.4	67.3	77.6
Year 10	72.1	78.2	77.7	79.3	73.9	71.2	64.3	70.3	75.4

- (a) Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period.
- (b) From 2016, non-government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.

Source: ACARA (unpublished).

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Government schools									
All students									
Years 1–6									
Major city	na	80.0	78.4	81.5	76.5	..	77.7	..	79.4
Inner regional	na	77.8	75.1	76.0	75.4	79.3	..	..	76.7
Outer regional	na	78.1	73.9	72.3	70.5	78.7	..	72.5	74.2
Remote	na	75.3	66.0	65.2	70.6	79.5	..	55.7	65.2
Very remote	na	..	54.9	43.8	47.3	72.0	..	18.5	39.3
Years 7–10									
Major city	na	73.7	68.6	68.1	68.0	..	63.7	..	70.3
Inner regional	na	66.3	63.1	59.3	66.1	62.8	..	..	64.1
Outer regional	na	68.9	64.8	55.7	62.6	64.9	..	57.0	63.4
Remote	na	67.5	54.9	48.1	60.7	54.2	..	34.8	50.9
Very remote	na	..	42.5	33.9	39.9	60.1	..	9.5	28.2
Years 1–10									
Major city	na	77.5	75.2	77.2	73.2	..	72.9	..	76.2
Inner regional	na	73.8	71.1	70.4	71.9	73.7	..	..	72.4
Outer regional	na	74.1	70.8	66.6	67.1	73.8	..	67.4	70.3
Remote	na	72.0	63.3	59.8	66.8	71.0	..	50.3	60.8
Very remote	na	..	51.5	40.8	44.7	68.2	..	15.7	35.9
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	na	62.6	60.1	55.1	47.4	..	53.2	..	57.1
Inner regional	na	64.8	61.2	55.0	52.5	69.3	..	..	62.1
Outer regional	na	57.9	53.5	47.8	43.5	72.9	..	55.3	53.9
Remote	na	..	46.6	34.9	54.0	80.4	..	37.2	40.1

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW</i> (c)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d)	<i>ACT</i> (d)	<i>NT</i> (d)	<i>Aust</i>
Very remote	na	..	44.5	19.8	21.9	49.4	..	13.7	24.9
Years 7–10									
Major city	na	46.4	49.3	33.1	37.2	..	36.0	..	42.6
Inner regional	na	49.2	46.9	31.5	44.7	44.3	..	..	45.4
Outer regional	na	42.8	44.4	29.0	31.6	56.6	..	38.4	41.5
Remote	na	..	35.0	19.3	32.8	46.1	..	22.5	24.3
Very remote	na	..	30.0	12.7	21.0	54.4	..	6.4	14.5
Years 1–10									
Major city	na	56.2	56.6	47.9	43.4	..	47.0	..	52.1
Inner regional	na	59.3	56.6	46.6	49.7	60.9	..	..	56.5
Outer regional	na	52.4	50.5	41.5	38.6	67.0	..	49.6	49.6
Remote	na	..	43.6	29.3	46.8	66.8	..	32.7	35.1
Very remote	na	..	40.7	17.4	21.6	51.4	..	11.3	21.6
Non-Indigenous students									
Years 1–6									
Major city	na	80.2	79.4	82.9	77.9	..	78.6	..	80.2
Inner regional	na	78.4	77.0	77.6	76.5	80.2	..	..	77.9
Outer regional	na	79.9	79.3	77.5	74.2	79.6	..	77.1	78.4
Remote	na	74.8	75.4	76.6	72.4	79.3	..	73.1	75.2
Very remote	na	..	75.8	68.3	67.5	74.4	..	62.6	70.3
Years 7–10									
Major city	na	74.1	69.7	70.0	69.7	..	64.8	..	71.3
Inner regional	na	67.1	65.1	61.7	67.2	64.6	..	..	65.7
Outer regional	na	71.0	69.9	61.0	66.4	66.2	..	62.1	67.6
Remote	na	67.3	65.9	62.5	63.0	55.9	..	54.2	62.7
Very remote	na	..	63.3	63.5	60.5	61.0	..	50.6	61.7

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Years 1–10									
Major city	na	77.8	76.3	78.7	74.7	..	74.0	..	77.0
Inner regional	na	74.4	73.0	72.3	73.0	74.9	..	..	73.7
Outer regional	na	76.2	76.1	71.8	71.0	74.9	..	72.2	74.5
Remote	na	71.6	73.1	72.4	68.8	71.7	..	69.2	71.4
Very remote	na	..	72.1	67.0	65.3	70.2	..	59.5	67.8
Non-Government schools									
All students									
Years 1–6									
Major city	84.7	84.0	86.0	85.0	82.4	..	84.4	..	84.6
Inner regional	80.2	80.6	82.1	81.9	78.6	83.8	..	..	81.0
Outer regional	77.9	76.3	83.5	79.1	77.1	81.3	..	75.3	80.2
Remote	70.6	36.5	74.9	66.7	68.4	74.8	..	59.2	67.3
Very remote	62.1	..	67.1	23.3	51.7	..	..	18.2	38.7
Years 7–10									
Major city	78.5	81.9	81.9	82.8	77.7	..	71.8	..	80.3
Inner regional	73.2	78.3	78.3	82.6	75.9	76.4	16.3	..	76.4
Outer regional	71.8	75.1	78.7	72.5	72.5	73.3	..	64.4	74.5
Remote	..	..	53.2	67.5	73.4	..	..	56.5	60.5
Very remote	58.4	..	70.9	13.9	32.6	..	..	11.2	15.2
Years 1–10									
Major city	81.8	83.0	84.2	84.0	80.3	..	78.8	..	82.6
Inner regional	77.1	79.6	80.5	82.2	77.6	80.2	16.3	..	79.0
Outer regional	76.1	75.9	81.7	76.2	75.5	78.4	..	70.2	78.0
Remote	70.6	36.5	65.6	66.9	70.2	74.8	..	57.8	64.6
Very remote	61.9	..	67.2	20.6	43.4	..	..	15.1	32.4

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	69.7	71.2	72.0	71.8	62.7	..	79.2	..	70.5
Inner regional	70.0	67.7	70.4	61.4	59.0	70.9	..	..	69.7
Outer regional	67.0	54.3	67.4	57.6	53.7	77.8	..	58.2	65.9
Remote	62.8	..	50.2	48.3	..	..	..	30.7	44.1
Very remote	59.3	..	56.7	18.3	45.3	..	..	5.3	22.4
Years 7–10									
Major city	56.2	66.0	66.6	54.4	58.9	..	58.9	..	59.5
Inner regional	54.2	55.7	62.8	63.4	60.2	62.1	..	..	57.8
Outer regional	62.5	73.2	58.1	37.2	55.7	63.9	..	40.2	54.5
Remote	..	..	39.5	29.7	..	..	..	22.9	28.4
Very remote	58.4	..	71.6	12.5	30.8	..	..	6.2	10.9
Years 1–10									
Major city	62.8	67.7	69.4	60.3	61.0	..	70.3	..	64.7
Inner regional	63.3	61.1	66.5	62.5	59.5	67.0	..	..	64.2
Outer regional	65.8	63.1	62.8	46.6	54.2	72.7	..	46.7	60.7
Remote	62.8	..	41.0	44.2	..	..	..	26.3	36.8
Very remote	59.2	..	57.1	16.4	38.6	..	..	5.7	18.4
Non-Indigenous students									
Years 1–6									
Major city	84.9	84.0	86.3	85.1	82.6	..	84.5	..	84.7
Inner regional	80.8	80.7	82.6	82.1	79.0	84.4	..	..	81.4
Outer regional	79.0	77.1	84.8	80.0	77.9	81.9	..	77.0	81.3
Remote	73.1	36.5	80.2	74.8	68.8	75.0	..	75.3	74.5
Very remote	65.0	..	71.5	53.2	..	..	..	73.2	68.9

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2017 (per cent) (a), (b)**

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Years 7–10									
Major city	79.0	82.0	82.2	83.4	77.9	..	72.0	..	80.6
Inner regional	74.3	78.7	79.2	82.9	76.2	77.0	15.8	..	77.2
Outer regional	72.6	75.2	81.4	74.8	73.0	74.8	..	69.6	76.6
Remote	..	..	63.2	78.1	73.4	..	..	79.9	75.3
Very remote	..	..	..	..	..	..	..	70.5	70.5
Years 1–10									
Major city	82.1	83.1	84.5	84.3	80.6	..	78.9	..	82.8
Inner regional	77.9	79.8	81.1	82.4	77.9	80.8	15.8	..	79.6
Outer regional	77.1	76.4	83.6	77.7	76.1	79.2	..	73.7	79.5
Remote	73.1	36.5	75.2	75.8	70.4	75.0	..	77.6	74.8
Very remote	65.0	..	71.5	53.2	..	..	..	72.6	68.9

(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

(b) Student remoteness for this table is based on the ARIA+. ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.

(c) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.

(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

na Not available. .. Not applicable

Source: ACARA (unpublished).

Retention

TABLE 4A.25

Table 4A.25 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 10 to year 12 (d)									
All full time students									
2016	77.2	85.0	87.3	80.5	94.5	70.8	92.2	64.2	82.9
2015	77.5	84.8	86.7	81.0	92.2	72.1	95.1	63.8	82.7
2014	77.5	84.1	85.9	85.9	89.9	69.4	92.4	68.1	82.5
2013	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7
2012	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
All full time and part time secondary students									
2016	79.0	86.6	88.6	81.2	100.6	75.1	93.9	65.9	84.8
2015	79.1	86.5	88.2	81.9	98.1	77.7	96.1	64.8	84.7
2014	79.3	85.7	87.5	87.3	96.1	79.5	93.6	68.6	84.7
2013	77.3	84.8	85.6	81.7	93.4	76.9	91.5	62.6	82.6
2012	76.9	82.5	83.5	79.1	93.2	85.4	90.0	63.1	81.4
2011	78.1	83.5	82.9	77.8	92.2	90.5	90.8	62.6	81.8
2010	76.1	83.9	82.1	77.5	93.0	93.8	91.8	61.0	81.2
2009	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
2008	74.0	82.5	78.2	72.8	88.9	80.8	86.5	68.9	78.2
2007	74.0	83.4	79.5	70.5	87.4	84.4	86.2	69.3	78.4

TABLE 4A.25

Table 4A.25 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander full time students									
2016	50.7	68.6	72.0	51.4	92.6	52.1	93.2	45.0	60.9
2015	49.3	66.8	72.4	56.1	87.6	52.6	87.4	42.1	60.6
2014	48.9	60.3	70.5	61.7	84.2	56.3	79.6	48.0	60.4
2013	46.7	58.0	67.0	53.5	75.4	47.5	64.2	43.4	55.8
2012	48.1	56.3	62.4	45.4	70.0	41.2	65.4	40.3	53.3
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
Non-Indigenous full time students									
2016	78.6	85.2	88.4	82.3	94.6	72.4	92.2	75.6	84.0
2015	78.9	85.0	87.7	82.5	92.4	73.7	95.3	76.6	83.8
2014	78.9	84.4	87.0	87.2	90.1	70.3	92.6	78.5	83.6
2013	77.2	83.4	85.2	82.6	88.3	69.4	90.9	75.3	81.9
2012	76.6	81.5	83.6	79.7	86.9	69.2	89.8	75.1	80.4
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6

TABLE 4A.25

Table 4A.25 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7/8 to year 10 (e), (f)									
All students									
2016	102.0	104.7	101.6	98.0	104.1	101.2	103.2	80.6	102.0
2015	101.8	103.8	101.6	99.0	103.3	100.0	102.9	83.4	101.8
2014	101.6	103.3	101.5	99.7	103.2	99.3	101.9	88.3	101.7
2013	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5
2012	100.8	101.3	101.4	104.0	103.5	98.6	102.5	87.4	101.3
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
Aboriginal and Torres Strait Islander students									
2016	108.6	99.8	98.5	85.5	100.2	106.3	103.4	69.0	97.2
2015	106.9	103.8	100.9	89.3	100.8	106.0	112.5	73.6	98.9
2014	106.6	98.5	100.0	86.9	101.3	105.7	102.6	78.1	98.2
2013	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1
2012	106.6	100.2	97.9	90.9	101.1	101.1	96.3	75.9	98.4
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5

TABLE 4A.25

Table 4A.25 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students									
2016	101.7	104.7	101.8	98.9	104.3	100.8	103.2	90.0	102.3
2015	101.6	103.8	101.6	99.7	103.4	99.5	102.7	90.9	102.0
2014	101.3	103.4	101.6	100.6	103.2	98.9	101.9	95.9	101.9
2013	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7
2012	100.5	101.3	101.7	104.8	103.6	98.5	102.6	94.8	101.4
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
Year 7/8 to year 12 (e), (f)									
All students									
2016	78.4	87.9	88.6	80.3	97.5	70.4	94.0	56.7	84.3
2015	78.2	86.4	88.4	82.8	95.7	71.7	96.6	53.7	84.0
2014	78.1	85.2	87.1	89.3	93.0	68.4	94.6	59.6	83.6
2013	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6
2012	75.0	82.2	83.7	79.5	88.8	67.6	89.8	55.6	79.9
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3

TABLE 4A.25

Table 4A.25 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2016	54.1	67.6	72.0	44.7	93.8	55.1	95.7	35.2	59.8
2015	52.1	69.7	72.7	50.4	85.9	54.0	88.2	31.6	59.4
2014	52.1	60.5	69.0	56.1	85.1	57.0	76.6	36.4	59.4
2013	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1
2012	47.2	51.1	62.1	41.2	69.4	45.7	63.1	32.7	51.1
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
Non-Indigenous students									
2016	79.6	88.1	89.9	82.8	97.6	71.6	94.0	72.5	85.5
2015	79.5	86.6	89.6	84.9	96.1	73.1	96.8	69.7	85.2
2014	79.3	85.5	88.5	91.4	93.3	69.2	95.0	74.5	84.8
2013	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9
2012	76.2	82.5	85.2	82.1	89.5	69.2	90.4	71.5	81.3
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6

(a) Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.25 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(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 since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> is the percentage of full time students who continued to year 12 from the respective cohort group at year 10.								
(e)	The <i>apparent retention rate from year 7/8 to year 10</i> and <i>apparent retention rate from year 7/8 to year 12</i> is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as: <ul style="list-style-type: none"> • year 7 for all jurisdictions other than SA • year 8 in SA. 								
(f)	Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.								

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.26

Table 4A.26 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 10 to year 12 (d)									
All full time students									
2016	72.0	81.7	82.7	78.3	95.3	73.4	105.9	65.1	79.5
2015	72.6	81.2	82.1	79.0	91.1	73.8	111.3	62.5	79.2
2014	72.5	79.8	80.6	87.0	86.6	70.1	107.6	68.8	78.6
2013	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7
2012	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
All full time and part time secondary students									
2016	74.8	84.3	84.7	79.4	104.8	80.0	109.0	67.0	82.4
2015	75.3	84.1	84.3	80.5	100.0	82.2	113.2	64.0	82.3
2014	75.3	82.3	83.1	89.4	96.2	85.1	110.3	69.3	82.0
2013	73.4	81.6	81.1	80.6	92.3	81.6	104.8	65.9	79.7
2012	73.0	77.9	78.5	77.2	92.4	93.8	101.9	69.4	78.2
2011	75.1	79.4	76.5	74.5	91.2	100.7	103.6	66.4	78.5
2010	73.1	79.8	76.6	73.7	92.5	106.8	108.5	66.5	78.3
2009	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
2008	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9
2007	70.1	78.9	73.7	65.2	85.0	91.0	96.7	79.8	74.5

TABLE 4A.26

Table 4A.26 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander full time students									
2016	47.7	65.6	67.5	46.2	94.9	53.8	95.2	46.3	58.0
2015	44.9	65.7	66.7	51.4	87.6	51.0	91.7	44.8	56.9
2014	45.6	59.7	64.3	57.4	82.9	53.1	85.3	49.9	56.8
2013	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3
2012	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
Non-Indigenous full time students									
2016	73.8	82.1	84.1	81.0	95.3	75.5	106.3	77.0	81.0
2015	74.6	81.5	83.5	81.2	91.3	76.2	112.0	73.4	80.7
2014	74.3	80.1	82.1	89.2	86.9	71.7	108.3	78.9	79.9
2013	72.9	79.2	80.2	82.0	84.4	70.7	103.8	77.2	78.2
2012	72.2	76.1	78.3	77.9	82.9	70.0	101.5	79.7	76.2
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6

TABLE 4A.26

Table 4A.26 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7/8 to year 10 (e), (f)									
All students									
2016	104.3	110.0	103.2	99.9	107.2	103.0	110.6	86.2	104.9
2015	103.6	107.9	103.6	101.3	105.3	101.4	108.6	83.2	104.2
2014	103.1	106.9	103.1	102.2	104.6	101.0	106.2	89.0	103.8
2013	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2
2012	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
Aboriginal and Torres Strait Islander students									
2016	105.7	101.1	95.1	83.4	101.1	107.3	109.4	66.0	95.3
2015	103.4	103.7	100.1	87.5	102.2	105.4	107.6	64.9	96.9
2014	103.7	97.2	97.7	84.9	99.6	103.9	103.7	71.6	95.8
2013	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4
2012	106.3	93.8	96.9	85.7	100.8	100.8	94.9	67.2	96.5
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4

TABLE 4A.26

Table 4A.26 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students									
2016	104.2	110.2	104.1	101.5	107.6	102.5	110.6	108.6	105.7
2015	103.6	108.0	103.9	102.7	105.5	100.9	108.7	100.2	104.8
2014	103.1	107.1	103.6	104.0	104.9	100.7	106.3	105.3	104.4
2013	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8
2012	101.8	103.6	103.4	112.5	105.1	98.6	105.0	107.6	103.5
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
Year 7/8 to year 12 (e), (f)									
All students									
2016	74.3	87.4	85.3	80.0	99.7	74.1	112.5	57.9	82.5
2015	74.1	84.8	84.8	83.3	96.2	74.1	118.6	52.9	81.8
2014	74.0	82.5	82.9	95.8	90.9	69.2	112.6	61.3	81.0
2013	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3
2012	70.5	77.2	78.5	77.1	84.2	67.8	104.7	62.1	75.8
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3

TABLE 4A.26

Table 4A.26 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2016	49.5	63.7	65.9	39.3	94.5	55.9	98.8	33.2	55.6
2015	46.5	66.9	64.9	44.0	87.2	52.0	89.5	30.0	54.3
2014	48.4	56.0	62.3	49.2	83.5	53.5	81.0	33.6	54.8
2013	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7
2012	43.0	44.9	54.9	34.6	67.4	44.4	78.4	35.3	46.6
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
Non-Indigenous students									
2016	76.1	87.9	87.2	84.2	100.0	76.0	113.0	81.1	84.5
2015	76.0	85.1	86.8	87.2	96.7	76.4	119.7	74.4	83.8
2014	75.7	83.0	84.9	100.4	91.3	70.7	113.7	84.9	82.7
2013	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3
2012	72.2	77.7	80.6	81.3	85.1	69.8	105.5	84.4	77.7
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9

(a) Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.26 **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</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(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 since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> is the percentage of full time students who continued to year 12 from the respective cohort group at year 10.								
(e)	The <i>apparent retention rate from year 7/8 to year 10</i> and <i>apparent retention rate from year 7/8 to year 12</i> is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as: <ul style="list-style-type: none"> • year 7 for all jurisdictions other than SA • year 8 in SA. 								
(f)	Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.								

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

TABLE 4A.27

Table 4A.27 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 10 to year 12 (d)									
All full time students									
2016	85.0	89.5	94.8	83.7	93.3	66.1	77.6	62.4	87.9
2015	85.0	89.7	94.1	83.8	93.8	68.7	77.5	66.3	88.0
2014	85.5	90.2	94.7	84.5	94.7	67.9	76.9	66.6	88.6
2013	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0
2012	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
All full time and part time secondary students									
2016	85.4	89.7	95.2	83.8	94.6	66.0	77.6	63.7	88.2
2015	85.2	89.9	94.5	83.8	95.4	68.6	77.5	66.3	88.3
2014	85.6	90.6	94.9	84.7	96.0	68.6	76.7	67.1	88.9
2013	83.6	89.3	93.4	83.3	95.2	66.8	77.6	56.4	87.1
2012	83.5	89.3	92.1	81.7	94.5	67.3	76.4	50.2	86.6
2011	82.9	89.3	94.5	82.4	93.7	69.1	77.5	53.5	87.0
2010	80.9	89.8	91.9	83.1	93.7	66.1	74.0	49.2	85.9
2009	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
2008	80.3	90.8	90.3	79.6	93.6	72.0	74.8	53.9	85.2
2007	80.4	90.1	90.4	78.9	91.3	69.0	73.6	47.2	84.8

TABLE 4A.27

Table 4A.27 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander full time students									
2016	64.6	80.1	87.7	72.1	79.1	42.9	88.2	42.2	71.9
2015	71.4	71.6	91.9	72.9	87.6	62.3	74.1	36.4	74.8
2014	66.6	62.7	92.9	73.0	94.9	75.4	64.3	43.5	75.1
2013	66.7	57.0	91.3	74.6	89.8	60.9	64.0	29.6	70.5
2012	64.9	78.3	81.8	67.8	83.1	56.2	40.0	25.0	66.1
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
Non-Indigenous full time students									
2016	85.5	89.5	95.1	84.1	93.5	66.9	77.5	73.1	88.3
2015	85.3	89.8	94.2	84.1	93.9	68.9	77.6	82.4	88.3
2014	85.9	90.4	94.7	84.9	94.7	67.7	77.1	77.8	88.9
2013	84.0	89.3	93.2	83.5	93.9	66.8	77.7	71.9	87.3
2012	83.8	89.2	92.3	82.1	92.7	67.6	76.9	65.3	86.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5

TABLE 4A.27

Table 4A.27 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7/8 to year 10 (e), (f)									
All students									
2016	98.8	98.3	99.1	95.4	100.0	97.9	96.0	71.4	98.1
2015	99.3	98.7	98.5	96.1	100.5	97.3	97.2	84.1	98.5
2014	99.3	98.8	99.1	96.3	101.2	96.3	97.6	87.0	98.7
2013	99.5	98.8	100.0	98.0	101.2	97.4	96.6	83.6	99.1
2012	98.7	98.4	99.2	97.3	101.5	98.4	100.3	84.1	98.7
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
Aboriginal and Torres Strait Islander students									
2016	121.8	95.1	111.2	93.2	95.2	101.3	87.5	77.0	104.4
2015	124.1	104.5	103.9	96.3	92.7	108.8	129.4	97.8	107.1
2014	122.5	103.8	108.6	96.3	112.7	116.7	100.0	97.0	108.8
2013	116.4	115.7	112.6	108.1	89.7	106.2	112.5	100.6	110.2
2012	108.3	135.2	101.8	108.0	104.0	103.2	100.0	109.2	107.0
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3

TABLE 4A.27

Table 4A.27 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students									
2016	98.3	98.3	98.6	95.5	100.0	97.7	96.1	68.7	97.9
2015	98.8	98.7	98.3	96.1	100.7	96.8	96.8	77.3	98.3
2014	98.8	98.8	98.7	96.3	101.0	95.7	97.6	82.5	98.5
2013	99.1	98.7	99.5	97.7	101.4	97.1	96.4	76.6	98.8
2012	98.6	98.2	99.1	97.0	101.4	98.2	100.3	75.6	98.6
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
Year 7/8 to year 12 (e), (f)									
All students									
2016	84.4	88.4	93.9	80.6	94.4	63.6	75.8	54.3	86.7
2015	84.6	88.6	94.1	82.1	95.0	66.9	74.9	55.5	87.2
2014	84.4	88.8	93.9	82.3	96.1	66.8	77.2	56.0	87.5
2013	83.0	88.3	93.6	82.3	95.4	66.3	78.3	54.4	86.6
2012	82.3	89.3	92.7	82.9	95.9	67.3	74.0	42.8	86.4
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4

TABLE 4A.27

Table 4A.27 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2016	79.2	83.2	95.2	69.5	89.2	50.0	88.2	41.0	78.3
2015	83.1	82.8	103.5	78.7	78.6	66.2	83.3	36.6	82.4
2014	72.1	84.8	94.5	78.8	98.7	77.8	64.3	47.5	80.3
2013	78.1	94.2	101.8	74.0	85.9	59.2	80.0	46.7	82.6
2012	77.0	100.0	91.9	75.8	86.5	51.9	32.4	25.5	73.3
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
Non-Indigenous students									
2016	84.5	88.5	93.9	81.0	94.4	64.0	75.6	60.3	86.9
2015	84.6	88.6	93.8	82.2	95.2	67.0	74.8	63.2	87.3
2014	84.6	88.8	93.9	82.4	96.1	66.5	77.3	58.8	87.6
2013	83.1	88.3	93.3	82.5	95.5	66.6	78.3	56.8	86.7
2012	82.4	89.3	92.7	83.1	96.0	67.8	74.7	51.1	86.6
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8

(a) Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.27 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(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 since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> is the percentage of full time students who continued to year 12 from the respective cohort group at year 10.								
(e)	The <i>apparent retention rate from year 7/8 to year 10</i> and <i>apparent retention rate from year 7/8 to year 12</i> is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as: <ul style="list-style-type: none"> • year 7 for all jurisdictions other than SA • year 8 in SA. 								
(f)	Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.								

Source: ABS 2017, *Schools Australia 2016*, Cat. no. 4221.0, Canberra.

National Assessment Program Literacy and Numeracy (NAPLAN) Reading

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	89.5 ± 1.7	91.1 ± 3.0	90.7 ± 1.8	83.7 ± 2.7	82.5 ± 3.7	..	87.2 ± 7.0	..	88.4 ± 1.1
Inner Regional	88.0 ± 2.3	87.5 ± 3.9	90.7 ± 2.0	78.2 ± 8.6	82.0 ± 10.1	89.8 ± 3.0	np	..	88.3 ± 1.3
Outer Regional	85.5 ± 3.1	85.5 ± 6.4	86.6 ± 2.4	79.4 ± 6.1	70.1 ± 8.0	88.2 ± 4.9	..	73.4 ± 7.5	83.6 ± 1.7
Remote	79.4 ± 8.6	np	72.3 ± 9.5	69.0 ± 7.2	73.6 ± 16.9	np	..	53.5 ± 10.7	67.2 ± 4.7
Very remote	81.4 ± 14.9	..	65.0 ± 9.5	54.4 ± 9.8	40.2 ± 16.3	..	..	25.1 ± 7.4	45.5 ± 6.2
Total	88.0 ± 1.4	88.7 ± 2.6	86.1 ± 1.7	75.0 ± 3.2	75.5 ± 3.9	89.1 ± 2.9	87.1 ± 6.9	43.3 ± 7.4	81.6 ± 1.3
2016	87.6 ± 1.2	87.3 ± 2.4	85.2 ± 1.9	71.3 ± 3.1	74.7 ± 4.5	91.1 ± 2.9	84.2 ± 10.5	42.2 ± 6.7	80.6 ± 1.3
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	■	▲	↑	■	■	■	↑	↑
Non-Indigenous students									
2017									
Major cities	96.2 ± 0.3	96.2 ± 0.4	96.7 ± 0.4	95.7 ± 0.5	94.0 ± 1.0	..	95.8 ± 1.1	..	96.1 ± 0.2
Inner Regional	95.5 ± 0.5	95.8 ± 0.7	95.6 ± 0.6	94.7 ± 1.4	95.1 ± 1.3	95.0 ± 1.2	np	..	95.5 ± 0.4
Outer Regional	94.6 ± 1.0	95.5 ± 1.4	96.2 ± 0.7	94.3 ± 1.5	92.5 ± 1.7	94.6 ± 1.7	..	92.0 ± 2.5	94.9 ± 0.5
Remote	95.0 ± 3.5	96.9 ± 6.4	95.2 ± 2.2	95.2 ± 2.2	93.2 ± 3.1	94.9 ± 5.1	..	92.6 ± 4.9	94.5 ± 1.1
Very remote	94.8 ± 6.7	..	95.1 ± 2.6	93.5 ± 3.7	91.7 ± 6.7	..	..	92.2 ± 4.3	93.9 ± 2.1
Total	96.0 ± 0.3	96.0 ± 0.4	96.4 ± 0.3	95.4 ± 0.5	93.9 ± 0.8	94.9 ± 1.0	95.8 ± 1.1	92.2 ± 2.2	95.8 ± 0.2
2016	96.4 ± 0.2	96.0 ± 0.3	96.3 ± 0.3	95.5 ± 0.4	94.5 ± 0.7	94.2 ± 1.0	96.7 ± 0.9	93.4 ± 1.9	96.0 ± 0.1
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	▲	↑	■	↑	■	↑	↑
All year 3 students									

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	96.0 ± 0.3	96.0 ± 0.4	96.4 ± 0.4	95.1 ± 0.6	93.7 ± 1.0	..	95.6 ± 1.1	..	95.8 ± 0.2
Inner Regional	94.6 ± 0.6	95.4 ± 0.7	95.1 ± 0.6	93.5 ± 1.6	94.6 ± 1.4	94.7 ± 1.1	np	..	94.9 ± 0.4
Outer Regional	93.0 ± 1.1	94.6 ± 1.7	94.5 ± 0.9	92.1 ± 2.1	90.6 ± 2.0	93.7 ± 1.4	..	88.5 ± 3.4	93.2 ± 0.6
Remote	89.1 ± 5.0	96.9 ± 6.4	88.3 ± 4.6	88.1 ± 3.7	91.8 ± 3.9	94.0 ± 5.3	..	75.4 ± 9.5	86.9 ± 2.3
Very remote	86.8 ± 10.5	..	76.9 ± 7.7	72.5 ± 8.8	65.7 ± 15.6	..	..	32.9 ± 10.3	62.1 ± 6.0
Total	95.5 ± 0.3	95.8 ± 0.4	95.5 ± 0.4	93.9 ± 0.6	93.1 ± 0.8	94.4 ± 0.9	95.6 ± 1.1	71.9 ± 6.1	94.9 ± 0.2
2016	95.8 ± 0.3	95.8 ± 0.4	95.4 ± 0.4	93.8 ± 0.6	93.4 ± 0.8	94.0 ± 1.0	96.3 ± 0.9	73.8 ± 5.7	95.1 ± 0.2
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	■	■	▲	↑	■	■	■	■	↑
Statistical significance across jurisdictions, all year 3 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	↑	↑	■	■	▲	
<i>Vic</i>	■	..	■	↑	↑	■	■	▲	
<i>Qld</i>	■	■	..	↑	↑	■	■	▲	
<i>WA</i>	↓	↓	↓	..	■	■	↓	▲	
<i>SA</i>	↓	↓	↓	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 3, average age, 2017									
Average age	8 y 7 m	8 y 8 m	8 y 5 m	8 y 4 m	8 y 7 m	8 y 10 m	8 y 7 m	8 y 5 m	8 y 7 m
Years of schooling	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 5									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	85.3 ± 2.2	84.2 ± 3.6	86.1 ± 1.9	78.1 ± 3.4	77.5 ± 5.6	..	85.8 ± 7.4	..	83.8 ± 1.4
Inner Regional	82.6 ± 2.0	87.1 ± 4.1	85.7 ± 2.5	76.8 ± 6.9	80.0 ± 13.1	86.0 ± 4.3	np	..	83.9 ± 1.4
Outer Regional	78.5 ± 3.6	82.6 ± 6.4	80.9 ± 3.2	67.1 ± 7.1	65.2 ± 8.8	85.0 ± 5.2	..	70.7 ± 8.5	77.4 ± 2.1
Remote	73.2 ± 8.5	np	66.3 ± 10.6	60.3 ± 7.9	69.0 ± 17.1	np	..	45.0 ± 10.1	59.7 ± 5.2
Very remote	68.7 ± 15.9	..	53.3 ± 7.8	38.5 ± 7.9	39.5 ± 18.3	..	..	14.8 ± 4.6	34.0 ± 5.0
Total	82.7 ± 1.5	85.2 ± 2.4	80.3 ± 1.9	65.5 ± 3.6	70.7 ± 4.8	85.5 ± 3.1	85.9 ± 7.3	34.8 ± 6.4	75.5 ± 1.5
2016	79.1 ± 1.5	84.5 ± 2.7	77.2 ± 2.3	56.5 ± 3.9	67.2 ± 4.6	82.8 ± 3.5	82.5 ± 9.4	26.7 ± 6.2	70.8 ± 1.6
<i>[Difference from 2016]</i>	■	■	■	↑	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	■	▲	↑	↑	■	■	■	↑
Non-Indigenous students									
2017									
Major cities	95.2 ± 0.4	95.6 ± 0.5	96.0 ± 0.5	95.6 ± 0.5	93.4 ± 1.1	..	95.9 ± 1.1	..	95.4 ± 0.2
Inner Regional	94.5 ± 0.6	95.2 ± 0.8	94.5 ± 0.8	93.8 ± 1.5	94.0 ± 1.9	92.7 ± 1.7	np	..	94.5 ± 0.4
Outer Regional	94.0 ± 1.1	95.1 ± 1.3	95.0 ± 0.9	93.8 ± 1.8	90.7 ± 2.0	92.8 ± 1.8	..	94.5 ± 1.7	94.1 ± 0.5
Remote	95.4 ± 3.8	97.3 ± 5.6	96.3 ± 1.9	94.8 ± 1.8	92.9 ± 3.8	94.8 ± 7.0	..	91.0 ± 3.3	94.4 ± 1.1
Very remote	94.3 ± 7.9	..	93.4 ± 3.9	93.4 ± 3.5	87.6 ± 8.5	..	..	90.5 ± 7.6	92.5 ± 2.4
Total	95.0 ± 0.3	95.5 ± 0.4	95.5 ± 0.4	95.2 ± 0.5	93.1 ± 0.9	92.7 ± 1.3	95.9 ± 1.1	93.7 ± 1.5	95.1 ± 0.2
2016	94.4 ± 0.3	94.9 ± 0.4	94.7 ± 0.4	94.1 ± 0.5	92.7 ± 0.8	91.4 ± 1.3	95.8 ± 1.0	91.5 ± 2.5	94.4 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	▲	↑	■	■	■	↑	↑
All year 5 students									

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	94.9 ± 0.4	95.4 ± 0.5	95.6 ± 0.5	94.9 ± 0.6	92.9 ± 1.1	..	95.6 ± 1.1	..	95.0 ± 0.2
Inner Regional	93.2 ± 0.7	94.9 ± 0.8	93.7 ± 0.8	92.6 ± 1.7	93.4 ± 2.0	92.5 ± 1.7	94.9 ± 9.0	..	93.7 ± 0.4
Outer Regional	91.3 ± 1.3	94.2 ± 1.4	92.9 ± 1.1	90.1 ± 2.7	88.6 ± 2.4	91.8 ± 1.9	..	90.0 ± 3.1	91.7 ± 0.7
Remote	86.1 ± 6.0	97.4 ± 5.3	87.8 ± 5.3	84.9 ± 4.5	91.2 ± 4.5	92.4 ± 10.1	..	69.3 ± 10.0	84.3 ± 2.8
Very remote	78.7 ± 13.8	..	70.1 ± 6.9	60.4 ± 10.5	62.0 ± 16.9	..	..	22.0 ± 8.0	52.7 ± 5.8
Total	94.3 ± 0.3	95.2 ± 0.4	94.3 ± 0.4	93.0 ± 0.7	92.1 ± 0.9	92.3 ± 1.3	95.6 ± 1.1	68.6 ± 6.7	93.9 ± 0.2
2016	93.5 ± 0.4	94.6 ± 0.4	93.4 ± 0.5	91.4 ± 0.8	91.5 ± 0.9	90.8 ± 1.3	95.4 ± 1.1	64.4 ± 7.5	93.0 ± 0.2
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	■	■	▲	↑	■	■	■	■	↑
Statistical significance across jurisdictions, all year 5 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	↑	■	▲	
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲	
<i>Qld</i>	■	■	..	■	↑	↑	■	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	↓	■	..	■	↓	▲	
<i>Tas</i>	↓	↓	↓	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 5, average age, 2017									
Average age	10 y 7 m	10 y 9 m	10 y 5 m	10 y 4 m	10 y 7 m	10 y 10 m	10 y 7 m	10 y 6 m	10 y 7 m
Years of schooling	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 7									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	85.7 ± 2.0	84.2 ± 5.0	86.2 ± 2.5	75.0 ± 4.2	77.9 ± 5.1	..	87.5 ± 7.7	..	83.7 ± 1.3
Inner Regional	80.9 ± 2.8	81.4 ± 5.4	84.0 ± 3.0	72.9 ± 10.4	79.8 ± 10.1	87.6 ± 5.0	np	..	81.9 ± 1.9
Outer Regional	77.9 ± 4.2	78.1 ± 7.6	75.8 ± 3.7	71.1 ± 7.2	72.7 ± 7.9	84.5 ± 6.0	..	65.1 ± 10.9	75.2 ± 2.4
Remote	60.0 ± 19.3	np	54.0 ± 15.2	59.5 ± 11.1	np	np	..	44.0 ± 13.8	54.4 ± 6.9
Very remote	46.2 ± 19.3	..	46.4 ± 16.3	31.6 ± 8.1	41.6 ± 15.2	..	..	10.5 ± 4.7	26.4 ± 6.9
Total	82.0 ± 1.8	82.2 ± 3.3	78.2 ± 2.6	64.2 ± 4.1	73.3 ± 3.9	86.0 ± 3.7	87.5 ± 7.7	32.2 ± 9.4	74.4 ± 1.6
2016	84.9 ± 1.6	84.7 ± 3.5	81.6 ± 2.1	68.9 ± 3.9	78.7 ± 4.6	86.0 ± 4.4	90.0 ± 6.3	37.4 ± 8.0	77.4 ± 1.6
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	95.6 ± 0.5	95.4 ± 0.7	95.9 ± 0.7	95.4 ± 0.8	94.8 ± 0.9	..	96.4 ± 1.3	..	95.5 ± 0.3
Inner Regional	94.7 ± 0.8	94.8 ± 1.1	93.8 ± 1.0	94.3 ± 1.6	95.5 ± 1.5	93.9 ± 1.8	np	..	94.5 ± 0.5
Outer Regional	92.9 ± 1.2	93.6 ± 2.2	94.6 ± 1.1	93.9 ± 2.1	93.3 ± 1.8	93.2 ± 2.3	..	92.2 ± 3.2	93.8 ± 0.7
Remote	90.1 ± 7.0	96.6 ± 5.9	95.4 ± 2.8	94.1 ± 2.2	94.0 ± 3.2	np	..	95.1 ± 3.6	94.0 ± 1.4
Very remote	np	..	92.3 ± 4.9	90.8 ± 6.6	89.9 ± 8.7	..	..	95.0 ± 8.9	92.1 ± 3.2
Total	95.3 ± 0.4	95.2 ± 0.6	95.3 ± 0.5	95.2 ± 0.7	94.7 ± 0.7	93.6 ± 1.4	96.4 ± 1.3	92.8 ± 2.7	95.2 ± 0.2
2016	95.8 ± 0.4	95.6 ± 0.5	95.7 ± 0.5	95.7 ± 0.7	95.0 ± 0.7	94.2 ± 1.4	96.4 ± 1.2	92.7 ± 2.6	95.6 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
All year 7 students									

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	95.3 ± 0.5	95.2 ± 0.7	95.5 ± 0.7	94.6 ± 1.0	94.3 ± 0.9	..	96.2 ± 1.4	..	95.2 ± 0.3
Inner Regional	93.1 ± 1.0	94.2 ± 1.2	92.9 ± 1.1	93.0 ± 2.1	94.9 ± 1.6	93.7 ± 1.9	np	..	93.5 ± 0.5
Outer Regional	90.1 ± 1.8	92.5 ± 2.5	91.2 ± 1.6	90.4 ± 3.7	91.4 ± 2.2	91.9 ± 2.5	..	86.8 ± 5.2	90.8 ± 1.0
Remote	76.3 ±13.2	96.7 ± 5.7	80.7 ± 9.9	83.4 ± 5.6	92.5 ± 3.7	77.0 ±12.6	..	69.5 ±14.9	81.5 ± 4.1
Very remote	64.6 ±22.1	..	62.8 ±12.7	52.0 ±12.8	65.1 ±16.4	..	..	16.7 ± 9.1	44.1 ± 8.0
Total	94.5 ± 0.5	94.9 ± 0.6	93.9 ± 0.6	92.9 ± 1.0	93.7 ± 0.8	93.1 ± 1.5	96.2 ± 1.4	66.6 ±10.0	94.0 ± 0.3
2016	95.2 ± 0.4	95.3 ± 0.5	94.6 ± 0.6	93.8 ± 1.0	94.2 ± 0.7	93.7 ± 1.5	96.2 ± 1.2	68.4 ± 9.0	94.6 ± 0.3
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	■	■	↓	▲	
<i>Vic</i>	■	..	■	↑	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 7, average age, 2017									
Average age	12 y 7 m	12 y 9 m	12 y 5 m	12 y 4 m	12 y 7 m	12 y 10 m	12 y 7 m	12 y 6 m	12 y 7 m
Years of schooling	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m

Year 9**Aboriginal and Torres Strait Islander students**

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	82.8 ± 2.1	82.3 ± 4.0	80.5 ± 3.1	72.2 ± 4.9	73.1 ± 5.0	..	83.7 ± 8.9	..	80.0 ± 1.7
Inner Regional	79.5 ± 2.6	79.8 ± 5.8	75.2 ± 3.6	71.5 ± 9.1	69.6 ± 16.2	76.5 ± 5.9	np	..	77.6 ± 1.8
Outer Regional	72.4 ± 5.4	77.3 ± 9.3	67.5 ± 4.7	66.6 ± 9.0	66.2 ± 8.4	78.8 ± 5.9	..	62.2 ± 8.5	69.0 ± 2.7
Remote	62.2 ± 13.7	np	50.1 ± 14.6	62.2 ± 8.1	np	np	..	42.8 ± 16.0	54.8 ± 7.0
Very remote	38.5 ± 15.8	..	48.2 ± 10.7	36.2 ± 12.8	24.8 ± 15.8	..	..	8.2 ± 4.7	24.7 ± 7.1
Total	79.4 ± 1.6	80.6 ± 3.1	71.6 ± 2.7	63.9 ± 4.2	65.8 ± 5.4	77.3 ± 4.7	83.8 ± 8.6	31.3 ± 9.8	70.6 ± 1.7
2016	80.2 ± 1.6	81.6 ± 3.3	75.9 ± 3.0	69.4 ± 3.8	74.4 ± 4.2	86.4 ± 4.5	81.4 ± 8.4	34.2 ± 8.1	73.6 ± 1.7
<i>[Difference from 2016]</i>	■	■	■	■	↓	↓	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	▼	■	■	■
Non-Indigenous students									
2017									
Major cities	94.4 ± 0.7	92.6 ± 0.9	93.3 ± 1.0	95.2 ± 0.9	91.0 ± 2.9	..	94.2 ± 1.6	..	93.6 ± 0.4
Inner Regional	93.3 ± 0.9	91.1 ± 1.4	90.5 ± 1.3	94.3 ± 2.0	89.1 ± 3.0	90.5 ± 2.4	np	..	91.7 ± 0.6
Outer Regional	91.2 ± 1.6	91.7 ± 2.5	91.0 ± 1.5	92.7 ± 2.8	85.4 ± 3.1	87.5 ± 3.2	..	90.1 ± 3.9	90.4 ± 0.9
Remote	89.6 ± 5.1	94.8 ± 6.6	85.6 ± 8.6	93.4 ± 2.1	90.5 ± 3.8	85.1 ± 6.5	..	89.9 ± 5.6	90.6 ± 2.2
Very remote	np	..	84.1 ± 6.3	91.9 ± 5.2	78.8 ± 12.7	..	..	91.7 ± 10.5	87.3 ± 3.5
Total	94.0 ± 0.6	92.3 ± 0.7	92.4 ± 0.7	94.9 ± 0.8	90.0 ± 2.2	89.7 ± 1.9	94.2 ± 1.6	90.1 ± 3.3	92.9 ± 0.4
2016	94.0 ± 0.5	93.7 ± 0.6	93.8 ± 0.7	96.0 ± 0.6	92.8 ± 1.4	93.3 ± 1.6	95.5 ± 1.7	92.6 ± 3.3	94.0 ± 0.3
<i>[Difference from 2016]</i>	■	■	■	■	↓	↓	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	↓	■	■	↓	↓	↓	■	■
All year 9 students									
2017									
Major cities	94.0 ± 0.7	92.4 ± 0.9	92.8 ± 1.0	94.3 ± 1.1	90.5 ± 2.8	..	93.9 ± 1.6	..	93.1 ± 0.4

TABLE 4A.28

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Inner Regional	91.8 ± 1.1	90.6 ± 1.5	89.2 ± 1.4	92.4 ± 2.5	88.4 ± 3.3	89.6 ± 2.6	np	..	90.6 ± 0.7
Outer Regional	88.0 ± 2.3	90.6 ± 2.8	87.0 ± 2.1	89.2 ± 4.5	84.3 ± 3.2	86.4 ± 3.2	..	84.1 ± 5.5	87.3 ± 1.2
Remote	76.6 ± 9.3	94.8 ± 6.5	71.4 ± 10.9	82.6 ± 5.1	89.1 ± 4.6	80.4 ± 5.2	..	69.9 ± 16.0	79.3 ± 4.3
Very remote	60.5 ± 20.0	..	63.3 ± 10.0	54.1 ± 15.3	45.7 ± 20.1	..	..	13.9 ± 9.4	41.5 ± 8.5
Total	93.2 ± 0.6	92.0 ± 0.7	90.8 ± 0.8	92.7 ± 1.1	89.1 ± 2.2	88.7 ± 2.0	93.9 ± 1.6	65.6 ± 9.9	91.7 ± 0.4
2016	93.1 ± 0.5	93.4 ± 0.7	92.4 ± 0.8	94.0 ± 0.9	91.9 ± 1.5	92.7 ± 1.6	95.2 ± 1.8	68.3 ± 9.5	92.8 ± 0.3
[Difference from 2016]	■	■	■	■	↓	↓	■	■	■
2008	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
[Difference from 2008]	■	↓	■	■	■	↓	↓	■	■
Statistical significance across jurisdictions, all year 9 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	■	■	↑	↑	■	▲	
<i>Qld</i>	↓	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	↑	↑	■	▲	
<i>SA</i>	↓	↓	■	↓	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	↓	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 9, average age, 2017									
Average age	14 y 7 m	14 y 9 m	14 y 5 m	14 y 5 m	14 y 7 m	14 y 10 m	14 y 7 m	14 y 6 m	14 y 7 m
Years of schooling	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m

Nature of differences. Percentage of students at or above the national minimum standard is:

▲ substantially higher than and is statistically significantly different from the comparison year or State/Territory

↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.28 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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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■ is close to or not statistically different from the comparison year or State/Territory

↓ is lower than and is statistically significantly different from the comparison year or State/Territory

▼ is substantially lower than and is statistically significantly different from the comparison year or State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. 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 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Geolocation data are based on the ARIA+, developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (g) Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.
- (h) Insufficient students in an area of geographic classification are tabulated as not published (np).

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

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	380.9 ± 4.4	393.4 ± 7.9	384.6 ± 5.2	357.5 ± 9.7	360.8 ± 10.4	..	378.7 ± 19.9	..	377.8 ± 3.0
Inner Regional	370.4 ± 5.4	375.4 ± 9.4	375.7 ± 5.7	334.7 ± 18.3	367.4 ± 19.0	376.9 ± 10.1	np	..	371.2 ± 3.4
Outer Regional	355.9 ± 6.5	383.4 ± 12.3	356.2 ± 6.5	334.3 ± 13.2	331.1 ± 15.9	383.0 ± 13.5	..	330.8 ± 16.6	353.7 ± 4.2
Remote	332.9 ± 16.7	np	322.4 ± 20.1	312.1 ± 16.5	321.1 ± 37.4	np	..	279.4 ± 22.3	309.5 ± 10.2
Very remote	337.5 ± 26.9	..	298.0 ± 17.9	269.0 ± 23.4	253.2 ± 37.4	..	..	191.9 ± 24.7	246.7 ± 17.0
Total	371.2 ± 3.2	384.5 ± 5.9	362.6 ± 4.6	328.7 ± 8.5	342.9 ± 9.6	379.7 ± 7.8	377.1 ± 19.4	244.6 ± 21.5	352.8 ± 3.8
2016	363.7 ± 3.1	381.8 ± 5.8	355.8 ± 5.1	319.9 ± 6.6	336.9 ± 10.8	374.8 ± 7.8	368.6 ± 18.7	242.6 ± 20.6	346.5 ± 3.5
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	▲	↑	■	■	■	↑	↑
Non-Indigenous students									
2017									
Major cities	445.1 ± 2.4	450.9 ± 2.5	436.3 ± 3.3	432.9 ± 3.4	426.0 ± 4.6	..	445.6 ± 6.8	..	442.4 ± 1.4
Inner Regional	422.6 ± 2.7	429.8 ± 3.2	420.1 ± 3.8	410.9 ± 6.0	416.5 ± 6.8	432.9 ± 6.8	np	..	423.9 ± 1.7
Outer Regional	413.0 ± 4.4	430.1 ± 5.3	420.0 ± 4.3	407.1 ± 6.7	398.7 ± 6.0	414.4 ± 7.0	..	412.0 ± 11.4	415.7 ± 2.4
Remote	408.8 ± 14.8	406.4 ± 20.2	418.1 ± 9.2	405.0 ± 5.5	403.4 ± 11.3	423.9 ± 34.4	..	409.5 ± 19.0	408.8 ± 4.5
Very remote	413.5 ± 23.8	..	404.5 ± 13.8	390.1 ± 11.1	391.2 ± 18.7	..	..	408.2 ± 16.9	398.8 ± 7.2
Total	439.2 ± 2.0	445.8 ± 2.1	430.5 ± 2.4	427.2 ± 2.9	420.8 ± 3.6	427.4 ± 5.4	445.6 ± 6.8	411.3 ± 9.4	436.3 ± 1.1
2016	433.0 ± 2.0	438.9 ± 1.9	425.3 ± 2.3	423.2 ± 2.9	417.9 ± 3.5	417.1 ± 5.7	442.8 ± 6.3	409.7 ± 8.6	430.5 ± 1.1
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	▲	↑	↑	↑	↑	↑	↑
All year 3 students									

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	443.2 ± 2.5	450.1 ± 2.5	434.1 ± 3.3	429.5 ± 3.5	423.0 ± 4.5	..	443.7 ± 6.9	..	440.3 ± 1.4
Inner Regional	416.9 ± 3.0	427.8 ± 3.3	416.2 ± 3.9	406.4 ± 6.7	415.3 ± 6.8	430.1 ± 7.9	np	..	420.0 ± 1.8
Outer Regional	402.8 ± 4.8	426.7 ± 5.6	409.4 ± 5.0	396.8 ± 8.3	394.2 ± 6.4	410.6 ± 6.8	..	396.9 ±13.0	406.6 ± 2.7
Remote	380.3 ±17.7	406.4 ±20.2	389.8 ±15.5	379.8 ±11.1	396.7 ±13.9	421.6 ±36.4	..	353.1 ±29.8	381.1 ± 7.5
Very remote	368.5 ±30.1	..	340.6 ±19.9	325.0 ±24.7	321.2 ±40.6	..	..	217.1 ±33.0	298.8 ±17.3
Total	435.4 ± 2.1	444.5 ± 2.1	424.9 ± 2.5	419.8 ± 3.2	416.7 ± 3.6	424.1 ± 6.0	443.7 ± 6.8	342.5 ±20.2	431.3 ± 1.2
2016	428.8 ± 2.1	437.7 ± 2.0	419.8 ± 2.5	415.9 ± 3.1	414.1 ± 3.7	414.5 ± 6.0	440.8 ± 6.4	346.2 ±18.5	425.6 ± 1.1
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	▲	↑	↑	↑	↑	↑	↑
Statistical significance across jurisdictions, all year 3 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 5									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	455.1 ± 3.8	466.2 ± 7.9	460.1 ± 4.9	431.8 ± 6.0	440.7 ± 9.6	..	465.1 ±12.9	..	453.2 ± 2.4
Inner Regional	444.0 ± 4.3	459.8 ± 8.8	455.4 ± 4.8	422.1 ±10.9	439.8 ±24.5	463.1 ±11.4	np	..	449.0 ± 3.0
Outer Regional	435.1 ± 7.2	457.3 ±14.0	440.6 ± 6.3	406.4 ±10.5	412.0 ±14.4	453.6 ±10.4	..	426.6 ±14.1	434.6 ± 4.0
Remote	421.1 ±12.7	np	406.5 ±20.2	394.9 ±13.9	413.3 ±35.1	np	..	370.7 ±16.3	395.7 ± 8.8
Very remote	408.5 ±28.9	..	387.0 ±12.2	354.5 ±16.6	359.4 ±32.7	..	..	295.1 ±14.3	340.9 ±11.4
Total	446.4 ± 2.7	462.4 ± 5.9	443.6 ± 4.1	405.5 ± 6.9	424.6 ± 9.2	458.8 ± 8.0	464.6 ±12.3	341.9 ±14.9	432.1 ± 3.0
2016	439.9 ± 3.0	461.0 ± 5.1	436.9 ± 4.4	390.6 ± 8.2	414.9 ±10.3	455.3 ± 8.2	464.6 ±18.4	312.4 ±19.3	422.1 ± 3.9
<i>[Difference from 2016]</i>	●	■	■	■	■	■	■	↑	■
2008	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
<i>[Difference from 2008]</i>	●	■	▲	↑	↑	■	■	↑	↑
Non-Indigenous students									
2017									
Major cities	516.5 ± 2.5	519.1 ± 2.2	512.7 ± 2.8	510.8 ± 3.2	502.4 ± 4.1	..	521.8 ± 5.9	..	515.0 ± 1.3
Inner Regional	498.8 ± 2.6	504.6 ± 2.6	498.3 ± 3.2	490.0 ± 6.0	493.7 ± 6.5	504.6 ± 7.2	np	..	500.1 ± 1.5
Outer Regional	488.0 ± 4.1	504.8 ± 4.4	499.9 ± 4.0	493.2 ± 6.4	478.2 ± 5.0	490.7 ± 6.7	..	496.5 ± 9.0	494.6 ± 2.1
Remote	490.1 ±15.5	498.9 ±22.2	497.1 ± 7.7	494.9 ± 6.1	488.2 ±14.1	491.7 ±21.1	..	486.6 ± 8.6	492.9 ± 4.2
Very remote	488.2 ±20.6	..	489.6 ±15.6	474.2 ±14.4	473.4 ±20.0	..	..	476.5 ±25.5	481.3 ± 8.8
Total	511.6 ± 2.1	515.5 ± 1.7	507.8 ± 2.1	506.4 ± 2.7	497.9 ± 3.3	500.4 ± 5.5	521.7 ± 5.9	493.9 ± 7.3	510.2 ± 1.0
2016	506.5 ± 1.9	512.1 ± 1.7	505.1 ± 2.0	501.7 ± 2.6	494.4 ± 3.1	498.3 ± 5.7	515.1 ± 5.3	498.8 ± 9.3	506.2 ± 0.9
<i>[Difference from 2016]</i>	●	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	●	↑	↑	↑	↑	↑	↑	↑	↑
All year 5 students									

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	514.7 ± 2.6	518.6 ± 2.2	510.6 ± 2.9	507.6 ± 3.3	500.0 ± 4.1	..	520.1 ± 6.0	..	513.2 ± 1.3
Inner Regional	492.9 ± 2.8	503.1 ± 2.7	494.5 ± 3.2	486.4 ± 6.4	491.2 ± 6.8	504.9 ± 8.7	499.1 ± 28.8	..	496.4 ± 1.7
Outer Regional	478.8 ± 4.5	501.6 ± 4.7	490.8 ± 4.5	481.2 ± 8.1	473.1 ± 6.0	486.2 ± 6.5	..	483.8 ± 10.0	486.2 ± 2.4
Remote	462.0 ± 15.6	501.5 ± 19.5	471.6 ± 14.0	465.5 ± 11.7	482.6 ± 15.5	488.6 ± 26.2	..	432.9 ± 22.2	464.5 ± 7.1
Very remote	439.5 ± 31.6	..	430.1 ± 15.3	403.1 ± 22.8	413.5 ± 35.4	..	..	312.4 ± 20.3	386.2 ± 13.4
Total	508.0 ± 2.1	514.6 ± 1.8	502.8 ± 2.2	498.9 ± 3.0	494.3 ± 3.4	499.1 ± 6.5	520.0 ± 6.0	429.9 ± 17.1	505.7 ± 1.1
2016	502.7 ± 2.0	511.1 ± 1.7	500.1 ± 2.2	493.7 ± 3.0	490.6 ± 3.3	495.5 ± 6.0	514.0 ± 5.4	421.5 ± 22.1	501.5 ± 1.0
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	■	↑	↑	↑	↑	↑	↑	■	↑
Statistical significance across jurisdictions, all year 5 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	■	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 7									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	501.3 ± 3.9	505.7 ± 9.0	502.3 ± 5.5	476.6 ± 9.9	485.5 ± 8.0	..	505.1 ±15.6	..	497.4 ± 2.9
Inner Regional	487.1 ± 5.0	491.4 ± 9.2	494.1 ± 5.5	469.3 ±14.5	488.9 ±17.5	505.3 ±11.3	np	..	490.0 ± 3.4
Outer Regional	474.2 ± 7.8	484.2 ±13.1	475.1 ± 6.4	463.9 ±12.1	467.8 ±13.0	501.7 ±10.8	..	458.7 ±15.5	473.9 ± 4.2
Remote	455.2 ±25.3	np	444.6 ±25.3	443.0 ±15.9	np	np	..	422.1 ±24.2	439.6 ±10.9
Very remote	426.3 ±23.0	..	420.5 ±26.7	401.7 ±14.1	416.7 ±22.3	..	..	339.4 ±14.6	379.3 ±14.8
Total	490.7 ± 3.1	496.8 ± 5.7	483.4 ± 4.8	455.4 ± 7.1	474.2 ± 6.7	503.1 ± 7.9	505.1 ±15.6	388.4 ±20.3	476.0 ± 3.3
2016	489.6 ± 2.9	501.5 ± 5.9	485.1 ± 4.1	457.4 ± 6.9	479.5 ± 6.6	493.3 ± 8.4	507.7 ±13.2	393.8 ±17.9	476.2 ± 3.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	555.3 ± 3.7	555.6 ± 3.1	550.8 ± 4.4	548.8 ± 5.9	550.2 ± 3.8	..	563.4 ± 8.5	..	553.6 ± 1.9
Inner Regional	539.0 ± 3.4	539.6 ± 3.9	532.2 ± 3.9	532.6 ± 8.5	539.1 ± 6.3	547.3 ± 9.5	np	..	537.9 ± 2.1
Outer Regional	524.6 ± 4.8	533.9 ± 6.3	536.6 ± 5.0	530.7 ± 8.7	528.4 ± 4.8	527.5 ± 6.6	..	534.9 ±14.4	532.1 ± 2.7
Remote	513.7 ±11.1	534.6 ±14.3	528.3 ± 9.2	528.3 ± 8.4	533.7 ±10.6	np	..	546.8 ±17.5	530.8 ± 5.6
Very remote	np	..	523.0 ±15.8	516.0 ±15.0	517.7 ±26.2	..	..	535.4 ±23.3	522.3 ± 9.1
Total	550.9 ± 3.0	551.7 ± 2.6	544.9 ± 3.3	545.1 ± 5.0	545.7 ± 3.1	541.9 ± 7.5	563.4 ± 8.5	537.0 ±12.0	548.9 ± 1.5
2016	545.2 ± 2.9	546.5 ± 2.6	542.8 ± 3.1	543.3 ± 4.7	540.5 ± 2.9	539.0 ± 7.8	558.9 ± 8.2	534.0 ±11.6	544.6 ± 1.4
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
All year 7 students									

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	553.6 ± 3.7	555.0 ± 3.1	549.1 ± 4.5	545.8 ± 6.0	547.8 ± 3.8	..	561.7 ± 8.6	..	552.0 ± 1.9
Inner Regional	533.4 ± 3.8	537.9 ± 4.0	528.8 ± 4.0	529.6 ± 9.1	536.7 ± 6.7	547.2 ±10.2	np	..	534.5 ± 2.2
Outer Regional	515.1 ± 5.8	530.3 ± 6.8	525.4 ± 5.8	521.4 ±12.0	522.7 ± 5.7	524.0 ± 6.7	..	519.9 ±16.8	523.0 ± 3.2
Remote	488.1 ±20.3	534.5 ±14.4	499.2 ±20.5	502.2 ±12.6	529.7 ±10.9	493.9 ± 5.5	..	485.4 ±36.3	502.4 ± 9.2
Very remote	463.5 ±45.2	..	457.5 ±25.6	440.4 ±24.1	465.9 ±30.4	..	..	353.9 ±22.8	417.8 ±17.3
Total	547.6 ± 3.0	550.7 ± 2.6	540.2 ± 3.4	538.6 ± 5.2	542.1 ± 3.2	540.7 ± 8.0	561.7 ± 8.6	472.9 ±23.9	544.7 ± 1.5
2016	542.1 ± 2.9	545.6 ± 2.6	538.5 ± 3.2	537.6 ± 4.9	537.8 ± 3.0	538.0 ± 8.3	557.9 ± 8.1	472.9 ±22.7	540.8 ± 1.5
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	■	■	↓	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	542.5 ± 4.2	543.4 ± 8.2	537.8 ± 5.5	521.0 ± 8.3	524.2 ± 8.5	..	545.0 ±13.0	..	537.1 ± 3.0
Inner Regional	531.9 ± 4.7	537.5 ± 8.9	524.2 ± 4.5	513.4 ±14.9	520.9 ±16.1	532.8 ±10.0	np	..	529.5 ± 3.0
Outer Regional	515.4 ± 9.2	535.9 ±15.2	510.8 ± 6.9	505.7 ±15.4	509.7 ±10.4	533.7 ± 8.7	..	502.7 ±11.8	513.1 ± 4.5
Remote	506.9 ±21.7	np	485.5 ±22.3	500.7 ±11.0	np	np	..	471.9 ±22.7	491.5 ±10.2
Very remote	462.3 ±16.2	..	474.5 ±17.9	456.9 ±25.9	435.2 ±22.3	..	..	379.8 ±18.4	422.7 ±16.3
Total	533.5 ± 3.1	540.1 ± 5.9	519.5 ± 4.3	504.2 ± 7.1	510.4 ± 7.6	533.3 ± 6.9	544.6 ±12.6	434.3 ±21.0	516.9 ± 3.4
2016	532.7 ± 3.0	540.2 ± 5.0	524.5 ± 4.6	510.6 ± 5.8	521.8 ± 6.5	548.1 ± 7.1	552.3 ±15.1	441.4 ±21.3	520.2 ± 3.4
<i>[Difference from 2016]</i>	■	■	■	■	■	↓	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	↓	■	■	■
Non-Indigenous students									
2017									
Major cities	594.3 ± 3.4	586.6 ± 3.4	585.2 ± 4.3	591.5 ± 5.3	578.5 ± 6.2	..	597.5 ± 7.8	..	589.2 ± 1.9
Inner Regional	580.5 ± 3.4	572.4 ± 4.4	567.7 ± 3.9	578.3 ± 8.8	564.8 ± 8.1	577.1 ± 8.8	np	..	574.4 ± 2.2
Outer Regional	567.2 ± 5.2	573.3 ± 9.4	570.0 ± 5.4	572.1 ± 9.5	554.3 ± 5.4	559.8 ± 8.5	..	573.5 ±15.2	568.1 ± 3.1
Remote	556.4 ±12.0	612.8 ±28.2	547.4 ±17.0	571.1 ± 7.5	563.8 ± 9.5	554.5 ±10.2	..	571.1 ±11.9	566.9 ± 7.1
Very remote	np	..	551.3 ± 9.1	557.1 ±15.3	552.6 ±24.4	..	..	562.9 ±22.2	555.3 ± 7.3
Total	590.5 ± 2.7	583.3 ± 2.8	579.3 ± 3.1	588.3 ± 4.6	573.6 ± 4.9	572.3 ± 6.9	597.5 ± 7.8	572.8 ±12.1	584.6 ± 1.5
2016	585.0 ± 2.9	584.7 ± 2.8	579.9 ± 3.4	590.7 ± 4.6	577.2 ± 4.6	581.1 ± 6.5	601.8 ± 8.4	575.9 ±11.9	584.3 ± 1.5
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	↑	■	■	■	■	■
All year 9 students									
2017									
Major cities	592.7 ± 3.4	586.0 ± 3.4	583.5 ± 4.3	588.9 ± 5.4	576.8 ± 6.2	..	596.0 ± 7.9	..	587.8 ± 1.9

TABLE 4A.29

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
Inner Regional	575.5 ± 3.7	571.2 ± 4.4	563.9 ± 4.1	573.7 ± 9.5	563.5 ± 8.6	576.1 ± 9.5	np	..	571.3 ± 2.3
Outer Regional	558.6 ± 6.4	570.8 ± 9.8	560.2 ± 6.1	564.2 ± 12.8	551.7 ± 6.6	556.1 ± 7.9	..	558.6 ± 16.2	560.4 ± 3.4
Remote	533.7 ± 17.5	612.4 ± 28.5	523.0 ± 20.6	546.7 ± 11.5	561.0 ± 12.1	553.3 ± 13.0	..	529.0 ± 32.2	543.2 ± 9.4
Very remote	501.8 ± 39.9	..	506.9 ± 19.6	489.4 ± 28.1	480.7 ± 40.9	..	..	392.3 ± 25.5	458.5 ± 18.4
Total	587.5 ± 2.8	582.4 ± 2.8	574.9 ± 3.2	582.5 ± 4.8	570.9 ± 5.0	570.4 ± 7.3	595.9 ± 7.9	515.2 ± 23.1	580.9 ± 1.5
2016	581.7 ± 2.8	583.9 ± 2.8	575.8 ± 3.4	584.9 ± 4.8	575.2 ± 4.9	578.6 ± 6.6	600.8 ± 8.5	520.5 ± 22.2	580.8 ± 1.5
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 9 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	↑	■	▲	
<i>Vic</i>	■	..	■	■	■	■	↓	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	↓	■	■	■	..	■	↓	▲	
<i>Tas</i>	↓	■	■	■	■	..	↓	▲	
<i>ACT</i>	■	↑	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Nature of differences. Percentage of students at or above the national minimum standard is:

- ▲ substantially higher than and is statistically significantly different from the comparison year or State/Territory
- ↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.29 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
(a)	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), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(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. Readers are urged to be cautious when comparing results.								
(c)	Data for years 2008–2016 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' 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.								
(e)	Geolocation data are based on the extended version of the ARIA+, developed by the University of Adelaide's APMRC. ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								
Source:	ACARA 2017 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017</i> , ACARA, Sydney.								

TABLE 4A.30

Table 4A.30 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 3									
Parental education (d)									
Bachelor degree or above	98.2 ± 0.2	98.0 ± 0.3	98.6 ± 0.2	97.8 ± 0.4	97.5 ± 0.6	97.8 ± 0.8	97.4 ± 0.9	92.9 ± 2.7	98.0 ± 0.1
Advanced diploma/diploma	96.5 ± 0.5	96.6 ± 0.4	96.8 ± 0.4	95.4 ± 0.8	94.3 ± 1.2	96.3 ± 1.8	94.1 ± 2.3	86.4 ± 5.7	96.2 ± 0.3
Certificate I to IV (e)	94.3 ± 0.4	94.6 ± 0.6	95.2 ± 0.5	93.8 ± 0.8	93.1 ± 0.9	94.1 ± 1.2	94.0 ± 2.1	83.0 ± 3.9	94.4 ± 0.2
Year 12 or equivalent	93.4 ± 0.9	93.8 ± 0.9	93.3 ± 0.8	91.5 ± 1.3	91.7 ± 1.8	95.2 ± 2.4	92.9 ± 4.2	72.7 ± 9.1	92.9 ± 0.4
Year 11 or equivalent or below	86.6 ± 1.0	87.4 ± 1.3	88.5 ± 1.3	84.7 ± 2.1	83.3 ± 2.4	89.7 ± 2.3	86.4 ± 6.5	42.3 ± 8.5	85.6 ± 0.7
Not stated (f)	92.2 ± 1.3	92.6 ± 1.8	89.7 ± 1.7	88.2 ± 2.7	85.5 ± 3.2	91.7 ± 3.1	91.2 ± 5.1	54.6 ± 14.6	88.6 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.3 ± 0.2	98.6 ± 0.2	98.6 ± 0.3	97.9 ± 0.4	97.9 ± 0.5	97.6 ± 1.1	97.8 ± 0.9	94.0 ± 2.1	98.3 ± 0.1
Other business managers and associate professionals	97.6 ± 0.3	97.9 ± 0.3	97.8 ± 0.3	96.7 ± 0.6	96.9 ± 0.6	97.2 ± 1.1	96.6 ± 1.2	91.2 ± 3.6	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.3 ± 0.5	96.2 ± 0.5	94.5 ± 0.7	94.4 ± 1.0	95.6 ± 1.3	93.8 ± 2.5	84.4 ± 4.2	95.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.9 ± 0.6	93.8 ± 0.6	93.4 ± 0.8	91.7 ± 1.2	90.8 ± 1.4	92.6 ± 2.0	91.2 ± 4.9	63.1 ± 8.7	92.7 ± 0.4
Not in paid work in previous 12 months	86.4 ± 1.0	87.4 ± 1.2	88.9 ± 1.3	83.7 ± 2.6	83.4 ± 2.6	87.7 ± 3.0	85.6 ± 5.9	47.4 ± 8.8	86.0 ± 0.7
Not stated (h)	92.8 ± 1.0	91.8 ± 1.7	91.5 ± 1.0	89.2 ± 1.9	84.8 ± 2.3	91.6 ± 2.5	92.4 ± 3.3	51.4 ± 11.4	89.5 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.2 ± 0.2	98.0 ± 0.3	98.6 ± 0.2	98.2 ± 0.3	97.2 ± 0.7	97.9 ± 1.0	97.6 ± 1.0	94.0 ± 2.4	98.1 ± 0.1
Advanced diploma/diploma	95.6 ± 0.4	95.7 ± 0.5	96.1 ± 0.5	95.4 ± 0.7	93.9 ± 1.1	96.2 ± 1.6	96.8 ± 1.7	89.7 ± 4.1	95.6 ± 0.2
Certificate I to IV (e)	92.7 ± 0.5	94.4 ± 0.6	94.0 ± 0.5	93.1 ± 0.9	92.7 ± 1.0	91.8 ± 1.7	92.2 ± 2.7	80.4 ± 4.7	93.3 ± 0.2

TABLE 4A.30

Table 4A.30 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 12 or equivalent	91.6 ± 0.9	93.1 ± 0.9	92.3 ± 0.9	91.1 ± 1.5	90.6 ± 1.9	88.7 ± 4.9	92.4 ± 3.1	71.9 ± 8.6	91.8 ± 0.4
Year 11 or equivalent or below	82.4 ± 1.0	85.5 ± 1.4	83.3 ± 1.5	80.7 ± 2.1	80.0 ± 2.5	81.6 ± 3.0	85.7 ± 6.9	31.8 ± 6.9	81.5 ± 0.7
Not stated (f)	90.5 ± 1.6	93.0 ± 1.9	88.4 ± 1.6	86.0 ± 2.9	83.7 ± 3.5	92.7 ± 4.0	95.5 ± 4.0	49.7 ± 15.1	87.4 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.5 ± 0.2	98.5 ± 0.3	98.1 ± 0.4	97.7 ± 0.5	98.0 ± 1.0	97.8 ± 0.9	93.5 ± 2.8	98.4 ± 0.1
Other business managers and associate professionals	97.3 ± 0.3	97.6 ± 0.3	97.4 ± 0.3	96.5 ± 0.6	96.2 ± 0.7	95.8 ± 1.2	96.5 ± 1.3	92.3 ± 3.2	97.2 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.7 ± 0.5	96.1 ± 0.5	95.0 ± 0.5	94.5 ± 0.8	93.8 ± 1.1	93.8 ± 1.7	94.7 ± 2.3	84.0 ± 4.7	94.9 ± 0.2
Machine operators, hospitality staff, assistants, labourers	90.0 ± 0.8	92.7 ± 0.7	91.1 ± 0.9	89.8 ± 1.3	89.7 ± 1.5	87.2 ± 2.7	88.3 ± 4.4	64.8 ± 9.3	90.6 ± 0.4
Not in paid work in previous 12 months	82.0 ± 1.1	85.4 ± 1.3	83.8 ± 1.6	79.7 ± 2.8	81.5 ± 3.3	77.6 ± 3.9	87.1 ± 5.5	38.0 ± 7.7	82.3 ± 0.8
Not stated (h)	91.0 ± 1.4	91.7 ± 2.0	89.7 ± 1.1	87.5 ± 2.0	83.1 ± 2.5	92.1 ± 3.1	93.5 ± 2.8	43.4 ± 11.1	87.7 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.0 ± 0.3	98.3 ± 0.3	98.1 ± 0.4	98.2 ± 0.5	98.3 ± 0.9	98.3 ± 0.8	93.8 ± 3.3	98.2 ± 0.2
Advanced diploma/diploma	95.9 ± 0.5	95.7 ± 0.6	95.8 ± 0.7	95.7 ± 0.8	96.0 ± 1.0	95.8 ± 2.0	95.8 ± 2.0	88.2 ± 5.8	95.7 ± 0.3
Certificate I to IV (e)	92.9 ± 0.6	93.5 ± 0.8	93.6 ± 0.7	93.0 ± 1.0	94.2 ± 0.9	93.5 ± 1.5	94.4 ± 2.1	82.2 ± 6.6	93.3 ± 0.3
Year 12 or equivalent	92.9 ± 1.0	93.4 ± 1.0	91.3 ± 1.1	90.7 ± 1.9	93.1 ± 1.4	92.5 ± 3.5	94.0 ± 3.0	76.3 ± 10.4	92.3 ± 0.5
Year 11 or equivalent or below	82.6 ± 1.6	84.0 ± 1.8	83.0 ± 1.8	79.7 ± 2.3	82.6 ± 2.7	83.3 ± 3.4	84.0 ± 8.3	31.0 ± 10.7	81.4 ± 0.9
Not stated (f)	91.6 ± 2.0	95.4 ± 1.5	88.3 ± 2.1	86.6 ± 4.5	87.7 ± 3.0	91.3 ± 5.5	94.8 ± 4.8	49.3 ± 20.3	88.6 ± 1.4
Parental occupation (g)									

TABLE 4A.30

Table 4A.30 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Senior management and qualified professionals	98.4 ± 0.2	98.6 ± 0.3	98.2 ± 0.4	97.8 ± 0.6	97.9 ± 0.6	97.9 ± 1.0	97.7 ± 1.0	94.9 ± 3.3	98.3 ± 0.2
Other business managers and associate professionals	97.3 ± 0.3	97.4 ± 0.4	97.1 ± 0.4	96.8 ± 0.7	97.1 ± 0.6	97.2 ± 1.3	97.5 ± 1.2	93.4 ± 4.3	97.2 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.7 ± 0.5	95.8 ± 0.5	94.4 ± 0.7	94.0 ± 0.9	96.0 ± 0.9	94.3 ± 1.7	94.8 ± 2.6	86.5 ± 4.9	94.8 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.7 ± 0.8	91.4 ± 1.1	90.7 ± 1.1	89.2 ± 1.4	92.5 ± 1.2	90.1 ± 2.5	87.4 ± 7.8	61.3 ±12.4	90.6 ± 0.5
Not in paid work in previous 12 months	81.8 ± 1.5	82.9 ± 2.0	81.3 ± 2.0	77.2 ± 3.1	82.4 ± 3.3	79.4 ± 4.7	84.6 ± 8.4	39.4 ±13.3	81.0 ± 1.0
Not stated (h)	92.2 ± 1.7	94.7 ± 1.6	88.8 ± 1.5	85.9 ± 3.8	86.9 ± 2.2	90.2 ± 4.4	95.5 ± 3.1	47.3 ±15.4	88.1 ± 1.1
Year 9									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.3	97.0 ± 0.5	97.1 ± 0.5	98.1 ± 0.5	97.1 ± 0.7	97.5 ± 1.0	97.4 ± 0.9	92.0 ± 3.6	97.4 ± 0.2
Advanced diploma/diploma	95.4 ± 0.5	93.5 ± 0.8	93.1 ± 0.7	95.9 ± 0.9	92.7 ± 1.5	93.2 ± 2.2	93.7 ± 2.5	86.0 ± 5.7	94.2 ± 0.3
Certificate I to IV (e)	92.0 ± 0.6	89.8 ± 0.9	89.7 ± 1.0	93.3 ± 1.0	89.0 ± 1.5	89.3 ± 1.9	91.2 ± 3.3	77.7 ± 7.0	90.7 ± 0.4
Year 12 or equivalent	90.4 ± 1.2	89.5 ± 1.3	88.1 ± 1.5	90.9 ± 1.7	88.1 ± 2.2	85.1 ± 4.9	93.5 ± 3.1	69.7 ±10.1	89.3 ± 0.7
Year 11 or equivalent or below	79.8 ± 1.6	79.0 ± 2.0	77.6 ± 2.0	79.9 ± 2.8	77.6 ± 2.5	75.1 ± 3.8	83.4 ± 8.3	33.9 ±13.5	77.9 ± 1.0
Not stated (f)	88.0 ± 2.3	90.5 ± 2.6	84.9 ± 2.1	86.0 ± 4.4	74.6 ±13.6	88.7 ± 5.2	90.3 ± 5.0	52.2 ±19.7	84.5 ± 2.1
Parental occupation (g)									
Senior management and qualified professionals	98.2 ± 0.3	97.7 ± 0.4	96.9 ± 0.5	98.1 ± 0.5	96.5 ± 0.9	96.7 ± 1.3	97.1 ± 1.1	94.4 ± 4.1	97.6 ± 0.2
Other business managers and associate professionals	96.8 ± 0.4	95.5 ± 0.6	95.0 ± 0.6	96.6 ± 0.7	94.4 ± 1.1	94.0 ± 1.7	95.6 ± 1.9	90.5 ± 4.9	95.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	93.6 ± 0.5	92.4 ± 0.7	90.8 ± 0.8	93.9 ± 0.9	91.4 ± 1.6	91.0 ± 2.2	93.3 ± 2.9	83.8 ± 4.8	92.4 ± 0.3

Table 4A.30 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Machine operators, hospitality staff, assistants, labourers	88.3 ± 0.9	87.4 ± 1.1	84.5 ± 1.4	88.7 ± 1.8	86.6 ± 1.9	83.9 ± 2.6	87.5 ± 6.1	65.6 ±11.8	86.9 ± 0.5
Not in paid work in previous 12 months	78.6 ± 2.1	77.8 ± 2.1	76.6 ± 2.6	76.4 ± 3.7	76.4 ± 3.4	70.6 ± 4.5	80.4 ± 8.8	38.6 ±14.8	76.9 ± 1.2
Not stated (h)	89.0 ± 2.0	88.4 ± 2.7	84.9 ± 1.7	85.6 ± 3.7	76.2 ± 8.5	84.4 ± 5.3	91.2 ± 3.5	50.5 ±14.9	84.1 ± 1.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2010–2016 were included in earlier Reports.
- (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.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Year 3									
Parental education (d)									
Bachelor degree or above	473.3 ± 1.8	474.4 ± 1.9	465.3 ± 2.4	460.2 ± 2.8	454.3 ± 3.3	471.4 ± 5.4	465.3 ± 5.1	427.0 ±12.5	469.2 ± 1.0
Advanced diploma/diploma	426.6 ± 1.8	432.8 ± 2.1	422.1 ± 2.3	418.1 ± 3.1	414.3 ± 4.2	430.7 ± 6.7	417.1 ± 8.9	383.0 ±16.8	425.2 ± 1.1
Certificate I to IV (e)	405.0 ± 1.5	417.5 ± 1.9	407.4 ± 1.9	399.8 ± 2.6	398.7 ± 3.2	408.7 ± 4.9	402.7 ± 8.2	366.5 ±11.6	407.1 ± 0.9
Year 12 or equivalent	407.2 ± 2.9	417.3 ± 2.8	399.4 ± 3.0	393.3 ± 3.9	399.7 ± 4.9	413.7 ±10.3	420.6 ±15.8	346.3 ±23.4	404.9 ± 1.5
Year 11 or equivalent or below	368.8 ± 2.4	387.6 ± 3.1	371.2 ± 3.1	358.0 ± 4.5	365.1 ± 5.1	373.2 ± 7.0	391.9 ±45.6	243.3 ±24.7	368.5 ± 1.9
Not stated (f)	420.3 ± 7.1	446.4 ± 7.8	395.7 ± 5.7	397.4 ±10.5	392.3 ±11.1	419.2 ±23.9	429.0 ±18.6	281.4 ±45.0	403.6 ± 4.7
Parental occupation (g)									
Senior management and qualified professionals	474.7 ± 2.0	479.8 ± 2.1	464.9 ± 2.6	459.4 ± 3.2	454.6 ± 3.9	461.1 ± 7.0	468.4 ± 6.7	424.0 ±13.3	470.4 ± 1.2
Other business managers and associate professionals	449.2 ± 1.8	455.7 ± 1.9	439.9 ± 2.4	431.6 ± 3.1	430.0 ± 3.2	438.7 ± 5.5	442.5 ± 6.8	415.0 ±11.8	445.7 ± 1.1
Tradespeople, clerks, skilled office, sales and service staff	418.8 ± 1.7	431.0 ± 1.9	415.3 ± 2.1	407.6 ± 2.8	408.2 ± 3.6	421.2 ± 6.2	418.1 ±11.0	371.1 ±12.7	418.8 ± 1.0
Machine operators, hospitality staff, assistants, labourers	397.2 ± 2.3	411.1 ± 2.2	396.5 ± 2.5	391.5 ± 3.5	393.4 ± 4.1	398.5 ± 6.9	397.6 ±11.6	314.1 ±24.6	399.4 ± 1.2
Not in paid work in previous 12 months	378.3 ± 2.5	399.6 ± 3.0	377.0 ± 4.1	367.4 ± 6.4	374.4 ± 5.8	375.9 ± 8.6	388.5 ±16.0	258.7 ±23.7	381.2 ± 1.8
Not stated (h)	418.1 ± 7.0	443.1 ± 9.2	399.7 ± 3.6	397.4 ± 6.9	383.6 ± 8.1	412.0 ±18.8	418.8 ±11.1	271.3 ±35.8	400.6 ± 3.2
Year 5									
Parental education (d)									
Bachelor degree or above	546.2 ± 2.0	542.8 ± 1.7	539.7 ± 2.1	537.6 ± 2.6	529.7 ± 3.1	545.0 ± 5.3	541.1 ± 5.0	511.7 ±10.0	541.8 ± 1.0
Advanced diploma/diploma	501.4 ± 1.7	506.1 ± 1.7	501.9 ± 2.1	498.1 ± 2.7	492.1 ± 3.5	509.5 ± 6.1	504.1 ± 7.1	478.0 ± 9.5	501.8 ± 0.9
Certificate I to IV (e)	479.5 ± 1.4	491.7 ± 1.5	487.6 ± 1.7	481.7 ± 2.4	480.6 ± 2.8	482.6 ± 4.7	480.5 ± 7.1	446.0 ±11.1	484.3 ± 0.8

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Year 12 or equivalent	482.1 ± 2.7	491.6 ± 2.4	482.8 ± 2.6	479.4 ± 3.5	479.5 ± 4.4	473.7 ± 9.6	498.4 ± 9.7	427.9 ±19.3	483.7 ± 1.3
Year 11 or equivalent or below	447.4 ± 2.2	465.5 ± 2.5	448.7 ± 2.8	440.9 ± 4.0	444.7 ± 4.4	444.0 ± 6.2	474.9 ±30.2	335.1 ±16.8	447.7 ± 1.6
Not stated (f)	498.1 ± 7.2	522.7 ± 6.1	480.1 ± 4.7	476.7 ± 9.3	471.3 ±10.1	519.1 ±36.3	515.4 ±11.0	381.3 ±33.7	485.9 ± 4.1
Parental occupation (g)									
Senior management and qualified professionals	546.7 ± 2.1	547.5 ± 1.8	539.9 ± 2.3	536.3 ± 3.1	530.8 ± 3.6	542.8 ± 5.6	542.5 ± 5.9	513.4 ±11.1	543.0 ± 1.1
Other business managers and associate professionals	521.0 ± 1.8	524.3 ± 1.6	515.6 ± 1.8	510.3 ± 2.6	505.7 ± 3.1	510.1 ± 5.7	521.0 ± 6.0	486.0 ± 9.7	518.3 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	491.9 ± 1.7	502.0 ± 1.6	493.3 ± 1.8	489.2 ± 2.5	486.9 ± 2.9	490.5 ± 5.2	492.8 ± 7.4	456.7 ± 9.5	493.8 ± 0.8
Machine operators, hospitality staff, assistants, labourers	471.4 ± 2.1	487.8 ± 2.0	475.4 ± 2.3	471.7 ± 3.5	473.6 ± 3.5	465.9 ± 5.6	470.0 ±11.1	411.9 ±22.6	476.2 ± 1.1
Not in paid work in previous 12 months	453.8 ± 2.4	473.7 ± 2.3	454.9 ± 3.4	448.5 ± 6.0	457.9 ± 6.0	441.8 ± 7.6	479.2 ±11.6	349.6 ±17.7	457.9 ± 1.5
Not stated (h)	497.9 ± 6.3	515.3 ± 6.7	481.1 ± 3.1	477.2 ± 6.4	464.8 ± 6.9	503.7 ±30.3	506.3 ±10.4	365.3 ±25.4	481.6 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	582.5 ± 3.3	578.1 ± 2.3	575.2 ± 3.4	572.9 ± 5.7	575.7 ± 3.0	585.7 ± 6.6	581.4 ± 7.4	548.0 ±13.0	578.3 ± 1.6
Advanced diploma/diploma	542.3 ± 2.1	543.3 ± 1.9	539.0 ± 2.4	540.4 ± 3.3	542.5 ± 3.0	547.4 ± 6.3	543.6 ± 4.7	515.9 ±15.8	541.6 ± 1.1
Certificate I to IV (e)	522.4 ± 1.7	527.9 ± 1.7	524.8 ± 2.0	522.8 ± 3.0	529.4 ± 2.3	527.6 ± 4.1	530.1 ± 6.7	498.9 ±12.0	524.7 ± 0.9
Year 12 or equivalent	524.2 ± 2.9	531.6 ± 2.9	520.6 ± 3.6	518.4 ± 5.0	528.9 ± 4.6	525.9 ±12.3	548.1 ±15.7	486.7 ±20.3	525.1 ± 1.7
Year 11 or equivalent or below	492.6 ± 2.7	504.8 ± 3.0	494.1 ± 3.1	485.5 ± 4.4	497.2 ± 4.3	492.1 ± 6.5	511.5 ±41.6	383.2 ±26.0	492.5 ± 1.9
Not stated (f)	543.3 ± 6.9	561.8 ± 7.4	523.0 ± 7.0	525.3 ±15.6	525.5 ±10.2	556.3 ±34.9	566.3 ±15.6	437.0 ±50.3	533.1 ± 4.7
Parental occupation (g)									

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Senior management and qualified professionals	581.3 ± 3.3	581.6 ± 2.6	574.5 ± 3.6	570.7 ± 6.2	574.5 ± 3.6	577.7 ± 8.6	581.2 ± 8.9	554.7 ±10.5	578.2 ± 1.7
Other business managers and associate professionals	558.6 ± 2.5	558.7 ± 2.1	551.3 ± 2.5	547.4 ± 3.6	551.9 ± 2.9	556.1 ± 6.6	558.2 ± 6.1	535.2 ±14.1	555.4 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	532.6 ± 2.3	540.0 ± 1.7	529.4 ± 2.2	528.6 ± 3.3	536.2 ± 2.7	533.5 ± 5.0	539.1 ± 8.6	505.8 ±10.8	533.3 ± 1.1
Machine operators, hospitality staff, assistants, labourers	515.2 ± 2.8	521.6 ± 2.2	512.8 ± 2.7	511.4 ± 4.1	523.0 ± 3.0	510.7 ± 5.0	508.6 ±10.7	456.6 ±24.4	516.0 ± 1.3
Not in paid work in previous 12 months	495.9 ± 2.7	507.6 ± 2.9	495.8 ± 4.0	484.8 ± 6.4	506.9 ± 5.1	488.2 ± 7.8	505.2 ±15.7	400.9 ±30.9	497.4 ± 1.8
Not stated (h)	542.6 ± 6.2	557.1 ± 7.5	520.5 ± 5.3	520.6 ±13.3	520.1 ± 7.6	536.9 ±24.2	554.3 ±14.6	430.1 ±37.9	526.9 ± 3.9
Year 9									
Parental education (d)									
Bachelor degree or above	620.8 ± 2.8	610.1 ± 2.8	609.2 ± 3.2	615.2 ± 4.6	602.9 ± 4.7	615.1 ± 5.9	613.8 ± 6.9	589.0 ±15.9	613.7 ± 1.5
Advanced diploma/diploma	587.4 ± 2.0	577.6 ± 2.1	575.2 ± 2.4	584.3 ± 3.6	572.7 ± 3.4	582.5 ± 6.2	581.1 ± 4.9	557.2 ±11.0	580.6 ± 1.1
Certificate I to IV (e)	567.0 ± 1.7	562.4 ± 1.8	561.2 ± 2.1	570.1 ± 3.0	559.2 ± 3.4	559.0 ± 4.0	563.8 ± 6.1	534.3 ±13.7	563.9 ± 1.0
Year 12 or equivalent	570.2 ± 3.0	566.7 ± 3.1	561.2 ± 5.1	565.8 ± 4.4	560.2 ± 5.3	554.2 ±10.0	597.0 ±15.3	516.1 ±22.3	566.2 ± 2.1
Year 11 or equivalent or below	536.8 ± 2.6	541.4 ± 3.0	530.9 ± 3.3	534.9 ± 4.7	532.5 ± 4.4	526.5 ± 5.7	564.7 ±30.7	440.9 ±30.2	534.0 ± 1.7
Not stated (f)	573.5 ± 6.0	592.1 ± 7.2	557.0 ± 6.0	568.7 ±13.3	554.9 ±13.2	582.2 ±25.6	597.4 ±14.3	484.4 ±44.1	566.5 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	620.6 ± 2.8	613.0 ± 2.8	608.1 ± 3.4	613.5 ± 5.2	600.7 ± 5.4	608.9 ± 8.4	613.4 ± 8.6	593.2 ±18.5	613.7 ± 1.6
Other business managers and associate professionals	598.7 ± 2.2	590.8 ± 2.4	585.4 ± 2.4	591.9 ± 3.5	579.8 ± 3.4	584.9 ± 5.8	593.2 ± 7.1	581.3 ±11.9	591.5 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	575.8 ± 2.0	571.7 ± 2.0	565.6 ± 2.2	573.3 ± 3.2	566.2 ± 3.6	562.6 ± 5.1	577.8 ± 7.9	548.7 ±11.4	571.2 ± 1.1

Table 4A.31 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Machine operators, hospitality staff, assistants, labourers	558.0 ± 2.6	557.4 ± 2.6	548.1 ± 2.8	556.6 ± 4.3	553.4 ± 4.0	543.0 ± 4.3	555.7 ±12.4	508.3 ±24.9	554.7 ± 1.4
Not in paid work in previous 12 months	539.3 ± 3.0	543.8 ± 3.6	532.2 ± 4.5	532.6 ± 6.4	534.8 ± 5.2	522.8 ± 6.4	550.9 ±19.3	453.4 ±29.1	537.1 ± 1.9
Not stated (h)	575.2 ± 5.4	582.9 ± 6.5	555.5 ± 5.4	563.8 ±11.5	548.2 ±10.1	569.3 ±20.3	591.1 ±13.5	477.9 ±33.7	561.5 ± 3.9

- (a) 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), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2010–2016 were included in earlier Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes AQF trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

NAPLAN Writing

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	91.8 ± 1.3	93.0 ± 2.3	89.9 ± 1.8	85.3 ± 3.2	81.6 ± 3.7	..	87.9 ± 7.0	..	89.4 ± 1.0
Inner Regional	90.5 ± 1.9	89.1 ± 3.5	90.2 ± 2.3	85.2 ± 5.9	83.8 ± 11.5	91.9 ± 3.2	np	..	90.0 ± 1.2
Outer Regional	87.2 ± 3.1	89.8 ± 6.2	86.3 ± 2.4	78.3 ± 9.1	69.3 ± 9.8	91.6 ± 3.9	..	73.8 ± 6.5	84.2 ± 1.9
Remote	89.9 ± 6.5	np	74.9 ± 12.6	70.0 ± 7.0	63.4 ± 27.6	np	..	54.6 ± 12.6	69.2 ± 5.7
Very remote	84.4 ± 11.3	..	67.1 ± 10.8	50.4 ± 8.9	50.1 ± 17.3	..	..	21.7 ± 6.4	44.5 ± 6.4
Total	90.4 ± 1.1	90.9 ± 2.1	86.0 ± 1.8	75.7 ± 3.5	75.3 ± 4.0	91.8 ± 2.4	87.5 ± 6.8	41.8 ± 7.2	82.6 ± 1.4
2016	92.0 ± 1.0	90.2 ± 2.1	89.3 ± 1.8	78.6 ± 3.2	82.5 ± 3.6	93.9 ± 2.4	89.4 ± 6.5	44.1 ± 7.1	85.1 ± 1.3
<i>[Difference from 2016]</i>	■	■	■	■	↓	■	■	■	■
2011	88.1 ± 1.3	91.3 ± 2.3	84.0 ± 1.8	74.6 ± 3.4	77.5 ± 5.5	90.4 ± 3.7	90.5 ± 5.3	42.0 ± 6.5	79.9 ± 1.6
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	97.1 ± 0.3	96.6 ± 0.4	96.6 ± 0.4	96.6 ± 0.5	93.9 ± 1.1	..	96.2 ± 1.1	..	96.6 ± 0.2
Inner Regional	96.3 ± 0.5	96.4 ± 0.6	95.7 ± 0.6	96.2 ± 1.1	94.8 ± 1.5	95.6 ± 1.1	np	..	96.1 ± 0.3
Outer Regional	96.4 ± 0.7	96.1 ± 1.4	96.3 ± 0.7	96.0 ± 1.2	93.6 ± 1.5	94.4 ± 1.7	..	92.4 ± 2.7	95.6 ± 0.4
Remote	97.9 ± 2.1	99.6 ± 2.9	96.5 ± 2.2	97.0 ± 1.2	93.1 ± 2.9	94.2 ± 4.9	..	94.8 ± 2.6	95.9 ± 0.9
Very remote	97.4 ± 6.4	..	94.8 ± 2.5	95.8 ± 2.7	91.2 ± 7.3	..	..	92.2 ± 5.3	94.6 ± 1.7
Total	96.9 ± 0.2	96.5 ± 0.3	96.4 ± 0.3	96.5 ± 0.4	93.9 ± 0.8	95.3 ± 0.9	96.2 ± 1.1	92.9 ± 2.1	96.4 ± 0.2
2016	97.5 ± 0.2	96.9 ± 0.3	97.0 ± 0.3	97.2 ± 0.4	96.0 ± 0.6	96.2 ± 0.8	97.4 ± 0.7	95.9 ± 1.6	97.1 ± 0.1
<i>[Difference from 2016]</i>	■	■	■	■	↓	■	■	↓	■
2011	96.9 ± 0.2	96.6 ± 0.3	95.3 ± 0.4	96.3 ± 0.4	94.9 ± 0.7	95.6 ± 0.8	96.3 ± 1.1	92.6 ± 2.2	96.2 ± 0.2
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
All year 3 students									

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	96.9 ± 0.3	96.4 ± 0.4	96.3 ± 0.4	96.0 ± 0.6	93.6 ± 1.1	..	96.0 ± 1.1	..	96.3 ± 0.2
Inner Regional	95.6 ± 0.5	96.1 ± 0.7	95.2 ± 0.7	95.4 ± 1.2	94.6 ± 1.6	95.5 ± 1.1	np	..	95.6 ± 0.3
Outer Regional	94.7 ± 1.0	95.5 ± 1.7	94.6 ± 0.9	93.4 ± 2.3	91.5 ± 2.1	94.2 ± 1.6	..	88.9 ± 3.5	93.9 ± 0.6
Remote	94.8 ± 3.1	99.6 ± 2.9	90.1 ± 5.1	89.6 ± 3.3	90.7 ± 4.6	92.9 ± 6.7	..	77.1 ± 9.7	88.4 ± 2.4
Very remote	88.9 ± 9.1	..	78.4 ± 8.0	71.7 ± 9.1	71.8 ± 14.2	..	..	29.9 ± 10.3	61.9 ± 6.1
Total	96.5 ± 0.2	96.3 ± 0.4	95.5 ± 0.4	94.9 ± 0.6	93.1 ± 0.9	95.1 ± 0.9	96.0 ± 1.1	71.7 ± 6.4	95.5 ± 0.2
2016	97.1 ± 0.2	96.7 ± 0.3	96.4 ± 0.3	95.8 ± 0.5	95.2 ± 0.7	96.1 ± 0.8	97.2 ± 0.7	76.0 ± 5.8	96.3 ± 0.2
[Difference from 2016]	■	■	■	■	↓	■	■	■	■
2011	96.5 ± 0.3	96.2 ± 0.3	94.3 ± 0.4	94.8 ± 0.6	94.1 ± 0.7	95.2 ± 0.8	96.2 ± 1.1	70.4 ± 6.2	95.3 ± 0.2
[Difference from 2011]	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	↑	↑	↑	■	▲	
<i>Vic</i>	■	..	■	↑	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	↑	■	■	▲	
<i>WA</i>	↓	↓	■	..	■	■	■	▲	
<i>SA</i>	↓	↓	↓	■	..	↓	↓	▲	
<i>Tas</i>	↓	■	■	■	↑	..	■	▲	
<i>ACT</i>	■	■	■	■	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 3, average age, 2017									
Average age	8 y 7 m	8 y 8 m	8 y 5 m	8 y 4 m	8 y 7 m	8 y 10 m	8 y 7 m	8 y 5 m	8 y 7 m
Years of schooling	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 5									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	82.8 ± 2.2	82.9 ± 3.5	76.7 ± 2.7	74.4 ± 3.6	68.9 ± 5.5	..	79.5 ± 8.1	..	78.8 ± 1.4
Inner Regional	77.3 ± 2.4	81.1 ± 4.6	77.0 ± 3.1	65.3 ± 7.8	67.2 ± 16.0	80.9 ± 5.5	np	..	77.1 ± 1.7
Outer Regional	74.2 ± 4.6	77.3 ± 7.3	71.8 ± 3.5	58.6 ± 7.3	55.2 ± 10.1	82.9 ± 5.7	..	57.6 ± 8.5	69.7 ± 2.4
Remote	68.2 ± 11.9	np	55.2 ± 13.7	53.8 ± 8.3	47.0 ± 24.0	np	..	35.4 ± 11.3	51.2 ± 5.8
Very remote	75.2 ± 14.5	..	48.4 ± 8.4	30.9 ± 9.1	30.8 ± 21.4	..	..	11.7 ± 4.2	29.4 ± 5.3
Total	78.9 ± 1.4	81.3 ± 2.7	71.6 ± 2.1	59.1 ± 3.9	60.8 ± 5.2	81.9 ± 4.2	79.4 ± 7.8	27.9 ± 5.7	69.3 ± 1.4
2016	81.6 ± 1.7	85.8 ± 2.6	78.5 ± 2.1	63.2 ± 3.7	70.1 ± 4.7	86.2 ± 3.7	80.6 ± 8.7	29.2 ± 6.6	73.5 ± 1.6
<i>[Difference from 2016]</i>	■	■	↓	■	↓	■	■	■	■
2011	81.8 ± 1.7	83.3 ± 3.1	72.1 ± 2.3	56.4 ± 4.0	65.5 ± 5.5	79.6 ± 4.3	87.0 ± 7.3	29.1 ± 6.2	68.9 ± 1.8
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	94.7 ± 0.4	95.0 ± 0.5	92.3 ± 0.7	94.7 ± 0.6	90.1 ± 1.3	..	94.0 ± 1.4	..	94.0 ± 0.3
Inner Regional	91.8 ± 0.8	93.0 ± 0.9	88.7 ± 1.1	91.9 ± 1.7	89.7 ± 2.2	90.4 ± 2.1	np	..	91.3 ± 0.5
Outer Regional	90.3 ± 1.2	93.4 ± 1.4	90.3 ± 1.4	91.2 ± 2.0	84.8 ± 2.8	89.9 ± 2.3	..	88.5 ± 2.8	90.1 ± 0.7
Remote	92.3 ± 4.8	97.3 ± 6.4	92.1 ± 3.0	92.7 ± 2.0	86.7 ± 4.1	86.9 ± 11.4	..	86.3 ± 5.7	90.7 ± 1.5
Very remote	93.3 ± 8.8	..	88.0 ± 5.5	86.4 ± 6.8	89.5 ± 10.3	..	..	89.8 ± 8.5	87.9 ± 3.4
Total	93.9 ± 0.3	94.5 ± 0.4	91.3 ± 0.5	94.0 ± 0.6	89.3 ± 1.1	90.1 ± 1.6	94.0 ± 1.3	88.2 ± 2.4	93.1 ± 0.2
2016	94.9 ± 0.3	95.2 ± 0.4	93.3 ± 0.5	95.2 ± 0.5	92.8 ± 0.8	92.8 ± 1.1	94.6 ± 1.1	90.7 ± 2.4	94.4 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	■	↓	■	■	■	■
2011	95.7 ± 0.3	94.7 ± 0.4	91.7 ± 0.5	93.0 ± 0.6	91.4 ± 0.9	91.1 ± 1.4	93.9 ± 1.3	88.7 ± 2.7	93.9 ± 0.2
<i>[Difference from 2011]</i>	↓	■	■	■	■	■	■	■	■
All year 5 students									

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	94.3 ± 0.4	94.8 ± 0.5	91.7 ± 0.7	93.9 ± 0.6	89.4 ± 1.4	..	93.6 ± 1.4	..	93.5 ± 0.3
Inner Regional	90.2 ± 0.9	92.6 ± 0.9	87.6 ± 1.2	90.2 ± 1.9	88.8 ± 2.5	89.9 ± 2.2	94.3 ± 12.7	..	90.2 ± 0.5
Outer Regional	87.5 ± 1.6	92.3 ± 1.6	87.4 ± 1.6	86.6 ± 3.0	82.4 ± 3.2	88.9 ± 2.1	..	82.7 ± 4.1	87.2 ± 0.9
Remote	82.2 ± 7.2	97.4 ± 6.0	81.5 ± 7.0	81.4 ± 5.0	83.3 ± 5.5	86.4 ± 11.6	..	62.4 ± 12.2	79.0 ± 3.3
Very remote	82.1 ± 11.4	..	65.0 ± 7.1	53.1 ± 11.4	59.0 ± 21.5	..	..	19.0 ± 8.3	48.1 ± 6.0
Total	93.0 ± 0.4	94.2 ± 0.4	89.7 ± 0.6	91.4 ± 0.8	88.0 ± 1.2	89.6 ± 1.6	93.6 ± 1.4	62.5 ± 6.8	91.7 ± 0.3
2016	94.1 ± 0.4	95.0 ± 0.4	92.2 ± 0.5	92.9 ± 0.7	91.7 ± 0.9	92.3 ± 1.2	94.2 ± 1.2	65.0 ± 7.2	93.2 ± 0.2
[Difference from 2016]	■	■	■	■	↓	■	■	■	■
2011	95.0 ± 0.3	94.4 ± 0.4	90.2 ± 0.6	90.5 ± 0.8	90.3 ± 1.0	90.3 ± 1.4	93.7 ± 1.4	61.7 ± 7.2	92.5 ± 0.3
[Difference from 2011]	↓	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 5 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	↓	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	↑	■	■	▲	
<i>SA</i>	↓	↓	■	↓	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 5, average age, 2017									
Average age	10 y 7 m	10 y 9 m	10 y 5 m	10 y 4 m	10 y 7 m	10 y 10 m	10 y 7 m	10 y 6 m	10 y 7 m
Years of schooling	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 7									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	72.9 ± 2.4	73.2 ± 4.8	69.8 ± 3.5	60.8 ± 5.1	63.7 ± 5.6	..	72.2 ± 11.5	..	69.7 ± 1.7
Inner Regional	64.2 ± 3.4	67.6 ± 5.6	66.9 ± 4.4	60.0 ± 9.0	63.1 ± 11.2	74.7 ± 7.0	np	..	65.8 ± 2.3
Outer Regional	60.5 ± 5.1	61.5 ± 9.7	59.2 ± 5.6	53.8 ± 7.1	54.2 ± 10.1	72.7 ± 8.3	..	48.2 ± 9.4	58.6 ± 3.2
Remote	44.5 ± 13.8	np	40.6 ± 15.0	44.7 ± 7.3	np	np	..	26.4 ± 10.3	39.0 ± 6.0
Very remote	35.4 ± 14.8	..	34.2 ± 14.1	21.0 ± 7.6	19.5 ± 16.9	..	..	4.8 ± 3.3	17.1 ± 5.7
Total	67.1 ± 1.9	69.2 ± 3.5	62.0 ± 3.0	50.1 ± 4.0	56.9 ± 4.7	73.6 ± 5.1	72.2 ± 11.5	21.0 ± 7.1	59.7 ± 1.6
2016	71.1 ± 1.9	75.6 ± 3.3	66.3 ± 2.8	54.3 ± 4.2	67.3 ± 4.6	75.5 ± 5.9	71.9 ± 8.2	23.3 ± 7.5	63.5 ± 1.8
<i>[Difference from 2016]</i>	■	■	■	■	↓	■	■	■	■
2011	72.5 ± 2.3	74.0 ± 3.7	74.0 ± 2.5	60.7 ± 4.1	64.3 ± 5.5	69.5 ± 6.3	69.3 ± 11.6	26.0 ± 7.5	66.9 ± 1.6
<i>[Difference from 2011]</i>	■	■	↓	↓	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	91.9 ± 0.8	92.3 ± 0.8	88.5 ± 1.3	91.1 ± 1.4	90.2 ± 1.3	..	90.6 ± 2.4	..	91.1 ± 0.5
Inner Regional	86.9 ± 1.3	87.7 ± 1.6	82.5 ± 1.9	86.2 ± 3.5	87.2 ± 2.9	87.5 ± 2.8	np	..	86.1 ± 0.9
Outer Regional	81.8 ± 2.4	87.0 ± 2.9	85.3 ± 2.3	86.8 ± 3.6	84.0 ± 2.7	84.7 ± 4.0	..	82.9 ± 5.3	84.8 ± 1.2
Remote	79.1 ± 10.7	91.7 ± 10.0	86.2 ± 5.4	87.4 ± 4.2	83.9 ± 7.0	np	..	78.9 ± 6.2	84.7 ± 2.6
Very remote	np	..	79.8 ± 6.3	82.7 ± 9.7	78.0 ± 10.9	..	..	88.1 ± 7.9	81.9 ± 4.5
Total	90.5 ± 0.7	91.2 ± 0.7	86.8 ± 1.0	90.2 ± 1.3	88.9 ± 1.1	86.7 ± 2.4	90.6 ± 2.4	82.3 ± 4.5	89.6 ± 0.4
2016	91.4 ± 0.6	93.2 ± 0.6	89.0 ± 0.9	91.7 ± 1.0	91.1 ± 0.9	88.9 ± 2.1	92.1 ± 1.8	85.5 ± 4.3	91.3 ± 0.3
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	93.0 ± 0.5	92.1 ± 0.7	93.0 ± 0.4	93.5 ± 0.6	92.4 ± 0.8	86.1 ± 2.6	92.4 ± 2.4	84.8 ± 5.0	92.6 ± 0.3
<i>[Difference from 2011]</i>	↓	■	↓	↓	↓	■	■	■	↓
All year 7 students									

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	91.2 ± 0.8	92.0 ± 0.8	87.8 ± 1.4	89.9 ± 1.6	89.3 ± 1.4	..	90.2 ± 2.5	..	90.5 ± 0.5
Inner Regional	84.3 ± 1.6	86.9 ± 1.7	81.1 ± 2.0	84.6 ± 3.9	86.2 ± 3.0	86.9 ± 2.9	np	..	84.5 ± 1.0
Outer Regional	77.8 ± 2.6	85.3 ± 3.4	80.4 ± 2.9	81.8 ± 5.4	81.1 ± 3.2	83.2 ± 4.1	..	75.9 ± 7.1	80.6 ± 1.5
Remote	63.1 ±13.9	91.9 ± 9.7	70.2 ±11.3	74.3 ± 6.1	82.0 ± 6.8	67.5 ± 8.1	..	52.7 ±15.6	70.3 ± 4.8
Very remote	54.6 ±24.0	..	50.6 ±11.5	41.6 ±14.3	48.0 ±19.9	..	..	10.8 ± 8.2	34.3 ± 7.4
Total	89.2 ± 0.8	90.8 ± 0.7	84.8 ± 1.2	87.2 ± 1.6	87.4 ± 1.2	85.8 ± 2.4	90.2 ± 2.5	55.7 ±10.0	87.9 ± 0.5
2016	90.2 ± 0.7	92.8 ± 0.6	87.3 ± 1.0	89.1 ± 1.3	90.1 ± 1.0	88.2 ± 2.2	91.5 ± 2.0	58.1 ±10.2	89.7 ± 0.4
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2011	92.1 ± 0.6	91.6 ± 0.7	91.6 ± 0.5	91.3 ± 0.9	91.2 ± 0.9	84.3 ± 3.0	91.8 ± 2.5	59.2 ± 9.4	91.1 ± 0.3
[Difference from 2011]	↓	■	↓	↓	↓	■	■	■	↓
Statistical significance across jurisdictions, all year 7 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	■	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	↓	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	■	▲	
<i>SA</i>	■	↓	■	■	..	■	■	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	■	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 7, average age, 2017									
Average age	12 y 7 m	12 y 9 m	12 y 5 m	12 y 4 m	12 y 7 m	12 y 10 m	12 y 7 m	12 y 6 m	12 y 7 m
Years of schooling	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m

Year 9**Aboriginal and Torres Strait Islander students**

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	62.0 ± 2.9	66.3 ± 5.0	59.2 ± 3.6	49.9 ± 5.4	50.7 ± 8.0	..	63.0 ± 11.1	..	59.2 ± 1.9
Inner Regional	53.4 ± 4.2	56.8 ± 6.9	53.0 ± 4.6	52.6 ± 12.8	46.1 ± 14.9	56.5 ± 7.3	np	..	53.7 ± 2.6
Outer Regional	46.1 ± 6.0	51.1 ± 9.1	44.0 ± 5.4	41.7 ± 10.8	37.1 ± 10.3	59.4 ± 7.9	..	36.5 ± 7.4	44.3 ± 3.2
Remote	33.7 ± 12.5	np	31.3 ± 13.6	39.1 ± 9.3	np	np	..	24.3 ± 11.7	33.3 ± 6.5
Very remote	22.6 ± 13.3	..	25.3 ± 7.0	24.7 ± 9.2	17.1 ± 13.3	..	..	4.3 ± 3.8	14.6 ± 4.5
Total	55.7 ± 2.3	60.4 ± 4.0	49.4 ± 2.8	43.0 ± 3.9	43.0 ± 5.8	57.7 ± 5.3	63.1 ± 11.0	18.0 ± 5.8	49.0 ± 1.6
2016	57.6 ± 2.1	68.3 ± 3.8	52.8 ± 3.7	48.1 ± 4.5	52.1 ± 4.4	69.6 ± 5.2	65.6 ± 10.8	18.2 ± 6.0	52.7 ± 1.8
<i>[Difference from 2016]</i>	■	↓	■	■	↓	↓	■	■	■
2011	55.9 ± 2.5	66.7 ± 4.6	60.8 ± 3.1	47.4 ± 5.2	48.7 ± 6.1	60.0 ± 6.8	62.7 ± 13.4	22.5 ± 6.7	55.0 ± 1.7
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	87.3 ± 1.1	86.6 ± 1.2	82.0 ± 1.8	87.9 ± 1.8	81.0 ± 3.8	..	85.3 ± 3.2	..	85.7 ± 0.7
Inner Regional	80.2 ± 2.0	79.3 ± 2.6	74.4 ± 2.6	83.2 ± 4.5	74.6 ± 5.3	79.3 ± 3.8	np	..	78.5 ± 1.2
Outer Regional	74.7 ± 3.1	79.8 ± 4.5	75.9 ± 3.2	81.3 ± 6.4	69.8 ± 4.5	73.0 ± 5.6	..	74.4 ± 8.3	75.8 ± 1.8
Remote	64.4 ± 8.1	93.3 ± 7.8	68.3 ± 13.3	82.7 ± 3.4	73.7 ± 9.6	75.4 ± 16.5	..	71.2 ± 9.9	75.9 ± 4.4
Very remote	np	..	73.3 ± 8.1	77.7 ± 10.4	67.5 ± 9.5	..	..	82.6 ± 11.1	74.7 ± 5.1
Total	85.4 ± 1.0	84.9 ± 1.1	79.5 ± 1.4	86.9 ± 1.6	78.7 ± 3.0	77.6 ± 3.2	85.3 ± 3.2	74.0 ± 6.7	83.5 ± 0.6
2016	83.8 ± 0.9	87.5 ± 0.9	80.6 ± 1.3	88.2 ± 1.3	82.8 ± 2.1	83.3 ± 2.4	86.3 ± 3.4	76.4 ± 6.1	84.7 ± 0.5
<i>[Difference from 2016]</i>	■	■	■	■	■	↓	■	■	■
2011	86.3 ± 0.9	88.0 ± 0.9	86.9 ± 1.0	85.4 ± 1.7	83.3 ± 2.2	79.5 ± 3.5	86.1 ± 3.3	79.6 ± 5.8	86.4 ± 0.5
<i>[Difference from 2011]</i>	■	■	↓	■	■	■	■	■	■
All year 9 students									
2017									
Major cities	86.4 ± 1.2	86.3 ± 1.2	81.1 ± 1.8	86.5 ± 1.9	80.2 ± 3.8	..	84.7 ± 3.4	..	84.9 ± 0.7

TABLE 4A.32

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Inner Regional	77.2 ± 2.3	78.4 ± 2.7	72.5 ± 2.7	80.7 ± 4.9	73.7 ± 5.5	77.8 ± 4.1	np	..	76.6 ± 1.3
Outer Regional	69.9 ± 3.7	77.8 ± 4.9	70.6 ± 3.6	76.1 ± 8.6	68.1 ± 5.2	70.8 ± 5.4	..	66.2 ± 9.4	71.4 ± 2.0
Remote	49.9 ± 9.7	93.0 ± 8.4	53.5 ± 15.1	68.1 ± 6.8	71.9 ± 11.1	73.6 ± 16.3	..	51.2 ± 17.4	62.7 ± 5.8
Very remote	41.7 ± 24.6	..	45.3 ± 12.4	41.1 ± 13.3	37.1 ± 18.1	..	..	9.5 ± 9.0	30.5 ± 7.3
Total	83.7 ± 1.1	84.4 ± 1.1	77.2 ± 1.5	83.8 ± 1.9	77.3 ± 3.0	75.9 ± 3.3	84.7 ± 3.4	50.6 ± 9.6	81.6 ± 0.7
2016	82.2 ± 1.0	87.1 ± 0.9	78.6 ± 1.4	85.2 ± 1.6	81.5 ± 2.2	82.4 ± 2.6	85.7 ± 3.5	52.2 ± 9.8	82.9 ± 0.6
[Difference from 2016]	■	■	■	■	■	↓	■	■	■
2011	84.9 ± 1.0	87.5 ± 0.9	85.0 ± 1.1	83.1 ± 2.0	82.2 ± 2.4	77.0 ± 3.9	85.5 ± 3.4	57.5 ± 8.5	84.8 ± 0.6
[Difference from 2011]	■	■	↓	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 9 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	↑	■	↑	↑	■	▲	
<i>Qld</i>	↓	↓	..	↓	■	■	↓	▲	
<i>WA</i>	■	■	↑	..	↑	↑	■	▲	
<i>SA</i>	↓	↓	■	↓	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	↓	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 9, average age, 2017									
Average age	14 y 7 m	14 y 9 m	14 y 5 m	14 y 5 m	14 y 7 m	14 y 10 m	14 y 7 m	14 y 6 m	14 y 7 m
Years of schooling	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m

Nature of differences. Percentage of students at or above the national minimum standard is:

▲ substantially higher than and is statistically significantly different from the comparison year or State/Territory

↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.32 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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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■ is close to or not statistically different from the comparison year or State/Territory

↓ is lower than and is statistically significantly different from the comparison year or State/Territory

▼ is substantially lower than and is statistically significantly different from the comparison year or State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. 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 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Geolocation data are based on the ARIA+, developed by the University of Adelaide's APMRC. ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (g) Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.
- (h) Insufficient students in an area of geographic classification are tabulated as not published (np).

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

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	380.5 ± 3.7	390.4 ± 6.0	370.1 ± 4.8	356.9 ± 7.4	343.7 ± 8.3	..	366.9 ±16.1	..	371.5 ± 2.5
Inner Regional	372.0 ± 4.9	376.9 ± 8.5	362.9 ± 5.4	342.0 ±14.0	346.9 ±19.4	372.5 ±10.0	np	..	368.3 ± 3.1
Outer Regional	357.7 ± 7.2	384.6 ± 9.2	351.9 ± 6.6	326.3 ±21.5	314.5 ±18.2	371.3 ±10.7	..	320.5 ±14.5	349.0 ± 4.7
Remote	352.6 ±15.6	np	321.5 ±28.1	308.9 ±15.1	288.3 ±68.6	np	..	271.3 ±28.6	306.6 ±12.7
Very remote	356.3 ±25.0	..	300.6 ±22.5	264.4 ±20.1	253.1 ±37.0	..	..	185.5 ±17.9	244.5 ±15.8
Total	372.6 ± 2.8	383.9 ± 4.8	353.9 ± 4.7	326.5 ± 8.3	326.5 ± 9.1	372.0 ± 7.2	365.2 ±15.9	236.9 ±18.7	348.4 ± 3.7
2016	377.8 ± 2.5	395.1 ± 4.5	365.5 ± 4.7	334.3 ± 7.4	352.6 ± 8.5	386.7 ± 7.5	368.9 ±14.1	245.4 ±17.7	358.3 ± 3.4
<i>[Difference from 2016]</i>	■	■	■	■	↓	■	■	■	■
2011	370.6 ± 4.0	380.0 ± 5.5	349.9 ± 4.6	321.9 ± 7.4	335.3 ±10.5	366.7 ± 9.7	366.1 ±17.7	250.9 ±14.2	343.5 ± 4.0
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	429.3 ± 1.7	432.4 ± 1.7	411.5 ± 2.6	421.1 ± 2.8	399.2 ± 3.9	..	416.3 ± 5.4	..	423.6 ± 1.1
Inner Regional	406.7 ± 2.3	413.0 ± 2.4	396.5 ± 3.2	403.2 ± 5.1	388.4 ± 6.4	412.9 ± 5.6	np	..	405.7 ± 1.4
Outer Regional	401.8 ± 3.7	415.0 ± 4.2	400.8 ± 3.9	395.9 ± 5.0	378.0 ± 5.7	394.7 ± 7.6	..	387.2 ±10.9	398.7 ± 2.2
Remote	411.5 ±11.6	400.3 ±17.7	400.1 ± 7.8	400.1 ± 6.1	378.5 ±12.3	406.3 ±21.3	..	384.8 ±14.1	395.3 ± 4.6
Very remote	404.3 ±22.7	..	384.4 ±11.1	391.3 ±11.0	364.8 ±20.6	..	..	379.1 ±19.7	385.3 ± 6.8
Total	423.7 ± 1.5	427.8 ± 1.5	406.8 ± 1.9	416.3 ± 2.4	394.6 ± 3.2	407.5 ± 4.7	416.3 ± 5.3	386.3 ± 8.7	417.8 ± 0.9
2016	426.9 ± 1.3	436.5 ± 1.2	413.6 ± 1.6	420.8 ± 1.9	415.1 ± 2.4	415.5 ± 4.0	421.0 ± 3.9	406.2 ± 6.4	424.6 ± 0.7
<i>[Difference from 2016]</i>	■	■	■	■	↓	■	■	↓	■
2011	432.1 ± 1.4	424.5 ± 1.4	408.9 ± 1.9	410.3 ± 2.2	402.6 ± 2.7	403.6 ± 4.5	420.9 ± 4.9	393.4 ± 8.1	420.1 ± 0.8
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
All year 3 students									

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	427.8 ± 1.7	431.8 ± 1.8	409.8 ± 2.6	418.2 ± 2.9	396.9 ± 3.8	..	415.0 ± 5.4	..	421.8 ± 1.1
Inner Regional	402.8 ± 2.5	411.6 ± 2.4	393.5 ± 3.3	398.7 ± 5.6	386.9 ± 6.4	410.5 ± 6.0	np	..	402.8 ± 1.5
Outer Regional	393.8 ± 4.2	412.7 ± 4.3	392.6 ± 4.5	385.9 ± 7.7	373.8 ± 6.3	391.3 ± 7.3	..	374.7 ±12.2	391.2 ± 2.5
Remote	389.5 ±13.8	400.3 ±17.7	377.1 ±15.0	375.2 ±10.4	371.1 ±15.3	400.3 ±25.7	..	335.5 ±28.1	370.4 ± 7.4
Very remote	374.5 ±25.1	..	334.4 ±19.7	323.3 ±24.7	313.5 ±36.0	..	..	207.9 ±28.6	293.3 ±16.5
Total	420.8 ± 1.5	426.9 ± 1.5	402.4 ± 2.0	409.4 ± 2.7	391.3 ± 3.2	404.6 ± 4.9	414.9 ± 5.4	324.5 ±18.5	413.6 ± 1.0
2016	423.8 ± 1.3	435.7 ± 1.3	409.8 ± 1.7	414.7 ± 2.3	412.2 ± 2.6	413.4 ± 4.2	419.9 ± 4.0	345.0 ±17.1	420.7 ± 0.8
[Difference from 2016]	■	■	■	■	↓	■	■	■	■
2011	429.2 ± 1.5	423.6 ± 1.4	404.1 ± 2.1	403.9 ± 2.5	400.1 ± 2.9	400.7 ± 4.5	419.7 ± 5.0	330.0 ±17.2	415.9 ± 0.9
[Difference from 2011]	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	↑	↑	▲	↑	↑	▲	
<i>Qld</i>	↓	↓	..	■	■	■	■	▲	
<i>WA</i>	■	↓	■	..	↑	■	■	▲	
<i>SA</i>	↓	▼	■	↓	..	↓	↓	▲	
<i>Tas</i>	↓	↓	■	■	↑	..	■	▲	
<i>ACT</i>	■	↓	■	■	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 5									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	437.1 ± 3.7	450.8 ± 6.7	425.7 ± 4.6	414.9 ± 6.1	409.1 ± 8.5	..	435.0 ±11.1	..	429.7 ± 2.3
Inner Regional	422.4 ± 4.2	437.9 ± 6.7	420.7 ± 4.7	399.0 ±11.4	409.2 ±22.3	435.7 ±11.4	np	..	423.1 ± 2.8
Outer Regional	413.1 ± 7.3	433.2 ±14.1	413.3 ± 5.8	387.0 ±14.9	382.9 ±15.6	435.2 ± 9.0	..	387.3 ±16.6	408.9 ± 4.2
Remote	403.6 ±19.2	np	372.2 ±32.3	375.1 ±16.4	373.7 ±40.1	np	..	336.1 ±26.6	368.6 ±12.8
Very remote	412.9 ±28.2	..	369.1 ±15.4	316.5 ±18.7	299.7 ±64.8	..	..	265.1 ±18.2	312.1 ±14.5
Total	426.7 ± 2.6	442.9 ± 4.6	412.8 ± 4.1	383.1 ± 8.2	390.7 ±11.3	435.4 ± 7.5	434.8 ±10.8	308.8 ±17.5	406.8 ± 3.3
2016	430.0 ± 2.7	449.8 ± 4.3	422.9 ± 4.1	388.8 ± 7.7	407.7 ± 8.4	441.3 ± 7.6	434.7 ±12.2	308.1 ±21.5	412.4 ± 3.9
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	436.2 ± 3.5	448.4 ± 5.5	416.5 ± 4.9	379.8 ± 7.9	399.2 ± 9.6	433.6 ± 6.4	448.9 ±17.0	314.3 ±16.0	408.1 ± 4.0
<i>[Difference from 2011]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	486.8 ± 1.7	491.3 ± 1.5	470.9 ± 2.4	480.4 ± 2.4	463.3 ± 3.5	..	480.8 ± 4.8	..	482.5 ± 1.0
Inner Regional	463.8 ± 2.1	471.5 ± 2.3	454.1 ± 3.1	458.0 ± 4.8	452.8 ± 5.9	470.6 ± 5.9	np	..	463.6 ± 1.3
Outer Regional	454.5 ± 3.2	470.6 ± 4.0	459.0 ± 4.0	459.8 ± 6.0	440.5 ± 4.9	458.4 ± 6.1	..	460.2 ± 8.9	457.9 ± 2.0
Remote	458.1 ±13.9	473.9 ±18.9	458.7 ± 7.9	464.4 ± 5.6	443.4 ± 8.5	454.4 ±14.4	..	453.2 ±13.4	457.7 ± 4.1
Very remote	469.5 ±10.6	..	447.8 ±14.0	443.0 ±16.3	450.1 ±24.4	..	..	448.8 ±25.2	447.4 ± 8.6
Total	480.7 ± 1.5	486.4 ± 1.3	465.7 ± 1.8	475.5 ± 2.1	458.7 ± 2.9	466.8 ± 4.6	480.9 ± 4.8	458.5 ± 7.5	476.6 ± 0.8
2016	480.3 ± 1.3	491.5 ± 1.3	469.8 ± 1.6	476.7 ± 1.8	470.0 ± 2.5	473.8 ± 4.0	475.5 ± 3.8	466.3 ± 7.4	479.5 ± 0.7
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	495.1 ± 1.5	493.6 ± 1.5	475.6 ± 1.9	479.3 ± 2.4	472.2 ± 3.1	468.1 ± 4.9	496.0 ± 5.6	464.8 ± 6.6	486.7 ± 0.9
<i>[Difference from 2011]</i>	↓	■	■	■	↓	■	↓	■	■
All year 5 students									

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	485.2 ± 1.7	490.9 ± 1.6	469.0 ± 2.5	477.6 ± 2.5	461.3 ± 3.5	..	479.4 ± 4.9	..	480.9 ± 1.0
Inner Regional	459.3 ± 2.3	470.4 ± 2.3	451.1 ± 3.2	454.5 ± 5.2	450.8 ± 6.2	469.8 ± 6.6	482.7 ± 35.3	..	460.6 ± 1.4
Outer Regional	447.4 ± 3.7	468.2 ± 4.2	451.8 ± 4.3	449.7 ± 7.8	436.5 ± 6.1	455.3 ± 5.8	..	446.9 ± 10.3	451.0 ± 2.2
Remote	436.2 ± 15.0	473.9 ± 18.8	434.2 ± 16.3	438.1 ± 11.3	437.8 ± 9.8	452.2 ± 19.1	..	398.9 ± 28.6	431.5 ± 7.6
Very remote	434.7 ± 22.8	..	402.3 ± 14.6	367.6 ± 26.3	373.2 ± 59.8	..	..	282.7 ± 25.4	355.9 ± 15.3
Total	477.6 ± 1.5	485.6 ± 1.4	461.5 ± 1.9	468.6 ± 2.5	455.5 ± 3.0	465.2 ± 5.0	479.4 ± 4.9	395.4 ± 17.9	472.5 ± 0.9
2016	477.3 ± 1.4	490.7 ± 1.3	466.3 ± 1.7	470.3 ± 2.2	467.0 ± 2.6	471.7 ± 4.3	474.3 ± 3.8	400.7 ± 20.2	475.6 ± 0.8
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2011	492.6 ± 1.5	492.8 ± 1.5	470.9 ± 2.0	472.2 ± 2.8	469.7 ± 3.2	465.2 ± 4.8	495.0 ± 5.5	396.5 ± 18.2	482.6 ± 1.0
[Difference from 2011]	↓	■	■	■	↓	■	↓	■	■
Statistical significance across jurisdictions, all year 5 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	↑	↑	▲	↑	■	▲	
<i>Qld</i>	↓	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	↑	■	■	▲	
<i>SA</i>	↓	▼	■	↓	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 7									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	467.8 ± 4.7	475.3 ± 8.9	463.8 ± 6.6	439.8 ±12.1	451.0 ±10.9	..	465.8 ±21.6	..	462.2 ± 3.5
Inner Regional	449.6 ± 5.9	458.2 ±10.9	453.9 ± 7.3	425.7 ±19.5	449.0 ±15.2	470.3 ±12.5	np	..	452.1 ± 4.0
Outer Regional	436.2 ± 8.1	446.4 ±15.7	438.6 ± 9.8	423.1 ±15.3	430.9 ±16.8	470.5 ±16.6	..	407.7 ±23.9	435.6 ± 6.0
Remote	414.3 ±23.6	np	396.6 ±38.7	402.3 ±19.8	np	np	..	346.8 ±28.8	387.2 ±16.8
Very remote	383.7 ±38.3	..	380.8 ±34.7	334.8 ±26.1	311.9 ±79.9	..	..	258.7 ±22.7	311.2 ±23.2
Total	454.9 ± 3.6	464.2 ± 6.8	444.6 ± 5.8	411.6 ±10.6	431.6 ±13.0	469.7 ± 9.9	465.8 ±21.6	316.6 ±27.2	435.4 ± 4.5
2016	459.7 ± 3.6	480.3 ± 6.5	451.6 ± 5.1	424.3 ± 8.8	455.7 ± 8.7	472.1 ±10.2	472.0 ±13.8	328.0 ±28.9	442.7 ± 4.6
<i>[Difference from 2016]</i>	■	↓	■	■	↓	■	■	■	■
2011	464.0 ± 4.0	474.1 ± 7.2	474.1 ± 5.5	442.6 ± 8.1	450.7 ±11.9	464.6 ±11.8	478.9 ±21.8	350.6 ±21.5	454.5 ± 3.9
<i>[Difference from 2011]</i>	■	■	↓	↓	■	■	■	■	↓
Non-Indigenous students									
2017									
Major cities	527.2 ± 3.2	531.5 ± 2.9	513.6 ± 4.5	520.7 ± 6.0	520.4 ± 4.1	..	523.9 ± 8.0	..	524.5 ± 1.8
Inner Regional	500.8 ± 3.6	504.4 ± 4.4	491.9 ± 5.0	496.4 ± 9.5	500.8 ± 7.4	512.6 ±10.1	np	..	500.4 ± 2.4
Outer Regional	484.3 ± 5.3	501.4 ± 6.5	499.3 ± 6.3	495.9 ± 8.5	494.4 ± 6.2	495.0 ± 9.0	..	501.4 ±15.9	496.1 ± 3.2
Remote	475.6 ±15.0	508.8 ±27.4	500.3 ±14.5	494.8 ± 9.3	490.6 ±15.8	np	..	491.7 ±15.9	493.4 ± 6.2
Very remote	np	..	483.8 ±14.6	482.2 ±23.3	475.8 ±26.5	..	..	508.1 ±29.5	485.6 ±11.2
Total	520.4 ± 2.8	525.1 ± 2.6	507.2 ± 3.4	515.6 ± 5.1	514.0 ± 3.5	507.7 ± 7.9	523.9 ± 8.0	499.9 ±13.0	517.6 ± 1.5
2016	518.7 ± 2.4	530.9 ± 2.3	507.0 ± 2.9	518.6 ± 4.1	519.2 ± 2.9	515.3 ± 7.4	520.5 ± 6.6	505.8 ±11.3	519.3 ± 1.3
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	530.4 ± 2.9	534.3 ± 3.0	537.6 ± 2.0	535.9 ± 3.0	531.6 ± 3.4	512.7 ± 8.3	537.0 ± 9.8	520.9 ±16.2	533.2 ± 1.4
<i>[Difference from 2011]</i>	■	■	↓	↓	↓	■	■	■	↓
All year 7 students									

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	525.3 ± 3.3	530.8 ± 3.0	511.9 ± 4.6	517.5 ± 6.1	518.0 ± 4.2	..	522.3 ± 8.3	..	522.7 ± 1.9
Inner Regional	495.2 ± 4.1	502.7 ± 4.5	488.3 ± 5.2	492.9 ±10.5	498.4 ± 7.5	511.3 ±10.4	np	..	496.8 ± 2.5
Outer Regional	475.1 ± 6.1	497.7 ± 7.2	487.9 ± 7.1	485.6 ±12.5	488.3 ± 7.0	491.8 ± 9.6	..	482.9 ±19.6	486.6 ± 3.7
Remote	448.5 ±22.3	509.3 ±26.2	463.5 ±28.5	467.1 ±13.1	486.5 ±16.4	459.8 ±27.5	..	420.4 ±44.0	460.5 ±11.6
Very remote	428.6 ±57.1	..	418.0 ±27.5	385.5 ±36.4	393.6 ±67.9	..	..	277.1 ±33.7	358.5 ±24.5
Total	516.8 ± 2.9	524.0 ± 2.7	502.4 ± 3.6	508.2 ± 5.5	510.1 ± 3.7	505.7 ± 8.2	522.3 ± 8.3	420.8 ±30.7	512.9 ± 1.6
2016	515.2 ± 2.5	530.0 ± 2.4	502.9 ± 3.0	512.3 ± 4.6	516.3 ± 3.0	513.6 ± 7.7	519.4 ± 6.5	428.2 ±30.4	515.0 ± 1.4
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	527.5 ± 3.0	533.3 ± 3.1	532.9 ± 2.2	529.5 ± 3.3	528.8 ± 3.6	507.5 ± 9.0	535.7 ±10.0	446.3 ±27.5	529.1 ± 1.4
<i>[Difference from 2011]</i>	■	■	↓	↓	↓	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	■	■	■	■	▲
<i>Vic</i>	■	..	↑	↑	↑	↑	■	■	▲
<i>Qld</i>	■	↓	..	■	■	■	↓	■	▲
<i>WA</i>	■	↓	■	..	■	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	↓	■	▲
<i>ACT</i>	■	■	↑	■	■	↑	..	■	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	▼	..

Year 9**Aboriginal and Torres Strait Islander students**

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	502.0 ± 5.9	511.5 ±10.3	496.1 ± 7.7	473.0 ±11.9	475.1 ±15.5	..	503.8 ±20.3	..	495.3 ± 4.1
Inner Regional	480.1 ± 7.7	490.7 ±10.9	479.9 ± 8.4	463.2 ±28.5	474.4 ±25.5	489.8 ±15.7	np	..	481.1 ± 4.9
Outer Regional	461.3 ±11.8	478.4 ±20.5	461.6 ±12.2	451.5 ±25.0	450.2 ±16.8	486.4 ±13.4	..	441.9 ±18.8	460.3 ± 7.1
Remote	441.9 ±26.2	np	424.7 ±34.3	441.6 ±22.0	np	np	..	380.7 ±46.1	423.0 ±20.5
Very remote	398.4 ±22.4	..	405.7 ±44.7	400.2 ±28.6	325.5 ±80.7	..	..	274.7 ±23.0	337.1 ±26.5
Total	486.3 ± 4.7	498.7 ± 7.7	472.1 ± 6.8	451.6 ± 9.6	451.7 ±17.2	488.9 ±10.3	504.1 ±19.9	345.0 ±30.7	465.4 ± 5.2
2016	489.3 ± 3.9	512.8 ± 6.2	481.0 ± 6.9	465.8 ±10.2	479.4 ± 8.2	515.5 ± 8.4	506.2 ±16.6	353.6 ±30.9	474.3 ± 5.2
<i>[Difference from 2016]</i>	■	■	■	■	↓	↓	■	■	■
2011	487.6 ± 4.6	512.2 ± 7.0	498.2 ± 6.8	465.2 ±12.1	472.6 ±11.4	499.7 ±12.3	500.4 ±25.0	384.5 ±24.6	483.0 ± 4.0
<i>[Difference from 2011]</i>	■	■	↓	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	570.1 ± 3.8	569.3 ± 4.0	551.8 ± 5.1	567.6 ± 6.3	551.1 ± 8.4	..	566.5 ±10.5	..	564.8 ± 2.2
Inner Regional	541.7 ± 4.9	539.3 ± 6.7	528.9 ± 6.3	544.7 ±12.5	531.5 ±13.0	546.5 ±10.9	np	..	538.3 ± 3.2
Outer Regional	524.6 ± 6.5	540.4 ±12.2	531.8 ± 7.9	541.2 ±15.4	517.1 ± 9.1	525.4 ±14.8	..	542.6 ±25.0	531.5 ± 4.5
Remote	506.1 ± 9.6	588.8 ±37.2	508.9 ±26.9	544.6 ± 8.6	528.7 ±20.3	537.6 ±38.1	..	521.2 ±19.2	531.7 ±10.6
Very remote	np	..	525.3 ±16.1	516.8 ±29.8	522.5 ±36.6	..	..	567.3 ±31.3	525.8 ±13.7
Total	562.8 ± 3.2	562.3 ± 3.5	544.0 ± 3.9	562.8 ± 5.6	544.1 ± 6.8	540.7 ± 8.9	566.4 ±10.5	539.2 ±20.3	557.0 ± 1.8
2016	550.4 ± 2.8	564.3 ± 2.9	539.3 ± 3.3	561.3 ± 4.5	548.3 ± 5.1	550.0 ± 6.7	558.3 ± 9.2	537.8 ±14.9	553.5 ± 1.6
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	566.3 ± 3.5	579.7 ± 3.8	569.5 ± 3.7	568.0 ± 6.1	562.7 ± 6.9	552.0 ±10.3	576.9 ±12.2	561.5 ±11.3	570.2 ± 1.9
<i>[Difference from 2011]</i>	■	↓	↓	■	↓	■	■	■	■
All year 9 students									
2017									
Major cities	568.0 ± 3.9	568.5 ± 4.0	549.8 ± 5.2	564.2 ± 6.5	548.9 ± 8.6	..	564.8 ±10.8	..	562.9 ± 2.2

TABLE 4A.33

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
Inner Regional	535.2 ± 5.4	537.6 ± 6.7	524.5 ± 6.5	538.8 ±13.3	529.9 ±13.4	543.3 ±11.6	np	..	534.1 ± 3.3
Outer Regional	514.0 ± 7.9	536.3 ±12.9	520.4 ± 8.7	530.1 ±20.4	513.5 ±11.1	519.6 ±13.9	..	521.2 ±26.5	521.6 ± 5.0
Remote	476.7 ±19.3	587.8 ±38.1	474.6 ±32.8	510.5 ±15.9	524.2 ±24.6	535.9 ±40.9	..	461.6 ±48.1	498.2 ±14.7
Very remote	439.5 ±51.9	..	456.2 ±36.7	438.8 ±34.6	406.1 ±87.4	..	..	294.3 ±38.3	388.3 ±29.0
Total	558.6 ± 3.4	561.0 ± 3.6	538.8 ± 4.1	555.3 ± 6.0	540.4 ± 7.1	536.8 ± 9.2	564.7 ±10.7	458.2 ±33.8	552.0 ± 1.9
2016	546.5 ± 2.9	563.3 ± 3.0	534.9 ± 3.5	554.4 ± 4.9	545.5 ± 5.4	548.0 ± 6.8	556.9 ± 9.3	461.9 ±31.9	549.1 ± 1.7
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2011	562.8 ± 3.6	578.5 ± 3.9	564.4 ± 3.9	561.8 ± 6.6	560.3 ± 7.1	545.8 ±11.0	574.9 ±12.5	491.9 ±24.9	565.9 ± 2.0
<i>[Difference from 2011]</i>	■	↓	↓	■	↓	■	■	■	■
Statistical significance across jurisdictions, all year 9 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	↑	■	↑	↑	■	▲	
<i>Qld</i>	↓	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	↑	■	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	↓	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Nature of differences. Percentage of students at or above the national minimum standard is:

- ▲ substantially higher than and is statistically significantly different from the comparison year or State/Territory
- ↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.33 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
(a)	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), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(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. Readers are urged to be cautious when comparing results.								
(c)	Data for years 2008–2016 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' 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.								
(e)	Geolocation data are based on the ARIA+, developed by the University of Adelaide's APMRC. ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.34

Table 4A.34 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 3									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.2	98.0 ± 0.3	98.4 ± 0.2	98.3 ± 0.3	97.4 ± 0.6	98.3 ± 0.7	97.2 ± 0.9	92.1 ± 2.8	98.2 ± 0.1
Advanced diploma/diploma	97.5 ± 0.3	97.0 ± 0.4	96.6 ± 0.5	96.4 ± 0.8	94.7 ± 1.2	96.4 ± 1.9	95.5 ± 2.2	86.1 ± 5.8	96.8 ± 0.2
Certificate I to IV (e)	95.9 ± 0.3	95.5 ± 0.5	95.5 ± 0.4	95.1 ± 0.7	93.4 ± 1.0	95.3 ± 1.1	94.2 ± 2.3	84.6 ± 3.8	95.3 ± 0.2
Year 12 or equivalent	95.2 ± 0.7	94.7 ± 0.8	93.5 ± 0.8	93.2 ± 1.3	91.9 ± 2.0	94.6 ± 2.5	94.2 ± 3.4	75.0 ± 8.6	93.9 ± 0.4
Year 11 or equivalent or below	89.3 ± 0.9	89.4 ± 1.3	88.3 ± 1.2	86.9 ± 1.7	82.2 ± 2.7	89.9 ± 2.3	89.4 ± 5.7	40.6 ± 7.8	87.0 ± 0.7
Not stated (f)	93.5 ± 1.1	93.3 ± 1.7	90.0 ± 1.7	89.1 ± 2.6	86.0 ± 2.8	93.0 ± 2.6	93.7 ± 4.0	54.1 ± 15.7	89.4 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.5 ± 0.2	98.5 ± 0.2	98.3 ± 0.4	97.7 ± 0.5	98.0 ± 0.7	97.3 ± 1.0	94.9 ± 2.1	98.4 ± 0.1
Other business managers and associate professionals	98.2 ± 0.2	98.0 ± 0.3	97.8 ± 0.3	97.5 ± 0.5	96.8 ± 0.7	97.6 ± 1.1	97.1 ± 1.1	91.9 ± 3.7	97.9 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	97.0 ± 0.3	96.9 ± 0.4	96.2 ± 0.4	95.8 ± 0.7	94.8 ± 1.0	96.2 ± 1.3	95.1 ± 1.9	86.0 ± 4.1	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.1 ± 0.5	95.0 ± 0.6	93.7 ± 0.7	93.6 ± 1.1	91.5 ± 1.4	93.4 ± 1.8	91.9 ± 3.8	65.2 ± 8.6	94.1 ± 0.3
Not in paid work in previous 12 months	88.6 ± 0.9	88.9 ± 1.2	88.3 ± 1.3	84.8 ± 2.3	81.8 ± 3.0	87.5 ± 3.4	84.5 ± 5.6	43.1 ± 7.8	87.0 ± 0.7
Not stated (h)	94.3 ± 0.9	92.6 ± 1.6	91.6 ± 1.0	90.7 ± 1.7	85.3 ± 2.4	93.2 ± 2.2	95.0 ± 2.9	50.1 ± 12.4	90.3 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.4 ± 0.2	97.3 ± 0.3	96.4 ± 0.4	97.4 ± 0.5	95.4 ± 0.9	96.6 ± 1.0	96.1 ± 1.2	90.5 ± 3.0	97.0 ± 0.2
Advanced diploma/diploma	94.3 ± 0.5	94.6 ± 0.6	91.7 ± 0.8	94.4 ± 0.8	90.9 ± 1.4	94.5 ± 2.1	94.3 ± 2.4	82.8 ± 5.3	93.6 ± 0.3
Certificate I to IV (e)	90.9 ± 0.5	92.5 ± 0.6	88.4 ± 0.7	91.5 ± 0.9	87.4 ± 1.5	88.3 ± 1.9	89.4 ± 3.1	71.5 ± 5.2	90.2 ± 0.3

TABLE 4A.34

Table 4A.34 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 12 or equivalent	91.0 ± 0.9	93.0 ± 0.9	86.6 ± 1.1	89.6 ± 1.4	85.7 ± 2.2	84.0 ± 4.7	91.7 ± 3.5	67.9 ±10.1	89.5 ± 0.6
Year 11 or equivalent or below	80.6 ± 1.2	84.2 ± 1.4	74.5 ± 1.7	76.6 ± 2.3	72.2 ± 2.8	78.8 ± 3.5	81.4 ± 8.1	26.3 ± 6.1	77.6 ± 0.9
Not stated (f)	88.3 ± 1.9	92.2 ± 2.1	82.4 ± 1.8	83.2 ± 3.1	78.0 ± 3.8	88.8 ± 5.3	91.2 ± 4.5	42.2 ±15.5	83.6 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	97.5 ± 0.2	97.9 ± 0.3	96.3 ± 0.4	97.1 ± 0.6	95.9 ± 0.8	96.6 ± 1.2	96.1 ± 1.2	90.2 ± 3.8	97.1 ± 0.2
Other business managers and associate professionals	96.2 ± 0.3	96.7 ± 0.4	94.0 ± 0.6	95.5 ± 0.6	93.2 ± 1.0	94.1 ± 1.5	94.6 ± 1.9	87.4 ± 4.3	95.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	93.4 ± 0.5	94.7 ± 0.5	90.2 ± 0.7	93.2 ± 0.7	89.8 ± 1.5	90.0 ± 2.2	93.2 ± 2.9	74.8 ± 5.2	92.5 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.8 ± 0.7	91.6 ± 0.8	84.3 ± 1.1	88.2 ± 1.3	84.0 ± 2.0	84.7 ± 2.9	86.5 ± 6.0	57.9 ± 9.1	87.9 ± 0.5
Not in paid work in previous 12 months	79.7 ± 1.3	83.9 ± 1.4	74.6 ± 1.8	75.8 ± 2.8	73.4 ± 3.4	74.1 ± 4.7	79.2 ± 6.4	30.3 ± 6.8	78.6 ± 0.8
Not stated (h)	89.2 ± 1.6	91.1 ± 2.3	83.4 ± 1.3	84.7 ± 2.2	77.3 ± 2.7	87.3 ± 4.4	91.2 ± 3.5	38.1 ±10.9	83.6 ± 1.0
Year 7									
Parental education (d)									
Bachelor degree or above	96.2 ± 0.4	95.9 ± 0.4	94.0 ± 0.7	96.1 ± 0.7	95.9 ± 0.7	95.5 ± 1.4	94.9 ± 1.5	86.6 ± 4.7	95.5 ± 0.2
Advanced diploma/diploma	90.9 ± 0.7	91.5 ± 0.7	87.3 ± 1.2	90.4 ± 1.4	90.2 ± 1.5	90.1 ± 2.6	89.0 ± 2.7	75.2 ± 7.3	90.0 ± 0.5
Certificate I to IV (e)	84.8 ± 0.9	87.2 ± 0.9	82.2 ± 1.2	85.7 ± 1.6	86.5 ± 1.4	85.4 ± 2.5	83.5 ± 4.0	69.3 ± 7.8	84.8 ± 0.5
Year 12 or equivalent	86.8 ± 1.3	88.8 ± 1.2	80.5 ± 1.8	84.6 ± 2.2	86.8 ± 2.1	82.6 ± 5.7	85.2 ± 4.7	64.7 ±14.1	85.1 ± 0.8
Year 11 or equivalent or below	71.4 ± 1.8	75.6 ± 1.9	66.5 ± 2.2	67.4 ± 2.9	70.4 ± 2.8	71.3 ± 4.2	70.9 ±15.0	20.0 ± 8.4	69.5 ± 1.1
Not stated (f)	85.5 ± 2.4	92.7 ± 2.0	76.8 ± 2.9	79.5 ± 5.9	78.3 ± 4.1	83.0 ± 7.1	90.1 ± 6.4	37.1 ±18.2	81.0 ± 1.8
Parental occupation (g)									

TABLE 4A.34

Table 4A.34 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Senior management and qualified professionals	96.0 ± 0.4	96.6 ± 0.4	93.9 ± 0.7	95.3 ± 0.9	95.1 ± 0.9	95.2 ± 1.5	93.6 ± 2.0	87.7 ± 5.0	95.5 ± 0.3
Other business managers and associate professionals	93.2 ± 0.6	94.3 ± 0.5	90.4 ± 0.8	92.6 ± 1.2	92.7 ± 1.1	91.1 ± 2.1	91.8 ± 2.3	83.5 ± 7.1	92.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	88.4 ± 0.8	90.7 ± 0.8	83.9 ± 1.1	87.5 ± 1.5	89.8 ± 1.5	86.5 ± 2.9	86.5 ± 4.7	72.9 ± 6.0	87.7 ± 0.5
Machine operators, hospitality staff, assistants, labourers	82.4 ± 1.3	85.1 ± 1.2	77.0 ± 1.6	80.4 ± 2.2	84.1 ± 1.7	79.3 ± 3.6	76.1 ± 7.6	52.0 ± 11.2	81.6 ± 0.7
Not in paid work in previous 12 months	70.5 ± 1.8	75.0 ± 2.0	65.7 ± 2.5	64.2 ± 4.0	71.4 ± 3.7	64.8 ± 5.5	72.8 ± 9.9	27.5 ± 11.8	69.8 ± 1.1
Not stated (h)	86.3 ± 2.1	92.3 ± 1.9	76.7 ± 2.3	78.6 ± 5.0	77.1 ± 3.3	83.3 ± 4.9	88.4 ± 7.0	35.6 ± 13.8	79.6 ± 1.5
Year 9									
Parental education (d)									
Bachelor degree or above	94.2 ± 0.6	93.1 ± 0.7	89.9 ± 1.0	94.4 ± 1.0	91.3 ± 1.4	90.9 ± 2.2	91.7 ± 2.0	81.7 ± 6.5	92.7 ± 0.4
Advanced diploma/diploma	86.6 ± 1.0	85.3 ± 1.2	79.7 ± 1.5	88.5 ± 1.6	82.8 ± 2.2	83.2 ± 4.3	82.7 ± 3.8	71.5 ± 8.0	84.5 ± 0.6
Certificate I to IV (e)	78.1 ± 1.1	79.0 ± 1.3	73.2 ± 1.5	81.6 ± 1.8	74.2 ± 2.8	74.3 ± 3.6	78.1 ± 5.5	56.7 ± 8.9	77.0 ± 0.7
Year 12 or equivalent	80.0 ± 2.0	80.6 ± 1.7	72.9 ± 2.7	79.7 ± 2.8	75.5 ± 3.4	72.0 ± 7.0	83.4 ± 5.8	49.4 ± 9.0	77.8 ± 1.0
Year 11 or equivalent or below	61.9 ± 2.2	66.0 ± 2.2	56.6 ± 2.3	62.5 ± 3.5	56.8 ± 4.4	57.3 ± 4.8	67.3 ± 14.4	20.6 ± 9.1	60.6 ± 1.2
Not stated (f)	76.7 ± 3.1	85.3 ± 3.2	68.1 ± 3.0	76.0 ± 5.9	62.1 ± 12.3	75.2 ± 7.7	79.5 ± 6.8	37.0 ± 16.6	72.7 ± 2.5
Parental occupation (g)									
Senior management and qualified professionals	94.0 ± 0.6	93.9 ± 0.7	89.9 ± 1.1	93.5 ± 1.2	90.1 ± 1.7	90.3 ± 2.9	90.0 ± 2.7	84.6 ± 6.5	92.7 ± 0.4
Other business managers and associate professionals	89.5 ± 0.7	89.4 ± 0.9	83.3 ± 1.2	89.7 ± 1.4	85.4 ± 1.9	83.1 ± 3.2	86.9 ± 4.1	77.2 ± 7.3	87.7 ± 0.5
Tradespeople, clerks, skilled office, sales and service staff	82.0 ± 1.1	83.4 ± 1.2	75.5 ± 1.6	83.5 ± 1.9	79.2 ± 2.6	77.4 ± 3.4	82.0 ± 5.1	61.6 ± 7.9	80.6 ± 0.7

TABLE 4A.34

Table 4A.34 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Machine operators, hospitality staff, assistants, labourers	74.2 ± 1.6	76.4 ± 1.6	65.9 ± 1.9	75.4 ± 2.7	70.6 ± 2.9	65.0 ± 4.2	68.4 ± 9.3	50.5 ± 10.8	72.7 ± 0.9
Not in paid work in previous 12 months	61.0 ± 2.4	64.6 ± 2.2	55.8 ± 2.8	60.1 ± 4.3	56.3 ± 4.6	53.7 ± 5.7	59.4 ± 13.7	21.5 ± 8.9	60.3 ± 1.3
Not stated (h)	77.9 ± 2.8	83.0 ± 3.2	67.7 ± 2.7	74.3 ± 5.2	60.7 ± 8.0	71.1 ± 6.3	81.8 ± 6.0	36.7 ± 12.6	71.0 ± 2.0

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes AQF trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Year 3									
Parental education (d)									
Bachelor degree or above	443.5 ± 1.4	443.5 ± 1.5	429.5 ± 1.7	437.0 ± 2.2	418.6 ± 2.6	433.3 ± 4.3	425.7 ± 4.2	393.9 ±12.2	437.9 ± 0.8
Advanced diploma/diploma	418.4 ± 1.5	422.2 ± 1.7	403.2 ± 2.1	412.0 ± 3.0	392.9 ± 3.3	411.3 ± 6.1	406.6 ± 7.9	365.3 ±14.6	413.2 ± 1.0
Certificate I to IV (e)	402.3 ± 1.5	410.1 ± 1.6	391.7 ± 1.8	397.7 ± 2.6	379.3 ± 3.1	397.3 ± 5.3	389.6 ± 9.5	352.7 ±10.1	398.6 ± 0.9
Year 12 or equivalent	406.4 ± 2.3	415.1 ± 2.2	386.0 ± 3.3	392.5 ± 3.7	380.8 ± 4.3	399.4 ± 9.4	405.7 ±11.6	328.8 ±20.5	398.5 ± 1.4
Year 11 or equivalent or below	376.2 ± 2.6	392.9 ± 3.2	360.2 ± 3.1	363.0 ± 4.8	348.7 ± 5.5	370.2 ± 7.1	388.1 ±34.1	231.4 ±20.1	368.6 ± 2.1
Not stated (f)	409.0 ± 4.9	428.3 ± 5.3	379.3 ± 5.3	387.8 ± 8.8	369.3 ± 8.7	398.3 ±12.4	408.7 ±12.1	273.9 ±42.7	388.8 ± 4.0
Parental occupation (g)									
Senior management and qualified professionals	443.0 ± 1.5	445.1 ± 1.6	429.2 ± 1.8	436.2 ± 2.5	417.6 ± 3.1	429.6 ± 5.0	427.4 ± 5.1	395.0 ±12.3	437.5 ± 0.9
Other business managers and associate professionals	430.6 ± 1.4	433.9 ± 1.6	414.9 ± 2.0	419.9 ± 2.6	402.9 ± 2.8	416.7 ± 4.9	416.4 ± 6.0	387.9 ± 9.8	424.9 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	412.7 ± 1.5	421.4 ± 1.6	398.2 ± 2.0	404.8 ± 2.8	388.4 ± 3.1	404.8 ± 5.3	401.0 ± 8.9	358.4 ±11.9	408.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	399.7 ± 2.1	409.4 ± 2.0	382.9 ± 2.4	390.3 ± 3.5	374.5 ± 4.0	386.5 ± 6.5	389.2 ±11.5	300.8 ±19.7	395.2 ± 1.2
Not in paid work in previous 12 months	380.2 ± 2.6	397.8 ± 2.6	363.1 ± 3.7	366.2 ± 6.4	352.7 ± 6.0	366.9 ±10.1	371.0 ±12.4	242.6 ±20.2	377.3 ± 1.8
Not stated (h)	410.5 ± 6.4	427.3 ± 6.3	382.6 ± 3.2	390.4 ± 5.8	366.1 ± 6.6	395.4 ±10.0	406.4 ± 7.7	261.7 ±34.0	387.4 ± 2.9
Year 5									
Parental education (d)									
Bachelor degree or above	502.0 ± 1.5	503.4 ± 1.3	488.7 ± 1.7	496.0 ± 2.1	481.7 ± 2.9	496.0 ± 4.7	492.3 ± 4.3	473.7 ± 9.5	497.6 ± 0.8
Advanced diploma/diploma	475.9 ± 1.4	481.3 ± 1.4	462.4 ± 1.9	472.2 ± 2.2	457.8 ± 3.1	477.3 ± 5.5	470.8 ± 5.7	443.7 ±10.4	472.7 ± 0.8
Certificate I to IV (e)	459.0 ± 1.3	469.7 ± 1.5	450.1 ± 1.7	458.1 ± 2.2	445.7 ± 2.9	454.3 ± 4.4	454.0 ± 6.2	415.9 ±10.7	457.7 ± 0.8

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Year 12 or equivalent	464.5 ± 2.2	474.5 ± 1.9	448.4 ± 2.5	456.9 ± 3.2	446.4 ± 3.6	449.1 ± 9.2	468.2 ± 8.3	402.1 ±18.7	459.8 ± 1.2
Year 11 or equivalent or below	434.9 ± 2.2	453.9 ± 2.2	419.1 ± 2.8	422.6 ± 4.6	415.9 ± 4.4	427.9 ± 7.1	449.9 ±28.5	305.0 ±16.0	429.4 ± 1.7
Not stated (f)	467.5 ± 5.2	489.9 ± 4.4	443.0 ± 4.2	447.0 ± 8.4	433.5 ± 9.3	471.2 ±20.9	476.9 ±11.0	336.1 ±46.7	451.6 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	501.5 ± 1.6	505.1 ± 1.5	488.3 ± 1.8	494.0 ± 2.4	481.8 ± 3.2	496.5 ± 4.6	492.4 ± 5.4	474.4 ±10.3	497.2 ± 0.9
Other business managers and associate professionals	486.7 ± 1.4	492.0 ± 1.4	472.9 ± 1.7	479.0 ± 2.2	466.6 ± 2.7	475.1 ± 4.8	481.2 ± 5.9	451.9 ±10.4	482.8 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	469.3 ± 1.4	479.2 ± 1.5	456.0 ± 1.8	465.3 ± 2.4	452.7 ± 2.9	460.3 ± 4.6	466.5 ± 7.1	426.1 ± 9.8	466.6 ± 0.8
Machine operators, hospitality staff, assistants, labourers	456.3 ± 1.9	469.6 ± 1.9	440.7 ± 2.3	450.9 ± 2.9	439.3 ± 3.6	443.8 ± 5.6	449.4 ± 9.9	383.8 ±19.8	454.2 ± 1.1
Not in paid work in previous 12 months	437.3 ± 2.4	457.5 ± 2.1	420.9 ± 3.4	425.6 ± 5.9	423.6 ± 5.2	422.8 ± 7.8	443.6 ±11.8	314.9 ±16.8	436.7 ± 1.6
Not stated (h)	469.3 ± 5.5	488.8 ± 4.9	444.0 ± 3.0	450.3 ± 5.7	431.0 ± 5.9	460.7 ±18.3	470.7 ± 7.5	328.4 ±32.9	449.2 ± 2.8
Year 7									
Parental education (d)									
Bachelor degree or above	547.2 ± 2.9	548.9 ± 2.5	535.0 ± 3.5	542.1 ± 5.1	543.0 ± 3.4	547.4 ± 7.2	540.1 ± 6.0	512.7 ±13.1	544.1 ± 1.5
Advanced diploma/diploma	514.3 ± 2.2	518.3 ± 2.1	503.2 ± 2.9	511.2 ± 3.8	511.8 ± 3.6	512.9 ± 6.7	507.4 ± 5.9	477.2 ±20.4	512.1 ± 1.2
Certificate I to IV (e)	493.3 ± 2.1	501.8 ± 2.2	488.1 ± 2.6	492.6 ± 3.9	497.9 ± 3.2	495.4 ± 6.6	492.5 ± 8.2	458.4 ±17.5	494.0 ± 1.2
Year 12 or equivalent	502.3 ± 3.0	510.5 ± 2.8	486.9 ± 4.5	491.7 ± 5.5	502.8 ± 4.8	492.1 ±13.7	512.1 ±15.5	449.7 ±33.8	498.7 ± 1.9
Year 11 or equivalent or below	465.5 ± 3.5	480.6 ± 3.5	454.7 ± 4.1	452.7 ± 6.0	464.2 ± 5.2	462.0 ± 8.6	475.2 ±51.6	314.8 ±30.0	461.2 ± 2.5
Not stated (f)	512.5 ± 7.1	534.9 ± 7.9	483.4 ± 8.0	493.8 ±18.8	488.1 ±11.6	506.4 ±22.2	524.5 ±17.2	364.6 ±63.1	498.1 ± 5.7
Parental occupation (g)									

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Senior management and qualified professionals	545.5 ± 3.0	550.8 ± 2.8	533.9 ± 3.7	539.0 ± 5.7	540.3 ± 4.2	542.7 ± 8.5	538.4 ± 7.9	517.5 ±14.2	543.0 ± 1.6
Other business managers and associate professionals	526.6 ± 2.4	531.8 ± 2.5	514.2 ± 2.9	517.9 ± 4.0	521.6 ± 3.1	519.7 ± 7.2	522.4 ± 7.3	499.5 ±13.5	523.8 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	504.8 ± 2.4	514.0 ± 2.3	493.6 ± 2.6	499.5 ± 4.3	506.2 ± 3.5	500.0 ± 7.5	505.1 ±11.4	471.2 ±14.7	503.6 ± 1.3
Machine operators, hospitality staff, assistants, labourers	490.4 ± 3.3	499.8 ± 2.8	476.4 ± 3.4	482.0 ± 5.5	493.7 ± 3.8	479.7 ± 7.4	477.3 ±15.7	415.5 ±30.3	488.6 ± 1.7
Not in paid work in previous 12 months	467.0 ± 3.5	482.8 ± 3.3	456.5 ± 4.8	450.8 ± 8.7	472.8 ± 6.6	449.3 ±10.5	473.5 ±17.6	334.4 ±39.1	466.4 ± 2.3
Not stated (h)	513.2 ± 6.5	533.6 ± 7.0	482.5 ± 6.3	489.9 ±15.6	485.3 ± 8.6	499.5 ±15.1	511.7 ±16.1	359.5 ±47.9	492.5 ± 4.6
Year 9									
Parental education (d)									
Bachelor degree or above	595.9 ± 3.3	592.3 ± 3.4	576.2 ± 3.9	593.6 ± 5.5	579.9 ± 5.4	585.9 ± 8.5	585.8 ± 8.5	567.7 ±19.6	589.5 ± 1.8
Advanced diploma/diploma	559.6 ± 2.6	555.9 ± 2.9	540.9 ± 3.4	559.1 ± 4.4	547.2 ± 5.0	552.7 ± 8.1	550.0 ± 8.8	533.0 ±22.1	553.5 ± 1.5
Certificate I to IV (e)	533.9 ± 2.6	537.2 ± 3.0	523.7 ± 3.2	540.7 ± 4.3	525.2 ± 5.9	524.5 ± 7.2	534.3 ±10.5	484.5 ±20.9	531.8 ± 1.5
Year 12 or equivalent	544.7 ± 3.8	546.4 ± 3.7	526.0 ± 7.7	538.3 ± 6.3	530.4 ± 7.4	525.8 ±13.2	559.6 ±17.6	464.8 ±28.2	538.3 ± 2.7
Year 11 or equivalent or below	501.2 ± 3.9	513.4 ± 4.2	488.1 ± 4.8	494.9 ± 7.0	489.2 ± 8.0	489.3 ±10.3	529.9 ±48.6	352.7 ±40.8	496.6 ± 2.7
Not stated (f)	543.8 ± 7.9	574.1 ± 8.6	517.6 ± 7.6	539.9 ±16.6	517.5 ±18.3	539.5 ±14.1	562.5 ±17.2	404.0 ±61.3	533.0 ± 6.3
Parental occupation (g)									
Senior management and qualified professionals	594.8 ± 3.5	594.5 ± 3.5	575.2 ± 4.2	590.1 ± 6.3	577.5 ± 6.3	582.1 ± 9.9	583.9 ±12.4	572.0 ±22.6	588.6 ± 1.9
Other business managers and associate professionals	570.5 ± 2.8	571.7 ± 3.1	551.8 ± 3.4	567.0 ± 4.5	553.4 ± 5.0	554.0 ± 7.6	565.6 ±11.5	551.2 ±18.7	565.0 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	545.7 ± 2.8	549.0 ± 3.0	529.9 ± 3.2	545.9 ± 4.6	538.0 ± 5.7	530.5 ± 7.6	547.8 ±12.7	502.8 ±19.6	541.9 ± 1.6

Table 4A.35 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (score points) (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>
Machine operators, hospitality staff, assistants, labourers	528.7 ± 3.7	533.5 ± 3.9	508.9 ± 4.1	526.4 ± 5.9	518.3 ± 6.3	505.5 ± 8.2	521.4 ±16.0	461.2 ±33.7	524.2 ± 2.0
Not in paid work in previous 12 months	503.0 ± 4.2	514.6 ± 4.4	489.2 ± 6.2	492.3 ± 9.7	489.0 ± 9.4	483.3 ±11.2	507.5 ±25.6	363.7 ±42.3	500.3 ± 2.7
Not stated (h)	546.0 ± 7.2	567.1 ± 8.2	515.0 ± 7.6	533.6 ±14.5	508.4 ±14.2	527.9 ±13.1	556.8 ±16.1	404.5 ±46.4	526.1 ± 5.3

- (a) 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), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes AQF trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

NAPLAN Numeracy

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	89.5 ± 1.7	91.7 ± 2.4	89.7 ± 1.9	85.9 ± 2.6	78.4 ± 5.0	..	87.2 ± 6.7	..	88.2 ± 1.0
Inner Regional	89.3 ± 2.1	88.1 ± 3.5	90.6 ± 2.6	82.9 ± 7.4	78.3 ± 12.1	93.4 ± 4.1	np	..	89.4 ± 1.3
Outer Regional	86.3 ± 3.5	88.6 ± 6.5	83.5 ± 3.3	81.0 ± 9.7	69.9 ± 10.4	93.3 ± 4.5	..	77.9 ± 6.9	83.6 ± 2.1
Remote	81.7 ± 7.4	np	70.5 ± 10.2	72.8 ± 7.9	69.4 ± 12.6	np	..	63.1 ± 9.5	70.7 ± 4.7
Very remote	80.0 ± 13.3	..	60.7 ± 10.1	55.1 ± 9.6	42.2 ± 18.1	..	..	31.2 ± 7.9	47.1 ± 5.8
Total	88.6 ± 1.3	89.7 ± 2.2	84.3 ± 2.2	77.4 ± 3.3	72.8 ± 4.0	93.4 ± 2.7	87.3 ± 6.3	49.7 ± 7.3	82.2 ± 1.3
2016	88.4 ± 1.2	87.7 ± 2.4	85.7 ± 2.0	76.2 ± 2.9	78.0 ± 4.1	94.0 ± 2.3	87.6 ± 6.8	50.0 ± 7.2	82.6 ± 1.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	↑	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	96.6 ± 0.3	96.3 ± 0.4	96.9 ± 0.4	96.6 ± 0.5	94.0 ± 1.1	..	96.9 ± 1.0	..	96.4 ± 0.2
Inner Regional	96.1 ± 0.5	96.1 ± 0.7	96.2 ± 0.6	95.9 ± 1.1	95.6 ± 1.4	96.4 ± 1.0	np	..	96.1 ± 0.3
Outer Regional	95.9 ± 0.8	95.9 ± 1.4	96.6 ± 0.6	96.0 ± 1.0	93.2 ± 1.5	96.3 ± 1.2	..	94.8 ± 2.0	95.9 ± 0.4
Remote	97.0 ± 3.1	97.3 ± 5.2	96.7 ± 1.6	97.1 ± 1.4	94.8 ± 2.3	96.0 ± 8.1	..	95.8 ± 2.8	96.4 ± 0.8
Very remote	96.1 ± 6.5	..	94.8 ± 3.3	96.9 ± 2.8	93.8 ± 6.2	..	..	96.9 ± 2.8	95.7 ± 1.6
Total	96.5 ± 0.3	96.2 ± 0.4	96.7 ± 0.3	96.5 ± 0.4	94.1 ± 0.8	96.4 ± 0.7	96.9 ± 1.0	95.1 ± 1.5	96.3 ± 0.2
2016	96.4 ± 0.2	96.2 ± 0.3	96.9 ± 0.3	96.4 ± 0.4	95.1 ± 0.6	95.9 ± 1.0	97.2 ± 0.8	95.2 ± 1.8	96.4 ± 0.1
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	↑	■	■	■	■	■	■
All year 3 students									

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	96.3 ± 0.3	96.1 ± 0.4	96.6 ± 0.4	96.1 ± 0.5	93.4 ± 1.1	..	96.7 ± 1.0	..	96.1 ± 0.2
Inner Regional	95.3 ± 0.6	95.7 ± 0.7	95.7 ± 0.7	95.1 ± 1.1	95.1 ± 1.5	96.3 ± 1.0	np	..	95.6 ± 0.3
Outer Regional	94.2 ± 1.2	95.3 ± 1.7	94.4 ± 1.0	93.8 ± 2.2	91.2 ± 1.9	96.0 ± 1.1	..	91.6 ± 2.9	94.0 ± 0.6
Remote	91.2 ± 4.3	97.3 ± 5.2	89.0 ± 4.9	90.5 ± 3.6	92.9 ± 3.3	96.3 ± 8.0	..	81.4 ± 7.8	89.2 ± 2.2
Very remote	86.1 ± 10.3	..	74.3 ± 8.1	74.5 ± 8.9	66.7 ± 16.5	..	..	38.8 ± 10.6	63.6 ± 5.7
Total	96.0 ± 0.3	96.0 ± 0.4	95.7 ± 0.4	95.1 ± 0.5	93.0 ± 0.8	96.2 ± 0.8	96.7 ± 1.0	76.3 ± 5.8	95.4 ± 0.2
2016	95.9 ± 0.3	95.9 ± 0.4	96.0 ± 0.4	95.0 ± 0.5	94.2 ± 0.7	95.8 ± 0.9	96.9 ± 0.8	77.9 ± 5.4	95.5 ± 0.2
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	■	■	↑	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	↑	■	■	▲	
<i>WA</i>	■	■	■	..	↑	■	↓	▲	
<i>SA</i>	↓	↓	↓	↓	..	↓	↓	▲	
<i>Tas</i>	■	■	■	■	↑	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 3, average age, 2017									
Average age	8 y 7 m	8 y 8 m	8 y 5 m	8 y 4 m	8 y 7 m	8 y 10 m	8 y 7 m	8 y 5 m	8 y 7 m
Years of schooling	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 5									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	89.4 ± 1.6	87.7 ± 3.2	89.4 ± 2.3	83.4 ± 3.1	80.4 ± 4.8	..	87.5 ± 6.5	..	87.7 ± 1.1
Inner Regional	85.9 ± 2.1	89.7 ± 3.0	89.2 ± 2.3	82.2 ± 6.1	79.3 ± 12.8	87.5 ± 4.6	np	..	87.0 ± 1.4
Outer Regional	83.9 ± 3.1	83.8 ± 6.5	84.5 ± 2.9	72.5 ± 7.2	69.7 ± 9.4	92.7 ± 4.8	..	73.7 ± 8.6	81.7 ± 1.9
Remote	76.7 ± 8.2	np	70.5 ± 10.9	66.4 ± 7.1	78.0 ± 18.5	np	..	54.5 ± 8.9	66.0 ± 4.4
Very remote	72.4 ± 16.6	..	63.0 ± 8.0	45.6 ± 8.3	48.7 ± 20.4	..	..	29.3 ± 6.1	44.7 ± 5.0
Total	86.7 ± 1.2	87.9 ± 2.1	84.4 ± 2.0	71.3 ± 3.7	74.6 ± 4.6	89.5 ± 3.5	87.2 ± 6.2	45.4 ± 6.4	80.2 ± 1.3
2016	82.6 ± 1.5	86.3 ± 2.3	80.2 ± 2.1	65.8 ± 3.7	71.0 ± 4.4	89.6 ± 3.0	82.7 ± 8.8	43.8 ± 6.2	76.1 ± 1.4
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	▲	↑	■	■	■	■	↑
Non-Indigenous students									
2017									
Major cities	96.6 ± 0.3	96.3 ± 0.5	97.1 ± 0.4	97.0 ± 0.4	94.3 ± 1.0	..	96.6 ± 1.0	..	96.5 ± 0.2
Inner Regional	95.9 ± 0.6	95.9 ± 0.7	96.2 ± 0.6	96.2 ± 1.4	95.5 ± 1.3	95.2 ± 1.3	np	..	95.9 ± 0.3
Outer Regional	95.5 ± 0.9	96.3 ± 1.1	96.7 ± 0.7	95.4 ± 1.3	92.5 ± 1.7	95.9 ± 1.3	..	96.5 ± 1.5	95.8 ± 0.5
Remote	97.2 ± 3.1	99.5 ± 3.5	97.1 ± 1.7	96.3 ± 1.7	93.8 ± 4.2	94.5 ± 5.9	..	94.9 ± 2.6	95.9 ± 1.2
Very remote	94.3 ± 8.5	..	95.8 ± 2.7	95.2 ± 4.4	91.9 ± 7.4	..	..	94.3 ± 6.2	94.9 ± 2.3
Total	96.4 ± 0.3	96.2 ± 0.4	96.9 ± 0.3	96.8 ± 0.4	94.2 ± 0.8	95.4 ± 1.0	96.6 ± 1.0	96.1 ± 1.3	96.3 ± 0.2
2016	95.5 ± 0.3	95.5 ± 0.4	95.8 ± 0.4	95.5 ± 0.5	93.9 ± 0.8	94.3 ± 1.0	96.6 ± 0.9	94.9 ± 2.1	95.5 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	↑	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	▲	↑	↑	↑	■	↑	↑
All year 5 students									

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	96.3 ± 0.3	96.1 ± 0.5	96.8 ± 0.4	96.5 ± 0.5	93.8 ± 1.0	..	96.3 ± 1.0	..	96.2 ± 0.2
Inner Regional	94.8 ± 0.7	95.7 ± 0.7	95.6 ± 0.7	95.3 ± 1.4	94.9 ± 1.5	94.9 ± 1.4	95.4 ± 11.1	..	95.2 ± 0.4
Outer Regional	93.4 ± 1.1	95.5 ± 1.3	94.8 ± 1.0	92.3 ± 2.2	90.6 ± 2.2	95.4 ± 1.3	..	92.2 ± 3.1	93.8 ± 0.6
Remote	88.6 ± 5.5	99.5 ± 3.3	89.5 ± 5.0	87.6 ± 4.1	92.7 ± 4.6	92.1 ± 9.2	..	75.9 ± 8.4	87.1 ± 2.5
Very remote	80.8 ± 13.4	..	76.7 ± 6.1	65.4 ± 9.9	69.0 ± 15.0	..	..	35.4 ± 8.0	60.7 ± 5.3
Total	95.8 ± 0.3	96.0 ± 0.4	95.9 ± 0.4	95.0 ± 0.6	93.3 ± 0.8	95.0 ± 1.0	96.3 ± 1.0	74.5 ± 6.0	95.4 ± 0.2
2016	94.7 ± 0.3	95.3 ± 0.4	94.7 ± 0.5	93.4 ± 0.7	92.8 ± 0.9	94.0 ± 1.0	96.3 ± 1.0	73.5 ± 6.2	94.3 ± 0.2
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	■	■	▲	↑	↑	↑	■	■	↑
Statistical significance across jurisdictions, all year 5 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	↑	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	↓	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 5, average age, 2017									
Average age	10 y 7 m	10 y 9 m	10 y 5 m	10 y 4 m	10 y 7 m	10 y 10 m	10 y 7 m	10 y 6 m	10 y 7 m
Years of schooling	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 7									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	88.6 ± 1.8	87.1 ± 4.2	89.7 ± 2.0	81.1 ± 3.6	80.4 ± 5.1	..	89.6 ± 6.4	..	87.1 ± 1.3
Inner Regional	84.3 ± 2.5	82.9 ± 5.1	87.2 ± 3.2	76.9 ± 9.1	83.8 ± 11.2	91.7 ± 3.8	np	..	85.1 ± 1.7
Outer Regional	83.4 ± 3.8	84.8 ± 8.2	81.1 ± 3.6	79.5 ± 7.5	77.5 ± 7.0	89.5 ± 4.8	..	74.6 ± 9.2	81.3 ± 2.1
Remote	69.4 ± 13.9	np	62.5 ± 13.6	69.7 ± 9.6	np	np	..	55.9 ± 13.7	64.8 ± 6.4
Very remote	61.2 ± 14.3	..	55.8 ± 17.7	49.7 ± 9.3	57.0 ± 13.5	..	..	28.0 ± 6.6	42.0 ± 7.0
Total	85.7 ± 1.5	85.1 ± 3.1	82.8 ± 2.5	73.2 ± 3.5	78.0 ± 3.7	90.8 ± 2.9	89.6 ± 6.4	46.4 ± 8.8	79.9 ± 1.4
2016	85.1 ± 1.4	84.3 ± 3.0	82.9 ± 2.1	73.6 ± 3.9	79.9 ± 4.0	89.3 ± 3.3	87.3 ± 8.1	47.3 ± 7.8	79.4 ± 1.4
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	96.7 ± 0.4	96.4 ± 0.6	96.8 ± 0.6	96.8 ± 0.7	95.8 ± 0.8	..	97.1 ± 1.1	..	96.6 ± 0.3
Inner Regional	95.8 ± 0.7	95.9 ± 1.0	95.4 ± 0.8	95.7 ± 1.4	95.9 ± 1.4	95.3 ± 1.3	np	..	95.7 ± 0.4
Outer Regional	95.0 ± 1.3	95.4 ± 2.0	96.3 ± 1.0	96.3 ± 1.7	94.8 ± 1.5	94.7 ± 2.0	..	94.9 ± 2.8	95.6 ± 0.6
Remote	93.2 ± 5.7	100.0	96.2 ± 2.3	96.9 ± 2.0	95.1 ± 3.2	np	..	96.5 ± 3.1	96.1 ± 1.3
Very remote	np	..	96.0 ± 3.2	94.4 ± 3.7	94.1 ± 5.7	..	..	96.5 ± 7.3	95.6 ± 1.9
Total	96.4 ± 0.4	96.3 ± 0.5	96.5 ± 0.4	96.6 ± 0.6	95.7 ± 0.6	95.1 ± 1.1	97.1 ± 1.1	95.2 ± 2.3	96.3 ± 0.2
2016	96.4 ± 0.3	96.4 ± 0.5	96.7 ± 0.5	96.7 ± 0.6	95.9 ± 0.6	95.8 ± 1.1	96.9 ± 1.1	95.4 ± 2.3	96.5 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
All year 7 students									

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	96.4 ± 0.5	96.2 ± 0.6	96.6 ± 0.6	96.1 ± 0.8	95.3 ± 0.9	..	96.9 ± 1.2	..	96.3 ± 0.3
Inner Regional	94.5 ± 0.8	95.4 ± 1.1	94.6 ± 0.9	94.6 ± 1.8	95.4 ± 1.5	95.2 ± 1.4	np	..	94.9 ± 0.5
Outer Regional	92.9 ± 1.6	94.7 ± 2.4	93.5 ± 1.4	93.5 ± 3.0	93.2 ± 1.8	94.0 ± 2.0	..	90.9 ± 4.3	93.3 ± 0.8
Remote	82.3 ±10.5	100.0	84.4 ± 8.3	88.4 ± 4.7	94.3 ± 3.1	89.5 ± 8.6	..	76.2 ±12.7	86.1 ± 3.4
Very remote	75.1 ±16.7	..	70.4 ±13.2	64.8 ±10.5	75.6 ±12.7	..	..	33.1 ± 9.3	56.5 ± 7.3
Total	95.8 ± 0.4	96.0 ± 0.5	95.4 ± 0.5	94.9 ± 0.8	94.9 ± 0.7	94.9 ± 1.2	96.9 ± 1.2	74.1 ± 8.5	95.4 ± 0.3
2016	95.8 ± 0.4	96.1 ± 0.5	95.6 ± 0.6	95.1 ± 0.8	95.2 ± 0.7	95.3 ± 1.2	96.7 ± 1.2	74.3 ± 8.2	95.5 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 7, average age, 2017									
Average age	12 y 7 m	12 y 9 m	12 y 5 m	12 y 4 m	12 y 7 m	12 y 10 m	12 y 7 m	12 y 6 m	12 y 7 m
Years of schooling	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m

Year 9**Aboriginal and Torres Strait Islander students**

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Major cities	90.6 ± 1.5	87.0 ± 4.1	90.3 ± 2.3	85.7 ± 3.9	83.7 ± 4.9	..	89.5 ± 5.9	..	88.9 ± 1.1
Inner Regional	87.3 ± 2.3	86.4 ± 4.4	88.5 ± 2.2	86.4 ± 7.6	80.8 ± 12.8	89.8 ± 4.5	np	..	87.5 ± 1.5
Outer Regional	85.6 ± 3.4	86.9 ± 8.9	85.8 ± 4.5	80.5 ± 9.1	81.6 ± 6.0	93.2 ± 3.7	..	80.3 ± 7.4	85.0 ± 2.4
Remote	77.6 ± 13.0	np	74.3 ± 9.6	80.1 ± 8.3	np	np	..	71.6 ± 9.8	76.6 ± 5.0
Very remote	54.8 ± 14.3	..	71.6 ± 14.3	62.6 ± 12.2	56.8 ± 18.9	..	..	44.4 ± 9.9	55.2 ± 7.5
Total	88.1 ± 1.3	86.8 ± 2.9	86.5 ± 2.2	80.4 ± 3.9	80.0 ± 4.0	91.4 ± 3.3	89.5 ± 5.8	60.6 ± 8.6	84.0 ± 1.4
2016	84.4 ± 1.7	84.6 ± 3.0	83.4 ± 2.7	77.6 ± 3.4	80.1 ± 4.2	91.1 ± 3.5	84.3 ± 9.5	46.1 ± 8.3	79.7 ± 1.6
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	↑	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	▲	↑	↑	■	■	↑	↑
Non-Indigenous students									
2017									
Major cities	97.1 ± 0.5	95.9 ± 0.7	97.1 ± 0.6	97.7 ± 0.6	95.2 ± 2.7	..	96.3 ± 1.3	..	96.7 ± 0.3
Inner Regional	96.4 ± 0.6	95.0 ± 1.2	96.3 ± 0.8	97.5 ± 1.4	94.4 ± 2.3	95.9 ± 1.3	np	..	95.9 ± 0.5
Outer Regional	96.1 ± 1.2	96.1 ± 1.9	96.9 ± 0.7	97.3 ± 1.4	92.9 ± 2.7	96.0 ± 1.9	..	96.1 ± 2.5	96.2 ± 0.6
Remote	93.6 ± 4.6	99.6 ± 1.6	95.1 ± 3.7	98.1 ± 1.5	96.3 ± 2.4	93.8 ± 6.0	..	95.9 ± 3.7	96.6 ± 1.4
Very remote	np	..	95.5 ± 4.1	98.2 ± 2.7	91.3 ± 10.0	..	..	99.1 ± 2.8	96.4 ± 2.5
Total	96.9 ± 0.4	95.8 ± 0.6	96.9 ± 0.4	97.7 ± 0.5	94.9 ± 2.0	95.9 ± 1.1	96.3 ± 1.3	96.1 ± 2.1	96.5 ± 0.3
2016	96.1 ± 0.4	95.7 ± 0.5	96.3 ± 0.5	97.4 ± 0.5	95.0 ± 1.3	96.2 ± 1.0	96.7 ± 1.5	96.0 ± 2.4	96.1 ± 0.2
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	■	↑	▲	■	↑	■	■	↑
All year 9 students									
2017									
Major cities	96.9 ± 0.5	95.7 ± 0.7	96.8 ± 0.6	97.2 ± 0.7	94.9 ± 2.5	..	96.2 ± 1.3	..	96.4 ± 0.3

TABLE 4A.36

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Inner Regional	95.3 ± 0.8	94.6 ± 1.3	95.6 ± 0.9	96.6 ± 1.7	94.0 ± 2.5	95.4 ± 1.5	np	..	95.2 ± 0.5
Outer Regional	94.3 ± 1.5	95.4 ± 2.2	94.9 ± 1.3	94.9 ± 2.7	92.2 ± 2.5	95.6 ± 1.9	..	92.6 ± 3.7	94.5 ± 0.8
Remote	86.1 ± 7.5	99.6 ± 1.6	86.6 ± 6.1	92.0 ± 3.8	95.5 ± 2.5	92.8 ± 4.2	..	85.6 ± 8.5	90.3 ± 2.6
Very remote	70.7 ± 15.2	..	81.6 ± 9.3	74.6 ± 11.7	70.6 ± 18.5	..	..	48.1 ± 10.9	66.4 ± 7.1
Total	96.4 ± 0.4	95.5 ± 0.6	96.0 ± 0.5	96.4 ± 0.7	94.3 ± 1.9	95.4 ± 1.2	96.2 ± 1.3	81.2 ± 6.7	95.8 ± 0.3
2016	95.4 ± 0.4	95.4 ± 0.6	95.3 ± 0.6	95.9 ± 0.7	94.4 ± 1.4	95.7 ± 1.1	96.4 ± 1.6	75.2 ± 8.4	95.2 ± 0.3
[Difference from 2016]	■	■	■	■	■	■	■	■	■
2008	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
[Difference from 2008]	↑	■	↑	↑	■	↑	■	■	↑
Statistical significance across jurisdictions, all year 9 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	■	■	■	..	↑	■	■	▲	
<i>SA</i>	↓	■	■	↓	..	■	■	▲	
<i>Tas</i>	■	■	■	■	■	..	■	▲	
<i>ACT</i>	■	■	■	■	■	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	
Year 9, average age, 2017									
Average age	14 y 7 m	14 y 9 m	14 y 5 m	14 y 5 m	14 y 7 m	14 y 10 m	14 y 7 m	14 y 6 m	14 y 7 m
Years of schooling	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m

Nature of differences. Percentage of students at or above the national minimum standard is:

▲ substantially higher than and is statistically significantly different from the comparison year or State/Territory

↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.36 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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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■ is close to or not statistically different from the comparison year or State/Territory

↓ is lower than and is statistically significantly different from the comparison year or State/Territory

▼ is substantially lower than and is statistically significantly different from the comparison year or State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. 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 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Geolocation data are based on the ARIA+, developed by the University of Adelaide's APMRC. ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (g) Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.
- (h) Insufficient students in an area of geographic classification are tabulated as not published (np).

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

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	365.1 ± 4.0	373.0 ± 6.4	362.1 ± 4.8	347.9 ± 8.6	334.9 ± 9.0	..	361.6 ±15.0	..	359.7 ± 2.6
Inner Regional	356.6 ± 4.6	362.1 ± 6.9	356.5 ± 4.8	330.3 ±12.6	345.5 ±18.6	365.2 ± 8.1	np	..	356.5 ± 2.7
Outer Regional	345.3 ± 5.7	375.1 ±12.0	336.9 ± 5.9	326.4 ±13.7	315.3 ±13.7	373.3 ± 9.8	..	324.4 ±11.3	339.9 ± 3.8
Remote	329.9 ±14.4	np	312.3 ±18.6	312.3 ±11.4	306.8 ±21.2	np	..	295.9 ±14.0	310.4 ± 7.3
Very remote	332.4 ±23.0	..	288.0 ±14.9	274.4 ±18.8	253.4 ±29.6	..	..	238.1 ±13.1	264.2 ± 9.9
Total	357.5 ± 2.7	368.8 ± 4.6	343.7 ± 4.1	324.2 ± 7.1	322.5 ± 7.7	368.9 ± 5.9	360.7 ±14.7	271.6 ±12.7	341.5 ± 2.7
2016	349.4 ± 2.6	366.4 ± 5.0	340.6 ± 4.3	319.4 ± 5.4	326.2 ± 7.3	364.3 ± 6.3	348.4 ±13.1	266.0 ±14.2	336.8 ± 2.6
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	↑	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	423.8 ± 2.2	425.2 ± 2.3	412.0 ± 2.9	413.8 ± 3.0	398.0 ± 4.1	..	419.7 ± 5.8	..	419.0 ± 1.2
Inner Regional	402.2 ± 2.3	408.2 ± 2.8	399.7 ± 3.3	393.4 ± 4.7	392.7 ± 6.1	407.8 ± 5.5	np	..	402.9 ± 1.5
Outer Regional	396.3 ± 3.6	411.4 ± 4.8	398.1 ± 3.9	389.8 ± 5.8	378.9 ± 5.3	394.8 ± 5.2	..	391.7 ± 7.8	396.1 ± 2.1
Remote	394.0 ±13.3	409.6 ±22.7	399.6 ± 7.7	392.0 ± 4.9	387.0 ±11.2	410.0 ±30.7	..	385.8 ±14.8	392.8 ± 3.9
Very remote	388.9 ±19.9	..	385.1 ±12.5	378.1 ±10.2	379.0 ±17.2	..	..	391.2 ±13.4	383.0 ± 6.4
Total	418.3 ± 1.8	421.2 ± 1.8	407.4 ± 2.1	408.7 ± 2.5	394.6 ± 3.2	404.1 ± 4.3	419.8 ± 5.8	390.5 ± 6.6	413.8 ± 1.0
2016	408.8 ± 1.9	414.5 ± 1.9	401.1 ± 2.1	400.8 ± 2.5	388.1 ± 2.9	396.5 ± 4.9	413.3 ± 5.3	387.2 ± 7.2	406.1 ± 1.0
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	▲	↑	■	■	■	■	■
All year 3 students									

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	422.0 ± 2.3	424.5 ± 2.3	409.9 ± 3.0	410.8 ± 3.0	395.0 ± 4.1	..	418.1 ± 5.8	..	417.1 ± 1.3
Inner Regional	397.3 ± 2.5	406.5 ± 2.9	395.8 ± 3.4	389.8 ± 5.4	391.4 ± 6.1	405.8 ± 6.3	np	..	399.4 ± 1.5
Outer Regional	387.2 ± 4.0	408.7 ± 5.1	387.9 ± 4.6	380.9 ± 7.4	374.2 ± 5.6	392.3 ± 4.9	..	379.0 ± 9.3	387.7 ± 2.4
Remote	369.8 ± 14.7	409.6 ± 22.7	374.0 ± 13.7	370.3 ± 9.4	380.4 ± 13.3	408.2 ± 31.0	..	346.8 ± 20.9	369.7 ± 6.1
Very remote	355.1 ± 21.9	..	326.9 ± 17.1	322.6 ± 21.2	314.6 ± 34.5	..	..	255.9 ± 21.6	304.8 ± 12.1
Total	414.9 ± 1.9	420.1 ± 1.9	402.2 ± 2.2	402.3 ± 2.7	390.7 ± 3.3	401.8 ± 4.7	418.1 ± 5.8	341.3 ± 13.9	409.4 ± 1.0
2016	405.2 ± 1.9	413.6 ± 1.9	396.3 ± 2.2	395.0 ± 2.7	385.2 ± 3.0	394.6 ± 5.1	411.9 ± 5.4	341.2 ± 13.6	402.0 ± 1.0
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	↑	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 5									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	450.4 ± 3.2	461.4 ± 5.7	452.9 ± 4.0	432.4 ± 4.9	430.8 ± 6.9	..	449.5 ±11.5	..	447.9 ± 2.0
Inner Regional	439.1 ± 3.7	455.3 ± 6.3	450.2 ± 4.2	424.8 ± 9.2	428.1 ±18.4	451.0 ± 8.2	np	..	443.7 ± 2.4
Outer Regional	432.5 ± 5.6	449.5 ±11.4	434.5 ± 5.3	409.6 ± 8.4	409.4 ±11.7	448.7 ± 6.9	..	419.8 ±10.7	430.4 ± 3.2
Remote	419.0 ±10.7	np	406.6 ±15.8	401.0 ±10.2	415.7 ±27.5	np	..	383.1 ±10.3	400.8 ± 6.3
Very remote	409.1 ±23.8	..	395.0 ±10.0	370.1 ±12.9	378.6 ±26.7	..	..	345.8 ± 8.0	368.6 ± 7.1
Total	442.1 ± 2.3	457.1 ± 4.2	439.0 ± 3.4	410.5 ± 5.5	419.6 ± 6.6	449.8 ± 5.4	449.3 ±11.0	371.1 ± 8.7	431.4 ± 2.2
2016	438.1 ± 2.5	452.9 ± 4.3	432.7 ± 3.8	404.2 ± 6.3	413.6 ± 7.5	450.3 ± 6.0	443.6 ±16.4	367.5 ±10.4	426.0 ± 2.5
<i>[Difference from 2016]</i>	●	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	▲	↑	■	■	↑	↑	↑
Non-Indigenous students									
2017									
Major cities	507.5 ± 2.3	506.6 ± 1.9	499.5 ± 2.5	499.7 ± 2.9	483.4 ± 3.6	..	499.2 ± 4.8	..	503.0 ± 1.1
Inner Regional	485.6 ± 2.1	489.3 ± 2.4	486.1 ± 2.8	478.4 ± 4.8	475.4 ± 4.8	485.3 ± 5.3	np	..	485.9 ± 1.3
Outer Regional	476.4 ± 3.4	491.8 ± 3.8	486.7 ± 3.5	478.0 ± 5.6	465.8 ± 4.3	475.7 ± 5.3	..	477.8 ± 8.2	481.1 ± 1.9
Remote	479.0 ±11.6	496.0 ±17.6	481.1 ± 5.7	481.9 ± 5.0	473.4 ±12.7	472.1 ±14.3	..	470.4 ± 7.3	478.7 ± 3.6
Very remote	480.8 ±16.3	..	476.7 ±13.1	466.3 ±12.4	466.0 ±17.8	..	..	477.9 ±22.6	472.4 ± 7.5
Total	501.7 ± 1.9	502.4 ± 1.6	494.7 ± 1.9	494.9 ± 2.4	480.0 ± 2.8	482.3 ± 4.1	499.1 ± 4.8	476.5 ± 6.7	497.7 ± 0.9
2016	501.5 ± 2.0	503.5 ± 1.8	492.7 ± 2.0	492.6 ± 2.5	479.4 ± 2.8	483.4 ± 4.7	498.7 ± 5.1	483.6 ± 7.6	497.1 ± 1.0
<i>[Difference from 2016]</i>	●	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	●	■	▲	↑	↑	↑	↑	↑	↑
All year 5 students									

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	505.8 ± 2.3	506.2 ± 2.0	497.6 ± 2.6	496.9 ± 2.9	481.3 ± 3.6	..	497.7 ± 5.0	..	501.4 ± 1.2
Inner Regional	480.6 ± 2.3	488.2 ± 2.4	482.9 ± 2.9	475.6 ± 5.3	473.4 ± 5.1	485.4 ± 6.9	475.8 ± 17.9	..	482.9 ± 1.4
Outer Regional	468.7 ± 3.7	489.0 ± 4.1	478.7 ± 4.0	468.7 ± 6.7	461.4 ± 5.3	472.3 ± 5.1	..	467.4 ± 8.8	474.1 ± 2.1
Remote	454.6 ± 13.1	495.8 ± 16.4	460.0 ± 11.2	458.1 ± 9.4	468.9 ± 13.6	469.0 ± 16.5	..	429.9 ± 15.6	455.8 ± 5.6
Very remote	436.7 ± 26.4	..	429.3 ± 12.3	409.0 ± 18.2	419.8 ± 26.1	..	..	358.5 ± 13.6	402.0 ± 9.3
Total	498.3 ± 1.9	501.7 ± 1.6	490.4 ± 1.9	488.6 ± 2.7	477.0 ± 2.9	481.3 ± 5.2	497.5 ± 4.9	432.1 ± 11.8	493.8 ± 1.0
2016	497.8 ± 2.1	502.5 ± 1.8	488.3 ± 2.1	486.2 ± 2.8	476.3 ± 2.9	481.3 ± 5.1	497.2 ± 5.1	435.5 ± 13.7	493.1 ± 1.0
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	▲	↑	↑	↑	↑	■	↑
Statistical significance across jurisdictions, all year 5 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	↑	■	▲	
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲	
<i>Qld</i>	■	■	..	■	↑	■	■	▲	
<i>WA</i>	■	↓	■	..	■	■	■	▲	
<i>SA</i>	↓	↓	↓	■	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 7									
Aboriginal and Torres Strait Islander students									
2017									
Major cities	504.4 ± 3.8	508.7 ± 7.6	509.8 ± 6.1	487.7 ±10.2	485.2 ± 7.2	..	503.4 ±13.5	..	502.5 ± 2.8
Inner Regional	492.2 ± 4.7	495.8 ± 8.0	500.3 ± 5.5	479.9 ±14.0	491.9 ±16.6	506.4 ±10.5	np	..	495.2 ± 3.3
Outer Regional	479.9 ± 7.4	491.5 ±13.4	482.1 ± 6.3	476.9 ±10.7	475.5 ±11.9	507.3 ± 9.4	..	471.1 ±12.8	481.6 ± 3.9
Remote	464.8 ±23.2	np	453.6 ±21.4	453.8 ±15.4	np	np	..	440.5 ±19.9	452.2 ± 9.4
Very remote	441.5 ±20.5	..	432.9 ±26.4	428.1 ±13.1	442.7 ±20.5	..	..	386.3 ±12.3	411.5 ±11.2
Total	495.2 ± 3.0	501.1 ± 5.1	490.8 ± 4.8	469.2 ± 6.7	479.3 ± 5.7	506.6 ± 7.1	503.4 ±13.5	420.1 ±15.0	484.7 ± 2.7
2016	488.5 ± 3.1	500.7 ± 5.9	488.3 ± 4.1	464.6 ± 6.7	478.1 ± 6.0	498.8 ± 7.8	499.9 ±12.5	418.1 ±14.0	479.8 ± 2.7
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2017									
Major cities	568.7 ± 4.4	565.9 ± 3.5	560.3 ± 4.9	562.5 ± 6.7	552.5 ± 4.2	..	560.4 ± 8.4	..	564.3 ± 2.2
Inner Regional	541.9 ± 3.6	543.2 ± 4.2	540.5 ± 4.0	541.1 ± 9.3	535.3 ± 6.5	544.5 ± 8.8	np	..	541.8 ± 2.1
Outer Regional	530.3 ± 5.1	544.0 ± 6.1	544.7 ± 5.4	542.4 ± 9.0	530.7 ± 5.3	526.1 ± 6.0	..	540.0 ±15.5	539.0 ± 2.9
Remote	517.4 ±11.8	555.3 ±21.2	536.6 ± 9.0	537.4 ± 8.1	537.3 ±13.2	np	..	548.3 ±15.4	537.7 ± 5.4
Very remote	np	..	529.1 ±12.0	527.7 ±14.1	526.8 ±25.2	..	..	541.0 ±20.5	530.0 ± 7.7
Total	562.1 ± 3.6	560.7 ± 3.0	554.0 ± 3.6	558.0 ± 5.6	547.4 ± 3.4	539.7 ± 6.9	560.4 ± 8.4	541.5 ±12.7	558.0 ± 1.7
2016	555.8 ± 3.5	557.0 ± 3.0	550.5 ± 3.5	554.2 ± 5.5	545.5 ± 3.3	541.2 ± 7.4	557.0 ± 8.3	538.8 ±12.7	553.7 ± 1.7
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	↑	■	■	■	■	■
All year 7 students									

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	566.7 ± 4.4	565.3 ± 3.5	558.6 ± 4.9	559.1 ± 6.8	550.1 ± 4.2	..	558.5 ± 8.5	..	562.5 ± 2.2
Inner Regional	536.6 ± 4.0	541.6 ± 4.3	537.0 ± 4.1	538.2 ± 9.8	533.2 ± 6.8	544.6 ± 9.7	np	..	538.6 ± 2.2
Outer Regional	520.9 ± 6.0	540.3 ± 6.8	533.4 ± 6.1	533.0 ± 11.8	525.6 ± 6.0	523.7 ± 5.9	..	526.3 ± 17.1	530.1 ± 3.3
Remote	494.1 ± 19.2	554.8 ± 21.0	507.5 ± 19.1	511.6 ± 12.0	533.5 ± 12.6	513.1 ± 10.8	..	495.1 ± 31.5	510.7 ± 8.4
Very remote	471.1 ± 39.3	..	467.7 ± 24.6	461.6 ± 21.5	483.8 ± 26.2	..	..	397.6 ± 18.6	443.4 ± 13.9
Total	558.4 ± 3.6	559.7 ± 3.0	549.3 ± 3.6	551.3 ± 5.8	544.0 ± 3.5	538.9 ± 7.5	558.5 ± 8.5	489.0 ± 19.9	553.9 ± 1.7
2016	552.0 ± 3.5	555.9 ± 3.0	545.9 ± 3.6	548.1 ± 5.7	542.6 ± 3.4	539.5 ± 7.6	555.6 ± 8.3	486.2 ± 20.3	549.7 ± 1.7
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	■	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2017									
Compared to:	<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>NSW</i>	..	■	■	■	↑	↑	■	▲	
<i>Vic</i>	■	..	■	■	↑	↑	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	■	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	↓	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2017									
Major cities	550.3 ± 3.9	549.7 ± 8.5	550.0 ± 4.9	535.6 ± 7.4	529.8 ± 7.7	..	550.6 ±11.7	..	546.6 ± 2.6
Inner Regional	539.2 ± 4.4	542.5 ± 8.5	540.5 ± 4.0	532.9 ±12.4	528.4 ±17.2	544.3 ± 8.3	np	..	539.8 ± 2.9
Outer Regional	529.9 ± 6.8	548.5 ±16.0	531.2 ± 6.3	521.6 ±15.6	524.3 ± 7.6	548.1 ± 5.8	..	523.1 ± 9.5	530.8 ± 3.9
Remote	520.0 ±17.7	np	514.7 ±18.0	520.7 ±11.5	np	np	..	506.5 ±13.7	516.4 ± 7.3
Very remote	481.2 ±17.6	..	503.6 ±16.3	496.3 ±24.8	488.2 ±23.9	..	..	464.2 ±12.2	481.5 ±10.4
Total	542.2 ± 2.9	546.9 ± 5.6	537.1 ± 3.6	524.3 ± 6.4	523.8 ± 5.9	546.2 ± 5.2	550.3 ±11.3	489.9 ±11.1	533.7 ± 2.3
2016	534.9 ± 3.0	541.1 ± 5.0	532.0 ± 4.1	520.7 ± 5.4	523.7 ± 5.7	549.1 ± 6.7	550.9 ±14.4	467.2 ±15.9	526.6 ± 2.8
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	↑	■
2008	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
<i>[Difference from 2008]</i>	↑	↑	↑	↑	↑	■	■	■	↑
Non-Indigenous students									
2017									
Major cities	609.8 ± 4.1	598.8 ± 4.0	594.3 ± 4.3	604.2 ± 6.0	585.4 ± 6.6	..	597.3 ± 8.6	..	601.3 ± 2.2
Inner Regional	583.6 ± 3.4	577.9 ± 4.4	577.3 ± 3.7	588.9 ± 8.9	567.2 ± 8.4	577.6 ± 8.0	np	..	579.7 ± 2.1
Outer Regional	574.5 ± 5.3	587.1 ±10.1	581.2 ± 5.2	581.8 ± 9.6	566.0 ± 5.5	565.3 ± 6.6	..	577.8 ±12.4	578.1 ± 3.0
Remote	562.2 ±11.0	615.2 ±17.3	561.7 ±15.4	582.5 ± 6.6	568.3 ±10.3	566.4 ±15.6	..	580.0 ±12.9	575.9 ± 6.6
Very remote	np	..	561.3 ± 8.5	580.2 ±16.1	568.2 ±22.9	..	..	580.3 ±18.9	569.5 ± 7.8
Total	603.3 ± 3.4	594.3 ± 3.3	588.7 ± 3.1	600.6 ± 5.1	580.5 ± 5.2	574.2 ± 6.2	597.3 ± 8.6	578.3 ±10.1	595.3 ± 1.7
2016	595.6 ± 3.7	593.9 ± 3.6	585.9 ± 3.5	600.7 ± 5.5	579.1 ± 5.3	578.6 ± 6.1	598.5 ± 8.6	577.5 ±11.7	592.5 ± 1.9
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	↑	↑	■	■	■	■	■
All year 9 students									
2017									
Major cities	607.9 ± 4.1	598.2 ± 4.0	592.8 ± 4.3	601.6 ± 6.0	583.7 ± 6.7	..	595.9 ± 8.7	..	599.8 ± 2.2

TABLE 4A.37

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
Inner Regional	579.0 ± 3.7	576.7 ± 4.5	574.0 ± 3.8	584.9 ± 9.4	566.0 ± 8.7	577.2 ± 8.7	np	..	577.0 ± 2.2
Outer Regional	567.0 ± 6.1	584.5 ± 10.4	573.1 ± 5.7	574.6 ± 12.2	563.8 ± 6.6	562.8 ± 6.1	..	566.3 ± 12.9	571.5 ± 3.2
Remote	542.8 ± 14.6	614.6 ± 18.1	543.1 ± 17.6	560.9 ± 10.6	566.2 ± 12.5	566.9 ± 17.8	..	548.6 ± 24.7	557.2 ± 7.8
Very remote	510.6 ± 33.7	..	527.9 ± 15.6	523.0 ± 25.5	519.1 ± 31.6	..	..	472.2 ± 16.7	505.2 ± 12.2
Total	600.0 ± 3.3	593.3 ± 3.3	585.0 ± 3.2	595.3 ± 5.2	578.2 ± 5.3	573.2 ± 6.6	595.9 ± 8.7	541.5 ± 14.7	591.9 ± 1.7
2016	591.9 ± 3.6	592.9 ± 3.6	581.9 ± 3.5	594.9 ± 5.6	577.2 ± 5.5	576.5 ± 6.1	597.3 ± 8.6	531.9 ± 18.4	588.9 ± 1.9
<i>[Difference from 2016]</i>	■	■	■	■	■	■	■	■	■
2008	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
<i>[Difference from 2008]</i>	■	■	↑	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 9 students, 2017									
Compared to:	<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>NSW</i>	..	■	↑	■	↑	↑	■	▲	
<i>Vic</i>	■	..	■	■	↑	↑	■	▲	
<i>Qld</i>	↓	■	..	■	■	↑	■	▲	
<i>WA</i>	■	■	■	..	↑	↑	■	▲	
<i>SA</i>	↓	↓	■	↓	..	■	↓	▲	
<i>Tas</i>	↓	↓	↓	↓	■	..	↓	▲	
<i>ACT</i>	■	■	■	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Nature of differences. Percentage of students at or above the national minimum standard is:

- ▲ substantially higher than and is statistically significantly different from the comparison year or State/Territory
- ↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.37 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2017 (score points) (a), (b), (c), (d), (e), (f), (g)**

	<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>
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
(a)	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), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(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. Readers are urged to be cautious when comparing results.								
(c)	Data for years 2008–2016 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' 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.								
(e)	Geolocation data are based on the ARIA+, developed by the University of Adelaide's APMRC. ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.38

Table 4A.38 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 3									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.2	98.1 ± 0.3	98.8 ± 0.2	98.4 ± 0.3	97.6 ± 0.6	98.7 ± 0.7	98.1 ± 0.8	94.0 ± 2.4	98.3 ± 0.1
Advanced diploma/diploma	97.0 ± 0.4	96.7 ± 0.4	97.0 ± 0.5	96.3 ± 0.9	95.0 ± 1.3	97.1 ± 1.5	95.8 ± 2.0	91.1 ± 3.9	96.7 ± 0.2
Certificate I to IV (e)	95.1 ± 0.4	94.9 ± 0.5	95.7 ± 0.4	95.0 ± 0.6	93.1 ± 1.0	96.3 ± 1.0	95.7 ± 1.9	87.7 ± 3.6	95.0 ± 0.2
Year 12 or equivalent	94.0 ± 0.8	93.8 ± 0.9	93.3 ± 0.9	93.4 ± 1.4	91.5 ± 1.9	95.7 ± 2.1	94.8 ± 3.3	79.5 ± 8.8	93.4 ± 0.5
Year 11 or equivalent or below	87.3 ± 1.1	88.2 ± 1.3	88.2 ± 1.3	88.1 ± 1.7	81.7 ± 2.5	93.2 ± 2.4	87.0 ± 6.0	48.8 ± 8.2	86.5 ± 0.7
Not stated (f)	92.8 ± 1.2	92.8 ± 2.0	89.1 ± 1.8	89.3 ± 2.5	85.6 ± 3.0	94.0 ± 3.0	93.8 ± 4.4	59.8 ± 15.3	89.2 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.2	98.6 ± 0.2	98.8 ± 0.2	98.5 ± 0.3	97.9 ± 0.5	98.6 ± 0.7	98.2 ± 0.8	96.5 ± 1.7	98.5 ± 0.1
Other business managers and associate professionals	98.0 ± 0.2	98.0 ± 0.3	98.2 ± 0.3	97.4 ± 0.5	97.1 ± 0.7	98.4 ± 1.0	97.9 ± 0.8	94.2 ± 3.0	97.9 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.4 ± 0.3	96.6 ± 0.5	96.6 ± 0.4	95.7 ± 0.7	94.5 ± 1.0	97.2 ± 1.2	95.8 ± 1.9	89.4 ± 3.8	96.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.6 ± 0.6	94.1 ± 0.6	93.7 ± 0.8	93.9 ± 0.9	91.0 ± 1.4	94.9 ± 1.9	94.3 ± 4.0	69.2 ± 8.5	93.4 ± 0.3
Not in paid work in previous 12 months	87.4 ± 1.0	87.9 ± 1.2	88.0 ± 1.5	86.1 ± 3.0	82.7 ± 2.8	91.4 ± 2.6	86.7 ± 5.4	53.3 ± 9.1	86.7 ± 0.7
Not stated (h)	93.3 ± 1.0	92.2 ± 1.8	91.5 ± 1.0	90.8 ± 1.7	84.3 ± 2.3	93.9 ± 2.3	93.9 ± 3.1	56.2 ± 11.8	90.1 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.6 ± 0.2	98.3 ± 0.3	98.9 ± 0.2	98.8 ± 0.3	97.7 ± 0.6	98.7 ± 0.7	97.9 ± 1.0	95.9 ± 2.1	98.5 ± 0.1
Advanced diploma/diploma	96.9 ± 0.4	96.3 ± 0.5	97.3 ± 0.5	97.0 ± 0.6	95.6 ± 1.2	97.8 ± 1.1	97.5 ± 1.6	93.1 ± 3.4	96.7 ± 0.2
Certificate I to IV (e)	94.8 ± 0.4	95.4 ± 0.5	95.8 ± 0.4	95.4 ± 0.6	93.8 ± 1.0	94.9 ± 1.3	94.1 ± 2.5	85.7 ± 4.7	95.1 ± 0.2

TABLE 4A.38

Table 4A.38 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 12 or equivalent	94.2 ± 0.8	94.5 ± 0.9	94.6 ± 0.7	94.0 ± 1.1	92.0 ± 1.7	92.0 ± 3.4	93.4 ± 3.2	77.4 ± 8.1	94.0 ± 0.4
Year 11 or equivalent or below	86.8 ± 1.0	87.6 ± 1.4	87.7 ± 1.5	85.5 ± 2.3	82.4 ± 2.3	87.9 ± 2.4	87.6 ± 6.3	44.1 ± 7.1	85.6 ± 0.7
Not stated (f)	92.4 ± 1.5	94.1 ± 1.7	91.0 ± 1.4	88.6 ± 2.6	85.6 ± 3.3	95.3 ± 3.0	96.2 ± 2.7	55.5 ± 14.5	89.7 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.8 ± 0.2	98.7 ± 0.2	98.8 ± 0.2	98.7 ± 0.3	97.9 ± 0.5	98.5 ± 0.8	98.1 ± 0.9	95.4 ± 2.5	98.7 ± 0.1
Other business managers and associate professionals	98.0 ± 0.3	98.1 ± 0.3	98.3 ± 0.3	97.8 ± 0.4	97.1 ± 0.7	97.9 ± 1.0	97.4 ± 1.3	94.6 ± 3.0	98.0 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.4 ± 0.4	96.8 ± 0.4	96.6 ± 0.4	96.4 ± 0.7	95.3 ± 1.0	96.4 ± 1.4	95.5 ± 2.5	88.4 ± 3.9	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.6	94.1 ± 0.7	93.7 ± 0.7	93.1 ± 1.0	91.5 ± 1.3	92.3 ± 1.8	90.2 ± 4.4	71.9 ± 8.6	93.2 ± 0.4
Not in paid work in previous 12 months	86.1 ± 1.0	87.1 ± 1.3	87.5 ± 1.5	83.7 ± 2.8	82.3 ± 3.6	84.1 ± 4.0	88.2 ± 6.0	48.0 ± 7.6	85.6 ± 0.7
Not stated (h)	92.8 ± 1.2	93.1 ± 1.9	92.4 ± 1.0	90.2 ± 1.8	85.8 ± 2.3	94.1 ± 2.6	94.6 ± 2.2	52.7 ± 10.4	90.3 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.7 ± 0.2	98.4 ± 0.3	98.7 ± 0.3	98.7 ± 0.4	98.7 ± 0.4	98.4 ± 0.8	98.6 ± 0.7	96.2 ± 2.9	98.6 ± 0.1
Advanced diploma/diploma	96.9 ± 0.4	96.8 ± 0.5	96.9 ± 0.5	96.8 ± 0.7	96.7 ± 0.9	97.3 ± 1.5	96.6 ± 1.9	92.1 ± 4.5	96.8 ± 0.2
Certificate I to IV (e)	94.5 ± 0.5	95.0 ± 0.7	95.4 ± 0.5	95.2 ± 0.8	95.3 ± 0.8	95.6 ± 1.4	95.0 ± 2.2	87.0 ± 5.1	94.9 ± 0.3
Year 12 or equivalent	95.0 ± 0.9	94.9 ± 0.9	93.7 ± 1.0	93.4 ± 1.3	93.8 ± 1.4	94.5 ± 3.5	95.5 ± 2.4	83.9 ± 9.8	94.3 ± 0.5
Year 11 or equivalent or below	86.4 ± 1.3	87.3 ± 1.7	86.9 ± 1.5	85.3 ± 2.5	85.8 ± 2.1	87.4 ± 2.6	87.9 ± 6.2	45.6 ± 10.8	85.5 ± 0.8
Not stated (f)	93.5 ± 1.6	96.6 ± 1.2	90.0 ± 1.8	89.7 ± 3.7	89.9 ± 2.6	92.9 ± 4.8	95.7 ± 4.2	58.9 ± 17.4	90.9 ± 1.2
Parental occupation (g)									

TABLE 4A.38

Table 4A.38 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Senior management and qualified professionals	98.7 ± 0.3	98.8 ± 0.3	98.6 ± 0.3	98.4 ± 0.4	98.3 ± 0.5	98.6 ± 0.8	98.2 ± 0.9	96.6 ± 3.1	98.6 ± 0.1
Other business managers and associate professionals	98.0 ± 0.3	98.1 ± 0.3	98.0 ± 0.3	97.9 ± 0.5	97.8 ± 0.6	97.9 ± 1.1	97.9 ± 1.1	95.1 ± 3.7	98.0 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.4	96.9 ± 0.5	96.0 ± 0.5	96.0 ± 0.7	97.1 ± 0.8	95.3 ± 1.8	95.9 ± 2.3	90.4 ± 4.3	96.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.1 ± 0.8	93.5 ± 0.9	93.0 ± 0.9	92.4 ± 1.2	93.7 ± 1.2	92.9 ± 2.0	90.2 ± 6.1	71.5 ±10.9	93.0 ± 0.4
Not in paid work in previous 12 months	85.5 ± 1.3	85.9 ± 1.9	85.3 ± 2.0	83.4 ± 3.3	85.0 ± 3.1	85.2 ± 3.9	86.8 ± 6.8	51.5 ±12.7	84.8 ± 0.9
Not stated (h)	93.9 ± 1.4	96.2 ± 1.4	90.9 ± 1.3	89.1 ± 3.1	89.2 ± 1.9	92.1 ± 3.6	96.5 ± 2.7	58.5 ±13.3	90.6 ± 1.0
Year 9									
Parental education (d)									
Bachelor degree or above	98.8 ± 0.2	98.1 ± 0.4	98.7 ± 0.3	99.1 ± 0.3	98.5 ± 0.5	98.8 ± 0.6	98.4 ± 0.8	95.7 ± 2.6	98.6 ± 0.2
Advanced diploma/diploma	97.6 ± 0.4	96.4 ± 0.6	97.3 ± 0.5	98.1 ± 0.7	96.6 ± 1.0	97.3 ± 1.6	96.1 ± 1.9	93.9 ± 4.6	97.2 ± 0.2
Certificate I to IV (e)	96.1 ± 0.4	94.7 ± 0.7	96.1 ± 0.5	97.1 ± 0.6	94.8 ± 1.0	96.3 ± 1.2	95.9 ± 2.7	88.1 ± 5.0	95.7 ± 0.3
Year 12 or equivalent	95.2 ± 0.9	94.2 ± 1.0	95.2 ± 1.0	96.2 ± 1.1	94.7 ± 1.6	94.8 ± 3.8	95.7 ± 2.6	83.7 ± 8.5	94.9 ± 0.5
Year 11 or equivalent or below	89.2 ± 1.3	88.2 ± 1.8	89.6 ± 1.5	90.3 ± 1.8	88.6 ± 2.3	89.7 ± 2.9	89.0 ± 6.1	64.7 ±10.2	88.6 ± 0.9
Not stated (f)	92.6 ± 2.0	94.2 ± 1.9	92.0 ± 1.4	92.1 ± 3.1	83.3 ±14.7	93.5 ± 3.7	92.4 ± 4.1	72.6 ±14.2	90.9 ± 1.9
Parental occupation (g)									
Senior management and qualified professionals	98.9 ± 0.2	98.5 ± 0.3	98.7 ± 0.3	99.1 ± 0.3	98.2 ± 0.6	98.9 ± 0.8	98.2 ± 0.8	97.5 ± 2.4	98.7 ± 0.1
Other business managers and associate professionals	98.4 ± 0.3	97.7 ± 0.4	98.3 ± 0.3	98.4 ± 0.5	97.6 ± 0.7	97.9 ± 1.0	97.6 ± 1.4	95.7 ± 3.4	98.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.8 ± 0.4	96.1 ± 0.6	96.7 ± 0.5	97.3 ± 0.7	96.1 ± 1.1	96.8 ± 1.8	95.8 ± 2.0	93.7 ± 3.4	96.6 ± 0.3

Table 4A.38 NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2017 (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>
Machine operators, hospitality staff, assistants, labourers	94.7 ± 0.7	93.7 ± 1.0	93.5 ± 0.9	95.6 ± 0.9	93.6 ± 1.5	94.1 ± 1.7	92.9 ± 5.8	81.1 ± 8.7	94.1 ± 0.4
Not in paid work in previous 12 months	87.5 ± 1.7	86.0 ± 2.1	88.1 ± 2.0	88.1 ± 2.7	86.5 ± 2.6	86.7 ± 3.5	85.2 ± 9.0	65.0 ± 10.4	86.6 ± 1.0
Not stated (h)	93.2 ± 1.7	92.8 ± 2.2	92.5 ± 1.2	92.0 ± 2.5	86.1 ± 9.2	92.3 ± 3.8	94.3 ± 2.8	72.2 ± 10.6	91.1 ± 1.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes AQF trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 3									
Parental education (d)									
Bachelor degree or above	449.1 ± 1.7	446.4 ± 1.8	437.2 ± 2.2	436.5 ± 2.5	423.8 ± 3.1	439.8 ± 4.8	436.1 ± 4.6	401.1 ± 9.3	442.7 ± 1.0
Advanced diploma/diploma	407.1 ± 1.6	408.4 ± 1.8	399.9 ± 2.1	399.5 ± 2.8	390.4 ± 3.6	405.4 ± 5.7	396.3 ± 6.2	374.1 ± 10.9	403.7 ± 0.9
Certificate I to IV (e)	387.1 ± 1.4	396.3 ± 1.6	388.0 ± 1.8	385.3 ± 2.2	374.8 ± 2.8	390.8 ± 4.0	382.9 ± 6.1	357.6 ± 7.8	388.1 ± 0.8
Year 12 or equivalent	390.1 ± 2.4	396.0 ± 2.6	379.1 ± 2.7	381.0 ± 3.3	375.2 ± 4.6	389.5 ± 8.4	402.7 ± 12.3	345.5 ± 16.1	386.0 ± 1.4
Year 11 or equivalent or below	355.2 ± 2.2	372.1 ± 2.9	354.0 ± 2.8	351.3 ± 3.6	343.4 ± 4.5	363.0 ± 5.0	369.9 ± 33.6	272.4 ± 13.6	355.3 ± 1.5
Not stated (f)	402.6 ± 6.7	424.4 ± 6.6	375.1 ± 5.3	383.1 ± 8.8	369.6 ± 10.0	395.3 ± 17.7	409.1 ± 14.3	294.5 ± 30.5	385.6 ± 3.9
Parental occupation (g)									
Senior management and qualified professionals	448.5 ± 1.9	449.4 ± 1.9	436.6 ± 2.3	435.8 ± 2.9	423.5 ± 3.6	431.5 ± 5.5	438.5 ± 5.5	403.0 ± 9.9	442.5 ± 1.1
Other business managers and associate professionals	428.1 ± 1.7	429.8 ± 1.8	416.5 ± 2.0	412.8 ± 2.7	403.6 ± 2.9	415.2 ± 4.8	416.1 ± 5.4	393.0 ± 8.8	422.6 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	400.2 ± 1.5	409.1 ± 1.8	394.6 ± 1.9	391.6 ± 2.4	384.4 ± 3.2	398.6 ± 5.0	395.6 ± 8.0	361.6 ± 9.4	398.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	382.7 ± 2.1	392.0 ± 2.0	376.7 ± 2.3	377.8 ± 2.9	369.4 ± 3.4	381.4 ± 5.5	383.0 ± 11.2	319.3 ± 15.4	382.2 ± 1.1
Not in paid work in previous 12 months	363.4 ± 2.2	381.2 ± 2.7	356.6 ± 3.7	357.6 ± 5.2	352.5 ± 4.9	364.8 ± 5.7	369.6 ± 13.0	281.6 ± 13.6	365.3 ± 1.5
Not stated (h)	400.3 ± 6.7	422.3 ± 8.0	379.9 ± 3.3	383.8 ± 5.8	360.9 ± 7.2	389.8 ± 14.0	401.8 ± 9.5	288.2 ± 23.7	382.9 ± 2.8
Year 5									
Parental education (d)									
Bachelor degree or above	532.0 ± 2.0	526.3 ± 1.6	521.9 ± 1.9	521.9 ± 2.5	506.8 ± 2.7	514.5 ± 3.9	515.5 ± 4.0	491.2 ± 8.9	525.1 ± 1.0
Advanced diploma/diploma	492.3 ± 1.5	492.9 ± 1.5	489.6 ± 1.7	488.4 ± 2.3	475.8 ± 3.1	490.6 ± 4.9	483.1 ± 5.9	463.0 ± 7.6	490.1 ± 0.8
Certificate I to IV (e)	472.5 ± 1.2	480.6 ± 1.4	476.9 ± 1.4	472.5 ± 2.0	464.3 ± 2.3	469.6 ± 3.4	466.4 ± 5.7	441.7 ± 7.5	474.4 ± 0.7

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (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>
Year 12 or equivalent	477.6 ± 2.3	484.0 ± 2.0	473.4 ± 2.3	472.4 ± 3.0	465.4 ± 3.4	458.5 ± 7.3	477.3 ± 7.8	430.0 ±12.8	475.8 ± 1.1
Year 11 or equivalent or below	446.1 ± 1.9	461.3 ± 2.2	446.2 ± 2.3	441.2 ± 3.3	435.4 ± 3.4	441.5 ± 4.9	459.3 ±22.3	368.8 ± 9.5	445.9 ± 1.3
Not stated (f)	488.7 ± 6.4	510.4 ± 5.1	471.5 ± 4.2	468.8 ± 7.6	459.2 ± 9.2	496.4 ±33.4	491.1 ± 8.3	395.3 ±23.3	476.5 ± 3.4
Parental occupation (g)									
Senior management and qualified professionals	530.4 ± 2.1	528.3 ± 1.8	521.6 ± 2.2	519.1 ± 3.0	505.7 ± 3.1	513.2 ± 4.4	515.4 ± 4.9	490.4 ±10.2	524.4 ± 1.1
Other business managers and associate professionals	509.7 ± 1.8	510.0 ± 1.6	501.7 ± 1.7	498.6 ± 2.4	488.4 ± 2.7	490.9 ± 4.2	498.2 ± 5.0	472.0 ± 7.6	504.9 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	485.0 ± 1.5	491.6 ± 1.5	482.5 ± 1.6	479.8 ± 2.3	470.9 ± 2.5	476.7 ± 3.9	475.2 ± 6.4	448.8 ± 6.8	484.1 ± 0.8
Machine operators, hospitality staff, assistants, labourers	468.7 ± 1.9	479.6 ± 1.8	466.8 ± 1.9	466.8 ± 2.8	460.0 ± 2.9	455.9 ± 4.4	460.1 ± 9.7	422.4 ±14.6	469.8 ± 1.0
Not in paid work in previous 12 months	451.1 ± 2.0	467.1 ± 2.0	449.6 ± 3.0	446.9 ± 4.9	441.4 ± 4.4	437.7 ± 5.6	456.7 ± 9.6	374.1 ±10.7	453.3 ± 1.3
Not stated (h)	489.0 ± 5.9	505.8 ± 5.4	472.2 ± 2.7	470.9 ± 5.3	454.3 ± 6.1	482.6 ±27.6	488.9 ± 9.5	388.4 ±16.4	473.4 ± 2.5
Year 7									
Parental education (d)									
Bachelor degree or above	597.0 ± 4.4	588.8 ± 3.1	585.0 ± 3.9	588.2 ± 6.9	577.9 ± 3.6	578.3 ± 6.4	578.6 ± 7.3	555.1 ±15.1	589.5 ± 2.0
Advanced diploma/diploma	551.8 ± 2.4	549.8 ± 2.1	547.4 ± 2.5	550.8 ± 3.7	544.0 ± 3.0	543.0 ± 5.7	541.3 ± 4.8	519.0 ±13.6	549.3 ± 1.2
Certificate I to IV (e)	528.5 ± 1.9	534.3 ± 1.8	533.5 ± 2.1	533.2 ± 3.3	530.1 ± 2.5	527.8 ± 4.1	525.6 ± 7.0	503.6 ±11.1	531.3 ± 1.0
Year 12 or equivalent	536.4 ± 3.5	541.8 ± 3.0	530.1 ± 3.4	533.6 ± 5.5	531.2 ± 5.4	524.8 ±11.8	544.3 ±14.3	498.2 ±17.3	535.0 ± 1.7
Year 11 or equivalent or below	500.7 ± 3.0	513.1 ± 3.2	502.3 ± 3.1	496.8 ± 4.5	500.0 ± 3.7	495.3 ± 6.0	509.5 ±34.9	419.0 ±19.4	501.1 ± 1.8
Not stated (f)	555.3 ± 7.2	576.4 ± 7.3	531.0 ± 7.7	538.0 ±16.7	529.0 ±11.0	557.0 ±37.7	559.2 ±14.0	458.6 ±40.7	543.8 ± 4.9
Parental occupation (g)									

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (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>
Senior management and qualified professionals	592.6 ± 4.2	589.5 ± 3.3	583.6 ± 4.1	584.0 ± 7.2	575.5 ± 4.2	572.6 ± 7.8	576.6 ± 8.6	557.8 ±15.1	587.0 ± 2.0
Other business managers and associate professionals	569.6 ± 3.3	567.8 ± 2.6	561.0 ± 2.9	560.8 ± 4.1	554.9 ± 3.0	553.3 ± 5.8	554.8 ± 6.5	540.0 ±14.2	564.8 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	542.0 ± 2.8	547.9 ± 2.1	538.5 ± 2.3	540.4 ± 3.8	537.3 ± 2.8	529.8 ± 5.1	536.6 ± 7.3	513.5 ± 9.9	541.7 ± 1.3
Machine operators, hospitality staff, assistants, labourers	528.1 ± 3.7	532.6 ± 2.7	521.4 ± 2.9	522.9 ± 4.6	524.1 ± 3.1	510.3 ± 4.6	512.1 ±10.4	478.4 ±21.1	526.3 ± 1.7
Not in paid work in previous 12 months	503.3 ± 3.0	515.6 ± 3.0	503.7 ± 4.0	495.9 ± 6.8	508.5 ± 5.1	492.4 ± 7.0	505.6 ±13.2	429.9 ±22.8	505.3 ± 1.8
Not stated (h)	554.7 ± 7.1	572.6 ± 7.4	529.1 ± 5.6	533.9 ±13.9	523.2 ± 8.0	539.4 ±25.2	552.7 ±17.6	453.5 ±30.3	537.1 ± 4.0
Year 9									
Parental education (d)									
Bachelor degree or above	636.5 ± 3.9	620.9 ± 4.0	616.7 ± 3.6	628.7 ± 5.9	608.7 ± 5.7	608.2 ± 6.1	613.9 ± 8.8	591.4 ±12.2	624.9 ± 2.1
Advanced diploma/diploma	597.1 ± 2.4	585.9 ± 2.3	583.9 ± 2.2	594.7 ± 3.8	576.7 ± 3.6	581.5 ± 5.1	580.0 ± 5.7	567.2 ± 8.7	589.2 ± 1.2
Certificate I to IV (e)	575.2 ± 1.8	571.4 ± 2.0	571.8 ± 1.9	579.9 ± 3.0	564.9 ± 3.4	564.0 ± 3.7	567.3 ± 6.1	546.9 ± 9.3	572.7 ± 1.0
Year 12 or equivalent	585.6 ± 3.4	580.3 ± 3.2	572.2 ± 4.1	578.4 ± 4.5	569.5 ± 5.0	559.6 ± 7.5	593.8 ±15.9	538.0 ±13.9	578.4 ± 1.9
Year 11 or equivalent or below	551.4 ± 3.1	557.1 ± 3.3	547.3 ± 3.0	550.5 ± 4.6	543.4 ± 4.6	538.8 ± 4.6	568.8 ±28.8	496.4 ±16.4	549.8 ± 1.7
Not stated (f)	588.0 ± 6.6	609.0 ± 7.1	570.0 ± 5.8	585.5 ±13.5	571.1 ±13.5	585.3 ±27.6	595.4 ±14.5	523.6 ±29.5	582.0 ± 4.5
Parental occupation (g)									
Senior management and qualified professionals	633.0 ± 3.8	621.7 ± 3.9	615.3 ± 3.7	625.4 ± 6.4	605.7 ± 6.1	604.7 ± 7.6	612.8 ±10.8	594.3 ±15.7	622.9 ± 2.0
Other business managers and associate professionals	610.0 ± 3.0	600.6 ± 3.1	594.6 ± 2.5	602.9 ± 3.8	586.3 ± 3.8	585.4 ± 5.3	591.8 ± 7.1	584.2 ± 9.4	601.2 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	586.3 ± 2.6	580.9 ± 2.4	576.1 ± 2.1	584.5 ± 3.5	571.5 ± 3.8	566.4 ± 4.5	574.4 ± 5.7	560.3 ± 8.0	580.9 ± 1.3

Table 4A.39 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2017 (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>
Machine operators, hospitality staff, assistants, labourers	574.0 ± 3.5	571.9 ± 3.3	561.7 ± 2.6	570.6 ± 4.5	560.5 ± 4.4	549.7 ± 3.7	560.8 ±13.5	535.0 ±15.1	568.8 ± 1.7
Not in paid work in previous 12 months	554.0 ± 3.1	558.5 ± 3.9	547.1 ± 4.0	549.0 ± 6.0	543.6 ± 5.5	534.0 ± 5.0	555.2 ±17.8	498.7 ±15.3	552.0 ± 1.9
Not stated (h)	589.4 ± 6.1	603.4 ± 6.7	567.3 ± 5.0	579.9 ±11.7	562.3 ±10.3	573.7 ±21.0	593.0 ±14.4	519.3 ±21.7	575.9 ± 3.7

- (a) 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), for the single reporting year (2017). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (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. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008–2016 were included in earlier Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes AQF trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

NAP Science

TABLE 4A.40

Table 4A.40 **National Assessment Program, science literacy performance: achievement levels (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>
Proportion of Year 6 students at achievement levels, 2015									
Level 4 or above	1.0 ± 0.7	0.4 ± 0.5	0.3 ± 0.3	0.4 ± 0.4	0.3 ± 0.3	0.8 ± 1.0	0.4 ± 0.5	0.1 ± 0.2	0.6 ± 0.3
Level 3.3	13.3 ± 2.9	10.1 ± 2.4	11.3 ± 2.5	12.5 ± 2.4	9.6 ± 2.2	15.7 ± 3.7	13.8 ± 2.5	5.0 ± 2.2	11.7 ± 1.2
Level 3.2	43.0 ± 3.4	43.1 ± 3.0	42.8 ± 4.1	44.7 ± 3.0	40.8 ± 3.3	42.5 ± 4.1	46.3 ± 4.8	26.7 ± 5.3	42.9 ± 1.5
Level 3.1	34.5 ± 3.3	37.3 ± 3.3	34.6 ± 3.6	33.0 ± 3.1	38.3 ± 3.5	31.4 ± 4.1	31.5 ± 3.9	35.4 ± 6.5	35.2 ± 1.6
Level 2 and below	8.2 ± 1.7	9.1 ± 1.7	11.1 ± 3.2	9.3 ± 2.1	11.0 ± 2.4	9.6 ± 2.6	8.0 ± 3.5	32.8 ± 8.3	9.7 ± 1.0
Proportion of year 6 students at or above the proficient standard (c)									
2015	57.2 ± 3.6	53.6 ± 3.8	54.3 ± 4.6	57.7 ± 3.3	50.7 ± 3.9	59.1 ± 4.7	60.5 ± 5.1	31.8 ± 5.6	55.1 ± 1.8
2012	50.9 ± 4.3	51.3 ± 4.7	49.9 ± 3.3	56.4 ± 4.2	51.1 ± 3.9	51.3 ± 5.4	65.3 ± 5.3	31.0 ± 7.6	51.4 ± 2.0
2009	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
2006	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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2012–2015	■	■	■	■	■	■	■	■	■
2009–2015	■	■	■	■	■	■	■	■	■
2006–2015	■	■	■	■	■	■	■	■	■

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. To calculate statistical significance between years, a further source of error — the equating error — is accounted for. See definitions of key terms (section 4.4) for more information.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

(c) Minimum standards like the those set for literacy and numeracy have not been set for science performance. The proficiency standard for science performance is set at the boundary of achievement levels 3.2 and 3.3 for year 6 students (of levels 1 to 4 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.

Source: ACARA 2017, *NAP sample assessment science literacy 2015: public report*, Sydney.

TABLE 4A.41

Table 4A.41 **National Assessment Program, science literacy performance: mean scores (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>
National Assessment Program, Year 6 mean scores for science literacy									
2015	411 ± 8.6	399 ± 8.9	398 ±10.6	408 ± 7.5	392 ± 8.8	414 ±11.7	414 ±12.1	320 ±25.6	403 ± 4.3
2012	395 ± 9.9	393 ± 9.7	392 ± 6.4	406 ± 9.5	392 ± 7.9	395 ±12.3	429 ±13.2	319 ±31.1	394 ± 4.4
2009	396 ±12.1	398 ± 9.2	385 ± 8.9	393 ± 9.6	380 ±10.4	386 ±13.5	415 ±10.6	326 ±28.6	392 ± 5.1
2006	411 ±12.5	408 ±10.2	387 ± 8.6	381 ±10.0	392 ±10.0	406 ±12.1	418 ±14.3	325 ±33.7	400 ± 5.4

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:	<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>NSW</i>	..	■	■	■	■	■	■	↑
<i>Vic</i>	■	..	■	■	■	■	■	↑
<i>Qld</i>	■	■	..	■	■	■	■	↑
<i>WA</i>	■	■	■	..	■	■	■	↑
<i>SA</i>	■	■	■	■	..	■	■	↑
<i>Tas</i>	■	■	■	■	■	..	■	↑
<i>ACT</i>	■	■	■	■	■	■	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) 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), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACARA 2017, *NAP sample assessment science literacy 2015: public report*, Sydney.

TABLE 4A.42

Table 4A.42 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c)**

	Year 6 students			
	2006	2009	2012	2015
Sex				
Male students	54.9 ± 2.5	52.3 ± 2.6	51.7 ± 2.6	53.5 ± 2.1
Female students	53.7 ± 2.3	51.7 ± 2.6	51.1 ± 2.2	56.9 ± 2.3
Indigenous status				
Aboriginal and Torres Strait Islander students	25.5 ±10.0	19.6 ± 6.0	20.1 ± 5.8	23.4 ± 4.8
Non-Indigenous students	54.7 ± 2.2	53.9 ± 2.3	52.8 ± 2.0	57.0 ± 1.8
Language Background Other Than English (LBOTE)				
LBOTE students	na	48.9 ± 4.9	47.6 ± 5.4	52.3 ± 3.6
Geographic location (c)				
Metropolitan areas	55.4	53.4 ± 2.6	53.2 ± 2.3	57.3 ± 2.2
Provincial areas	53.4	49.5 ± 4.1	47.0 ± 4.4	50.6 ± 3.6
Remote areas	35.5	33.9 ± 8.2	41.7 ± 9.2	40.4 ±13.3
All students	54.3 ± 2.1	51.9 ± 2.2	51.4 ± 2.0	55.1 ± 1.8

- (a) Minimum standards like the those set for literacy and numeracy have not been set for science performance. The proficiency standard for science performance is set at the boundary of achievement levels 3.2 and 3.3 for year 6 students (of levels 1 to 4 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.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.
- (c) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. Confidence intervals are not available for achievement by geolocation data in 2006.

na Not available.

Source: ACARA 2017, *NAP sample assessment science literacy 2015: public report*, Sydney.

NAP Civics

TABLE 4A.43

Table 4A.43 **National Assessment Program, civics and citizenship literacy performance: achievement levels (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>
Year 6 students									
Proportion of Year 6 students at achievement levels, 2016									
Level 4 or above	1.5 ± 1.2	0.8 ± 0.8	0.9 ± 0.9	1.5 ± 1.1	1.2 ± 0.9	1.2 ± 1.0	1.5 ± 1.7	0.3 ± 0.6	1.2 ± 0.5
Level 3	16.0 ± 3.8	14.8 ± 3.8	12.7 ± 3.6	13.1 ± 3.5	14.1 ± 4.1	11.8 ± 3.3	15.8 ± 5.0	6.5 ± 3.4	14.4 ± 1.7
Level 2	38.8 ± 5.1	40.3 ± 4.1	38.6 ± 4.0	37.7 ± 4.2	39.9 ± 5.4	39.8 ± 4.8	42.1 ± 5.4	27.4 ± 6.3	39.0 ± 2.0
Level 1	28.3 ± 5.2	31.1 ± 3.9	30.8 ± 4.0	30.6 ± 4.2	29.8 ± 5.0	29.6 ± 5.0	29.4 ± 5.5	26.2 ± 6.2	29.9 ± 1.9
Below level 1	15.4 ± 5.0	13.1 ± 4.0	17.0 ± 3.7	17.0 ± 4.2	15.1 ± 4.9	17.5 ± 4.5	11.2 ± 3.8	39.5 ± 8.9	15.6 ± 2.1
Proportion of year 6 students at or above the proficient standard (level 2 or above) (c)									
2016	56.3 ± 5.8	55.9 ± 5.3	52.2 ± 4.4	52.4 ± 5.3	55.2 ± 6.3	52.9 ± 5.6	59.5 ± 6.2	34.2 ± 8.0	54.5 ± 2.4
2013	56.3 ± 4.8	58.4 ± 5.5	44.5 ± 4.8	44.2 ± 5.8	43.2 ± 6.0	45.6 ± 5.5	63.6 ± 6.0	26.0 ± 8.4	51.6 ± 2.4
2010	57.3 ± 4.5	56.0 ± 5.9	41.5 ± 5.9	50.9 ± 5.8	47.9 ± 5.5	53.5 ± 4.7	63.7 ± 5.5	31.6 ± 6.2	52.0 ± 2.4
2007	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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2013–2016	■	■	↑	■	↑	■	■	■	■
2010–2016	■	■	↑	■	■	■	■	■	■
2007–2016	■	■	↑	↑	↑	■	■	■	■
Year 10 students									
Proportion of Year 10 students at achievement levels, 2016									
Level 5 or above	0.8 ± 1.0	0.4 ± 0.6	0.2 ± 0.4	0.5 ± 0.8	0.2 ± 0.4	0.3 ± 0.6	0.6 ± 0.9	0.1 ± 0.4	0.5 ± 0.3
Level 4	9.8 ± 3.6	7.5 ± 2.7	5.0 ± 2.5	9.2 ± 3.4	5.4 ± 2.2	5.7 ± 2.4	12.6 ± 3.9	3.2 ± 3.6	7.7 ± 1.5
Level 3	31.9 ± 4.3	31.0 ± 5.2	26.6 ± 5.4	33.6 ± 5.0	28.0 ± 5.9	24.2 ± 5.3	33.3 ± 4.5	19.8 ± 9.3	30.1 ± 2.2
Level 2	37.5 ± 5.3	36.7 ± 4.8	39.8 ± 4.4	34.7 ± 4.5	41.7 ± 5.8	37.7 ± 6.1	35.0 ± 5.8	36.3 ± 10.2	37.8 ± 2.3
Level 1	16.1 ± 3.7	17.6 ± 4.3	21.4 ± 4.7	15.5 ± 4.1	17.3 ± 3.6	22.3 ± 4.9	14.8 ± 4.7	25.4 ± 6.4	17.9 ± 1.9
Below level 1	3.7 ± 1.7	6.8 ± 2.5	7.0 ± 3.5	6.5 ± 2.9	7.4 ± 3.0	9.8 ± 4.6	3.8 ± 2.8	15.3 ± 9.0	6.0 ± 1.3
Proportion of year 10 students at or above the proficient standard (level 3 or above) (c)									

Table 4A.43 **National Assessment Program, civics and citizenship literacy performance: achievement levels (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>
2016	42.6 ± 4.9	38.9 ± 6.1	31.8 ± 6.3	43.3 ± 6.8	33.6 ± 5.5	30.2 ± 5.6	46.4 ± 5.1	23.1 ± 9.6	38.3 ± 2.7
2013	51.1 ± 5.7	47.9 ± 6.2	34.9 ± 4.1	44.2 ± 6.0	35.4 ± 5.7	31.7 ± 6.0	47.6 ± 6.9	19.9 ± 7.0	44.1 ± 2.6
2010	61.2 ± 8.1	46.5 ± 6.7	39.7 ± 7.8	44.2 ± 7.4	35.1 ± 5.3	38.8 ± 5.2	49.9 ± 8.7	34.8 ± 7.5	48.7 ± 3.7
2007	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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2013–2016	↓	■	■	■	■	■	■	■	↓
2010–2016	↓	■	■	■	■	↓	■	■	↓
2007–2016	↓	■	■	■	■	■	■	■	■

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. To calculate statistical significance between years, a further source of error — the equating error — is accounted for. See definitions of key terms (section 4.4) for more information.
- (b) Estimates in italics have relative standard errors greater than 25 per cent.
- (c) Minimum standards like the those set for literacy and numeracy have not been set for civics and citizenship performance. The proficiency standard for civics and citizenship performance is set at the boundary of achievement levels 2 and 3 for year 6 students and at the boundary of achievement levels 3 and 4 for year 10 students (of levels 1 to 5 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.

Source: ACARA 2017, *NAP sample assessment civics and citizenship literacy 2016: public report*, Sydney.

TABLE 4A.44

Table 4A.44 National Assessment Program, civics and citizenship literacy performance: mean scores (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>
Year 6 mean scores									
2016	413.5 ±18.0	415.1 ±13.8	400.6 ±13.5	402.9 ±16.3	409.0 ±17.4	399.8 ±15.8	426.0 ±16.0	301.8 ±32.9	408.3 ± 7.6
2013	418.3 ±14.0	421.0 ±10.6	383.9 ±13.0	383.2 ±16.2	379.4 ±14.3	382.8 ±13.1	432.7 ±14.5	314.5 ±26.9	403.4 ± 6.1
2010	426.4 ±13.0	422.0 ±14.2	374.3 ±16.8	401.7 ±14.9	395.6 ±12.7	410.7 ±14.5	441.8 ±16.4	316.1 ±31.1	408.1 ± 6.7
2007	432.4 ±11.0	418.4 ±10.1	376.2 ±13.5	369.0 ±10.9	384.5 ±15.1	400.8 ±17.7	425.4 ±20.5	266.0 ±32.8	405.0 ± 5.5

Statistical significance of the mean score, across jurisdictions, 2016

Compared to:	<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>NSW</i>	..	■	■	■	■	■	■	↑
<i>Vic</i>	■	..	■	■	■	■	■	↑
<i>Qld</i>	■	■	..	■	■	■	↓	↑
<i>WA</i>	■	■	■	..	■	■	↓	↑
<i>SA</i>	■	■	■	■	..	■	■	↑
<i>Tas</i>	■	■	■	■	■	..	↓	↑
<i>ACT</i>	■	■	↑	↑	■	↑	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..

Year 10 mean scores

2016	509.2 ±12.6	489.3 ±14.6	471.3 ±19.5	500.7 ±20.5	476.2 ±15.5	462.9 ±20.8	517.8 ±15.8	427.5 ±28.1	491.0 ± 7.3
2013	534.7 ±14.9	521.0 ±14.3	484.0 ±11.9	509.8 ±14.5	486.2 ±16.5	466.0 ±20.7	525.0 ±13.8	417.9 ±24.2	511.4 ± 6.8
2010	558.2 ±23.7	514.0 ±19.2	482.3 ±28.4	509.4 ±21.1	487.3 ±18.3	491.8 ±15.2	523.1 ±24.1	483.3 ±32.3	519.0 ±11.3
2007	529.0 ±17.0	493.8 ±17.1	480.8 ±13.9	477.6 ±22.6	504.8 ±23.4	484.5 ±16.0	523.2 ±19.6	463.7 ±38.1	501.7 ± 8.6

TABLE 4A.44

Table 4A.44 **National Assessment Program, civics and citizenship literacy performance: mean scores (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>
Statistical significance of the mean score, across jurisdictions, 2016										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	↑	↑	■	↑	↑	■	↑	
	<i>Vic</i>	↓	..	■	■	■	↑	↓	↑	
	<i>Qld</i>	↓	■	..	↓	■	■	↓	↑	
	<i>WA</i>	■	■	↑	..	■	↑	■	↑	
	<i>SA</i>	↓	■	■	■	..	■	↓	↑	
	<i>Tas</i>	↓	↓	■	↓	■	..	↓	↑	
	<i>ACT</i>	■	↑	↑	■	↑	↑	..	↑	
	<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..	

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) 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), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

.. Not applicable.

Source: ACARA 2017, *NAP sample assessment civics and citizenship literacy 2016: public report*, Sydney.

TABLE 4A.45

Table 4A.45 **National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b)**

	Year 6 students				Year 10 students			
	2007	2010	2013	2016	2007	2010	2013	2016
Sex								
Male students	49.9 ± 3.3	49.1 ± 3.4	48.1 ± 3.4	49.9 ± 3.4	37.9 ± 3.7	43.7 ± 4.5	42.2 ± 3.7	34.6 ± 3.4
Female students	57.2 ± 3.4	55.0 ± 3.1	55.2 ± 2.7	59.6 ± 2.9	45.1 ± 3.4	53.5 ± 4.7	46.2 ± 4.0	42.2 ± 3.9
Indigenous status								
Aboriginal and Torres Strait Islander	26.2 ±13.6	16.0 ± 7.8	22.0 ± 8.1	19.9 ± 6.3	18.5 ± 8.1	17.0 ± 7.7	17.0 ±10.4	16.8 ± 9.3
Non-Indigenous students	53.7 ± 3.1	54.0 ± 2.6	51.0 ± 2.6	55.9 ± 2.5	42.3 ± 2.6	50.0 ± 3.8	45.0 ± 3.1	39.0 ± 2.7
Language Background Other Than English (LBOTE)								
LBOTE students	48.9 ± 7.8	49.3 ± 5.6	50.0 ± 6.9	50.7 ± 5.2	39.4 ± 5.6	48.2 ± 8.5	45.0 ± 8.2	36.2 ± 5.6
Geographic location (MCEECDYA Schools Geographic Location Classification) (d)								
Metropolitan areas	56.6 ± 3.3	55.0 ± 2.8	55.0 ± 2.7	57.7 ± 2.8	43.3 ± 3.2	52.7 ± 4.0	47.5 ± 3.1	41.2 ± 3.3
Provincial areas	47.9 ± 5.9	46.3 ± 5.0	42.6 ± 5.5	46.7 ± 6.0	37.0 ± 7.1	38.5 ± 8.4	35.7 ± 4.8	30.3 ± 5.2
Remote areas	28.3 ±11.6	27.7 ± 7.6	31.1 ±19.2	29.8 ±15.3	23.5 ±12.1	27.9 ±12.5	23.2 ± 9.9	25.0 ±16.8
Parental occupation (e)								
Senior managers and professionals	na	na	67.0 ± 3.9	73.2 ± 4.0	na	na	63.0 ± 4.5	60.1 ± 4.3
Other managers, associate professionals	na	na	62.0 ± 3.8	61.6 ± 3.7	na	na	50.0 ± 4.3	41.4 ± 5.5
Skilled trades, clerical and sales	na	na	46.0 ± 4.9	47.4 ± 4.2	na	na	38.0 ± 4.8	31.0 ± 4.3
Unskilled manual, office and sales	na	na	34.0 ± 5.9	35.8 ± 4.9	na	na	32.0 ± 7.0	22.5 ± 4.0
Not in paid work in last 12 months	na	na	24.0 ± 8.1	29.8 ± 7.5	na	na	31.0 ±12.4	17.4 ± 6.7
All students	53.4 ± 2.8	52.0 ± 2.4	51.6 ± 2.4	54.5 ± 2.4	41.5 ± 2.6	48.7 ± 3.7	44.1 ± 2.6	38.3 ± 2.7

(a) Minimum standards like the those set for literacy and numeracy have not been set for civics and citizenship performance. The proficiency standard for civics and citizenship performance is set at the boundary of achievement levels 2 and 3 for year 6 students and at the boundary of achievement levels 3 and 4 for year 10 students (of levels 1 to 5 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.

Table 4A.45 **National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b)**

	<i>Year 6 students</i>				<i>Year 10 students</i>			
	<i>2007</i>	<i>2010</i>	<i>2013</i>	<i>2016</i>	<i>2007</i>	<i>2010</i>	<i>2013</i>	<i>2016</i>

(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), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

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

(e) The achievement percentages are not available by parental occupation for 2007 and 2010.

na Not available.

Source: ACARA 2017, *NAP sample assessment civics and citizenship literary 2016: public report*, Sydney.

NAP ICT

TABLE 4A.46

Table 4A.46 National Assessment Program, information and communication technologies: achievement levels (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Year 6 students									
Proportion of Year 6 students at achievement levels, 2014									
Level 4 or above	13 ± 2.4	17 ± 3.0	10 ± 2.7	14 ± 3.4	16 ± 3.3	9 ± 2.9	17 ± 8.4	9 ± 5.7	14 ± 1.2
Level 3	42 ± 4.7	48 ± 4.1	38 ± 5.7	38 ± 4.0	43 ± 3.5	36 ± 5.2	41 ± 6.0	34 ± 7.3	42 ± 2.5
Level 2	31 ± 3.9	28 ± 4.0	34 ± 4.2	32 ± 4.7	29 ± 4.0	33 ± 3.6	32 ± 8.1	32 ± 5.8	31 ± 2.4
Level 1	13 ± 3.7	8 ± 2.1	18 ± 4.5	16 ± 4.4	13 ± 3.3	21 ± 5.2	10 ± 4.4	25 ± 8.0	14 ± 1.9
Proportion of year 6 students at or above the proficient standard (level 2 or above) (d)									
2014	55 ± 4.9	64 ± 4.5	48 ± 5.8	52 ± 4.8	59 ± 4.3	46 ± 5.4	58 ± 10.6	43 ± 6.3	55 ± 2.5
2011	66 ± 4.1	64 ± 3.8	55 ± 4.8	59 ± 5.5	62 ± 4.9	51 ± 5.5	74 ± 8.3	42 ± 9.2	62 ± 2.0
2008	55 ± 5.7	66 ± 6.5	48 ± 5.3	51 ± 4.1	64 ± 5.3	52 ± 7.0	75 ± 6.6	42 ± 10.6	57 ± 2.8
2005	51 ± 6.6	58 ± 6.3	38 ± 5.3	40 ± 5.4	52 ± 5.0	49 ± 9.0	58 ± 12.5	36 ± 10.0	49 ± 3.0
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2011–2014	↓	■	■	■	■	■	↓	■	↓
2008–2014	■	■	■	■	■	■	↓	■	■
2005–2014	■	■	↑	↑	■	■	■	■	■
Year 10 students									
Proportion of Year 10 students at achievement levels, 2014									
Level 5 or above	8 ± 3.2	12 ± 3.4	6 ± 2.1	10 ± 2.9	11 ± 3.5	10 ± 3.3	14 ± 6.2	6 ± 6.1	9 ± 1.4
Level 4	42 ± 5.3	43 ± 4.2	41 ± 5.1	48 ± 5.4	46 ± 5.0	41 ± 5.1	46 ± 7.3	37 ± 7.6	43 ± 2.0
Level 3	34 ± 4.4	33 ± 5.3	34 ± 5.3	34 ± 4.0	32 ± 4.7	32 ± 4.5	26 ± 7.1	40 ± 10.4	33 ± 2.1
Level 2 and below	16 ± 4.0	12 ± 3.7	19 ± 6.0	9 ± 3.1	11 ± 3.6	18 ± 5.1	14 ± 7.3	17 ± 8.4	15 ± 2.0
Proportion of year 10 students at or above the proficient standard (level 3 or above) (d)									
2014	50 ± 5.5	55 ± 5.9	47 ± 5.6	57 ± 5.8	57 ± 5.9	51 ± 5.8	60 ± 9.1	43 ± 9.1	52 ± 2.5
2011	66 ± 5.3	68 ± 4.9	63 ± 4.3	61 ± 4.0	63 ± 5.6	54 ± 7.1	72 ± 7.0	48 ± 8.8	65 ± 2.3
2008	67 ± 5.4	70 ± 6.7	62 ± 6.2	65 ± 5.9	65 ± 4.9	58 ± 7.4	77 ± 6.1	46 ± 13.4	66 ± 3.0

TABLE 4A.46

Table 4A.46 **National Assessment Program, information and communication technologies: achievement levels (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
2005	61 ± 7.6	67 ± 4.8	60 ± 7.4	56 ± 6.1	61 ± 5.4	56 ± 6.4	66 ± 11.4	49 ± 13.2	61 ± 3.1
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2011–2014	↓	↓	↓	■	■	■	↓	■	↓
2008–2014	↓	↓	↓	■	■	■	↓	■	↓
2005–2014	■	↓	↓	■	■	■	■	■	↓

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. To calculate statistical significance between years, a further source of error — the equating error — is accounted for. See definitions of key terms (section 4.4) for more information.
- (b) Estimates in italics have relative standard errors greater than 25 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.
- (d) 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.

Source: ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.47

Table 4A.47 **National Assessment Program, information and communication technologies: mean scores (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>
Year 6 mean scores									
2014	412 ±12.0	437 ± 9.6	393 ±13.7	404 ±13.2	421 ±10.3	385 ±15.1	429 ±26.0	361 ±20.5	413 ± 5.7
2011	445 ±12.5	448 ± 9.3	515 ±14.0	424 ±13.5	436 ±10.3	405 ±12.4	466 ±22.8	367 ±37.5	435 ± 5.7
2008	413 ±13.5	447 ±15.1	392 ±11.8	403 ±11.5	439 ±12.5	408 ±16.4	472 ±13.9	364 ±49.8	410 ± 6.9
2005	405 ±12.9	424 ±13.7	370 ±12.3	370 ±10.8	412 ±11.4	404 ±19.4	428 ±22.1	346 ±53.7	400 ± 6.3

Statistical significance of the mean score, across jurisdictions, 2014

Compared to:	<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>NSW</i>	..	↓	↑	■	■	↑	■	↑
<i>Vic</i>	↑	..	↑	↑	↑	↑	■	↑
<i>Qld</i>	↓	↓	..	■	↓	■	↓	↑
<i>WA</i>	■	↓	■	..	↓	■	■	↑
<i>SA</i>	■	↓	↑	↑	..	↑	■	↑
<i>Tas</i>	↓	↓	■	■	↓	..	↓	■
<i>ACT</i>	■	■	↑	■	■	↑	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	■	↓	..

Year 10 mean scores

2014	512 ±13.7	532 ±14.3	504 ±16.8	539 ±11.8	532 ±15.8	514 ±15.6	536 ±26.2	501 ±19.9	520 ± 6.7
2011	565 ±12.8	568 ±12.5	553 ± 9.5	548 ±10.8	552 ±14.8	534 ±15.5	582 ±16.1	490 ±49.5	559 ± 5.7
2008	564 ±13.7	569 ±18.1	549 ±14.0	559 ±12.1	560 ±11.5	539 ±16.3	598 ±14.5	466 ±71.5	560 ± 7.1
2005	551 ±13.1	565 ± 9.8	547 ±11.6	535 ±11.8	547 ±11.0	538 ±11.8	572 ±17.8	515 ±28.2	551 ± 5.7

TABLE 4A.47

Table 4A.47 **National Assessment Program, information and communication technologies: mean scores (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>
Statistical significance of the mean score, across jurisdictions, 2014										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	↓	■	↓	■	■	■	■	■
	<i>Vic</i>	↑	..	↑	■	■	■	■	■	↑
	<i>Qld</i>	■	↓	..	↓	↓	■	↓	■	■
	<i>WA</i>	↑	■	↑	..	■	↑	■	■	↑
	<i>SA</i>	■	■	↑	■	..	■	■	■	↑
	<i>Tas</i>	■	■	■	↓	■	..	■	■	■
	<i>ACT</i>	■	■	↑	■	■	■	..	■	↑
	<i>NT</i>	■	↓	■	↓	↓	■	↓	■	..

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) 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), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.48

Table 4A.48 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (a), (b), (c)**

	Year 6 students				Year 10 students			
	2005	2008	2011	2014	2005	2008	2011	2014
Sex								
Male students	45 ± 4.9	52 ± 3.0	58 ± 2.7	51 ± 3.3	60 ± 4.2	63 ± 3.9	62 ± 2.7	47 ± 3.4
Female students	52 ± 4.1	62 ± 3.6	66 ± 2.5	60 ± 2.9	63 ± 3.5	70 ± 3.2	67 ± 3.3	58 ± 3.3
Indigenous status								
Aboriginal and Torres Strait Islander students	30 ±12.9	24 ± 6.1	31 ± 8.4	22 ± 8.1	35 ±11.5	32 ±11.7	36 ±11.5	20 ± 8.8
Non-Indigenous students	50 ± 3.1	59 ± 2.8	64 ± 2.1	57 ± 2.5	62 ± 3.1	68 ± 2.7	66 ± 2.3	53 ± 2.6
Language Background Other Than English (LBOTE)								
LBOTE students	49 ± 6.2	59 ± 6.0	66 ± 4.8	58 ± 5.5	59 ± 5.6	64 ± 5.9	63 ± 5.1	51 ± 6.1
Geographic location (d)								
Metropolitan areas	52 ± 3.8	61 ± 3.3	66 ± 2.3	58 ± 2.9	63 ± 4.1	69 ± 3.3	67 ± 2.5	54 ± 3.0
Provincial areas	43 ± 5.5	48 ± 5.7	51 ± 3.2	48 ± 5.1	59 ± 5.7	62 ± 5.6	58 ± 4.9	47 ± 4.7
Remote areas	33 ±18.9	38 ±12.7	45 ±20.9	35 ± 5.8	46 ± 9.7	45 ±10.6	47 ±15.7	32 ±15.6
Parental occupation								
Senior managers and professionals	68 ± 6.1	72 ± 3.6	79 ± 3.7	72 ± 4.0	75 ± 5.4	79 ± 3.6	78 ± 3.2	65 ± 4.5
Other managers, associate professionals	59 ± 4.8	66 ± 4.9	68 ± 3.8	63 ± 5.0	66 ± 4.0	71 ± 4.0	69 ± 4.2	56 ± 4.1
Skilled trades, clerical and sales	46 ± 4.5	54 ± 3.7	59 ± 4.2	52 ± 4.2	75 ± 5.8	63 ± 4.6	63 ± 4.5	50 ± 5.5
Unskilled manual, office and sales	32 ± 5.7	41 ± 4.7	43 ± 6.6	42 ± 4.9	49 ± 7.0	52 ± 6.0	57 ± 7.4	40 ± 6.0
Not in paid work in last 12 months	na	na	na	30 ± 7.4	na	na	na	29 ± 6.1
All students	49 ± 3.0	57 ± 2.8	62 ± 2.0	55 ± 2.5	61 ± 3.1	66 ± 3.0	65 ± 2.3	52 ± 2.5

Table 4A.48 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (a), (b), (c)**

	<i>Year 6 students</i>				<i>Year 10 students</i>			
	<i>2005</i>	<i>2008</i>	<i>2011</i>	<i>2014</i>	<i>2005</i>	<i>2008</i>	<i>2011</i>	<i>2014</i>

- (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 \pm 2.7 per cent), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

na Not available.

Source: ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

International testing

TABLE 4A.49

Table 4A.49 Programme for International Student Assessment (PISA) reading literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 15 year old students at achievement levels, 2015										
Level 6	%	2.7 ± 0.9	1.5 ± 0.9	1.8 ± 0.7	1.9 ± 1.0	1.6 ± 1.2	1.0 ± 0.7	3.2 ± 1.6	1.3 ± 1.6	2.0 ± 0.4
Level 5	%	9.7 ± 1.6	9.0 ± 1.6	8.5 ± 2.0	8.7 ± 1.9	8.9 ± 2.0	6.4 ± 2.2	11.0 ± 3.0	6.4 ± 3.8	9.0 ± 0.9
Level 4	%	21.4 ± 2.2	23.1 ± 2.3	21.7 ± 2.4	23.2 ± 3.0	21.6 ± 3.1	18.0 ± 3.5	23.9 ± 5.0	17.9 ± 6.0	22.0 ± 1.1
Level 3	%	25.7 ± 2.1	29.4 ± 3.0	27.7 ± 2.4	29.0 ± 3.4	28.5 ± 3.8	23.0 ± 3.6	27.0 ± 4.8	22.7 ± 5.9	27.5 ± 1.1
Level 2	%	21.2 ± 2.4	21.2 ± 2.6	21.6 ± 2.9	20.6 ± 2.6	21.9 ± 3.4	25.4 ± 3.5	18.9 ± 4.2	23.4 ± 5.8	21.4 ± 1.2
Level 1 and below	%	19.3 ± 2.1	15.8 ± 2.5	18.7 ± 2.6	16.6 ± 2.4	17.5 ± 2.8	26.2 ± 3.3	16.0 ± 3.3	28.4 ± 7.1	18.1 ± 1.1
Proportion of 15 year old students achieving level 5 or above										
2015	%	12.4 ± 1.8	10.5 ± 1.9	10.3 ± 2.2	10.6 ± 2.4	10.5 ± 2.3	7.4 ± 2.3	14.2 ± 3.0	7.7 ± 4.3	11.0 ± 1.0
Proportion of 15 year old students achieving level 3 or above										
2015	%	59.5 ± 2.5	63.0 ± 3.3	59.7 ± 3.1	62.8 ± 3.3	60.5 ± 3.7	48.5 ± 4.1	65.1 ± 4.5	48.2 ± 7.3	60.6 ± 1.4
2012	%	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3
2009	%	65.5 ± 3.9	65.3 ± 4.5	66.5 ± 5.1	67.8 ± 5.4	62.8 ± 4.0	51.9 ± 5.1	70.2 ± 4.5	52.8 ± 4.6	65.3 ± 1.8
2006	%	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
Statistical significance of the difference in the proportion at level 3 or above between PISA assessments										
2012–2015		↓	↓	■	■	■	■	↓	■	↓
2009–2015		↓	■	↓	■	■	■	■	■	↓
2006–2015		↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Proportion achieving level 3 or above significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Proportion achieving level 3 or above significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

Table 4A.49 **Programme for International Student Assessment (PISA) reading literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c) The PISA 2015 reading literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf									
<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in reading literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of reading literacy skills and knowledge would limit them in participating fully in society. 									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									

Source: Australian Council for Educational Research (ACER) 2017, *PISA 2015: Reporting Australia's results*, ACER, Melbourne.

TABLE 4A.50

Table 4A.50 **PISA mathematical literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 15 year old students at achievement levels, 2015										
Level 6	%	3.5 ± 1.1	2.5 ± 0.9	2.1 ± 1.0	3.0 ± 1.4	1.9 ± 1.1	1.1 ± 0.9	3.2 ± 1.6	2.4 ± 2.9	2.7 ± 0.5
Level 5	%	9.5 ± 1.5	8.6 ± 2.2	7.3 ± 1.6	9.5 ± 1.8	7.8 ± 2.1	6.4 ± 2.2	10.4 ± 2.5	8.7 ± 4.9	8.6 ± 0.9
Level 4	%	18.0 ± 2.0	20.0 ± 2.3	18.1 ± 2.3	20.1 ± 2.6	17.2 ± 2.7	15.1 ± 3.0	21.9 ± 4.5	14.1 ± 5.3	18.7 ± 1.1
Level 3	%	23.8 ± 2.2	26.6 ± 2.6	25.2 ± 3.6	27.5 ± 3.0	26.7 ± 3.4	21.7 ± 3.9	25.8 ± 5.1	22.2 ± 6.7	25.4 ± 1.2
Level 2	%	22.0 ± 2.3	23.0 ± 3.0	22.9 ± 2.4	22.3 ± 3.3	23.9 ± 4.3	23.6 ± 3.9	20.2 ± 3.5	24.7 ± 6.6	22.6 ± 1.4
Level 1 and below	%	23.2 ± 2.0	19.4 ± 2.5	24.3 ± 2.9	17.7 ± 2.6	22.6 ± 3.7	32.0 ± 3.9	18.5 ± 3.0	27.9 ± 7.7	22.0 ± 1.2
Proportion of 15 year old students achieving level 5 or above										
2015	%	13.0 ± 2.2	11.0 ± 2.4	9.4 ± 1.9	12.4 ± 2.6	9.7 ± 2.3	7.6 ± 2.4	13.6 ± 2.7	11.1 ± 5.3	11.3 ± 1.2
Proportion of 15 year old students achieving level 3 or above										
2015	%	54.8 ± 2.8	57.7 ± 3.4	52.8 ± 3.5	60.0 ± 4.1	53.5 ± 4.3	44.4 ± 4.3	61.3 ± 4.2	47.4 ± 6.8	55.4 ± 1.6
2012	%	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5
2009	%	63.0 ± 3.5	63.2 ± 4.7	65.1 ± 5.5	69.2 ± 5.9	62.6 ± 4.5	52.4 ± 5.1	69.1 ± 4.9	54.3 ± 4.9	63.9 ± 2.0
2006	%	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
Statistical significance of the difference in the proportion at level 3 or above between PISA assessments										
2012–2015		↓	■	↓	■	■	■	■	■	↓
2009–2015		↓	■	↓	↓	↓	↓	↓	■	↓
2006–2015		↓	↓	↓	↓	↓	↓	↓	■	↓

↑ = Proportion achieving level 3 or above significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Proportion achieving level 3 or above significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

Table 4A.50 **PISA mathematical literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c) The PISA 2015 mathematical literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf									
• Level 5 or 6 — Students are considered high performers in mathematical literacy.									
• Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills.									
• Level 1 or below — Students are considered low performers and their low levels of mathematics literacy skills and knowledge would limit them in participating fully in society.									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER 2017, *PISA 2015: Reporting Australia's results*, ACER, Melbourne.

TABLE 4A.51

Table 4A.51 **PISA scientific literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 15 year old students at achievement levels, 2015										
Level 6	%	2.5 ± 0.8	1.8 ± 0.9	1.7 ± 0.6	2.2 ± 1.1	1.6 ± 0.8	1.1 ± 0.9	2.7 ± 1.6	1.8 ± 1.9	2.0 ± 0.4
Level 5	%	9.9 ± 1.5	8.6 ± 1.5	8.6 ± 1.9	9.8 ± 2.0	8.5 ± 2.0	7.4 ± 2.3	11.6 ± 3.1	9.8 ± 4.9	9.2 ± 0.8
Level 4	%	20.7 ± 1.8	23.4 ± 2.4	22.5 ± 2.4	25.1 ± 2.7	21.8 ± 2.5	17.7 ± 3.5	26.1 ± 3.8	16.3 ± 6.2	22.3 ± 1.0
Level 3	%	26.0 ± 1.9	29.1 ± 2.6	26.8 ± 2.4	28.3 ± 3.4	28.5 ± 3.2	22.0 ± 3.7	27.5 ± 4.1	22.9 ± 5.8	27.3 ± 1.0
Level 2	%	21.8 ± 1.9	21.3 ± 2.5	22.1 ± 2.1	20.0 ± 2.6	22.2 ± 3.6	24.8 ± 3.4	17.8 ± 3.3	23.5 ± 5.8	21.6 ± 1.0
Level 1 and below	%	19.0 ± 1.9	15.9 ± 2.4	18.3 ± 2.2	14.5 ± 2.3	17.4 ± 3.0	26.9 ± 4.0	14.3 ± 2.7	25.8 ± 4.6	17.6 ± 1.1
Proportion of 15 year old students achieving level 5 or above										
2015	%	12.4 ± 1.8	10.4 ± 1.6	10.2 ± 2.0	12.1 ± 2.4	10.1 ± 2.1	8.5 ± 2.4	14.3 ± 3.2	11.6 ± 5.5	11.2 ± 0.9
Proportion of 15 year old students achieving level 3 or above										
2015	%	59.2 ± 2.3	62.8 ± 2.8	59.6 ± 2.9	65.5 ± 3.0	60.4 ± 3.9	48.3 ± 3.5	67.9 ± 3.6	50.8 ± 5.4	60.8 ± 1.2
2012	%	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4
2009	%	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
2006	%	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
Statistical significance of the difference in the proportion at level 3 or above between PISA assessments										
2012–2015		↓	■	↓	↓	■	■	■	■	↓
2009–2015		↓	■	↓	■	↓	↓	↓	■	↓
2006–2015		↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Proportion achieving level 3 or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving level 3 or above significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

Table 4A.51 **PISA scientific literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c) The PISA 2015 scientific literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf									
• Level 5 or 6 — Students are considered high performers in scientific literacy.									
• Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills.									
• Level 1 or below — Students are considered low performers and their low levels of scientific literacy skills and knowledge would limit them in participating fully in society.									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									
<i>Source:</i> ACER 2017, <i>PISA 2015: Reporting Australia’s results</i> , ACER, Melbourne.									

TABLE 4A.52

Table 4A.52 Trends in International Mathematics and Science Study (TIMSS) mathematics achievement assessment: proportion of students at international benchmarks (per cent) (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 students										
Proportion of year 4 students at TIMSS international benchmarks, 2015										
Advanced	%	10.9 ± 3.8	9.5 ± 3.7	6.4 ± 2.9	10.4 ± 5.5	5.8 ± 3.1	7.8 ± 2.8	14.6 ± 6.8	4.2 ± 3.8	9.2 ± 1.7
High	%	24.9 ± 4.9	29.6 ± 5.1	28.1 ± 3.9	26.7 ± 6.8	25.2 ± 7.7	26.7 ± 6.7	33.6 ± 7.1	15.3 ± 8.0	27.0 ± 2.3
Intermediate	%	34.0 ± 4.2	35.0 ± 5.0	34.3 ± 3.4	29.7 ± 5.4	38.5 ± 7.7	33.5 ± 6.0	34.2 ± 5.9	29.2 ± 10.2	34.0 ± 2.3
At or less than low		30.1 ± 5.9	25.9 ± 4.3	31.2 ± 5.6	33.2 ± 7.0	30.5 ± 8.0	32.0 ± 10.2	17.7 ± 6.8	51.3 ± 13.8	29.8 ± 2.6
Low	%	21.9 ± 3.3	20.0 ± 3.2	21.5 ± 3.9	20.1 ± 5.2	22.0 ± 6.6	22.9 ± 6.4	14.2 ± 6.1	26.9 ± 9.2	21.1 ± 1.7
Below low	%	8.2 ± 4.3	6.0 ± 2.9	9.6 ± 3.2	13.0 ± 4.0	8.6 ± 3.8	9.1 ± 5.3	3.5 ± 2.5	24.4 ± 10.5	8.6 ± 1.8
Proportion of year 4 students achieving at or above the intermediate international benchmark, the Australian national proficient standard										
2015	%	69.9 ± 5.9	74.1 ± 4.3	68.8 ± 5.6	66.8 ± 7.0	69.5 ± 8.0	68.0 ± 10.2	82.3 ± 6.8	48.7 ± 13.8	70.2 ± 2.6
2011	%	73.8 ± 5.5	75.5 ± 4.7	64.3 ± 5.6	62.5 ± 6.2	65.2 ± 6.4	68.1 ± 7.3	81.4 ± 4.8	59.1 ± 12.3	70.2 ± 2.8
2007	%	76.3 ± 5.9	78.9 ± 7.6	58.8 ± 6.8	58.4 ± 6.5	61.5 ± 9.1	68.1 ± 6.9	67.8 ± 11.0	58.8 ± 12.2	70.5 ± 3.5
Statistical significance of the difference in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	■	■	■	■	■	■	■
2007–2015		■	■	↑	■	■	■	↑	■	■
Year 8 students										
Proportion of year 8 students at TIMSS international benchmarks, 2015										
Advanced	%	7.0 ± 3.1	9.3 ± 4.4	4.0 ± 2.2	7.9 ± 3.6	6.3 ± 4.3	4.4 ± 3.4	7.3 ± 3.0	0.5 ± 0.9	6.9 ± 1.6
High	%	23.9 ± 4.4	24.2 ± 3.8	22.3 ± 4.3	25.4 ± 4.9	21.6 ± 5.6	22.9 ± 5.9	27.8 ± 4.3	10.3 ± 6.5	23.6 ± 1.9
Intermediate	%	31.8 ± 4.5	36.3 ± 5.1	35.9 ± 4.9	31.3 ± 3.5	34.0 ± 4.5	33.4 ± 4.9	34.9 ± 4.8	28.9 ± 8.3	34.0 ± 2.2
At or less than low		37.3 ± 6.8	30.2 ± 4.1	37.7 ± 6.1	35.4 ± 5.3	38.1 ± 6.9	39.4 ± 7.3	30.1 ± 4.2	60.3 ± 10.2	35.6 ± 3.1
Low	%	25.0 ± 4.0	23.4 ± 4.0	27.2 ± 4.4	23.8 ± 3.8	24.6 ± 4.1	25.5 ± 6.0	23.4 ± 3.4	35.0 ± 7.4	25.0 ± 2.0
Below low	%	12.3 ± 4.4	6.8 ± 2.2	10.6 ± 4.1	11.6 ± 3.9	13.5 ± 5.0	13.8 ± 4.2	6.7 ± 2.9	25.3 ± 10.9	10.6 ± 2.0

TABLE 4A.52

Table 4A.52 **Trends in International Mathematics and Science Study (TIMSS) mathematics achievement assessment: proportion of students at international benchmarks (per cent) (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard										
2015	%	62.7 ± 6.8	69.8 ± 4.1	62.3 ± 6.1	64.6 ± 5.3	61.9 ± 6.9	60.6 ± 7.3	69.9 ± 4.2	39.7 ±10.2	64.4 ± 3.1
2011	%	66.8 ± 9.7	64.4 ± 7.1	58.7 ± 7.4	60.8 ±10.5	58.2 ± 7.3	49.0 ± 8.1	74.4 ± 6.1	44.1 ±16.5	62.9 ± 4.6
2007	%	59.3 ± 8.8	64.6 ± 7.0	60.8 ± 5.7	57.6 ±10.2	59.2 ± 8.2	56.6 ± 7.8	69.4 ±20.5	57.4 ±15.5	60.8 ± 3.5
Statistical significance of the difference in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	■	■	■	↑	■	■	■
2007–2015		■	■	■	■	■	■	■	■	■

↑ = Proportion achieving intermediate benchmark or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving intermediate benchmark or above significantly lower in 2015 than earlier year, statistically.

(a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) The TIMSS mathematics achievement scale summarises year 4 and year 8 students' performance against four international benchmarks (advanced, high, intermediate, and low):

- At the intermediate international benchmark students can apply basic mathematical knowledge in straightforward situations.
- At the low international benchmark students have some basic mathematical knowledge.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.

(d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER 2017, *TIMSS 2015: Reporting Australia's results*, ACER, Melbourne.

TABLE 4A.53

Table 4A.53 **TIMSS science achievement assessment: proportion of students at international benchmarks (per cent) (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 students										
Proportion of year 4 students at TIMSS international benchmarks, 2015										
Advanced	%	8.2 ± 3.5	7.7 ± 2.9	7.0 ± 2.5	9.2 ± 3.7	6.6 ± 3.4	7.2 ± 3.3	13.8 ± 6.4	3.0 ± 3.8	7.9 ± 1.4
High	%	31.3 ± 4.7	30.5 ± 4.4	32.5 ± 5.3	27.8 ± 5.2	30.7 ± 6.2	33.1 ± 8.3	38.1 ± 5.0	18.1 ± 10.8	31.0 ± 2.4
Intermediate	%	35.7 ± 3.6	39.6 ± 4.9	36.1 ± 4.5	32.9 ± 5.1	39.6 ± 7.0	35.5 ± 6.5	32.8 ± 6.8	36.8 ± 10.3	36.6 ± 1.9
At or less than low		24.9 ± 5.5	22.3 ± 4.6	24.4 ± 4.9	30.0 ± 7.2	23.2 ± 7.2	24.3 ± 9.5	15.3 ± 5.6	42.2 ± 14.4	24.6 ± 2.7
Low	%	18.6 ± 3.6	18.3 ± 4.0	17.4 ± 3.6	20.3 ± 5.5	17.2 ± 5.2	18.3 ± 6.5	12.7 ± 5.4	23.2 ± 10.5	18.3 ± 1.8
Below low	%	6.3 ± 3.0	4.0 ± 2.5	6.9 ± 2.2	9.7 ± 3.5	5.9 ± 3.2	6.0 ± 4.4	2.7 ± 2.4	19.0 ± 10.0	6.3 ± 1.6
Proportion of year 4 students achieving at or above the intermediate international benchmark, the Australian national proficient standard										
2015	%	75.1 ± 5.5	77.7 ± 4.6	75.6 ± 4.9	70.0 ± 7.2	76.8 ± 7.2	75.7 ± 9.5	84.7 ± 5.6	57.8 ± 14.4	75.4 ± 2.7
2011	%	73.9 ± 5.0	76.7 ± 3.9	66.0 ± 6.3	66.4 ± 5.6	67.6 ± 6.5	71.7 ± 6.7	83.3 ± 5.0	60.6 ± 12.7	71.6 ± 2.7
2007	%	80.1 ± 5.8	84.7 ± 6.5	66.4 ± 6.7	67.2 ± 5.7	68.9 ± 9.4	76.3 ± 6.0	75.9 ± 9.9	64.5 ± 8.9	76.4 ± 3.3
Statistical significance of the difference in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	↑	■	■	■	■	■	↑
2007–2015		■	■	↑	■	■	■	■	■	■
Year 8 students										
Proportion of year 8 students at TIMSS international benchmarks, 2015										
Advanced	%	7.5 ± 2.2	8.6 ± 3.3	5.3 ± 2.1	9.6 ± 3.1	7.5 ± 4.1	6.3 ± 4.0	11.0 ± 3.1	1.4 ± 2.2	7.5 ± 1.2
High	%	26.9 ± 3.8	26.2 ± 3.3	24.6 ± 4.4	28.0 ± 4.2	24.2 ± 5.7	25.2 ± 5.5	30.2 ± 4.4	13.2 ± 5.5	26.1 ± 1.7
Intermediate	%	34.0 ± 3.6	36.5 ± 4.1	37.4 ± 4.4	32.8 ± 3.7	35.2 ± 5.3	34.1 ± 7.5	34.6 ± 6.0	32.2 ± 8.9	35.3 ± 1.8
At or less than low		31.6 ± 6.1	28.8 ± 3.2	32.7 ± 5.6	29.7 ± 4.9	33.1 ± 6.5	34.4 ± 7.9	24.2 ± 4.5	53.3 ± 12.4	31.2 ± 2.6
Low	%	20.6 ± 3.5	21.9 ± 3.5	24.0 ± 4.4	20.1 ± 3.4	21.8 ± 3.9	21.7 ± 7.5	17.6 ± 3.2	30.9 ± 7.3	21.8 ± 1.7
Below low	%	11.0 ± 3.8	6.9 ± 2.0	8.7 ± 3.2	9.5 ± 2.8	11.3 ± 4.4	12.7 ± 4.3	6.6 ± 2.4	22.4 ± 9.4	9.4 ± 1.6

Table 4A.53 **TIMSS science achievement assessment: proportion of students at international benchmarks (per cent) (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard										
2015	%	68.4 ± 6.1	71.2 ± 3.2	67.3 ± 5.6	70.3 ± 4.9	66.9 ± 6.5	65.6 ± 7.9	75.8 ± 4.5	46.7 ±12.4	68.8 ± 2.6
2011	%	72.6 ± 8.3	69.5 ± 5.6	69.2 ± 5.8	70.8 ± 9.1	67.2 ± 5.5	60.0 ± 6.7	81.1 ± 4.3	55.9 ±17.2	70.3 ± 3.8
2007	%	69.5 ± 7.8	69.7 ± 6.9	71.3 ± 5.4	67.5 ± 8.2	71.3 ± 7.3	67.9 ± 8.2	77.1 ±15.5	65.2 ±13.5	69.9 ± 3.2
Statistical significance of the difference in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	■	■	■	■	■	■	■
2007–2015		■	■	■	■	■	■	■	↓	■

↑ = Proportion achieving intermediate benchmark or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving intermediate benchmark or above significantly lower in 2015 than earlier year, statistically.

(a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) The TIMSS science achievement scale summarises year 4 and year 8 students' performance against four international benchmarks (advanced, high, intermediate, and low):

- At the intermediate international benchmark students show basic knowledge and understanding of life, physical and Earth sciences. Students demonstrate and apply their knowledge of biology, chemistry, physics and Earth science in various contexts.
- At the Low international benchmark students have some basic knowledge of life and physical sciences. Students show basic knowledge of biology, chemistry, physics and Earth science.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.

(d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER 2017, *TIMSS 2015: Reporting Australia's results*, ACER, Melbourne.

Table 4A.54 **Progress in International Reading Literacy Study (PIRLS) reading assessment: Year 4 student achievement (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of year 4 students at PIRLS achievement levels, 2016										
Advanced	%	15.5 ± 4.5	19.2 ± 3.8	14.2 ± 3.7	15.9 ± 3.8	11.2 ± 3.4	15.5 ± 5.2	20.3 ± 4.6	14.1 ± 5.6	15.9 ± 2.0
High	%	33.9 ± 4.0	39.2 ± 4.1	34.0 ± 4.4	35.6 ± 4.3	33.6 ± 5.2	32.4 ± 7.1	35.1 ± 5.9	31.6 ± 9.0	35.3 ± 2.0
Intermediate	%	31.0 ± 4.2	27.6 ± 3.9	30.1 ± 3.6	29.5 ± 4.1	29.7 ± 4.2	29.8 ± 6.1	26.8 ± 5.2	29.0 ± 6.1	29.6 ± 2.1
At or less than low	%	19.6 ± 4.4	14.0 ± 3.1	21.8 ± 4.4	19.0 ± 4.3	25.5 ± 5.0	22.3 ± 6.2	17.9 ± 3.7	25.3 ± 11.1	19.2 ± 2.0
Low	%	14.3 ± 3.0	11.3 ± 3.2	14.5 ± 3.4	13.5 ± 3.3	16.7 ± 3.8	14.2 ± 4.0	11.3 ± 2.9	14.3 ± 6.1	13.6 ± 1.4
Below low	%	5.3 ± 2.2	2.7 ± 1.9	7.3 ± 2.3	5.6 ± 2.2	8.8 ± 3.6	8.1 ± 3.6	6.6 ± 2.5	11.0 ± 9.5	5.5 ± 1.1
Proportion of year 4 students achieving at or above intermediate against the PIRLS reading proficiency benchmark										
2016	%	80.4 ± 4.4	86.0 ± 3.1	78.3 ± 4.4	81.0 ± 4.3	74.5 ± 5.0	77.7 ± 6.2	82.0 ± 3.7	74.7 ± 11.1	80.9 ± 2.0
2011	%	77.9 ± 4.0	80.5 ± 3.6	69.8 ± 5.5	71.4 ± 4.5	73.5 ± 4.2	73.0 ± 5.7	87.0 ± 3.6	66.9 ± 8.6	75.6 ± 2.1
Statistical significance of the difference between PIRLS assessments										
2011–2016		■	↑	↑	↑	■	■	■	■	↑

↑ = Proportion achieving intermediate benchmark or above significantly higher in 2016 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Proportion achieving intermediate benchmark or above significantly lower in 2016 than earlier year, statistically.

(a) These data are from assessments conducted for PIRLS. PIRLS 2016 involved a sample assessment of 6341 year 4 Australian school students from 286 schools. For further information on PIRLS, see <http://www.acer.edu.au/pirls>.

(b) The PIRLS reading achievement scale summarises Year 4 students' performance against international benchmarks. At the intermediate international benchmark:

- When reading a mix of simpler and relatively complex literary texts, students can: independently locate, recognise, and reproduce explicitly stated actions, events and feelings; make straightforward inferences about the attributes, feelings and motivations of main characters; interpret obvious reasons and causes, recognise evidence and provide examples and begin to recognise language choices.
- When reading a mix of simpler and relatively complex informational texts, students can: locate and reproduce two or three pieces of information from the text; make straightforward inferences to provide factual explanations and begin to interpret and integrate information to order events.

At the low international benchmark:

Table 4A.54 **Progress in International Reading Literacy Study (PIRLS) reading assessment: Year 4 student achievement (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
•	When reading predominantly simpler literary texts, students can: locate and retrieve explicitly stated information, actions or ideas; make straightforward inferences about events and reasons for actions and begin to interpret story events and central ideas.								
•	When reading predominantly simpler informational texts, students can: locate and reproduce explicitly stated information from text and other formats (e.g. charts, diagrams) and begin to make straightforward inferences about explanations, actions and descriptions.								
(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) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.								
(d)	Estimates in italics have relative standard errors greater than 25 per cent.								

Source: ACER unpublished, *PIRLS Australia*.

Attainment

TABLE 4A.55

Table 4A.55 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016									
Low socioeconomic status	71	76	69	73	94	54	65	24	73
Medium socioeconomic status	70	79	74	80	89	61	81	64	75
High socioeconomic status	79	84	71	78	95	76	82	73	80
Total	73	80	72	77	92	60	79	50	76
2015									
Low socioeconomic status	69	76	66	69	82	46	np	20	70
Medium socioeconomic status	71	82	73	75	86	53	np	53	75
High socioeconomic status	78	86	72	75	93	65	88	np	80
Total	72	82	71	74	86	51	87	43	75
2014									
Low socioeconomic status	69	76	65	46	79	42	np	18	67
Medium socioeconomic status	71	82	71	49	82	55	np	51	72
High socioeconomic status	79	86	72	49	90	66	86	np	76
Total	73	82	70	48	83	50	85	40	72
2013									
Low socioeconomic status	68	75	64	65	79	39	np	18	68
Medium socioeconomic status	69	80	71	76	82	51	np	49	74
High socioeconomic status	79	85	72	74	88	64	84	np	79
Total	72	81	69	73	82	47	82	39	74
2012									
Low socioeconomic status	68	72	65	64	78	40	np	18	67
Medium socioeconomic status	70	79	71	74	84	50	np	49	73
High socioeconomic status	80	86	73	75	90	64	82	np	80
Total	72	80	70	73	83	47	82	38	73
2011									

TABLE 4A.55

Table 4A.55 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Low socioeconomic status	68	71	64	62	72	34	np	16	66
Medium socioeconomic status	70	77	71	73	78	48	np	49	72
High socioeconomic status	80	85	72	76	83	59	77	np	79
Total	72	78	69	72	77	43	76	38	72
2010									
Low socioeconomic status	65	69	63	60	58	34	np	15	62
Medium socioeconomic status	68	76	69	72	68	46	np	40	70
High socioeconomic status	78	84	71	75	77	56	76	np	78
Total	70	77	68	71	66	42	75	32	70
2009									
Low socioeconomic status	62	69	62	56	57	32	np	16	61
Medium socioeconomic status	66	75	67	65	68	42	np	40	68
High socioeconomic status	76	82	71	72	80	56	75	np	76
Total	67	76	67	66	66	39	74	33	68
2008									
Low socioeconomic status	64	67	60	55	54	51	np	15	61
Medium socioeconomic status	66	73	67	65	68	61	np	39	68
High socioeconomic status	77	85	70	71	79	72	76	np	77
Total	68	75	66	66	65	58	74	33	69
2007									
Low socioeconomic status	63	57	61	60	57	47	np	15	59
Medium socioeconomic status	63	61	66	65	68	61	np	47	64
High socioeconomic status	78	78	73	78	81	71	76	np	77
Total	67	66	66	69	66	54	76	31	66

Table 4A.55 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Attainment rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by five.								
(b)	The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.								
(c)	Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.								
(d)	A common total for socioeconomic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.								
(e)	Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.								
(f)	WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.								
(g)	In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.								
(h)	In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.								
	np Not published.								

Source: Australian Government Department of Education and Training (unpublished).

TABLE 4A.56

Table 4A.56 **Attainment rates, year 12, by locality, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA (d) (f)</i>	<i>Tas (d) (g)</i>	<i>ACT (d) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2016									
Major cities	74	80	72	77	89	..	79	..	77
Inner and outer regional areas	69	79	73	82	np	60	..	69	74
Remote areas	87	..	61	80	np	37	..	53	78
Very remote areas	82	..	55	48	np	48	..	9	43
Total	73	80	72	77	92	60	79	50	76
Prior to 2016, remoteness classification were based on MCEECDYA (now Education Council) Geographic Location Classification (b).									
2015									
Metropolitan zone	74	83	71	73	87	57	87	..	77
Provincial zone	66	78	72	75	82	47	..	57	71
Remote	66	..	71	82	np	42	..	42	69
Very remote	55	..	57	71	np	np	..	10	44
Total	72	82	71	74	86	51	87	43	75
2014									
Metropolitan zone	75	84	70	48	83	54	85	..	74
Provincial zone	65	77	69	51	82	48	..	56	68
Remote	68	..	71	53	np	44	..	39	62
Very remote	62	..	55	45	np	..	..	9	38
Total	73	82	70	48	83	50	85	40	72
2013									
Metropolitan zone	74	82	70	72	83	52	82	..	76
Provincial zone	64	76	69	79	79	43	..	54	68
Remote	74	..	65	79	np	33	..	37	68
Very remote	70	..	52	61	np	..	..	10	41
Total	72	81	69	73	82	47	82	39	74
2012									

Table 4A.56 **Attainment rates, year 12, by locality, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA (d) (f)</i>	<i>Tas (d) (g)</i>	<i>ACT (d) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Metropolitan zone	74	81	71	72	83	52	82	..	76
Provincial zone	65	74	68	75	81	44	..	52	68
Remote	65	np	64	79	np	29	..	41	66
Very remote	55	..	51	53	np	np	..	9	38
Total	72	80	70	73	83	47	82	38	73

- (a) Attainment rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by five.
- (b) Definitions are based on the agreed MCEECDYA (now Education Council) Geographic Location Classification.
- (c) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.
- (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; therefore, the relevant Year 12 data have not been published since 2007. Additionally, for South Australia, numbers for 2011 are too small to give meaningful results and therefore are not published. This constitutes a break in series for these data.
- (e) WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.
- (f) In 2011 the SACE Board of South Australia introduced a new SACE. 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- (g) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.
- (h) The ACT is included in the metropolitan zone. Darwin is included in the NT provincial zone.
- .. Not applicable. **np** not published.

Source: Australian Government Department of Education and Training (unpublished).

Destination

TABLE 4A.57

Table 4A.57 School leaver destination by highest level of school completed (15–24 year olds) (a), (b), (c), (d), (e), (f), (g)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2017										
Year 12 school leavers										
Number that left school (in 2016)	no.	74 800	64 600	65 000	25 000	16 100	5 300	4 200	1 300	253 600
Proportion that are (in 2017):										
Working	%	67.8 ± 9.4	74.1 ± 9.0	55.7 ±13.6	44.8 ±14.3	67.1 ±14.9	58.5 ±24.7	59.5 ±31.5	np	62.7 ± 6.5
Studying	%	56.6 ±10.4	52.6 ±12.0	58.5 ± 8.5	73.2 ± 9.6	57.8 ±11.9	69.8 ± 8.1	73.8 ±24.7	69.2 ±41.2	57.5 ± 5.7
Fully engaged in study/work	%	82.4 ± 5.2	78.8 ± 9.0	68.3 ±13.7	52.0 ±12.9	62.1 ±13.1	52.8 ±28.8	69.0 ±23.9	53.8 ±49.0	73.2 ± 5.3
Year 11 and below school leavers										
Number that left school (in 2016)	no.	19 000	16 400	9 900	7 900	2 300	1 900	np	np	58 000
Proportion that are (in 2017):										
Working	%	57.9 ±19.6	32.9 ±16.4	np	44.3 ±42.3	np	np	np	np	46.4 ± 9.5
Studying	%	47.9 ±16.8	43.3 ±21.0	52.5 ±24.5	50.6 ±19.8	np	42.1 ±35.7	np	np	47.9 ± 4.0
Fully engaged in study/work	%	66.8 ± 6.8	55.5 ±12.9	35.4 ±29.3	44.3 ±42.3	52.2 ±47.0	np	np	np	56.0 ± 3.8
Total all school leavers										
Number that left school (in 2016)	no.	91 400	77 600	75 300	32 000	18 800	7 700	4 500	1 900	311 200
Proportion that are (in 2017):										
Working	%	65.4 ± 7.7	69.2 ± 5.2	52.2 ±11.6	52.8 ±12.4	60.1 ±16.3	48.1 ±20.7	60.0 ±31.4	np	60.4 ± 5.9
Studying	%	54.6 ±10.6	52.4 ±10.5	57.9 ± 7.8	65.0 ± 8.9	46.3 ±12.6	57.1 ±10.5	80.0 ±20.4	68.4 ±36.1	56.0 ± 4.6
Fully engaged in study/work	%	80.6 ± 5.4	75.5 ± 3.6	63.5 ±11.6	61.6 ±11.5	64.4 ±13.8	51.9 ±21.4	73.3 ±20.8	63.2 ±32.5	69.3 ± 4.5
2016										
Year 12 school leavers										
Number that left school (in 2015)	no.	71 500	60 400	48 100	25 900	15 800	4 900	4 900	1 800	237 400
Proportion that are (in 2016):										
Working	%	59.6 ± 9.8	70.0 ± 7.3	62.8 ± 8.4	66.8 ±19.9	80.4 ± 4.3	55.1 ±22.1	51.0 ±20.3	88.9 ±34.0	63.4 ± 5.5
Studying	%	69.7 ± 9.8	64.2 ±10.7	64.5 ±19.7	66.8 ±14.9	56.3 ±19.3	49.0 ±22.1	np	np	63.1 ± 5.8
Fully engaged in study/work	%	79.4 ± 7.5	76.7 ±10.0	70.1 ±15.1	np	65.2 ±19.8	44.9 ±23.4	85.7 ±43.7	61.1 ±29.5	74.0 ± 5.9

TABLE 4A.57

Table 4A.57 **School leaver destination by highest level of school completed (15–24 year olds) (a), (b), (c), (d), (e), (f), (g)**

	<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 11 and below school leavers										
Number that left school (in 2015)	no.	21 300	13 400	11 200	6 500	2 600	3 400	np	1 200	60 100
Proportion that are (in 2016):										
Working	%	59.6 ±18.8	33.6 ±21.1	40.2 ±27.7	56.9 ±35.3	np	29.4 ±23.0	np	75.0 ±43.3	51.9 ± 5.8
Studying	%	45.5 ±17.8	30.6 ±23.4	np	64.6 ±32.3	88.5 ±30.3	35.3 ±21.5	np	np	38.9 ± 7.1
Fully engaged in study/work	%	59.6 ±15.3	35.8 ±21.1	np	76.9 ±19.9	np	41.2 ±20.1	np	np	48.4 ± 5.8
Total all school leavers										
Number that left school (in 2015)	no.	92 200	74 800	61 500	34 000	18 800	7 700	5 700	3 300	297 500
Proportion that are (in 2016):										
Working	%	60.7 ±10.5	63.2 ± 8.6	60.2 ± 6.8	65.3 ±13.2	68.1 ± 8.3	63.6 ±15.7	50.9 ±14.8	69.7 ±22.1	61.3 ± 4.7
Studying	%	65.3 ± 8.2	58.6 ±10.7	52.2 ±13.9	62.9 ±13.7	56.4 ±16.3	36.4 ±18.6	68.4 ±54.1	27.3 ±20.4	59.0 ± 5.2
Fully engaged in study/work	%	72.8 ± 7.0	70.3 ±11.0	63.6 ±13.0	66.8 ±11.9	68.6 ±18.3	42.9 ±18.5	86.0 ±36.4	39.4 ±30.6	68.4 ± 5.1

- (a) Includes all people aged 15–24 years who left school in the previous year but not prior to May in the current year.
- (b) Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.
- (c) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published (np) here. These data are included in Australia totals.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See chapter 2 (Statistical context) for more information on confidence intervals and relative standard errors.
- (e) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.
- (f) Proportions are determined using the number of people who have left school and currently attending an educational institution full time or part time; or working full time or part time, divided by the total number of school leavers (separately for year 12, year 11 and below, and all school leavers).
- (g) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.
- np** Not published.

Source: ABS unpublished, *Education and Work, May 2017*, Cat. no. 6227.0

Table 4A.58 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
New South Wales	<p>Surveys of post-school destinations for students from government, Catholic and independent schools commenced in 2010 and have been conducted annually since 2013 using telephone and online surveys. The surveys identify the aspirations and expectations for post-school pathways and student destinations. In 2017, the samples comprised 3529 year 12 completers and 3466 early leavers, as well as longitudinal follow up of some year 10 students, early leavers and year 12 completers.</p> <p>Please refer to the Centre for Education Statistics and Evaluation (CESE) website, www.cese.nsw.gov.au, for results from the NSW Survey of Secondary Student' Post-School Destinations, including destination outcomes for NSW school leavers.</p>
Victoria	<p>In Victoria, a survey of post-school destinations (On Track) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone or online survey early in the year after they leave school.</p> <p>The 2016 On Track Survey surveyed 29 679 (53.2 per cent) of the eligible 2015 year 12 or equivalent cohort from 570 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 76.8 per cent were in further education and training (54 per cent were enrolled at university, 14.6 per cent were TAFE enrolled and 8.1 per cent had taken up apprenticeships or traineeships). Of the 23.2 per cent who were not in further education and training, 9.6 per cent were in full or part time employment, 9.7 per cent had deferred a tertiary place and 3.3 per cent were looking for work.</p>
Queensland	<p>The annual Queensland Next Step survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12.</p> <p>The 2017 Next Step survey collected responses from 41 366 year 12 completers, a 80.2 per cent response rate. The results showed that 86.1 per cent were engaged in education, training or employment in the year after completing year 12. A further 11.0 per cent are seeking work, while 2.8 per cent are not in the labour force, education or training.</p>
Western Australia	<p>The WA School Leaver Destinations Survey resumed in 2016 but was conducted too late for reporting in last year's Report on Government Services. The survey was combined with university and TAFE enrolment data to determine the destinations of government school students who left during or at the end of Year 12 in 2015.</p> <p>The survey provided destination information about 11,192 students representing 82.6 per cent of the total WA government school 2015 Semester 2 Year 12 student population.</p>

Table 4A.58 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
	<p>Of the responses, 73.9 per cent were in either education or training, with 36.6 per cent at university, 9.9 per cent studying an apprenticeship or a traineeship, 15.0 per cent studying another type of nationally accredited training qualification, 2.2 per cent repeating year 12 studies or engaged in non-accredited training and 10.2 per cent deferring their education or training. In addition, 7.0 per cent were engaged exclusively in full time employment, 10.9 per cent in part time employment, and 8.2 per cent were neither working nor studying.</p> <p>A 2017 survey was also conducted, providing destination information for 13 853 government school Year 12 students who left during or at the end of 2016. This represented 87.5 per cent of the total WA government school 2016 Semester 2 Year 12 student population.</p> <p>Of the responses, 73.0 per cent were in either education or training, with 33.8 per cent at university, 4.2 per cent studying an apprenticeship or a traineeship, 23.7 per cent studying another type of nationally accredited training qualification, 1.9 per cent repeating year 12 studies or engaged in non-accredited training and 9.4 per cent deferring their education or training. In addition, 4.3 per cent were engaged exclusively in full time employment, 11.7 per cent in part time employment, and 11.0 per cent were neither working nor studying.</p>
South Australia	..
Tasmania	<p>Recognising that continuing education equates to improved employment and life outcomes for students, on 10 July 2017, the Education Act 2016 (passed by Parliament in November 2016) commenced. The Act requires that from 2020:</p> <ul style="list-style-type: none"> • All children and youths must be enrolled in school for thirteen years, from Prep to Year 12. • The education and training leaving requirements will be raised so that students must participate in education and training until they complete Year attain a Certificate III, or they turn 18 years of age (whichever occurs first). • The minimum work hours for exemption from the requirement to participate in education and training due to employment increases from 25 hours a week to 35 hours a week. <p>Current policy requires that all students are tracked from Year 10 through to Year 12, to ensure that they are actively participating in education. Departmental student systems support school staff in this process.</p>

Table 4A.58 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
Australian Capital Territory	<p>Since 2007, the ACT has conducted a telephone-based survey of government and non-government students who successfully completed an ACT Senior Secondary Certificate in the preceding year. The survey seeks information on the destinations of young people six months after completion of year 12 and on satisfaction with their experience in years 11 and 12. In 2017, responses were received from 61 per cent of the 2016 year 12 graduates who were sent a Primary Approach Letter. The 2017 survey found that 93 per cent of 2016 year 12 graduates were employed and/or studying in 2017 and overall 94 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2016 graduates studying in 2017, 69 per cent reported that they were studying at the higher education (advanced diploma or higher) level and 28 per cent at the Vocational Education and Training (Certificate I-IV and Diploma) level. Of the 41 per cent of graduates who were not studying in 2017, 76 per cent intended to start some study in the next two years. Year 12 graduates who speak a language other than English at home were more likely to be studying (74 per cent) than those who did not (56 per cent).</p>
Northern Territory	..

.. Not applicable.

Source: State and Territory governments (unpublished).