
4 School education

CONTENTS

4.1	Profile of school education	4.1
4.2	Framework of performance indicators	4.6
4.3	Key performance indicator results	4.8
4.4	Definitions of key terms	4.34
4.5	References	4.38

Data tables

Data tables are identified in references throughout this section by a '4A' prefix (for example, table 4A.1) and are available from the website www.pc.gov.au/research/ongoing/report-on-government-services.

This section 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/research/ongoing/report-on-government-services.

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 2019). In 2018, minimum starting

ages generally restrict enrolment to children aged between four-and-a-half and five years at the beginning of the year (ABS 2019). (See section 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 (COAG 2009a). Some State and Territory governments have extended these requirements for their jurisdiction.

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 sub-section 4.4 for the naming conventions used in each state and territory). Primary school education extends to year 6 (year 7 in SA until 2022 when it will be high school). (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 2019).

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 and 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 2018 the Australian Government introduced the Quality Schools Package replacing the Students First funding model which had been in effect since 1 January 2014. States and territories will also contribute funding under the Quality schools Package. More 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

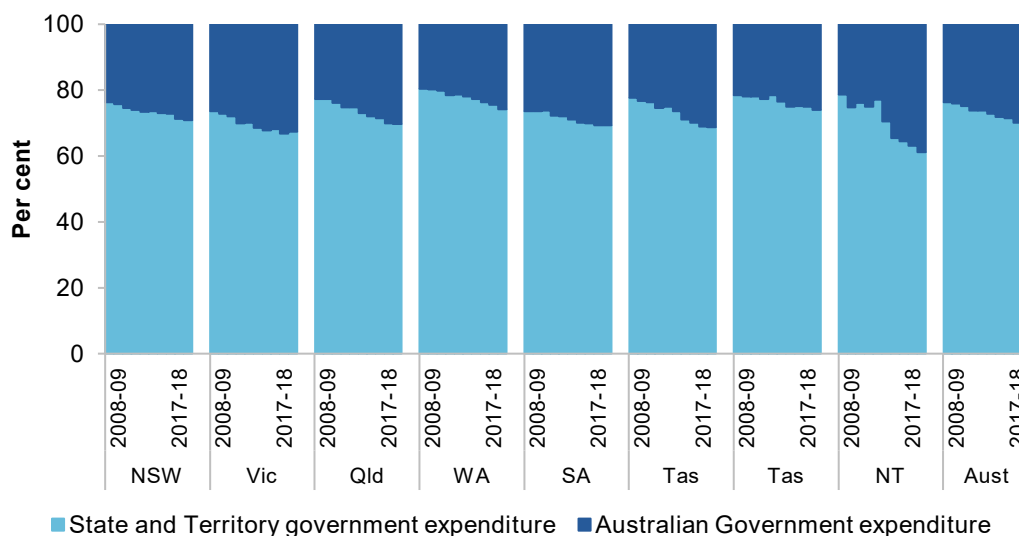
Nationally in 2017-18, government recurrent expenditure on school education was \$61.5 billion, a 4.8 per cent real increase from 2016-17 (table 4A.10). State and Territory governments provided the majority of funding (70.0 per cent) (figure 4.1).

Government schools accounted for \$46.6 billion (75.8 per cent), with State and Territory governments the major funding source (\$39.4 billion, or 84.6 per cent of government schools' funding). Non-government schools accounted for \$14.9 billion (24.2 per cent), with the Australian Government the major funding source (\$11.3 billion, or 75.7 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. Governments provided 58.0 per cent of non-government school funding in 2018, with the remaining 42.0 per cent sourced from private fees and fund raising (Australian Government Department of Education unpublished).

Figure 4.1 **Proportion of total school education government recurrent expenditure^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 (unpublished); Australian, State and Territory governments (unpublished); table 4A.10.

Size and scope

Schools

In 2018, there were 9477 schools in Australia (6240 primary schools, 1414 secondary schools, 1341 combined schools, and 482 special schools) (table 4A.1). The majority of schools were government owned and managed (70.1 per cent) (tables 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. Data on school size and level are in *Schools Australia, 2018* (ABS 2019).

Student body

There were 3.9 million full time equivalent (FTE) students enrolled in school nationally in 2018 (table 4A.3). Whilst the majority of students are full time, there were 11 057 part time students in 2018 (predominantly in secondary schools) (ABS 2019).

- *Government schools* had 2.6 million FTE students enrolled (65.7 per cent of all FTE students). Over the past six years this proportion has increased from 65.1 per cent (in 2012) (table 4A.3).

-
- *Non-government schools* had 1.3 million FTE students enrolled (34.3 per cent of all FTE students).
 - The proportion of students enrolled in government schools is higher for primary schools than secondary schools (table 4A.3).

A higher proportion of FTE students were enrolled in primary schools (57.8 per cent) than in secondary schools (42.2 per cent) (table 4A.3). SA has the highest proportion of FTE students enrolled in primary school education (62.7 per cent) as it is the only jurisdiction that still includes year 7 in primary school.

The enrolment rate is close to 100 per cent for Australian children aged 15 years (consistent with requirements under the NYPR), but decreases as ages increase. Nationally in 2018, 99.3 per cent of Australian children aged 15 years were enrolled at school, declining to 93.8 per cent of 16 year olds and 77.1 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

Nationally in 2018, government schools had a higher proportion of students from selected special needs groups than non-government schools, including for:

- Aboriginal and Torres Strait Islander students — 7.3 per cent of government school students and 2.7 per cent of non-government school students (table 4A.5)
- students from a low socio-educational background — 30.6 per cent of government school students and 13.0 per cent of non-government school students (table 4A.6)
- geographically remote and very remote students — 2.4 per cent of government school students and 1.0 per cent of non-government school students (table 4A.8).

For students with disability, 19.7 per cent, 18.0 per cent, and 19.2 per cent of students at government, Catholic, and independent schools, respectively, required an education adjustment due to disability (table 4A.7). Data by level of adjustment are in table 4A.7.

School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in ‘VET in Schools’, or (see section 5) remain engaged in education through a Registered Training Organisation. Nationally in 2018, there were 230 700 VET in Schools students (NCVER 2019). Overall, 401 900 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 Declaration¹ (MCEETYA 2008) and the National Education Agreement (COAG 2009b).² In addition, performance indicators in this section 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.

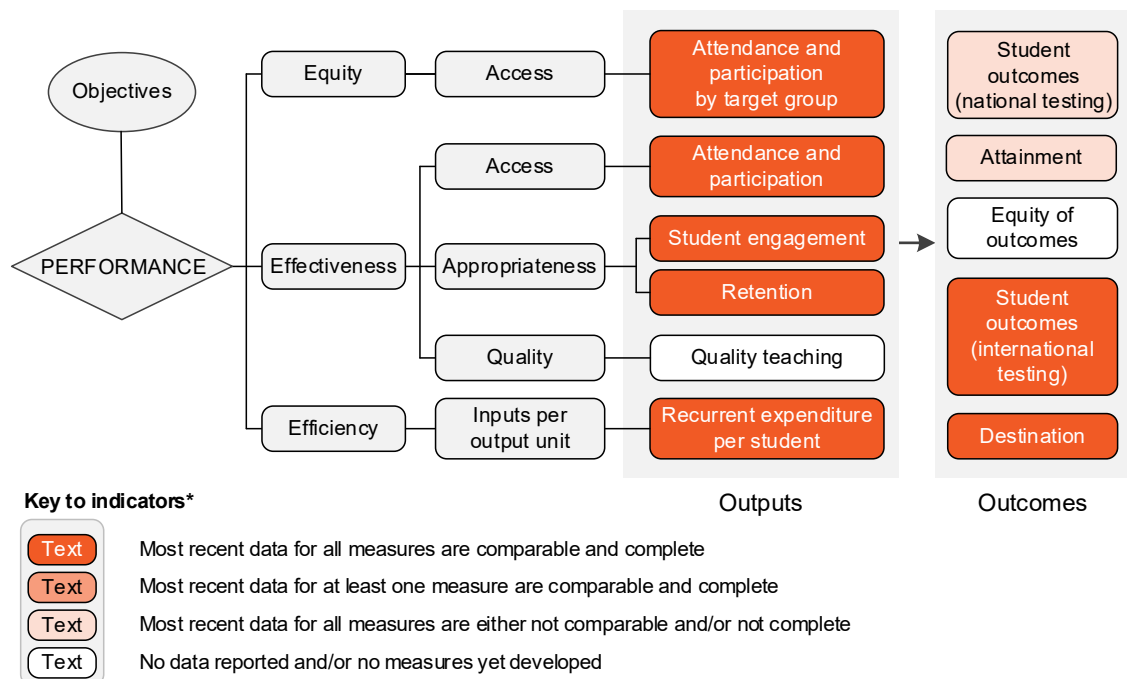
The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of school education services (figure 4.2).

The framework also shows which data are complete and comparable in the 2020 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Section 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to sub-section 4.1, the Report's Statistical context section (section 2) contains data that may assist in interpreting the performance indicators presented in this section. Sections 1 and 2 are available from the website at www.pc.gov.au/research/ongoing/report-on-government-services.

¹ In December 2018, Education Council Ministers agreed to undertake a review of the Melbourne Declaration to develop a contemporary national declaration on educational goals for all Australians, and to guide national collaborative efforts over the coming years. At the time of preparing this Report it is anticipated the refreshed declaration will be signed by Education Ministers in December 2019.

² The National School Reform Agreement (NSRA) commenced on 1 January 2019, replacing the National Education Agreement and National Education Reform Agreement which ceased 31 December 2018. The majority of data in this report is in respect of 2018 and therefore the NEA was retained for this Report. The NSRA will be incorporated in the next edition of this Report.

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 section

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.

The comparability of performance indicator results are shaded in indicator interpretation boxes, figures and section and data tables as follows:

- Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are either not comparable (subject to caveats) within jurisdictions over time or are not comparable across jurisdictions or both.

The completeness of performance indicator results are shaded in indicator interpretation boxes, figures and section and data tables as follows:

- Data are complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions
- Data are incomplete for the current reporting period. At least some data were not available.

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 section 1). Output information is also critical for equitable, efficient and effective management of government services.

Equity

Access — Attendance by target group

‘Attendance 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 by target group

‘Attendance 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.

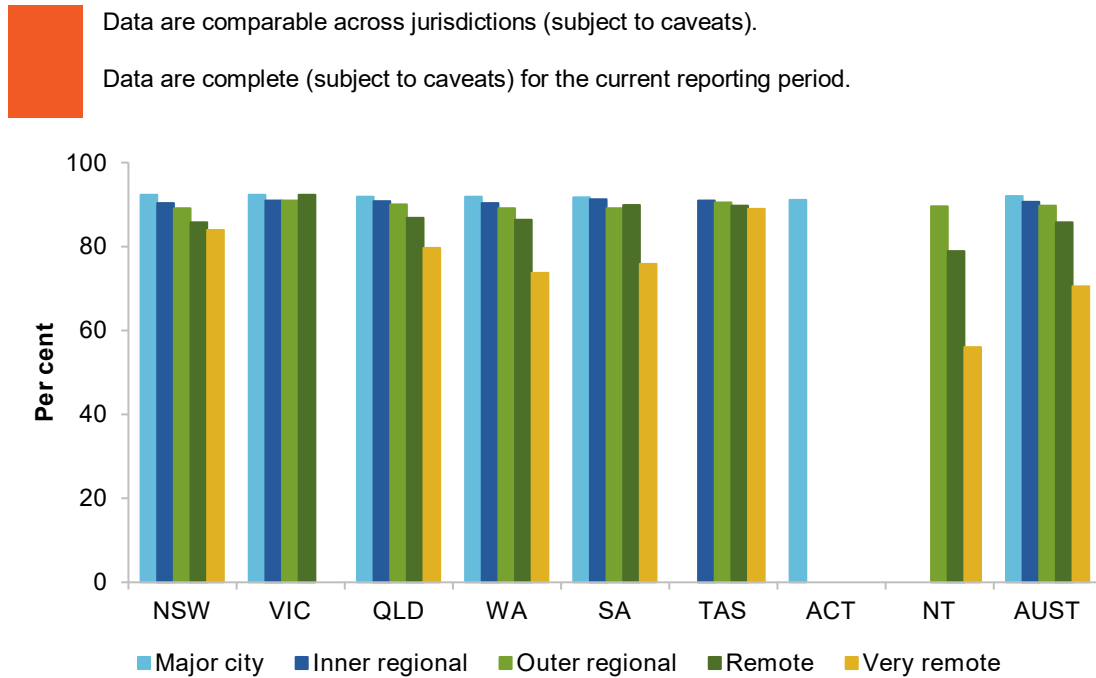
The student attendance rate is the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

Data reported for this measure are:

- not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2018 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) from 2018 onwards
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

Nationally in 2019, 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, 2019^{a, b}**

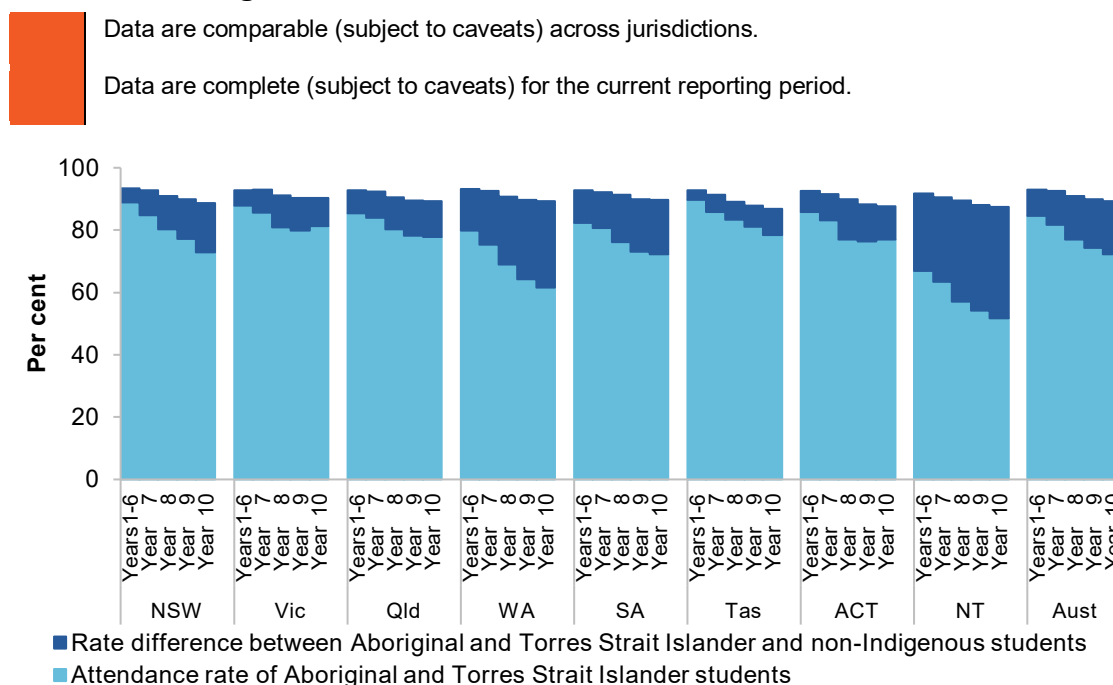


^a See box 4.2 and table 4A.21 for detailed definitions, footnotes and caveats. ^b There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no data for inner regional areas in the ACT. There are no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

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.21.

Nationally in 2019, 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 1–6 to year 10, by Indigenous status, all schools, 2019^{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

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

Box 4.3 Attendance

'Attendance' 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.

Higher or increasing rates of attendance are desirable. Poor attendance has been related to poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013).

Data reported for this measure are:

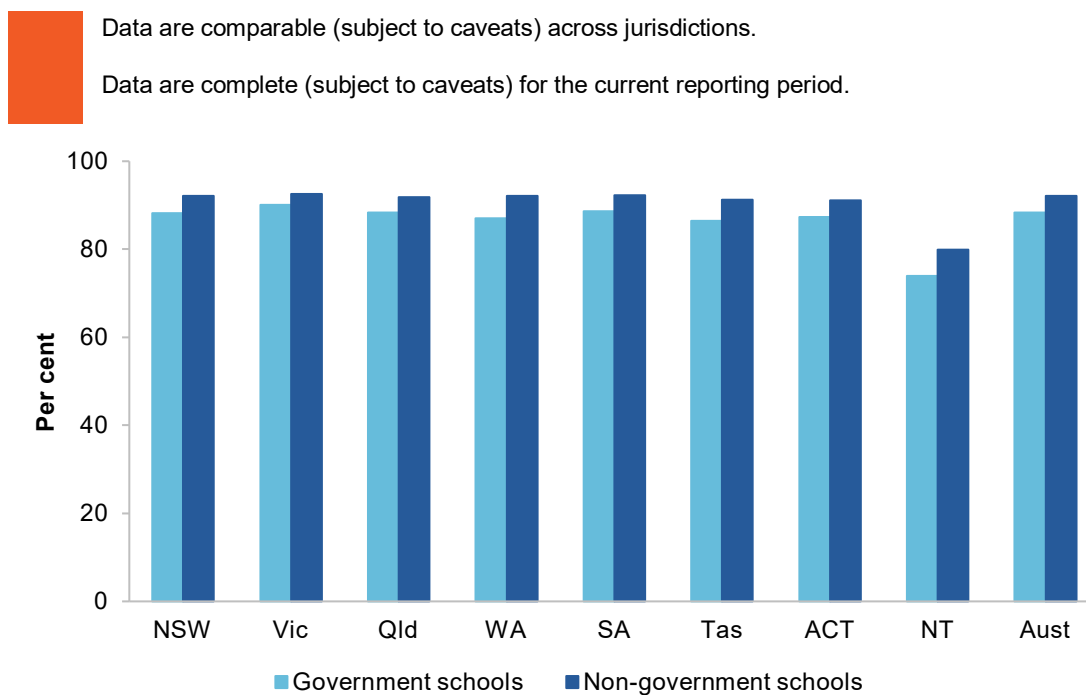
- not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2018 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) from 2018 onwards
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

Nationally in 2019, the attendance rate for all school students across year levels 1–6 was 92.4 per cent (table 4A.20). The year 1–6 attendance rates have decreased slightly since 2015 (around 1 percentage point) with similar decreases across most jurisdictions and within each state and territory over time.

Nationally in 2019, across all schools attendance rates decreased from year 7 to year 10 — from 91.9 per cent to 88.4 per cent (table 4A.20). For years 7–10 combined, attendance rates are higher at non-government schools (92.1 per cent) than government schools (88.4 per cent) (figure 4.5).

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.

Figure 4.5 Student attendance rates, years 7–10, by sector, 2019^a



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

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

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 encompassing the following three dimensions:

- *behavioural engagement* — which may be measured by identifiable behaviours of engagement, such as school attendance, attainment and retention
- *emotional engagement* — which may be measured by students' attitudes to learning and school
- *cognitive engagement* — which may be measured by students' perception of intellectual challenge, effort or interest and motivation (Fredricks, Blumenfeld, and Paris 2004).

It is measured using data from the Programme for International Student Assessment (PISA) — a triennial survey of 15 year-old students conducted by the Organisation for Economic Cooperation and Development (OECD). PISA collects information on one aspect of *emotional engagement* — students' sense of belonging at school. Students' level of agreement to six statements are combined to construct a Sense of Belonging as School Index (table 4A.25).

Higher or increasing scores on the Index illustrate a greater sense of belonging at school, which is desirable. (Scores are indexed to the OECD average in PISA 2003, with a negative score indicating a sense of belonging below 2003 and a positive score above 2003.)

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions (Index scores are only available for one year)
- complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

These data should be interpreted with caution, as they are limited to one aspect of emotional engagement and captured for students at a single age (students aged 15 years).

National data are not available to report against behavioural or cognitive engagement. However contextual information is provided on State and Territory government student engagement surveys, where they have been conducted (table 4A.27). These surveys collect information from students across the behavioural, emotional, and cognitive domains of engagement. In addition, some aspects of behavioural engagement are captured via the attendance, retention and attainment indicators.

Nationally in 2018, the proportion of 15 year old students that agreed/disagreed with the following statements was:

- I make friends easily at school (agree) — 75.6 (± 1.0) per cent
- I feel like I belong at school (agree) — 68.2 (± 1.0) per cent
- Other students seem to like me (agree) — 85.3 (± 0.9) per cent
- I feel like an outsider (or left out of things) at school (disagree) — 72.9 (± 1.0) per cent
- I feel awkward and out of place at my school (disagree) — 75.2 (± 0.9) per cent
- I feel lonely at school (disagree) — 80.7 (± 0.9) per cent (table 4A.25).

From these responses, the Sense of Belonging at School Index for Australian students aged 15 years was -0.19 (± 0.02). The score, which is below the 2018 OECD average, varied

across jurisdictions (table 4.1). National data on the Sense of Belonging at School Index, by special needs group (sex, Indigenous status, geolocation, and socioeconomic background) are included in table 4A.26.

Table 4.1 Sense of Belonging at School Index, 2018^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD</i>
Index	-0.18	-0.12	-0.23	-0.24	-0.23	-0.37	-0.26	-0.27	-0.19	-0.00
	± 0.04	± 0.05	± 0.04	± 0.04	± 0.06	± 0.08	± 0.08	± 0.14	± 0.02	± 0.00

^a The table includes the 95 per cent confidence interval associated with each point estimate (for example, $-x \pm x$). ^b See box 4.4 and table 4A.25 for detailed definitions, footnotes and caveats.

Source: Australian Council for Educational Research (ACER) (unpublished); table 4A.25.

Sense of belonging at school has been measured in four cycles of PISA: in 2003, 2012 2015 and 2018. Nationally, over this 12-year period, students' agreement/disagreement with the Sense of Belonging Index statements have declined (ACER 2018, table 4A.25).

Table 4A.27 summarises school student engagement information from NSW, Victoria, SA, Tasmania, and the ACT.

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:

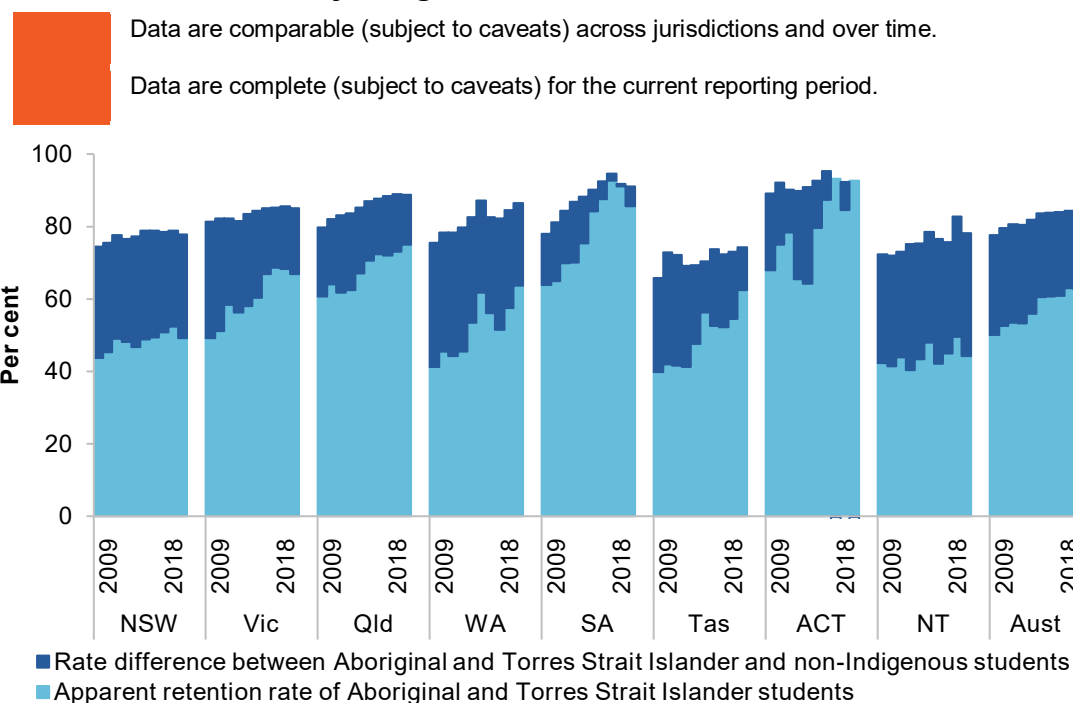
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

Nationally in 2018, the apparent retention rate from year 10 to year 12 was 82.8 per cent, an increase from 76.7 per cent in 2009 (table 4A.28). From 2009 to 2018, the rate for government schools has increased from 71.4 per cent to 79.2 per cent and for non-government schools from 85.2 per cent to 88.0 per cent (tables 4A.29–30).

For the period 2009–2018, 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 from a lower base. Nationally in 2018, the rate for Aboriginal and Torres Strait Islander students was 62.6 per cent (an increase of 12.5 percentage points from 2009) and for non-Indigenous students was 83.9 per cent (an increase of 6.2 percentage points from 2009) (figure 4.6).

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 96 per cent in all jurisdictions (other than the NT) since 2010 (table 4A.28). Nationally, the retention rate for Aboriginal and Torres Strait Islander students was also over 96 per cent in 2018, but lower than that of non-Indigenous students (table 4A.28).

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



^a The non-Indigenous retention rate is the total area shaded for each year. ^b The ACT apparent retention rate for Aboriginal and Torres Strait Islander students was higher than for non-Indigenous students by 1 percentage point in 2016 and 2.7 percentage points in 2018. ^c See box 4.5 and table 4A.28 for detailed definitions, footnotes and caveats.

Source: ABS (2019) *Schools Australia 2018*, Cat. no. 4221.0; table 4A.28.

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.28–30.

Quality — Quality teaching

‘Quality teaching’ is an indicator of governments’ objective that school education delivers 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 may be measured in future 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 section 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 section**

Efficiency indicators in this section 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 Quality Schools funding and Students First funding cannot be separated into capital and recurrent expenditure, these payments are treated as recurrent expenditure in this section. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the 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).

(continued next page)

Box 4.7 (continued)

- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes — including the Quality Schools funding (from 1 January 2018), Students First funding (to 31 December 2017) 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 sourced from unpublished data from State and Territory governments, and published data from the Australian Government as follows:

- 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 Quality Schools funding (from 1 January 2018), Students First funding (to 31 December 2017) and National Partnership payments (see table 4A.12).

Allocation of funding

Quality Schools Package — Australian Government

From 1 January 2018³ the Australian Government introduced the Quality Schools Package replacing the Students First funding model which had been in effect since 1 January 2014. The Quality Schools Package is needs based. Commonwealth funding will be based on the Schooling Resource Standard that provides a base amount per student and additional funding for disadvantage. Students with greater needs will attract higher levels of funding from the Commonwealth. Funding is provided for government and non-government schools.

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.

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³ Financial data in this Report cover the period up to 2017-18.

Box 4.7 (continued)

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 provide 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 (2019); Australian Government Department of Education (2019) <https://www.education.gov.au/quality-schools-package-factsheet>, accessed 18 October 2019.

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 2018* (ABS 2019) 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
- 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 this measure 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 2017-18 data are available for all jurisdictions.

Source: ACARA (2019); Australian Government Department of Education (unpublished).

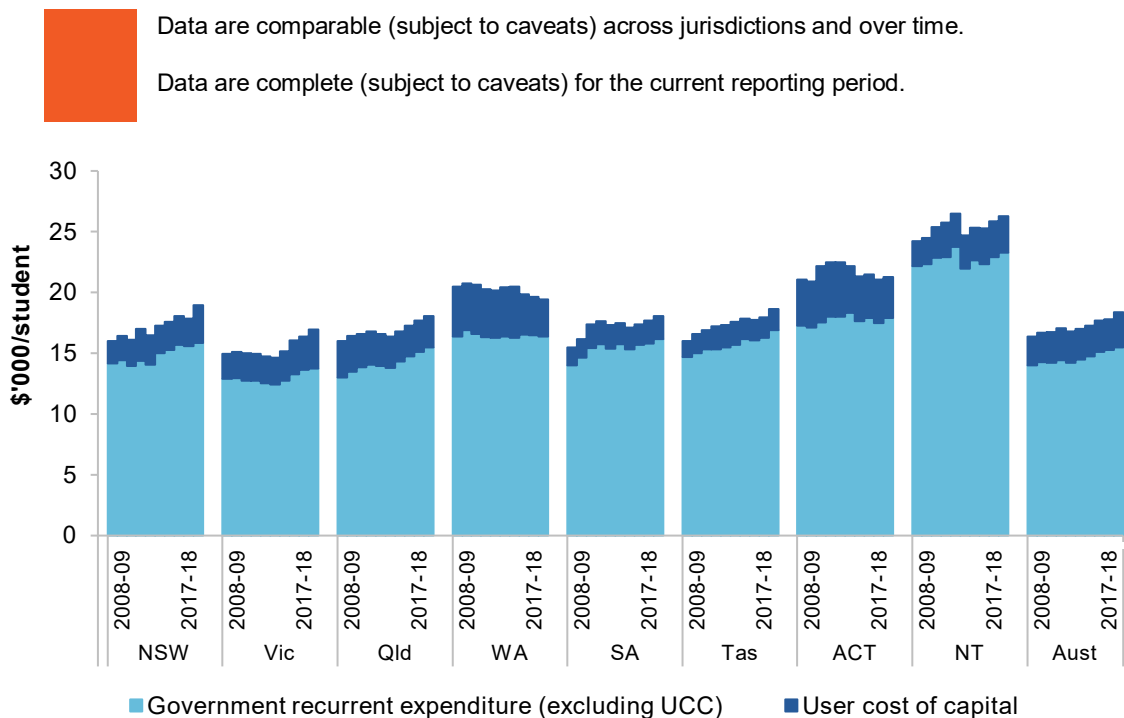
Nationally in 2017-18, government recurrent expenditure per FTE student in all schools was \$15 912. Between 2008-09 and 2017-18, real government expenditure per FTE student increased at an average rate of 1.8 per cent per year (table 4A.14).

Government schools

Nationally in 2017-18, government recurrent expenditure (including UCC) was \$18 387 per FTE student in government schools (excluding UCC this was \$15 486). Between 2008-09 and 2017-18, real government expenditure (including UCC) per FTE student increased at an average rate of 1.3 per cent per year (figure 4.7).

In-school expenditure per FTE student was higher for government secondary schools (\$20 115 per FTE student) compared to government primary schools (\$16 081 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$766 per FTE student) (table 4A.15).

Figure 4.7 **Government real recurrent expenditure per FTE student (including UCC), government schools (2017-18 dollars)^a**



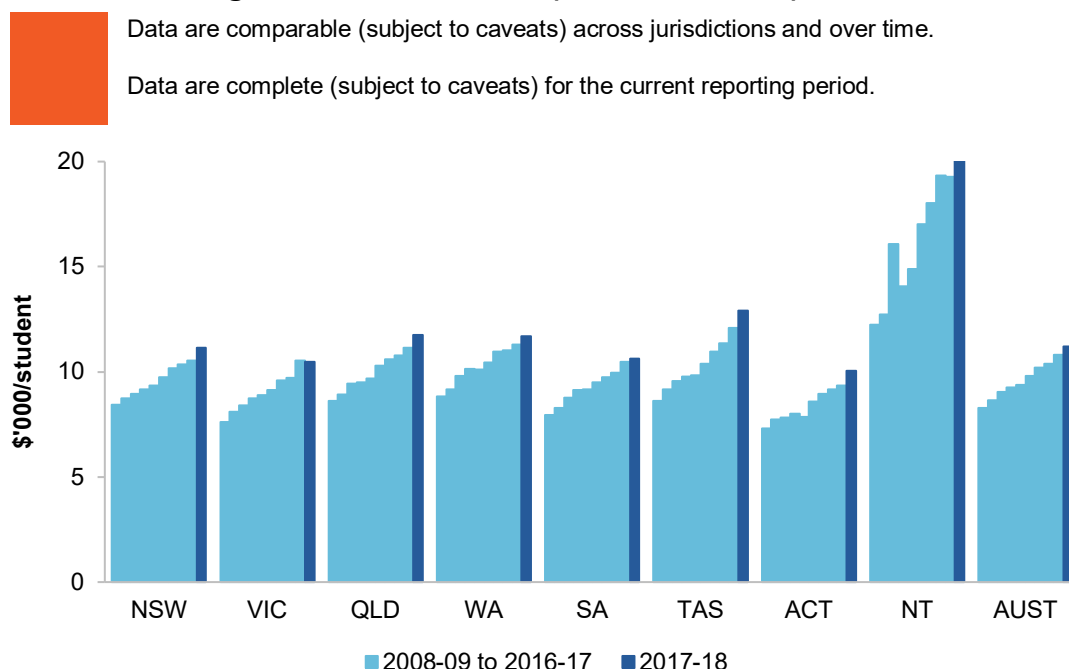
^a See box 4.8 and table 4A.15 for detailed definitions, footnotes and caveats.

Source: ABS (2019) *Schools Australia 2018*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.15.

Non-government schools

Nationally in 2017-18, government recurrent expenditure per FTE student in non-government schools was \$11 193 (does not include UCC). Between 2008-09 and 2017-18, real government expenditure per FTE student increased at an average rate of 3.4 per cent per year (figure 4.8).

Figure 4.8 Government real recurrent expenditure per FTE student, non-government schools (2017-18 dollars)



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

Source: ABS (2019) *Schools Australia 2018*, Cat. no. 4221.0; Australian Government Department of Education (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. (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 2018, the student-to-teacher ratio at government schools (primary and secondary combined) was 13.8 students per teacher; for non-government it was 12.9 (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 2018, the student to non-teaching staff ratio at government schools (primary and secondary combined) was 32.9 students per staff member; for non-government schools

it was 27.1 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 2019).

Outcomes

Outcomes are the impact of services on the status of an individual or group (see section 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 sub-section 4.4 for details on NAPLAN and NAP confidence intervals.

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 2019). 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.

From 2018, NAPLAN has been transitioning from pen and paper tests to online testing. For the 2018 transition year, the online test results were equated with the pen and paper tests. Results for both the tests are reported on the same NAPLAN assessment scale and so should be comparable with previous years.

(continued next page)

Box 4.9 (continued)

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- incomplete (subject to caveats) for the current reporting period. Data are not available for 2019.

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 for all jurisdictions)
- 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
- incomplete for the current reporting period (subject to caveats). All required data are not available for 2018 (for science literacy), but are available for 2017 (for ICT literacy) and 2016 (for civics and citizenship literacy).

The 2019 NAPLAN data (2019 NAPLAN national report) were not available in time for inclusion in this Report. NAPLAN data for 2018 are reported for the first time in this Report.

In 2018, NAPLAN participation rates were at or above 90 per cent for most jurisdictions across testing domains and year levels. Students are counted as participating if they were assessed or deemed exempt (other students identified as absent or withdrawn are counted as not participating).

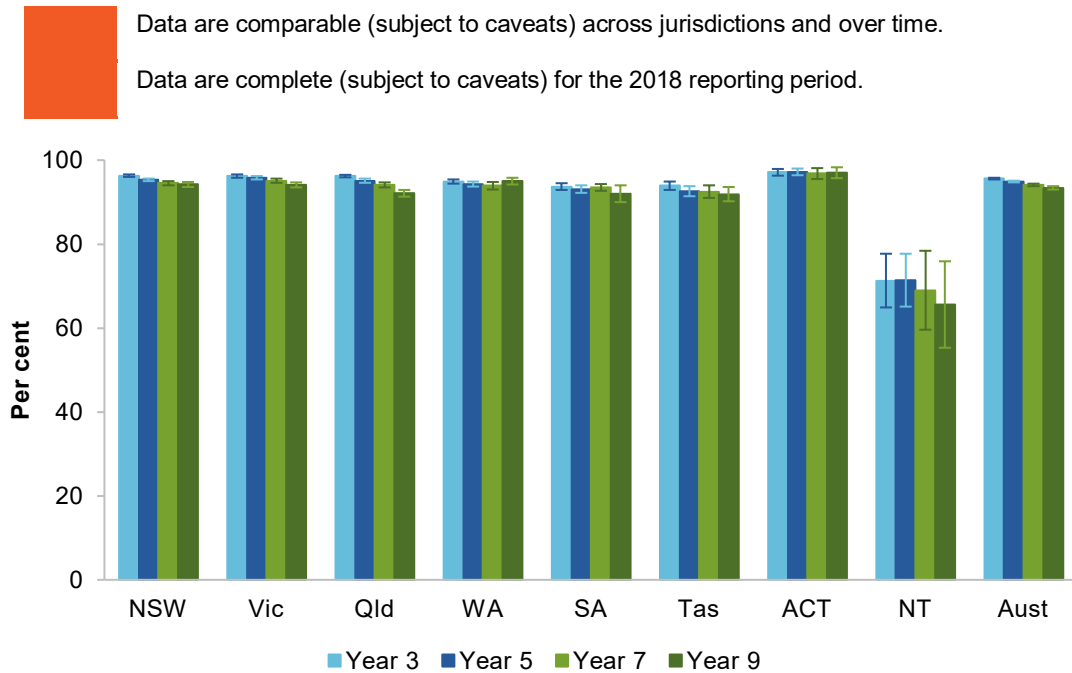
NAPLAN reading

Nationally in 2018, the proportion of students who achieved at or above the reading national minimum standard was:

- 95.6 (± 0.2) for year 3 students
- 94.9 (± 0.2) for year 5 students
- 94.1 (± 0.3) for year 7 students
- 93.4 (± 0.4) for year 9 students (figure 4.9).

Nationally for year 3 and year 5 students, the proportion (and mean scale score) in 2018 was statistically significantly above that in 2008 but, there was no significant difference for years 7 or 9 (tables 4A.31 and 4A.33).

Figure 4.9 Proportion of students achieving at or above the reading national minimum standard, 2018^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see sub-section 4.4). ^b See box 4.9 and table 4A.31 for detailed definitions, footnotes and caveats.

Source: ACARA (2019) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*; table 4A.31.

Data by Indigenous status, geographic location, parental education and parental occupation are available in tables 4A.31–38.

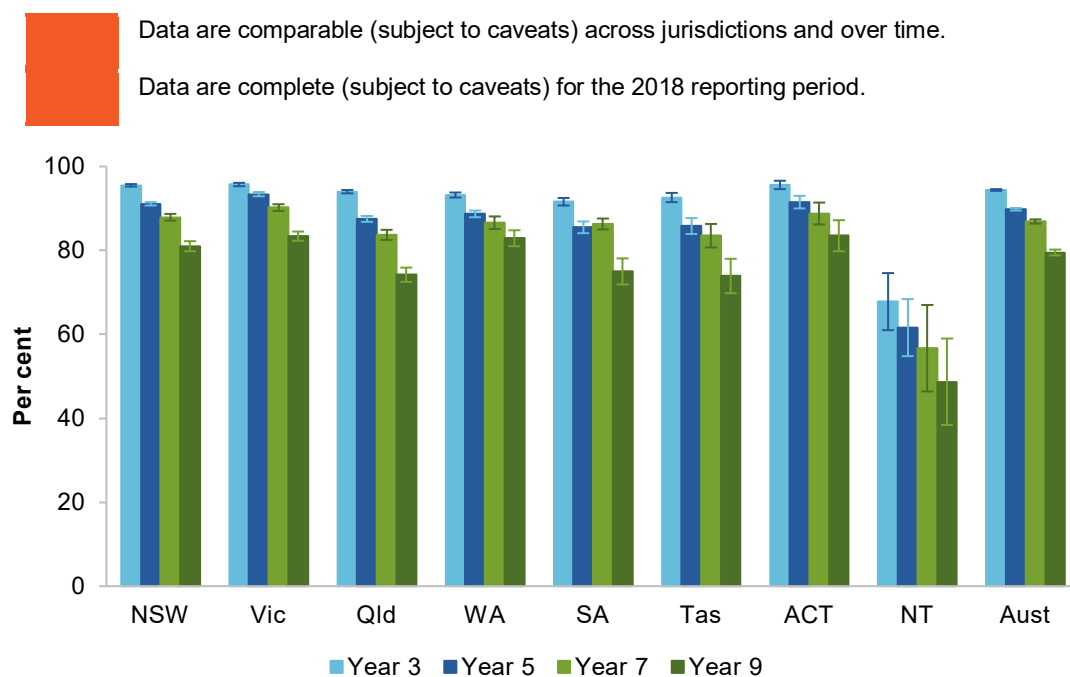
NAPLAN writing

Nationally in 2018, the proportion of students who achieved at or above the writing national minimum standard was:

- 94.4 (±0.2) for year 3 students
- 89.8 (±0.3) for year 5 students
- 86.9 (±0.5) for year 7 students
- 79.5 (±0.7) for year 9 students (figure 4.10).

Nationally for year 5, year 7 and year 9 students, the proportion (and mean scale score) in 2018 was statistically significantly below that in 2011 but, there was no significant difference for year 3 (tables 4A.39 and 4A.41).

Figure 4.10 Proportion of students achieving at or above the writing national minimum standard, 2018^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see sub-section 4.4). ^b See box 4.9 and table 4A.39 for detailed definitions, footnotes and caveats.

Source: ACARA (2019) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*; table 4A.39.

Data by Indigenous status, geographic location, parental education and parental occupation are available in tables 4A.39–46.

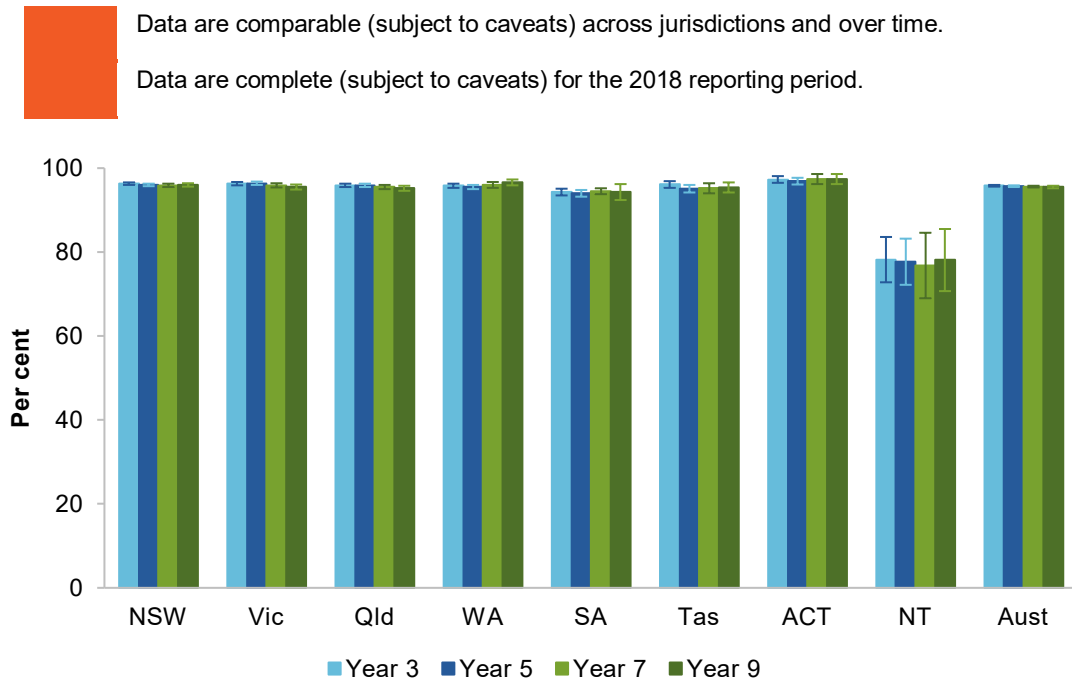
NAPLAN Numeracy

Nationally in 2018, the proportion of students who achieved at or above the numeracy national minimum standard was:

- 95.8 (±0.2) for year 3 students
- 95.7 (±0.2) for year 5 students
- 95.6 (±0.2) for year 7 students
- 95.5 (±0.3) for year 9 students (figure 4.11)

Nationally for year 5 and year 9 students, the proportion (and mean scale score) in 2018 was statistically significantly above that in 2008 but, there was no significant difference for years 3 or 7 (tables 4A.47 and 4A.49).

Figure 4.11 Proportion of students achieving at or above the numeracy national minimum standard, 2018^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each NAPLAN point estimate (see sub-section 4.4). ^b See box 4.9 and table 4A.47 for detailed definitions, footnotes and caveats.

Source: ACARA (2019) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*; table 4A.47.

Data by Indigenous status, geographic location, parental education and parental occupation are available in tables 4A.47–54.

NAP Science literacy assessment

The 2018 NAP science literacy data were not available in time for inclusion in this Report.

NAP ICT literacy assessment

Nationally in 2017, of year 6 students and year 10 students, 53 (± 2.4) per cent and 54 (± 3.0) per cent, respectively, achieved at or above the proficient standards in ICT literacy performance (table 4A.61).

Mean scale scores for NAP ICT literacy are in table 4A.62. National data on the proportion of students achieving at or above the proficient standard, by special needs group (sex, Indigenous status, geolocation, and parental occupation) are included in table 4A.63.

NAP Civics and citizenship literacy assessment

Nationally in 2016, the proportion of participating year 6 and year 10 students who achieved at or above the proficient standards in civics and citizenship literacy performance was 54.5 (± 2.4) per cent and 38.3 (± 2.7) per cent respectively (tables 4A.58–60).

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:

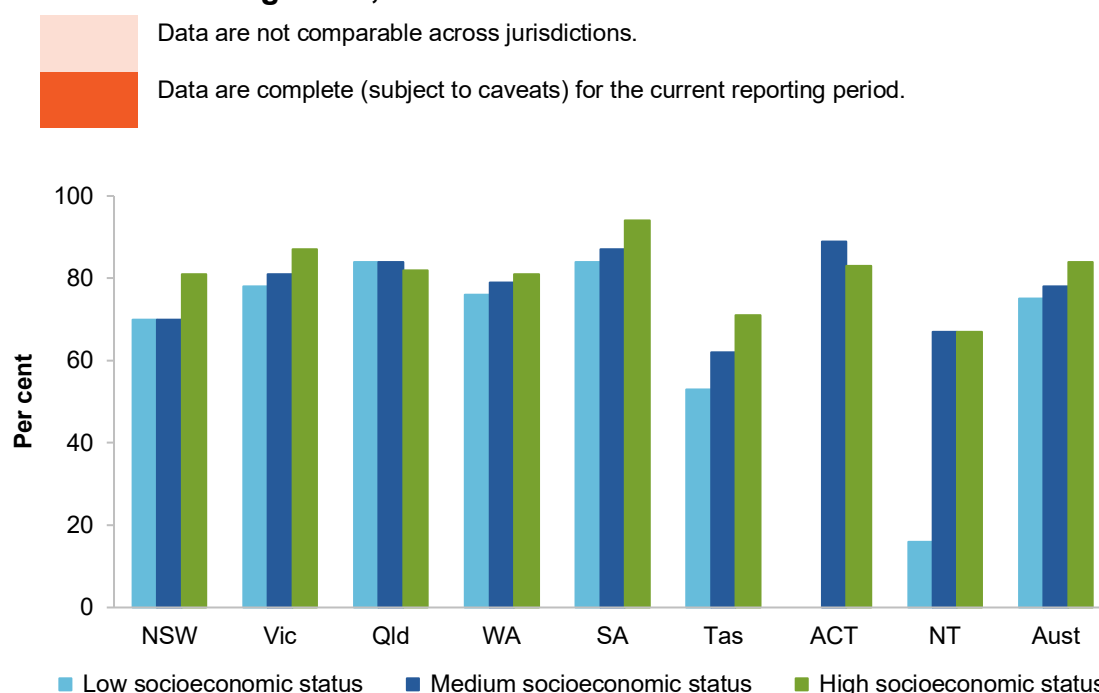
-  not comparable across jurisdictions, but are comparable (subject to caveats) within some jurisdictions over time
-  complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

Nationally in 2018, the year 12 certificate attainment rate for all students was 79 per cent (table 4A.70). The rates were lower for students from low and medium socioeconomic backgrounds (75 per cent and 78 per cent, respectively) and higher for students from a high

socioeconomic background (84 per cent) (figure 4.12). This pattern varied across jurisdictions.

Nationally in 2018, the attainment rate declined with remoteness, from 81 per cent in major cities to 72 per cent in remote areas. The rate was substantially lower in very remote areas (39 per cent) (table 4A.71). This pattern varied across jurisdictions.

Figure 4.12 Year 12 certificate attainment rates, by socioeconomic background, 2018^{a, b}



^a See box 4.10 and table 4A.70 for detailed definitions, footnotes and caveats. ^b Data were not published for students from low socioeconomic backgrounds in the ACT in 2018.

Source: Australian Government Department of Education (unpublished); table 4A.70.

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years that 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 equivalent 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 and Chzhen (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.

The Student outcomes (national testing) indicator (box 4.9) provides NAPLAN data on the proportion of students at or above the national minimum standard and mean scale score, by special needs group (including Indigenous status and, geographic location).

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:

- Programme for International Student Assessment (PISA) — conducted by the OECD 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 OECD PISA combined scales for reading, mathematical and scientific literacy.
- 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 the PIRLS assessment.
- 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 mathematics and science in the TIMSS assessment.

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 2018 (PISA), 2016 (PIRLS), and 2015 (TIMSS) data are available for all jurisdictions.

Programme for International Student Assessment (PISA)

Nationally in 2018, the proportion of Australian 15 year old students who achieved the national proficient standard in:

- reading literacy was 59.3 (\pm 1.3) per cent (table 4A.64)
- mathematical literacy was 54.2 (\pm 1.6) per cent (table 4A.65)
- scientific literacy was 58.1 (\pm 1.5) per cent (table 4A.66).

Across the three literacy domains, the proportions of Australian 15 year old students who achieved at or above the national proficient standard in 2018 were significantly lower than the proportions achieved in 2015 for science, but similar to results in 2015 for mathematics and reading (tables 4A.64–66).

Compared to the OECD average in 2018, Australian 15 year old students scored:

- higher for reading literacy and scientific literacy
- the same for mathematical literacy (ACER 2019).

Progress in International Reading Literacy Study (PIRLS)

Nationally in 2016, the proportion of year 4 students that achieved at or above the national proficient standard for reading literacy was 80.9 (± 2.0) per cent, a significant increase from 2011 although results vary by jurisdiction (table 4A.69).

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 2017).

Trends in International Mathematics and Science Study (TIMSS)

Nationally in 2015, the proportion of students that achieved at or above the national proficient standard 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.67)
- 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.68).

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.67–68).

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 over time
- complete for the current reporting period. All required 2019 data are available for all jurisdictions.

This Report includes information on the student destination surveys conducted by each State and Territory government, as context to this indicator (table 4A.73). These surveys collect information from a larger number of students within relevant jurisdictions, but the research methods and data collection instruments differ which do not enable comparative reporting.

The proportion of all school leavers aged 15–24 years who left school in 2018 and who in 2019 were fully engaged in work or study was 68.0 per cent, not significantly different to the previous four years (figure 4.13). Proportions were higher for year 12 completers (69.9 per cent), compared to those who completed year 11 or below (56.0 per cent) (table 4A.72).

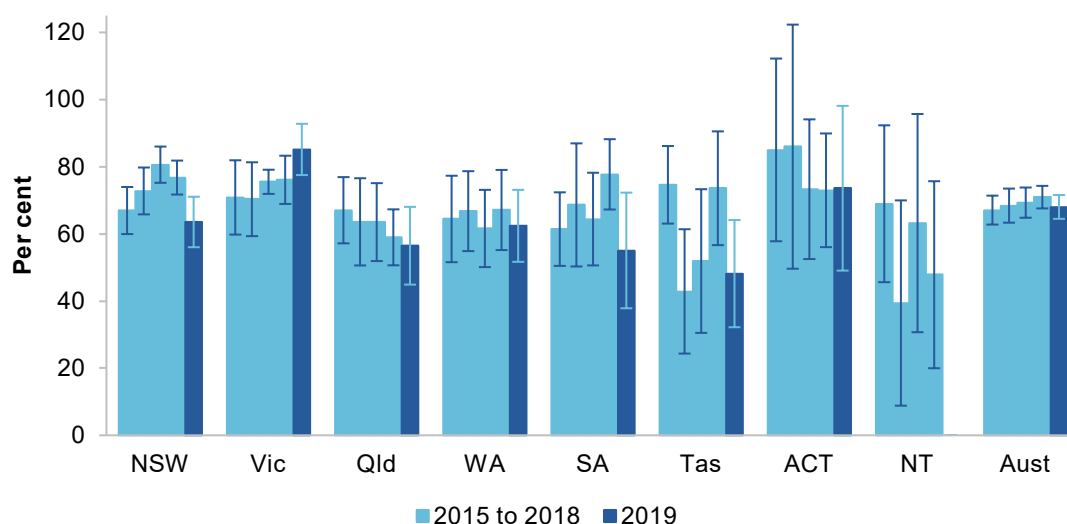
The Child care, education and training sector overview includes additional data on the participation of school leavers aged 17–24 years in work and study, including data on the Indigenous status of school leavers (tables BA.2–4).

Figure 4.13 **Proportion of school leavers fully engaged in education or work (15–24 year olds)^{a, b, c}**



Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete (subject to caveats) for the current reporting period.



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for the NT are not published for 2019. ^c See box 4.13 and table 4A.72 for detailed definitions, footnotes and caveats.

Source: ABS (2019) *Education and Work, 2019*, TableBuilder; table 4A.72.

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

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 (section 2).

**Confidence intervals
(for NAPLAN and
NAP sample)**

The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors:

- *Sampling error* — The sampling error accounts for adjustments for non-response and measures the variance across students.
- *Measurement error* — 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 *for each student*. This uncertainty is referred to as measurement error.

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 *within a report year*.

For analysing difference across years, a further source of error needs to be accounted for:

- *Equating error* — 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.

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.

**Foundation year
(pre-year 1)**

The first year of primary school.

Naming conventions for the foundation year differ between states and territories. Foundation year is known as:

- 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**

The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.

Full time student

A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.

**Geographic
classification
(ASGS)**

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>.

The remoteness categories are:

- Major cities of Australia
- Inner regional areas of Australia
- Outer regional areas of Australia
- Remote areas of Australia
- Very remote areas of Australia.

Geographic classification (ASGS) (continued)	Geographic classifications prior to 2016 are based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (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 (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).</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.
Low socio-educational background	<p>Students in the lowest quartile of the Index of Community Socio-Educational Advantage (ICSEA).</p> <p>The ICSEA is a student level score constructed by ACARA from information (obtained from school enrolment records) relating to parents': occupation; school education; and non-school education.</p>
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 which 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.
Socio-educational background	See 'Low socio-educational background'.

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	<p>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:</p> <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 2019).
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	<p>Students are counted in the Nationally Consistent Collection of Data on School Students with Disability where:</p> <ul style="list-style-type: none"> • the student's impairment meets the <i>Disability Discrimination Act 1992</i> (DDA); AND • the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability. <p>The DDA provides a broad definition of disability. The DDA covers individuals with disability, associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.</p>
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 — Data tables contents

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Table 4A.1	Number of schools
Table 4A.2	School staff, Full Time Equivalent (FTE)
Table 4A.3	Enrolled school students
Table 4A.4	School participation rates by age of students, all students, all schools (per cent)
Table 4A.5	Aboriginal and Torres Strait Islander full time students
Table 4A.6	Enrolled students with low Socio-Educational Advantage (SEA) status
Table 4A.7	Students who received an educational adjustment due to disability, by level of adjustment, 2018
Table 4A.8	Enrolled students by remoteness area
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
Table 4A.10	Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000)
Table 4A.11	Nominal Australian, State and Territory government recurrent expenditure (\$'000)
Table 4A.12	Australian Government payments for school education services, by state and territory, 2017-18 (\$million)
Table 4A.13	Australian, State and Territory government recurrent expenditure on government schools (2017-18 dollars) (\$'000)
Table 4A.14	Real Australian, State and Territory government recurrent expenditure per student, (2017-18 dollars) (\$ per FTE student)
Table 4A.15	Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student)
Table 4A.16	Students-to-staff ratios, 2018
Table 4A.17	Students-to-staff ratios, teaching staff, all students
Table 4A.18	Student attendance rates, government schools, by Indigenous status (per cent)
Table 4A.19	Student attendance rates, non-government schools, by Indigenous status (per cent)
Table 4A.20	Student attendance rates, all schools, by Indigenous status (per cent)
Table 4A.21	Student attendance rates, by Indigenous status and remoteness, 2019 (per cent)
Table 4A.22	Student attendance level, government schools, by Indigenous status (per cent)
Table 4A.23	Student attendance level, non-government schools, by Indigenous status (per cent)
Table 4A.24	Student attendance level, by Indigenous status and remoteness, 2019 (per cent)
Table 4A.25	Programme for International Student Assessment (PISA) Australian Sense of Belonging at School Index, 2018
Table 4A.26	PISA Sense of Belonging at School Index, by special needs group, Australia, 2018
Table 4A.27	School student engagement survey results
Table 4A.28	Apparent retention rates of secondary students, all schools (per cent)
Table 4A.29	Apparent retention rates of secondary students, government schools (per cent)
Table 4A.30	Apparent retention rates of secondary students, non-government schools (per cent)
Table 4A.31	NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)

4A School education — Data tables contents

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Table 4A.32	NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.33	NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.34	NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.35	NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (per cent)
Table 4A.36	NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (per cent)
Table 4A.37	NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points)
Table 4A.38	NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points)
Table 4A.39	NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.40	NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.41	NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.42	NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.43	NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (per cent)
Table 4A.44	NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (per cent)
Table 4A.45	NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points)
Table 4A.46	NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points)
Table 4A.47	NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.48	NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.49	NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.50	NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points)

4A School education — Data tables contents

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Table 4A.51	NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (per cent)
Table 4A.52	NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (per cent)
Table 4A.53	NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (per cent)
Table 4A.54	NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (per cent)
Table 4A.55	National Assessment Program, science literacy performance: achievement levels
Table 4A.56	National Assessment Program, science literacy performance: mean scores
Table 4A.57	National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia
Table 4A.58	National Assessment Program, civics and citizenship literacy performance: achievement levels (per cent)
Table 4A.59	National Assessment Program, civics and citizenship literacy performance: mean scores
Table 4A.60	National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia
Table 4A.61	National Assessment Program, information and communication technologies: achievement levels
Table 4A.62	National Assessment Program, information and communication technologies: mean scores
Table 4A.63	National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia
Table 4A.64	Programme for International Student Assessment (PISA) reading literacy assessment: proportion of students by achievement level (per cent)
Table 4A.65	PISA mathematical literacy assessment: proportion of students by achievement level (per cent)
Table 4A.66	PISA scientific literacy assessment: proportion of students by achievement level (per cent)
Table 4A.67	Trends in International Mathematics and Science Study (TIMSS) mathematics achievement assessment: proportion of students at international benchmarks (per cent)
Table 4A.68	TIMSS science achievement assessment: proportion of students at international benchmarks (per cent)
Table 4A.69	Progress in International Reading Literacy Study (PIRLS) reading assessment: Year 4 student achievement
Table 4A.70	Attainment rates, year 12, by socioeconomic status, all schools (per cent)

4A School education — Data tables contents

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Table 4A.71	Attainment rates, year 12, by remoteness, all schools (per cent)
Table 4A.72	School leaver destination
Table 4A.73	School leaver destination survey results

Profile

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>
2018									
Government schools									
Primary schools	1 605	1 120	915	535	354	126	56	67	4 778
Secondary schools	369	245	185	108	65	37	19	15	1 043
Combined schools (c)	65	82	92	83	75	25	8	64	494
Special schools (d), (e)	110	81	44	65	18	4	4	5	331
Total	2 149	1 528	1 236	791	512	192	87	151	6 646
Non-Government schools									
Primary schools	502	427	222	143	99	31	27	11	1 462
Secondary schools	144	94	74	28	13	5	6	7	371
Combined schools (c)	245	161	177	118	85	30	13	18	847
Special schools (d), (e)	61	28	36	14	7	3	1	1	151
Total	952	710	509	303	204	69	47	37	2 831
All schools									
Primary schools	2 107	1 547	1 137	678	453	157	83	78	6 240
Secondary schools	513	339	259	136	78	42	25	22	1 414
Combined schools (c)	310	243	269	201	160	55	21	82	1 341
Special schools (d), (e)	171	109	80	79	25	7	5	6	482
Total	3 101	2 238	1 745	1 094	716	261	134	188	9 477
2017									
Government schools									
Primary schools	1 607	1 124	912	523	354	126	56	67	4 769
Secondary schools	369	239	184	107	65	37	19	16	1 036
Combined schools (c)	65	82	92	89	76	25	8	65	502
Special schools (d), (e)	110	80	46	65	18	4	4	5	332
Total	2 151	1 525	1 234	784	513	192	87	153	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	495	429	222	146	99	31	27	10	1 459
Secondary schools	141	94	73	29	15	6	6	8	372
Combined schools (c)	243	157	176	116	81	30	13	18	834
Special schools (d), (e)	57	28	32	13	6	2	1	1	140
Total	936	708	503	304	201	69	47	37	2 805
All schools									
Primary schools	2 102	1 553	1 134	669	453	157	83	77	6 228
Secondary schools	510	333	257	136	80	43	25	24	1 408
Combined schools (c)	308	239	268	205	157	55	21	83	1 336
Special schools (d), (e)	167	108	78	78	24	6	5	6	472
Total	3 087	2 233	1 737	1 088	714	261	134	190	9 444
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

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>
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
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

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>
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									
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									
All Government schools	2 164	1 526	1 238	768	527	198	86	154	6 661
All non-Government schools	917	693	481	299	195	65	44	38	2 732
All schools	3 081	2 219	1 719	1 067	722	263	130	192	9 393

TABLE 4A.1

Table 4A.1 Number of schools (a)

	NSW	Vic	Qld (b)	WA (b)	SA	Tas	ACT	NT	Aust
2012									
All Government schools	2 169	1 535	1 239	765	555	197	84	153	6 697
All non-Government schools	913	698	476	301	195	65	44	38	2 730
All schools	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
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

- (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 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra.

TABLE 4A.2

Table 4A.2 School staff, Full Time Equivalent (FTE) (a)

	NSW	Vic	Qld (b)	WA (b)	SA	Tas	ACT	NT	Aust
2018									
Government schools									
Primary school staff	43 128	36 345	34 610	18 287	11 991	3 451	2 360	2 502	152 673
Secondary school staff	32 726	27 359	24 778	12 921	6 778	2 652	1 933	1 345	110 492
Total staff active in schools (c)	75 853	63 704	59 388	31 208	18 770	6 103	4 293	3 846	263 165
Staff not active in schools (d)	2 654	1 940	2 900	1 290	1 397	335	360	663	11 538
Non-Government schools									
Primary school staff	18 732	17 530	13 753	7 325	4 925	1 323	1 170	722	65 480
Secondary school staff	26 248	24 240	17 496	9 298	5 350	1 674	1 645	929	86 879
Total staff active in schools (c)	44 980	41 770	31 249	16 623	10 275	2 997	2 815	1 650	152 359
Staff not active in schools (d)	1 565	650	851	275	183	85	101	82	3 790
All schools									
Primary school staff	61 860	53 875	48 363	25 612	16 916	4 774	3 530	3 223	218 153
Secondary school staff	58 974	51 599	42 274	22 219	12 128	4 326	3 578	2 273	197 371
Total staff active in schools (c)	120 834	105 474	90 636	47 831	29 044	9 100	7 108	5 496	415 524
Staff not active in schools (d)	4 219	2 590	3 750	1 565	1 580	419	461	744	15 327
2017									
Government schools									
Primary school staff	41 487	34 346	34 196	18 137	11 389	3 385	2 122	2 539	147 601
Secondary school staff	32 757	26 270	23 925	12 962	6 645	2 563	1 920	1 351	108 394
Total staff active in schools (c)	74 244	60 616	58 122	31 100	18 034	5 948	4 043	3 890	255 995
Staff not active in schools (d)	2 288	1 834	2 899	1 389	1 260	308	481	547	11 007
Non-Government schools									
Primary school staff	18 037	16 842	13 374	7 195	4 971	1 308	1 181	728	63 636
Secondary school staff	25 601	23 712	17 070	9 138	5 224	1 635	1 622	950	84 951
Total staff active in schools (c)	43 637	40 555	30 443	16 333	10 195	2 942	2 803	1 678	148 586

TABLE 4A.2

Table 4A.2 School staff, Full Time Equivalent (FTE) (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>
Staff not active in schools (d)	1 449	595	836	265	179	82	102	84	3 591
All schools									
Primary school staff	59 524	51 188	47 570	25 333	16 359	4 692	3 303	3 267	211 236
Secondary school staff	58 358	49 982	40 995	22 100	11 869	4 198	3 542	2 301	193 344
Total staff active in schools (c)	117 881	101 171	88 565	47 433	28 228	8 890	6 846	5 568	404 581
Staff not active in schools (d)	3 737	2 429	3 735	1 654	1 439	390	583	631	14 598
2016									
Government schools									
Primary school staff	40 939	33 384	33 526	17 755	10 984	3 288	2 147	2 352	144 376
Secondary school staff	31 234	25 487	23 221	12 346	6 633	2 572	1 954	1 269	104 717
Total staff active in schools (c)	72 173	58 872	56 747	30 101	17 617	5 860	4 101	3 621	249 093
Staff not active in schools (d)	2 092	1 620	2 930	1 152	1 223	258	344	519	10 138
Non-Government schools									
Primary school staff	17 557	16 351	12 983	7 058	4 921	1 252	1 151	730	62 004
Secondary school staff	25 116	23 197	16 863	9 107	5 180	1 617	1 592	994	83 666
Total staff active in schools (c)	42 673	39 548	29 847	16 165	10 101	2 869	2 743	1 724	145 670
Staff not active in schools (d)	1 379	582	804	283	193	79	92	82	3 495
All schools									
Primary school staff	58 496	49 735	46 509	24 814	15 905	4 540	3 298	3 082	206 380
Secondary school staff	56 350	48 684	40 084	21 453	11 813	4 189	3 546	2 263	188 383
Total staff active in schools (c)	114 847	98 419	86 594	46 267	27 718	8 729	6 844	5 346	394 763
Staff not active in schools (d)	3 471	2 202	3 734	1 436	1 417	337	436	601	13 632

TABLE 4A.2

Table 4A.2 School staff, Full Time Equivalent (FTE) (a)

	NSW	Vic	Qld (b)	WA (b)	SA	Tas	ACT	NT	Aust
2015									
Government schools									
Primary school staff	39 718	31 356	31 986	17 005	10 673	3 117	2 040	2 217	138 111
Secondary school staff	31 434	24 881	22 592	11 487	6 610	2 582	1 903	1 282	102 771
Total staff active in schools (c)	71 152	56 237	54 578	28 492	17 283	5 699	3 943	3 499	240 882
Staff not active in schools (d)	2 230	1 476	2 861	1 242	1 171	252	369	555	10 156
Non-Government schools									
Primary school staff	17 082	15 602	12 670	6 970	4 872	1 190	1 123	696	60 205
Secondary school staff	24 406	22 706	16 274	8 938	5 139	1 598	1 568	972	81 601
Total staff active in schools (c)	41 488	38 308	28 944	15 908	10 011	2 788	2 691	1 668	141 806
Staff not active in schools (d)	1 334	585	778	262	201	76	95	87	3 419
All schools									
Primary school staff	56 800	46 958	44 656	23 975	15 544	4 307	3 162	2 913	198 316
Secondary school staff	55 840	47 588	38 866	20 425	11 749	4 180	3 471	2 253	184 372
Total staff active in schools (c)	112 640	94 546	83 522	44 400	27 294	8 487	6 634	5 166	382 688
Staff not active in schools (d)	3 564	2 061	3 639	1 504	1 372	329	464	642	13 575
2014									
Government schools									
Primary school staff	38 782	30 498	32 637	18 019	10 351	3 194	2 111	2 334	137 925
Secondary school staff	31 476	24 735	19 699	9 689	6 624	2 682	1 802	1 332	98 039
Total staff active in schools (c)	70 257	55 233	52 336	27 708	16 975	5 876	3 913	3 667	235 964
Staff not active in schools (d)	2 015	1 438	2 836	1 218	1 151	284	278	483	9 703
Non-Government schools									
Primary school staff	16 549	15 114	12 935	7 365	4 816	1 161	1 082	667	59 689
Secondary school staff	23 830	22 212	14 626	7 923	5 023	1 581	1 580	873	77 648
Total staff active in schools (c)	40 379	37 327	27 560	15 289	9 839	2 742	2 662	1 540	137 337

TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (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>
Staff not active in schools (d)	na	na	na	na	na	na	na	na	na
All schools									
Primary school staff	55 331	45 612	45 571	25 384	15 166	4 354	3 193	3 002	197 615
Secondary school staff	55 306	46 947	34 325	17 612	11 648	4 263	3 382	2 205	175 686
Total staff active in schools (c)	110 637	92 559	79 896	42 997	26 814	8 617	6 575	5 207	373 301
Staff not active in schools (d)	na	na	na	na	na	na	na	na	na
2013									
Government schools									
Total staff active in schools (c)	70 665	54 574	50 080	28 180	16 960	5 871	3 862	3 802	233 994
Staff not active in schools (d)	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
Non-Government schools									
Total staff active in schools (c)	39 564	36 433	26 888	14 888	9 880	2 687	2 545	1 476	134 361
Staff not active in schools (d)	1 163	565	770	258	224	73	99	71	3 224
All schools									
Total staff active in schools (c)	110 229	91 008	76 968	43 068	26 840	8 558	6 407	5 279	368 356
Staff not active in schools (d)	3 131	1 973	3 308	1 654	1 444	345	394	573	12 821
2012									
Government schools									
Total staff active in schools (c)	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Staff not active in schools (d)	2 095	1 515	2 728	1 452	1 247	269	291	531	10 128
Non-Government schools									
Total staff active in schools (c)	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Staff not active in schools (d)	1 109	565	763	257	240	65	97	69	3 164

TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (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>
All schools									
Total staff active in schools (c)	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Staff not active in schools (d)	3 204	2 079	3 491	1 709	1 487	334	388	600	13 291
2011									
Government schools									
Total staff active in schools (c)	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Staff not active in schools (d)	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862
Non-Government schools									
Total staff active in schools (c)	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Staff not active in schools (d)	1 057	549	813	267	236	63	85	65	3 134
All schools									
Total staff active in schools (c)	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Staff not active in schools (d)	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997
2010									
Government schools									
Total staff active in schools (c)	68 751	52 390	47 450	25 898	16 328	6 208	3 692	3 844	224 561
Staff not active in schools (d)	2 079	1 515	2 677	1 562	1 161	325	343	463	10 126
Non-Government schools									
Total staff active in schools (c)	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Staff not active in schools (d)	1 026	567	803	235	217	62	90	61	3 061
All schools									
Total staff active in schools (c)	105 558	86 014	72 250	39 585	25 651	8 784	6 060	5 191	349 092
Staff not active in schools (d)	3 105	2 083	3 479	1 797	1 378	387	434	524	13 188

TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (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>
2009									
Government schools									
Total staff active in schools (c)	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 722
Staff not active in schools (d)	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
Non-Government schools									
Total staff active in schools (c)	36 467	33 050	23 964	13 178	9 080	2 513	2 328	1 336	121 914
Staff not active in schools (d)	1 050	510	754	231	189	59	54	53	2 900
All schools									
Total staff active in schools (c)	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Staff not active in schools (d)	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703

(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 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 are staff who usually spend the majority of their time engaged in duties outside schools.

na Not available.

Source: ABS 2019, *Schools, Australia, 2018*, 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>
2018									
Government schools									
FTE Primary students	493 138	380 873	338 343	175 575	113 219	33 625	25 849	19 243	1 579 864
FTE Secondary students	304 884	238 661	213 256	105 050	60 925	23 165	17 343	10 378	973 660
FTE Primary and secondary students	798 022	619 534	551 598	280 625	174 144	56 790	43 192	29 621	2 553 524
Full time students only	796 769	617 926	550 829	280 469	173 467	56 483	43 068	29 528	2 548 539
Non-Government schools									
FTE Primary students	208 517	172 789	134 182	65 036	55 126	12 048	14 211	5 387	667 296
FTE Secondary students	212 153	179 281	133 689	72 199	39 149	12 208	13 521	5 534	667 734
FTE Primary and secondary students	420 670	352 070	267 871	137 234	94 275	24 256	27 733	10 921	1 335 030
Full time students only	420 443	351 893	267 734	137 159	94 130	24 239	27 723	10 917	1 334 238
All schools									
FTE Primary students	701 655	553 662	472 524	240 611	168 345	45 673	40 061	24 630	2 247 160
FTE Secondary students	517 037	417 942	346 945	177 249	100 073	35 373	30 864	15 912	1 641 394
FTE Primary and secondary students	1 218 692	971 604	819 469	417 859	268 418	81 046	70 924	40 542	3 888 554
Full time students only	1 217 212	969 819	818 563	417 628	267 597	80 722	70 791	40 445	3 882 777
2017									
Government schools									
FTE Primary students	486 730	370 669	334 282	172 964	111 193	33 554	24 832	19 642	1 553 865
FTE Secondary students	304 310	234 402	208 597	103 322	61 341	22 953	16 983	10 706	962 613
FTE Primary and secondary students	791 040	605 071	542 878	276 286	172 534	56 506	41 815	30 347	2 516 478
Full time students only	789 833	603 389	541 171	275 910	171 748	56 174	41 722	30 235	2 510 182
Non-Government schools									
FTE Primary students	206 832	170 693	132 984	64 850	53 697	12 095	14 032	5 500	660 682
FTE Secondary students	210 599	177 299	132 544	71 902	39 397	12 208	13 467	5 675	663 089
FTE Primary and secondary students	417 430	347 991	265 528	136 752	93 094	24 302	27 499	11 175	1 323 772

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>
Full time students only	417 232	347 815	265 384	136 695	92 989	24 283	27 494	11 171	1 323 063
All schools									
FTE Primary students	693 562	541 362	467 266	237 814	164 890	45 648	38 864	25 142	2 214 547
FTE Secondary students	514 908	411 701	341 141	175 224	100 739	35 160	30 450	16 381	1 625 703
FTE Primary and secondary students	1 208 470	953 063	808 406	413 038	265 629	80 809	69 313	41 522	3 840 249
Full time students only	1 207 065	951 204	806 555	412 605	264 737	80 457	69 216	41 406	3 833 245
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

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>
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
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

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>
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
2013									
Government schools									
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 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 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 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 and secondary students	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Full time students only	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848

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	1 138 990	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
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

TABLE 4A.3

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

	NSW	Vic	Qld (d)	WA (d)	SA	Tas	ACT	NT	Aust
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

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, 2018* (ABS Cat. no. 4221.0).
- (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 2019, *Schools, Australia, 2018*, 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>
2018									
15–19 year olds	55.6	60.4	51.0	54.4	62.4	63.3	65.8	49.2	56.5
15 year olds	98.7	99.5	99.1	97.6	101.7	101.2	115.5	87.4	99.3
16 year olds	90.9	96.1	93.0	91.4	102.3	96.1	113.7	76.7	93.8
17 year olds	77.2	85.9	59.1	81.3	89.1	83.3	100.8	61.0	77.1
18 year olds	19.1	31.2	6.3	5.7	24.0	38.7	26.7	14.0	19.0
19 year olds	0.9	2.0	0.7	0.8	4.2	1.6	1.4	2.3	1.4
2017									
15–19 year olds	56.4	60.8	51.9	54.5	63.0	63.0	66.9	51.4	57.1
15 year olds	98.4	99.1	98.9	97.8	102.1	100.0	116.5	88.5	99.0
16 year olds	91.3	95.7	93.2	90.3	100.7	95.1	114.5	82.2	93.7
17 year olds	78.2	87.0	61.0	79.9	89.6	81.6	102.7	64.6	78.0
18 year olds	19.5	31.4	6.2	6.6	24.7	37.3	28.1	14.9	19.3
19 year olds	1.0	2.0	0.8	1.1	4.8	1.6	1.3	2.3	1.5
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	56.6	61.8	50.9	52.1	63.1	62.1	70.8	45.6	56.9
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

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>
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	56.4	61.2	50.2	46.8	62.2	62.0	70.0	44.2	55.8
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
2013 15–19 year olds	56.3	60.7	49.8	46.1	61.7	61.3	66.7	44.5	55.4
2012 15–19 year olds	55.8	60.4	49.2	45.3	61.3	65.5	65.2	43.6	55.1
2011 15–19 year olds	54.0	58.9	47.4	44.4	59.0	63.7	64.5	42.4	53.4
2010 15–19 year olds	52.7	58.4	47.0	44.2	58.5	60.3	64.5	41.3	52.7
2009 15–19 year olds	52.2	59.1	46.9	44.9	58.2	58.4	67.5	41.6	52.7

- (a) 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) Rates for 2017 onwards have been calculated using estimated resident population (ERP) based on the 2016 Census of Population and Housing. Rates for 2016 and prior were calculated using ERP based on the 2011 Census. For further information, see Schools Australia, 2017 (ABS Cat. no. 4221.0), Explanatory Notes, paragraphs 33 to 34.
- (c) Age at 1 July.
- (d) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. 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.

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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(f) In 2002, WA increased the Foundation year entry age by six months. This likely elevates the school participation rate for 15-19 year olds from 2015 due to an older age cohort still being at school.

Source: ABS 2019, *Schools, Australia, 2018*, 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)										
2018										
Government schools	no.	61 822	13 524	55 762	23 014	11 184	5 884	1 649	12 718	185 557
Non-government schools	no.	11 356	2 608	10 799	4 340	1 545	1 345	502	3 023	35 518
All schools	no.	73 178	16 132	66 561	27 354	12 729	7 229	2 151	15 741	221 075
Aboriginal and Torres Strait Islander students as a proportion of all full time students, by school sector										
2018										
Government schools	%	7.8	2.2	10.1	8.2	6.4	10.4	3.8	43.1	7.3
Non-government schools	%	2.7	0.7	4.0	3.2	1.6	5.5	1.8	27.7	2.7
All schools	%	6.0	1.7	8.1	6.5	4.8	9.0	3.0	38.9	5.7
2017										
Government schools	%	7.5	2.1	9.9	8.1	6.4	10.0	3.7	44.4	7.2
Non-government schools	%	2.6	0.7	3.9	3.1	1.5	5.5	1.7	28.7	2.6
All schools	%	5.8	1.6	7.9	6.5	4.7	8.7	2.9	40.1	5.6
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

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 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra.

TABLE 4A.6

Table 4A.6 **Enrolled students with low Socio-Educational Advantage (SEA) status (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>
Enrolled students with low SEA status as a proportion of all enrolled students, by school sector										
2018										
Government schools	%	31.9	27.9	31.4	28.7	32.4	42.4	12.9	46.8	30.6
Non-government schools	%	12.8	13.4	11.9	13.2	14.2	20.3	4.7	30.8	13.0
All schools	%	26.0	23.2	25.8	24.4	27.1	36.5	9.8	43.5	25.3
2017										
Government schools	%	31.4	28.0	31.1	28.4	31.3	42.1	13.2	49.4	30.4
Non-government schools	%	12.5	13.3	11.6	13.2	14.0	20.3	4.9	29.5	12.9
All schools	%	25.6	23.1	25.5	24.0	26.1	35.8	9.9	44.6	25.0
2016										
Government schools	%	31.5	27.8	30.5	27.7	30.5	42.3	12.5	49.6	30.1
Non-government schools	%	12.4	13.2	11.7	12.4	13.9	19.0	4.7	31.5	12.7
All schools	%	25.7	22.9	25.1	24.1	25.4	35.7	9.4	45.2	24.8
2015										
Government schools	%	31.4	28.5	30.6	28.2	30.8	42.4	12.5	50.1	30.4
Non-government schools	%	12.8	13.3	11.4	12.5	13.4	18.3	4.7	27.9	12.7
All schools	%	25.7	23.3	25.1	24.5	25.5	35.6	9.4	44.8	25.0
2014										
Government schools	%	30.8	28.5	30.8	27.6	30.7	42.4	12.6	51.9	30.2
Non-government schools	%	12.6	13.4	11.6	12.1	13.7	17.9	4.4	29.7	12.7
All schools	%	25.2	23.3	25.3	23.9	25.4	35.9	9.2	46.8	24.9

(a) The SEA is a student level score of socio-educational advantage constructed from information (obtained from school enrolment records) relating to parents occupation, school education and non-school education. Further information on the calculation of SEA is available at: www.myschool.edu.au/media/1641/guide_to_understanding_icsea_values-2018.pdf.

(b) Low SEA status is defined as students in the bottom SEA quartile for Australia.

(c) Includes full time and part time students.

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

TABLE 4A.7

Table 4A.7 **Students who received an educational adjustment due to disability, by level of adjustment, 2018 (a), (b), (c)****Students with disability as a proportion of all students, all schools, by State and Territory**

	<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>
Extensive (d)	%	1.5	1.9	1.3	0.8	1.8	0.8	0.9	2.6	1.5
Substantial (d)	%	3.0	3.2	3.4	2.3	3.1	2.5	3.1	6.2	3.1
Supplementary (d)	%	10.6	7.1	6.6	7.6	9.9	5.3	7.8	10.8	8.3
Support with QDTP (d)	%	4.4	8.0	5.6	9.2	8.8	4.4	4.6	7.2	6.4
All adjustments	%	19.4	20.2	16.8	19.9	23.6	13.0	16.3	26.8	19.3

Students with disability as a proportion of all students, by school sector, Australian total

	<i>Unit</i>	<i>Government schools</i>	<i>Catholic schools (e)</i>	<i>Independent schools (e)</i>	<i>Aust</i>
Extensive (d)	%	2.0	0.5	0.7	1.5
Substantial (d)	%	3.4	2.6	2.4	3.1
Supplementary (d)	%	8.0	10.1	7.6	8.3
Support with QDTP (d)	%	6.4	4.9	8.5	6.4
All adjustments	%	19.7	18.0	19.2	19.3

- (a) Data are sourced from the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Students are counted in the NCCD where:
1. the student's impairment meets the *Disability Discrimination Act 1992*; AND
 2. the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability.
- (b) The 2018 NCCD was the third year of the universal collection of data for all schools. The results show variability across states, territories and sectors. Until the quality of the data improves, the data cannot be directly compared across jurisdictions or school sectors.
- (c) Care should be taken when comparing data in this table with the funded students with disability data published in previous reports. The definition of disability in the NCCD uses a broad approach to recognising students with disability and is not comparable to previous reports.
- (d) The level of adjustment that students with disability are being provided:
- Extensive adjustments — essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation.

Table 4A.7 Students who received an educational adjustment due to disability, by level of adjustment, 2018 (a), (b), (c)

- Substantial adjustments — address the specific nature and significant impact of the student’s disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.
- Supplementary adjustments — are provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school.
- Support within quality differentiated teaching practice (QDTP) — Some students with disability may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practice to address disability related needs.

Further information on determining the level of adjustment that each student is being provided is available at: www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment

- (e) For the NCCD, non-government schools have been subcategorised based on the self-reported religious or philosophical beliefs and values maintained by the school. Non-government schools are reported as either Catholic (systemic and non-systemic) or Independent (Anglican schools and other schools which have associations with religious or secular bodies, or are entirely independent).

Source: ACARA (2018) *School Students with Disability*, <www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal/school-students-with-disability>.

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										
2018										
Government schools	no.	4 121	535	14 973	20 417	7 259	848	..	12 542	60 696
Non-government schools	no.	928	33	3 075	3 631	1 547	141	..	4 371	13 727
All schools	no.	5 049	568	18 048	24 048	8 806	989	..	16 914	74 423
FTE students in remote and very remote areas as a proportion of all FTE students, by school sector										
2018										
Government schools	%	0.5	0.1	2.7	7.3	4.2	1.5	..	42.3	2.4
Non-government schools	%	0.2	–	1.1	2.7	1.7	0.6	..	40.0	1.0
All schools	%	0.4	–	2.2	5.8	3.3	1.3	..	41.7	1.9
2017										
Government schools	%	0.5	0.1	2.8	7.4	4.2	1.5	..	43.7	2.4
Non-government schools	%	0.2	–	1.1	3.7	1.6	0.7	..	40.3	1.1
All schools	%	0.4	–	2.2	6.2	3.3	1.2	..	42.8	2.0
Prior to 2016, remoteness classification were based on MCEECDYA (now Education Council) Geographic Location Classification (a).										
2016										
Government schools	%	0.5	0.1	2.9	7.6	4.4	1.4	..	44.2	2.5
Non-government schools	%	0.2	–	1.1	2.9	1.5	0.7	..	40.2	1.1
All schools	%	0.4	0.1	2.3	6.0	3.4	1.2	..	43.0	2.0
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

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>
FTE students by remoteness area, as a proportion of all FTE students, by school sector, by school level, 2018 (c)										
Students enrolled at schools in major cities										
Primary										
Government schools	%	74.4	76.4	62.2	75.5	70.3	–	99.8	–	70.0
Non-government schools	%	76.4	77.4	64.5	81.2	79.9	–	100.0	–	73.5
All schools	%	75.0	76.7	62.8	77.0	73.5	–	99.9	–	71.0
Secondary										
Government schools	%	73.8	76.2	61.8	75.3	70.2	–	100.0	–	69.6
Non-government schools	%	80.5	79.7	68.6	86.2	86.0	–	100.0	–	77.1
All schools	%	76.5	77.7	64.4	79.8	76.4	–	100.0	–	72.7
All school levels										
Government schools	%	74.2	76.3	62.0	75.4	70.3	–	99.9	–	69.9
Non-government schools	%	78.4	78.6	66.6	83.8	82.4	–	100.0	–	75.3
All schools	%	75.6	77.1	63.5	78.2	74.6	–	99.9	–	71.7
Students enrolled at schools in inner regional and outer regional areas										
Primary										
Government schools	%	25.1	23.6	34.7	16.8	25.4	98.2	0.2	54.6	27.4
Non-government schools	%	23.2	22.6	34.0	15.1	18.2	98.8	–	61.3	25.2
All schools	%	24.6	23.3	34.5	16.4	23.0	98.4	0.1	56.1	26.7
Secondary										
Government schools	%	25.6	23.8	36.1	18.1	25.8	98.9	–	63.3	28.4
Non-government schools	%	19.5	20.3	30.7	12.0	12.7	100.0	–	58.6	22.2
All schools	%	23.1	22.3	34.0	15.6	20.7	99.3	–	61.7	25.8
All school levels										
Government schools	%	25.3	23.6	35.2	17.3	25.5	98.5	0.1	57.6	27.8
Non-government schools	%	21.3	21.4	32.3	13.5	15.9	99.4	–	60.0	23.7
All schools	%	24.0	22.8	34.3	16.0	22.2	98.8	0.1	58.3	26.4

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>
Students enrolled at schools in remote areas										
Primary										
Government schools	%	0.4	0.1	1.6	4.7	3.1	1.2	–	18.6	1.5
Non-government schools	%	0.4	–	0.9	1.8	1.7	1.2	–	26.1	0.9
All schools	%	0.4	–	1.4	3.9	2.7	1.2	–	20.2	1.3
Secondary										
Government schools	%	0.5	0.1	1.0	4.1	3.0	0.7	–	14.5	1.2
Non-government schools	%	–	–	0.7	1.1	1.2	–	–	31.1	0.6
All schools	%	0.3	–	0.9	2.9	2.3	0.5	–	20.3	0.9
All school levels										
Government schools	%	0.4	0.1	1.4	4.5	3.1	1.0	–	17.1	1.4
Non-government schools	%	0.2	–	0.8	1.5	1.5	0.6	–	28.6	0.7
All schools	%	0.3	–	1.2	3.5	2.5	0.9	–	20.2	1.1
Students enrolled at schools in very remote areas										
Primary										
Government schools	%	0.1	–	1.5	2.9	1.1	0.6	–	26.8	1.1
Non-government schools	%	–	–	0.6	1.9	0.2	–	–	12.6	0.4
All schools	%	0.1	–	1.3	2.6	0.8	0.5	–	23.7	0.9
Secondary										
Government schools	%	0.1	–	1.1	2.5	1.0	0.3	–	22.2	0.8
Non-government schools	%	–	–	–	0.6	0.1	–	–	10.2	0.2
All schools	%	0.1	–	0.7	1.7	0.6	0.2	–	18.0	0.6
All school levels										
Government schools	%	0.1	–	1.3	2.8	1.1	0.5	–	25.2	1.0
Non-government schools	%	–	–	0.3	1.2	0.2	–	–	11.4	0.3
All schools	%	0.1	–	1.0	2.3	0.8	0.4	–	21.5	0.8

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>
(a)	Geolocation data are based on the Access/Remoteness Index of Australia (ARIA+) remoteness classification, as defined by <i>Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure, July 2016</i> (ABS Cat. no. 1270.0.55.005). ARIA+ is the standard ABS-endorsed measure of remoteness. 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 (unpublished); ABS 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra.

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)**

	<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 (d)</i>
2018										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	95.7	120.2	90.2	47.7	19.4	5.1	4.4	2.1	401.9
15 to 19-year-old population	('000)	471.9	377.3	312.9	153.9	103.0	31.6	24.7	15.1	1 490.7
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	20.3	31.9	28.8	31.0	18.8	16.3	18.0	13.6	27.0
2017										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	100.2	119.9	95.2	49.0	19.0	5.2	4.9	2.4	413.4
15 to 19-year-old population	('000)	468.5	374.2	310.5	154.1	103.5	31.8	24.7	15.1	1 482.6
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	21.4	32.0	30.7	31.8	18.4	16.5	19.9	15.9	27.9
2016										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	98.5	120.5	93.9	49.6	22.5	5.9	5.1	2.4	414.7
15 to 19-year-old population	('000)	465.5	371.8	307.3	154.8	103.9	31.8	24.9	14.9	1 475.2
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	21.2	32.4	30.5	32.0	21.7	18.4	20.5	15.8	28.1
2015										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	105.8	129.6	98.0	49.4	25.5	6.2	6.1	2.4	438.1
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	%	22.8	35.1	32.0	31.7	24.3	19.1	24.1	15.6	29.7

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)**

	<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 (d)</i>
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

- (a) From 2014 onwards the National Vocational Education and Training (VET) Provider Collection includes both government funded and fee-for-service training activity, also known as 'total VET activity'.
- (b) The completions data presented from 2015 onwards is based on de-duplicated student counts. For further information, please refer to the fact sheet: De-duplication of training activity and student counts in 'total VET activity' located on the NCVET Portal <https://www.ncver.edu.au/_data/assets/pdf_file/0028/796213/Technical-paper-Counting-students-in-Total-VET-students-and-courses.pdf>.
- (c) This table presents the estimated number of students who have completed units of competency annually from 2014 to 2018. The 2018 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection.
- (d) 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 : NCVET, National VET Provider Collection, 2014-2018; NCVET, National VET in Schools Collection 2014-2018. Population aged 15 to 19 years is based on ABS Australian Demographic Statistics, December 2014-2018, Cat. no. 3101.0, Canberra.

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
Government schools (including user cost of capital)									
Australian Government payments for school education services (excluding capital grants) (d), (e), (f), (g)									
2017-18	2 277 883	1 626 541	1 630 645	665 469	470 862	188 606	96 460	234 586	7 191 152
2016-17	2 083 023	1 535 965	1 523 177	615 853	446 402	181 503	89 914	226 880	6 702 718
2015-16	1 814 084	1 407 719	1 329 485	578 348	421 025	170 396	84 141	188 468	5 993 666
2014-15	1 706 653	1 302 516	1 205 008	539 710	400 068	165 791	81 699	189 769	5 591 214
2013-14	1 614 791	1 175 137	1 086 651	521 247	388 286	141 180	75 371	145 243	5 147 906
2012-13	1 582 599	1 079 654	977 457	476 620	365 094	131 865	67 188	121 833	4 802 313
2011-12	1 640 112	1 111 876	992 431	488 837	374 931	142 095	69 655	134 205	4 954 142
2010-11	1 460 113	966 821	876 002	423 308	335 295	121 365	61 704	123 672	4 368 279
2009-10	1 385 526	933 947	798 613	407 590	319 208	115 668	58 948	120 656	4 140 157
2008-09	1 351 396	975 312	833 711	418 040	313 683	109 591	63 677	91 346	4 156 756
State and Territory government recurrent expenditure (h)									
2017-18	12 790 459	8 744 994	8 258 237	4 738 151	2 659 543	866 838	808 792	553 865	39 420 779
2016-17	11 956 730	8 260 205	8 003 984	4 762 841	2 593 185	831 019	775 175	545 431	37 728 571
2015-16	12 200 881	7 948 327	7 817 962	4 771 811	2 530 216	830 906	763 389	548 019	37 411 511
2014-15	11 804 620	7 353 685	7 562 111	4 855 573	2 464 432	843 191	728 050	549 163	36 160 824
2013-14	11 511 780	7 014 763	7 316 108	4 725 003	2 526 934	852 716	741 789	582 519	35 271 613
2012-13	10 790 582	7 029 622	7 408 022	4 559 229	2 524 430	857 220	742 942	657 300	34 569 346
2011-12	11 061 744	7 007 766	7 343 291	4 401 813	2 560 284	858 755	720 819	620 061	34 574 532
2010-11	10 538 905	7 144 870	7 248 649	4 446 457	2 551 186	867 076	704 895	615 572	34 117 612
2009-10	10 753 806	7 211 406	7 217 795	4 452 674	2 360 152	854 847	661 230	586 720	34 098 629
2008-09	10 441 710	7 065 554	6 908 409	4 353 860	2 249 936	833 815	656 345	610 619	33 120 247
Australian, State and Territory government recurrent expenditure									
2017-18	15 068 342	10 371 535	9 888 882	5 403 620	3 130 405	1 055 444	905 252	788 451	46 611 931
2016-17	14 039 752	9 796 170	9 527 161	5 378 695	3 039 587	1 012 522	865 089	772 311	44 431 288

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
2015-16	14 014 965	9 356 046	9 147 447	5 350 159	2 951 241	1 001 302	847 529	736 487	43 405 177
2014-15	13 511 272	8 656 201	8 767 119	5 395 283	2 864 500	1 008 982	809 749	738 932	41 752 038
2013-14	13 126 571	8 189 900	8 402 759	5 246 250	2 915 220	993 896	817 160	727 762	40 419 519
2012-13	12 373 181	8 109 276	8 385 480	5 035 849	2 889 524	989 085	810 130	779 133	39 371 658
2011-12	12 701 856	8 119 643	8 335 722	4 890 650	2 935 215	1 000 850	790 474	754 266	39 528 673
2010-11	11 999 018	8 111 692	8 124 651	4 869 765	2 886 481	988 441	766 599	739 244	38 485 890
2009-10	12 139 332	8 145 353	8 016 408	4 860 264	2 679 360	970 515	720 178	707 376	38 238 786
2008-09	11 793 106	8 040 866	7 742 119	4 771 900	2 563 619	943 407	720 022	701 965	37 277 003
Non-government schools (excluding user cost of capital)									
Australian Government payments for school education services (excluding capital grants) (d), (e), (f), (g)									
2017-18	3 466 319	2 942 763	2 321 700	1 139 034	793 720	239 725	210 066	158 203	11 271 530
2016-17	3 210 901	2 938 771	2 221 765	1 082 473	782 541	224 877	190 773	138 362	10 790 465
2015-16	3 145 346	2 636 709	2 088 525	1 053 066	747 956	211 266	187 663	152 874	10 223 405
2014-15	3 044 127	2 538 076	2 016 344	1 016 822	731 267	203 555	182 620	136 591	9 869 400
2013-14	2 886 952	2 346 672	1 891 811	937 930	716 143	187 099	172 068	125 878	9 264 553
2012-13	2 693 294	2 214 784	1 762 897	874 742	683 099	174 625	153 289	93 131	8 649 861
2011-12	2 579 509	2 160 283	1 696 570	851 328	677 179	172 398	157 847	91 492	8 386 605
2010-11	2 466 238	2 036 250	1 611 871	808 720	636 285	166 261	150 719	92 230	7 968 575
2009-10	2 346 137	1 953 329	1 507 515	774 648	591 553	159 617	143 280	91 238	7 567 316
2008-09	2 202 362	1 758 457	1 384 083	731 101	552 467	145 919	131 750	84 641	6 990 779
State and Territory government recurrent expenditure									
2017-18	1 202 610	721 577	814 125	463 753	202 132	73 803	67 431	63 071	3 608 504
2016-17	1 163 819	703 784	727 668	463 931	196 671	68 136	65 363	81 679	3 471 051
2015-16	1 121 816	671 754	739 870	460 572	193 048	63 059	62 558	72 429	3 385 105
2014-15	1 092 069	687 537	742 108	464 602	191 527	60 303	61 604	70 089	3 369 840
2013-14	1 027 604	676 013	744 494	445 611	183 375	61 874	60 335	63 963	3 263 268

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
2012-13	999 066	674 458	681 347	444 446	181 850	59 104	56 783	67 504	3 164 559
2011-12	972 866	627 774	649 185	451 923	178 031	58 866	53 491	54 679	3 046 814
2010-11	951 865	606 503	669 527	427 496	175 767	59 711	53 271	72 555	3 016 696
2009-10	944 489	552 658	601 457	357 178	167 334	55 543	55 909	37 911	2 772 481
2008-09	963 222	567 992	600 285	336 249	164 727	55 529	53 700	37 341	2 779 046
Australian, State and Territory government recurrent expenditure									
2017-18	4 668 929	3 664 340	3 135 825	1 602 787	995 852	313 528	277 497	221 275	14 880 033
2016-17	4 374 720	3 642 555	2 949 433	1 546 404	979 212	293 013	256 137	220 041	14 261 515
2015-16	4 267 161	3 308 463	2 828 396	1 513 637	941 004	274 325	250 221	225 303	13 608 511
2014-15	4 136 196	3 225 613	2 758 452	1 481 424	922 794	263 858	244 224	206 680	13 239 240
2013-14	3 914 556	3 022 685	2 636 305	1 383 541	899 519	248 973	232 403	189 841	12 527 821
2012-13	3 692 360	2 889 241	2 444 244	1 319 188	864 950	233 729	210 072	160 635	11 814 420
2011-12	3 552 375	2 788 057	2 345 754	1 303 251	855 209	231 263	211 337	146 171	11 433 419
2010-11	3 418 103	2 642 754	2 281 398	1 236 216	812 052	225 972	203 990	164 785	10 985 271
2009-10	3 290 626	2 505 987	2 108 972	1 131 826	758 887	215 160	199 190	129 149	10 339 797
2008-09	3 165 584	2 326 449	1 984 368	1 067 350	717 195	201 447	185 450	121 982	9 769 825
All schools (including user cost of capital for government schools)									
Australian Government payments for school education services (excluding capital grants) (d), (e), (f), (g)									
2017-18	5 744 202	4 569 304	3 952 345	1 804 502	1 264 582	428 331	306 526	392 789	18 462 681
2016-17	5 293 924	4 474 736	3 744 942	1 698 326	1 228 943	406 381	280 687	365 242	17 493 182
2015-16	4 959 430	4 044 429	3 418 010	1 631 413	1 168 982	381 662	271 804	341 342	16 217 071
2014-15	4 750 780	3 840 592	3 221 352	1 556 532	1 131 335	369 346	264 319	326 360	15 460 614
2013-14	4 501 743	3 521 809	2 978 462	1 459 177	1 104 430	328 279	247 439	271 121	14 412 459
2012-13	4 275 893	3 294 438	2 740 354	1 351 362	1 048 194	306 490	220 477	214 965	13 452 173
2011-12	4 219 621	3 272 159	2 689 000	1 340 165	1 052 110	314 493	227 502	225 697	13 340 747
2010-11	3 926 351	3 003 072	2 487 873	1 232 028	971 580	287 626	212 422	215 902	12 336 854

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
2009-10	3 731 663	2 887 276	2 306 128	1 182 238	910 760	275 285	202 228	211 894	11 707 473
2008-09	3 553 758	2 733 768	2 217 794	1 149 141	866 150	255 510	195 427	175 987	11 147 535
State and Territory government recurrent expenditure									
2017-18	13 993 069	9 466 571	9 072 362	5 201 905	2 861 675	940 641	876 223	616 937	43 029 283
2016-17	13 120 549	8 963 989	8 731 652	5 226 772	2 789 855	899 155	840 539	627 110	41 199 621
2015-16	13 322 697	8 620 080	8 557 833	5 232 383	2 723 264	893 965	825 947	620 448	40 796 616
2014-15	12 896 689	8 041 223	8 304 219	5 320 175	2 655 959	903 494	789 654	619 252	39 530 664
2013-14	12 539 384	7 690 776	8 060 601	5 170 614	2 710 309	914 590	802 125	646 482	38 534 881
2012-13	11 789 648	7 704 079	8 089 370	5 003 675	2 706 280	916 324	799 725	724 804	37 733 905
2011-12	12 034 610	7 635 541	7 992 476	4 853 736	2 738 315	917 620	774 310	674 740	37 621 346
2010-11	11 490 770	7 751 374	7 918 176	4 873 953	2 726 953	926 787	758 167	688 127	37 134 307
2009-10	11 698 295	7 764 064	7 819 252	4 809 852	2 527 486	910 390	717 139	624 631	36 871 110
2008-09	11 404 932	7 633 546	7 508 694	4 690 108	2 414 663	889 344	710 045	647 960	35 899 293
Australian, State and Territory government recurrent expenditure									
2017-18	19 737 271	14 035 875	13 024 707	7 006 407	4 126 257	1 368 972	1 182 749	1 009 726	61 491 964
2016-17	18 414 473	13 438 726	12 476 594	6 925 099	4 018 799	1 305 536	1 121 226	992 352	58 692 804
2015-16	18 282 126	12 664 509	11 975 843	6 863 796	3 892 246	1 275 627	1 097 750	961 790	57 013 688
2014-15	17 647 469	11 881 815	11 525 571	6 876 707	3 787 294	1 272 840	1 053 973	945 612	54 991 278
2013-14	17 041 126	11 212 585	11 039 064	6 629 791	3 814 739	1 242 869	1 049 563	917 602	52 947 340
2012-13	16 065 541	10 998 517	10 829 724	6 355 038	3 754 474	1 222 814	1 020 203	939 768	51 186 078
2011-12	16 254 231	10 907 700	10 681 476	6 193 901	3 790 425	1 232 113	1 001 811	900 437	50 962 093
2010-11	15 417 121	10 754 445	10 406 049	6 105 981	3 698 533	1 214 413	970 589	904 029	49 471 161
2009-10	15 429 958	10 651 340	10 125 380	5 992 090	3 438 247	1 185 675	919 367	836 525	48 578 583
2008-09	14 958 690	10 367 315	9 726 488	5 839 249	3 280 814	1 144 854	905 473	823 946	47 046 828

(a) Time series financial data are adjusted to 2017-18 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2017-18 = 100). See table 2A.49 and section 2 for more information.

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
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- (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 only includes payments to State and Territory governments for school education services.
- (c) Includes Australian, State and Territory government expenditure on government schools and payments to non-government schools. Funding from sources other than government is not included.
- (d) 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.
- (e) 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.
- (f) 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.
- (g) 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.
- (h) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.
- (i) Jurisdiction notes:
- Vic: 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.
- Qld: 2016-17 expenditure for non-government schools includes Assistance to Non-State Education Capital grants (\$5.4m), and School Transport (\$5.9m).
- SA: 2013-14 and 2014-15 government recurrent expenditure data, for government schools and all schools, have been revised from previous reports.
- NT: In relation to NT funding for non-government schools:
- 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.
 - 2013-14 government recurrent expenditure data, for government schools and all schools, have been revised from previous reports.

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2017-18 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
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- 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.
- 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.

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</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 payments for school education services (excluding capital grants)									
2017-18	2 277 883	1 626 541	1 630 645	665 469	470 862	188 606	96 460	234 586	7 191 152
2016-17	2 050 219	1 511 777	1 499 190	606 155	439 372	178 645	88 498	223 307	6 597 163
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
State and Territory government recurrent expenditure									
2017-18	12 790 459	8 744 994	8 258 237	4 738 151	2 659 543	866 838	808 792	553 865	39 420 779
2016-17	11 768 435	8 130 123	7 877 937	4 687 836	2 552 347	817 932	762 968	536 842	37 134 420
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
Australian, State and Territory government recurrent expenditure									
2017-18	15 068 342	10 371 535	9 888 882	5 403 620	3 130 405	1 055 444	905 252	788 451	46 611 931
2016-17	13 818 654	9 641 900	9 377 127	5 293 991	2 991 719	996 577	851 466	760 149	43 731 583

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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	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
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
Non-government schools (excluding user cost of capital)									
Australian Government payments for school education services (excluding capital grants)									
2017-18	3 466 319	2 942 763	2 321 700	1 139 034	793 720	239 725	210 066	158 203	11 271 530
2016-17	3 160 336	2 892 491	2 186 777	1 065 426	770 218	221 336	187 769	136 183	10 620 536
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
State and Territory government recurrent expenditure									
2017-18	1 202 610	721 577	814 125	463 753	202 132	73 803	67 431	63 071	3 608 504
2016-17	1 145 491	692 701	716 209	456 625	193 574	67 063	64 334	80 392	3 416 388
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

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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>
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
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
Australian, State and Territory government recurrent expenditure									
2017-18	4 668 929	3 664 340	3 135 825	1 602 787	995 852	313 528	277 497	221 275	14 880 033
2016-17	4 305 827	3 585 192	2 902 986	1 522 051	963 792	288 399	252 103	216 575	14 036 924
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
All schools (including user cost of capital for government schools)									
Australian Government payments for school education services (excluding capital grants)									
2017-18	5 744 202	4 569 304	3 952 345	1 804 502	1 264 582	428 331	306 526	392 789	18 462 681
2016-17	5 210 555	4 404 268	3 685 967	1 671 581	1 209 590	399 981	276 267	359 490	17 217 699
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

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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	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
State and Territory government recurrent expenditure									
2017-18	13 993 069	9 466 571	9 072 362	5 201 905	2 861 675	940 641	876 223	616 937	43 029 283
2016-17	12 913 926	8 822 824	8 594 146	5 144 461	2 745 921	884 995	827 302	617 234	40 550 808
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
Australian, State and Territory government recurrent expenditure									
2017-18	19 737 271	14 035 875	13 024 707	7 006 407	4 126 257	1 368 972	1 182 749	1 009 726	61 491 964
2016-17	18 124 481	13 227 092	12 280 113	6 816 042	3 955 511	1 284 976	1 103 569	976 724	57 768 507
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

(a) Time series financial data in this table are presented in 'nominal' terms and have not been adjusted for inflation.

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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>
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(b) This table integrates information from tables 4A.12 and 4A.13. See table 4A.10, footnotes (b)-(i) for details and caveats.

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 payments for school education services, by state and territory, 2017-18 (\$million) (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 (e)</i>
Government schools									
Recurrent expenditure									
Quality school funding (c)	2 270.4	1 617.8	1 615.3	660.1	465.0	187.2	95.9	199.7	7 111.4
National Partnership payments									
National School Chaplaincy Program (d)	6.7	8.7	14.9	5.0	5.9	1.4	0.5	0.2	43.3
NT remote Aboriginal investment (Children and schooling component) (d)	–	–	–	–	–	–	–	34.8	34.8
Online safety programs in schools	0.8	–	0.5	0.3	–	–	–	–	1.7
Total recurrent expenditure	2 277.9	1 626.5	1 630.6	665.5	470.9	188.6	96.5	234.6	7 191.2
Capital expenditure (f)									
National Partnership payments									
School security program	–	–	–	–	–	–	–	–	–
Total capital expenditure	–	–	–	–	–	–	–	–	–
Total recurrent and capital	2 277.9	1 626.5	1 630.6	665.5	470.9	188.6	96.5	234.6	7 191.2
Non-Government schools									
Recurrent expenditure									
Quality school funding (c)	3 461.5	2 938.8	2 318.3	1 136.4	792.1	238.9	209.8	150.1	11 246.0
National Partnership payments									
National School Chaplaincy Program (d)	4.4	3.9	3.2	2.6	1.6	0.8	0.2	0.3	17.1
NT remote Aboriginal investment (Children and schooling component) (d)	–	–	–	–	–	–	–	7.8	7.8
Online safety programs in schools	0.4	–	0.2	0.1	–	–	–	–	0.7
Total recurrent expenditure	3 466.3	2 942.8	2 321.7	1 139.0	793.7	239.7	210.1	158.2	11 271.5
Capital expenditure (f)									
National Partnership payments									

TABLE 4A.12

Table 4A.12 **Australian Government payments for school education services, by state and territory, 2017-18 (\$million) (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 (e)</i>
School security program	1.6	0.9	–	0.2	–	–	–	–	2.8
Total capital expenditure	1.6	0.9	–	0.2	–	–	–	–	2.8
Total recurrent and capital	3 467.9	2 943.7	2 321.7	1 139.2	793.7	239.7	210.1	158.2	11 274.3
All schools									
Total recurrent expenditure	5 744.2	4 569.3	3 952.3	1 804.5	1 264.6	428.3	306.5	392.8	18 462.7
Total capital expenditure	1.6	0.9	–	0.2	–	–	–	–	2.8
Total recurrent and capital	5 745.8	4 570.2	3 952.3	1 804.7	1 264.6	428.3	306.5	392.8	18 465.5

- (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 Quality School funding does not distinguish between capital and recurrent purposes. For this Report, all Quality school funding, including for the non-government sector, are regarded 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) Australian totals may not add due to rounding.
- (f) 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.
- Nil or rounded to zero.

Source: 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 (2017-18 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>
2017-18									
Recurrent expenditure on government schools									
In-school primary									
Employee related expenditure									
Teachers	4 009 022	2 824 341	2 807 219	1 490 717	948 906	299 813	221 561	193 694	12 795 273
Other Staff (g)	905 241	654 920	777 946	497 640	311 551	93 171	80 776	40 126	3 361 371
Total	4 914 263	3 479 261	3 585 165	1 988 357	1 260 457	392 984	302 337	233 820	16 156 644
Other operating expenses (h)	1 371 452	756 698	649 661	434 911	272 823	99 880	57 230	114 156	3 756 811
Depreciation	299 651	204 093	257 223	89 691	69 138	18 852	32 835	25 282	996 765
User cost of capital (i)	1 423 584	1 137 342	861 355	473 759	211 131	47 224	73 332	58 052	4 285 779
Total	8 008 950	5 577 394	5 353 404	2 986 718	1 813 549	558 940	465 734	431 310	25 195 999
In-school secondary									
Employee related expenditure									
Teachers	3 608 080	2 112 694	2 129 614	1 108 202	580 659	229 006	186 123	120 887	10 075 265
Other Staff (g)	697 725	549 906	537 141	364 189	140 713	67 125	67 857	27 157	2 451 813
Total	4 305 805	2 662 600	2 666 755	1 472 391	721 372	296 131	253 980	148 044	12 527 078
Other operating expenses (h)	1 099 046	738 556	556 574	294 160	198 015	88 682	48 072	74 892	3 097 997
Depreciation	259 059	155 177	235 410	68 605	48 616	21 056	31 191	14 431	833 545
User cost of capital (i)	1 038 633	807 102	550 703	355 124	110 941	50 261	69 663	33 136	3 015 563
Total	6 702 543	4 363 435	4 009 442	2 190 280	1 078 944	456 130	402 906	270 503	19 474 183
Out-of-school									
Employee related expenditure — Other staff (g)	189 970	158 891	319 931	148 603	144 908	32 174	27 511	52 245	1 074 233
Other operating expenses (h)	129 137	248 668	198 006	43 581	85 732	6 975	6 337	34 148	752 584
Depreciation	26 177	10 031	5 231	15 883	1 291	519	855	245	60 232

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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)	11 565	13 116	2 868	18 555	5 981	706	1 909	–	54 700
Total	356 849	430 706	526 036	226 622	237 912	40 374	36 612	86 638	1 941 749
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	7 617 102	4 937 035	4 936 833	2 598 919	1 529 565	528 819	407 684	314 581	22 870 538
Other Staff (g)	1 792 936	1 363 717	1 635 018	1 010 432	597 172	192 470	176 144	119 528	6 887 417
Total	9 410 038	6 300 752	6 571 851	3 609 351	2 126 737	721 289	583 828	434 109	29 757 955
Other operating expenses (h)	2 599 635	1 743 922	1 404 241	772 652	556 570	195 537	111 639	223 196	7 607 392
Depreciation	584 887	369 301	497 864	174 179	119 045	40 427	64 881	39 958	1 890 542
Total recurrent expenditure <i>excluding</i> user cost of capital	12 594 560	8 413 975	8 473 956	4 556 182	2 802 352	957 253	760 348	697 263	39 255 889
User cost of capital (i)	2 473 782	1 957 560	1 414 926	847 438	328 053	98 191	144 904	91 188	7 356 042
Total recurrent expenditure <i>including</i> user cost of capital	15 068 342	10 371 535	9 888 882	5 403 620	3 130 405	1 055 444	905 252	788 451	46 611 931
Total assets (Written Down Value [WDV]) — government schools (in-school plus out of school)									
Land	9 831 457	11 895 400	5 262 335	3 559 502	1 415 560	175 145	339 539	114 280	32 593 218
Buildings, equipment and other	21 090 826	12 574 100	12 424 244	7 033 479	2 685 100	1 052 234	1 471 768	1 025 573	59 357 324
Total	30 922 283	24 469 500	17 686 579	10 592 981	4 100 660	1 227 379	1 811 307	1 139 853	91 950 542
2016-17									
Recurrent expenditure on government schools									
Employee related expenditure									
Teachers	7 293 207	4 800 767	4 719 764	2 610 376	1 483 353	512 878	387 796	315 261	22 123 401
Other Staff (g)	1 733 972	1 170 422	1 603 480	949 159	564 626	183 753	163 209	116 282	6 484 902
Total	9 027 178	5 971 188	6 323 244	3 559 536	2 047 979	696 631	551 005	431 543	28 608 303
Other operating expenses (h)	2 629 214	1 805 305	1 326 155	770 326	565 048	183 260	107 984	218 818	7 606 110

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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	579 186	362 094	499 161	183 797	96 126	38 534	59 006	34 562	1 852 467
Total recurrent expenditure <i>excluding</i> user cost of capital	12 235 578	8 138 588	8 148 560	4 513 659	2 709 153	918 424	717 995	684 923	38 066 880
User cost of capital (i)	1 804 174	1 657 583	1 378 601	865 036	330 434	94 098	147 094	87 388	6 364 408
Total recurrent expenditure <i>including</i> user cost of capital	14 039 752	9 796 170	9 527 161	5 378 695	3 039 587	1 012 522	865 089	772 311	44 431 288
Comprising:									
In-school primary expenditure	7 495 018	5 241 201	5 164 557	3 000 615	1 746 264	528 573	438 270	421 160	24 035 657
In-school secondary expenditure	6 234 074	4 167 040	3 807 996	2 185 661	1 060 906	447 393	391 093	265 672	18 559 835
Out of school expenditure	310 660	387 930	554 608	192 419	232 416	36 557	35 727	85 479	1 835 796
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 600 651	9 560 154	5 139 303	3 786 746	1 372 742	174 428	344 767	115 310	28 094 100
Buildings, equipment and other	14 951 513	11 159 642	12 093 212	7 026 214	2 757 686	1 001 795	1 493 924	977 040	51 461 028
Total	22 552 164	20 719 796	17 232 515	10 812 960	4 130 428	1 176 223	1 838 692	1 092 350	79 555 128

2015-16**Recurrent expenditure on government schools**

Employee related expenditure

Teachers	7 299 852	4 742 973	4 506 300	2 465 458	1 465 245	496 675	390 016	306 562	21 673 082
Other Staff (g)	1 731 656	996 691	1 525 600	895 483	543 558	170 039	154 816	111 849	6 129 692
Total	9 031 509	5 739 664	6 031 900	3 360 941	2 008 803	666 714	544 832	418 411	27 802 773
Other operating expenses (h)	2 597 924	1 669 413	1 298 168	909 383	554 333	200 370	104 932	201 936	7 536 461
Depreciation	553 304	318 921	484 571	184 483	97 794	40 618	58 033	31 352	1 769 075
Total recurrent expenditure <i>excluding</i> user cost of capital	12 182 737	7 727 997	7 814 639	4 454 808	2 660 931	907 703	707 797	651 698	37 108 309
User cost of capital (i)	1 832 228	1 628 049	1 332 809	895 351	290 311	93 599	139 733	84 789	6 296 868

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 dollars)**
(\$'000) (a), (b), (c), (d), (e)

	NSW (f)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total recurrent expenditure including user cost of capital	14 014 965	9 356 046	9 147 447	5 350 159	2 951 241	1 001 302	847 529	736 487	43 405 177
Comprising:									
In-school primary expenditure	7 538 376	4 993 016	4 954 360	2 985 207	1 675 677	517 964	429 580	395 725	23 489 905
In-school secondary expenditure	6 179 600	4 022 382	3 639 221	2 145 356	1 062 613	450 505	385 344	266 833	18 151 853
Out of school expenditure	296 989	340 648	553 866	219 596	212 951	32 833	32 606	73 929	1 763 420
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 667 706	9 594 235	4 967 583	4 087 530	1 309 235	180 252	305 651	112 950	28 225 143
Buildings, equipment and other	15 235 148	10 756 388	11 692 528	7 104 365	2 319 657	989 736	1 441 010	946 913	50 485 745
Total	22 902 854	20 350 623	16 660 112	11 191 894	3 628 892	1 169 987	1 746 661	1 059 863	78 710 887

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

Employee related expenditure

Teachers	6 932 187	4 499 223	4 273 945	2 367 020	1 458 269	499 942	365 516	310 515	20 706 616
Other Staff (g)	1 673 371	962 976	1 435 548	862 492	511 251	178 096	137 430	111 165	5 872 329
Total	8 605 558	5 462 199	5 709 492	3 229 511	1 969 519	678 038	502 946	421 680	26 578 945

Other operating expenses (h)	2 573 488	1 466 948	1 267 966	792 884	499 830	192 201	107 898	206 649	7 107 865
Depreciation	563 397	329 756	480 430	264 918	97 194	44 378	58 537	32 574	1 871 184

Total recurrent expenditure excluding user cost of capital	11 742 444	7 258 903	7 457 888	4 287 312	2 566 543	914 618	669 381	660 903	35 557 994
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User cost of capital (i)	1 768 828	1 397 298	1 309 231	1 107 970	297 958	94 364	140 368	78 029	6 194 046
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Total recurrent expenditure including user cost of capital	13 511 272	8 656 201	8 767 119	5 395 283	2 864 500	1 008 982	809 749	738 932	41 752 038
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Comprising:

In-school primary expenditure	7 254 943	4 577 456	4 697 837	3 025 007	1 613 152	514 989	402 197	406 940	22 492 520
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TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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	5 956 943	3 792 472	3 476 613	2 141 829	1 045 053	462 616	367 568	266 438	17 509 531
Out of school expenditure	299 387	286 273	592 669	228 447	206 295	31 376	39 984	65 554	1 749 986
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 821 461	8 194 142	4 765 078	4 040 424	1 298 516	184 003	309 710	106 890	26 720 224
Buildings, equipment and other	14 005 156	9 272 082	11 600 309	9 809 210	2 425 957	995 544	1 444 891	868 469	50 421 619
Total	21 826 617	17 466 224	16 365 388	13 849 635	3 724 473	1 179 547	1 754 601	975 359	77 141 843
2013-14									
Recurrent expenditure on government schools									
Employee related expenditure									
Teachers	6 932 418	4 307 964	4 060 528	2 320 171	1 448 857	491 201	360 955	309 044	20 231 138
Other Staff (g)	1 504 416	948 535	1 358 116	872 968	519 995	162 329	135 303	110 988	5 612 648
Total	8 436 834	5 256 499	5 418 643	3 193 139	1 968 850	653 531	496 259	420 031	25 843 786
Other operating expenses (h)	2 394 144	1 383 014	1 224 259	745 260	564 336	189 063	114 186	194 989	6 809 250
Depreciation	561 703	314 988	446 227	259 502	94 633	44 666	64 136	32 547	1 818 403
Total recurrent expenditure <i>excluding</i> user cost of capital	11 392 681	6 954 502	7 089 129	4 197 901	2 627 819	887 260	674 581	647 567	34 471 438
User cost of capital (i)	1 733 890	1 235 399	1 313 629	1 048 349	287 401	106 637	142 581	80 196	5 948 082
Total recurrent expenditure <i>including</i> user cost of capital	13 126 571	8 189 900	8 402 759	5 246 250	2 915 220	993 896	817 160	727 762	40 419 519
Comprising:									
In-school primary expenditure	7 054 743	4 269 106	4 689 084	3 027 850	1 632 066	502 314	406 790	395 868	21 977 821
In-school secondary expenditure	5 733 689	3 641 348	3 106 058	2 001 564	1 062 479	459 144	368 918	271 525	16 644 726
Out of school expenditure	338 138	279 446	607 617	216 836	220 676	32 438	41 453	60 370	1 796 974
Total assets (WDV) — government schools (in-school plus out of school)									
Land	7 263 253	7 442 422	4 894 317	3 501 013	1 297 992	400 263	314 422	76 498	25 190 180

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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	14 410 376	8 000 066	11 526 053	9 603 348	2 294 517	932 696	1 467 828	925 945	49 160 828
Total	21 673 629	15 442 488	16 420 369	13 104 361	3 592 509	1 332 959	1 782 250	1 002 443	74 351 008

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

Employee related expenditure	8 046 637	5 180 492	5 287 624	3 094 017	1 889 857	618 034	473 087	450 482	25 040 230
Other operating expenses (h)	1 977 736	1 409 344	1 303 379	747 932	582 322	224 814	106 338	216 928	6 568 795
Depreciation	557 068	306 961	453 281	220 358	99 247	41 941	69 755	31 597	1 780 209
User cost of capital (i)	1 791 740	1 212 479	1 341 195	973 543	318 096	104 297	160 951	80 111	5 982 410
Total recurrent expenditure including user cost of capital	12 373 181	8 109 276	8 385 480	5 035 849	2 889 524	989 085	810 130	779 133	39 371 658
Comprising:									
In-school primary expenditure	6 623 454	4 157 176	4 670 724	2 922 865	1 604 620	498 453	392 650	417 779	21 287 720
In-school secondary expenditure	5 363 458	3 634 362	3 120 052	1 891 575	1 053 696	458 428	368 337	296 224	16 186 131
Out of school expenditure	386 269	317 738	594 704	221 409	231 209	32 204	49 144	65 130	1 897 808

2011-12**Recurrent expenditure on government schools**

Employee related expenditure	8 332 985	5 203 166	5 205 029	2 962 687	1 914 219	602 091	467 247	437 440	25 124 865
Other operating expenses (h)	1 966 176	1 457 911	1 335 668	739 563	597 788	247 925	107 061	204 131	6 656 222
Depreciation	443 953	277 264	443 305	237 319	101 764	39 928	58 757	30 307	1 632 596
User cost of capital (i)	1 958 741	1 181 302	1 351 720	951 081	321 443	110 906	157 408	82 387	6 114 990
Total recurrent expenditure including user cost of capital	12 701 856	8 119 643	8 335 722	4 890 650	2 935 215	1 000 850	790 474	754 266	39 528 673
Comprising:									
In-school primary expenditure	6 695 495	4 059 603	4 606 517	2 799 539	1 637 778	493 973	378 964	403 857	21 075 725

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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	5 595 150	3 656 358	3 195 729	1 847 206	1 078 244	471 490	363 546	286 582	16 494 306
Out of school expenditure	411 211	403 683	533 476	243 905	219 192	35 387	47 964	63 825	1 958 642
2010-11									
Recurrent expenditure on government schools									
Employee related expenditure	7 956 446	5 092 904	5 032 551	2 928 591	1 793 432	622 789	440 032	424 491	24 291 236
Other operating expenses (h)	1 995 872	1 529 346	1 361 285	777 691	683 055	246 750	116 818	214 838	6 925 650
Depreciation	417 568	246 504	400 901	207 066	84 322	26 313	49 676	27 006	1 459 356
User cost of capital (i)	1 629 134	1 242 938	1 329 914	956 417	325 673	92 589	160 074	72 910	5 809 648
Total recurrent expenditure including user cost of capital	11 999 018	8 111 692	8 124 651	4 869 765	2 886 481	988 441	766 599	739 244	38 485 890
Comprising:									
In-school primary expenditure	6 314 047	4 006 835	4 553 951	2 808 678	1 623 104	486 299	371 135	388 391	20 552 438
In-school secondary expenditure	5 317 679	3 690 304	3 116 007	1 798 706	1 063 957	465 288	347 442	276 660	16 076 043
Out of school expenditure	367 293	414 554	454 692	262 380	199 420	36 854	48 022	74 193	1 857 409
2009-10									
Recurrent expenditure on government schools									
Employee related expenditure	8 066 658	5 118 439	4 857 228	2 874 127	1 801 799	617 661	438 297	421 999	24 196 207
Other operating expenses (h)	2 208 057	1 614 977	1 326 386	852 623	546 395	232 714	102 937	198 169	7 082 256
Depreciation	375 223	243 626	383 190	227 456	75 138	28 868	48 255	24 365	1 406 121
User cost of capital (i)	1 489 395	1 168 312	1 449 605	906 058	256 029	91 273	130 689	62 843	5 554 203
Total recurrent expenditure including user cost of capital	12 139 332	8 145 353	8 016 408	4 860 264	2 679 360	970 515	720 178	707 376	38 238 786
Comprising:									
In-school primary expenditure	6 289 285	4 008 080	4 530 116	2 673 460	1 473 234	484 082	342 966	369 761	20 170 984

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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	5 418 500	3 718 491	3 044 286	1 922 789	1 010 111	448 800	333 631	261 587	16 158 195
Out of school expenditure	431 547	418 783	442 006	264 015	196 015	37 633	43 581	76 028	1 909 607
2008-09									
Recurrent expenditure on government schools									
Employee related expenditure	8 138 803	5 078 151	4 743 168	2 781 227	1 765 386	644 531	444 674	417 849	24 013 789
Other operating expenses (h)	1 915 615	1 592 252	1 255 892	809 084	474 742	186 408	99 185	201 013	6 534 191
Depreciation	387 273	259 876	309 994	214 259	77 235	34 479	46 115	23 264	1 352 495
User cost of capital (i)	1 351 413	1 110 587	1 433 064	967 330	246 257	77 990	130 048	59 839	5 376 528
Total recurrent expenditure including user cost of capital	11 793 106	8 040 866	7 742 119	4 771 900	2 563 619	943 407	720 022	701 965	37 277 003
Comprising:									
In-school primary expenditure	6 027 336	3 952 742	4 401 857	2 577 320	1 401 745	462 096	343 831	358 692	19 525 619
In-school secondary expenditure	5 354 053	3 670 108	2 904 506	1 956 753	973 414	435 819	337 485	273 178	15 905 316
Out of school expenditure	411 716	418 015	435 757	237 826	188 461	45 491	38 707	70 095	1 846 068

(a) Time series financial data are adjusted to 2017-18 dollars using the GGFCF chain price deflator (2017-18 = 100) (table 2A.49). See section 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.
- Depreciation costs align with Education Council treatment.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2017-18 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>
(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).

Efficiency

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2017-18 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 payments for school education services (excluding capital grants)									
2017-18	2 867	2 656	2 980	2 390	2 716	3 329	2 269	7 824	2 837
2016-17	2 651	2 570	2 829	2 250	2 601	3 215	2 191	7 591	2 687
2015-16	2 337	2 413	2 511	2 148	2 482	3 019	2 131	6 464	2 443
2014-15	2 223	2 282	2 311	2 050	2 391	2 931	2 150	6 502	2 316
2013-14	2 126	2 099	2 115	2 032	2 326	2 496	2 046	4 929	2 163
2012-13	2 105	1 961	1 935	1 909	2 186	2 309	1 866	4 138	2 046
2011-12	2 196	2 045	2 000	2 026	2 256	2 447	1 984	4 580	2 138
2010-11	1 963	1 790	1 788	1 795	2 021	2 075	1 786	4 245	1 901
2009-10	1 874	1 733	1 638	1 741	1 926	1 974	1 713	4 181	1 810
2008-09	1 836	1 814	1 721	1 797	1 896	1 861	1 863	3 154	1 825
State and Territory government recurrent expenditure									
2017-18	16 098	14 282	15 091	17 016	15 343	15 302	19 029	18 472	15 551
2016-17	15 216	13 823	14 864	17 405	15 107	14 721	18 891	18 249	15 124
2015-16	15 717	13 623	14 764	17 725	14 918	14 720	19 336	18 796	15 250
2014-15	15 374	12 882	14 500	18 441	14 729	14 907	19 159	18 815	14 976
2013-14	15 157	12 530	14 237	18 416	15 140	15 076	20 136	19 768	14 823
2012-13	14 353	12 768	14 665	18 257	15 112	15 014	20 638	22 324	14 730
2011-12	14 811	12 888	14 799	18 241	15 405	14 786	20 520	21 159	14 923
2010-11	14 168	13 226	14 795	18 859	15 380	14 827	20 391	21 129	14 848
2009-10	14 544	13 380	14 808	19 014	14 243	14 592	19 215	20 331	14 906
2008-09	14 183	13 144	14 265	18 711	13 600	14 157	19 202	21 081	14 538

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2017-18 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									
2017-18	18 965	16 939	18 071	19 406	18 059	18 632	21 299	26 296	18 387
2016-17	17 866	16 393	17 693	19 655	17 708	17 936	21 082	25 840	17 811
2015-16	18 054	16 035	17 275	19 873	17 401	17 739	21 467	25 260	17 693
2014-15	17 597	15 164	16 811	20 491	17 120	17 838	21 308	25 316	17 292
2013-14	17 283	14 629	16 352	20 448	17 467	17 572	22 181	24 697	16 986
2012-13	16 458	14 729	16 600	20 165	17 298	17 323	22 505	26 462	16 776
2011-12	17 007	14 933	16 799	20 267	17 662	17 233	22 503	25 739	17 061
2010-11	16 131	15 016	16 583	20 655	17 402	16 902	22 177	25 374	16 749
2009-10	16 418	15 113	16 446	20 755	16 169	16 566	20 929	24 513	16 716
2008-09	16 019	14 958	15 986	20 508	15 496	16 017	21 065	24 234	16 362
Non-government schools (excluding user cost of capital)									
Australian Government payments for school education services (excluding capital grants)									
2017-18	8 272	8 407	8 705	8 315	8 472	9 874	7 607	14 319	8 479
2016-17	7 728	8 512	8 401	7 907	8 364	9 270	6 957	12 130	8 182
2015-16	7 642	7 746	7 950	7 678	7 922	8 743	6 863	13 117	7 807
2014-15	7 477	7 554	7 755	7 518	7 712	8 450	6 691	11 916	7 615
2013-14	7 187	7 094	7 381	7 078	7 557	7 799	6 350	11 290	7 247
2012-13	6 822	6 816	6 989	6 696	7 239	7 338	5 731	8 639	6 874
2011-12	6 657	6 767	6 866	6 626	7 241	7 277	5 979	8 810	6 784
2010-11	6 469	6 484	6 665	6 413	6 873	7 038	5 782	8 997	6 554
2009-10	6 225	6 313	6 376	6 265	6 452	6 796	5 573	9 002	6 319
2008-09	5 875	5 759	6 013	6 055	6 117	6 241	5 189	8 499	5 923

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2017-18 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									
2017-18	2 870	2 061	3 053	3 385	2 158	3 040	2 442	5 709	2 714
2016-17	2 801	2 038	2 752	3 389	2 102	2 809	2 383	7 160	2 632
2015-16	2 725	1 973	2 816	3 358	2 045	2 610	2 288	6 214	2 585
2014-15	2 682	2 046	2 854	3 435	2 020	2 503	2 257	6 114	2 600
2013-14	2 558	2 044	2 905	3 363	1 935	2 579	2 227	5 737	2 553
2012-13	2 531	2 075	2 701	3 402	1 927	2 484	2 123	6 261	2 515
2011-12	2 511	1 966	2 627	3 517	1 904	2 485	2 026	5 265	2 464
2010-11	2 497	1 931	2 769	3 390	1 899	2 528	2 044	7 077	2 481
2009-10	2 506	1 786	2 544	2 889	1 825	2 365	2 175	3 741	2 315
2008-09	2 570	1 860	2 608	2 785	1 824	2 375	2 115	3 749	2 355
Australian, State and Territory government recurrent expenditure									
2017-18	11 142	10 469	11 758	11 700	10 630	12 913	10 049	20 028	11 193
2016-17	10 529	10 551	11 153	11 295	10 467	12 078	9 340	19 290	10 814
2015-16	10 367	9 720	10 766	11 036	9 966	11 353	9 151	19 331	10 393
2014-15	10 160	9 600	10 610	10 953	9 731	10 954	8 949	18 030	10 215
2013-14	9 745	9 138	10 286	10 440	9 492	10 378	8 577	17 026	9 800
2012-13	9 353	8 891	9 690	10 099	9 167	9 822	7 854	14 900	9 389
2011-12	9 168	8 734	9 494	10 143	9 144	9 761	8 005	14 075	9 248
2010-11	8 966	8 415	9 434	9 803	8 772	9 565	7 826	16 074	9 036
2009-10	8 731	8 099	8 919	9 153	8 278	9 161	7 748	12 743	8 635
2008-09	8 445	7 619	8 621	8 840	7 941	8 616	7 304	12 248	8 278

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2017-18 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 payments for school education services (excluding capital grants)									
2017-18	4 733	4 748	4 856	4 344	4 736	5 293	4 372	9 573	4 778
2016-17	4 407	4 746	4 664	4 137	4 634	5 035	4 100	8 845	4 587
2015-16	4 175	4 378	4 314	4 015	4 428	4 735	4 067	8 364	4 310
2014-15	4 043	4 235	4 122	3 906	4 316	4 579	4 048	8 028	4 167
2013-14	3 877	3 954	3 867	3 750	4 221	4 075	3 870	6 675	3 940
2012-13	3 729	3 763	3 618	3 553	4 010	3 789	3 514	5 344	3 731
2011-12	3 720	3 792	3 618	3 624	4 051	3 846	3 698	5 686	3 755
2010-11	3 490	3 515	3 400	3 405	3 759	3 503	3 504	5 482	3 511
2009-10	3 343	3 403	3 186	3 304	3 538	3 354	3 364	5 434	3 359
2008-09	3 199	3 243	3 104	3 251	3 387	3 105	3 281	4 521	3 223
State and Territory government recurrent expenditure									
2017-18	11 530	9 837	11 146	12 521	10 717	11 623	12 496	15 036	11 135
2016-17	10 922	9 507	10 875	12 731	10 519	11 140	12 278	15 186	10 804
2015-16	11 215	9 330	10 802	12 876	10 314	11 090	12 360	15 203	10 843
2014-15	10 976	8 867	10 626	13 349	10 132	11 202	12 094	15 233	10 653
2013-14	10 798	8 635	10 466	13 289	10 358	11 354	12 546	15 916	10 535
2012-13	10 282	8 800	10 681	13 155	10 353	11 328	12 746	18 019	10 467
2011-12	10 609	8 848	10 753	13 126	10 544	11 222	12 587	17 000	10 588
2010-11	10 213	9 074	10 821	13 469	10 551	11 288	12 507	17 472	10 569
2009-10	10 480	9 151	10 802	13 442	9 820	11 093	11 928	16 019	10 580
2008-09	10 265	9 056	10 509	13 270	9 442	10 809	11 920	16 646	10 380

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2017-18 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									
2017-18	16 264	14 585	16 002	16 865	15 453	16 916	16 868	24 608	15 912
2016-17	15 328	14 254	15 539	16 867	15 153	16 175	16 378	24 030	15 391
2015-16	15 390	13 708	15 117	16 890	14 742	15 824	16 427	23 567	15 153
2014-15	15 020	13 103	14 748	17 254	14 447	15 782	16 142	23 262	14 820
2013-14	14 675	12 590	14 333	17 039	14 579	15 429	16 416	22 591	14 475
2012-13	14 012	12 562	14 299	16 708	14 363	15 116	16 260	23 363	14 198
2011-12	14 329	12 639	14 371	16 750	14 595	15 068	16 286	22 687	14 343
2010-11	13 703	12 589	14 221	16 873	14 310	14 791	16 011	22 954	14 080
2009-10	13 822	12 555	13 988	16 746	13 358	14 447	15 292	21 453	13 939
2008-09	13 463	12 299	13 613	16 521	12 828	13 914	15 200	21 168	13 604

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

(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 2017-18 dollars using the GGFCE chain price deflator (2017-18 = 100) (table 2A.49). See section 2 for more information.

Source: Education Council NSSC (unpublished); ABS 2019, *Schools, Australia, 2018*, 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, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (e)</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>
2017-18									
In-school primary									
Employee related expenditure									
Teachers	8 183	7 516	8 347	8 554	8 457	8 926	8 743	9 963	8 166
Other Staff (c)	1 848	1 743	2 313	2 856	2 777	2 774	3 188	2 064	2 145
Total	10 030	9 259	10 660	11 410	11 233	11 700	11 931	12 026	10 311
Other operating expenses (d)	2 799	2 014	1 932	2 496	2 431	2 974	2 258	5 872	2 398
Depreciation	612	543	765	515	616	561	1 296	1 300	636
User cost of capital (e)	2 906	3 027	2 561	2 719	1 882	1 406	2 894	2 986	2 735
Total	16 347	14 843	15 918	17 139	16 163	16 641	18 379	22 184	16 081
In-school secondary									
Employee related expenditure									
Teachers	11 845	8 932	10 096	10 637	9 498	9 931	10 845	11 468	10 407
Other Staff (c)	2 291	2 325	2 547	3 496	2 302	2 911	3 954	2 576	2 533
Total	14 136	11 257	12 643	14 132	11 800	12 842	14 798	14 044	12 939
Other operating expenses (d)	3 608	3 122	2 639	2 823	3 239	3 846	2 801	7 104	3 200
Depreciation	850	656	1 116	658	795	913	1 817	1 369	861
User cost of capital (e)	3 410	3 412	2 611	3 409	1 815	2 180	4 059	3 143	3 115
Total	22 005	18 448	19 009	21 023	17 649	19 781	23 476	25 660	20 115
Out of school									
Employee related expenditure —									
Other staff (c)	239	259	585	534	836	568	647	1 742	424
Other operating expenses (d)	163	406	362	157	495	123	149	1 139	297
Depreciation	33	16	10	57	7	9	20	8	24
User cost of capital (e)	15	21	5	67	35	12	45	—	22
Total	449	703	961	814	1 373	713	861	2 889	766

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i> (e)	<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									
Teachers	9 587	8 063	9 021	9 333	8 824	9 335	9 592	10 492	9 022
Other Staff (c)	2 257	2 227	2 988	3 629	3 445	3 398	4 144	3 986	2 717
Total	11 844	10 290	12 009	12 962	12 269	12 733	13 736	14 478	11 739
Other operating expenses (d)	3 272	2 848	2 566	2 775	3 211	3 452	2 627	7 444	3 001
Depreciation	736	603	910	626	687	714	1 527	1 333	746
Total recurrent expenditure <i>excluding</i> user cost of capital	15 852	13 742	15 485	16 362	16 167	16 898	17 889	23 255	15 486
User cost of capital (e)	3 114	3 197	2 586	3 043	1 893	1 733	3 409	3 041	2 902
Total recurrent expenditure including user cost of capital	18 965	16 939	18 071	19 406	18 059	18 632	21 299	26 296	18 387
2016-17									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 281	8 034	8 765	9 539	8 642	9 085	9 450	10 548	8 869
Other Staff (c)	2 207	1 959	2 978	3 468	3 289	3 255	3 977	3 891	2 600
Total	11 488	9 992	11 743	13 007	11 931	12 340	13 428	14 438	11 468
Other operating expenses (d)	3 346	3 021	2 463	2 815	3 292	3 246	2 632	7 321	3 049
Depreciation	737	606	927	672	560	683	1 438	1 156	743
Total recurrent expenditure <i>excluding</i> user cost of capital	15 570	13 619	15 133	16 494	15 783	16 269	17 497	22 916	15 260
User cost of capital (e)	2 296	2 774	2 560	3 161	1 925	1 667	3 585	2 924	2 551
Total recurrent expenditure including user cost of capital	17 866	16 393	17 693	19 655	17 708	17 936	21 082	25 840	17 811

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (e)</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>
Comprising:									
In-school primary expenditure	15 553	14 360	15 575	17 513	15 849	15 881	18 068	21 709	15 639
In-school secondary expenditure	20 513	17 914	18 406	21 361	17 259	19 309	23 309	25 330	19 381
Out of school expenditure	395	649	1 030	703	1 354	648	871	2 860	736
2015-16									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 404	8 129	8 510	9 158	8 639	8 799	9 879	10 515	8 835
Other Staff (f)	2 231	1 708	2 881	3 326	3 205	3 012	3 921	3 836	2 499
Total	11 634	9 837	11 391	12 484	11 844	11 811	13 800	14 351	11 333
Other operating expenses (g)	3 347	2 861	2 452	3 378	3 268	3 550	2 658	6 926	3 072
Depreciation	713	547	915	685	577	720	1 470	1 075	721
Total recurrent expenditure <i>excluding</i> user cost of capital	15 694	13 245	14 758	16 547	15 689	16 081	17 928	22 352	15 127
User cost of capital (h)	2 360	2 790	2 517	3 326	1 712	1 658	3 539	2 908	2 567
Total recurrent expenditure including user cost of capital	18 054	16 035	17 275	19 873	17 401	17 739	21 467	25 260	17 693
Comprising:									
In-school primary expenditure	15 956	14 098	15 232	17 769	15 502	15 798	18 611	20 928	15 631
In-school secondary expenditure	20 339	17 543	17 817	21 195	17 276	19 040	23 498	26 039	19 099
Out of school expenditure	383	584	1 046	816	1 256	582	826	2 536	719
2014-15									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 028	7 882	8 195	8 990	8 716	8 838	9 619	10 638	8 576
Other Staff (c)	2 179	1 687	2 753	3 276	3 056	3 149	3 616	3 809	2 432

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (e)</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	11 208	9 569	10 948	12 266	11 771	11 987	13 235	14 447	11 008
Other operating expenses (d)	3 352	2 570	2 431	3 011	2 987	3 398	2 839	7 080	2 944
Depreciation	734	578	921	1 006	581	785	1 540	1 116	775
Total recurrent expenditure <i>excluding</i> user cost of capital	15 293	12 716	14 300	16 283	15 340	16 169	17 615	22 643	14 726
User cost of capital (e)	2 304	2 448	2 510	4 208	1 781	1 668	3 694	2 673	2 565
Total recurrent expenditure including user cost of capital	17 597	15 164	16 811	20 491	17 120	17 838	21 308	25 316	17 292
Comprising:									
In-school primary expenditure	15 670	13 295	14 218	17 473	15 204	15 868	18 331	21 647	15 094
In-school secondary expenditure	19 540	16 740	18 193	23 752	17 072	19 188	22 887	25 645	18 940
Out of school expenditure	390	501	1 136	868	1 233	555	1 052	2 246	725
2013-14									
All schools (in-school plus out of school)									
Employee related expenditure									
Teachers	9 127	7 695	7 902	9 043	8 681	8 684	9 798	10 488	8 502
Other Staff (c)	1 981	1 694	2 643	3 402	3 116	2 870	3 673	3 766	2 359
Total	11 108	9 390	10 545	12 446	11 796	11 554	13 471	14 254	10 861
Other operating expenses (d)	3 152	2 470	2 382	2 905	3 381	3 343	3 100	6 617	2 862
Depreciation	740	563	868	1 011	567	790	1 741	1 104	764
Total recurrent expenditure <i>excluding</i> user cost of capital	15 000	12 423	13 795	16 362	15 745	15 686	18 311	21 976	14 486
User cost of capital (e)	2 283	2 207	2 556	4 086	1 722	1 885	3 870	2 722	2 500
Total recurrent expenditure including user cost of capital	17 283	14 629	16 352	20 448	17 467	17 572	22 181	24 697	16 986
Comprising:									

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i> (e)	<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 primary expenditure	15 558	12 743	13 990	17 021	15 443	15 659	19 377	20 949	14 858
In-school secondary expenditure	18 733	16 197	17 382	25 439	17 355	18 753	23 281	25 687	18 486
Out of school expenditure	445	499	1 182	845	1 322	573	1 125	2 049	755
2012-13									
All schools (in-school plus out of school)									
Employee related expenditure	10 704	9 410	10 468	12 390	11 314	10 825	13 142	15 300	10 670
Other operating expenses (d)	2 631	2 560	2 580	2 995	3 486	3 937	2 954	7 368	2 799
Depreciation	741	558	897	882	594	735	1 938	1 073	759
User cost of capital (e)	2 383	2 202	2 655	3 898	1 904	1 827	4 471	2 721	2 549
Total recurrent expenditure including user cost of capital	16 458	14 729	16 600	20 165	17 298	17 323	22 505	26 462	16 776
Comprising:									
In-school primary expenditure	14 896	12 743	14 253	16 931	15 202	15 656	19 362	22 197	14 704
In-school secondary expenditure	17 463	16 203	17 584	24 536	17 135	18 150	23 433	27 888	18 004
Out of school expenditure	514	577	1 177	887	1 385	564	1 365	2 213	809
2011-12									
All schools (in-school plus out of school)									
Employee related expenditure	11 157	9 569	10 490	12 277	11 518	10 367	13 301	14 927	10 844
Other operating expenses (d)	2 632	2 681	2 692	3 065	3 597	4 269	3 049	6 966	2 873
Depreciation	594	510	893	983	612	687	1 673	1 034	705
User cost of capital (e)	2 623	2 172	2 724	3 941	1 934	1 910	4 483	2 811	2 639
Total recurrent expenditure including user cost of capital	17 007	14 933	16 799	20 267	17 662	17 233	22 503	25 739	17 061
Comprising:									
In-school primary expenditure	15 281	12 728	14 382	16 850	15 688	15 391	19 366	21 626	14 860

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (e)</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	18 122	16 265	18 167	24 577	17 451	18 146	23 366	26 959	18 356
Out of school expenditure	551	742	1 076	1 011	1 319	609	1 365	2 178	845
2010-11									
All schools (in-school plus out of school)									
Employee related expenditure	10 696	9 428	10 272	12 422	10 812	10 650	12 730	14 570	10 572
Other operating expenses (d)	2 683	2 831	2 779	3 299	4 118	4 219	3 381	7 374	3 014
Depreciation	561	456	818	878	508	450	1 438	927	635
User cost of capital (e)	2 190	2 301	2 715	4 057	1 963	1 583	4 633	2 503	2 528
Total recurrent expenditure including user cost of capital	16 131	15 016	16 583	20 655	17 402	16 902	22 177	25 374	16 749
Comprising:									
In-school primary expenditure	14 552	12 750	14 486	17 396	15 653	15 007	19 489	20 971	14 705
In-school secondary expenditure	17 157	16 332	17 749	24 205	17 109	17 845	22 380	26 069	17 859
Out of school expenditure	493	767	928	1 113	1 202	630	1 389	2 547	808
2009-10									
All schools (in-school plus out of school)									
Employee related expenditure	10 910	9 497	9 965	12 273	10 873	10 543	12 737	14 623	10 577
Other operating expenses (d)	2 986	2 996	2 721	3 641	3 297	3 972	2 991	6 867	3 096
Depreciation	507	452	786	971	453	493	1 402	844	615
User cost of capital (e)	2 014	2 168	2 974	3 869	1 545	1 558	3 798	2 178	2 428
Total recurrent expenditure including user cost of capital	16 418	15 113	16 446	20 755	16 169	16 566	20 929	24 513	16 716
Comprising:									
In-school primary expenditure	14 577	12 827	14 524	17 120	14 191	14 798	18 162	20 170	14 556
In-school secondary expenditure	17 595	16 419	17 343	24 646	16 321	17 347	21 487	24 854	17 918

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2017-18 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (e)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Out of school expenditure	584	777	907	1 127	1 183	642	1 266	2 635	835
2008-09									
All schools (in-school plus out of school)									
Employee related expenditure	11 055	9 447	9 794	11 953	10 671	10 943	13 010	14 426	10 540
Other operating expenses (d)	2 602	2 962	2 593	3 477	2 870	3 165	2 902	6 940	2 868
Depreciation	526	483	640	921	467	585	1 349	803	594
User cost of capital (e)	1 836	2 066	2 959	4 157	1 489	1 324	3 805	2 066	2 360
Total recurrent expenditure including user cost of capital	16 019	14 958	15 986	20 508	15 496	16 017	21 065	24 234	16 362
Comprising:									
In-school primary expenditure	14 003	12 682	14 175	17 006	13 401	13 917	18 388	19 569	14 159
In-school secondary expenditure	17 510	16 249	16 715	24 117	16 002	16 961	21 798	25 683	17 688
Out of school expenditure	559	778	900	1 022	1 139	772	1 132	2 420	810

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (a) This table integrates information from tables 4A.3 and 4A.13. See table 4A.13 for detailed footnotes on government recurrent expenditure.
- (b) Time series financial data are adjusted to 2017-18 dollars using the GGFCE chain price deflator (2017-18 = 100) (table 2A.49). See section 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, 2018 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (b)									
Primary schools	15.4	14.6	14.2	15.7	14.5	14.8	14.9	12.6	14.8
Secondary schools	12.3	12.1	12.2	12.6	12.7	12.9	12.3	12.1	12.3
All schools	14.1	13.5	13.4	14.4	13.8	13.9	13.7	12.4	13.8
Non-teaching school staff (c), (d)									
Primary schools	44.5	37.4	31.1	24.7	27.1	28.6	41.4	19.8	34.2
Secondary schools	38.0	30.9	29.2	22.8	30.5	27.0	33.5	21.4	30.9
All schools	41.8	34.6	30.4	24.0	28.2	28.0	37.8	20.3	32.9
All school staff (e)									
Primary schools	11.4	10.5	9.8	9.6	9.4	9.7	11.0	7.7	10.3
Secondary schools	9.3	8.7	8.6	8.1	9.0	8.7	9.0	7.7	8.8
All schools	10.5	9.7	9.3	9.0	9.3	9.3	10.1	7.7	9.7
Non-government schools									
Teaching staff (b)									
Primary schools	15.5	13.9	15.9	14.9	16.5	14.9	16.3	14.6	15.1
Secondary schools	11.3	10.9	12.0	11.6	10.8	11.0	11.9	10.5	11.3
All schools	13.0	12.2	13.7	13.0	13.5	12.6	13.8	12.2	12.9
Non-teaching school staff (c), (d)									
Primary schools	39.7	33.9	25.2	21.9	34.6	23.5	47.9	15.3	31.2
Secondary schools	28.5	23.0	21.1	23.5	22.7	21.6	26.5	13.8	24.0
All schools	33.1	27.3	23.0	22.7	28.5	22.5	34.4	14.5	27.1
All school staff (e)									
Primary schools	11.1	9.9	9.8	8.9	11.2	9.1	12.1	7.5	10.2
Secondary schools	8.1	7.4	7.6	7.8	7.3	7.3	8.2	6.0	7.7
All schools	9.4	8.4	8.6	8.3	9.2	8.1	9.9	6.6	8.8

Table 4A.16 **Students-to-staff ratios, 2018 (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 schools									
Teaching staff (b)									
Primary schools	15.4	14.3	14.7	15.5	15.1	14.8	15.3	13.0	14.9
Secondary schools	11.9	11.6	12.1	12.2	11.9	12.2	12.1	11.5	11.9
All schools	13.7	13.0	13.5	13.9	13.7	13.5	13.7	12.3	13.5
Non-teaching school staff (c), (d)									
Primary schools	42.9	36.2	29.2	23.9	29.2	27.1	43.5	18.5	33.2
Secondary schools	33.3	26.9	25.4	23.1	26.7	24.6	29.9	17.9	27.6
All schools	38.3	31.5	27.4	23.5	28.2	26.0	36.3	18.3	30.6
All school staff (e)									
Primary schools	11.3	10.3	9.8	9.4	10.0	9.6	11.3	7.6	10.3
Secondary schools	8.7	8.1	8.2	8.0	8.2	8.1	8.6	7.0	8.3
All schools	10.1	9.2	9.0	8.7	9.2	8.9	10.0	7.4	9.3

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

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

(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).

(d) The ratio of 'students to non-teaching school staff' is derived as the number of FTE students divided by the number of FTE non-teaching staff. These data need 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)
- 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)

Table 4A.16 **Students-to-staff ratios, 2018 (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>
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- the extent to which technology is applied to teaching, learning and school administration
- the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching
- the degree to which schools contract out services.

(e) All school staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).

Source: ABS 2019, *Schools, Australia, 2018*, 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									
2018	15.4	14.6	14.2	15.7	14.5	14.8	14.9	12.6	14.8
2017	15.8	14.8	14.4	15.6	14.6	14.8	15.6	12.3	15.0
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
Non-government schools									
2018	15.5	13.9	15.9	14.9	16.5	14.9	16.3	14.6	15.1
2017	15.8	14.1	16.0	15.1	15.9	15.1	16.0	14.6	15.3
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
All schools									
2018	15.4	14.3	14.7	15.5	15.1	14.8	15.3	13.0	14.9
2017	15.8	14.6	14.9	15.4	15.0	14.9	15.7	12.7	15.1

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>
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
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
Secondary schools									
Government schools									
2018	12.3	12.1	12.2	12.6	12.7	12.9	12.3	12.1	12.3
2017	12.4	12.3	12.4	12.4	12.9	13.1	12.3	12.4	12.4
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
Non-government schools									
2018	11.3	10.9	12.0	11.6	10.8	11.0	11.9	10.5	11.3
2017	11.4	11.0	12.1	11.8	11.2	11.2	12.0	10.5	11.4
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

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>
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
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
All schools									
2018	11.9	11.6	12.1	12.2	11.9	12.2	12.1	11.5	11.9
2017	11.9	11.7	12.3	12.1	12.2	12.3	12.2	11.6	12.0
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
All schools									
Government schools									
2018	14.1	13.5	13.4	14.4	13.8	13.9	13.7	12.4	13.8
2017	14.2	13.7	13.6	14.2	14.0	14.1	14.1	12.3	13.9
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

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>
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
Non-government schools									
2018	13.0	12.2	13.7	13.0	13.5	12.6	13.8	12.2	12.9
2017	13.2	12.3	13.8	13.2	13.5	12.8	13.8	12.2	13.1
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
All schools									
2018	13.7	13.0	13.5	13.9	13.7	13.5	13.7	12.3	13.5
2017	13.9	13.2	13.6	13.8	13.8	13.7	13.9	12.3	13.6
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

(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 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra.

Attendance

TABLE 4A.18

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

	<i>NSW</i> (b)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i>
All students									
Years 1–6									
2019	92.8	92.5	91.8	91.8	91.7	91.9	91.6	81.1	92.1
2018	93.3	93.2	92.2	92.7	91.9	92.6	92.0	82.3	92.7
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
Years 7–10									
2019	88.2	90.1	88.4	87.0	88.7	86.5	87.3	74.0	88.4
2018	88.7	90.9	88.7	87.7	89.1	87.0	87.9	73.8	88.9
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
Years 1–10									
2019	91.1	91.5	90.6	90.2	90.4	90.0	90.1	78.9	90.7
2018	91.6	92.2	91.0	91.1	90.8	90.6	90.6	79.6	91.3
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
By year level, 2019									
Year 6	92.1	92.2	91.5	91.8	91.2	91.5	91.0	81.2	91.7
Year 7	91.2	92.1	90.6	89.8	90.5	89.6	90.0	77.3	90.9
Year 8	88.6	89.9	88.5	87.3	89.3	86.7	87.8	74.1	88.6
Year 9	87.2	89.0	87.0	85.3	87.4	85.2	85.7	71.6	87.2
Year 10	85.5	89.2	87.2	85.0	87.3	84.0	85.6	72.6	86.7

TABLE 4A.18

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

	<i>NSW</i> (b)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Years 1–6									
2019	88.5	87.8	85.0	79.8	81.6	89.3	84.4	68.0	84.3
2018	89.0	88.8	86.0	81.1	82.4	90.2	85.3	69.6	85.2
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
2015	90.3	89.4	86.7	81.6	83.2	91.3	88.1	73.4	86.1
Years 7–10									
2019	77.5	81.1	78.9	66.4	74.4	80.9	76.3	57.1	75.3
2018	78.3	82.2	79.6	66.7	75.5	81.7	76.0	57.1	76.0
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
Years 1–10									
2019	84.2	85.1	82.9	75.1	78.8	86.3	81.4	64.5	81.1
2018	84.9	86.2	83.9	76.1	79.7	87.2	82.0	65.6	81.9
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
By year level, 2019									
Year 6	87.5	86.4	84.9	80.6	80.1	89.3	83.0	68.9	83.9
Year 7	83.7	84.5	82.9	74.2	79.9	84.4	81.3	64.0	80.7
Year 8	78.6	80.1	78.9	67.8	75.0	81.8	73.7	56.7	75.8
Year 9	75.5	78.9	76.4	62.0	71.2	79.3	74.1	53.5	72.7
Year 10	71.2	80.6	76.4	58.9	70.6	76.9	75.3	52.2	70.9

TABLE 4A.18

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

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students									
Years 1–6									
2019	93.1	92.6	92.6	92.9	92.3	92.3	91.9	91.4	92.7
2018	93.6	93.3	92.9	93.8	92.6	92.9	92.3	92.7	93.3
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
Years 7–10									
2019	89.2	90.3	89.5	89.0	89.7	87.2	87.8	87.9	89.5
2018	89.7	91.1	89.7	89.8	90.0	87.6	88.4	88.4	90.0
2017	90.7	91.4	90.6	90.0	90.1	88.2	89.4	88.6	90.6
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
Years 1–10									
2019	91.7	91.6	91.5	91.6	91.3	90.5	90.5	90.2	91.5
2018	92.2	92.4	91.8	92.5	91.5	91.1	90.9	91.3	92.1
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
By year level, 2019									
Year 6	92.5	92.3	92.3	92.8	92.0	91.8	91.4	91.1	92.4
Year 7	91.9	92.3	91.6	91.4	91.3	90.2	90.4	89.8	91.8
Year 8	89.5	90.2	89.6	89.4	90.4	87.4	88.4	88.5	89.7
Year 9	88.3	89.2	88.2	87.6	88.6	86.0	86.2	86.8	88.4
Year 10	86.8	89.4	88.2	87.4	88.4	84.8	86.1	86.3	87.9

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

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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Data are not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2019 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) for 2019.

Data are complete for the current reporting period (subject to caveats).

- (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) From 2018, attendance data for NSW government schools has been collected and compiled consistently with the National Standards. Prior to 2018, NSW government schools data were not collected on a comparable basis with other jurisdictions. From 2014 to 2017, for government school attendance rates for NSW, comparisons across jurisdictions and with 2018 for should be made with caution.
- (c) ACT government school data for 2018 and 2019 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

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									
2019	93.7	93.2	92.9	93.0	93.3	93.5	93.8	84.0	93.2
2018	94.1	93.8	93.1	93.9	93.7	93.9	94.2	87.4	93.7
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
Years 7–10									
2019	92.2	92.6	91.9	92.2	92.3	91.2	91.1	79.9	92.1
2018	92.4	93.2	92.1	93.0	92.5	91.5	92.0	81.2	92.5
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
Years 1–10									
2019	93.0	92.9	92.4	92.6	92.9	92.4	92.6	82.1	92.7
2018	93.3	93.5	92.7	93.5	93.2	92.8	93.2	84.4	93.2
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
By year level, 2019									
Year 6	93.2	93.0	93.0	93.4	93.6	93.6	93.5	85.4	93.1
Year 7	93.9	93.9	93.5	93.7	93.3	93.0	92.7	81.9	93.6
Year 8	92.5	92.5	92.0	92.0	92.7	91.5	91.5	81.1	92.2
Year 9	91.8	92.1	91.2	91.8	92.0	90.7	90.6	80.3	91.6
Year 10	90.6	91.6	90.7	91.3	91.2	89.5	89.5	75.4	90.8

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>
Aboriginal and Torres Strait Islander students									
Years 1–6									
2019	90.6	88.8	87.8	79.2	88.0	91.5	91.2	59.0	85.9
2018	90.7	89.6	88.8	80.4	87.2	92.3	92.6	67.5	87.2
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
2015	90.7	93.1	90.6	78.5	90.3	93.2	92.5	74.5	88.3
Years 7–10									
2019	85.0	86.3	85.5	74.9	86.1	87.7	84.3	57.0	81.4
2018	85.3	84.8	85.3	76.8	86.9	87.9	85.8	59.4	81.8
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
Years 1–10									
2019	88.1	87.5	86.7	77.1	87.3	89.9	88.1	58.0	83.8
2018	88.3	87.0	87.1	78.6	87.1	90.5	89.6	63.0	84.6
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
By year level, 2019									
Year 6	90.3	88.1	87.6	81.2	90.2	91.1	90.2	62.5	86.5
Year 7	89.6	91.8	88.9	81.6	86.5	90.8	88.4	62.2	85.6
Year 8	87.5	85.0	85.9	74.1	86.2	88.3	84.6	58.4	82.1
Year 9	83.6	84.0	84.8	73.1	86.1	86.9	81.9	55.9	80.5
Year 10	79.5	84.2	82.4	71.2	85.3	83.5	81.9	50.8	77.2

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>
Non-Indigenous students									
Years 1–6									
2019	93.8	93.2	93.1	93.4	93.4	93.7	93.8	92.6	93.4
2018	94.2	93.8	93.3	94.3	93.8	94.0	94.2	93.2	93.9
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
Years 7–10									
2019	92.4	92.6	92.2	92.9	92.4	91.4	91.2	90.6	92.4
2018	92.6	93.2	92.4	93.5	92.6	91.7	92.1	90.8	92.8
2017	92.9	93.5	93.7	93.8	92.8	92.5	91.6	91.4	93.2
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
Years 1–10									
2019	93.2	92.9	92.7	93.1	93.0	92.6	92.7	91.7	93.0
2018	93.5	93.5	92.9	93.9	93.3	92.9	93.3	92.1	93.4
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
By year level, 2019									
Year 6	93.3	93.0	93.2	93.8	93.6	93.8	93.6	91.8	93.3
Year 7	94.0	93.9	93.7	94.1	93.4	93.2	92.8	91.7	93.8
Year 8	92.6	92.5	92.3	92.7	92.8	91.7	91.6	90.9	92.5
Year 9	92.0	92.2	91.5	92.5	92.1	90.9	90.8	90.0	92.0
Year 10	91.0	91.7	91.1	92.0	91.3	89.8	89.6	89.7	91.2

Data are comparable (subject to caveats) across jurisdictions and over time.

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>
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Data are complete for the current reporting period (subject to caveats).

(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)

	<i>NSW</i> (b)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i>
All students									
Years 1–6									
2019	93.0	92.7	92.1	92.1	92.2	92.4	92.4	81.7	92.4
2018	93.5	93.4	92.4	93.1	92.5	93.0	92.8	83.3	93.0
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
Years 7–10									
2019	89.9	91.1	89.7	89.0	90.0	88.3	89.0	76.0	89.9
2018	90.3	91.8	89.9	89.8	90.4	88.7	89.8	76.4	90.4
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
Years 1–10									
2019	91.7	92.0	91.1	90.9	91.2	90.8	91.1	79.7	91.4
2018	92.2	92.7	91.5	91.8	91.6	91.3	91.6	80.8	91.9
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
By year level, 2019									
Year 6	92.5	92.5	91.9	92.2	92.0	92.1	92.0	82.1	92.2
Year 7	92.3	92.9	91.7	91.3	91.5	90.8	91.2	78.8	91.9
Year 8	90.2	91.0	89.8	89.2	90.6	88.5	89.5	76.5	90.0
Year 9	89.1	90.3	88.6	87.8	89.2	87.3	87.9	74.6	88.9
Year 10	87.7	90.2	88.5	87.5	88.8	86.1	87.4	73.5	88.4

TABLE 4A.20

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

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Years 1–6									
2019	88.8	87.9	85.3	79.8	82.3	89.7	85.8	66.8	84.5
2018	89.2	88.9	86.4	81.0	82.9	90.5	86.9	69.4	85.4
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
2015	90.3	90.2	87.2	81.3	83.8	91.7	89.1	73.5	86.4
Years 7–10									
2019	79.0	82.0	80.2	68.0	75.8	82.4	78.5	57.1	76.5
2018	79.6	82.6	80.8	68.6	76.8	83.0	78.8	57.7	77.1
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
Years 1–10									
2019	84.8	85.4	83.5	75.4	79.8	87.0	82.9	63.3	81.5
2018	85.4	86.3	84.4	76.5	80.5	87.8	83.9	65.1	82.3
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
By year level, 2019									
Year 6	87.9	86.5	85.2	80.6	81.2	89.7	84.8	68.2	84.3
Year 7	84.7	85.6	84.0	75.4	80.7	85.8	83.2	63.5	81.6
Year 8	80.2	80.9	80.2	69.0	76.2	83.3	77.0	57.1	77.0
Year 9	77.1	79.9	78.1	64.2	73.0	81.1	76.4	54.1	74.3
Year 10	72.9	81.2	77.8	61.5	72.3	78.4	76.9	51.8	72.2

TABLE 4A.20

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

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students									
Years 1–6									
2019	93.3	92.8	92.7	93.1	92.7	92.7	92.6	91.7	93.0
2018	93.8	93.5	93.0	94.0	93.0	93.2	93.0	92.8	93.5
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
Years 7–10									
2019	90.6	91.3	90.5	90.6	90.7	88.8	89.4	88.9	90.7
2018	91.0	92.0	90.7	91.3	91.0	89.2	90.1	89.4	91.2
2017	91.6	92.3	91.8	91.6	91.2	89.9	90.4	89.8	91.7
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
Years 1–10									
2019	92.2	92.1	91.9	92.1	91.8	91.2	91.4	90.7	92.0
2018	92.7	92.8	92.1	93.0	92.1	91.7	91.9	91.6	92.5
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
By year level, 2019									
Year 6	92.8	92.6	92.5	93.1	92.5	92.4	92.2	91.3	92.7
Year 7	92.8	93.0	92.4	92.5	92.1	91.4	91.5	90.5	92.6
Year 8	90.9	91.2	90.6	90.8	91.3	89.0	89.9	89.5	90.9
Year 9	89.9	90.4	89.5	89.6	90.0	87.9	88.3	88.1	89.9
Year 10	88.6	90.3	89.3	89.3	89.6	86.8	87.7	87.4	89.3

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

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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Data are not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2019 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) for 2019.

Data are complete for the current reporting period (subject to caveats).

- (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) From 2018, attendance data for NSW government schools has been collected and compiled consistently with the National Standards. Prior to 2018, NSW government schools data were not collected on a comparable basis with other jurisdictions. From 2015 to 2017, for government school attendance rates for NSW, comparisons across jurisdictions and with 2018 for should be made with caution.
- (c) ACT government school data for 2018 and 2019 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Source: ACARA (unpublished).

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Government schools									
All students									
Years 1–6									
Major city	93.1	92.6	92.4	92.7	92.1	..	91.6	..	92.7
Inner regional	92.0	92.0	91.6	91.3	91.6	92.0	..	..	91.9
Outer regional	91.0	92.2	90.5	90.5	90.2	92.0	..	90.7	90.9
Remote	87.8	92.5	87.4	88.4	90.8	91.8	..	82.3	87.7
Very remote	88.1	..	81.2	78.7	78.8	89.8	..	61.1	74.3
Years 7–10									
Major city	89.3	90.7	89.4	88.4	89.3	..	87.3	..	89.5
Inner regional	85.6	88.0	87.5	86.2	88.9	86.1	..	..	86.9
Outer regional	84.5	88.4	87.0	84.7	86.8	87.3	..	86.0	86.4
Remote	79.4	92.2	83.9	81.0	87.8	82.1	..	70.6	81.6
Very remote	76.5	..	72.4	65.9	69.7	86.9	..	49.4	63.5
Years 1–10									
Major city	91.7	91.8	91.3	91.3	91.0	..	90.1	..	91.5
Inner regional	89.6	90.5	90.1	89.5	90.5	90.0	..	..	90.0
Outer regional	88.5	90.6	89.2	88.4	88.7	90.2	..	89.1	89.1
Remote	84.4	92.4	86.5	86.0	89.6	89.0	..	79.2	85.7
Very remote	83.3	..	78.5	74.5	75.4	89.0	..	57.4	70.9
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	89.1	88.2	87.0	84.1	82.9	..	84.2	..	87.0
Inner regional	88.7	87.9	87.7	84.5	86.4	88.4	..	..	88.1
Outer regional	87.0	86.4	84.0	82.1	80.4	90.5	..	84.0	84.8
Remote	84.1	..	79.5	77.2	85.1	89.7	..	75.6	78.7

TABLE 4A.21

Table 4A.21 Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Very remote	83.4	..	76.6	66.7	67.1	..	..	57.7	66.4
Years 7–10									
Major city	79.1	80.9	81.9	70.5	76.6	..	76.3	..	78.4
Inner regional	77.4	82.1	80.8	74.0	81.8	78.7	..	..	78.9
Outer regional	74.8	79.6	77.9	70.1	73.4	83.4	..	75.5	76.4
Remote	72.1	..	73.1	64.0	77.4	83.0	..	63.5	67.7
Very remote	67.2	..	63.8	50.8	54.5	..	..	45.0	52.5
Years 1–10									
Major city	85.3	85.3	85.2	79.5	80.4	..	81.2	..	83.8
Inner regional	84.3	85.5	85.3	80.3	84.6	85.1	..	..	84.6
Outer regional	82.3	83.6	81.9	77.7	77.6	87.7	..	81.1	81.7
Remote	79.2	..	77.9	72.5	81.8	88.0	..	71.7	75.1
Very remote	76.3	..	73.0	61.0	62.0	..	..	53.7	61.9
Non-Indigenous students									
Years 1–6									
Major city	93.3	92.7	92.7	93.2	92.6	..	91.9	..	92.9
Inner regional	92.6	92.2	92.3	91.8	91.9	92.3	..	..	92.3
Outer regional	92.1	92.8	92.3	92.2	91.7	92.2	..	92.6	92.3
Remote	91.1	92.5	91.8	92.2	91.5	92.2	..	87.8	91.4
Very remote	93.2	..	91.7	91.8	87.9	89.7	..	86.1	90.7
Years 7–10									
Major city	89.8	90.9	89.8	89.4	90.0	..	87.8	..	90.0
Inner regional	87.1	88.3	88.5	87.4	89.3	86.8	..	..	87.9
Outer regional	87.2	89.2	89.2	87.7	88.6	88.0	..	89.0	88.5
Remote	86.6	92.2	89.5	87.9	88.8	82.6	..	80.2	87.7
Very remote	90.7	..	87.9	88.3	86.8	87.6	..	84.5	87.7

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Years 1–10									
Major city	92.0	91.9	91.7	91.9	91.5	..	90.5	..	91.8
Inner regional	90.5	90.7	90.9	90.2	90.9	90.5	..	..	90.7
Outer regional	90.2	91.3	91.1	90.6	90.3	90.6	..	91.4	90.8
Remote	89.3	92.4	91.2	90.8	90.4	89.4	..	86.1	90.2
Very remote	92.4	..	90.4	90.8	87.5	89.1	..	85.6	89.8
Non-Government schools									
All students									
Years 1–6									
Major city	94.0	93.4	93.0	93.5	93.5	..	93.8	..	93.6
Inner regional	92.9	92.4	93.0	92.9	93.2	93.7	..	..	92.9
Outer regional	92.4	92.1	92.3	92.2	91.8	92.6	..	92.2	92.2
Remote	89.8	..	90.3	90.0	91.9	92.2	..	80.3	88.0
Very remote	88.5	..	89.8	74.1	..	..	..	52.2	74.2
Years 7–10									
Major city	92.6	92.9	92.2	92.9	92.5	..	91.1	..	92.6
Inner regional	90.9	91.2	91.4	92.1	92.3	91.2	..	..	91.2
Outer regional	90.9	91.7	91.1	89.6	90.0	90.9	..	89.1	90.7
Remote	..	..	85.2	86.1	90.6	..	..	76.3	82.6
Very remote	..	..	83.9	59.1	..	..	..	39.4	50.9
Years 1–10									
Major city	93.3	93.2	92.7	93.2	93.0	..	92.6	..	93.1
Inner regional	92.0	91.8	92.3	92.4	92.8	92.5	..	..	92.1
Outer regional	91.9	92.0	91.8	91.0	91.2	91.9	..	90.7	91.6
Remote	89.8	..	88.3	88.5	91.4	92.2	..	78.4	86.0
Very remote	88.5	..	89.6	69.9	..	..	..	46.6	67.9

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	91.1	91.0	88.1	90.4	89.7	..	91.2	..	90.0
Inner regional	90.5	87.9	91.0	90.5	87.9	90.8	..	..	90.3
Outer regional	90.3	87.8	86.3	85.3	86.8	92.6	..	88.7	87.9
Remote	87.8	..	83.3	84.7	87.1	91.6	..	60.0	75.2
Very remote	79.4	..	85.2	66.4	..	..	..	41.7	62.2
Years 7–10									
Major city	84.7	86.4	85.7	83.3	87.1	..	84.3	..	85.0
Inner regional	85.0	86.1	87.0	83.5	87.4	86.7	..	..	85.9
Outer regional	87.9	87.3	85.5	75.9	85.1	89.6	..	81.2	84.3
Remote	..	..	78.5	69.5	82.2	..	..	54.4	64.6
Very remote	..	..	78.9	48.9	..	..	..	38.1	44.3
Years 1–10									
Major city	87.7	88.0	86.9	85.8	88.5	..	88.1	..	87.3
Inner regional	88.2	87.0	88.8	86.8	87.7	89.0	..	..	88.3
Outer regional	89.7	87.6	85.9	79.8	86.3	91.5	..	84.1	86.4
Remote	87.8	..	80.5	79.3	84.8	91.6	..	57.2	70.6
Very remote	80.0	..	84.8	61.2	..	..	..	39.9	55.9
Non-Indigenous students									
Years 1–6									
Major city	94.0	93.4	93.1	93.6	93.6	..	93.8	..	93.6
Inner regional	93.1	92.5	93.1	92.9	93.4	93.9	..	..	93.0
Outer regional	92.6	92.3	92.8	92.5	92.0	92.6	..	92.5	92.6
Remote	90.5	..	91.9	91.8	92.0	92.2	..	92.7	91.9
Very remote	93.2	..	91.8	90.4	..	..	..	91.7	91.4

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Years 7–10									
Major city	92.7	92.9	92.4	93.1	92.5	..	91.2	..	92.7
Inner regional	91.2	91.2	91.7	92.3	92.4	91.4	..	..	91.4
Outer regional	91.2	91.8	91.8	90.8	90.2	91.2	..	90.6	91.4
Remote	..	..	89.4	91.1	91.0	..	..	90.7	90.6
Very remote	..	..	87.8	89.9	..	..	..	89.9	89.4
Years 1–10									
Major city	93.4	93.2	92.8	93.3	93.1	..	92.7	..	93.2
Inner regional	92.3	91.9	92.5	92.5	93.0	92.7	..	..	92.3
Outer regional	92.2	92.1	92.4	91.8	91.5	92.0	..	91.7	92.1
Remote	90.5	..	91.1	91.5	91.7	92.2	..	91.7	91.4
Very remote	93.2	..	91.7	90.3	..	..	..	91.5	91.2
All schools									
All students									
Years 1–6									
Major city	93.4	92.9	92.6	92.9	92.6	..	92.4	..	93.0
Inner regional	92.3	92.1	92.0	91.7	92.1	92.5	..	..	92.2
Outer regional	91.3	92.2	91.0	90.9	90.6	92.0	..	91.0	91.2
Remote	88.5	92.5	88.0	88.6	91.0	91.9	..	81.8	87.7
Very remote	88.2	..	82.4	77.8	79.1	89.8	..	60.1	74.3

TABLE 4A.21

Table 4A.21 Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Years 7–10									
Major city	90.7	91.7	90.5	90.3	90.7	..	89.0	..	90.8
Inner regional	87.7	89.3	88.9	88.0	90.0	88.4	..	..	88.6
Outer regional	85.8	89.2	88.3	86.3	87.3	87.9	..	87.1	87.6
Remote	79.4	92.2	84.3	81.8	88.4	82.1	..	73.5	81.8
Very remote	76.6	..	72.6	64.8	70.1	86.9	..	47.7	62.0
Years 1–10									
Major city	92.3	92.3	91.8	91.9	91.7	..	91.1	..	92.1
Inner regional	90.4	91.0	90.8	90.3	91.2	90.9	..	..	90.7
Outer regional	89.2	90.9	90.0	89.1	89.2	90.5	..	89.6	89.8
Remote	85.7	92.4	86.9	86.4	89.9	89.7	..	78.9	85.8
Very remote	83.9	..	79.7	73.7	75.8	89.0	..	56.0	70.5
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	89.4	88.4	87.1	84.6	83.6	..	85.7	..	87.4
Inner regional	89.0	87.9	88.0	84.9	86.7	88.9	..	..	88.4
Outer regional	87.4	86.6	84.3	82.4	81.0	90.9	..	84.5	85.2
Remote	85.0	..	79.9	78.1	85.3	90.2	..	71.6	78.1
Very remote	83.0	..	77.2	66.6	68.6	..	..	56.1	65.8
Years 7–10									
Major city	80.4	81.9	82.8	73.4	78.1	..	78.5	..	79.9
Inner regional	78.9	82.8	82.1	74.8	82.6	80.9	..	..	80.3
Outer regional	75.9	80.1	79.5	71.3	74.0	84.5	..	77.1	77.7
Remote	72.1	..	74.8	64.7	78.0	83.0	..	59.7	67.0
Very remote	67.5	..	64.0	50.4	56.1	..	..	43.7	51.3
Years 1–10									

TABLE 4A.21

Table 4A.21 Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Major city	85.7	85.6	85.5	80.3	81.4	..	82.9	..	84.4
Inner regional	84.9	85.7	85.8	80.8	85.1	86.0	..	..	85.2
Outer regional	83.1	84.0	82.5	78.0	78.3	88.4	..	81.6	82.3
Remote	80.5	..	78.3	73.3	82.1	88.7	..	67.2	74.3
Very remote	76.5	..	73.6	61.1	63.7	..	..	51.9	61.1
Non-Indigenous students									
Years 1–6									
Major city	93.5	92.9	92.9	93.3	92.9	..	92.6	..	93.1
Inner regional	92.8	92.3	92.5	92.1	92.3	92.8	..	..	92.5
Outer regional	92.3	92.6	92.5	92.3	91.8	92.2	..	92.6	92.4
Remote	90.8	92.5	91.8	92.1	91.6	92.2	..	89.3	91.5
Very remote	93.2	..	91.8	91.6	88.1	89.7	..	87.1	90.8
Years 7–10									
Major city	91.1	91.8	90.8	91.0	91.1	..	89.4	..	91.2
Inner regional	88.8	89.5	89.7	89.0	90.4	89.0	..	..	89.3
Outer regional	88.1	89.9	90.1	88.8	88.9	88.5	..	89.6	89.4
Remote	86.6	92.2	89.5	88.4	89.3	82.6	..	86.4	88.4
Very remote	90.7	..	87.9	88.4	86.7	87.6	..	84.8	87.8
Years 1–10									
Major city	92.5	92.3	92.1	92.4	92.1	..	91.4	..	92.3
Inner regional	91.2	91.2	91.4	90.9	91.5	91.3	..	..	91.2
Outer regional	90.7	91.5	91.6	90.9	90.6	90.8	..	91.5	91.2
Remote	89.7	92.4	91.1	90.9	90.7	90.0	..	88.4	90.5
Very remote	92.5	..	90.7	90.7	87.6	89.1	..	86.5	90.0

Data are comparable (subject to caveats) across jurisdictions.

Data are complete for the current reporting period (subject to caveats).

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2019 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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(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) Geolocation data are based on the ARIA+ remoteness classification, as defined by *ASGS: Volume 5 - Remoteness Structure, July 2016* (ABS Cat. no. 1270.0.55.005). ARIA+ is the standard ABS-endorsed measure of remoteness. 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.

(c) ACT government school data for 2019 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

.. 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 (d)</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									
2019	78.5	75.5	73.2	74.0	73.7	74.5	72.0	51.0	75.3
2018	79.4	78.6	75.3	78.5	75.3	78.2	73.9	52.6	77.5
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
Years 7–10									
2019	64.0	68.1	62.4	60.8	64.9	60.2	57.6	40.1	63.8
2018	64.5	71.1	63.2	64.1	66.6	62.7	59.0	39.2	65.5
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
Years 1–10									
2019	73.1	72.6	69.4	69.5	70.1	69.5	67.1	47.6	71.1
2018	74.0	75.7	71.1	73.7	71.7	72.8	68.8	48.4	73.1
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
By year level, 2019									
Year 6	75.9	74.3	72.2	74.0	72.4	72.8	68.4	50.2	73.7
Year 7	72.6	75.3	69.7	68.0	69.6	67.5	66.9	45.4	71.3
Year 8	64.0	66.4	62.4	60.9	68.1	60.7	58.1	39.2	63.7
Year 9	60.7	64.1	58.1	56.3	60.8	56.7	52.5	38.1	60.0
Year 10	57.8	66.0	58.7	57.1	60.5	54.9	52.3	37.1	59.8
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									
2019	60.7	58.0	51.0	40.8	44.3	63.7	47.0	25.4	51.3
2018	61.5	61.2	53.7	44.6	45.7	68.7	48.6	25.8	53.3

TABLE 4A.22

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

	<i>NSW</i> (c)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (d)	<i>NT</i>	<i>Aust</i>
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
Years 7–10									
2019	38.0	44.5	39.7	25.3	34.6	46.9	33.9	16.4	35.9
2018	38.3	46.2	41.5	27.5	35.8	50.5	30.2	16.6	37.2
2017	na	46.8	44.9	26.6	34.9	49.8	36.0	17.5	37.6
2016	na	49.4	45.8	26.7	36.4	49.5	38.0	19.6	38.5
Years 1–10									
2019	51.9	52.9	47.1	35.4	40.4	57.7	42.2	22.5	45.8
2018	52.7	55.6	49.6	38.7	41.8	62.2	42.0	22.8	47.6
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
By year level, 2019									
Year 6	58.5	55.3	52.4	44.2	40.9	63.7	41.5	26.0	51.1
Year 7	47.3	51.3	46.6	31.1	41.4	50.2	43.3	21.4	43.1
Year 8	38.8	41.9	39.4	26.1	37.3	51.9	27.8	15.3	36.2
Year 9	33.7	39.9	35.6	21.3	29.3	42.6	28.0	14.8	31.9
Year 10	30.4	44.1	35.8	20.7	29.0	41.1	35.5	12.7	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									
2019	79.9	75.9	75.9	77.1	75.8	75.8	73.0	71.1	77.2
2018	80.8	79.0	77.9	81.6	77.3	79.4	74.9	74.8	79.4
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
Years 7–10									
2019	66.4	68.6	65.0	64.4	67.1	61.9	58.7	59.5	66.2

TABLE 4A.22

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

	NSW (c)	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
2018	66.8	71.7	65.7	67.8	68.7	64.2	60.2	59.1	67.8
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
Years 1–10									
2019	75.0	73.0	72.0	72.8	72.2	70.9	68.1	67.5	73.2
2018	75.8	76.1	73.6	77.1	73.8	74.1	69.9	69.9	75.2
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
By year level, 2019									
Year 6	77.3	74.8	74.6	76.8	74.5	73.9	69.5	69.9	75.6
Year 7	75.1	75.9	72.5	72.0	71.8	69.8	68.0	67.8	73.9
Year 8	66.4	67.0	65.0	64.6	70.5	61.8	59.4	59.0	66.1
Year 9	63.3	64.6	60.7	59.8	63.1	58.4	53.6	57.6	62.3
Year 10	60.2	66.5	61.1	60.4	62.5	56.4	53.1	53.4	62.0

- (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) From 2018, attendance data for NSW government schools has been collected and compiled consistently with the National standards. Prior to 2018, NSW data are not available for this measure.
- (d) ACT government school data for 2018 and 2019 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

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									
2019	81.3	78.7	77.4	78.5	79.2	79.7	81.5	62.3	79.3
2018	82.8	81.8	78.1	82.9	81.0	81.7	83.6	66.8	81.3
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
Years 7–10									
2019	74.9	76.9	73.4	77.2	74.9	71.0	68.4	51.2	74.9
2018	75.6	80.1	74.3	80.6	76.3	73.1	73.0	53.1	76.7
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
Years 1–10									
2019	78.3	77.9	75.6	77.9	77.3	75.6	75.7	57.1	77.3
2018	79.5	81.0	76.4	81.8	79.0	77.7	78.9	60.2	79.2
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
By year level, 2019									
Year 6	78.9	78.3	77.7	80.9	80.3	79.6	79.9	60.3	78.7
Year 7	82.4	83.1	80.3	82.6	79.2	77.6	73.8	56.0	81.5
Year 8	75.1	75.8	73.6	76.5	76.5	72.3	70.6	51.9	74.9
Year 9	72.4	75.1	70.7	75.4	73.8	68.8	65.7	50.8	72.7
Year 10	69.0	73.2	68.3	74.0	70.3	65.0	63.0	44.7	70.2
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									
2019	66.1	61.4	57.4	43.1	59.3	71.3	66.9	23.1	57.4
2018	67.4	62.4	59.6	48.6	56.6	74.0	76.0	30.3	59.9

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>
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
Years 7–10									
2019	50.4	56.4	52.8	39.7	49.8	59.6	44.7	20.8	47.6
2018	51.7	58.7	54.4	43.7	54.9	58.9	54.1	18.9	49.2
2017	55.9	62.2	60.9	42.3	56.6	62.8	57.2	23.7	52.7
2016	55.5	59.1	61.3	43.2	50.8	62.2	52.2	25.4	52.3
Years 1–10									
2019	59.0	58.8	55.2	41.4	55.8	66.6	56.7	21.8	52.8
2018	60.3	60.4	57.1	46.2	56.0	67.8	66.4	24.0	54.8
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
By year level, 2019									
Year 6	62.3	61.7	57.1	48.3	66.8	71.7	61.5	26.6	57.4
Year 7	63.8	72.0	62.0	49.3	43.9	65.3	57.2	28.2	57.5
Year 8	53.6	51.8	52.0	36.8	55.0	62.9	47.1	20.7	47.9
Year 9	44.3	44.9	51.1	36.3	46.3	60.8	32.5	16.7	43.7
Year 10	39.6	56.9	45.6	36.7	55.2	46.0	42.0	15.7	40.5
Non-Indigenous students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
Years 1–6									
2019	81.8	78.8	78.2	79.6	79.6	80.3	81.8	75.7	79.9
2018	83.3	81.9	78.8	83.9	81.5	82.2	83.7	77.6	81.9
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
Years 7–10									
2019	75.6	77.1	74.3	78.6	75.3	71.7	68.9	65.6	75.7

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>
2018	76.2	80.2	75.2	81.8	76.6	73.9	73.4	68.1	77.5
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
Years 1–10									
2019	78.9	78.0	76.4	79.1	77.7	76.2	76.1	71.2	78.0
2018	80.0	81.1	77.2	82.9	79.3	78.3	79.2	73.3	79.9
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
By year level, 2019									
Year 6	79.3	78.4	78.5	81.9	80.5	80.2	80.2	69.7	79.2
Year 7	83.0	83.1	81.2	83.7	79.8	78.3	74.1	69.9	82.2
Year 8	75.7	76.0	74.6	78.0	76.8	72.8	71.1	65.2	75.7
Year 9	73.2	75.4	71.7	76.9	74.2	69.3	66.5	64.5	73.6
Year 10	69.9	73.3	69.4	75.3	70.5	65.9	63.3	61.5	71.0

- (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, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Government schools									
All students									
Years 1–6									
Major city	79.9	76.0	75.5	76.8	75.4	..	72.0	..	77.2
Inner regional	75.5	73.7	72.4	70.0	72.9	74.7	..	..	73.8
Outer regional	71.0	75.5	68.7	67.9	68.7	74.5	..	68.3	70.2
Remote	60.1	73.9	59.4	63.6	68.5	70.9	..	51.6	61.5
Very remote	62.4	..	48.0	43.6	44.8	60.4	..	16.0	37.2
Years 7–10									
Major city	67.1	70.2	65.0	64.2	66.8	..	57.6	..	66.9
Inner regional	56.2	60.9	59.0	56.6	64.2	59.5	..	..	58.7
Outer regional	53.7	62.1	59.3	52.9	60.4	61.8	..	55.0	58.0
Remote	40.6	75.1	52.4	46.5	57.7	46.2	..	31.7	47.7
Very remote	42.2	..	36.2	30.1	33.3	64.9	..	11.6	27.1
Years 1–10									
Major city	75.3	73.6	71.8	72.6	71.9	..	67.1	..	73.4
Inner regional	68.1	69.0	67.6	65.3	69.4	69.5	..	..	68.2
Outer regional	64.4	69.9	65.2	62.5	64.9	69.8	..	63.9	65.6
Remote	52.1	74.4	57.6	58.1	64.2	63.6	..	46.3	57.1
Very remote	54.4	..	44.4	39.2	40.6	61.7	..	14.6	34.0
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	62.7	58.7	55.2	48.3	47.6	..	47.1	..	56.3
Inner regional	61.9	58.8	57.5	46.8	54.0	60.1	..	..	59.4
Outer regional	55.8	54.4	47.7	43.0	40.3	69.1	..	50.4	50.5
Remote	46.6	..	38.2	36.7	46.1	60.3	..	34.1	38.2

TABLE 4A.24

Table 4A.24 Student attendance level, by Indigenous status and remoteness, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Very remote	47.6	..	38.5	20.2	18.5	..	..	10.3	22.1
Years 7–10									
Major city	40.2	44.7	44.0	30.7	37.0	..	33.9	..	39.8
Inner regional	37.7	46.2	41.5	32.2	42.3	42.4	..	..	39.8
Outer regional	35.0	40.1	38.4	25.9	34.2	51.9	..	33.4	36.7
Remote	28.4	..	32.5	19.4	36.8	49.6	..	18.6	24.3
Very remote	26.3	..	24.6	12.4	11.3	..	..	6.4	13.4
Years 1–10									
Major city	54.0	53.5	51.2	42.3	43.5	..	42.1	..	50.3
Inner regional	52.4	54.0	51.9	41.0	49.4	54.1	..	..	52.0
Outer regional	48.0	48.5	44.4	36.8	37.4	62.4	..	44.6	45.4
Remote	39.0	..	36.7	30.5	41.5	57.6	..	29.2	33.6
Very remote	38.7	..	34.5	17.5	15.7	..	..	9.1	19.3
Non-Indigenous students									
Years 1–6									
Major city	80.8	76.2	76.7	78.4	76.9	..	73.0	..	78.0
Inner regional	77.9	74.5	74.7	71.8	73.8	76.2	..	..	75.5
Outer regional	75.3	77.5	74.6	73.0	72.9	75.3	..	73.3	74.7
Remote	71.8	73.9	71.0	72.6	71.1	72.5	..	65.7	71.1
Very remote	78.1	..	70.0	69.3	65.5	61.2	..	58.5	68.0
Years 7–10									
Major city	68.6	70.6	66.2	66.1	68.4	..	58.7	..	68.1
Inner regional	59.6	61.7	61.6	58.9	65.4	61.2	..	..	61.0
Outer regional	59.0	64.2	64.6	58.6	64.0	63.5	..	61.2	62.6
Remote	52.7	75.1	62.7	57.4	59.7	46.1	..	49.6	58.1
Very remote	66.4	..	57.3	56.2	57.8	65.0	..	53.0	57.1

TABLE 4A.24

Table 4A.24 Student attendance level, by Indigenous status and remoteness, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Years 1–10									
Major city	76.3	73.9	73.0	74.3	73.4	..	68.1	..	74.4
Inner regional	71.0	69.8	70.0	67.3	70.5	71.1	..	..	70.2
Outer regional	69.2	72.1	70.8	67.8	68.9	71.0	..	69.2	70.1
Remote	64.6	74.4	68.7	67.8	66.7	64.9	..	62.2	67.1
Very remote	74.6	..	65.7	65.5	62.9	62.2	..	56.8	64.6
Non-Government schools									
All students									
Years 1–6									
Major city	82.6	79.7	77.9	80.4	80.2	..	81.5	..	80.6
Inner regional	77.7	75.6	77.8	76.2	78.5	80.8	..	..	77.4
Outer regional	75.0	73.5	75.6	74.0	71.5	73.7	..	74.1	74.6
Remote	60.8	..	67.5	65.4	72.3	72.6	..	55.3	63.9
Very remote	76.7	..	62.0	33.5	..	..	..	20.2	40.4
Years 7–10									
Major city	76.4	78.3	74.8	78.9	75.6	..	68.4	..	76.6
Inner regional	68.9	71.9	70.5	77.0	74.2	71.0	..	..	70.8
Outer regional	67.4	72.7	70.8	65.1	67.7	71.0	..	60.8	68.7
Remote	..	..	55.3	59.7	64.1	..	..	47.7	54.5
Very remote	..	..	58.3	24.9	..	..	..	8.4	17.7
Years 1–10									
Major city	79.7	79.1	76.5	79.7	78.1	..	75.7	..	78.7
Inner regional	73.8	73.9	74.5	76.2	76.8	76.1	..	..	74.4
Outer regional	72.7	73.2	73.7	70.0	70.3	72.5	..	67.9	72.3
Remote	60.8	..	62.8	63.2	69.4	72.6	..	51.6	60.5
Very remote	74.9	..	61.8	31.1	..	..	..	15.0	34.2

TABLE 4A.24

Table 4A.24 Student attendance level, by Indigenous status and remoteness, 2019 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Years 1–6									
Major city	68.5	69.1	55.8	65.5	66.1	..	66.9	..	64.2
Inner regional	65.7	61.5	67.1	63.7	53.4	70.0	..	..	65.7
Outer regional	64.9	50.1	55.3	55.3	54.6	72.7	..	58.4	58.9
Remote	48.1	..	46.5	52.4	55.5	85.7	..	19.7	38.0
Very remote	61.1	..	44.1	18.1	..	..	..	7.0	20.1
Years 7–10									
Major city	50.1	58.6	53.1	51.1	54.0	..	44.7	..	51.7
Inner regional	49.5	52.9	53.0	55.3	54.3	55.2	..	..	51.7
Outer regional	59.0	63.9	53.8	32.0	40.6	68.2	..	39.1	50.4
Remote	..	..	45.1	30.2	38.6	..	..	18.3	28.6
Very remote	..	..	56.8	12.3	..	..	..	6.8	10.1
Years 1–10									
Major city	58.7	62.4	54.4	56.2	61.0	..	56.7	..	57.4
Inner regional	58.9	57.3	59.9	59.3	53.6	63.8	..	..	59.4
Outer regional	63.4	53.6	54.6	41.7	51.2	71.1	..	46.5	55.3
Remote	48.1	..	45.7	44.4	47.5	85.7	..	19.0	34.0
Very remote	57.3	..	44.9	16.4	..	..	..	6.9	16.6
Non-Indigenous students									
Years 1–6									
Major city	82.9	79.7	78.4	80.6	80.4	..	81.8	..	80.8
Inner regional	78.5	75.7	78.3	76.5	79.3	81.4	..	..	77.9
Outer regional	76.1	74.3	77.6	74.9	72.5	74.0	..	75.6	76.0
Remote	65.2	..	72.2	69.8	72.8	70.9	..	77.1	71.8
Very remote	84.6	..	69.7	66.5	..	..	..	69.5	69.5

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2019 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Years 7–10									
Major city	77.0	78.4	75.4	79.5	75.8	..	68.9	..	77.1
Inner regional	70.1	72.2	71.7	77.4	74.6	71.7	..	..	71.7
Outer regional	68.2	72.8	72.9	68.2	68.7	71.5	..	65.1	70.7
Remote	..	..	61.7	68.7	65.4	..	..	67.0	66.0
Very remote	..	..	59.4	62.7	..	..	..	67.8	61.8
Years 1–10									
Major city	80.1	79.1	77.0	80.1	78.3	..	76.1	..	79.0
Inner regional	74.8	74.2	75.3	76.6	77.4	76.7	..	..	75.1
Outer regional	73.6	73.7	75.7	71.9	71.2	72.8	..	70.9	74.0
Remote	65.2	..	68.9	69.4	70.2	70.9	..	72.3	69.8
Very remote	84.6	..	69.3	65.6	..	..	..	69.4	68.6

(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) Geolocation data are based on the ARIA+ remoteness classification, as defined by *ASGS: Volume 5 - Remoteness Structure, July 2016* (ABS Cat. no. 1270.0.55.005). ARIA+ is the standard ABS-endorsed measure of remoteness. 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.

(c) ACT government school data for 2019 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

.. Not applicable

Source: ACARA (unpublished).

Student Engagement

TABLE 4A.25

Table 4A.25 Programme for International Student Assessment (PISA) Australian Sense of Belonging at School Index, 2018
(a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD (c)</i>
Proportion of 15 year old students that agree/disagree that:										
I make friends easily at school (agree)	76.9 ±1.7	75.5 ±2.1	76.3 ±2.2	73.7 ±2.3	74.1 ±2.8	68.8 ±3.6	71.7 ±4.0	75.8 ±5.7	75.6 ±1.0	75.1 ±0.2
I feel like I belong at school (agree)	68.3 ±1.9	70.7 ±2.4	67.1 ±2.2	64.6 ±2.2	67.7 ±2.4	64.1 ±3.7	71.7 ±3.8	65.6 ±6.1	68.2 ±1.0	70.8 ±0.2
Other students seem to like me (agree)	85.0 ±1.3	87.1 ±1.7	84.5 ±1.6	84.6 ±2.3	84.1 ±1.7	81.2 ±3.6	84.8 ±3.0	85.6 ±4.5	85.3 ±0.9	80.8 ±0.2
I feel like an outsider (or left out of things) at school (disagree)	73.0 ±1.7	76.0 ±2.1	71.2 ±2.2	71.9 ±2.3	69.9 ±2.8	67.2 ±3.6	70.2 ±4.0	70.6 ±5.7	72.9 ±1.0	80.5 ±0.2
I feel awkward and out of place at my school (disagree)	76.1 ±1.9	76.2 ±1.8	74.7 ±2.0	75.1 ±2.6	70.8 ±2.8	69.8 ±4.3	74.0 ±3.6	74.8 ±6.0	75.2 ±0.9	80.1 ±0.2
I feel lonely at school (disagree)	80.8 ±1.6	82.6 ±1.7	79.7 ±2.1	80.2 ±1.7	79.3 ±2.4	74.9 ±3.2	76.5 ±3.6	76.6 ±6.0	80.7 ±0.9	84.5 ±0.2
Sense of Belonging index (d)										
Index	-0.18 ±0.04	-0.12 ±0.05	-0.23 ±0.04	-0.24 ±0.04	-0.23 ±0.06	-0.37 ±0.08	-0.26 ±0.08	-0.27 ±0.14	-0.19 ±0.02	–
Statistical significance across jurisdictions										
	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>OECD (d)</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>	■	■	■	■	■	■	■	..	↓

Nature of differences.

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

Table 4A.25 **Programme for International Student Assessment (PISA) Australian Sense of Belonging at School Index, 2018 (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD (c)</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

Data are comparable (subject to caveats) across jurisdictions.

Data are complete for the current reporting period (subject to caveats).

(a) These data are from PISA 2018. In 2018, PISA surveyed approximately 5.5 per cent of Australian 15 year old students.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 79.4 per cent \pm 0.9 per cent) for the reporting year. See section 2 (Statistical context) for more information on confidence intervals.

(c) Refers to the average across the 36 OECD countries in PISA 2018.

(d) Students' responses to the six statements were combined to construct a 'Sense of Belonging' index. The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviation of 1 across Organisation for Economic Cooperation and Development (OECD) countries. Higher scores on the index are illustrative of students feeling a greater sense of belonging at school.

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

Source: Australian Council for Educational Research (ACER) unpublished.

TABLE 4A.26

Table 4A.26 **PISA Sense of Belonging at School Index, by special needs group, Australia, 2018 (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>
Sex									
Male students	-0.11 ±0.06	-0.05 ±0.07	-0.15 ±0.06	-0.15 ±0.06	-0.16 ±0.07	-0.31 ±0.11	-0.17 ±0.12	-0.16 ±0.16	-0.12 ±0.03
Female students	-0.25 ±0.05	-0.20 ±0.07	-0.31 ±0.06	-0.34 ±0.07	-0.30 ±0.09	-0.42 ±0.11	-0.35 ±0.12	-0.36 ±0.19	-0.27 ±0.03
Indigenous status									
Aboriginal and Torres Strait Islander students	-0.39 ±0.12	-0.39 ±0.32	-0.22 ±0.16	-0.18 ±0.22	-0.26 ±0.19	-0.44 ±0.23	-0.40 ±0.42	-0.35 ±0.21	-0.32 ±0.07
Non-Indigenous students	-0.17 ±0.04	-0.12 ±0.05	-0.23 ±0.05	-0.25 ±0.04	-0.23 ±0.07	-0.36 ±0.09	-0.26 ±0.08	-0.25 ±0.16	-0.18 ±0.02
Geographic location (d)									
Metropolitan areas	-0.15 ±0.04	-0.10 ±0.06	-0.20 ±0.05	-0.22 ±0.05	-0.19 ±0.08	-0.30 ±0.12	-0.26 ±0.08	–	-0.16 ±0.03
Provincial areas	-0.30 ±0.08	-0.19 ±0.09	-0.31 ±0.08	-0.30 ±0.06	-0.35 ±0.09	-0.44 ±0.10	–	-0.28 ±0.17	-0.28 ±0.04
Remote areas	–	–	-0.10 ±0.26	-0.36 ±0.18	-0.40 ±0.19	–	–	-0.23 ±0.20	-0.26 ±0.14
Socioeconomic background									
Lowest quartile	-0.32 ±0.08	-0.22 ±0.08	-0.39 ±0.08	-0.31 ±0.07	-0.42 ±0.11	-0.56 ±0.11	-0.46 ±0.23	-0.39 ±0.14	-0.32 ±0.04
Second quartile	-0.20 ±0.08	-0.16 ±0.11	-0.28 ±0.08	-0.24 ±0.10	-0.22 ±0.09	-0.28 ±0.14	-0.33 ±0.17	-0.20 ±0.30	-0.22 ±0.05
Third quartile	-0.13 ±0.08	-0.08 ±0.07	-0.22 ±0.08	-0.31 ±0.07	-0.16 ±0.10	-0.24 ±0.18	-0.28 ±0.15	-0.38 ±0.16	-0.16 ±0.04
Highest quartile	-0.07 ±0.07	-0.03 ±0.10	-0.01 ±0.07	-0.11 ±0.11	-0.09 ±0.15	-0.25 ±0.21	-0.18 ±0.14	-0.05 ±0.46	-0.06 ±0.04
All students	-0.18 ±0.04	-0.12 ±0.05	-0.23 ±0.04	-0.24 ±0.04	-0.23 ±0.06	-0.37 ±0.08	-0.26 ±0.08	-0.27 ±0.14	-0.19 ±0.02

(a) These data are from PISA 2018. In 2018, PISA surveyed approximately 5.5 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 section 2 (Statistical context) for more information on confidence intervals.

(c) Students' responses to these six statements were combined to construct a 'Sense of Belonging' index. The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviations of 1 across OECD countries. Higher scores on the index are illustrative of students feeling a greater sense of belonging at school.

(d) Geographic categorisation for this table is based on the agreed MCEECDYA (now Education Council) Geographic Location Classification.

– Nil or rounded to zero.

Source: Australian Council for Educational Research (ACER) unpublished.

Table 4A.27 **School student engagement survey results**

<i>Jurisdiction</i>	<i>Summary</i>
New South Wales	<p><i>Key Features:</i> Student engagement data are collected from NSW government schools twice a year, in Term 1 and Term 3, for students in Years 4 to 6 (primary schools) and Year 7 to 12 (high schools). The surveys are available to all department schools, and all students within scope in participating schools.</p> <p><i>Domains:</i> Data are collected on the key domains of student engagement: behavioural, emotional and cognitive.</p> <p><i>Statistics:</i> Student engagement is multi-dimensional and differs across school years. As such, there is no single indicator of engagement. Longitudinal modelling conducted by the NSW Department of Education shows that students who demonstrate positive attitudes towards attendance and behaviour, and are academically motivated can be several months ahead in their learning compared with students who do not demonstrate these traits.</p> <p><i>Link:</i> More information, including results from longitudinal modelling, is available from the NSW Centre for Education Statistics and Evaluation (CESE) website: http://surveys.cese.nsw.gov.au/</p>
Victoria	<p><i>Key Features:</i> The annual Attitudes to School Survey (AToSS) gathers data to support: (1) student wellbeing; (2) engagement; (3) school improvement; and (4) planning in Victorian government schools. The online survey captures the attitudes and experiences of students in Years 4 to 12 and is designed principally to inform improvement opportunities within government schools.</p> <p><i>Domains:</i> The AToSS measures aspects of student's emotional and cognitive engagement.</p> <p><i>Statistics:</i> Results for 2018 indicate that the majority of Victorian government school students feel connected to their schooling. On a five point likert scale, students in Year 5 to 6 record a mean score of 4.2 and students in Year 7 to 9 record a mean score of 3.5.</p> <p><i>Link:</i> https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performsurveyat.aspx</p>
Queensland	..
Western Australia	..

Table 4A.27 **School student engagement survey results**

<i>Jurisdiction</i>	<i>Summary</i>																																								
South Australia	<p><i>Key Features:</i> Data are sourced from the Wellbeing and Engagement Collection. The window for completion was March 18 to April 5, 2019. Data are collected annually.</p> <p>The purpose of the survey is to seek students' views about their wellbeing and engagement with school. Students in year levels 4 to 12 participated in the collection. The survey is voluntary at a school, student and question level - 93% of all public schools participated. The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers are kept confidential.</p> <p><i>Domains:</i> <i>Connectedness to school</i> — having at least on adult at school who provides support to a young person. <i>Emotional engagement with teachers</i> — support and relationships with teachers. <i>School climate</i> — overall tone of the school environment, including the way teachers and students interact and how students treat each other. <i>School belonging</i> — the degree to which young people feel connected and valued at their school. <i>Peer belonging</i> — feeling that they belong to a social group. <i>Friendship intimacy</i> — quality of social support from peers. <i>Perseverance</i> — having the tenacity to stick with things and pursue goals, despite challenges that arise. <i>Cognitive engagement</i> — persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset. <i>Academic self-concept</i> — perceptions of themselves as students and how interested and confident they feel at school.</p> <p><i>Statistics:</i> The proportion of students who reported low, medium and high levels of wellbeing in 2019.</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>High</th> <th>Medium</th> <th>Low</th> </tr> </thead> <tbody> <tr> <td>Connectedness to school</td> <td>60%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>Emotional engagement with teacher</td> <td>72%</td> <td>25%</td> <td>3%</td> </tr> <tr> <td>School climate</td> <td>38%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>School belonging</td> <td>45%</td> <td>34%</td> <td>21%</td> </tr> <tr> <td>Peer belonging</td> <td>54%</td> <td>31%</td> <td>15%</td> </tr> <tr> <td>Friendship intimacy</td> <td>76%</td> <td>20%</td> <td>10%</td> </tr> <tr> <td>Perseverance</td> <td>45%</td> <td>41%</td> <td>14%</td> </tr> <tr> <td>Cognitive engagement</td> <td>49%</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>Academic self-concept</td> <td>64%</td> <td>28%</td> <td>8%</td> </tr> </tbody> </table> <p><i>Link:</i> https://www.education.sa.gov.au/department/research-and-data/wellbeing-engagement-collection</p>	Domain	High	Medium	Low	Connectedness to school	60%	30%	10%	Emotional engagement with teacher	72%	25%	3%	School climate	38%	43%	20%	School belonging	45%	34%	21%	Peer belonging	54%	31%	15%	Friendship intimacy	76%	20%	10%	Perseverance	45%	41%	14%	Cognitive engagement	49%	38%	13%	Academic self-concept	64%	28%	8%
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Table 4A.27 **School student engagement survey results**

<i>Jurisdiction</i>	<i>Summary</i>
Tasmania	<p><i>Key Features:</i> Tasmanian students' behavioural engagement is actively monitored in relation to attendance, attainment and retention. While system level measures are reported through RoGS, detailed reporting systems provide rich information to schools, based on administrative data updated on a daily basis.</p> <p>Tasmanian government schools conduct annual surveys of students, parents and staff, using questions consistent across all schools that include selected aspects of students' emotional and cognitive engagement.</p> <p>The <i>2018-2021 Department of Education Child and Student Wellbeing Strategy: Safe, Well and Positive Learners</i> was published on 28 June 2018. As part of the strategy the department has implemented an annual Student Wellbeing Survey in Tasmanian Government schools for the first time in 2019. All students in Years 4 – 12 undertook the Student Wellbeing Survey between 19 August 2019 and 13 September 2019.</p> <p><i>Domains:</i> The Student Wellbeing Survey measures aspects of emotional and cognitive engagement.</p> <p><i>Link:</i> https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/</p>
Australian Capital Territory	<p><i>Key Features:</i> 1. Key features (including date of latest collection) The ACT conducts the Australian School Climate and School Identification Measurement Tool (ASCSIMT) survey in all public schools. All students in years 5-12, school staff and parents of all students in preschool to year 12 are invited to complete the survey. The ASCSIMT was developed in partnership with the Australian National University. Measuring elements that contribute to school climate (belonging), particularly those elements that most directly relate to student engagement, learning and well-being outcomes. This survey is conducted every August in conjunction with the School Satisfaction Surveys.</p> <p><i>Domains:</i> The domains addressed by the survey include:</p> <ul style="list-style-type: none"> • Shared values and approach - sense of shared mission, rules, and processes • Academic emphasis – focusing on, supporting, and encouraging all students in their learning • Relations - being valued, respected and listened to • School Identification - sense of belonging and connection to the school • Emotional well-being and resilience. <p><i>Statistics:</i> Across the ACT seventy two percent of student respondents indicated that they experienced a strong sense of Shared Values and Approach in their schools. Seventy nine percent of students agreed that their schools had strong Academic emphasis (cognitive engagement). Sixty three percent of students agreed or strongly agreed with statements measuring School Identification (belonging and engagement). Eighty four percent of respondents indicated strong behavioural engagement.</p>
Northern Territory ..	.. Not applicable.

Table 4A.27 School student engagement survey results

Jurisdiction *Summary*

Source: State and Territory governments (unpublished).

Retention

TABLE 4A.28

Table 4A.28 **Apparent retention rates of 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									
2018	76.3	84.7	87.8	85.0	90.8	73.2	90.0	65.1	82.8
2017	77.5	85.3	87.8	83.1	91.7	71.5	92.1	70.2	83.3
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
All full time and part time secondary students									
2018	77.9	86.2	87.9	85.6	96.0	77.1	93.2	65.5	84.3
2017	79.1	87.0	88.9	83.7	97.5	75.6	94.3	70.5	85.1
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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of 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									
2018	49.3	66.9	74.9	63.7	85.5	62.3	92.6	44.2	62.6
2017	52.4	68.2	73.1	57.5	91.1	54.5	84.6	49.6	63.0
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
Non-Indigenous full time students									
2018	77.8	84.9	88.8	86.3	91.0	74.1	89.9	78.1	83.9
2017	78.9	85.6	88.9	84.6	91.7	73.0	92.3	82.8	84.3
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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of 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 full time students									
2018	101.2	104.4	101.9	97.8	104.6	101.4	102.1	82.1	101.8
2017	101.7	104.9	103.6	97.7	104.8	101.6	104.7	84.7	102.4
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
Aboriginal and Torres Strait Islander full time students									
2018	105.7	100.7	97.3	88.3	101.6	104.8	106.0	69.7	96.8
2017	107.8	100.6	97.4	84.5	107.0	105.3	118.9	75.2	97.8
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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of 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 full time students									
2018	100.9	104.5	102.3	98.5	104.7	101.1	101.9	92.1	102.1
2017	101.4	105.0	104.1	98.7	104.7	101.2	104.3	92.6	102.7
2016	101.7	104.7	101.8	98.9	104.3	100.8	103.2	90.0	102.3
2015	101.5	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
Year 7/8 to year 12 (e), (f)									
All full time students									
2018	77.8	88.7	89.2	83.3	94.6	74.0	92.8	52.5	84.5
2017	78.9	88.5	89.1	82.3	94.7	71.5	94.8	58.6	84.8
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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of 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									
2018	53.6	66.8	73.8	54.5	85.7	66.3	95.7	30.5	60.9
2017	56.0	70.9	73.8	51.3	91.8	57.7	94.8	36.5	62.4
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
Non-Indigenous full time students									
2018	79.1	89.0	90.4	85.3	95.0	74.7	92.8	70.3	85.8
2017	80.1	88.8	90.3	84.4	94.9	72.6	94.8	75.3	86.0
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.28 **Apparent retention rates of 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>
(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.								
(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.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> for: <ul style="list-style-type: none"> • full time students is the percentage of full time students who continued to year 12 from the respective cohort group at year 10 • full time and part time students is derived as the percentage of full time and part 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 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra, tables 42b and 67a.

TABLE 4A.29

Table 4A.29 **Apparent retention rates of 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									
2018	71.4	79.9	83.7	83.9	88.4	76.5	102.9	66.9	79.2
2017	73.0	80.4	82.9	81.7	91.2	74.1	107.8	73.6	79.8
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
All full time and part time secondary students									
2018	73.9	82.4	83.9	84.8	96.2	82.5	108.7	67.2	81.6
2017	75.5	83.1	84.6	82.8	100.3	80.2	111.9	73.4	82.5
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

TABLE 4A.29

Table 4A.29 **Apparent retention rates of 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									
2018	45.3	62.8	73.1	57.0	82.7	64.8	96.8	45.1	59.8
2017	48.4	63.4	68.2	51.8	91.5	55.1	107.0	55.2	59.9
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
Non-Indigenous full time students									
2018	73.4	80.2	84.8	86.0	88.8	77.9	103.1	81.5	80.6
2017	74.8	80.8	84.3	84.3	91.2	76.1	107.8	84.6	81.1
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

TABLE 4A.29

Table 4A.29 **Apparent retention rates of 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 full time students									
2018	103.2	109.0	102.4	98.4	106.7	103.7	109.5	89.1	104.0
2017	104.0	110.2	105.4	99.3	107.4	102.1	112.3	92.5	105.4
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
Aboriginal and Torres Strait Islander full time students									
2018	104.4	95.7	92.5	81.4	103.6	106.2	111.6	67.0	93.9
2017	106.5	97.2	93.3	81.1	104.6	103.3	118.0	73.6	95.6
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

TABLE 4A.29

Table 4A.29 **Apparent retention rates of 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 full time students									
2018	103.1	109.3	103.5	100.1	106.9	103.4	109.5	114.1	104.9
2017	103.8	110.5	106.7	101.1	107.6	102.0	112.1	115.0	106.2
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
Year 7/8 to year 12 (e), (f)									
All full time students									
2018	74.4	87.9	86.4	83.8	94.8	78.9	113.8	57.7	83.1
2017	75.6	86.8	85.8	82.7	96.0	75.1	117.0	61.1	83.1
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

TABLE 4A.29

Table 4A.29 **Apparent retention rates of 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									
2018	47.9	63.5	69.5	47.5	83.6	69.5	105.9	29.7	57.0
2017	50.1	65.8	68.2	45.4	93.4	58.1	112.2	35.8	58.1
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
Non-Indigenous full time students									
2018	76.5	88.4	88.2	87.4	95.6	79.9	114.1	88.5	85.2
2017	77.5	87.2	87.6	86.5	96.2	76.9	117.2	84.8	85.0
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.29 **Apparent retention rates of 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>
(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.								
(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.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> for: <ul style="list-style-type: none"> • full time students is the percentage of full time students who continued to year 12 from the respective cohort group at year 10 • full time and part time students is derived as the percentage of full time and part 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 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra, tables 42b and 67a.

TABLE 4A.30

Table 4A.30 **Apparent retention rates of 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									
2018	83.4	91.0	94.3	86.6	94.3	66.7	75.5	61.5	88.0
2017	84.1	91.9	95.8	84.9	92.4	66.4	74.7	63.9	88.5
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
All full time and part time secondary students									
2018	83.7	91.3	94.6	86.7	95.7	66.8	75.8	62.1	88.3
2017	84.4	92.2	96.1	85.0	93.5	66.4	74.7	64.9	88.8
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

TABLE 4A.30

Table 4A.30 **Apparent retention rates of 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									
2018	65.4	82.1	80.4	85.9	103.4	48.8	78.6	42.2	72.8
2017	68.6	88.6	90.2	77.7	88.7	51.5	40.9	39.2	74.3
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
Non-Indigenous full time students									
2018	83.9	91.1	95.0	86.6	94.2	67.4	75.5	71.8	88.4
2017	84.5	91.9	96.0	85.2	92.5	67.1	75.3	79.4	88.9
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

TABLE 4A.30

Table 4A.30 **Apparent retention rates of 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 full time students									
2018	98.4	98.8	101.2	97.0	101.5	97.3	94.6	71.1	98.7
2017	98.6	98.7	101.0	95.6	101.2	100.6	97.3	72.4	98.5
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
Aboriginal and Torres Strait Islander full time students									
2018	111.6	122.4	117.1	121.7	90.1	99.0	95.7	76.6	108.7
2017	113.0	114.2	112.3	97.6	123.8	112.2	121.2	79.4	106.4
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

TABLE 4A.30

Table 4A.30 **Apparent retention rates of 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 full time students									
2018	98.1	98.7	100.5	96.3	101.7	97.2	94.6	68.6	98.4
2017	98.2	98.6	100.5	95.6	100.9	100.0	97.0	69.3	98.3
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
Year 7/8 to year 12 (e), (f)									
All full time students									
2018	82.4	89.5	93.5	82.6	94.3	65.3	72.5	43.9	86.3
2017	83.5	90.7	94.3	81.6	92.9	64.5	72.6	53.8	87.1
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

TABLE 4A.30

Table 4A.30 **Apparent retention rates of 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									
2018	79.7	78.0	89.4	80.1	98.4	49.4	68.8	32.5	76.0
2017	85.1	92.7	93.8	74.8	82.3	56.0	52.9	38.4	79.6
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
Non-Indigenous full time students									
2018	82.5	89.6	93.7	82.7	94.2	65.9	72.6	49.3	86.6
2017	83.5	90.7	94.3	81.8	93.1	64.9	72.9	61.4	87.3
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.30 **Apparent retention rates of 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>
(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.								
(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.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> for: <ul style="list-style-type: none"> • full time students is the percentage of full time students who continued to year 12 from the respective cohort group at year 10 • full time and part time students is derived as the percentage of full time and part 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 2019, *Schools, Australia, 2018*, Cat. no. 4221.0, Canberra, tables 42b and 67a.

National Assessment Program — Literacy and Numeracy (NAPLAN) Reading

TABLE 4A.31

Table 4A.31 **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									
2018									
Major cities	90.1 ± 1.5	91.0 ± 2.6	90.7 ± 2.0	84.3 ± 3.7	81.1 ± 4.0	..	86.7 ± 5.5	..	88.8 ± 1.1
Inner Regional	89.2 ± 2.0	89.2 ± 3.5	90.8 ± 2.2	77.1 ± 10.5	80.8 ± 11.7	90.0 ± 3.9	np	..	89.1 ± 1.3
Outer Regional	84.5 ± 3.8	89.1 ± 6.2	88.8 ± 2.6	77.8 ± 6.4	75.4 ± 10.4	87.3 ± 4.7	..	71.9 ± 7.9	84.5 ± 2.0
Remote	77.7 ± 13.0	np	70.9 ± 11.0	65.5 ± 8.6	81.3 ± 15.8	np	..	53.1 ± 12.1	65.9 ± 5.5
Very remote	73.7 ± 13.7	..	70.2 ± 7.3	53.0 ± 8.5	41.7 ± 16.9	np	..	23.0 ± 6.3	45.2 ± 5.9
Total	88.5 ± 1.2	90.0 ± 2.0	87.1 ± 1.7	73.7 ± 3.3	76.8 ± 4.5	89.0 ± 2.7	86.8 ± 5.4	40.8 ± 6.6	82.0 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	■	▲	↑	■	■	■	↑	↑
Non-Indigenous students									
2018									
Major cities	97.0 ± 0.3	96.4 ± 0.4	97.4 ± 0.4	96.9 ± 0.4	94.9 ± 0.8	..	97.4 ± 0.8	..	96.8 ± 0.2
Inner Regional	96.6 ± 0.5	96.3 ± 0.7	96.4 ± 0.7	95.6 ± 1.2	94.7 ± 1.6	94.7 ± 1.1	np	..	96.2 ± 0.3
Outer Regional	96.0 ± 0.9	96.2 ± 1.2	97.0 ± 0.7	96.4 ± 1.1	93.3 ± 1.6	94.1 ± 1.8	..	93.8 ± 2.0	95.9 ± 0.4
Remote	94.0 ± 4.0	88.2 ± 9.9	96.6 ± 1.8	95.7 ± 1.7	92.9 ± 3.1	93.8 ± 7.5	..	91.1 ± 4.2	94.5 ± 1.2
Very remote	100.0	..	96.7 ± 2.5	95.0 ± 3.5	82.0 ± 10.8	np	..	90.8 ± 8.5	94.0 ± 2.2
Total	96.9 ± 0.2	96.4 ± 0.4	97.1 ± 0.3	96.6 ± 0.4	94.6 ± 0.7	94.5 ± 1.0	97.4 ± 0.8	93.1 ± 1.7	96.6 ± 0.1
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	■	▲	▲	↑	■	↑	↑	↑

TABLE 4A.31

Table 4A.31 **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>
All year 3 students									
2018									
Major cities	96.7 ± 0.3	96.3 ± 0.4	97.0 ± 0.4	96.2 ± 0.5	94.4 ± 0.9	..	97.1 ± 0.8	..	96.5 ± 0.2
Inner Regional	95.6 ± 0.6	96.0 ± 0.7	95.8 ± 0.7	94.7 ± 1.3	94.0 ± 1.9	94.3 ± 1.2	np	..	95.5 ± 0.3
Outer Regional	93.8 ± 1.2	95.7 ± 1.4	95.5 ± 0.9	93.6 ± 1.8	91.4 ± 2.2	93.0 ± 1.8	..	89.7 ± 3.2	94.0 ± 0.6
Remote	87.7 ± 7.3	88.2 ± 9.9	88.4 ± 5.3	87.4 ± 4.0	92.1 ± 3.5	93.9 ± 7.9	..	74.9 ± 10.0	86.4 ± 2.6
Very remote	85.7 ± 10.9	..	80.7 ± 5.7	71.8 ± 8.0	62.1 ± 16.5	np	..	31.1 ± 11.0	61.9 ± 5.8
Total	96.3 ± 0.3	96.2 ± 0.4	96.2 ± 0.3	94.9 ± 0.5	93.7 ± 0.8	93.9 ± 1.0	97.1 ± 0.8	71.3 ± 6.4	95.6 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	↑	■	■
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
<i>[Difference 2018 to 2008]</i>	■	■	▲	↑	↑	■	↑	■	↑
Statistical significance across jurisdictions, all year 3 students, 2018									
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, 2018									
<i>Average age</i>	8 y 7 m	8 y 9 m	8 y 5 m	8 y 5 m	8 y 7 m	8 y 11 m	8 y 7 m	8 y 6 m	8 y 7 m
<i>Years of schooling</i>	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.31

Table 4A.31 **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									
2018									
Major cities	86.2 ± 2.1	87.1 ± 3.0	87.9 ± 2.2	79.5 ± 3.7	77.7 ± 5.0	..	81.8 ± 8.0	..	85.1 ± 1.4
Inner Regional	83.9 ± 2.5	83.1 ± 4.6	89.2 ± 1.9	81.7 ± 8.3	74.4 ± 16.8	87.5 ± 4.4	np	..	85.3 ± 1.5
Outer Regional	79.5 ± 4.1	80.8 ± 8.2	81.4 ± 3.7	72.5 ± 7.3	69.1 ± 10.6	86.1 ± 5.2	..	73.1 ± 7.5	78.9 ± 2.0
Remote	66.5 ± 9.0	np	63.1 ± 10.0	63.9 ± 7.9	np	np	..	43.7 ± 10.5	60.0 ± 5.5
Very remote	59.2 ± 16.0	..	52.7 ± 9.5	41.5 ± 8.5	37.0 ± 19.1	np	..	18.1 ± 5.9	35.8 ± 5.0
Total	83.5 ± 1.7	84.5 ± 2.7	81.8 ± 2.5	68.7 ± 3.8	72.1 ± 5.6	86.8 ± 3.6	80.6 ± 8.3	36.9 ± 6.8	77.2 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	■	▲	↑	↑	■	■	↑	↑
Non-Indigenous students									
2018									
Major cities	96.3 ± 0.3	96.1 ± 0.4	96.7 ± 0.4	96.6 ± 0.4	94.3 ± 1.0	..	97.7 ± 0.7	..	96.3 ± 0.2
Inner Regional	95.7 ± 0.5	96.3 ± 0.7	95.9 ± 0.6	95.8 ± 1.0	94.7 ± 1.5	93.5 ± 1.4	np	..	95.7 ± 0.3
Outer Regional	95.3 ± 0.9	96.0 ± 1.3	95.7 ± 0.9	95.4 ± 1.4	93.1 ± 1.6	92.3 ± 2.2	..	93.9 ± 1.7	95.0 ± 0.5
Remote	92.4 ± 4.0	99.6 ± 2.7	95.8 ± 2.2	95.9 ± 1.5	94.6 ± 3.8	93.7 ± 8.1	..	94.4 ± 3.8	95.2 ± 1.2
Very remote	92.4 ± 7.7	..	94.5 ± 4.2	93.5 ± 3.6	89.4 ± 8.8	np	..	92.1 ± 8.1	93.3 ± 2.6
Total	96.1 ± 0.3	96.1 ± 0.4	96.4 ± 0.3	96.4 ± 0.4	94.2 ± 0.8	93.2 ± 1.2	97.7 ± 0.7	94.0 ± 1.5	96.0 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	▲	↑	↑	■	↑	↑	↑

TABLE 4A.31

Table 4A.31 **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>
All year 5 students									
2018									
Major cities	95.9 ± 0.4	95.9 ± 0.5	96.3 ± 0.5	95.9 ± 0.5	93.7 ± 1.0	..	97.2 ± 0.8	..	95.8 ± 0.2
Inner Regional	94.3 ± 0.7	95.8 ± 0.8	95.1 ± 0.7	94.8 ± 1.2	94.0 ± 1.8	93.1 ± 1.4	np	..	94.8 ± 0.4
Outer Regional	92.5 ± 1.3	94.9 ± 1.8	93.2 ± 1.3	92.0 ± 2.2	90.4 ± 2.3	91.4 ± 2.2	..	90.3 ± 2.8	92.6 ± 0.6
Remote	82.1 ± 7.4	99.6 ± 2.6	85.9 ± 5.3	86.9 ± 3.9	93.9 ± 4.1	91.4 ± 8.3	..	74.2 ± 11.1	85.4 ± 2.8
Very remote	73.7 ± 14.2	..	68.2 ± 8.9	61.9 ± 9.1	62.9 ± 16.8	np	..	25.7 ± 10.3	53.7 ± 5.6
Total	95.3 ± 0.3	95.8 ± 0.4	95.1 ± 0.5	94.3 ± 0.6	93.1 ± 0.9	92.6 ± 1.2	97.2 ± 0.8	71.4 ± 6.3	94.9 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	↑	■	■
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
<i>[Difference 2018 to 2008]</i>	↑	↑	▲	↑	↑	■	↑	■	↑
Statistical significance across jurisdictions, all year 5 students, 2018									
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, 2018									
<i>Average age</i>	10 y 7 m	10 y 9 m	10 y 5 m	10 y 5 m	10 y 7 m	10 y 11 m	10 y 7 m	10 y 6 m	10 y 7 m
<i>Years of schooling</i>	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.31

Table 4A.31 **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									
2018									
Major cities	85.0 ± 2.3	84.9 ± 4.2	87.2 ± 2.0	74.7 ± 5.1	78.3 ± 4.3	..	84.2 ± 8.3	..	83.6 ± 1.5
Inner Regional	80.3 ± 3.3	82.5 ± 5.5	85.9 ± 2.8	80.5 ± 7.8	78.1 ± 11.1	87.8 ± 4.2	..	..	82.6 ± 1.9
Outer Regional	74.7 ± 5.2	82.6 ± 9.0	78.7 ± 4.1	71.3 ± 8.2	70.3 ± 7.7	84.5 ± 6.1	..	68.1 ± 8.1	76.4 ± 2.5
Remote	64.0 ± 14.0	np	56.2 ± 14.1	66.9 ± 8.5	79.0 ± 11.7	np	..	41.2 ± 13.9	57.0 ± 7.6
Very remote	61.9 ± 17.3	..	53.3 ± 10.8	35.3 ± 10.1	30.9 ± 18.3	np	..	14.4 ± 4.8	29.8 ± 6.3
Total	81.3 ± 1.8	83.6 ± 3.5	81.0 ± 2.3	66.5 ± 4.4	71.8 ± 4.4	86.3 ± 3.6	84.2 ± 8.3	34.4 ± 9.1	75.6 ± 1.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	■	■	■	▼	■	■
Non-Indigenous students									
2018									
Major cities	95.8 ± 0.5	95.5 ± 0.6	95.7 ± 0.7	96.4 ± 0.7	95.0 ± 0.9	..	97.1 ± 1.2	..	95.8 ± 0.3
Inner Regional	94.4 ± 0.8	95.0 ± 1.0	94.4 ± 0.9	95.7 ± 1.6	94.4 ± 1.8	93.9 ± 1.7	..	..	94.6 ± 0.5
Outer Regional	92.2 ± 1.5	93.3 ± 2.1	94.8 ± 1.0	94.5 ± 2.0	92.9 ± 1.6	91.0 ± 2.7	..	93.5 ± 3.1	93.6 ± 0.7
Remote	89.3 ± 5.5	95.8 ± 6.3	93.2 ± 3.6	94.8 ± 1.8	95.0 ± 2.9	np	..	95.0 ± 3.6	94.3 ± 1.3
Very remote	np	..	91.7 ± 4.8	94.3 ± 4.0	94.1 ± 5.6	np	..	92.6 ± 6.2	92.4 ± 3.0
Total	95.4 ± 0.4	95.3 ± 0.5	95.3 ± 0.5	96.1 ± 0.6	94.7 ± 0.7	93.1 ± 1.5	97.1 ± 1.2	93.7 ± 2.6	95.4 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	■	■	■	■	■	■

TABLE 4A.31

Table 4A.31 **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>
All year 7 students									
2018									
Major cities	95.4 ± 0.5	95.3 ± 0.6	95.3 ± 0.7	95.4 ± 0.9	94.4 ± 0.9	..	96.8 ± 1.3	..	95.3 ± 0.3
Inner Regional	92.7 ± 1.1	94.5 ± 1.1	93.5 ± 1.0	94.5 ± 2.0	93.7 ± 2.0	93.5 ± 1.8	..	..	93.5 ± 0.6
Outer Regional	89.0 ± 2.0	92.3 ± 2.5	91.9 ± 1.6	91.0 ± 3.4	90.7 ± 2.1	89.9 ± 2.5	..	88.8 ± 5.0	90.9 ± 0.9
Remote	76.4 ± 7.9	95.9 ± 6.0	80.3 ± 9.4	86.6 ± 4.6	93.5 ± 3.0	89.1 ± 9.5	..	68.5 ± 16.2	82.6 ± 4.3
Very remote	72.5 ± 22.5	..	68.5 ± 9.4	55.3 ± 15.0	60.0 ± 21.2	np	..	21.1 ± 10.0	47.8 ± 8.0
Total	94.5 ± 0.5	95.1 ± 0.5	94.1 ± 0.6	93.9 ± 0.9	93.5 ± 0.8	92.5 ± 1.5	96.8 ± 1.3	69.0 ± 9.4	94.1 ± 0.3
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
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
<i>[Difference 2018 to 2008]</i>	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 7, average age, 2018									
Average age	12 y 7 m	12 y 9 m	12 y 5 m	12 y 5 m	12 y 7 m	12 y 11 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

TABLE 4A.31

Table 4A.31 **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 9									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	84.7 ± 2.1	82.6 ± 3.7	84.6 ± 2.6	80.7 ± 4.8	75.2 ± 6.8	..	89.1 ± 7.0	..	83.4 ± 1.5
Inner Regional	79.2 ± 3.5	79.7 ± 5.9	78.9 ± 3.5	78.2 ± 9.8	74.3 ± 13.4	79.5 ± 5.4	..	..	79.1 ± 2.2
Outer Regional	73.5 ± 6.1	82.0 ± 8.3	71.4 ± 5.1	77.0 ± 7.9	68.8 ± 8.8	83.5 ± 7.7	..	67.4 ± 9.9	73.2 ± 2.8
Remote	72.1 ± 10.5	np	64.7 ± 14.1	69.2 ± 9.3	np	np	..	35.3 ± 16.3	58.1 ± 9.8
Very remote	np	..	47.9 ± 10.6	46.1 ± 13.4	np	np	..	9.1 ± 4.8	28.2 ± 6.6
Total	80.6 ± 1.8	81.5 ± 3.0	76.2 ± 2.6	72.5 ± 4.3	70.7 ± 4.6	81.2 ± 4.5	89.1 ± 7.0	29.9 ± 9.2	73.9 ± 1.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	↓	■	■	■
Non-Indigenous students									
2018									
Major cities	95.6 ± 0.6	94.7 ± 0.7	94.4 ± 0.9	96.9 ± 0.7	93.4 ± 2.6	..	97.3 ± 1.2	..	95.2 ± 0.4
Inner Regional	93.8 ± 1.0	93.7 ± 1.2	91.4 ± 1.4	96.1 ± 1.6	92.3 ± 2.3	93.4 ± 1.8	..	..	93.3 ± 0.6
Outer Regional	92.5 ± 1.5	93.3 ± 2.5	92.4 ± 1.5	94.8 ± 2.2	91.0 ± 2.3	91.3 ± 3.0	..	92.4 ± 3.3	92.6 ± 0.8
Remote	90.5 ± 9.2	99.0 ± 2.0	89.0 ± 5.9	96.0 ± 1.9	92.5 ± 4.7	np	..	90.6 ± 5.2	93.1 ± 1.9
Very remote	np	..	88.2 ± 5.4	94.8 ± 3.5	93.1 ± 4.6	np	..	96.4 ± 5.5	92.2 ± 3.0
Total	95.2 ± 0.5	94.4 ± 0.6	93.5 ± 0.7	96.7 ± 0.6	92.9 ± 2.0	92.9 ± 1.6	97.3 ± 1.2	92.2 ± 2.8	94.6 ± 0.3
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■

TABLE 4A.31

Table 4A.31 **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>
All year 9 students									
2018									
Major cities	95.1 ± 0.6	94.4 ± 0.7	94.0 ± 0.9	96.2 ± 0.8	92.9 ± 2.6	..	97.0 ± 1.3	..	94.7 ± 0.4
Inner Regional	92.1 ± 1.2	93.2 ± 1.3	90.1 ± 1.6	94.9 ± 2.0	91.8 ± 2.5	92.5 ± 2.0	..	..	92.1 ± 0.7
Outer Regional	88.8 ± 2.2	92.5 ± 2.9	88.8 ± 2.1	92.8 ± 2.7	88.9 ± 3.1	90.1 ± 3.2	..	87.5 ± 4.9	89.7 ± 1.1
Remote	81.5 ± 8.3	99.1 ± 1.9	80.0 ± 9.2	87.2 ± 4.5	91.5 ± 5.7	np	..	63.1 ± 18.8	81.8 ± 5.1
Very remote	69.7 ± 21.9	..	62.5 ± 11.2	64.4 ± 15.1	65.7 ± 18.8	np	..	15.3 ± 10.8	46.3 ± 8.7
Total	94.2 ± 0.6	94.1 ± 0.6	92.1 ± 0.8	95.0 ± 0.8	92.0 ± 2.0	91.9 ± 1.7	97.0 ± 1.3	65.6 ± 10.3	93.4 ± 0.4
2017	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
[Difference 2018 to 2017]	■	↑	■	↑	■	↑	↑	■	■
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 2018 to 2008]	■	■	■	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 9 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 9, average age, 2018									
Average age	14 y 7 m	14 y 9 m	14 y 5 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 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

Table 4A.31 **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>
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								
■	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.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2019 are not available.								
(a)	The 2019 NAPLAN data were not available in time for inclusion in this Report.								
(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 (2018). 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.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	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.								
(f)	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.								
(g)	Geolocation data are based on the ARIA+ remoteness classification, as defined by ASGS: <i>Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. np Not available.								

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 3									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 3 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 3 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na
Year 3, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 5									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 5 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 5 students, 2019									
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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na
Year 5, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 7									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 7 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 7 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na
Year 7, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 9									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 9 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 9 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na
Year 9, average age, 2019									
<i>Average age</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
<i>Years of schooling</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</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
- is close to or not statistically different from the comparison year or State/Territory

Table 4A.32 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
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↓ 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.

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.33

Table 4A.33 **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									
2018									
Major cities	379.5 ± 4.4	401.7 ± 8.0	386.7 ± 5.3	356.0 ± 7.5	354.4 ± 9.9	..	383.1 ±12.6	..	378.4 ± 2.8
Inner Regional	371.4 ± 5.2	388.8 ± 7.7	377.7 ± 5.6	325.1 ±26.0	342.9 ±21.6	383.2 ±11.6	np	..	373.9 ± 3.4
Outer Regional	354.4 ± 7.8	378.9 ±13.1	360.7 ± 7.5	329.3 ±13.7	329.1 ±23.0	378.2 ±12.1	..	329.9 ±19.8	354.1 ± 4.7
Remote	344.5 ±22.1	np	317.1 ±19.9	303.4 ±12.1	329.2 ±24.4	np	..	267.8 ±29.8	304.0 ±11.5
Very remote	319.4 ±24.9	..	311.4 ±12.5	278.2 ±16.1	251.7 ±48.6	np	..	171.8 ±27.4	242.2 ±18.7
Total	371.2 ± 3.1	393.0 ± 5.2	365.7 ± 4.5	326.0 ± 6.9	338.3 ± 9.9	381.8 ± 8.6	382.8 ±12.4	228.7 ±22.7	352.9 ± 3.9
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	▲	↑	■	■	■	■	↑
Non-Indigenous students									
2018									
Major cities	446.5 ± 2.4	451.9 ± 2.4	442.8 ± 3.2	436.1 ± 3.3	427.1 ± 4.4	..	451.5 ± 5.5	..	444.9 ± 1.3
Inner Regional	425.9 ± 2.9	434.8 ± 3.1	421.9 ± 4.1	411.1 ± 6.4	415.8 ± 7.1	436.5 ± 8.0	np	..	427.0 ± 1.8
Outer Regional	416.2 ± 5.6	433.8 ± 5.6	427.8 ± 4.1	412.5 ± 6.6	402.9 ± 6.3	416.1 ± 7.4	..	417.3 ±11.1	421.0 ± 2.5
Remote	406.9 ±14.8	398.5 ±41.2	418.9 ± 9.6	408.9 ± 7.0	402.7 ±13.3	413.2 ±22.9	..	404.0 ±19.0	409.2 ± 4.9
Very remote	425.7 ±21.1	..	413.9 ±12.5	398.4 ±15.2	374.5 ±31.1	np	..	415.9 ±31.2	405.8 ± 9.5
Total	441.3 ± 2.0	447.8 ± 2.0	436.3 ± 2.4	430.5 ± 2.9	422.1 ± 3.6	430.4 ± 6.2	451.5 ± 5.5	414.6 ± 9.4	439.3 ± 1.1
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	▲	↑	↑	↑	↑	↑	↑

TABLE 4A.33

Table 4A.33 **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>
All year 3 students									
2018									
Major cities	443.8 ± 2.5	451.3 ± 2.4	440.0 ± 3.3	432.3 ± 3.5	424.6 ± 4.6	..	450.0 ± 5.6	..	442.6 ± 1.4
Inner Regional	419.3 ± 3.1	433.0 ± 3.2	417.0 ± 4.0	407.2 ± 7.5	412.3 ± 8.0	433.3 ± 8.5	np	..	422.5 ± 1.9
Outer Regional	404.2 ± 6.3	429.7 ± 6.2	415.9 ± 4.9	400.3 ± 8.2	395.5 ± 7.7	410.4 ± 7.2	..	401.1 ±13.6	410.4 ± 2.9
Remote	382.6 ±17.0	398.5 ±41.2	385.9 ±16.5	380.2 ±11.7	396.7 ±13.8	412.2 ±27.4	..	346.0 ±32.5	379.2 ± 8.1
Very remote	368.8 ±41.8	..	352.1 ±15.6	331.8 ±20.8	314.6 ±49.1	np	..	200.9 ±42.4	298.1 ±19.0
Total	436.7 ± 2.1	446.7 ± 2.0	429.9 ± 2.5	422.6 ± 3.2	418.0 ± 3.8	426.2 ± 6.5	450.0 ± 5.6	337.2 ±22.8	433.8 ± 1.1
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	▲	↑	↑	↑	↑	■	↑
Statistical significance across jurisdictions, all year 3 students, 2018									
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 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 5									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	458.4 ± 4.0	476.4 ± 7.5	462.4 ± 4.8	434.9 ± 6.2	432.8 ± 8.9	..	453.2 ±14.7	..	455.7 ± 2.6
Inner Regional	445.5 ± 5.0	462.6 ± 9.5	460.4 ± 4.4	433.1 ±13.6	437.7 ±24.5	459.2 ±10.0	np	..	451.9 ± 3.1
Outer Regional	432.5 ± 6.7	459.4 ±18.2	439.2 ± 7.3	419.0 ±13.3	420.6 ±15.2	460.9 ± 9.0	..	425.0 ±15.1	435.9 ± 4.2
Remote	412.5 ±19.1	np	408.9 ±15.7	400.4 ±11.8	np	np	..	364.9 ±20.6	397.4 ± 9.4
Very remote	388.3 ±19.9	..	380.3 ±15.1	359.7 ±17.0	345.7 ±26.6	np	..	276.7 ±25.6	332.9 ±15.3
Total	447.6 ± 3.0	468.3 ± 6.0	444.6 ± 4.7	411.9 ± 6.5	423.4 ± 7.9	460.2 ± 6.9	450.9 ±14.8	331.0 ±21.0	434.1 ± 3.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	↑	▲	↑	■	■	■	■	↑
Non-Indigenous students									
2018									
Major cities	519.9 ± 2.5	523.8 ± 2.3	517.5 ± 3.1	514.8 ± 3.0	506.5 ± 4.1	..	529.4 ± 5.7	..	519.2 ± 1.3
Inner Regional	500.9 ± 2.7	512.1 ± 2.8	503.5 ± 3.3	495.1 ± 5.3	493.7 ± 5.6	507.4 ± 7.3	np	..	504.5 ± 1.6
Outer Regional	492.6 ± 4.8	510.8 ± 4.4	502.5 ± 4.3	493.5 ± 7.0	480.9 ± 5.3	484.9 ± 6.5	..	494.0 ±10.4	496.9 ± 2.4
Remote	487.8 ±14.7	491.5 ±15.1	498.2 ± 7.6	494.9 ± 6.7	491.2 ±13.7	485.8 ±23.9	..	501.6 ±13.4	495.1 ± 4.7
Very remote	489.8 ±22.1	..	487.7 ±11.4	481.2 ±12.4	494.5 ±39.9	np	..	499.0 ±21.7	487.3 ± 8.1
Total	514.9 ± 2.1	520.9 ± 1.8	512.3 ± 2.2	510.2 ± 2.6	501.5 ± 3.3	500.8 ± 5.8	529.4 ± 5.7	495.6 ± 8.5	514.4 ± 1.0
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	▲	↑	↑	↑	↑	↑	↑

TABLE 4A.33

Table 4A.33 **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>
All year 5 students									
2018									
Major cities	517.5 ± 2.5	523.2 ± 2.3	514.7 ± 3.2	510.8 ± 3.2	504.0 ± 4.2	..	527.2 ± 5.8	..	517.0 ± 1.3
Inner Regional	494.5 ± 3.0	510.4 ± 2.9	498.7 ± 3.3	492.1 ± 6.5	491.8 ± 6.0	503.8 ± 7.5	np	..	500.1 ± 1.7
Outer Regional	481.9 ± 5.1	507.3 ± 5.0	491.2 ± 5.0	482.6 ± 8.3	474.7 ± 6.4	481.6 ± 6.2	..	482.2 ± 11.5	487.6 ± 2.6
Remote	458.4 ± 18.4	490.9 ± 15.1	471.5 ± 13.6	468.3 ± 11.0	488.0 ± 14.6	480.0 ± 25.3	..	447.1 ± 29.9	467.9 ± 7.4
Very remote	430.1 ± 35.4	..	419.4 ± 18.3	407.1 ± 19.4	418.8 ± 41.6	np	..	299.7 ± 35.4	380.8 ± 15.6
Total	510.6 ± 2.1	519.9 ± 1.8	506.1 ± 2.4	502.6 ± 2.9	497.8 ± 3.4	497.1 ± 5.8	527.0 ± 5.8	431.1 ± 19.2	509.3 ± 1.1
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
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
<i>[Difference 2018 to 2008]</i>	↑	↑	▲	↑	↑	↑	↑	■	↑
Statistical significance across jurisdictions, all year 5 students, 2018									
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 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 7									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	495.0 ± 4.3	503.4 ± 8.5	501.3 ± 5.2	472.4 ± 9.0	483.6 ± 7.4	..	513.8 ±17.9	..	493.7 ± 3.1
Inner Regional	482.9 ± 5.6	491.0 ± 8.9	491.6 ± 5.0	478.9 ±15.6	484.5 ±19.5	502.5 ±10.3	..	..	487.4 ± 3.4
Outer Regional	469.6 ± 8.0	484.4 ±11.4	476.6 ± 6.7	462.5 ±12.6	468.5 ±13.0	497.3 ± 8.6	..	464.2 ±11.7	474.3 ± 4.0
Remote	448.9 ±18.4	np	443.3 ±20.2	457.1 ±11.0	486.1 ±16.2	np	..	418.6 ±27.2	443.2 ±12.2
Very remote	444.0 ±20.3	..	432.3 ±16.5	403.1 ±19.2	392.0 ±30.4	np	..	341.1 ±22.0	381.0 ±16.3
Total	485.7 ± 3.2	495.5 ± 5.8	484.8 ± 4.1	456.6 ± 7.9	470.7 ± 8.3	500.0 ± 6.8	513.8 ±17.9	389.4 ±22.9	475.1 ± 3.3
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	■	■	↓	■	■	■
Non-Indigenous students									
2018									
Major cities	552.3 ± 3.7	552.9 ± 3.0	548.4 ± 4.4	550.8 ± 5.8	546.6 ± 3.9	..	567.1 ± 9.1	..	551.5 ± 1.9
Inner Regional	533.7 ± 3.4	537.6 ± 4.0	531.9 ± 3.9	532.1 ± 9.3	536.4 ± 6.8	545.8 ± 9.6	..	..	535.4 ± 2.1
Outer Regional	522.1 ± 5.5	528.9 ± 4.4	533.9 ± 4.9	527.1 ± 9.2	523.2 ± 4.8	524.1 ± 8.3	..	535.2 ±15.9	529.0 ± 2.8
Remote	501.7 ±11.5	524.9 ±20.4	520.5 ±12.9	529.2 ± 7.0	529.9 ± 9.9	np	..	540.1 ±16.2	527.5 ± 5.7
Very remote	np	..	522.0 ±12.1	517.8 ±13.7	525.2 ±22.0	np	..	517.0 ±19.5	519.5 ± 7.8
Total	547.6 ± 3.0	549.1 ± 2.5	542.9 ± 3.2	546.5 ± 5.0	542.0 ± 3.2	539.9 ± 7.8	567.1 ± 9.1	535.3 ±13.2	546.6 ± 1.5
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■

TABLE 4A.33

Table 4A.33 **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>
All year 7 students									
2018									
Major cities	550.0 ± 3.7	552.3 ± 3.1	546.0 ± 4.5	546.8 ± 6.1	544.4 ± 4.0	..	565.2 ± 9.1	..	549.4 ± 1.9
Inner Regional	527.5 ± 3.9	536.0 ± 4.2	527.7 ± 4.1	528.3 ± 9.8	534.3 ± 7.2	543.9 ±10.2	..	..	531.4 ± 2.3
Outer Regional	512.2 ± 6.2	525.1 ± 5.3	523.7 ± 5.9	518.3 ±12.2	518.3 ± 5.5	520.0 ± 8.1	..	521.9 ±17.7	520.5 ± 3.2
Remote	473.7 ±16.2	525.9 ±19.2	493.6 ±21.1	507.8 ±10.7	526.4 ±10.4	500.8 ±19.9	..	482.3 ±39.5	501.2 ± 9.7
Very remote	471.9 ±45.3	..	468.4 ±19.4	441.9 ±29.0	452.4 ±40.6	np	..	356.3 ±28.8	420.8 ±18.6
Total	543.6 ± 3.1	548.1 ± 2.6	537.9 ± 3.3	539.4 ± 5.3	538.6 ± 3.3	537.1 ± 8.1	565.2 ± 9.1	475.0 ±24.7	542.2 ± 1.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2018									
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 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 9									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	541.8 ± 4.1	550.7 ± 6.3	545.0 ± 5.1	532.8 ± 8.6	524.5 ± 8.9	..	558.4 ±11.9	..	541.4 ± 2.7
Inner Regional	526.7 ± 8.5	539.2 ± 7.5	530.5 ± 5.4	531.2 ±17.3	516.6 ±16.2	535.5 ± 8.7	..	..	529.7 ± 4.6
Outer Regional	514.1 ± 6.9	539.8 ±16.5	514.9 ± 8.4	517.8 ±11.1	506.5 ±12.3	537.4 ±14.3	..	509.6 ±14.1	516.8 ± 5.0
Remote	506.3 ±14.5	np	505.2 ±20.3	506.0 ±12.6	np	np	..	452.8 ±31.0	490.0 ±16.5
Very remote	np	..	470.9 ±20.1	464.7 ±25.7	np	np	..	363.8 ±21.2	416.5 ±18.7
Total	531.1 ± 4.0	544.8 ± 4.7	526.1 ± 4.6	515.0 ± 7.5	514.0 ± 7.9	536.0 ± 8.0	558.4 ±11.9	420.8 ±23.7	519.2 ± 3.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	↓	■	■	■
Non-Indigenous students									
2018									
Major cities	594.8 ± 3.3	592.7 ± 3.2	589.1 ± 4.3	598.9 ± 5.0	583.9 ± 5.6	..	601.2 ± 7.1	..	593.0 ± 1.8
Inner Regional	576.4 ± 3.9	577.7 ± 4.2	569.9 ± 4.2	580.5 ± 7.8	573.0 ± 9.2	584.4 ± 8.4	..	..	576.1 ± 2.2
Outer Regional	566.3 ± 4.3	580.9 ±10.3	573.4 ± 5.2	579.3 ± 8.8	563.6 ± 5.3	565.9 ± 9.5	..	577.0 ±12.0	572.6 ± 3.0
Remote	549.9 ±10.6	613.5 ±19.5	560.2 ±11.3	576.7 ± 6.3	567.5 ±11.2	np	..	575.2 ±19.5	571.9 ± 6.5
Very remote	np	..	549.9 ±14.8	571.5 ±15.3	561.0 ±21.5	np	..	589.4 ±16.8	563.8 ± 9.9
Total	590.2 ± 2.7	589.4 ± 2.6	583.0 ± 3.2	595.1 ± 4.3	579.8 ± 4.6	579.6 ± 7.0	601.2 ± 7.1	577.1 ±10.2	588.2 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■

TABLE 4A.33

Table 4A.33 **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>
All year 9 students									
2018									
Major cities	592.5 ± 3.3	592.1 ± 3.2	586.8 ± 4.4	595.8 ± 5.2	582.6 ± 5.9	..	599.9 ± 7.1	..	591.2 ± 1.8
Inner Regional	570.8 ± 4.5	576.3 ± 4.2	565.9 ± 4.3	578.2 ± 8.6	571.3 ± 9.6	582.5 ± 8.8	..	..	572.5 ± 2.4
Outer Regional	556.3 ± 5.4	578.3 ± 10.9	563.6 ± 6.2	571.9 ± 10.5	558.6 ± 7.5	561.8 ± 9.8	..	564.0 ± 14.4	564.4 ± 3.4
Remote	528.8 ± 12.0	614.1 ± 18.3	539.5 ± 16.2	553.4 ± 11.3	564.2 ± 13.2	np	..	515.0 ± 44.2	545.4 ± 11.4
Very remote	519.0 ± 38.5	..	500.2 ± 21.8	503.8 ± 30.2	511.1 ± 35.7	np	..	380.0 ± 32.2	458.8 ± 21.1
Total	586.4 ± 2.8	588.5 ± 2.7	578.2 ± 3.3	589.4 ± 4.6	577.4 ± 4.8	577.0 ± 7.3	599.9 ± 7.1	510.6 ± 26.5	584.1 ± 1.5
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 9 students, 2018									
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 **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
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								
■	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.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2019 are not available.								
(a)	The 2019 NAPLAN data were not available in time for inclusion in this Report.								
(b)	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 (2018). 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.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(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+ remoteness classification, as defined by ASGS: <i>Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. np Not available.								

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 3									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 year 3 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 3 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 5									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 year 5 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 5 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 7									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 year 7 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 7 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 9									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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 year 9 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 9 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na

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

Table 4A.34 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points) (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>
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↓ 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.

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.35

Table 4A.35 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 3									
Parental education (e)									
Bachelor degree or above	98.4 ± 0.2	98.2 ± 0.2	98.7 ± 0.3	98.3 ± 0.3	97.5 ± 0.6	98.1 ± 0.7	98.4 ± 0.6	92.3 ± 2.6	98.3 ± 0.1
Advanced diploma/diploma	97.1 ± 0.3	96.5 ± 0.5	97.3 ± 0.5	96.7 ± 0.7	95.6 ± 1.1	95.0 ± 1.8	96.7 ± 1.5	85.7 ± 4.9	96.7 ± 0.2
Certificate I to IV (f)	95.3 ± 0.4	95.0 ± 0.5	96.0 ± 0.4	95.1 ± 0.7	93.5 ± 0.9	94.0 ± 1.5	95.8 ± 2.0	81.2 ± 4.7	95.1 ± 0.2
Year 12 or equivalent	94.4 ± 0.7	94.2 ± 0.9	94.8 ± 0.7	93.3 ± 1.3	91.5 ± 1.9	88.2 ± 3.9	95.3 ± 3.1	65.8 ± 9.8	93.7 ± 0.5
Year 11 or equivalent or below	88.3 ± 1.2	88.3 ± 1.5	89.3 ± 1.3	84.7 ± 2.1	82.4 ± 2.5	84.7 ± 3.1	88.3 ± 6.3	36.7 ± 7.7	85.9 ± 0.8
Not stated (g)	93.1 ± 1.4	90.1 ± 2.5	90.5 ± 1.6	88.4 ± 2.2	88.5 ± 3.2	93.9 ± 3.1	93.8 ± 3.2	61.5 ± 14.5	89.8 ± 1.0
Parental occupation (h)									
Senior management and qualified professionals	98.7 ± 0.2	98.7 ± 0.2	98.8 ± 0.3	98.4 ± 0.3	97.8 ± 0.5	97.9 ± 0.8	98.3 ± 0.8	93.8 ± 2.5	98.6 ± 0.1
Other business managers and associate professionals	98.1 ± 0.2	97.9 ± 0.3	98.2 ± 0.3	97.6 ± 0.4	96.5 ± 0.8	96.1 ± 1.5	97.9 ± 1.0	92.5 ± 3.1	97.8 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.4 ± 0.4	96.8 ± 0.4	96.7 ± 0.4	95.8 ± 0.6	95.5 ± 0.8	95.2 ± 1.7	97.4 ± 1.4	86.4 ± 3.8	96.3 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.3 ± 0.6	94.2 ± 0.7	94.3 ± 0.7	93.2 ± 1.1	91.0 ± 1.5	90.8 ± 2.4	94.6 ± 3.4	64.0 ± 9.7	93.6 ± 0.3
Not in paid work in previous 12 months	88.3 ± 0.9	88.5 ± 1.2	89.6 ± 1.5	85.3 ± 2.3	86.4 ± 2.7	82.7 ± 4.0	87.4 ± 5.1	36.7 ± 6.9	87.0 ± 0.7
Not stated (i)	93.9 ± 1.2	90.2 ± 3.0	92.9 ± 0.9	89.3 ± 1.7	86.4 ± 2.3	92.1 ± 2.4	94.9 ± 2.1	53.5 ± 11.5	90.6 ± 0.7
Year 5									
Parental education (e)									
Bachelor degree or above	98.5 ± 0.2	98.1 ± 0.3	98.6 ± 0.2	98.4 ± 0.4	97.7 ± 0.6	98.1 ± 0.7	98.4 ± 0.7	93.8 ± 2.3	98.3 ± 0.1
Advanced diploma/diploma	96.7 ± 0.5	96.6 ± 0.4	96.7 ± 0.5	97.1 ± 0.7	95.1 ± 1.0	95.7 ± 1.8	98.2 ± 1.1	88.9 ± 4.7	96.6 ± 0.2
Certificate I to IV (f)	94.2 ± 0.4	94.7 ± 0.6	94.7 ± 0.6	94.8 ± 0.7	93.0 ± 0.9	92.2 ± 1.6	95.1 ± 2.3	80.6 ± 4.9	94.2 ± 0.3

TABLE 4A.35

Table 4A.35 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	92.7 ± 0.9	94.5 ± 0.8	92.9 ± 0.9	93.3 ± 1.2	92.0 ± 1.7	90.0 ± 3.4	95.4 ± 2.9	70.3 ± 9.0	93.0 ± 0.4
Year 11 or equivalent or below	83.3 ± 1.2	86.8 ± 1.5	85.3 ± 1.8	82.3 ± 2.0	81.4 ± 2.5	82.9 ± 3.1	86.9 ± 8.2	34.6 ± 7.5	83.0 ± 0.8
Not stated (g)	92.5 ± 1.5	93.5 ± 1.9	89.0 ± 1.9	87.3 ± 2.3	84.9 ± 3.8	90.1 ± 4.6	95.0 ± 3.2	57.1 ±13.6	88.7 ± 1.1
Parental occupation (h)									
Senior management and qualified professionals	98.7 ± 0.2	98.7 ± 0.2	98.7 ± 0.2	98.6 ± 0.4	97.7 ± 0.6	97.7 ± 1.2	98.3 ± 0.8	94.7 ± 2.3	98.5 ± 0.1
Other business managers and associate professionals	97.8 ± 0.3	98.0 ± 0.3	97.9 ± 0.3	97.7 ± 0.4	96.8 ± 0.6	95.9 ± 1.1	98.4 ± 0.8	92.6 ± 3.1	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.4	96.5 ± 0.5	95.8 ± 0.5	95.7 ± 0.7	94.9 ± 0.9	93.5 ± 1.5	97.0 ± 1.3	85.8 ± 3.7	95.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	92.0 ± 0.6	93.6 ± 0.7	92.5 ± 0.9	92.2 ± 1.3	91.7 ± 1.3	89.1 ± 2.4	95.3 ± 2.7	61.1 ± 9.2	92.2 ± 0.4
Not in paid work in previous 12 months	84.4 ± 1.1	87.1 ± 1.3	84.3 ± 1.7	81.8 ± 2.4	82.7 ± 3.9	80.1 ± 3.8	85.2 ± 6.1	40.5 ± 9.3	84.1 ± 0.7
Not stated (i)	92.8 ± 1.3	92.5 ± 2.3	90.7 ± 1.2	88.6 ± 1.6	83.9 ± 2.4	89.6 ± 3.6	95.9 ± 2.3	49.6 ±10.5	89.0 ± 0.8
Year 7									
Parental education (e)									
Bachelor degree or above	98.5 ± 0.2	98.2 ± 0.3	98.4 ± 0.3	98.6 ± 0.4	98.0 ± 0.5	98.1 ± 1.0	98.6 ± 0.9	94.9 ± 3.0	98.3 ± 0.1
Advanced diploma/diploma	96.0 ± 0.5	95.6 ± 0.6	96.0 ± 0.6	96.7 ± 0.7	96.3 ± 0.9	96.4 ± 1.5	97.4 ± 1.5	86.7 ± 4.9	95.9 ± 0.3
Certificate I to IV (f)	92.3 ± 0.6	93.7 ± 0.7	93.2 ± 0.6	94.7 ± 0.8	93.8 ± 1.0	91.7 ± 1.8	93.8 ± 3.0	82.3 ± 5.8	93.1 ± 0.3
Year 12 or equivalent	91.6 ± 1.3	92.9 ± 1.2	91.6 ± 1.1	92.8 ± 1.3	92.6 ± 1.6	88.6 ± 4.2	92.0 ± 4.2	71.9 ±11.5	91.9 ± 0.6
Year 11 or equivalent or below	81.6 ± 1.5	84.9 ± 1.7	83.3 ± 1.6	80.3 ± 2.6	83.1 ± 2.3	82.2 ± 3.6	87.6 ± 7.0	31.5 ±10.8	81.4 ± 1.0
Not stated (g)	93.0 ± 1.6	94.3 ± 1.9	88.0 ± 1.6	82.5 ± 4.7	84.8 ± 3.5	91.5 ± 4.9	94.2 ± 4.0	57.6 ±12.5	88.4 ± 1.3

TABLE 4A.35

Table 4A.35 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Parental occupation (h)									
Senior management and qualified professionals	98.6 ± 0.2	98.7 ± 0.3	98.6 ± 0.3	98.4 ± 0.4	98.1 ± 0.5	97.9 ± 1.0	98.5 ± 0.7	96.4 ± 2.4	98.5 ± 0.1
Other business managers and associate professionals	97.3 ± 0.4	97.8 ± 0.3	97.3 ± 0.4	97.7 ± 0.6	97.0 ± 0.7	96.1 ± 1.4	96.8 ± 2.3	93.7 ± 3.8	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.4 ± 0.5	95.9 ± 0.5	94.3 ± 0.6	95.7 ± 0.7	95.7 ± 1.0	93.4 ± 1.6	96.1 ± 2.1	86.9 ± 4.4	94.9 ± 0.3
Machine operators, hospitality staff, assistants, labourers	89.9 ± 0.9	91.3 ± 1.0	89.9 ± 1.1	90.8 ± 1.4	91.5 ± 1.4	87.9 ± 2.4	93.8 ± 3.7	62.6 ±12.1	90.2 ± 0.5
Not in paid work in previous 12 months	81.3 ± 1.6	83.5 ± 1.8	83.5 ± 2.1	77.3 ± 3.5	83.8 ± 2.9	79.2 ± 4.4	85.7 ± 7.1	37.5 ±12.2	81.3 ± 1.0
Not stated (i)	92.8 ± 1.4	94.1 ± 2.0	88.3 ± 1.4	84.0 ± 3.4	84.9 ± 2.3	90.3 ± 4.2	95.2 ± 3.4	50.8 ±11.1	87.7 ± 1.1
Year 9									
Parental education (e)									
Bachelor degree or above	98.2 ± 0.3	97.7 ± 0.4	97.7 ± 0.4	98.8 ± 0.4	97.7 ± 0.6	97.4 ± 1.1	98.6 ± 0.9	93.4 ± 3.6	98.0 ± 0.2
Advanced diploma/diploma	96.1 ± 0.5	95.2 ± 0.7	94.1 ± 0.7	97.3 ± 0.7	95.2 ± 1.1	95.5 ± 1.8	98.3 ± 1.1	85.5 ± 7.4	95.5 ± 0.3
Certificate I to IV (f)	92.3 ± 0.7	92.6 ± 0.8	91.0 ± 0.9	95.8 ± 0.7	91.9 ± 1.3	91.9 ± 1.8	94.5 ± 2.5	80.5 ± 6.4	92.3 ± 0.4
Year 12 or equivalent	92.9 ± 1.0	91.9 ± 1.2	88.8 ± 1.4	94.0 ± 1.5	92.2 ± 2.1	88.8 ± 4.8	94.1 ± 4.0	74.3 ±10.6	91.5 ± 0.6
Year 11 or equivalent or below	82.1 ± 1.6	84.3 ± 1.8	79.6 ± 1.9	84.6 ± 2.2	82.1 ± 2.9	81.3 ± 3.6	89.8 ± 5.6	30.6 ±11.1	81.2 ± 1.0
Not stated (g)	91.3 ± 2.0	91.0 ± 2.7	86.2 ± 2.1	87.3 ± 3.8	81.6 ±13.6	91.5 ± 4.9	94.4 ± 3.3	50.7 ±13.0	86.9 ± 2.1
Parental occupation (h)									
Senior management and qualified professionals	98.4 ± 0.3	98.2 ± 0.3	97.8 ± 0.4	98.8 ± 0.4	97.3 ± 0.7	96.8 ± 1.2	98.5 ± 0.9	94.1 ± 3.8	98.2 ± 0.2
Other business managers and associate professionals	97.0 ± 0.4	96.8 ± 0.5	95.8 ± 0.5	97.8 ± 0.6	95.9 ± 0.8	95.7 ± 1.5	97.4 ± 1.5	90.4 ± 4.6	96.7 ± 0.3

TABLE 4A.35

Table 4A.35 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (per cent) (a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Tradespeople, clerks, skilled office, sales and service staff	94.3 ± 0.5	94.9 ± 0.5	92.1 ± 0.8	96.5 ± 0.7	93.9 ± 1.2	92.9 ± 2.0	96.5 ± 1.7	86.2 ± 5.5	94.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.0 ± 0.9	90.8 ± 1.1	86.9 ± 1.3	92.7 ± 1.4	90.7 ± 1.6	86.0 ± 3.2	93.2 ± 3.7	65.4 ± 12.4	89.6 ± 0.5
Not in paid work in previous 12 months	81.5 ± 1.9	82.4 ± 1.9	78.4 ± 2.3	82.4 ± 3.0	82.2 ± 3.5	80.2 ± 4.6	90.1 ± 4.7	36.5 ± 14.6	80.7 ± 1.1
Not stated (i)	91.4 ± 1.7	88.9 ± 3.2	85.8 ± 1.7	87.0 ± 3.1	81.5 ± 9.1	90.5 ± 4.4	95.2 ± 3.6	47.5 ± 10.9	85.7 ± 1.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.36

Table 4A.36 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 3									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 5									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na

TABLE 4A.36

Table 4A.36 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 7									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

TABLE 4A.36

Table 4A.36 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 9									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.36 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.37

Table 4A.37 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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 3									
Parental education (e)									
Bachelor degree or above	472.1 ± 1.8	475.1 ± 1.8	467.7 ± 2.4	460.8 ± 2.7	455.8 ± 3.3	473.9 ± 6.5	470.7 ± 5.1	426.3 ±13.2	469.7 ± 1.0
Advanced diploma/diploma	428.0 ± 1.8	433.8 ± 2.1	426.6 ± 2.3	421.1 ± 2.9	416.1 ± 3.8	432.3 ± 9.2	429.0 ± 6.4	376.6 ±15.7	427.5 ± 1.0
Certificate I to IV (f)	405.6 ± 1.7	417.9 ± 1.7	410.9 ± 1.9	402.1 ± 2.7	398.5 ± 3.1	406.4 ± 5.0	412.8 ± 6.4	356.8 ±15.0	408.5 ± 0.9
Year 12 or equivalent	406.3 ± 2.7	419.3 ± 3.1	403.8 ± 3.1	396.6 ± 4.0	399.2 ± 6.7	390.4 ±11.3	414.4 ±11.1	313.3 ±29.6	405.8 ± 1.5
Year 11 or equivalent or below	369.4 ± 2.7	391.6 ± 3.6	371.9 ± 3.3	355.5 ± 4.8	356.5 ± 5.3	369.1 ± 7.8	372.7 ±14.4	214.9 ±28.2	367.1 ± 2.4
Not stated (g)	421.3 ± 7.2	445.1 ± 8.9	402.6 ± 5.6	393.7 ± 9.5	399.7 ±10.0	430.4 ±20.9	433.7 ±19.7	304.7 ±43.7	407.3 ± 4.1
Parental occupation (h)									
Senior management and qualified professionals	473.8 ± 1.9	480.9 ± 2.0	469.0 ± 2.6	461.0 ± 3.2	455.8 ± 3.6	466.6 ± 8.1	470.2 ± 6.0	433.1 ±13.1	471.6 ± 1.1
Other business managers and associate professionals	450.2 ± 1.9	456.8 ± 1.8	443.7 ± 2.4	432.1 ± 2.8	432.1 ± 3.6	437.2 ± 6.5	452.5 ± 5.7	410.7 ±11.1	447.3 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	419.8 ± 1.8	432.9 ± 1.9	418.5 ± 2.1	412.1 ± 2.9	408.6 ± 3.3	423.0 ± 6.3	431.3 ± 7.8	373.0 ±11.8	421.0 ± 1.0
Machine operators, hospitality staff, assistants, labourers	399.9 ± 2.1	414.0 ± 2.4	400.2 ± 2.8	396.2 ± 3.7	390.6 ± 4.4	392.3 ± 7.0	405.6 ±10.0	302.4 ±31.1	401.8 ± 1.4
Not in paid work in previous 12 months	379.0 ± 2.6	401.0 ± 2.8	378.1 ± 4.0	367.9 ± 6.4	380.0 ± 7.1	364.2 ± 9.7	397.0 ±12.7	215.4 ±26.7	381.2 ± 2.0
Not stated (i)	421.9 ± 6.6	445.9 ± 8.3	406.6 ± 3.6	393.6 ± 6.9	385.1 ± 7.7	419.1 ±17.4	428.1 ± 8.7	276.7 ±37.0	403.9 ± 3.0
Year 5									
Parental education (e)									
Bachelor degree or above	547.3 ± 2.0	547.7 ± 1.7	544.5 ± 2.3	540.5 ± 2.4	534.6 ± 3.0	548.0 ± 5.3	547.5 ± 4.8	509.9 ±11.5	545.2 ± 1.0
Advanced diploma/diploma	503.1 ± 1.7	510.0 ± 1.7	503.8 ± 2.1	503.8 ± 2.5	494.8 ± 3.4	506.6 ± 6.8	512.1 ± 5.5	474.8 ±11.2	504.6 ± 0.9
Certificate I to IV (f)	482.2 ± 1.4	496.0 ± 1.5	488.6 ± 1.7	485.9 ± 2.3	480.5 ± 2.7	479.6 ± 4.8	486.4 ± 6.9	445.9 ±12.7	486.7 ± 0.8
Year 12 or equivalent	481.6 ± 2.6	494.7 ± 2.4	481.6 ± 2.8	481.5 ± 3.6	479.9 ± 8.8	472.5 ±10.1	492.8 ± 8.4	416.8 ±23.2	484.1 ± 1.4

TABLE 4A.37

Table 4A.37 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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 11 or equivalent or below	445.4 ± 2.4	468.3 ± 2.9	451.9 ± 3.1	442.5 ± 3.9	444.1 ± 4.3	447.1 ± 5.8	454.8 ±13.4	319.1 ±26.0	448.1 ± 1.8
Not stated (g)	501.4 ± 6.6	530.8 ± 8.4	480.8 ± 5.3	474.2 ± 8.7	475.7 ± 7.8	489.7 ±14.7	513.3 ±22.7	397.2 ±33.9	487.2 ± 3.7
Parental occupation (h)									
Senior management and qualified professionals	548.7 ± 2.1	552.2 ± 1.8	544.7 ± 2.4	540.4 ± 2.7	533.8 ± 3.5	540.8 ± 6.0	547.6 ± 5.7	511.0 ±12.3	546.5 ± 1.1
Other business managers and associate professionals	523.6 ± 1.8	529.7 ± 1.7	519.6 ± 2.0	515.9 ± 2.5	508.1 ± 3.0	513.1 ± 5.8	533.1 ± 5.6	492.1 ±10.1	522.5 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	494.7 ± 1.5	507.8 ± 1.6	495.5 ± 1.9	491.2 ± 2.5	489.3 ± 3.2	489.0 ± 4.9	506.3 ± 6.8	460.2 ± 9.1	497.2 ± 0.9
Machine operators, hospitality staff, assistants, labourers	473.7 ± 2.0	490.9 ± 1.9	476.1 ± 2.5	476.4 ± 3.1	474.4 ± 3.8	465.1 ± 5.2	485.1 ±10.5	397.3 ±21.5	478.3 ± 1.1
Not in paid work in previous 12 months	453.8 ± 2.4	476.9 ± 2.6	455.8 ± 3.6	449.8 ± 4.8	459.5 ± 5.6	445.3 ± 8.0	460.8 ±13.5	338.4 ±26.2	459.3 ± 1.7
Not stated (i)	498.0 ± 5.6	529.8 ± 8.0	483.3 ± 3.6	477.0 ± 6.1	467.0 ± 5.7	481.8 ±13.0	504.6 ±11.3	367.7 ±32.2	482.6 ± 2.7
Year 7									
Parental education (e)									
Bachelor degree or above	577.7 ± 3.5	574.7 ± 2.2	572.9 ± 3.3	575.5 ± 5.4	572.0 ± 3.2	582.6 ± 7.0	586.1 ± 7.3	550.6 ±17.0	575.5 ± 1.6
Advanced diploma/diploma	537.8 ± 1.9	538.2 ± 1.8	536.4 ± 2.1	537.8 ± 3.3	539.4 ± 3.0	544.2 ± 5.3	543.9 ± 6.3	511.5 ±12.1	537.7 ± 1.0
Certificate I to IV (f)	516.4 ± 1.8	525.6 ± 1.6	521.3 ± 1.9	522.3 ± 3.0	524.6 ± 2.3	519.0 ± 4.6	528.5 ± 9.4	499.3 ±12.4	520.9 ± 0.9
Year 12 or equivalent	518.1 ± 2.8	529.2 ± 3.5	517.2 ± 3.1	523.2 ± 4.2	527.1 ± 7.2	513.1 ± 9.3	530.2 ±10.5	476.7 ±19.8	521.8 ± 1.7
Year 11 or equivalent or below	486.6 ± 2.6	503.3 ± 3.2	490.5 ± 3.0	483.4 ± 4.8	493.1 ± 3.9	491.2 ± 5.9	500.0 ±11.1	379.7 ±27.9	488.8 ± 1.9
Not stated (g)	542.1 ± 7.2	563.6 ± 7.7	515.6 ± 5.0	506.6 ±11.7	516.9 ± 7.7	542.8 ±25.5	563.3 ±24.5	445.3 ±28.9	528.7 ± 4.3

TABLE 4A.37

Table 4A.37 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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>
Parental occupation (h)									
Senior management and qualified professionals	577.8 ± 3.4	577.7 ± 2.5	572.9 ± 3.7	573.7 ± 5.9	572.7 ± 3.7	576.6 ± 6.9	584.0 ± 8.8	557.4 ±15.4	576.0 ± 1.7
Other business managers and associate professionals	553.1 ± 2.6	555.3 ± 2.0	549.2 ± 2.5	549.8 ± 3.7	548.3 ± 2.7	548.9 ± 7.6	563.4 ± 7.9	535.3 ±12.9	552.2 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	527.3 ± 2.1	536.3 ± 1.8	526.2 ± 2.1	528.5 ± 3.0	530.9 ± 3.0	529.1 ± 5.1	542.9 ±10.6	510.8 ±14.4	529.7 ± 1.1
Machine operators, hospitality staff, assistants, labourers	511.2 ± 2.6	520.4 ± 2.3	509.4 ± 2.6	512.2 ± 3.8	518.9 ± 3.1	503.7 ± 5.7	526.9 ±12.0	455.3 ±23.4	513.3 ± 1.3
Not in paid work in previous 12 months	490.0 ± 2.7	505.6 ± 3.0	497.4 ± 4.0	481.6 ± 6.8	502.9 ± 4.5	490.9 ± 8.3	509.6 ±12.6	398.0 ±30.8	494.6 ± 1.8
Not stated (i)	538.9 ± 6.2	562.3 ± 7.1	513.9 ± 3.9	507.0 ± 9.1	510.4 ± 5.3	534.4 ±21.2	551.6 ±14.9	426.0 ±28.1	521.1 ± 3.4
Year 9									
Parental education (e)									
Bachelor degree or above	618.2 ± 3.0	614.3 ± 2.7	612.5 ± 3.3	621.3 ± 4.3	607.2 ± 4.3	617.8 ± 5.6	618.5 ± 5.4	589.2 ±12.6	615.5 ± 1.5
Advanced diploma/diploma	584.9 ± 1.8	582.2 ± 2.0	577.2 ± 2.4	589.5 ± 3.1	579.4 ± 3.3	584.4 ± 5.2	585.4 ± 4.9	558.0 ±18.3	582.5 ± 1.1
Certificate I to IV (f)	563.2 ± 1.9	569.2 ± 1.7	562.6 ± 2.1	575.4 ± 2.6	563.3 ± 3.2	563.2 ± 4.3	570.2 ± 5.7	539.9 ±15.2	565.5 ± 1.0
Year 12 or equivalent	569.8 ± 2.8	571.7 ± 3.3	560.5 ± 3.2	573.1 ± 3.8	567.6 ± 8.6	556.6 ± 9.4	572.5 ±10.2	528.5 ±21.8	567.6 ± 1.7
Year 11 or equivalent or below	537.5 ± 2.9	550.0 ± 2.8	534.7 ± 3.3	542.2 ± 4.3	537.8 ± 4.8	534.2 ± 5.7	557.9 ± 9.4	418.6 ±30.4	537.5 ± 1.9
Not stated (g)	577.3 ± 6.3	592.8 ± 7.3	557.2 ± 5.4	565.3 ±10.5	568.4 ± 9.6	586.5 ±19.4	589.8 ±15.1	475.3 ±29.5	568.2 ± 3.8
Parental occupation (h)									
Senior management and qualified professionals	617.7 ± 3.0	616.5 ± 2.7	612.0 ± 3.5	619.1 ± 4.8	606.0 ± 4.9	613.5 ± 7.0	615.6 ± 7.1	591.8 ±14.6	615.4 ± 1.5
Other business managers and associate professionals	595.9 ± 2.3	595.0 ± 2.4	588.9 ± 2.5	597.8 ± 3.2	586.4 ± 3.4	587.0 ± 5.9	596.0 ± 6.4	578.5 ±12.2	593.5 ± 1.2

Table 4A.37 NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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>
Tradespeople, clerks, skilled office, sales and service staff	573.5 ± 2.2	578.8 ± 1.9	567.1 ± 2.3	580.8 ± 3.1	571.1 ± 3.3	568.8 ± 5.3	582.2 ± 8.4	550.2 ±13.9	573.8 ± 1.1
Machine operators, hospitality staff, assistants, labourers	558.3 ± 2.7	565.9 ± 2.4	551.3 ± 2.8	564.3 ± 3.5	558.3 ± 4.3	546.0 ± 5.5	570.5 ±10.5	505.6 ±30.9	558.9 ± 1.4
Not in paid work in previous 12 months	540.3 ± 3.6	551.4 ± 2.9	536.6 ± 4.3	543.0 ± 6.3	542.9 ± 5.4	534.9 ± 9.1	564.1 ±11.6	435.7 ±36.9	541.9 ± 2.0
Not stated (i)	576.4 ± 5.4	587.5 ± 8.3	555.4 ± 4.7	562.4 ± 8.7	556.5 ± 8.5	577.4 ±17.8	591.9 ± 9.8	464.3 ±26.0	561.3 ± 3.3

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (b) 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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes AQF trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.38

Table 4A.38 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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 3									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 5									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na

TABLE 4A.38

Table 4A.38 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 7									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

TABLE 4A.38

Table 4A.38 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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>
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 9									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.38 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

NAPLAN Writing

TABLE 4A.39

Table 4A.39 **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									
2018									
Major cities	87.9 ± 1.4	89.4 ± 3.5	86.6 ± 2.1	80.7 ± 3.5	73.8 ± 5.9	..	84.7 ± 6.3	..	85.5 ± 1.2
Inner Regional	86.5 ± 2.1	87.1 ± 3.4	86.6 ± 2.5	77.9 ± 8.9	79.2 ± 9.0	88.0 ± 4.1	np	..	86.2 ± 1.4
Outer Regional	84.5 ± 3.0	86.5 ± 6.5	85.1 ± 3.3	71.2 ± 8.0	68.9 ± 9.8	84.1 ± 5.8	..	65.1 ± 8.2	81.0 ± 2.2
Remote	79.8 ± 12.0	np	70.3 ± 8.4	56.4 ± 8.3	79.6 ± 17.7	np	..	47.2 ± 13.8	61.4 ± 5.8
Very remote	86.2 ± 11.8	..	64.8 ± 9.0	42.4 ± 7.5	44.3 ± 19.5	np	..	15.8 ± 4.7	38.8 ± 6.1
Total	86.6 ± 1.1	88.0 ± 2.2	83.2 ± 1.9	67.7 ± 3.6	71.2 ± 4.2	86.5 ± 3.5	84.9 ± 6.3	34.0 ± 6.8	78.4 ± 1.5
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	■	■	↓	■	■	■	■	■
Non-Indigenous students									
2018									
Major cities	96.5 ± 0.3	96.0 ± 0.4	95.6 ± 0.5	95.6 ± 0.5	93.2 ± 1.0	..	96.0 ± 0.9	..	95.9 ± 0.2
Inner Regional	95.2 ± 0.6	95.5 ± 0.7	94.0 ± 0.9	94.5 ± 1.2	92.9 ± 1.5	93.5 ± 1.3	np	..	94.8 ± 0.4
Outer Regional	94.9 ± 1.0	95.6 ± 1.4	94.9 ± 0.9	93.5 ± 1.4	90.8 ± 1.9	93.3 ± 1.8	..	92.2 ± 2.0	94.1 ± 0.5
Remote	94.3 ± 3.5	90.6 ± 11.6	93.7 ± 2.9	93.7 ± 2.2	90.4 ± 3.9	93.8 ± 7.4	..	91.2 ± 4.3	92.8 ± 1.5
Very remote	97.7 ± 5.1	..	94.8 ± 2.7	92.8 ± 4.0	88.4 ± 10.8	np	..	89.0 ± 6.6	93.0 ± 2.1
Total	96.2 ± 0.2	95.9 ± 0.4	95.2 ± 0.4	95.3 ± 0.4	92.8 ± 0.8	93.4 ± 1.0	96.0 ± 0.9	91.8 ± 1.7	95.5 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	■	■	■	↓	↓	■	■	■

TABLE 4A.39

Table 4A.39 **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>
All year 3 students									
2018									
Major cities	96.1 ± 0.3	95.9 ± 0.4	95.1 ± 0.5	94.9 ± 0.6	92.4 ± 1.1	..	95.6 ± 1.0	..	95.4 ± 0.2
Inner Regional	94.1 ± 0.7	95.1 ± 0.8	93.2 ± 0.9	93.5 ± 1.4	92.1 ± 1.7	93.0 ± 1.4	np	..	94.0 ± 0.4
Outer Regional	92.8 ± 1.2	94.9 ± 1.6	93.1 ± 1.1	90.1 ± 2.4	88.5 ± 2.4	91.7 ± 2.0	..	87.1 ± 3.2	92.0 ± 0.7
Remote	88.9 ± 5.9	90.6 ± 11.6	86.0 ± 4.7	83.2 ± 4.5	89.4 ± 3.9	93.6 ± 7.8	..	72.5 ± 10.9	83.7 ± 2.7
Very remote	90.6 ± 9.7	..	76.8 ± 6.9	64.9 ± 8.7	66.5 ± 18.2	np	..	24.6 ± 10.3	57.3 ± 6.3
Total	95.5 ± 0.3	95.7 ± 0.4	94.0 ± 0.4	93.2 ± 0.6	91.6 ± 0.9	92.6 ± 1.1	95.6 ± 1.0	67.8 ± 6.8	94.4 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	↓	■	■	■
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
<i>[Difference 2018 to 2011]</i>	■	■	■	■	↓	↓	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2018									
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, 2018									
<i>Average age</i>	8 y 7 m	8 y 9 m	8 y 5 m	8 y 5 m	8 y 7 m	8 y 11 m	8 y 7 m	8 y 6 m	8 y 7 m
<i>Years of schooling</i>	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.39

Table 4A.39 **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									
2018									
Major cities	78.0 ± 2.0	78.2 ± 4.2	72.2 ± 2.8	68.1 ± 4.0	62.1 ± 6.1	..	64.2 ± 9.2	..	73.6 ± 1.4
Inner Regional	73.1 ± 2.5	74.0 ± 5.4	72.8 ± 3.7	63.6 ± 9.2	60.6 ± 18.4	76.1 ± 5.6	np	..	72.7 ± 1.7
Outer Regional	69.3 ± 4.3	75.0 ± 11.6	67.8 ± 4.3	57.7 ± 8.3	51.0 ± 8.3	75.3 ± 6.1	..	55.9 ± 8.2	66.0 ± 2.6
Remote	57.0 ± 11.6	np	51.4 ± 10.1	49.0 ± 8.2	np	np	..	27.4 ± 10.6	46.4 ± 5.5
Very remote	61.8 ± 11.2	..	39.2 ± 10.4	22.1 ± 6.5	23.0 ± 17.8	np	..	8.5 ± 4.1	23.1 ± 4.5
Total	74.1 ± 1.5	76.1 ± 3.3	66.9 ± 2.6	54.1 ± 3.8	56.0 ± 5.1	76.0 ± 4.0	64.1 ± 9.1	24.1 ± 5.7	64.9 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	↓	■	■	↓	■	▼	■	■
Non-Indigenous students									
2018									
Major cities	93.2 ± 0.4	94.2 ± 0.5	90.8 ± 0.8	92.6 ± 0.7	88.0 ± 1.5	..	92.3 ± 1.4	..	92.6 ± 0.3
Inner Regional	89.7 ± 0.9	92.8 ± 0.9	86.7 ± 1.3	89.3 ± 1.8	85.9 ± 2.6	88.2 ± 2.2	np	..	89.6 ± 0.6
Outer Regional	88.9 ± 1.6	93.2 ± 1.7	88.0 ± 1.5	86.6 ± 2.3	82.0 ± 3.1	84.0 ± 3.1	..	86.1 ± 2.9	87.7 ± 0.8
Remote	87.2 ± 6.0	91.7 ± 11.3	89.9 ± 2.8	88.5 ± 3.0	84.0 ± 6.5	87.6 ± 10.0	..	87.8 ± 5.5	87.9 ± 2.0
Very remote	89.2 ± 13.9	..	86.3 ± 5.8	85.3 ± 6.2	79.2 ± 13.5	np	..	79.3 ± 9.4	84.4 ± 3.4
Total	92.3 ± 0.4	93.9 ± 0.4	89.6 ± 0.6	91.6 ± 0.6	86.9 ± 1.2	87.0 ± 1.9	92.3 ± 1.4	86.1 ± 2.6	91.6 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	■	■	■	↓	↓	■	■	↓

TABLE 4A.39

Table 4A.39 **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>
All year 5 students									
2018									
Major cities	92.5 ± 0.5	93.9 ± 0.5	89.9 ± 0.8	91.4 ± 0.8	87.2 ± 1.6	..	91.6 ± 1.5	..	91.9 ± 0.3
Inner Regional	87.6 ± 1.0	92.1 ± 1.0	85.0 ± 1.3	87.5 ± 2.1	85.0 ± 2.9	87.2 ± 2.3	np	..	88.1 ± 0.6
Outer Regional	85.3 ± 1.8	91.8 ± 2.3	84.4 ± 1.9	82.1 ± 3.2	78.6 ± 3.8	82.5 ± 2.9	..	80.8 ± 3.9	84.2 ± 1.0
Remote	75.0 ± 9.8	91.9 ± 11.2	78.0 ± 6.4	77.0 ± 5.3	83.0 ± 6.9	86.9 ± 8.6	..	63.7 ± 13.8	76.1 ± 3.5
Very remote	73.5 ± 13.5	..	55.9 ± 10.0	46.7 ± 10.2	50.3 ± 21.7	np	..	15.5 ± 8.8	41.8 ± 5.7
Total	91.1 ± 0.4	93.4 ± 0.5	87.5 ± 0.7	88.7 ± 0.8	85.5 ± 1.4	85.8 ± 1.9	91.5 ± 1.5	61.6 ± 6.8	89.8 ± 0.3
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	↓	■	■	■
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
<i>[Difference 2018 to 2011]</i>	↓	■	■	■	↓	↓	■	■	↓
Statistical significance across jurisdictions, all year 5 students, 2018									
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, 2018									
<i>Average age</i>	10 y 7 m	10 y 9 m	10 y 5 m	10 y 5 m	10 y 7 m	10 y 11 m	10 y 7 m	10 y 6 m	10 y 7 m
<i>Years of schooling</i>	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.39

Table 4A.39 **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									
2018									
Major cities	71.0 ± 3.0	75.2 ± 4.2	69.8 ± 3.5	61.2 ± 5.7	61.9 ± 5.9	..	70.4 ±11.8	..	69.0 ± 1.7
Inner Regional	60.8 ± 3.4	65.8 ± 6.1	63.3 ± 4.0	65.6 ±12.2	61.1 ±13.2	70.5 ± 6.7	..	..	62.9 ± 2.3
Outer Regional	56.5 ± 5.5	66.7 ±11.2	55.8 ± 4.9	51.5 ± 8.8	49.2 ± 9.0	69.7 ± 7.4	..	49.4 ± 8.6	56.2 ± 3.1
Remote	40.6 ±13.8	np	42.3 ±14.3	48.5 ± 9.9	58.5 ±19.1	np	..	22.0 ±14.6	38.6 ± 8.6
Very remote	39.2 ±17.6	..	30.1 ± 9.6	20.2 ± 8.7	17.6 ±13.3	np	..	3.0 ± 2.2	14.8 ± 4.5
Total	64.3 ± 2.2	70.2 ± 3.5	60.4 ± 2.7	50.9 ± 4.7	54.3 ± 5.2	69.8 ± 4.9	70.4 ±11.8	19.4 ± 7.4	58.2 ± 1.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	■	↓	↓	↓	■	■	■	↓
Non-Indigenous students									
2018									
Major cities	91.2 ± 0.8	91.8 ± 0.8	87.6 ± 1.3	90.6 ± 1.4	89.2 ± 1.4	..	89.2 ± 2.5	..	90.4 ± 0.5
Inner Regional	84.6 ± 1.5	87.0 ± 1.7	82.3 ± 2.1	87.4 ± 2.7	86.4 ± 3.5	86.2 ± 3.0	..	..	85.1 ± 0.9
Outer Regional	80.5 ± 2.6	85.5 ± 2.8	83.0 ± 2.4	83.7 ± 4.0	83.3 ± 2.7	81.3 ± 4.2	..	83.6 ± 6.0	82.9 ± 1.3
Remote	65.6 ± 7.6	92.1 ± 8.2	81.0 ± 6.5	86.1 ± 3.5	85.9 ± 5.0	np	..	83.3 ± 9.6	83.5 ± 2.6
Very remote	np	..	76.7 ± 9.3	86.3 ± 8.7	76.5 ±13.8	np	..	77.2 ±12.8	79.8 ± 6.0
Total	89.6 ± 0.7	90.6 ± 0.7	85.9 ± 1.1	89.7 ± 1.2	88.0 ± 1.2	84.8 ± 2.6	89.2 ± 2.5	83.3 ± 5.1	88.8 ± 0.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	■	↓	↓	↓	■	■	■	↓

TABLE 4A.39

Table 4A.39 **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>
All year 7 students									
2018									
Major cities	90.4 ± 0.9	91.5 ± 0.8	86.8 ± 1.4	89.1 ± 1.6	88.2 ± 1.5	..	88.8 ± 2.6	..	89.6 ± 0.5
Inner Regional	81.7 ± 1.8	86.3 ± 1.8	80.3 ± 2.3	85.3 ± 3.3	85.3 ± 3.8	85.2 ± 3.3	..	..	83.2 ± 1.0
Outer Regional	75.8 ± 3.0	83.8 ± 3.5	78.0 ± 3.0	78.9 ± 5.4	80.1 ± 3.2	79.5 ± 4.4	..	77.1 ± 7.7	78.6 ± 1.6
Remote	53.5 ± 10.5	92.3 ± 7.8	67.4 ± 11.2	74.6 ± 5.9	83.5 ± 5.5	60.0 ± 8.9	..	53.3 ± 21.6	69.3 ± 5.6
Very remote	53.2 ± 24.4	..	47.9 ± 11.3	42.3 ± 15.9	43.8 ± 20.8	np	..	9.4 ± 8.0	33.0 ± 7.6
Total	87.9 ± 0.8	90.2 ± 0.8	83.7 ± 1.2	86.6 ± 1.5	86.3 ± 1.3	83.5 ± 2.8	88.8 ± 2.6	56.7 ± 10.3	86.9 ± 0.5
2017	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
[Difference 2018 to 2017]	■	■	■	■	■	■	■	■	■
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 2018 to 2011]	↓	■	↓	↓	↓	■	■	■	↓
Statistical significance across jurisdictions, all year 7 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 7, average age, 2018									
Average age	12 y 7 m	12 y 9 m	12 y 5 m	12 y 5 m	12 y 7 m	12 y 11 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

TABLE 4A.39

Table 4A.39 **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 9									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	57.8 ± 3.0	58.7 ± 5.9	56.0 ± 4.2	51.8 ± 6.4	47.7 ± 7.4	..	61.2 ± 9.9	..	56.0 ± 2.0
Inner Regional	48.6 ± 3.6	56.5 ± 6.8	49.4 ± 4.6	49.1 ± 12.9	42.1 ± 12.3	53.4 ± 7.8	..	..	49.9 ± 2.3
Outer Regional	39.5 ± 6.1	48.9 ± 11.5	39.2 ± 4.9	41.8 ± 10.2	31.9 ± 11.9	51.6 ± 9.0	..	38.2 ± 11.2	40.3 ± 2.9
Remote	29.8 ± 12.6	np	26.9 ± 12.2	36.6 ± 9.7	np	np	..	14.5 ± 9.7	27.2 ± 7.0
Very remote	24.7 ± 16.9	..	19.2 ± 6.4	23.7 ± 8.7	np	np	..	3.1 ± 3.0	12.5 ± 3.5
Total	51.0 ± 2.2	56.4 ± 4.0	45.9 ± 2.9	43.1 ± 4.2	40.4 ± 5.9	52.6 ± 5.9	61.2 ± 9.9	14.6 ± 5.9	45.7 ± 1.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	↓	↓	■	■	■	■	■	↓
Non-Indigenous students									
2018									
Major cities	85.5 ± 1.2	85.5 ± 1.2	79.6 ± 2.0	87.6 ± 1.7	78.6 ± 3.7	..	84.1 ± 3.6	..	84.1 ± 0.7
Inner Regional	76.0 ± 2.2	79.2 ± 2.4	70.9 ± 2.7	82.0 ± 4.1	70.3 ± 6.5	77.2 ± 4.8	..	..	75.9 ± 1.3
Outer Regional	71.0 ± 3.4	78.2 ± 5.2	71.8 ± 3.3	77.6 ± 4.9	69.1 ± 5.1	71.4 ± 6.3	..	75.8 ± 6.4	73.1 ± 1.9
Remote	64.8 ± 9.4	90.5 ± 11.2	60.5 ± 5.6	77.4 ± 5.8	70.7 ± 11.5	np	..	65.4 ± 11.6	71.2 ± 4.7
Very remote	np	..	61.1 ± 11.3	74.1 ± 11.2	66.9 ± 15.2	np	..	76.4 ± 7.9	69.1 ± 6.4
Total	83.1 ± 1.1	84.0 ± 1.1	76.7 ± 1.5	86.0 ± 1.6	76.4 ± 3.0	75.7 ± 4.0	84.1 ± 3.6	74.0 ± 5.7	81.7 ± 0.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	↓	↓	■	↓	■	■	■	↓

TABLE 4A.39

Table 4A.39 **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>
All year 9 students									
2018									
Major cities	84.3 ± 1.3	85.1 ± 1.2	78.5 ± 2.1	85.9 ± 1.9	77.9 ± 3.7	..	83.5 ± 3.7	..	83.1 ± 0.8
Inner Regional	72.8 ± 2.4	78.3 ± 2.5	68.7 ± 2.8	79.5 ± 4.5	69.5 ± 6.6	75.8 ± 4.9	..	..	73.8 ± 1.4
Outer Regional	65.0 ± 3.8	76.3 ± 5.8	66.1 ± 3.8	73.3 ± 6.5	65.8 ± 6.1	68.5 ± 6.6	..	68.5 ± 8.3	68.2 ± 2.1
Remote	48.2 ±12.4	91.3 ±10.9	47.7 ± 9.2	64.0 ± 6.6	69.2 ±13.6	np	..	40.1 ±19.5	57.0 ± 6.3
Very remote	46.9 ±26.1	..	34.4 ±11.4	42.5 ±14.2	41.6 ±17.6	np	..	8.3 ± 8.6	28.3 ± 6.9
Total	81.0 ± 1.2	83.4 ± 1.1	74.2 ± 1.7	82.9 ± 1.9	75.0 ± 3.1	73.9 ± 4.1	83.5 ± 3.7	48.7 ±10.3	79.5 ± 0.7
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
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
<i>[Difference 2018 to 2011]</i>	■	↓	↓	■	↓	■	■	■	↓
Statistical significance across jurisdictions, all year 9 students, 2018									
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, 2018									
<i>Average age</i>	14 y 7 m	14 y 9 m	14 y 5 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 7 m
<i>Years of schooling</i>	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

Table 4A.39 **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>
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								
■	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.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2019 are not available.								
(a)	The 2019 NAPLAN data were not available in time for inclusion in this Report.								
(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 (2018). 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.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	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.								
(f)	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.								
(g)	Geolocation data are based on the ARIA+ remoteness classification, as defined by <i>ASGS: Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. np Not available.								

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 3									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 3 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 3 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na
Year 3, average age, 2019									
<i>Average age</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
<i>Years of schooling</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 5									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 5 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 5 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na
Year 5, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 7									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 7 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 7 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na
Year 7, average age, 2019									
Average age	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Years of schooling	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 9									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 9 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 9 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na
Year 9, average age, 2019									
<i>Average age</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
<i>Years of schooling</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</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
- is close to or not statistically different from the comparison year or State/Territory

Table 4A.40 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
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↓ 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.

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.41

Table 4A.41 **NAPLAN writing: 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									
2018									
Major cities	370.4 ± 3.8	384.9 ± 6.1	360.9 ± 5.2	344.9 ± 7.8	326.9 ± 10.4	..	364.4 ± 14.8	..	362.2 ± 2.7
Inner Regional	362.0 ± 4.8	372.3 ± 7.5	353.0 ± 5.8	328.8 ± 12.2	323.6 ± 18.9	363.8 ± 10.0	np	..	358.8 ± 3.2
Outer Regional	348.3 ± 7.4	372.1 ± 13.5	346.5 ± 7.9	309.0 ± 19.8	306.8 ± 20.7	357.4 ± 12.4	..	302.4 ± 16.9	339.6 ± 5.1
Remote	347.9 ± 18.4	np	307.4 ± 16.5	281.8 ± 17.4	315.8 ± 16.4	np	..	251.1 ± 28.4	289.4 ± 12.5
Very remote	344.6 ± 24.1	..	295.7 ± 18.8	252.0 ± 14.9	250.5 ± 44.2	np	..	171.4 ± 14.1	232.8 ± 15.7
Total	363.1 ± 2.8	377.9 ± 4.4	345.5 ± 4.6	309.9 ± 8.3	315.5 ± 9.3	361.4 ± 7.6	364.7 ± 14.8	218.8 ± 17.4	338.1 ± 3.9
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	■	■	■	↓	■	■	↓	■
Non-Indigenous students									
2018									
Major cities	422.7 ± 1.8	426.6 ± 1.7	408.0 ± 2.7	412.8 ± 2.7	391.1 ± 3.9	..	411.7 ± 4.6	..	417.4 ± 1.1
Inner Regional	400.8 ± 2.3	409.6 ± 2.7	390.1 ± 3.8	392.8 ± 5.4	377.6 ± 6.0	400.9 ± 6.3	np	..	399.5 ± 1.6
Outer Regional	395.8 ± 4.5	410.7 ± 4.5	399.7 ± 4.3	388.4 ± 5.6	371.5 ± 6.4	389.2 ± 7.2	..	383.1 ± 8.8	394.6 ± 2.3
Remote	393.9 ± 15.5	389.7 ± 33.4	387.7 ± 11.3	385.0 ± 9.2	367.4 ± 14.2	379.0 ± 19.8	..	377.4 ± 15.0	382.0 ± 5.8
Very remote	410.6 ± 19.3	..	383.8 ± 10.2	379.0 ± 16.7	370.7 ± 21.5	np	..	375.8 ± 30.0	381.6 ± 8.2
Total	417.4 ± 1.6	422.6 ± 1.4	403.0 ± 2.0	407.7 ± 2.4	386.6 ± 3.2	397.3 ± 5.0	411.7 ± 4.6	381.6 ± 7.5	411.9 ± 0.9
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	■	■	■	↓	■	■	■	■

TABLE 4A.41

Table 4A.41 **NAPLAN writing: 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>
All year 3 students									
2018									
Major cities	420.6 ± 1.9	426.0 ± 1.7	405.5 ± 2.8	409.4 ± 2.8	389.0 ± 4.1	..	410.2 ± 4.6	..	415.4 ± 1.1
Inner Regional	396.2 ± 2.5	408.1 ± 2.7	385.8 ± 3.8	389.0 ± 5.7	374.9 ± 6.3	398.5 ± 6.6	np	..	395.9 ± 1.7
Outer Regional	386.6 ± 5.0	407.8 ± 5.1	390.1 ± 4.8	376.4 ± 7.9	364.9 ± 7.5	383.9 ± 7.2	..	368.1 ±11.5	385.8 ± 2.7
Remote	376.2 ±13.4	389.7 ±33.4	361.7 ±14.5	356.0 ±13.0	362.6 ±13.6	377.2 ±20.4	..	324.0 ±28.9	355.3 ± 7.8
Very remote	372.4 ±30.7	..	330.9 ±16.7	308.7 ±22.7	311.9 ±43.5	np	..	195.9 ±30.3	283.6 ±16.9
Total	413.9 ± 1.6	421.6 ± 1.4	397.7 ± 2.2	400.1 ± 2.8	383.1 ± 3.4	393.9 ± 5.2	410.1 ± 4.6	313.9 ±19.5	407.1 ± 1.0
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
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
<i>[Difference 2018 to 2011]</i>	↓	■	■	■	↓	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2018									
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.41

Table 4A.41 **NAPLAN writing: 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 5									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	428.0 ± 4.2	435.2 ± 6.8	415.2 ± 5.4	404.1 ± 5.9	390.6 ± 10.9	..	403.4 ± 17.2	..	418.4 ± 2.7
Inner Regional	414.4 ± 4.2	428.4 ± 8.7	413.8 ± 5.0	392.4 ± 17.0	389.6 ± 24.7	416.7 ± 11.3	np	..	414.6 ± 2.8
Outer Regional	404.3 ± 8.5	427.0 ± 19.2	404.7 ± 7.4	379.8 ± 17.0	374.7 ± 14.9	417.9 ± 10.5	..	380.9 ± 15.6	400.4 ± 4.6
Remote	386.4 ± 20.7	np	370.8 ± 19.2	363.1 ± 14.4	np	np	..	319.5 ± 24.4	359.3 ± 11.5
Very remote	383.3 ± 14.5	..	334.6 ± 29.5	307.0 ± 16.1	290.4 ± 46.1	np	..	229.9 ± 18.4	286.3 ± 15.0
Total	417.7 ± 3.1	431.3 ± 5.5	401.9 ± 5.6	373.7 ± 7.7	378.4 ± 10.0	417.3 ± 8.1	403.6 ± 16.8	285.1 ± 19.1	396.2 ± 3.5
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	↓	■	■	↓	↓	▼	↓	■
Non-Indigenous students									
2018									
Major cities	479.9 ± 1.8	482.8 ± 1.5	464.7 ± 2.5	472.8 ± 2.6	457.5 ± 3.7	..	467.6 ± 4.7	..	475.2 ± 1.0
Inner Regional	456.0 ± 2.2	467.8 ± 2.3	447.8 ± 3.2	450.6 ± 4.2	440.6 ± 5.5	455.6 ± 5.6	np	..	456.5 ± 1.4
Outer Regional	450.5 ± 4.2	467.0 ± 3.6	452.2 ± 4.1	447.5 ± 5.9	432.4 ± 6.1	439.3 ± 6.6	..	449.3 ± 10.9	450.2 ± 2.2
Remote	448.1 ± 11.2	452.4 ± 13.7	453.9 ± 7.4	448.6 ± 7.2	436.1 ± 11.8	447.1 ± 16.5	..	450.9 ± 16.1	448.0 ± 4.7
Very remote	459.2 ± 29.0	..	439.8 ± 9.9	445.2 ± 14.4	440.2 ± 23.7	np	..	435.4 ± 28.4	441.9 ± 7.3
Total	473.9 ± 1.5	479.1 ± 1.3	459.4 ± 1.9	467.6 ± 2.3	451.9 ± 3.1	450.9 ± 4.5	467.6 ± 4.7	449.0 ± 9.1	469.3 ± 0.8
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	↓	↓	■	↓	↓	↓	↓	↓

TABLE 4A.41

Table 4A.41 **NAPLAN writing: 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>
All year 5 students									
2018									
Major cities	477.8 ± 1.8	482.2 ± 1.5	462.1 ± 2.6	469.4 ± 2.7	455.3 ± 3.8	..	466.2 ± 4.9	..	473.1 ± 1.0
Inner Regional	451.0 ± 2.5	466.5 ± 2.5	443.7 ± 3.3	446.7 ± 4.9	438.9 ± 5.9	452.3 ± 5.8	np	..	452.8 ± 1.5
Outer Regional	442.2 ± 4.8	464.2 ± 4.3	443.6 ± 4.6	437.2 ± 7.6	426.6 ± 7.2	436.1 ± 6.1	..	437.4 ±12.1	442.5 ± 2.5
Remote	424.0 ±15.8	452.4 ±13.6	428.9 ±14.3	424.5 ±11.4	433.7 ±12.2	443.7 ±17.3	..	398.4 ±31.8	423.2 ± 7.6
Very remote	414.8 ±31.4	..	372.7 ±25.6	361.0 ±22.5	360.3 ±54.9	np	..	250.4 ±30.5	334.2 ±16.4
Total	470.3 ± 1.6	478.2 ± 1.3	454.0 ± 2.1	460.2 ± 2.6	448.5 ± 3.3	447.5 ± 4.6	466.1 ± 4.9	384.5 ±19.5	464.7 ± 0.9
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	↓	■	■	■
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
<i>[Difference 2018 to 2011]</i>	↓	↓	↓	■	↓	↓	↓	■	↓
Statistical significance across jurisdictions, all year 5 students, 2018									
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.41

Table 4A.41 **NAPLAN writing: 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 7									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	462.7 ± 5.1	470.1 ± 6.5	457.6 ± 6.4	436.7 ± 11.5	447.2 ± 9.1	..	467.3 ± 15.3	..	457.2 ± 3.4
Inner Regional	440.8 ± 5.6	447.0 ± 11.6	446.9 ± 5.5	446.5 ± 19.5	439.9 ± 22.8	456.7 ± 11.5	..	..	444.5 ± 3.6
Outer Regional	427.6 ± 10.9	446.1 ± 15.0	429.6 ± 10.0	418.5 ± 16.5	422.9 ± 18.0	456.1 ± 13.3	..	414.8 ± 19.4	429.4 ± 5.9
Remote	405.9 ± 25.7	np	400.7 ± 26.8	412.0 ± 21.0	420.5 ± 41.5	np	..	338.1 ± 49.4	387.4 ± 23.3
Very remote	397.1 ± 23.3	..	360.7 ± 37.4	338.6 ± 23.9	309.6 ± 43.3	np	..	234.4 ± 23.6	295.6 ± 22.7
Total	448.0 ± 3.8	457.4 ± 6.5	438.1 ± 5.5	413.4 ± 11.1	425.4 ± 11.4	455.9 ± 8.6	467.3 ± 15.3	303.1 ± 32.2	429.7 ± 4.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	↓	↓	↓	↓	■	■	↓	↓
Non-Indigenous students									
2018									
Major cities	522.6 ± 3.2	519.9 ± 2.7	505.1 ± 4.3	517.2 ± 5.3	512.0 ± 3.9	..	511.6 ± 6.7	..	516.9 ± 1.7
Inner Regional	494.9 ± 3.8	498.3 ± 4.5	485.1 ± 4.7	499.4 ± 7.9	495.6 ± 7.1	500.1 ± 9.0	..	..	494.3 ± 2.3
Outer Regional	482.6 ± 5.4	493.1 ± 6.4	488.6 ± 5.7	487.1 ± 9.2	487.8 ± 5.7	483.7 ± 9.4	..	503.4 ± 21.0	488.7 ± 3.2
Remote	457.1 ± 11.6	495.9 ± 21.2	478.8 ± 13.5	492.5 ± 6.9	491.6 ± 8.3	np	..	493.8 ± 22.1	487.5 ± 5.7
Very remote	np	..	474.7 ± 19.9	491.7 ± 23.2	473.2 ± 27.2	np	..	471.4 ± 17.8	479.7 ± 12.4
Total	515.8 ± 2.7	514.8 ± 2.4	498.7 ± 3.2	512.5 ± 4.6	506.4 ± 3.2	495.5 ± 7.3	511.6 ± 6.7	500.6 ± 17.5	510.3 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	↓	▼	↓	↓	↓	↓	■	↓

TABLE 4A.41

Table 4A.41 **NAPLAN writing: 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>
All year 7 students									
2018									
Major cities	520.1 ± 3.3	519.3 ± 2.7	502.7 ± 4.4	512.9 ± 5.7	509.7 ± 4.1	..	510.8 ± 6.8	..	514.7 ± 1.8
Inner Regional	488.3 ± 4.2	496.5 ± 4.7	481.1 ± 4.9	495.0 ± 8.5	493.6 ± 7.6	497.6 ± 9.4	..	..	490.1 ± 2.5
Outer Regional	472.2 ± 6.4	489.1 ± 7.2	477.9 ± 6.7	477.3 ± 12.0	482.1 ± 6.6	479.2 ± 9.5	..	486.8 ± 23.4	479.3 ± 3.7
Remote	430.5 ± 21.0	496.7 ± 19.9	451.8 ± 22.2	468.4 ± 12.5	485.3 ± 10.3	426.9 ± 22.5	..	419.5 ± 56.9	456.4 ± 13.0
Very remote	431.0 ± 47.6	..	406.3 ± 30.3	390.3 ± 39.0	383.5 ± 55.4	np	..	255.1 ± 35.3	348.6 ± 25.9
Total	511.3 ± 2.9	513.7 ± 2.5	493.4 ± 3.4	504.6 ± 5.2	502.5 ± 3.4	492.2 ± 7.6	510.8 ± 6.8	419.0 ± 34.9	505.3 ± 1.5
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	↓	↓	▼	↓	↓	↓	↓	■	↓
Statistical significance across jurisdictions, all year 7 students, 2018									
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.41

Table 4A.41 **NAPLAN writing: 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 9									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	490.3 ± 5.9	499.3 ± 8.8	487.8 ± 7.3	474.0 ±15.8	468.5 ±15.6	..	507.4 ±16.9	..	487.1 ± 4.2
Inner Regional	470.5 ±10.7	490.0 ±10.2	474.9 ± 8.2	469.1 ±25.6	453.7 ±23.9	479.2 ±12.8	..	..	474.0 ± 6.1
Outer Regional	451.3 ±11.3	475.9 ±22.7	447.4 ±13.7	449.6 ±21.1	436.8 ±22.2	465.9 ±21.8	..	443.3 ±25.6	450.2 ± 7.4
Remote	432.1 ±20.8	np	411.0 ±36.0	438.1 ±18.7	np	np	..	347.8 ±53.1	405.0 ±28.8
Very remote	418.6 ±23.2	..	390.8 ±31.4	389.1 ±28.1	np	np	..	240.1 ±27.1	314.0 ±26.5
Total	475.7 ± 5.4	492.3 ± 7.2	463.4 ± 7.0	450.3 ±10.6	447.6 ±15.5	472.9 ±11.8	507.4 ±16.9	315.9 ±34.0	456.0 ± 5.5
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	↓	↓	■	↓	↓	■	↓	↓
Non-Indigenous students									
2018									
Major cities	561.8 ± 3.5	556.7 ± 3.5	540.8 ± 5.0	564.3 ± 6.0	542.3 ± 7.8	..	556.5 ± 9.2	..	555.2 ± 2.1
Inner Regional	531.0 ± 5.4	536.1 ± 5.9	518.1 ± 6.0	543.6 ±10.4	519.8 ±14.0	532.0 ±10.9	..	..	529.8 ± 3.2
Outer Regional	517.7 ± 6.2	536.1 ±13.0	518.8 ± 7.4	529.6 ±12.0	511.8 ± 9.7	514.5 ±14.5	..	539.6 ±17.3	522.4 ± 4.3
Remote	500.4 ±19.3	564.0 ±45.9	497.7 ± 8.1	532.4 ± 8.4	512.7 ±20.4	np	..	508.7 ±29.0	518.2 ± 9.7
Very remote	np	..	498.1 ±22.6	522.4 ±34.4	503.2 ±24.0	np	..	530.4 ±23.7	510.9 ±15.3
Total	554.2 ± 3.1	552.0 ± 3.0	533.1 ± 3.9	558.9 ± 5.3	535.4 ± 6.5	527.4 ± 9.1	556.5 ± 9.2	534.0 ±15.6	547.8 ± 1.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	↓	↓	■	↓	↓	↓	↓	↓

TABLE 4A.41

Table 4A.41 **NAPLAN writing: 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>
All year 9 students									
2018									
Major cities	558.7 ± 3.6	556.0 ± 3.5	538.1 ± 5.1	560.1 ± 6.3	540.9 ± 8.1	..	555.1 ± 9.2	..	552.9 ± 2.1
Inner Regional	524.0 ± 6.1	534.5 ± 5.9	513.7 ± 6.1	538.6 ± 11.3	518.0 ± 14.1	529.4 ± 11.1	..	..	525.3 ± 3.4
Outer Regional	504.9 ± 7.6	532.3 ± 14.0	506.5 ± 8.7	519.6 ± 14.9	505.2 ± 12.7	507.5 ± 15.6	..	521.1 ± 21.2	511.7 ± 4.9
Remote	467.1 ± 22.2	568.2 ± 45.8	465.8 ± 21.8	501.2 ± 11.5	509.7 ± 23.8	np	..	429.5 ± 66.2	482.0 ± 17.7
Very remote	458.3 ± 44.6	..	427.5 ± 34.0	439.0 ± 39.8	412.8 ± 81.7	np	..	260.9 ± 43.8	369.5 ± 30.3
Total	549.1 ± 3.3	550.9 ± 3.1	527.2 ± 4.1	551.0 ± 5.8	532.3 ± 6.9	523.5 ± 9.4	555.1 ± 9.2	441.3 ± 39.4	542.4 ± 1.9
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2011]</i>	■	↓	↓	■	↓	↓	↓	↓	↓
Statistical significance across jurisdictions, all year 9 students, 2018									
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.41 **NAPLAN writing: 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>
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								
■	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.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2019 are not available.								
(a)	The 2019 NAPLAN data were not available in time for inclusion in this Report.								
(b)	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 (2018). 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.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(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+ remoteness classification, as defined by <i>ASGS: Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. np Not available.								

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 3									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 year 3 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 3 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 5									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 year 5 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 5 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 7									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 year 7 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 7 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 9									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.42

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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 year 9 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 9 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na

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

Table 4A.42 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points) (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>
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↓ 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.

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.43

Table 4A.43 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 3									
Parental education (e)									
Bachelor degree or above	97.9 ± 0.2	97.9 ± 0.3	97.7 ± 0.3	97.4 ± 0.4	96.5 ± 0.7	97.1 ± 0.9	97.1 ± 0.8	90.8 ± 2.6	97.6 ± 0.1
Advanced diploma/diploma	96.3 ± 0.4	96.0 ± 0.5	95.1 ± 0.6	95.5 ± 0.7	93.9 ± 1.2	93.6 ± 2.2	94.5 ± 2.0	79.4 ± 5.1	95.5 ± 0.2
Certificate I to IV (f)	94.2 ± 0.4	94.3 ± 0.6	93.4 ± 0.5	93.0 ± 0.8	90.8 ± 1.1	93.0 ± 1.3	93.8 ± 2.0	81.3 ± 5.2	93.5 ± 0.3
Year 12 or equivalent	93.5 ± 0.8	93.9 ± 0.9	91.9 ± 0.9	91.1 ± 1.3	89.2 ± 2.3	86.9 ± 5.1	95.1 ± 3.1	64.2 ± 9.3	92.2 ± 0.5
Year 11 or equivalent or below	86.7 ± 1.0	87.6 ± 1.4	85.4 ± 1.5	81.6 ± 2.2	78.3 ± 2.5	83.4 ± 3.4	85.8 ± 8.1	31.2 ± 7.4	83.5 ± 0.8
Not stated (g)	92.3 ± 1.4	89.4 ± 2.5	86.3 ± 1.8	84.6 ± 2.7	86.1 ± 3.0	91.3 ± 3.2	92.6 ± 3.9	53.4 ± 15.0	86.9 ± 1.1
Parental occupation (h)									
Senior management and qualified professionals	98.0 ± 0.2	98.3 ± 0.2	97.6 ± 0.3	97.5 ± 0.4	97.0 ± 0.6	96.8 ± 1.1	97.0 ± 1.0	92.0 ± 2.5	97.8 ± 0.1
Other business managers and associate professionals	97.5 ± 0.3	97.4 ± 0.3	96.8 ± 0.4	96.4 ± 0.5	94.9 ± 0.9	96.1 ± 1.4	96.8 ± 1.2	90.9 ± 3.4	97.0 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.7 ± 0.4	96.2 ± 0.4	94.6 ± 0.6	94.2 ± 0.8	93.4 ± 1.0	94.0 ± 1.8	95.2 ± 1.7	84.6 ± 4.1	95.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.3 ± 0.6	93.7 ± 0.7	91.6 ± 0.9	90.8 ± 1.2	88.3 ± 1.6	88.7 ± 2.1	90.7 ± 4.2	60.8 ± 9.5	92.0 ± 0.4
Not in paid work in previous 12 months	86.6 ± 0.9	87.8 ± 1.2	85.4 ± 1.4	81.1 ± 2.6	82.5 ± 2.8	79.4 ± 3.9	89.9 ± 5.8	33.0 ± 7.6	84.9 ± 0.7
Not stated (i)	92.9 ± 1.2	89.7 ± 3.0	89.4 ± 1.1	86.4 ± 2.0	83.1 ± 2.4	90.6 ± 2.4	92.7 ± 3.0	45.2 ± 12.1	87.7 ± 0.9
Year 5									
Parental education (e)									
Bachelor degree or above	96.5 ± 0.3	96.9 ± 0.3	95.2 ± 0.5	96.1 ± 0.4	94.2 ± 0.8	94.8 ± 1.1	95.1 ± 1.1	86.9 ± 3.5	96.1 ± 0.2
Advanced diploma/diploma	92.5 ± 0.6	94.3 ± 0.6	89.5 ± 0.9	91.8 ± 1.0	88.8 ± 1.5	89.4 ± 2.7	90.9 ± 2.6	79.1 ± 5.9	91.8 ± 0.4
Certificate I to IV (f)	87.9 ± 0.6	91.0 ± 0.7	85.4 ± 0.8	88.2 ± 1.0	83.2 ± 1.7	84.9 ± 2.2	85.0 ± 3.5	69.6 ± 5.7	87.4 ± 0.4

TABLE 4A.43

Table 4A.43 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	87.6 ± 1.1	92.0 ± 0.9	82.8 ± 1.6	86.2 ± 1.6	83.0 ± 2.8	79.9 ± 4.7	86.5 ± 4.7	59.3 ± 9.5	86.6 ± 0.7
Year 11 or equivalent or below	75.0 ± 1.4	81.7 ± 1.6	70.9 ± 2.0	71.2 ± 2.4	65.1 ± 3.4	72.5 ± 4.2	69.2 ± 9.6	23.5 ± 6.9	73.1 ± 0.9
Not stated (g)	87.0 ± 2.1	90.7 ± 2.4	77.2 ± 2.2	78.0 ± 3.0	75.4 ± 4.4	81.5 ± 5.0	87.9 ± 6.4	45.4 ± 13.7	80.3 ± 1.4
Parental occupation (h)									
Senior management and qualified professionals	96.6 ± 0.3	97.5 ± 0.3	95.2 ± 0.5	95.9 ± 0.5	94.2 ± 1.0	94.1 ± 1.5	94.6 ± 1.3	88.2 ± 3.4	96.1 ± 0.2
Other business managers and associate professionals	94.7 ± 0.4	96.2 ± 0.4	92.9 ± 0.7	93.8 ± 0.8	91.2 ± 1.1	91.6 ± 1.9	94.0 ± 1.9	84.5 ± 4.3	94.3 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	90.7 ± 0.5	94.2 ± 0.6	87.6 ± 0.8	89.7 ± 1.0	87.3 ± 1.4	87.1 ± 2.6	89.8 ± 2.8	74.7 ± 5.0	90.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	85.8 ± 0.9	90.4 ± 0.8	81.4 ± 1.2	84.3 ± 1.5	80.0 ± 2.3	78.5 ± 3.6	83.5 ± 5.7	52.1 ± 9.6	85.1 ± 0.5
Not in paid work in previous 12 months	76.1 ± 1.2	81.6 ± 1.4	71.0 ± 2.2	71.6 ± 2.7	69.1 ± 4.0	68.5 ± 5.1	70.5 ± 8.5	25.4 ± 7.6	75.4 ± 0.9
Not stated (i)	87.7 ± 1.7	90.1 ± 2.9	78.8 ± 1.6	80.0 ± 2.2	72.2 ± 3.1	80.8 ± 4.4	87.9 ± 4.7	39.3 ± 10.0	79.7 ± 1.1
Year 7									
Parental education (e)									
Bachelor degree or above	95.5 ± 0.4	95.8 ± 0.5	93.5 ± 0.7	95.4 ± 0.7	94.7 ± 0.8	93.9 ± 1.8	93.8 ± 1.4	87.0 ± 5.8	95.0 ± 0.3
Advanced diploma/diploma	89.7 ± 0.9	90.4 ± 0.9	85.7 ± 1.2	89.5 ± 1.3	90.0 ± 1.5	88.3 ± 2.9	85.9 ± 3.9	71.8 ± 7.0	88.8 ± 0.5
Certificate I to IV (f)	82.8 ± 1.0	86.4 ± 1.0	80.3 ± 1.2	85.5 ± 1.4	85.0 ± 1.5	81.5 ± 3.0	80.1 ± 5.6	67.2 ± 7.0	83.2 ± 0.6
Year 12 or equivalent	83.2 ± 1.4	87.7 ± 1.4	78.8 ± 1.9	83.7 ± 2.1	84.5 ± 2.5	77.3 ± 4.9	82.8 ± 5.9	63.2 ± 10.5	83.1 ± 0.9
Year 11 or equivalent or below	67.3 ± 1.8	74.4 ± 2.1	64.4 ± 2.2	66.1 ± 3.1	69.3 ± 2.9	66.9 ± 4.5	66.3 ± 9.5	17.8 ± 8.1	67.1 ± 1.2
Not stated (g)	85.5 ± 2.4	91.5 ± 2.2	72.8 ± 2.5	71.2 ± 5.8	75.2 ± 4.1	82.5 ± 6.5	85.5 ± 8.2	43.3 ± 13.2	78.8 ± 1.7

TABLE 4A.43

Table 4A.43 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Parental occupation (h)									
Senior management and qualified professionals	95.4 ± 0.5	96.3 ± 0.4	93.6 ± 0.7	94.8 ± 0.9	94.5 ± 0.9	93.5 ± 1.9	93.2 ± 1.7	89.1 ± 5.0	95.0 ± 0.3
Other business managers and associate professionals	92.5 ± 0.6	93.9 ± 0.6	89.3 ± 1.0	92.4 ± 1.0	92.0 ± 1.2	90.5 ± 2.3	90.0 ± 3.3	82.8 ± 5.6	92.0 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	86.3 ± 0.9	90.3 ± 0.9	82.6 ± 1.2	87.4 ± 1.5	88.8 ± 1.6	85.1 ± 3.0	84.8 ± 5.0	72.4 ± 7.5	86.5 ± 0.5
Machine operators, hospitality staff, assistants, labourers	80.2 ± 1.3	84.2 ± 1.3	74.8 ± 1.8	80.0 ± 2.1	81.1 ± 2.3	72.5 ± 4.3	75.9 ± 6.9	51.3 ±12.0	79.8 ± 0.7
Not in paid work in previous 12 months	66.6 ± 2.0	73.4 ± 2.0	64.6 ± 2.6	62.6 ± 4.0	70.7 ± 3.6	63.1 ± 5.4	62.9 ± 9.1	23.3 ± 9.8	67.4 ± 1.2
Not stated (i)	85.5 ± 2.0	91.3 ± 2.3	73.5 ± 2.2	72.4 ± 4.4	73.6 ± 2.9	79.9 ± 6.0	86.5 ± 5.7	36.7 ±11.2	76.9 ± 1.4
Year 9									
Parental education (e)									
Bachelor degree or above	92.5 ± 0.6	92.3 ± 0.7	88.5 ± 1.1	94.1 ± 0.9	89.2 ± 1.7	89.1 ± 2.4	91.1 ± 2.1	79.6 ± 7.6	91.5 ± 0.4
Advanced diploma/diploma	83.9 ± 1.0	84.1 ± 1.1	76.0 ± 1.6	86.6 ± 1.6	79.1 ± 2.6	81.8 ± 4.1	81.4 ± 4.7	66.8 ± 7.7	82.1 ± 0.6
Certificate I to IV (f)	73.3 ± 1.3	77.2 ± 1.3	68.6 ± 1.6	80.5 ± 1.7	70.4 ± 3.0	71.5 ± 3.8	71.0 ± 5.6	59.8 ± 7.1	73.4 ± 0.8
Year 12 or equivalent	77.5 ± 1.7	79.7 ± 2.0	67.0 ± 2.3	77.7 ± 2.6	74.0 ± 4.9	66.0 ± 7.6	77.1 ± 8.9	52.6 ±13.3	74.8 ± 1.0
Year 11 or equivalent or below	55.6 ± 2.2	64.6 ± 2.3	51.6 ± 2.4	60.0 ± 3.0	52.0 ± 4.3	51.8 ± 5.5	56.3 ±10.6	16.5 ± 7.2	56.2 ± 1.3
Not stated (g)	76.6 ± 3.4	82.4 ± 3.6	63.1 ± 3.1	69.6 ± 5.3	63.8 ±11.5	71.3 ± 8.7	76.8 ± 8.2	32.5 ±10.7	69.6 ± 2.3
Parental occupation (h)									
Senior management and qualified professionals	92.5 ± 0.7	93.3 ± 0.7	88.3 ± 1.2	93.5 ± 1.1	88.7 ± 2.1	88.4 ± 3.0	89.9 ± 2.5	80.4 ± 6.7	91.5 ± 0.4
Other business managers and associate professionals	87.1 ± 0.8	88.3 ± 0.9	81.2 ± 1.4	88.7 ± 1.3	82.3 ± 2.0	81.6 ± 3.5	85.1 ± 3.5	74.7 ± 7.3	85.9 ± 0.5

Table 4A.43 NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Tradespeople, clerks, skilled office, sales and service staff	78.2 ± 1.3	82.8 ± 1.2	71.2 ± 1.6	82.9 ± 1.6	75.9 ± 2.7	74.5 ± 4.8	75.3 ± 6.8	63.8 ± 7.7	77.8 ± 0.7
Machine operators, hospitality staff, assistants, labourers	69.3 ± 1.7	74.7 ± 1.6	60.3 ± 2.0	73.8 ± 2.5	66.2 ± 3.7	60.2 ± 4.3	67.7 ± 12.8	45.9 ± 11.7	68.9 ± 1.0
Not in paid work in previous 12 months	56.0 ± 2.4	62.4 ± 2.2	50.4 ± 2.8	57.8 ± 4.4	53.4 ± 4.4	47.5 ± 6.5	59.6 ± 10.8	20.9 ± 9.7	56.6 ± 1.3
Not stated (i)	77.1 ± 2.7	78.7 ± 4.0	63.0 ± 2.7	68.6 ± 4.4	59.4 ± 7.9	68.9 ± 8.0	79.9 ± 8.4	31.0 ± 9.2	66.8 ± 2.0

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes AQF trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.44

Table 4A.44 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 3									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 5									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na

TABLE 4A.44

Table 4A.44 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 7									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

TABLE 4A.44

Table 4A.44 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 9									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.44 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.45

Table 4A.45 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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 3									
Parental education (e)									
Bachelor degree or above	437.2 ± 1.5	438.6 ± 1.3	425.5 ± 1.8	427.6 ± 2.4	409.8 ± 2.7	425.1 ± 4.5	422.5 ± 4.0	388.4 ±10.4	432.0 ± 0.8
Advanced diploma/diploma	410.6 ± 1.6	415.7 ± 1.6	397.6 ± 2.3	403.3 ± 2.7	383.3 ± 3.4	398.1 ± 7.1	396.5 ± 6.8	348.2 ±14.6	405.8 ± 0.9
Certificate I to IV (f)	392.7 ± 1.5	403.5 ± 1.6	384.7 ± 2.0	387.9 ± 2.6	369.9 ± 3.4	385.7 ± 4.8	387.5 ± 6.9	340.7 ±12.7	390.3 ± 1.0
Year 12 or equivalent	397.1 ± 2.6	407.5 ± 2.3	378.1 ± 3.0	382.6 ± 3.8	369.5 ± 5.8	371.2 ±10.2	390.0 ± 9.3	299.4 ±24.9	389.0 ± 1.5
Year 11 or equivalent or below	365.3 ± 2.6	385.4 ± 3.2	352.0 ± 3.5	347.3 ± 5.4	335.8 ± 5.7	352.3 ± 8.4	360.8 ±16.2	211.1 ±18.1	357.0 ± 2.3
Not stated (g)	402.9 ± 5.9	420.6 ± 7.1	371.1 ± 5.0	369.6 ± 8.6	369.6 ± 8.7	386.9 ±13.3	403.8 ±14.4	270.3 ±41.2	380.4 ± 3.8
Parental occupation (h)									
Senior management and qualified professionals	436.8 ± 1.6	440.7 ± 1.4	425.4 ± 1.9	426.8 ± 2.6	410.3 ± 2.9	420.8 ± 5.2	422.3 ± 4.8	390.5 ±11.2	431.8 ± 0.9
Other business managers and associate professionals	423.8 ± 1.5	428.4 ± 1.4	410.3 ± 2.0	410.5 ± 2.4	393.6 ± 3.0	407.5 ± 4.9	411.2 ± 5.1	381.1 ±10.5	418.4 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	405.0 ± 1.6	415.4 ± 1.5	392.4 ± 2.0	396.5 ± 2.9	379.7 ± 3.3	394.4 ± 5.3	398.1 ± 6.7	351.5 ±11.3	401.4 ± 1.0
Machine operators, hospitality staff, assistants, labourers	391.7 ± 2.2	404.2 ± 2.1	375.8 ± 2.6	381.2 ± 3.4	363.5 ± 4.3	369.6 ± 6.4	379.4 ±11.3	289.1 ±23.1	387.4 ± 1.3
Not in paid work in previous 12 months	370.3 ± 2.5	389.6 ± 2.5	354.4 ± 3.7	352.1 ± 6.5	349.4 ± 6.1	344.3 ± 8.6	375.8 ±12.3	219.3 ±18.9	367.7 ± 1.9
Not stated (i)	404.9 ± 6.5	421.8 ± 7.5	376.9 ± 3.5	374.6 ± 6.2	357.5 ± 6.8	383.9 ±10.8	401.0 ± 7.5	248.9 ±32.8	378.7 ± 3.0
Year 5									
Parental education (e)									
Bachelor degree or above	495.0 ± 1.5	495.2 ± 1.2	482.1 ± 1.8	489.1 ± 2.3	475.5 ± 2.9	479.4 ± 4.5	479.3 ± 4.3	457.5 ±13.0	490.0 ± 0.8
Advanced diploma/diploma	468.2 ± 1.5	473.3 ± 1.4	454.3 ± 2.0	463.7 ± 2.5	450.9 ± 3.1	453.2 ± 5.9	455.7 ± 5.7	427.2 ±15.0	464.2 ± 0.9
Certificate I to IV (f)	450.1 ± 1.4	462.5 ± 1.4	441.6 ± 1.7	449.4 ± 2.3	435.6 ± 3.2	439.7 ± 4.3	440.1 ± 6.6	405.9 ±12.8	448.8 ± 0.8

TABLE 4A.45

Table 4A.45 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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 12 or equivalent	454.8 ± 2.5	468.2 ± 1.9	437.9 ± 2.6	447.6 ± 3.6	440.1 ± 6.8	428.6 ± 9.3	442.9 ± 9.1	374.9 ±22.9	450.5 ± 1.4
Year 11 or equivalent or below	422.1 ± 2.6	443.6 ± 2.7	411.2 ± 3.5	411.0 ± 4.7	401.6 ± 5.8	412.4 ± 6.8	413.9 ±13.0	279.3 ±21.9	417.7 ± 1.9
Not stated (g)	462.0 ± 6.0	484.0 ± 5.9	430.0 ± 5.3	431.9 ± 8.1	428.2 ± 8.0	438.2 ± 9.8	461.6 ±22.5	340.4 ±40.4	441.5 ± 3.8
Parental occupation (h)									
Senior management and qualified professionals	494.5 ± 1.6	496.4 ± 1.3	481.7 ± 2.0	487.6 ± 2.5	474.8 ± 3.2	474.6 ± 5.0	479.3 ± 5.5	457.8 ±12.5	489.4 ± 0.9
Other business managers and associate professionals	480.2 ± 1.6	484.6 ± 1.4	466.6 ± 1.8	472.1 ± 2.4	459.1 ± 3.0	460.5 ± 4.9	469.5 ± 4.7	446.2 ±12.2	475.8 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	461.2 ± 1.5	472.9 ± 1.3	448.0 ± 1.8	455.5 ± 2.5	445.6 ± 3.0	445.8 ± 5.1	453.0 ± 6.7	415.3 ±11.7	458.6 ± 0.9
Machine operators, hospitality staff, assistants, labourers	447.1 ± 2.1	463.0 ± 1.8	433.1 ± 2.4	442.6 ± 3.3	430.8 ± 4.2	425.3 ± 5.7	437.5 ± 9.3	362.0 ±22.4	445.7 ± 1.2
Not in paid work in previous 12 months	427.6 ± 2.6	447.8 ± 2.4	412.5 ± 3.6	414.6 ± 5.6	413.9 ± 6.4	408.1 ± 8.3	418.0 ±13.7	288.2 ±23.9	427.1 ± 1.7
Not stated (i)	461.8 ± 5.7	484.5 ± 6.0	432.9 ± 3.6	437.3 ± 5.6	420.4 ± 5.8	435.3 ± 8.9	454.2 ±11.0	322.6 ±30.7	437.9 ± 2.8
Year 7									
Parental education (e)									
Bachelor degree or above	541.0 ± 2.8	535.9 ± 2.1	524.8 ± 3.3	537.1 ± 4.8	531.9 ± 3.4	529.1 ± 6.8	526.3 ± 4.5	518.8 ±23.2	534.9 ± 1.4
Advanced diploma/diploma	508.9 ± 2.1	507.3 ± 2.1	493.7 ± 2.6	505.6 ± 3.6	505.2 ± 3.2	499.3 ± 6.4	497.2 ± 7.8	469.3 ±17.5	503.9 ± 1.2
Certificate I to IV (f)	487.6 ± 2.3	493.6 ± 2.0	479.3 ± 2.5	491.8 ± 3.2	490.9 ± 3.0	480.4 ± 5.6	482.0 ± 9.4	452.7 ±16.6	487.1 ± 1.2
Year 12 or equivalent	492.7 ± 3.1	501.1 ± 3.6	475.6 ± 3.6	491.4 ± 5.0	494.1 ± 6.4	473.5 ±10.3	488.4 ± 9.8	440.2 ±28.5	489.6 ± 1.9
Year 11 or equivalent or below	456.7 ± 3.5	473.1 ± 3.5	447.1 ± 3.9	449.2 ± 6.1	459.9 ± 5.0	449.7 ± 6.8	458.9 ± 9.5	292.3 ±38.8	453.2 ± 2.7
Not stated (g)	507.9 ± 7.2	527.7 ± 6.8	470.2 ± 5.2	466.9 ±14.0	479.5 ± 9.8	489.9 ±18.6	508.1 ±29.3	371.8 ±42.1	488.1 ± 4.8

TABLE 4A.45

Table 4A.45 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (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>
Parental occupation (h)									
Senior management and qualified professionals	540.3 ± 2.8	537.5 ± 2.4	524.8 ± 3.6	534.3 ± 5.2	530.8 ± 4.1	525.9 ± 6.9	524.8 ± 6.2	523.5 ±22.1	534.4 ± 1.5
Other business managers and associate professionals	521.6 ± 2.3	520.0 ± 2.1	504.9 ± 2.7	517.3 ± 3.8	513.2 ± 2.8	506.3 ± 6.9	509.4 ± 6.8	498.1 ±19.1	516.1 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	498.3 ± 2.4	505.4 ± 2.1	484.6 ± 2.5	498.9 ± 3.5	499.8 ± 3.1	489.7 ± 5.7	495.3 ±11.5	471.3 ±19.5	496.5 ± 1.3
Machine operators, hospitality staff, assistants, labourers	484.5 ± 3.2	492.1 ± 2.7	468.3 ± 3.1	480.6 ± 4.4	484.9 ± 3.8	459.1 ± 7.2	478.5 ±13.3	405.0 ±36.2	481.4 ± 1.6
Not in paid work in previous 12 months	457.8 ± 3.7	474.1 ± 3.3	449.6 ± 4.7	444.3 ± 8.1	468.4 ± 6.0	447.3 ± 8.7	462.2 ±12.1	321.9 ±43.0	458.3 ± 2.4
Not stated (i)	506.7 ± 6.5	527.6 ± 6.5	469.8 ± 4.4	468.5 ±10.8	473.9 ± 6.4	485.1 ±15.8	502.6 ±12.7	346.8 ±38.6	480.7 ± 3.9
Year 9									
Parental education (e)									
Bachelor degree or above	584.8 ± 3.0	577.7 ± 2.8	563.8 ± 3.7	588.2 ± 4.9	568.3 ± 5.7	566.6 ± 7.3	576.9 ± 6.7	552.0 ±23.4	577.6 ± 1.6
Advanced diploma/diploma	549.8 ± 2.4	545.9 ± 2.5	528.9 ± 3.2	553.8 ± 4.3	537.1 ± 5.4	536.9 ± 7.9	540.2 ± 8.0	506.4 ±25.0	543.3 ± 1.5
Certificate I to IV (f)	522.9 ± 2.7	529.0 ± 2.6	510.9 ± 3.2	536.8 ± 4.0	515.3 ± 5.6	511.8 ± 7.5	520.2 ±10.0	483.9 ±21.4	521.7 ± 1.5
Year 12 or equivalent	534.4 ± 3.6	538.2 ± 3.8	508.3 ± 4.1	534.1 ± 5.5	525.0 ±10.7	503.1 ±14.2	534.9 ±14.0	465.0 ±41.1	526.9 ± 2.2
Year 11 or equivalent or below	488.4 ± 4.4	507.2 ± 3.7	476.4 ± 5.0	491.4 ± 6.4	479.9 ± 8.2	471.3 ±11.5	491.5 ±20.1	314.7 ±44.0	485.3 ± 3.0
Not stated (g)	538.3 ± 8.6	558.8 ± 7.7	502.6 ± 6.8	517.3 ±13.2	517.9 ±13.9	525.7 ±15.2	541.5 ±22.6	388.4 ±41.6	520.3 ± 5.2
Parental occupation (h)									
Senior management and qualified professionals	584.3 ± 3.1	580.3 ± 2.9	563.7 ± 3.9	585.4 ± 5.4	567.0 ± 6.0	565.4 ± 8.4	572.8 ± 8.5	551.7 ±21.5	577.4 ± 1.7
Other business managers and associate professionals	561.4 ± 2.6	558.9 ± 2.7	540.8 ± 3.3	563.0 ± 4.4	545.6 ± 5.4	536.9 ± 7.3	554.1 ± 8.3	532.2 ±21.9	554.9 ± 1.5

TABLE 4A.45

Table 4A.45 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Tradespeople, clerks, skilled office, sales and service staff	535.7 ± 2.8	541.7 ± 2.6	516.5 ± 3.2	544.0 ± 4.0	526.4 ± 5.9	518.1 ± 8.5	533.2 ±14.4	505.5 ±20.2	532.4 ± 1.6
Machine operators, hospitality staff, assistants, labourers	517.3 ± 3.7	526.4 ± 3.4	495.4 ± 4.0	522.2 ± 5.5	506.6 ± 7.2	490.2 ± 8.2	513.6 ±16.2	433.1 ±48.9	513.9 ± 2.1
Not in paid work in previous 12 months	490.5 ± 4.9	507.2 ± 3.7	476.0 ± 6.2	488.8 ± 9.3	485.4 ± 8.8	465.4 ±13.2	502.5 ±17.9	332.8 ±54.0	490.1 ± 2.9
Not stated (i)	538.2 ± 7.1	552.7 ± 9.5	501.7 ± 5.9	515.2 ±10.8	504.8 ±12.1	515.6 ±16.7	547.7 ±15.7	377.6 ±37.6	512.1 ± 4.5

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (b) 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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes AQF trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.46

Table 4A.46 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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 3									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 5									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na

TABLE 4A.46

Table 4A.46 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 7									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

TABLE 4A.46

Table 4A.46 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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>
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 9									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.46 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (score points) (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

NAPLAN Numeracy

TABLE 4A.47

Table 4A.47 **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									
2018									
Major cities	89.9 ± 1.6	91.7 ± 2.8	88.7 ± 2.3	87.2 ± 3.0	83.2 ± 4.2	..	86.1 ± 5.7	..	88.7 ± 1.1
Inner Regional	89.1 ± 2.0	89.7 ± 3.0	90.0 ± 2.7	81.2 ± 10.4	82.1 ± 11.2	92.5 ± 3.4	np	..	89.2 ± 1.5
Outer Regional	86.0 ± 2.6	89.5 ± 6.9	85.4 ± 3.1	80.9 ± 7.3	74.8 ± 10.2	92.0 ± 3.8	..	79.9 ± 6.7	84.7 ± 1.9
Remote	80.0 ± 12.1	np	69.8 ± 10.8	72.9 ± 6.1	80.4 ± 13.7	np	..	65.8 ± 8.3	71.5 ± 4.5
Very remote	80.0 ± 13.9	..	66.5 ± 7.6	57.8 ± 7.6	53.0 ± 17.7	np	..	36.7 ± 7.6	51.7 ± 5.4
Total	88.6 ± 1.3	90.6 ± 2.0	84.9 ± 1.9	77.8 ± 2.9	78.7 ± 4.5	92.3 ± 2.7	86.1 ± 5.7	53.0 ± 6.6	83.1 ± 1.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	■	■	■	■	■	■
Non-Indigenous students									
2018									
Major cities	96.9 ± 0.3	96.5 ± 0.4	97.2 ± 0.4	97.4 ± 0.4	95.2 ± 0.9	..	97.7 ± 0.7	..	96.8 ± 0.2
Inner Regional	96.8 ± 0.4	96.6 ± 0.6	96.6 ± 0.7	96.7 ± 1.0	95.4 ± 1.4	96.5 ± 0.9	np	..	96.6 ± 0.3
Outer Regional	96.1 ± 1.0	96.7 ± 1.2	97.0 ± 0.7	96.9 ± 0.9	94.4 ± 1.7	96.5 ± 1.4	..	96.4 ± 1.4	96.5 ± 0.4
Remote	94.1 ± 3.6	93.3 ± 8.8	96.8 ± 1.7	96.9 ± 1.3	95.2 ± 2.5	95.5 ± 7.0	..	95.1 ± 3.2	96.0 ± 1.0
Very remote	98.9 ± 3.8	..	97.0 ± 2.6	95.7 ± 3.0	89.6 ± 9.3	np	..	97.1 ± 3.7	96.1 ± 1.7
Total	96.8 ± 0.2	96.5 ± 0.4	97.0 ± 0.3	97.2 ± 0.3	95.1 ± 0.7	96.5 ± 0.8	97.7 ± 0.7	96.2 ± 1.2	96.7 ± 0.1
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	▲	↑	■	■	■	■	■

TABLE 4A.47

Table 4A.47 **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>
All year 3 students									
2018									
Major cities	96.6 ± 0.3	96.3 ± 0.4	96.8 ± 0.4	96.9 ± 0.4	94.8 ± 0.9	..	97.3 ± 0.8	..	96.5 ± 0.2
Inner Regional	95.8 ± 0.5	96.3 ± 0.7	95.9 ± 0.7	95.9 ± 1.2	94.7 ± 1.7	96.2 ± 1.0	np	..	96.0 ± 0.3
Outer Regional	94.1 ± 1.1	96.1 ± 1.4	94.9 ± 1.0	94.4 ± 1.8	92.4 ± 2.3	95.8 ± 1.4	..	93.3 ± 2.3	94.6 ± 0.6
Remote	88.5 ± 6.2	93.3 ± 8.8	88.1 ± 5.4	90.3 ± 3.1	94.1 ± 2.5	94.8 ± 7.8	..	82.7 ± 6.8	89.0 ± 2.2
Very remote	88.3 ± 11.5	..	78.8 ± 6.2	74.4 ± 7.0	71.5 ± 14.6	np	..	43.9 ± 10.9	66.8 ± 5.3
Total	96.3 ± 0.3	96.3 ± 0.4	95.9 ± 0.4	95.8 ± 0.5	94.3 ± 0.8	96.1 ± 0.8	97.3 ± 0.8	78.2 ± 5.4	95.8 ± 0.2
2017	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
[Difference 2018 to 2017]	■	■	■	■	■	■	■	■	■
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 2018 to 2008]	■	■	↑	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 3, average age, 2018									
Average age	8 y 7 m	8 y 9 m	8 y 5 m	8 y 5 m	8 y 7 m	8 y 11 m	8 y 7 m	8 y 6 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.47

Table 4A.47 **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									
2018									
Major cities	88.2 ± 1.6	89.4 ± 3.4	89.5 ± 2.2	85.9 ± 2.8	81.8 ± 4.5	..	83.1 ± 7.9	..	87.7 ± 1.1
Inner Regional	86.5 ± 1.9	83.8 ± 4.9	91.6 ± 1.7	86.1 ± 6.1	76.3 ± 16.2	92.2 ± 3.6	np	..	87.8 ± 1.3
Outer Regional	84.4 ± 3.5	82.9 ± 9.8	84.5 ± 2.9	77.9 ± 5.9	77.6 ± 8.1	91.0 ± 4.3	..	79.8 ± 8.2	83.3 ± 1.9
Remote	77.8 ± 8.2	np	67.9 ± 9.6	70.7 ± 6.9	np	np	..	61.0 ± 8.8	69.3 ± 4.2
Very remote	70.8 ± 13.0	..	61.7 ± 9.4	50.5 ± 9.2	45.8 ± 19.7	np	..	29.6 ± 6.4	45.9 ± 5.4
Total	86.5 ± 1.2	86.2 ± 3.2	84.8 ± 2.1	75.3 ± 3.2	77.5 ± 3.8	91.5 ± 3.2	82.7 ± 8.0	48.3 ± 6.6	81.4 ± 1.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	■	▲	↑	↑	■	■	■	↑
Non-Indigenous students									
2018									
Major cities	96.8 ± 0.3	96.6 ± 0.4	97.3 ± 0.4	97.3 ± 0.4	94.9 ± 0.9	..	97.3 ± 0.7	..	96.8 ± 0.2
Inner Regional	96.1 ± 0.5	96.6 ± 0.7	96.8 ± 0.6	96.7 ± 1.0	95.8 ± 1.4	95.6 ± 1.0	np	..	96.4 ± 0.3
Outer Regional	96.3 ± 0.7	96.9 ± 1.3	96.5 ± 0.7	96.6 ± 1.1	94.3 ± 1.5	95.4 ± 1.7	..	97.0 ± 0.9	96.3 ± 0.4
Remote	94.4 ± 3.7	98.7 ± 3.9	97.3 ± 1.7	97.7 ± 1.3	94.3 ± 3.7	94.0 ± 8.1	..	96.7 ± 2.1	96.6 ± 1.1
Very remote	96.0 ± 6.8	..	96.1 ± 3.0	95.3 ± 3.1	91.3 ± 8.0	np	..	99.0 ± 2.9	95.8 ± 1.8
Total	96.7 ± 0.2	96.6 ± 0.4	97.1 ± 0.3	97.1 ± 0.4	94.9 ± 0.7	95.5 ± 0.9	97.3 ± 0.7	97.0 ± 0.8	96.7 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	▲	↑	↑	↑	↑	▲	↑

TABLE 4A.47

Table 4A.47 **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>
All year 5 students									
2018									
Major cities	96.5 ± 0.3	96.5 ± 0.4	96.8 ± 0.5	96.7 ± 0.5	94.4 ± 1.0	..	96.9 ± 0.8	..	96.4 ± 0.2
Inner Regional	95.0 ± 0.6	96.1 ± 0.8	96.2 ± 0.6	95.8 ± 1.2	95.1 ± 1.7	95.3 ± 1.1	np	..	95.6 ± 0.4
Outer Regional	94.1 ± 1.1	95.8 ± 1.8	94.4 ± 1.1	93.7 ± 1.8	92.4 ± 2.0	94.7 ± 1.7	..	94.0 ± 2.1	94.2 ± 0.6
Remote	87.8 ± 6.3	98.7 ± 3.8	88.4 ± 4.6	89.8 ± 3.5	93.9 ± 3.8	91.9 ± 9.0	..	82.5 ± 7.9	88.9 ± 2.2
Very remote	81.8 ± 11.0	..	74.3 ± 8.1	68.1 ± 8.7	68.3 ± 16.8	np	..	36.6 ± 9.9	61.4 ± 5.3
Total	96.0 ± 0.3	96.4 ± 0.4	95.9 ± 0.4	95.5 ± 0.5	94.0 ± 0.8	95.1 ± 0.9	96.9 ± 0.8	77.7 ± 5.5	95.7 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
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
<i>[Difference 2018 to 2008]</i>	↑	↑	▲	↑	↑	↑	↑	↑	↑
Statistical significance across jurisdictions, all year 5 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 5, average age, 2018									
Average age	10 y 7 m	10 y 9 m	10 y 5 m	10 y 5 m	10 y 7 m	10 y 11 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.47

Table 4A.47 **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									
2018									
Major cities	88.4 ± 1.9	87.4 ± 3.8	89.7 ± 1.9	86.5 ± 4.4	81.6 ± 4.2	..	89.6 ± 6.0	..	87.9 ± 1.1
Inner Regional	85.9 ± 2.4	85.2 ± 5.6	88.4 ± 3.0	83.8 ± 6.8	78.5 ± 10.4	91.9 ± 4.3	..	..	86.7 ± 1.6
Outer Regional	83.1 ± 3.8	86.3 ± 7.8	84.3 ± 3.4	83.9 ± 4.7	75.0 ± 7.7	93.2 ± 4.1	..	77.5 ± 7.3	83.5 ± 2.1
Remote	80.4 ± 11.3	np	67.7 ± 10.8	80.0 ± 8.9	88.2 ± 13.3	np	..	55.6 ± 10.1	70.2 ± 6.6
Very remote	67.7 ± 12.1	..	66.8 ± 10.7	57.1 ± 12.5	42.8 ± 19.4	np	..	32.7 ± 8.2	47.3 ± 7.0
Total	86.4 ± 1.4	86.4 ± 3.3	85.5 ± 1.8	79.6 ± 4.0	76.2 ± 4.5	92.2 ± 2.9	89.6 ± 6.0	49.5 ± 8.5	82.1 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	■	■	■	■	■	■
Non-Indigenous students									
2018									
Major cities	96.9 ± 0.4	96.2 ± 0.6	96.7 ± 0.6	97.4 ± 0.6	95.7 ± 0.8	..	97.6 ± 1.1	..	96.7 ± 0.3
Inner Regional	95.8 ± 0.6	95.9 ± 0.9	95.8 ± 0.8	97.4 ± 1.3	95.1 ± 1.7	95.8 ± 1.3	..	..	95.9 ± 0.4
Outer Regional	94.8 ± 1.2	95.5 ± 1.9	96.3 ± 0.9	95.9 ± 1.5	94.6 ± 1.4	94.3 ± 2.2	..	96.1 ± 2.8	95.6 ± 0.5
Remote	89.8 ± 6.4	95.3 ± 8.8	95.6 ± 2.6	97.1 ± 1.5	96.2 ± 2.5	np	..	97.3 ± 2.8	96.3 ± 1.3
Very remote	np	..	95.9 ± 3.5	96.2 ± 3.2	96.3 ± 5.8	np	..	97.5 ± 3.6	96.0 ± 2.4
Total	96.6 ± 0.4	96.1 ± 0.5	96.5 ± 0.5	97.3 ± 0.5	95.5 ± 0.7	95.4 ± 1.2	97.6 ± 1.1	96.3 ± 2.2	96.4 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	■	■	■	■	■	■

TABLE 4A.47

Table 4A.47 **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>
All year 7 students									
2018									
Major cities	96.5 ± 0.4	96.1 ± 0.6	96.4 ± 0.6	96.9 ± 0.7	95.2 ± 0.9	..	97.4 ± 1.2	..	96.4 ± 0.3
Inner Regional	94.6 ± 0.8	95.5 ± 1.0	95.1 ± 0.9	96.2 ± 1.7	94.3 ± 1.9	95.6 ± 1.5	..	..	95.1 ± 0.5
Outer Regional	92.6 ± 1.6	94.7 ± 2.1	94.0 ± 1.3	94.0 ± 2.0	92.6 ± 1.8	94.2 ± 2.1	..	92.6 ± 4.4	93.6 ± 0.7
Remote	84.8 ± 7.3	95.4 ± 8.4	85.8 ± 7.2	92.2 ± 3.8	95.7 ± 2.5	91.4 ± 8.0	..	76.7 ± 12.2	88.2 ± 3.4
Very remote	76.7 ± 16.6	..	78.6 ± 7.9	70.5 ± 12.9	66.9 ± 20.5	np	..	38.4 ± 10.7	61.4 ± 7.4
Total	95.9 ± 0.4	95.9 ± 0.5	95.5 ± 0.5	96.0 ± 0.7	94.5 ± 0.7	95.2 ± 1.2	97.4 ± 1.2	76.8 ± 7.8	95.6 ± 0.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	■	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 7, average age, 2018									
Average age	12 y 7 m	12 y 9 m	12 y 5 m	12 y 5 m	12 y 7 m	12 y 11 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

TABLE 4A.47

Table 4A.47 **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 9									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	89.2 ± 1.8	86.6 ± 3.9	90.2 ± 1.9	87.7 ± 4.2	82.4 ± 6.7	..	89.9 ± 7.2	..	88.5 ± 1.3
Inner Regional	85.9 ± 3.2	85.5 ± 5.1	87.2 ± 2.8	88.5 ± 5.7	82.4 ± 10.8	88.4 ± 4.1	..	..	86.4 ± 1.8
Outer Regional	84.1 ± 4.3	84.1 ± 8.9	81.8 ± 4.5	85.7 ± 8.0	81.1 ± 5.9	91.8 ± 5.1	..	83.3 ± 7.7	83.5 ± 2.4
Remote	82.6 ± 11.2	np	80.7 ± 9.9	80.4 ± 9.6	np	np	..	59.2 ± 12.0	74.0 ± 7.2
Very remote	np	..	66.8 ± 12.3	64.0 ± 13.5	np	np	..	38.1 ± 7.5	52.4 ± 6.9
Total	87.0 ± 1.6	85.8 ± 3.2	85.1 ± 2.1	82.5 ± 4.0	80.8 ± 4.6	89.9 ± 3.2	89.9 ± 7.2	54.4 ± 7.9	83.0 ± 1.4
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	↑	▲	↑	■	■	■	↑
Non-Indigenous students									
2018									
Major cities	96.9 ± 0.5	95.9 ± 0.7	96.5 ± 0.7	97.8 ± 0.6	94.8 ± 2.6	..	97.7 ± 1.1	..	96.5 ± 0.3
Inner Regional	95.6 ± 0.9	95.2 ± 1.2	95.1 ± 1.0	97.3 ± 1.2	95.0 ± 2.0	96.0 ± 1.3	..	..	95.5 ± 0.5
Outer Regional	95.7 ± 1.0	95.0 ± 2.3	96.1 ± 1.0	97.1 ± 1.6	94.5 ± 2.0	95.6 ± 1.6	..	95.8 ± 2.4	95.7 ± 0.6
Remote	96.8 ± 4.4	99.6 ± 1.8	95.3 ± 3.1	97.7 ± 1.8	96.3 ± 2.6	np	..	94.3 ± 4.6	96.5 ± 1.4
Very remote	np	..	94.3 ± 4.2	97.6 ± 2.7	98.2 ± 3.4	np	..	98.8 ± 3.8	96.7 ± 1.9
Total	96.6 ± 0.4	95.8 ± 0.6	96.2 ± 0.5	97.7 ± 0.5	94.9 ± 1.9	95.9 ± 1.1	97.7 ± 1.1	95.6 ± 2.1	96.3 ± 0.3
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	▲	■	↑	■	■	↑

TABLE 4A.47

Table 4A.47 **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>
All year 9 students									
2018									
Major cities	96.6 ± 0.5	95.8 ± 0.7	96.2 ± 0.7	97.3 ± 0.7	94.6 ± 2.5	..	97.4 ± 1.2	..	96.2 ± 0.3
Inner Regional	94.4 ± 1.1	94.9 ± 1.2	94.3 ± 1.1	96.5 ± 1.6	94.6 ± 2.1	95.5 ± 1.5	..	..	94.7 ± 0.6
Outer Regional	93.5 ± 1.4	94.3 ± 2.7	93.7 ± 1.5	95.7 ± 2.1	93.3 ± 2.5	95.0 ± 1.7	..	93.4 ± 3.3	93.9 ± 0.8
Remote	89.8 ± 7.2	99.6 ± 1.7	89.6 ± 5.5	92.3 ± 4.1	95.1 ± 3.7	np	..	76.9 ± 12.6	89.3 ± 3.6
Very remote	84.7 ± 13.3	..	77.2 ± 9.9	76.8 ± 12.5	82.2 ± 14.9	np	..	42.5 ± 10.0	65.1 ± 7.2
Total	96.0 ± 0.4	95.5 ± 0.6	95.2 ± 0.6	96.6 ± 0.7	94.3 ± 1.9	95.4 ± 1.2	97.4 ± 1.2	78.1 ± 7.4	95.5 ± 0.3
2017	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
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
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
<i>[Difference 2018 to 2008]</i>	■	■	↑	▲	■	↑	■	■	↑
Statistical significance across jurisdictions, all year 9 students, 2018									
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>	▼	▼	▼	▼	▼	▼	▼	..	
Year 9, average age, 2018									
Average age	14 y 7 m	14 y 9 m	14 y 5 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 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

Table 4A.47 **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)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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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
- 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.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) 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.
- (f) 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.
- (g) Geolocation data are based on the ARIA+ remoteness classification, as defined by *ASGS: Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). 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.
- (h) Insufficient students in an area of geographic classification are tabulated as not published (np).
- .. Not applicable. **np** Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 3									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 3 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 3 students, 2019									
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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na
Year 3, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 5									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 5 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 5 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na
Year 5, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 7									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 7 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 7 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na
Year 7, average age, 2019									
Average age	na	na	na	na	na	na	na	na	na
Years of schooling	na	na	na	na	na	na	na	na	na

TABLE 4A.48

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
Year 9									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 year 9 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 9 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na
Year 9, average age, 2019									
<i>Average age</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
<i>Years of schooling</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</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
- is close to or not statistically different from the comparison year or State/Territory

Table 4A.48 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
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↓ 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.

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.49

Table 4A.49 **NAPLAN numeracy: 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									
2018									
Major cities	362.1 ± 3.6	379.6 ± 5.7	358.0 ± 4.8	348.2 ± 6.3	337.5 ± 7.3	..	364.3 ±13.0	..	358.8 ± 2.3
Inner Regional	356.2 ± 4.3	367.6 ± 7.1	352.4 ± 4.9	326.3 ±16.5	332.8 ±20.1	367.0 ± 8.7	np	..	355.7 ± 2.7
Outer Regional	342.3 ± 6.6	366.7 ±11.2	335.6 ± 6.7	327.1 ±11.6	322.0 ±15.9	366.7 ± 9.4	..	330.1 ±12.7	338.9 ± 3.9
Remote	342.7 ±15.7	np	304.0 ±16.5	310.4 ± 9.7	311.0 ±18.9	np	..	295.2 ±14.4	308.7 ± 7.2
Very remote	325.9 ±22.4	..	296.0 ±10.5	283.4 ±11.2	283.6 ±32.4	np	..	242.3 ±15.5	270.8 ± 9.6
Total	356.0 ± 2.6	372.8 ± 4.5	341.0 ± 3.9	324.6 ± 5.6	328.0 ± 6.8	367.1 ± 6.7	363.9 ±12.8	273.9 ±12.8	341.2 ± 2.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	■	■	■	■	■	■
Non-Indigenous students									
2018									
Major cities	420.8 ± 2.2	422.9 ± 2.2	410.1 ± 2.9	413.9 ± 2.8	397.9 ± 3.7	..	421.6 ± 4.4	..	417.0 ± 1.2
Inner Regional	403.8 ± 2.5	407.0 ± 2.6	394.9 ± 3.5	393.3 ± 5.0	388.6 ± 5.1	407.8 ± 5.8	np	..	401.8 ± 1.5
Outer Regional	394.9 ± 4.9	411.8 ± 5.2	397.9 ± 3.8	392.5 ± 4.8	381.5 ± 5.4	396.9 ± 5.4	..	390.9 ± 8.3	396.4 ± 2.1
Remote	395.6 ±15.1	406.1 ±29.6	391.1 ± 9.7	394.1 ± 6.3	384.7 ±11.5	389.7 ±18.5	..	379.6 ±13.1	390.0 ± 4.4
Very remote	405.2 ±20.6	..	384.8 ±10.0	378.7 ±13.7	376.0 ±21.0	np	..	398.3 ±16.5	385.7 ± 7.3
Total	416.5 ± 1.8	419.3 ± 1.8	405.1 ± 2.1	409.1 ± 2.4	394.5 ± 3.0	404.7 ± 4.5	421.6 ± 4.4	389.0 ± 7.0	412.3 ± 1.0
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	↑	■	■	■	■	■

TABLE 4A.49

Table 4A.49 **NAPLAN numeracy: 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>
All year 3 students									
2018									
Major cities	418.4 ± 2.2	422.3 ± 2.2	407.5 ± 3.0	410.6 ± 2.9	395.9 ± 3.9	..	420.0 ± 4.4	..	414.9 ± 1.2
Inner Regional	398.0 ± 2.7	405.4 ± 2.6	390.1 ± 3.5	390.4 ± 6.1	385.8 ± 5.8	406.2 ± 6.9	np	..	397.9 ± 1.6
Outer Regional	384.8 ± 5.5	408.4 ± 5.5	386.7 ± 4.7	382.7 ± 6.2	375.4 ± 6.3	392.4 ± 5.3	..	379.5 ± 9.6	387.2 ± 2.5
Remote	373.9 ±15.4	406.1 ±29.6	362.4 ±14.6	371.2 ± 9.9	378.4 ±12.0	386.0 ±20.2	..	343.8 ±18.6	366.5 ± 6.3
Very remote	362.4 ±34.0	..	331.3 ±13.3	325.8 ±16.7	330.0 ±34.7	np	..	261.1 ±25.4	309.7 ±11.7
Total	412.5 ± 1.9	418.3 ± 1.8	399.2 ± 2.3	402.7 ± 2.6	391.2 ± 3.1	402.0 ± 5.2	419.9 ± 4.4	341.1 ±13.8	407.7 ± 1.0
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 3 students, 2018									
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.49

Table 4A.49 **NAPLAN numeracy: 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 5									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	452.7 ± 3.4	464.3 ± 5.9	451.0 ± 4.0	437.3 ± 4.6	428.5 ± 6.4	..	445.4 ±13.0	..	449.1 ± 2.1
Inner Regional	440.8 ± 3.7	450.6 ± 7.5	450.7 ± 3.7	432.3 ±11.8	427.7 ±18.7	448.0 ± 7.2	np	..	444.6 ± 2.4
Outer Regional	432.8 ± 5.6	451.4 ±17.0	431.3 ± 5.9	420.7 ±10.7	420.9 ±11.1	452.8 ± 8.4	..	420.7 ±10.7	431.5 ± 3.3
Remote	422.4 ±16.1	np	404.4 ±11.4	407.9 ± 9.3	np	np	..	388.1 ±11.0	405.2 ± 6.2
Very remote	403.9 ±14.6	..	389.3 ±12.2	375.1 ±12.6	370.9 ±23.4	np	..	336.1 ±12.9	364.5 ± 8.4
Total	443.9 ± 2.4	457.0 ± 5.1	436.9 ± 3.5	417.3 ± 5.0	421.8 ± 5.9	449.9 ± 4.9	445.1 ±12.5	367.4 ±11.6	432.7 ± 2.2
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	↑	↑	↑	■	■	■	↑
Non-Indigenous students									
2018									
Major cities	508.4 ± 2.3	507.9 ± 2.0	497.4 ± 2.7	500.8 ± 2.7	485.9 ± 3.5	..	500.7 ± 4.4	..	503.6 ± 1.2
Inner Regional	485.6 ± 2.2	490.4 ± 2.5	485.1 ± 2.6	481.6 ± 4.2	473.2 ± 4.6	484.4 ± 5.2	np	..	486.0 ± 1.3
Outer Regional	481.2 ± 3.9	495.3 ± 3.5	483.6 ± 3.6	479.6 ± 5.7	466.1 ± 4.4	470.5 ± 4.7	..	477.3 ± 8.8	481.1 ± 2.0
Remote	475.2 ±10.3	488.7 ±14.8	479.2 ± 5.5	479.7 ± 5.1	465.8 ±12.4	473.9 ±17.2	..	475.2 ±10.8	476.3 ± 3.8
Very remote	483.7 ±24.5	..	471.0 ± 9.3	468.2 ±11.6	485.9 ±25.6	np	..	483.2 ±14.0	473.6 ± 6.8
Total	502.7 ± 1.9	503.8 ± 1.7	492.8 ± 2.0	496.3 ± 2.3	481.6 ± 2.9	480.4 ± 4.1	500.7 ± 4.4	477.2 ± 7.1	498.2 ± 0.9
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	●	↑	↑	↑	↑	↑	↑	↑	↑

TABLE 4A.49

Table 4A.49 **NAPLAN numeracy: 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>
All year 5 students									
2018									
Major cities	506.2 ± 2.3	507.3 ± 2.1	495.0 ± 2.8	497.5 ± 2.8	484.1 ± 3.6	..	499.2 ± 4.4	..	501.7 ± 1.2
Inner Regional	480.3 ± 2.4	489.0 ± 2.5	481.0 ± 2.7	479.0 ± 5.0	471.9 ± 4.9	482.2 ± 5.5	np	..	482.5 ± 1.3
Outer Regional	472.5 ± 4.2	492.3 ± 4.2	474.2 ± 4.2	470.7 ± 6.8	461.5 ± 5.1	468.3 ± 4.6	..	467.5 ± 9.3	473.5 ± 2.2
Remote	454.3 ±13.8	487.4 ±15.2	457.0 ±10.8	459.3 ± 8.6	463.9 ±13.3	468.2 ±19.7	..	440.4 ±18.6	456.5 ± 5.4
Very remote	436.7 ±31.1	..	418.8 ±14.0	411.2 ±14.9	427.4 ±33.6	np	..	351.4 ±20.9	398.1 ±10.0
Total	499.0 ± 1.9	502.9 ± 1.7	487.5 ± 2.1	490.0 ± 2.5	478.8 ± 3.0	478.0 ± 4.2	499.2 ± 4.4	434.1 ±12.6	494.0 ± 1.0
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	↑	↑	↑	↑	↑	↑	■	↑
Statistical significance across jurisdictions, all year 5 students, 2018									
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.49

Table 4A.49 **NAPLAN numeracy: 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 7									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	501.4 ± 4.0	503.9 ± 6.9	505.3 ± 5.2	490.9 ± 8.4	488.9 ± 7.4	..	516.2 ±12.4	..	500.6 ± 2.6
Inner Regional	490.1 ± 3.7	491.3 ± 8.3	494.8 ± 4.7	487.9 ±16.2	481.6 ±16.3	505.2 ± 9.8	..	..	492.4 ± 2.6
Outer Regional	479.6 ± 6.5	491.0 ±10.2	480.4 ± 6.1	482.3 ±10.2	471.8 ±11.5	507.5 ± 7.6	..	472.4 ±11.0	481.7 ± 3.7
Remote	465.8 ±16.7	np	455.4 ±17.8	476.9 ±15.8	491.1 ±18.8	np	..	438.9 ±19.4	460.4 ±11.5
Very remote	450.2 ±20.2	..	449.3 ±17.3	434.0 ±19.1	414.5 ±28.1	np	..	387.6 ±18.2	415.1 ±12.9
Total	493.1 ± 2.6	497.0 ± 4.7	489.6 ± 3.7	476.9 ± 7.6	476.6 ± 7.3	505.9 ± 6.3	516.2 ±12.4	420.4 ±16.6	484.5 ± 2.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■
Non-Indigenous students									
2018									
Major cities	562.5 ± 4.3	559.9 ± 3.4	552.9 ± 4.6	560.0 ± 6.0	547.2 ± 4.1	..	561.5 ± 7.8	..	558.6 ± 2.1
Inner Regional	536.3 ± 3.4	539.9 ± 4.4	534.0 ± 4.1	539.2 ± 9.0	535.5 ± 5.9	543.2 ± 9.1	..	..	537.5 ± 2.1
Outer Regional	527.5 ± 5.1	539.1 ± 4.5	537.5 ± 5.3	533.4 ± 8.3	525.4 ± 5.4	525.3 ± 7.0	..	537.3 ±15.5	533.5 ± 2.8
Remote	511.3 ±11.7	534.8 ±25.7	522.6 ±11.7	534.2 ± 7.8	531.2 ± 9.4	np	..	537.2 ±17.0	530.3 ± 5.4
Very remote	np	..	526.8 ±11.0	533.4 ±16.3	534.1 ±15.1	np	..	523.0 ±13.6	528.8 ± 7.2
Total	556.2 ± 3.5	555.3 ± 2.9	546.8 ± 3.4	555.2 ± 5.2	542.7 ± 3.3	538.4 ± 7.3	561.5 ± 7.8	536.8 ±12.7	552.6 ± 1.6
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■

TABLE 4A.49

Table 4A.49 **NAPLAN numeracy: 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>
All year 7 students									
2018									
Major cities	560.1 ± 4.3	559.3 ± 3.4	550.5 ± 4.7	556.3 ± 6.3	545.3 ± 4.2	..	560.0 ± 7.7	..	556.6 ± 2.1
Inner Regional	530.7 ± 3.7	538.3 ± 4.5	529.9 ± 4.3	535.8 ± 9.5	533.1 ± 6.4	542.1 ± 9.9	..	..	533.8 ± 2.3
Outer Regional	518.7 ± 5.7	535.0 ± 5.4	527.4 ± 6.1	526.6 ± 10.1	520.6 ± 5.9	522.7 ± 7.0	..	525.2 ± 17.2	525.6 ± 3.2
Remote	487.8 ± 17.1	533.7 ± 26.4	499.5 ± 19.2	517.0 ± 10.3	527.9 ± 9.9	496.5 ± 14.2	..	490.4 ± 33.3	508.5 ± 8.7
Very remote	475.7 ± 42.4	..	481.0 ± 17.5	467.4 ± 26.4	468.4 ± 39.1	np	..	399.4 ± 23.1	447.7 ± 15.1
Total	552.1 ± 3.5	554.2 ± 2.9	541.9 ± 3.5	549.0 ± 5.4	539.6 ± 3.4	536.6 ± 7.7	560.0 ± 7.7	488.7 ± 19.9	548.4 ± 1.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	■	↑	■	■	■	■	■
Statistical significance across jurisdictions, all year 7 students, 2018									
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.49

Table 4A.49 **NAPLAN numeracy: 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 9									
Aboriginal and Torres Strait Islander students									
2018									
Major cities	550.0 ± 4.0	560.4 ± 6.7	553.8 ± 5.0	548.4 ± 8.7	536.6 ± 9.7	..	564.6 ±11.2	..	551.2 ± 2.6
Inner Regional	537.2 ± 9.7	549.2 ± 7.8	543.2 ± 4.7	549.9 ±16.0	533.1 ±14.8	545.8 ± 9.9	..	..	541.2 ± 5.1
Outer Regional	529.9 ± 6.6	546.1 ±17.6	528.7 ± 7.3	535.1 ±12.4	522.0 ±11.5	546.6 ±12.4	..	527.8 ±10.4	531.2 ± 4.4
Remote	524.8 ±18.1	np	525.7 ±16.2	528.0 ±15.4	np	np	..	489.5 ±19.4	515.2 ±12.5
Very remote	np	..	496.7 ±18.6	495.1 ±28.6	np	np	..	448.6 ±15.7	473.5 ±12.7
Total	541.6 ± 4.4	554.0 ± 5.0	538.9 ± 3.9	534.6 ± 7.6	529.9 ± 7.4	545.8 ± 8.0	564.6 ±11.2	477.8 ±13.8	535.4 ± 2.8
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	↑	↑	↑	▲	↑	■	■	■	↑
Non-Indigenous students									
2018									
Major cities	610.4 ± 4.2	604.9 ± 4.1	599.5 ± 4.6	611.5 ± 5.9	589.5 ± 6.3	..	604.6 ± 7.1	..	605.4 ± 2.2
Inner Regional	584.2 ± 4.0	586.2 ± 4.8	580.0 ± 4.3	592.9 ± 8.7	577.8 ± 8.5	587.5 ± 8.1	..	..	584.3 ± 2.3
Outer Regional	574.0 ± 4.3	592.2 ±12.3	582.5 ± 5.3	588.6 ± 8.6	570.7 ± 5.3	571.2 ± 7.7	..	584.1 ±13.6	581.2 ± 3.2
Remote	573.8 ±13.2	612.2 ±15.0	574.2 ±10.9	582.8 ± 5.9	573.6 ±13.5	np	..	577.6 ±25.4	579.4 ± 6.4
Very remote	np	..	564.4 ±11.3	589.6 ±16.5	575.3 ±18.6	np	..	605.9 ±15.6	578.3 ± 9.6
Total	604.0 ± 3.4	600.9 ± 3.4	593.2 ± 3.5	607.3 ± 5.1	585.6 ± 5.0	583.3 ± 6.7	604.6 ± 7.1	583.6 ±11.7	599.5 ± 1.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	↑	■	↑	■	■	↑

TABLE 4A.49

Table 4A.49 **NAPLAN numeracy: 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>
All year 9 students									
2018									
Major cities	607.9 ± 4.1	604.4 ± 4.1	597.1 ± 4.7	608.4 ± 6.0	588.7 ± 6.5	..	603.4 ± 6.9	..	603.5 ± 2.2
Inner Regional	578.8 ± 4.7	584.9 ± 4.8	576.0 ± 4.4	591.2 ± 9.5	576.6 ± 8.6	586.3 ± 8.6	..	..	580.9 ± 2.5
Outer Regional	565.7 ± 5.1	589.3 ± 12.7	573.3 ± 6.0	582.3 ± 9.6	566.5 ± 7.3	567.8 ± 8.0	..	573.2 ± 14.7	573.9 ± 3.4
Remote	549.4 ± 16.0	612.7 ± 14.0	555.5 ± 15.4	565.2 ± 9.5	570.6 ± 16.3	np	..	534.3 ± 35.2	558.7 ± 9.3
Very remote	534.2 ± 32.7	..	522.3 ± 18.8	528.8 ± 29.5	540.0 ± 27.6	np	..	459.9 ± 23.2	503.0 ± 14.9
Total	600.0 ± 3.4	600.0 ± 3.4	588.5 ± 3.5	602.0 ± 5.2	583.8 ± 5.2	581.3 ± 7.0	603.4 ± 6.9	538.7 ± 18.7	595.7 ± 1.7
2017	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
<i>[Difference 2018 to 2017]</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 2018 to 2008]</i>	■	■	↑	↑	↑	↑	■	■	↑
Statistical significance across jurisdictions, all year 9 students, 2018									
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.49 **NAPLAN numeracy: 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
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								
■	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.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2019 are not available.								
(a)	The 2019 NAPLAN data were not available in time for inclusion in this Report.								
(b)	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 (2018). 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.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(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+ remoteness classification, as defined by ASGS: <i>Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. np Not available.								

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 3									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 year 3 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 3 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 5									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 year 5 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 5 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 7									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 year 7 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 7 students, 2019									
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>	na	na	na	na	na	na	na	na	na
<i>Vic</i>	na	na	na	na	na	na	na	na	na
<i>Qld</i>	na	na	na	na	na	na	na	na	na
<i>WA</i>	na	na	na	na	na	na	na	na	na
<i>SA</i>	na	na	na	na	na	na	na	na	na
<i>Tas</i>	na	na	na	na	na	na	na	na	na
<i>ACT</i>	na	na	na	na	na	na	na	na	na
<i>NT</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 9									
Aboriginal and Torres Strait Islander students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Non-Indigenous students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na

TABLE 4A.50

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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 year 9 students									
2019									
Major cities	na	na	na	na	na	na	na	na	na
Inner Regional	na	na	na	na	na	na	na	na	na
Outer Regional	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na
Statistical significance across jurisdictions, all year 9 students, 2019									
	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>	na	na	na	na	na	na	na	na
	<i>Vic</i>	na	na	na	na	na	na	na	na
	<i>Qld</i>	na	na	na	na	na	na	na	na
	<i>WA</i>	na	na	na	na	na	na	na	na
	<i>SA</i>	na	na	na	na	na	na	na	na
	<i>Tas</i>	na	na	na	na	na	na	na	na
	<i>ACT</i>	na	na	na	na	na	na	na	na
	<i>NT</i>	na	na	na	na	na	na	na	na

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

Table 4A.50 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (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>
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↓ 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.

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 3									
Parental education (e)									
Bachelor degree or above	98.4 ± 0.2	98.3 ± 0.2	98.7 ± 0.3	98.6 ± 0.3	97.8 ± 0.6	98.6 ± 0.6	98.5 ± 0.6	94.9 ± 1.8	98.4 ± 0.1
Advanced diploma/diploma	97.0 ± 0.4	96.6 ± 0.5	97.0 ± 0.6	97.4 ± 0.6	95.9 ± 1.0	96.2 ± 1.6	96.4 ± 1.5	89.2 ± 4.9	96.8 ± 0.2
Certificate I to IV (f)	95.2 ± 0.4	95.2 ± 0.5	95.8 ± 0.5	96.0 ± 0.6	94.0 ± 0.9	96.7 ± 1.2	96.6 ± 2.1	87.3 ± 4.0	95.3 ± 0.2
Year 12 or equivalent	94.4 ± 0.7	94.1 ± 0.9	93.9 ± 1.1	94.6 ± 1.1	92.4 ± 1.6	92.5 ± 3.2	96.7 ± 2.6	72.2 ± 9.0	93.9 ± 0.4
Year 11 or equivalent or below	87.9 ± 1.0	88.3 ± 1.4	88.3 ± 1.6	87.8 ± 1.7	84.6 ± 2.4	90.2 ± 2.3	87.2 ± 6.6	50.7 ± 8.0	86.7 ± 0.8
Not stated (g)	93.3 ± 1.2	90.5 ± 2.5	89.4 ± 1.7	89.6 ± 2.0	89.2 ± 3.1	95.4 ± 2.3	94.8 ± 2.7	69.5 ± 13.3	90.2 ± 1.0
Parental occupation (h)									
Senior management and qualified professionals	98.6 ± 0.2	98.8 ± 0.2	98.8 ± 0.2	98.6 ± 0.3	97.9 ± 0.5	98.3 ± 0.8	98.4 ± 0.7	96.1 ± 1.9	98.6 ± 0.1
Other business managers and associate professionals	98.2 ± 0.2	98.0 ± 0.3	98.3 ± 0.3	98.3 ± 0.4	97.2 ± 0.6	97.7 ± 1.1	98.3 ± 0.9	95.4 ± 2.4	98.0 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.6 ± 0.3	96.9 ± 0.4	96.7 ± 0.5	96.5 ± 0.7	95.9 ± 0.7	97.3 ± 1.4	97.8 ± 1.3	91.0 ± 3.1	96.6 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.1 ± 0.5	94.3 ± 0.7	93.8 ± 0.8	94.2 ± 1.0	92.4 ± 1.2	94.4 ± 1.8	93.8 ± 2.9	70.4 ± 9.1	93.8 ± 0.3
Not in paid work in previous 12 months	87.7 ± 0.9	88.7 ± 1.2	88.3 ± 1.6	87.6 ± 2.0	86.1 ± 3.0	89.0 ± 4.0	90.2 ± 5.1	52.2 ± 7.7	87.3 ± 0.6
Not stated (i)	94.1 ± 1.0	90.6 ± 2.9	91.9 ± 1.0	90.9 ± 1.5	87.5 ± 2.5	94.5 ± 1.7	94.6 ± 2.3	62.7 ± 10.5	91.0 ± 0.7
Year 5									
Parental education (e)									
Bachelor degree or above	98.6 ± 0.2	98.3 ± 0.3	98.8 ± 0.2	98.7 ± 0.3	97.9 ± 0.6	98.6 ± 0.6	98.2 ± 0.7	95.9 ± 1.7	98.5 ± 0.1
Advanced diploma/diploma	97.1 ± 0.4	97.2 ± 0.4	97.3 ± 0.5	97.5 ± 0.5	96.2 ± 1.0	97.2 ± 1.4	97.9 ± 1.4	93.2 ± 3.3	97.1 ± 0.2
Certificate I to IV (f)	95.0 ± 0.4	95.5 ± 0.6	95.9 ± 0.5	96.0 ± 0.6	94.1 ± 1.0	95.5 ± 1.1	95.0 ± 2.3	87.8 ± 3.8	95.3 ± 0.3

TABLE 4A.51

Table 4A.51 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	94.0 ± 0.8	95.3 ± 0.7	94.0 ± 0.8	94.9 ± 1.0	92.9 ± 1.8	92.1 ± 2.9	94.0 ± 3.6	76.3 ± 7.9	94.1 ± 0.4
Year 11 or equivalent or below	86.5 ± 1.1	88.5 ± 1.6	88.1 ± 1.3	87.0 ± 2.3	84.1 ± 2.2	88.7 ± 3.0	86.7 ± 7.1	45.6 ± 8.4	86.2 ± 0.7
Not stated (g)	93.6 ± 1.4	94.2 ± 1.8	89.9 ± 1.7	88.7 ± 2.2	86.1 ± 3.7	92.0 ± 3.8	94.2 ± 3.6	64.9 ± 10.9	90.0 ± 1.0
Parental occupation (h)									
Senior management and qualified professionals	98.6 ± 0.2	98.8 ± 0.2	98.8 ± 0.2	98.8 ± 0.3	98.0 ± 0.6	98.5 ± 0.8	98.0 ± 0.9	96.3 ± 2.4	98.7 ± 0.1
Other business managers and associate professionals	98.0 ± 0.2	98.2 ± 0.3	98.3 ± 0.3	98.1 ± 0.4	97.5 ± 0.6	97.9 ± 0.8	98.2 ± 0.9	96.5 ± 2.3	98.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.3 ± 0.3	97.2 ± 0.4	96.8 ± 0.4	96.8 ± 0.6	96.1 ± 0.8	96.0 ± 1.3	96.9 ± 1.3	91.3 ± 3.2	96.6 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.7 ± 0.6	94.6 ± 0.7	94.0 ± 0.8	94.0 ± 1.1	92.7 ± 1.7	93.2 ± 2.2	95.9 ± 3.0	70.4 ± 8.2	93.7 ± 0.3
Not in paid work in previous 12 months	86.8 ± 1.0	88.4 ± 1.3	86.7 ± 1.4	86.4 ± 2.2	83.9 ± 3.6	85.8 ± 3.6	85.6 ± 6.4	50.9 ± 9.0	86.5 ± 0.7
Not stated (i)	93.8 ± 1.1	93.2 ± 2.3	91.9 ± 1.1	90.3 ± 1.6	85.6 ± 2.2	91.9 ± 2.9	94.9 ± 2.8	58.4 ± 9.3	90.5 ± 0.7
Year 7									
Parental education (e)									
Bachelor degree or above	98.7 ± 0.2	98.3 ± 0.3	98.6 ± 0.3	98.8 ± 0.3	98.4 ± 0.5	98.3 ± 0.9	98.6 ± 0.9	97.2 ± 2.2	98.5 ± 0.1
Advanced diploma/diploma	97.0 ± 0.4	96.5 ± 0.6	96.8 ± 0.6	97.7 ± 0.6	96.9 ± 0.8	97.7 ± 1.7	98.0 ± 1.2	90.9 ± 5.1	96.9 ± 0.2
Certificate I to IV (f)	94.6 ± 0.6	94.9 ± 0.6	95.1 ± 0.6	96.4 ± 0.7	95.0 ± 0.8	95.6 ± 1.3	95.6 ± 2.2	88.6 ± 4.7	95.0 ± 0.3
Year 12 or equivalent	93.9 ± 1.0	94.5 ± 1.1	94.1 ± 0.9	95.3 ± 1.3	93.6 ± 1.6	92.1 ± 3.7	94.7 ± 3.3	80.5 ± 8.6	94.1 ± 0.5
Year 11 or equivalent or below	86.7 ± 1.2	87.6 ± 1.7	87.3 ± 1.6	88.5 ± 2.0	85.3 ± 2.1	88.2 ± 2.9	90.3 ± 5.2	45.5 ± 10.4	86.1 ± 0.8
Not stated (g)	94.4 ± 1.5	95.3 ± 1.6	90.8 ± 1.4	88.4 ± 3.8	87.3 ± 3.1	93.1 ± 4.2	94.7 ± 3.8	68.4 ± 10.3	91.2 ± 1.1

TABLE 4A.51

Table 4A.51 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Parental occupation (h)									
Senior management and qualified professionals	98.8 ± 0.2	98.6 ± 0.3	98.7 ± 0.3	98.8 ± 0.4	98.5 ± 0.5	98.4 ± 0.8	98.7 ± 0.7	97.7 ± 2.0	98.7 ± 0.1
Other business managers and associate professionals	97.9 ± 0.3	98.1 ± 0.3	97.8 ± 0.4	98.2 ± 0.5	97.5 ± 0.7	97.6 ± 1.1	97.6 ± 2.1	97.3 ± 2.8	97.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.4	96.8 ± 0.6	96.0 ± 0.6	97.1 ± 0.7	96.8 ± 0.8	95.7 ± 1.4	97.3 ± 1.7	92.8 ± 3.3	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.3 ± 0.7	93.2 ± 0.9	92.8 ± 1.0	94.3 ± 1.1	92.7 ± 1.5	93.0 ± 2.3	94.3 ± 3.6	75.3 ± 9.0	93.1 ± 0.4
Not in paid work in previous 12 months	85.6 ± 1.4	86.1 ± 1.7	86.6 ± 1.9	86.2 ± 2.7	85.8 ± 2.8	86.2 ± 4.3	86.9 ± 7.3	49.6 ± 11.3	85.3 ± 0.9
Not stated (i)	94.4 ± 1.4	95.0 ± 1.7	91.3 ± 1.2	89.5 ± 2.8	86.9 ± 2.1	93.2 ± 3.1	96.2 ± 2.9	61.3 ± 10.0	90.7 ± 0.9
Year 9									
Parental education (e)									
Bachelor degree or above	98.6 ± 0.3	98.3 ± 0.3	98.6 ± 0.3	99.0 ± 0.3	98.4 ± 0.5	98.3 ± 0.9	98.6 ± 0.9	96.7 ± 2.2	98.5 ± 0.2
Advanced diploma/diploma	97.2 ± 0.5	96.4 ± 0.6	96.7 ± 0.6	97.9 ± 0.6	97.0 ± 0.8	97.3 ± 1.8	98.3 ± 1.3	92.0 ± 6.1	96.9 ± 0.3
Certificate I to IV (f)	94.8 ± 0.5	94.3 ± 0.8	94.8 ± 0.6	97.2 ± 0.6	94.2 ± 1.1	95.7 ± 1.3	95.7 ± 2.3	87.5 ± 5.5	94.9 ± 0.3
Year 12 or equivalent	95.3 ± 0.9	94.0 ± 1.2	93.4 ± 1.2	95.9 ± 1.4	95.1 ± 1.6	94.0 ± 3.4	96.6 ± 3.4	84.9 ± 7.2	94.4 ± 0.6
Year 11 or equivalent or below	88.1 ± 1.4	87.8 ± 1.7	87.0 ± 1.5	90.8 ± 1.9	87.4 ± 2.4	89.5 ± 2.2	92.1 ± 4.9	54.3 ± 9.4	87.3 ± 0.9
Not stated (g)	93.4 ± 1.7	93.2 ± 2.4	91.3 ± 1.5	91.2 ± 3.2	85.6 ± 14.1	93.7 ± 4.1	95.2 ± 3.1	68.4 ± 10.2	90.8 ± 1.9
Parental occupation (h)									
Senior management and qualified professionals	98.8 ± 0.2	98.6 ± 0.3	98.6 ± 0.3	99.1 ± 0.3	98.2 ± 0.6	98.0 ± 1.1	98.6 ± 0.8	97.2 ± 2.1	98.7 ± 0.1
Other business managers and associate professionals	98.0 ± 0.3	97.7 ± 0.4	97.6 ± 0.5	98.4 ± 0.4	97.5 ± 0.6	98.1 ± 0.9	98.0 ± 1.6	94.7 ± 3.0	97.8 ± 0.2

Table 4A.51 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (per cent) (a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.4	96.3 ± 0.5	95.6 ± 0.6	97.7 ± 0.6	96.2 ± 0.9	96.1 ± 1.4	97.3 ± 1.4	93.3 ± 3.6	96.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.5 ± 0.7	92.9 ± 1.1	92.2 ± 1.0	95.3 ± 1.0	93.8 ± 1.3	92.7 ± 2.3	94.2 ± 3.9	77.6 ± 10.3	93.1 ± 0.5
Not in paid work in previous 12 months	86.9 ± 1.7	85.9 ± 1.9	85.4 ± 2.1	88.7 ± 2.6	85.4 ± 3.1	88.0 ± 3.7	91.8 ± 6.2	57.9 ± 11.5	86.0 ± 1.0
Not stated (i)	93.7 ± 1.5	91.6 ± 2.7	91.2 ± 1.2	91.2 ± 2.5	85.8 ± 9.4	92.8 ± 3.6	95.8 ± 3.2	65.8 ± 8.8	90.2 ± 1.5

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes AQF trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 3									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 5									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na

TABLE 4A.52

Table 4A.52 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 7									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

TABLE 4A.52

Table 4A.52 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 9									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

TABLE 4A.52

Table 4A.52 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2019 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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 3									
Parental education (e)									
Bachelor degree or above	443.9 ± 1.6	443.2 ± 1.7	432.0 ± 2.1	434.4 ± 2.5	422.4 ± 2.7	436.8 ± 4.8	436.0 ± 4.0	399.0 ± 9.8	438.7 ± 0.9
Advanced diploma/diploma	404.6 ± 1.6	406.1 ± 1.7	396.8 ± 2.1	400.4 ± 2.5	388.9 ± 3.4	405.2 ± 5.9	403.1 ± 6.2	360.9 ± 10.3	401.5 ± 0.9
Certificate I to IV (f)	384.7 ± 1.4	393.5 ± 1.5	383.7 ± 1.8	385.9 ± 2.2	375.3 ± 2.6	387.8 ± 3.7	390.9 ± 6.0	352.8 ± 9.1	385.7 ± 0.8
Year 12 or equivalent	385.9 ± 2.6	393.9 ± 2.6	374.8 ± 2.8	381.0 ± 3.2	374.9 ± 5.5	378.6 ± 8.7	387.8 ± 7.7	320.0 ± 17.4	382.6 ± 1.4
Year 11 or equivalent or below	353.4 ± 2.2	370.9 ± 2.9	348.7 ± 2.9	349.5 ± 3.8	342.4 ± 3.8	361.8 ± 5.7	361.1 ± 14.4	269.4 ± 15.3	352.5 ± 1.6
Not stated (g)	398.9 ± 6.6	419.0 ± 7.7	372.4 ± 5.1	377.0 ± 7.9	375.6 ± 7.7	402.8 ± 23.9	410.9 ± 14.4	316.0 ± 28.2	384.4 ± 3.5
Parental occupation (h)									
Senior management and qualified professionals	444.1 ± 1.8	446.9 ± 1.8	432.1 ± 2.2	433.7 ± 2.7	422.0 ± 3.1	431.9 ± 5.6	435.4 ± 4.5	404.5 ± 9.6	439.2 ± 1.0
Other business managers and associate professionals	424.6 ± 1.7	427.2 ± 1.7	413.0 ± 2.1	412.4 ± 2.4	403.2 ± 2.7	411.6 ± 4.9	421.6 ± 5.0	387.9 ± 8.8	419.9 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	398.8 ± 1.6	406.6 ± 1.6	391.3 ± 1.9	393.3 ± 2.6	384.5 ± 2.8	399.9 ± 4.5	404.6 ± 5.9	361.7 ± 7.4	397.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	381.3 ± 1.9	390.9 ± 2.0	372.6 ± 2.4	379.6 ± 3.1	369.4 ± 3.1	375.3 ± 4.8	384.3 ± 9.1	314.1 ± 16.9	380.5 ± 1.1
Not in paid work in previous 12 months	360.3 ± 2.1	378.9 ± 2.5	352.2 ± 3.4	356.0 ± 4.9	356.2 ± 5.0	358.8 ± 7.2	375.6 ± 11.8	270.0 ± 14.0	362.5 ± 1.6
Not stated (i)	400.7 ± 6.1	422.1 ± 6.7	377.1 ± 3.2	380.1 ± 5.6	364.1 ± 5.9	394.9 ± 18.5	406.7 ± 8.1	299.3 ± 22.7	381.7 ± 2.6
Year 5									
Parental education (e)									
Bachelor degree or above	531.3 ± 2.1	527.4 ± 1.7	519.2 ± 2.0	521.7 ± 2.3	508.5 ± 2.8	514.4 ± 3.9	515.2 ± 3.7	487.4 ± 10.3	524.7 ± 1.0
Advanced diploma/diploma	491.5 ± 1.4	493.3 ± 1.5	484.8 ± 1.6	489.0 ± 2.2	475.4 ± 2.7	483.5 ± 4.9	484.2 ± 4.5	457.7 ± 7.9	488.8 ± 0.8
Certificate I to IV (f)	472.7 ± 1.2	480.4 ± 1.4	473.5 ± 1.5	475.8 ± 2.0	464.1 ± 2.4	467.4 ± 3.6	467.2 ± 5.3	443.8 ± 8.3	473.8 ± 0.7

TABLE 4A.53

Table 4A.53 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	476.1 ± 2.2	484.2 ± 2.1	467.0 ± 2.4	474.4 ± 3.2	467.4 ± 7.9	454.5 ± 6.7	475.0 ± 8.0	426.8 ±15.4	474.1 ± 1.3
Year 11 or equivalent or below	444.2 ± 2.0	460.3 ± 2.5	444.3 ± 2.4	443.3 ± 3.3	436.1 ± 3.4	441.1 ± 4.6	447.3 ±10.3	362.0 ±14.8	444.9 ± 1.4
Not stated (g)	492.6 ± 6.8	513.4 ± 7.2	465.2 ± 4.6	464.8 ± 7.0	461.9 ± 6.3	472.4 ±16.6	490.5 ±16.9	410.0 ±22.1	475.2 ± 3.4
Parental occupation (h)									
Senior management and qualified professionals	530.0 ± 2.1	529.6 ± 1.8	519.1 ± 2.2	519.8 ± 2.6	507.3 ± 3.2	510.6 ± 4.3	513.9 ± 4.4	487.0 ±10.7	524.1 ± 1.0
Other business managers and associate professionals	509.5 ± 1.8	510.8 ± 1.7	498.7 ± 1.7	500.1 ± 2.3	487.1 ± 2.6	489.5 ± 4.0	501.3 ± 4.5	476.3 ± 8.4	504.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	486.2 ± 1.5	492.8 ± 1.5	479.0 ± 1.6	481.9 ± 2.2	473.3 ± 2.7	473.1 ± 4.0	484.9 ± 4.7	451.7 ± 6.8	484.3 ± 0.8
Machine operators, hospitality staff, assistants, labourers	470.1 ± 1.9	480.0 ± 1.9	464.0 ± 2.0	469.6 ± 2.7	459.8 ± 3.0	453.2 ± 4.0	469.4 ± 7.8	411.8 ±13.5	469.8 ± 1.0
Not in paid work in previous 12 months	450.5 ± 2.1	466.5 ± 2.3	446.2 ± 2.9	447.9 ± 4.1	447.0 ± 4.1	439.2 ± 5.3	451.2 ±10.9	371.0 ±14.6	453.0 ± 1.3
Not stated (i)	489.5 ± 5.9	514.0 ± 6.5	467.7 ± 3.1	469.2 ± 5.0	453.9 ± 4.7	466.7 ±13.6	486.0 ±13.5	393.8 ±19.8	471.2 ± 2.4
Year 7									
Parental education (e)									
Bachelor degree or above	587.5 ± 4.4	581.2 ± 2.9	576.1 ± 3.7	582.8 ± 6.1	571.1 ± 3.3	574.9 ± 7.1	577.0 ± 6.7	552.7 ±16.6	581.5 ± 2.0
Advanced diploma/diploma	545.1 ± 2.2	543.2 ± 2.1	539.1 ± 2.3	545.2 ± 3.4	541.0 ± 3.0	542.8 ± 5.2	538.7 ± 6.0	514.1 ±10.3	542.7 ± 1.1
Certificate I to IV (f)	523.2 ± 1.8	530.0 ± 1.8	525.6 ± 2.0	531.7 ± 3.2	525.7 ± 2.4	522.4 ± 4.4	531.4 ± 6.3	504.5 ±10.5	526.3 ± 1.0
Year 12 or equivalent	527.7 ± 3.0	536.9 ± 3.1	522.9 ± 3.3	535.2 ± 4.5	528.4 ± 8.7	513.4 ± 8.8	534.7 ± 8.1	488.4 ±16.5	529.2 ± 1.8
Year 11 or equivalent or below	496.5 ± 2.8	510.2 ± 3.5	496.2 ± 2.8	500.1 ± 4.6	496.9 ± 3.8	494.8 ± 5.3	514.2 ±12.0	412.2 ±20.1	497.8 ± 1.8
Not stated (g)	551.3 ± 7.7	574.5 ± 7.5	521.5 ± 5.1	520.2 ±10.5	520.5 ± 7.9	543.6 ±33.6	559.4 ±22.3	466.1 ±22.0	537.5 ± 4.3

TABLE 4A.53

Table 4A.53 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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>
Parental occupation (h)									
Senior management and qualified professionals	585.4 ± 4.2	582.7 ± 3.2	575.0 ± 4.0	580.4 ± 6.5	570.7 ± 3.9	573.4 ± 7.4	574.4 ± 8.2	557.7 ±14.8	580.5 ± 2.0
Other business managers and associate professionals	561.0 ± 3.2	561.5 ± 2.4	553.6 ± 2.7	557.0 ± 4.0	551.0 ± 2.8	544.1 ± 6.8	556.8 ± 5.4	538.9 ±12.1	558.0 ± 1.4
Tradespeople, clerks, skilled office, sales and service staff	536.1 ± 2.6	541.9 ± 2.1	531.0 ± 2.3	538.7 ± 3.4	533.6 ± 3.0	529.9 ± 5.0	540.9 ± 8.6	515.7 ±10.6	536.2 ± 1.2
Machine operators, hospitality staff, assistants, labourers	522.1 ± 3.3	528.5 ± 2.8	514.3 ± 2.6	524.6 ± 4.2	519.8 ± 3.4	508.1 ± 5.9	526.9 ±10.9	476.0 ±17.1	521.5 ± 1.5
Not in paid work in previous 12 months	499.1 ± 2.9	511.6 ± 3.1	499.4 ± 3.8	498.2 ± 6.0	503.5 ± 4.7	493.5 ± 7.4	522.1 ±12.8	422.8 ±21.0	501.8 ± 1.8
Not stated (i)	548.8 ± 6.9	572.9 ± 7.1	519.7 ± 4.1	520.4 ± 8.3	512.1 ± 5.3	535.7 ±26.4	555.0 ±18.6	448.8 ±21.8	529.4 ± 3.5
Year 9									
Parental education (e)									
Bachelor degree or above	635.0 ± 4.3	627.7 ± 4.1	622.3 ± 3.9	634.4 ± 5.8	612.4 ± 5.4	617.3 ± 5.7	618.5 ± 6.4	601.7 ±13.0	628.3 ± 2.1
Advanced diploma/diploma	595.6 ± 2.3	590.9 ± 2.5	587.1 ± 2.4	599.0 ± 3.8	584.4 ± 3.5	584.9 ± 5.6	588.9 ± 4.6	568.8 ±16.5	591.8 ± 1.2
Certificate I to IV (f)	573.6 ± 2.1	577.4 ± 2.0	572.2 ± 2.0	586.7 ± 2.9	567.9 ± 3.5	570.1 ± 4.3	577.2 ± 5.8	549.8 ±11.1	574.8 ± 1.0
Year 12 or equivalent	584.5 ± 3.4	584.7 ± 3.3	571.7 ± 3.1	585.5 ± 4.4	576.0 ± 9.8	562.0 ± 9.1	583.9 ± 8.8	546.8 ±14.4	580.0 ± 1.8
Year 11 or equivalent or below	551.2 ± 3.7	562.2 ± 3.1	546.4 ± 3.0	558.2 ± 4.4	545.9 ± 4.6	544.7 ± 5.0	573.3 ±11.7	478.5 ±18.1	551.4 ± 1.8
Not stated (g)	591.4 ± 6.9	612.1 ± 7.7	570.1 ± 5.8	580.9 ±10.6	581.8 ± 9.4	589.0 ±20.2	599.1 ±12.4	510.6 ±19.0	583.1 ± 3.8
Parental occupation (h)									
Senior management and qualified professionals	632.4 ± 4.1	628.1 ± 4.0	621.9 ± 4.0	632.1 ± 6.2	610.6 ± 5.8	614.8 ± 6.9	615.7 ± 7.1	603.2 ±16.5	626.9 ± 2.1
Other business managers and associate professionals	608.9 ± 3.1	607.2 ± 3.3	598.3 ± 2.7	609.1 ± 3.9	592.6 ± 3.7	590.4 ± 5.7	600.2 ± 6.1	584.8 ±12.1	604.6 ± 1.5

Table 4A.53 NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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>
Tradespeople, clerks, skilled office, sales and service staff	585.7 ± 2.7	588.4 ± 2.4	577.2 ± 2.4	591.9 ± 3.4	576.2 ± 3.6	574.0 ± 4.8	584.1 ± 6.7	564.4 ±11.8	584.1 ± 1.3
Machine operators, hospitality staff, assistants, labourers	572.5 ± 3.5	576.9 ± 3.2	561.5 ± 2.9	577.4 ± 4.2	564.3 ± 4.4	553.6 ± 4.7	582.0 ±12.2	528.3 ±19.7	570.7 ± 1.7
Not in paid work in previous 12 months	554.3 ± 4.2	562.6 ± 3.3	547.1 ± 4.0	556.0 ± 5.8	548.0 ± 5.9	542.6 ± 7.3	571.2 ±11.4	484.6 ±21.0	554.4 ± 2.1
Not stated (i)	590.5 ± 6.0	610.9 ± 8.5	568.0 ± 4.7	577.7 ± 8.5	568.2 ± 8.6	580.5 ±17.9	602.5 ±11.5	506.7 ±16.8	576.2 ± 3.3

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2019 are not available.

- (a) The 2019 NAPLAN data were not available in time for inclusion in this Report.
- (b) 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 (2018). 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.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes AQF trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA, Sydney.

TABLE 4A.54

Table 4A.54 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 3									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 5									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na

TABLE 4A.54

Table 4A.54 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (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>
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 7									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

TABLE 4A.54

Table 4A.54 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (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>
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Year 9									
Parental education									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na
Parental occupation									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.54 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2019 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated	na	na	na	na	na	na	na	na	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are incomplete for the current reporting period. Data for 2019 are not available.

(a) The 2019 NAPLAN data were not available in time for inclusion in this Report.

na Not available.

Source: ACARA 2019 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, ACARA, Sydney.

NAP Science

Table 4A.55 **National Assessment Program, science literacy performance: achievement levels (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>
Proportion of Year 6 students at achievement levels, 2018									
Level 5 or above	na	na	na	na	na	na	na	na	na
Level 4	na	na	na	na	na	na	na	na	na
Level 3	na	na	na	na	na	na	na	na	na
Level 2	na	na	na	na	na	na	na	na	na
Level 1 and below	na	na	na	na	na	na	na	na	na
Proportion of year 6 students at or above the proficient standard (d)									
2018	na	na	na	na	na	na	na	na	na
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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2015–2018	na	na	na	na	na	na	na	na	na
2012–2018	■	■	↑	■	■	■	■	■	↑
2009–2018	■	■	↑	■	■	■	■	■	■

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

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are in complete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 National Assessment Program, science literacy performance data were not available in time for inclusion in this Report.
- (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). 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 (sub-section 4.4) for more information.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

Table 4A.55 **National Assessment Program, science literacy performance: achievement levels (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>
(d)	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 2 and 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.								
	na Not available.								

Source: ACARA 2016, *NAP sample assessment science literacy 2015: public report*, Sydney.

Table 4A.56 **National Assessment Program, science literacy performance: mean scores (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>
National Assessment Program, Year 6 mean scores for science literacy									
2018	na	na	na	na	na	na	na	na	na
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

Statistical significance of the mean score, across jurisdictions, 2018

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>	..	na	na	na	na	na	na	na
<i>Vic</i>	na	..	na	na	na	na	na	na
<i>Qld</i>	na	na	..	na	na	na	na	na
<i>WA</i>	na	na	na	..	na	na	na	na
<i>SA</i>	na	na	na	na	..	na	na	na
<i>Tas</i>	na	na	na	na	na	..	na	na
<i>ACT</i>	na	na	na	na	na	na	..	na
<i>NT</i>	na	na	na	na	na	na	na	..

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

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are in complete for the current reporting period. Data for 2018 are not available.

(a) The 2018 National Assessment Program, science literacy performance data were not available in time for inclusion in this Report.

(b) 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.

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

.. Not applicable. **na** Not available.

Source: ACARA 2016, *NAP sample assessment science literacy 2015: public report*, Sydney.

TABLE 4A.57

Table 4A.57 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c), (d)**

	Year 6 students			
	2009	2012	2015	2018
Sex				
Male students	52.3 ± 2.6	51.7 ± 2.6	53.5 ± 2.1	na
Female students	51.7 ± 2.6	51.1 ± 2.2	56.9 ± 2.3	na
Indigenous status				
Aboriginal and Torres Strait Islander students	19.6 ± 6.0	20.1 ± 5.8	23.4 ± 4.8	na
Non-Indigenous students	53.9 ± 2.3	52.8 ± 2.0	57.0 ± 1.8	na
Geographic location (e)				
Metropolitan areas	53.4 ± 2.6	53.2 ± 2.3	57.3 ± 2.2	na
Provincial areas	49.5 ± 4.1	47.0 ± 4.4	50.6 ± 3.6	na
Remote areas	33.9 ± 8.2	41.7 ± 9.2	40.4 ± 13.3	na
Geographic location				
Senior managers and professionals	na	na	na	na
Other managers, associate professionals	na	na	na	na
Skilled trades, clerical and sales	na	na	na	na
Unskilled manual, office and sales	na	na	na	na
Not in paid employment in last 12 months	na	na	na	na
All students	51.9 ± 2.2	51.4 ± 2.0	55.1 ± 1.8	na

 Data are comparable (subject to caveats) across jurisdictions and over time.

 Data are in complete for the current reporting period. Data for 2018 are not available.

(a) The 2018 National Assessment Program, science literacy performance data were not available in time for inclusion in this Report.

(b) 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.

Table 4A.57 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c), (d)**

	<i>Year 6 students</i>			
	<i>2009</i>	<i>2012</i>	<i>2015</i>	<i>2018</i>

(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 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.

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

(e) 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 2016, *NAP sample assessment science literacy 2015: public report*, Sydney.

NAP Civics

TABLE 4A.58

Table 4A.58 **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.58 **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.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

- (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 Civics and Citizenship Report 2016*, Sydney.

TABLE 4A.59

Table 4A.59 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.59 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.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

(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 Civics and Citizenship Report 2016*, Sydney.

TABLE 4A.60

Table 4A.60 **National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c)**

	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 students	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
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.60 **National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c)**

	Year 6 students				Year 10 students			
	2007	2010	2013	2016	2007	2010	2013	2016

- (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.
- (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 Civics and Citizenship Report 2016*, Sydney.

NAP ICT

TABLE 4A.61

Table 4A.61 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, 2017									
Level 4 or above	13 ± 2.4	17 ± 3.9	11 ± 3.4	10 ± 2.2	12 ± 3.2	10 ± 2.8	17 ± 6.7	5 ± 5.3	13 ± 1.5
Level 3	39 ± 3.5	45 ± 4.3	37 ± 4.6	44 ± 4.3	41 ± 5.8	39 ± 6.0	48 ± 6.9	30 ± 10.0	41 ± 1.9
Level 2	34 ± 3.7	30 ± 3.8	38 ± 5.2	32 ± 3.8	31 ± 6.0	32 ± 5.4	27 ± 8.2	30 ± 5.4	33 ± 2.2
Level 1	15 ± 3.6	8 ± 2.1	15 ± 4.0	14 ± 3.5	16 ± 4.2	19 ± 4.5	9 ± 3.5	35 ± 14.6	13 ± 1.6
Proportion of year 6 students at or above the proficient standard (level 2 or above) (d)									
2017	51 ± 4.2	62 ± 4.5	47 ± 5.8	54 ± 4.5	53 ± 6.5	49 ± 5.9	65 ± 8.4	35 ± 11.5	53 ± 2.4
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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2014–2017	■	■	■	■	■	■	■	■	■
2011–2017	↓	■	■	■	■	■	■	■	↓
2008–2017	■	■	■	■	↓	■	■	■	■
Year 10 students									
Proportion of Year 10 students at achievement levels, 2017									
Level 5 or above	11 ± 3.1	8 ± 3.2	5 ± 2.3	8 ± 2.8	7 ± 2.9	3 ± 1.6	13 ± 4.6	3 ± 3.5	8 ± 1.3
Level 4	46 ± 6.0	47 ± 4.2	42 ± 5.7	54 ± 3.8	49 ± 4.5	36 ± 5.3	41 ± 6.1	25 ± 9.5	46 ± 2.6
Level 3	30 ± 4.6	33 ± 4.4	36 ± 5.3	29 ± 3.1	31 ± 4.3	40 ± 4.5	33 ± 6.4	40 ± 7.9	33 ± 2.5
Level 2	10 ± 3.1	9 ± 2.4	12 ± 3.5	7 ± 2.2	11 ± 3.2	13 ± 2.9	8 ± 3.0	18 ± 8.5	10 ± 1.5
Level 1	3 ± 2.6	2 ± 1.1	5 ± 2.2	2 ± 1.4	3 ± 1.7	8 ± 3.1	4 ± 2.5	14 ± 7.6	3 ± 1.0

TABLE 4A.61

Table 4A.61 **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>
Proportion of year 10 students at or above the proficient standard (level 3 or above) (d)									
2017	57 ± 6.8	55 ± 5.0	47 ± 6.6	62 ± 4.0	56 ± 4.6	39 ± 5.6	54 ± 8.4	27 ± 8.4	54 ± 3.0
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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2014–2017	■	■	■	■	■	↓	■	↓	■
2011–2017	■	↓	↓	■	■	↓	↓	↓	↓
2008–2017	■	↓	↓	■	↓	↓	↓	↓	↓

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

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

- (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 2018, *National Assessment Program — ICT Literacy Report 2017*, Sydney.

TABLE 4A.62

Table 4A.62 **National Assessment Program, information and communication technologies: 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>
Year 6 mean scores									
2017	404 ±11.9	432 ± 9.4	399 ±12.4	406 ±10.3	405 ±14.9	390 ±12.9	437 ±17.3	335 ±43.5	410 ± 5.4
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	415 ±14.0	424 ±13.5	436 ±10.3	405 ±12.4	466 ±22.8	367 ±37.5	435 ± 5.7
2008	413 ±14.5	447 ±15.1	392 ±11.8	403 ±11.5	439 ±12.5	408 ±16.4	472 ±13.9	364 ±49.8	410 ± 6.9

Statistical significance of the mean score, across jurisdictions, 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 10 mean scores

2017	531 ±16.4	530 ±10.6	505 ±13.1	539 ±10.4	524 ±11.0	480 ±13.0	530 ±21.2	447 ±30.3	523 ± 6.6
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

Table 4A.62 **National Assessment Program, information and communication technologies: 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>
Statistical significance of the mean score, across jurisdictions, 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>	
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.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

(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 2018, *National Assessment Program — ICT Literacy Report 2017*, Sydney.

TABLE 4A.63

Table 4A.63 **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			
	2008	2011	2014	2017	2008	2011	2014	2017
Sex								
Male students	52 ± 3.0	58 ± 2.7	51 ± 3.3	51 ± 2.8	63 ± 3.9	62 ± 2.7	47 ± 3.4	51 ± 3.6
Female students	62 ± 3.6	66 ± 2.5	60 ± 2.9	56 ± 3.5	70 ± 3.2	67 ± 3.3	58 ± 3.3	58 ± 4.1
Indigenous status								
Aboriginal and Torres Strait Islander students	24 ± 6.1	31 ± 8.4	22 ± 8.1	24 ± 7.0	32 ± 11.7	36 ± 11.5	20 ± 8.8	24 ± 9.5
Non-Indigenous students	59 ± 2.8	64 ± 2.1	57 ± 2.5	55 ± 2.4	68 ± 2.7	66 ± 2.3	53 ± 2.6	55 ± 3.1
Geographic location (d)								
Major cities	..	..	..	58 ± 2.8	..	..	..	57 ± 3.7
Inner and outer regional areas	..	..	..	43 ± 4.0	..	..	..	48 ± 4.7
Remote and very remote areas	..	..	..	35 ± 21.6	..	..	..	31 ± 14.5
Metropolitan areas	61 ± 3.3	66 ± 2.3	58 ± 2.9	..	69 ± 3.3	67 ± 2.5	54 ± 3.0	..
Provincial areas	48 ± 5.7	51 ± 3.2	48 ± 5.1	..	62 ± 5.6	58 ± 4.9	47 ± 4.7	..
Remote areas	38 ± 12.7	45 ± 20.9	35 ± 5.8	..	45 ± 10.6	47 ± 15.7	32 ± 15.6	..
Parental occupation								
Senior managers and professionals	72 ± 3.6	79 ± 3.7	72 ± 4.0	68 ± 3.3	79 ± 3.6	78 ± 3.2	65 ± 4.5	69 ± 3.8
Other managers, associate professionals	66 ± 4.9	68 ± 3.8	63 ± 5.0	61 ± 3.9	71 ± 4.0	69 ± 4.2	56 ± 4.1	61 ± 4.3
Skilled trades, clerical and sales	54 ± 3.7	59 ± 4.2	52 ± 4.2	48 ± 5.3	63 ± 4.6	63 ± 4.5	50 ± 5.5	46 ± 5.4
Unskilled manual, office and sales	41 ± 4.7	43 ± 6.6	42 ± 4.9	38 ± 5.1	52 ± 6.0	57 ± 7.4	40 ± 6.0	43 ± 6.0
Not in paid work in last 12 months	na	na	30 ± 7.4	33 ± 6.5	na	na	29 ± 6.1	29 ± 7.3
All students	57 ± 2.8	62 ± 2.0	55 ± 2.5	53 ± 2.4	66 ± 3.0	65 ± 2.3	52 ± 2.5	54 ± 3.0

Data are comparable (subject to caveats) across jurisdictions and over time.

Table 4A.63 **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			
	2008	2011	2014	2017	2008	2011	2014	2017

- Data are complete for the current reporting period (subject to caveats).
- (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) For 2017, geolocation data are reported on the ARIA+ remoteness classification, as defined by ASGS: *Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). For prior years, geolocation data for this table are based on the agreed MCEEDYA (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.
- na** Not available. ... Not applicable.

Source: ACARA 2018, *National Assessment Program — ICT Literacy Report 2017*, Sydney. ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney. ACARA 2012, *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

International testing

TABLE 4A.64

Table 4A.64 Programme for International Student Assessment (PISA) reading literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d), (e)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 15 year old students at achievement levels, 2018										
Level 6	%	2.4 ± 0.8	3.1 ± 1.0	2.7 ± 0.8	2.7 ± 1.1	2.2 ± 0.9	1.5 ± 1.1	5.2 ± 2.0	1.8 ± 2.7	2.7 ± 0.4
Level 5	%	9.0 ± 1.4	11.3 ± 1.9	10.9 ± 1.5	11.4 ± 2.1	8.5 ± 1.9	8.3 ± 2.8	16.2 ± 4.1	10.3 ± 4.8	10.3 ± 0.7
Level 4	%	19.2 ± 1.8	22.4 ± 2.6	21.0 ± 2.1	23.1 ± 2.7	19.4 ± 2.3	17.1 ± 3.1	25.0 ± 4.4	17.5 ± 5.4	20.9 ± 1.0
Level 3	%	24.9 ± 1.8	25.5 ± 2.3	25.4 ± 2.2	26.0 ± 2.4	27.5 ± 2.6	23.3 ± 3.7	23.4 ± 3.9	20.8 ± 6.9	25.4 ± 1.0
Level 2	%	22.5 ± 2.0	20.6 ± 1.9	20.1 ± 1.8	20.1 ± 2.2	22.2 ± 2.3	22.1 ± 3.9	17.4 ± 3.5	20.0 ± 6.5	21.1 ± 0.9
Level 1 and below	%	22.0 ± 2.1	17.1 ± 2.2	20.0 ± 2.4	16.7 ± 2.2	20.2 ± 2.6	27.7 ± 3.5	12.7 ± 2.6	29.6 ± 6.1	19.6 ± 1.0
Proportion of 15 year old students achieving level 5 or above										
2018	%	11.4 ± 1.9	14.4 ± 2.2	13.6 ± 1.7	14.1 ± 2.3	10.7 ± 2.2	9.8 ± 2.9	21.5 ± 3.9	12.0 ± 5.0	13.0 ± 0.9
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										
2018	%	55.5 ± 2.6	62.3 ± 3.0	60.0 ± 2.7	63.3 ± 3.2	57.6 ± 3.1	50.2 ± 4.5	69.9 ± 3.8	50.3 ± 6.4	59.3 ± 1.3
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										
2015–2018		↓	■	■	■	■	■	■	■	■
2012–2018		↓	↓	■	■	■	■	■	■	↓
2009–2018		↓	■	↓	■	↓	■	■	■	↓
2006–2018		↓	■	↓	↓	↓	↓	■	■	↓

↑ = Proportion of students achieving level 3 or above significantly higher in 2018 than earlier year, statistically. ■ = No statistically significant difference. ↓ = Proportion of students achieving level 3 or above significantly lower in 2018 than earlier year, statistically.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

Table 4A.64 **Programme for International Student Assessment (PISA) reading literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Data are complete for the current reporting period (subject to caveats).

- (a) These data are from PISA 2018. In 2018, PISA surveyed approximately 5.5 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 \pm 2.7 per cent) for the reporting year. See section 2 (Statistical context) for more information on confidence intervals.
- (c) The PISA 2018 reading literacy scale uses eight proficiency levels, with Level 6 as the highest and Level 1c as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in <https://www.acer.org/documents/PISA-2018-Report.pdf>.
- 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.
 - Below level 2 — 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.
- (e) Reading was a major testing domain in 2018 and 2009.

Source: Australian Council for Educational Research (ACER) 2019, *PISA 2018: Reporting Australia's Results. Volume 1 Student Performance*, ACER, Melbourne.

TABLE 4A.65

Table 4A.65 **PISA mathematical literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d), (e)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 15 year old students at achievement levels, 2018										
Level 6	%	3.0 ± 1.3	2.5 ± 1.0	2.1 ± 0.9	2.5 ± 1.1	1.5 ± 0.8	1.0 ± 1.0	3.1 ± 2.2	1.8 ± 3.1	2.5 ± 0.5
Level 5	%	7.8 ± 1.5	8.8 ± 2.1	7.5 ± 1.4	9.1 ± 2.1	6.0 ± 1.6	4.8 ± 2.2	11.6 ± 3.2	5.8 ± 4.8	8.0 ± 0.7
Level 4	%	16.8 ± 1.9	19.2 ± 2.1	18.6 ± 2.0	20.8 ± 3.0	16.0 ± 2.3	13.1 ± 3.0	23.8 ± 4.0	12.9 ± 5.8	18.2 ± 0.9
Level 3	%	24.8 ± 2.1	25.9 ± 2.1	25.8 ± 2.3	25.7 ± 2.5	26.8 ± 2.7	23.3 ± 4.6	27.7 ± 4.5	22.1 ± 8.1	25.6 ± 1.0
Level 2	%	23.6 ± 2.1	23.0 ± 2.5	23.3 ± 2.1	22.3 ± 2.7	26.1 ± 3.4	25.7 ± 4.8	19.0 ± 4.0	24.3 ± 7.7	23.4 ± 1.0
Level 1 and below	%	23.9 ± 2.5	20.6 ± 2.9	22.8 ± 2.8	19.6 ± 2.8	23.6 ± 3.3	32.1 ± 4.5	14.9 ± 3.1	33.1 ± 7.0	22.4 ± 1.3
Proportion of 15 year old students achieving level 5 or above										
2018	%	10.8 ± 2.4	11.3 ± 2.6	9.6 ± 1.7	11.6 ± 2.6	7.5 ± 1.7	5.8 ± 2.4	14.6 ± 3.4	7.6 ± 5.2	10.5 ± 1.1
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										
2018	%	52.4 ± 3.1	56.5 ± 3.7	53.9 ± 3.1	58.1 ± 4.0	50.3 ± 3.5	42.2 ± 4.9	66.1 ± 4.9	42.6 ± 7.6	54.2 ± 1.6
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										
2015–2018		■	■	■	■	■	■	■	■	■
2012–2018		↓	■	↓	■	■	■	■	■	↓
2009–2018		↓	↓	↓	↓	↓	↓	■	↓	↓
2006–2018		↓	↓	↓	↓	↓	↓	↓	↓	↓

↑ = Proportion of students achieving level 3 or above significantly higher in 2018 than earlier year, statistically. ■ = No statistically significant difference. ↓ = Proportion of students achieving level 3 or above significantly lower in 2018 than earlier year, statistically.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

Table 4A.65 **PISA mathematical literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d), (e)**


	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
 Data are complete for the current reporting period (subject to caveats).									
(a) These data are from PISA 2018. In 2018, PISA surveyed approximately 5.5 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 \pm 2.7 per cent) for the reporting year. See section 2 (Statistical context) for more information on confidence intervals.									
(c) The PISA 2018 mathematical literacy scale uses six 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.org/documents/PISA-2018-Report.pdf .									
<ul style="list-style-type: none"> • 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. • Below level 2 — 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.									
(e) Mathematical literacy was last a major testing domain in 2012.									
<i>Source:</i> Australian Council for Educational Research (ACER) 2019, <i>PISA 2018: Reporting Australia’s Results. Volume 1 Student Performance</i> , ACER, Melbourne.									

TABLE 4A.66

Table 4A.66 **PISA scientific literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d), (e)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 15 year old students at achievement levels, 2018										
Level 6	%	1.6 ± 0.9	1.6 ± 0.7	1.4 ± 0.7	1.9 ± 0.8	1.2 ± 0.7	0.6 ± 1.0	2.5 ± 1.5	0.7 ± 2.3	1.6 ± 0.4
Level 5	%	6.9 ± 1.4	8.7 ± 1.9	8.0 ± 1.2	9.7 ± 2.0	6.4 ± 1.6	5.4 ± 2.3	12.7 ± 3.3	7.2 ± 5.0	7.9 ± 0.8
Level 4	%	19.6 ± 2.0	21.8 ± 2.4	22.3 ± 2.2	23.6 ± 2.9	18.5 ± 2.5	17.0 ± 3.8	26.3 ± 4.6	19.3 ± 7.8	21.2 ± 1.1
Level 3	%	27.0 ± 2.0	28.2 ± 2.8	26.9 ± 2.2	27.7 ± 2.9	29.3 ± 2.5	25.8 ± 4.7	29.1 ± 3.8	21.0 ± 6.8	27.5 ± 1.2
Level 2	%	23.8 ± 1.9	21.7 ± 2.5	23.3 ± 2.1	21.6 ± 2.7	25.6 ± 3.0	26.2 ± 4.7	18.2 ± 3.7	24.0 ± 7.2	23.0 ± 1.1
Level 1 and below	%	21.1 ± 2.2	17.8 ± 2.4	18.1 ± 2.3	15.5 ± 2.4	19.1 ± 2.2	24.9 ± 3.9	11.3 ± 2.5	27.8 ± 6.5	18.9 ± 1.2
Proportion of 15 year old students achieving level 5 or above										
2018	%	8.5 ± 1.9	10.3 ± 2.2	9.3 ± 1.4	11.5 ± 2.3	7.6 ± 1.7	6.1 ± 2.3	15.2 ± 3.4	7.9 ± 5.3	9.5 ± 1.1
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										
2018	%	55.1 ± 2.9	60.4 ± 3.5	58.6 ± 3.0	62.9 ± 3.6	55.4 ± 3.4	48.9 ± 4.7	70.6 ± 3.7	48.2 ± 6.7	58.1 ± 1.5
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										
2015–2018		↓	■	■	■	■	■	■	■	↓
2012–2018		↓	■	↓	↓	↓	↓	■	■	↓
2009–2018		↓	■	↓	↓	↓	↓	■	■	↓
2006–2018		↓	■	↓	↓	↓	↓	■	■	↓

↑ = Proportion of students achieving level 3 or above significantly higher in 2018 than earlier year, statistically
 ■ = No statistically significant difference.
 ↓ = Proportion of students achieving level 3 or above significantly lower in 2018 than earlier year, statistically.

Table 4A.66 **PISA scientific literacy assessment: proportion of students by achievement level (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are complete for the current reporting period (subject to caveats).
- (a) These data are from PISA 2018. In 2018, PISA surveyed approximately 5.5 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 \pm 2.7 per cent) for the reporting year. See section 2 (Statistical context) for more information on confidence intervals.
- (c) The PISA 2018 scientific literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1b as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in <https://www.acer.org/documents/PISA-2018-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.
 - Below level 2 — 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.
- (e) Scientific literacy was last a major testing domain in 2015.

Source: Australian Council for Educational Research (ACER) 2019, *PISA 2018: Reporting Australia's Results. Volume 1 Student Performance*, ACER, Melbourne.

TABLE 4A.67

Table 4A.67 Trends in International Mathematics and Science Study (TIMSS) mathematics achievement assessment: proportion of students at international benchmarks (per cent) (a), (b), (c), (d)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard										

Table 4A.67 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>
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.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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.68

Table 4A.68 **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
Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard										

Table 4A.68 **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>
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.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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.69 **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.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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.

Table 4A.69 **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>
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At the low international benchmark:

- 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.70

Table 4A.70 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (f)</i>	<i>SA (f)</i>	<i>Tas (f)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018									
Low socioeconomic status	70	78	84	76	84	53	np	16	75
Medium socioeconomic status	70	81	84	79	87	62	89	67	78
High socioeconomic status	81	87	82	81	94	71	83	67	84
Total	73	82	84	79	87	59	84	48	79
2017									
Low socioeconomic status	71	77	87	75	85	55	51	22	76
Medium socioeconomic status	71	80	87	82	87	64	85	67	79
High socioeconomic status	82	85	82	79	96	70	83	77	83
Total	74	81	85	79	88	61	81	51	79
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

TABLE 4A.70

Table 4A.70 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (f)</i>	<i>SA (f)</i>	<i>Tas (f)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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									
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

Data are not comparable across jurisdictions, but are comparable (subject to caveats) within some jurisdictions over time.

Table 4A.70 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	NSW	Vic	Qld (f)	WA (f)	SA (f)	Tas (f)	ACT	NT	Aust
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Data are complete for the current reporting period (subject to caveats).

- (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 ERP aged 15–19 years, as at 30 June, divided by five.
- (b) Attainment rates from 2017 onwards have been calculated using ERP based on the *2016 Census of Population and Housing*. Rates for 2016 and prior are calculated using ERP based on the *2011 Census of Population and Housing*.
- (c) Socioeconomic status is calculated the basis of postcode of students' home addresses, based on the ABS Postal Area Index of Relative Socio-economic Disadvantage (*Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2011*, Cat no. 2033.0.55.001).
- (d) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.
- (e) A common total for 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.

(f) Jurisdiction notes:

Qld: In 2017, reporting constraints based on subjects studied were removed. This constitutes a break in series for these data.

WA: 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.

SA: 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.

Tas: 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 (unpublished).

TABLE 4A.71

Table 4A.71 **Attainment rates, year 12, by remoteness, all schools (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (e)</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
2018									
Major cities	75	83	84	80	89	..	84	..	81
Inner and outer regional areas	66	78	84	79	82	59	..	69	75
Remote areas	68	..	80	74	np	50	..	45	72
Very remote areas	88	..	65	53	np	56	..	10	39
Total	73	82	84	79	87	59	84	48	79
2017									
Major cities	76	81	84	79	89	..	81	..	80
Inner and outer regional areas	69	80	88	82	87	61	16	72	78
Remote areas	73	..	80	82	83	58	..	49	74
Very remote areas	57	..	76	50	46	52	..	12	43
Total	74	81	85	79	88	61	81	51	79
Prior to 2016, remoteness classification were based on MCEECDYA (now Education Council) Geographic Location Classification (c).									
2016									
Metropolitan zone	74	80	72	77	89	..	79	..	77
Provincial zone	69	79	73	82	np	60	..	69	74
Remote	87	..	61	80	np	37	..	53	78
Very remote	82	..	55	48	np	48	..	9	43
Total	73	80	72	77	92	60	79	50	76
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

TABLE 4A.71

Table 4A.71 **Attainment rates, year 12, by remoteness, all schools (per cent) (a), (b), (c), (d)**

	NSW	Vic (c)	Qld (e)	WA (e)	SA	Tas (c)	ACT (c)	NT (c)	Aust
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

Data are not comparable across jurisdictions, but are comparable (subject to caveats) within some jurisdictions over time.

Data are complete for the current reporting period (subject to caveats).

- (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) Attainment rates from 2017 onwards have been calculated using ERP based on the *2016 Census of Population and Housing*. Rates for 2016 and prior are calculated using ERP based on the *2011 Census of Population and Housing*.
- (c) Geolocation data from the 2017 onwards are based on the ARIA+ remoteness classification, as defined by *ASGS: Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). Prior to 2017, geolocation data for this table are based on the agreed MCEEDYA (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.
- Under the ARIA+ remoteness classification: There are no very remote areas in Victoria. There is no major city area in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major city or inner regional areas in the NT.
 - Under the MCEEDYA Geographic Location Classification: There are no remote and very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is metropolitan zone in the NT.
- (d) For very remote classifications, data should be interpreted with care, due to difficulties in producing accurate data based on postcodes. Figures should not be compared to previous years due to changes in the SEIFA, ARIA and ERP values.
- (e) Jurisdiction notes:
- Qld: In 2017, reporting constraints based on subjects studied were removed. This constitutes a break in series for these data.
- WA: 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.

Table 4A.71 **Attainment rates, year 12, by remoteness, all schools (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (e)</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
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.. Not applicable. **np** not published.

Source: Australian Government Department of Education (unpublished).

Destination

TABLE 4A.72

Table 4A.72 School leaver destination (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>
School leaver destination by highest level of school completed, 2019										
Year 12 school leavers										
Number that left school (in 2018)	no.	82 700	60 700	47 400	27 200	17 100	4 100	3 700	np	242 200
Proportion that are (in 2019):										
Working	%	61.7 ± 8.4	62.6 ±13.0	57.0 ±11.1	58.5 ±17.4	53.8 ±20.4	68.3 ±15.2	75.7 ±20.9	np	61.9 ± 6.4
Studying	%	60.5 ± 9.7	78.9 ± 9.6	51.3 ±14.3	55.9 ±14.3	57.3 ±21.3	41.5 ±20.2	67.6 ±31.5	np	64.2 ± 4.1
Fully engaged (h)	%	61.4 ± 9.6	91.1 ± 4.9	58.9 ±14.2	71.7 ±10.3	57.3 ±18.0	41.5 ±21.2	83.8 ±24.8	90.0 ±78.8	69.9 ± 3.9
Year 11 and below school leavers										
Number that left school (in 2018)	no.	18 000	18 200	12 000	4 500	2 600	1 700	np	np	57 000
Proportion that are (in 2019):										
Working	%	57.2 ±23.9	67.6 ±27.3	21.7	20.0	30.8	58.8	–	40.0	58.8 ± 9.3
Studying	%	45.6 ±25.6	35.7 ±22.8	15.0	28.9	69.2	23.5	–	–	37.0 ±10.9
Fully engaged (h)	%	60.6 ±25.3	77.5 ±22.6	19.2	37.8	30.8	23.5	–	–	56.0 ±10.6
Total all school leavers										
Number that left school (in 2018)	no.	99 000	80 100	61 100	32 700	17 800	5 400	5 300	1 500	300 200
Proportion that are (in 2019):										
Working	%	64.4 ± 4.5	65.2 ±11.8	53.7 ± 8.4	55.4 ±15.1	62.9 ±19.7	64.8 ±17.5	41.5 ±22.8	np	60.8 ± 5.3
Studying	%	58.8 ± 7.6	70.2 ± 9.5	42.7 ±11.4	57.2 ±11.0	55.6 ±21.5	44.4 ±17.0	66.0 ±27.0	np	58.9 ± 4.0
Fully engaged (h)	%	63.5 ± 7.5	85.1 ± 7.6	56.5 ±11.6	62.4 ±10.7	55.1 ±17.2	48.1 ±16.0	73.6 ±24.5	np	68.0 ± 3.5
Proportion of all school leavers who are fully engaged (h)										
2019	%	63.5 ± 7.5	85.1 ± 7.6	56.5 ±11.6	62.4 ±10.7	55.1 ±17.2	48.1 ±16.0	73.6 ±24.5	np	68.0 ± 3.5
2018	%	76.8 ± 5.1	76.1 ± 7.2	59.0 ± 8.3	67.1 ±11.9	77.7 ±10.5	73.6 ±16.9	73.0 ±16.9	47.8 ±27.8	70.9 ± 3.4
2017	%	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	%	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
2015	%	66.9 ± 7.0	70.8 ±11.1	67.0 ± 9.9	64.4 ±12.9	61.4 ±11.0	74.6 ±11.6	85.0 ±27.2	69.0 ±23.4	67.1 ± 4.3

Data are comparable (subject to caveats) across jurisdictions and over time.

Table 4A.72 **School leaver destination (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>
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Data are complete for the current reporting period (subject to caveats).

- (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 \pm 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.
 - (h) Fully engaged includes: people who were employed full-time and/or in full time study, or employed part-time combined with part-time study
- np** Not published. – Nil or rounded to zero.

Source: ABS 2019 (and previous issues), *Education and Work, May 2019*, TableBuilder.

Table 4A.73 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
New South Wales	<p>The NSW Secondary Students' Post School Destinations and Expectations Survey commenced in 2010 and has been conducted annually since 2013, collecting information about students' main destinations in the year after leaving school, either having completed Year 12 or left early. The survey includes students from government, Catholic and independent schools and can be completed online or via the telephone. In 2019, the sample comprised 18 777 year 12 completers and 6135 early leavers.</p> <p>In 2019, 65.7 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (48.4 per cent). A further 8.2 per cent of year 12 completers were studying a vocational education and training (VET) program: 5.1 per cent in Certificate IV, Diploma or Advanced Diploma, and 3.1 per cent in Certificates I, II and III. Apprenticeships accounted for 5.1 per cent, with traineeships accounting for 3.9 per cent. Of the year 12 completers, 31.8 per cent were employed or looking for work. The remainder (2.5 per cent) were not in the labour force, education or training.</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 Year 12 non completers (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 2018 On Track Survey 28 184 (49 per cent participation rate) of the eligible 2017 Year 12 or equivalent completers cohort and 2386 students who had left school in Years 10, 11 or 12 (15 per cent participation rate of the Year 12 non-completer cohort), from 582 schools, both government, non-government as well as TAFE and Adult Community Education providers.</p> <p>Of the 28 184 Year 12 Completers, 75 per cent were in further education and training (55 per cent were enrolled at university, 12 per cent were TAFE enrolled and 8 per cent had taken up apprenticeships or training). Of the 25 per cent not in education and training, 11 per cent were in full or part time employment, 10 per cent had deferred a tertiary place, 3 per cent were looking for work.</p> <p>Of the 2 386 Year 12 non-completers, 53 per cent in education and training (1 per cent enrolled at university, 20 per cent were TAFE enrolled and 32 per cent undertaking apprenticeships and training). Of the 47 per cent not in education and training, 27 per cent were in full or part time employment, 15 per cent were looking for work and 5 per cent were not in the labour force, education and training.</p> <p>On Track survey information and data can be accessed from the Department of Victoria Education website: https://www.education.vic.gov.au/about/research/pages/ontrack.aspx</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 2019 Next Step survey collected responses from 39 456 year 12 completers, a 76.5 per cent response rate.</p>

Table 4A.73 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
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The results showed that 86.3 per cent were engaged in education, training or employment in the year after completing Year 12. A further 10.8 per cent are seeking work, while 2.9 per cent are not in the labour force, education or training.

Western Australia

1. Key features (including date of latest collection) A post school destination survey of WA government school Year 12 students from the previous year is conducted in March and April each year. The survey data are combined with university and TAFE data to build a comprehensive understanding of Year 12 students' destinations.

In 2019, post-school destination information was collected for 9 586 students (66.6 per cent of the total WA government school Year 12 student population in Semester 2, 2018).

Of these students, 70.2 per cent were in either education or training, with 43.2 per cent at university, 3.5 per cent studying an apprenticeship or a traineeship, 10.1 per cent studying another type of nationally accredited training qualification, 1.7 per cent repeating year 12 studies or engaged in non-accredited training and 11.7 per cent who had deferred their education or training. In addition, 5.3 per cent were engaged exclusively in full time employment, 12.2 per cent in part time employment, and 12.5 per cent were neither working nor studying. The figures may sum to more than 100 per cent due to rounding.

South Australia

SA does not undertake a post school destination survey.

Tasmania

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:

- 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 12, 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.

Current policy requires that all students are tracked from Year 10 through to Year 12, to ensure that they are actively participating in education and training. Departmental student systems support school staff in this process.

Table 4A.73 **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 all 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 2018 this survey became multimodal with online self-completion and telephone interviews being utilised. In 2019 responses were received from 43 per cent of the 2018 year 12 graduates who were sent a Primary Approach Letter.</p> <p>The 2019 survey found that 93 per cent of 2018 year 12 graduates were employed and/or studying in 2019 and overall 80 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2018 graduates studying in 2019, 70 per cent reported that they were studying at the higher education (advanced diploma or higher) level and 27 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 2019, 73 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 (72 per cent) than those who did not (56 per cent).</p>
Northern Territory	<p>NT does not conduct a post school destination survey.</p>
<i>Source</i> : State and Territory governments (unpublished).	