

3A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.6 of the chapter (see *Report on Government Services 2006* [2006 Report], chapter 3). Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

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Table 3A.1

Table 3A.1 Australian Government specific purpose payments for schools, 2003-04 (a)

| | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------------|--------|-----------|-----------|---------|---------|---------|--------|--------|--------|-----------|
| Government schools | | | | | | | | | | |
| General recurrent | \$'000 | 516 758 | 370 801 | 315 911 | 153 123 | 112 614 | 43 193 | 25 365 | 19 243 | 1 557 008 |
| Targeted | \$'000 | 127 088 | 79 960 | 55 778 | 30 273 | 31 018 | 9 772 | 3 128 | 6 914 | 343 931 |
| Indigenous programs | \$'000 | 26 363 | 6 980 | 26 764 | 18 421 | 6 966 | 2 443 | 1 048 | 24 836 | 113 821 |
| Total recurrent | \$'000 | 670 209 | 457 741 | 398 453 | 201 817 | 150 598 | 55 408 | 29 541 | 50 993 | 2 014 760 |
| Capital | \$'000 | 83 439 | 58 948 | 48 617 | 25 755 | 18 781 | 6 799 | 4 121 | 3 119 | 249 579 |
| Total recurrent and capital | \$'000 | 753 648 | 516 689 | 447 070 | 227 572 | 169 379 | 62 207 | 33 662 | 54 112 | 2 264 339 |
| FTE students (b) | no. | 748 346 | 537 559 | 448 560 | 230 630 | 170 043 | 62 387 | 36 266 | 28 816 | 2 262 607 |
| \$/FTE student | \$ | 1 007 | 961 | 997 | 987 | 996 | 997 | 928 | 1 878 | 1 001 |
| Non-government schools | | | | | | | | | | |
| General recurrent | \$'000 | 1 362 230 | 1 078 858 | 749 209 | 401 577 | 310 043 | 82 840 | 86 962 | 35 184 | 4 106 903 |
| Targeted | \$'000 | 66 073 | 53 615 | 24 181 | 13 814 | 13 890 | 3 154 | 2 642 | 1 842 | 179 211 |
| Indigenous programs | \$'000 | 14 613 | 2 333 | 11 185 | 10 634 | 2 708 | 646 | 534 | 10 522 | 53 175 |
| Total recurrent | \$'000 | 1 442 916 | 1 134 806 | 784 575 | 426 025 | 326 641 | 86 640 | 90 138 | 47 548 | 4 339 289 |
| Capital | \$'000 | 32 593 | 26 282 | 17 220 | 9 458 | 7 337 | 2 107 | 2 192 | 874 | 98 063 |
| Total recurrent and capital | \$'000 | 1 475 509 | 1 161 088 | 801 795 | 435 483 | 333 978 | 88 747 | 92 330 | 48 422 | 4 437 352 |
| FTE students (b) | no. | 360 403 | 285 162 | 187 565 | 105 381 | 82 106 | 21 415 | 23 842 | 8 636 | 1 074 510 |
| \$/FTE student | \$ | 4 094 | 4 072 | 4 275 | 4 132 | 4 068 | 4 144 | 3 873 | 5 607 | 4 130 |
| Joint programs | | | | | | | | | | |
| Total | \$'000 | 946 | 898 | 794 | 202 | 304 | 130 | 283 | 606 | 4 163 |
| FTE students (b) | no. | 1 108 750 | 822 720 | 636 125 | 336 011 | 252 149 | 83 802 | 60 109 | 37 452 | 3 337 117 |
| \$/FTE student | \$ | 1 | 1 | 1 | 1 | 1 | 2 | 5 | 16 | 1 |

Table 3A.1

Table 3A.1 Australian Government specific purpose payments for schools, 2003-04 (a)

| | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------------|--------|-----------|-----------|-----------|---------|---------|---------|---------|---------|-----------|
| All schools | | | | | | | | | | |
| Total recurrent | \$'000 | 2 114 071 | 1 593 445 | 1 183 822 | 628 044 | 477 543 | 142 178 | 119 962 | 99 147 | 6 358 212 |
| Total recurrent and capital | \$'000 | 2 230 103 | 1 678 675 | 1 249 659 | 663 257 | 503 661 | 151 084 | 126 275 | 103 140 | 6 705 854 |
| FTE students (b) | no. | 1 108 750 | 822 720 | 636 125 | 336 011 | 252 149 | 83 802 | 60 109 | 37 452 | 3 337 117 |
| \$/FTE student | \$ | 2 011 | 2 040 | 1 964 | 1 974 | 1 997 | 1 803 | 2 101 | 2 754 | 2 009 |

(a) Data include actual payments provided under the States Grants (Primary and Secondary Assistance) Act 2000 and the Indigenous Education (Targeted Assistance) Act 2000. Additional Australian Government funding is provided through annual appropriations and non-programme items. Figures reported are based on accrual expenditure.

(b) Students are the full time equivalent average for 2003 and 2004.

Source: Derived from Department of Education, Science and Training (DEST) financial management system (unpublished); ABS 2004, Schools Australia 2003, Cat. no. 4221.0, Canberra; ABS 2005, Schools Australia 2004, Cat. no. 4221.0, Canberra; 2006 Report, table 3A.6.

Table 3A.2

Table 3A.2 Indigenous full time students, 2004

| | Unit | NSW | Vic | Qld | WA | SA | Tas (a) | ACT | NT | Aust |
|---|------|-----------|---------|---------|---------|---------|---------|--------|--------|-----------|
| Total Indigenous students | | | | | | | | | | |
| Government schools | no. | 35 256 | 6 621 | 31 527 | 17 042 | 6 791 | 4 526 | 893 | 11 403 | 114 059 |
| Non-government schools | no. | 3 748 | 645 | 4 777 | 3 425 | 704 | 546 | 205 | 2 374 | 16 424 |
| All schools | no. | 39 004 | 7 266 | 36 304 | 20 467 | 7 495 | 5 072 | 1 098 | 13 777 | 130 483 |
| Total non-Indigenous students | | | | | | | | | | |
| Government schools | no. | 708 973 | 529 595 | 417 279 | 212 724 | 159 075 | 56 461 | 34 928 | 16 932 | 2 135 967 |
| Non-government schools | no. | 359 072 | 285 439 | 185 372 | 102 875 | 81 952 | 21 031 | 23 754 | 6 321 | 1 065 816 |
| All schools | no. | 1 068 045 | 815 034 | 602 651 | 315 599 | 241 027 | 77 492 | 58 682 | 23 253 | 3 201 783 |
| Total students | | | | | | | | | | |
| Government schools | no. | 744 229 | 536 216 | 448 806 | 229 766 | 165 866 | 60 987 | 35 821 | 28 335 | 2 250 026 |
| Non-government schools | no. | 362 820 | 286 084 | 190 149 | 106 300 | 82 656 | 21 577 | 23 959 | 8 695 | 1 082 240 |
| All schools | no. | 1 107 049 | 822 300 | 638 955 | 336 066 | 248 522 | 82 564 | 59 780 | 37 030 | 3 332 266 |
| Indigenous students as a proportion of all students | | | | | | | | | | |
| Government schools | % | 4.7 | 1.2 | 7.0 | 7.4 | 4.1 | 7.4 | 2.5 | 40.2 | 5.1 |
| Non-government schools | % | 1.0 | 0.2 | 2.5 | 3.2 | 0.9 | 2.5 | 0.9 | 27.3 | 1.5 |
| All schools | % | 3.5 | 0.9 | 5.7 | 6.1 | 3.0 | 6.1 | 1.8 | 37.2 | 3.9 |
| Indigenous students per 100 non-Indigenous students | | | | | | | | | | |
| Government schools | no. | 5.0 | 1.3 | 7.6 | 8.0 | 4.3 | 8.0 | 2.6 | 67.3 | 5.3 |
| Non-government schools | no. | 1.0 | 0.2 | 2.6 | 3.3 | 0.9 | 2.6 | 0.9 | 37.6 | 1.5 |
| All schools | no. | 3.7 | 0.9 | 6.0 | 6.5 | 3.1 | 6.5 | 1.9 | 59.2 | 4.1 |

(a) Some student number data for Tasmania have been revised by the Tasmanian Government and these revisions may not be reflected in ABS, or other, publications.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; Tasmanian Government (unpublished); 2006 Report, table 3A.18.

Table 3A.3

Table 3A.3 **Student body mix, government schools (per cent)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| 2000 | | | | | | | | |
| LBOTE (a) | 23.4 | 23.5 | 12.1 | 17.1 | 15.2 | 5.8 | 21.9 | 32.8 |
| Indigenous students | 3.9 | 1.0 | 6.3 | 6.3 | 3.4 | 6.4 | 1.9 | 38.1 |
| Students with disabilities (b) | 4.2 | 3.4 | 3.0 | 4.0 | 4.5 | 4.7 | 3.7 | 14.9 |
| Seniority profile (c) | 10.2 | 11.5 | 12.2 | 12.1 | 10.8 | 12.5 | 16.6 | 7.8 |
| Government students as % of all students | 69.4 | 65.9 | 71.4 | 71.0 | 69.8 | 75.2 | 63.5 | 77.4 |
| 2001 | | | | | | | | |
| LBOTE (a) | 23.6 | 22.0 | 11.0 | 15.3 | 13.0 | 4.7 | 20.5 | 33.1 |
| Indigenous students | 4.1 | 1.1 | 6.5 | 6.4 | 3.6 | 6.7 | 2.1 | 38.3 |
| Students with disabilities (b) | 4.2 | 3.6 | 3.3 | 4.3 | 4.8 | 4.7 | 3.8 | 16.0 |
| Seniority profile (c) | 10.4 | 11.6 | 12.1 | 12.3 | 11.1 | 12.6 | 16.0 | 8.0 |
| Government students as % of all students | 68.7 | 65.8 | 71.2 | 70.3 | 69.3 | 74.9 | 62.6 | 77.2 |
| 2002 | | | | | | | | |
| LBOTE (a) | 23.6 | 22.0 | 11.0 | 15.3 | 13.0 | 4.7 | 20.5 | 33.1 |
| Indigenous students | 4.4 | 1.1 | 6.6 | 6.9 | 3.8 | 7.0 | 2.3 | 38.5 |
| Students with disabilities (b) | 4.4 | 3.9 | 3.2 | 3.1 | 6.9 | 4.7 | 3.8 | 15.8 |
| Seniority profile (c) | 10.6 | 11.7 | 12.2 | 12.2 | 11.1 | 12.4 | 16.0 | 8.8 |
| Government students as % of all students | 68.2 | 65.5 | 71.1 | 69.7 | 68.7 | 75.0 | 61.5 | 77.1 |
| 2003 | | | | | | | | |
| LBOTE (a) | 23.6 | 22.0 | 11.0 | 15.3 | 13.0 | 4.7 | 20.5 | 33.1 |
| Indigenous students | 4.5 | 1.1 | 6.9 | 7.2 | 3.9 | 7.2 | 2.3 | 40.0 |
| Students with disabilities (b) | 4.8 | 4.0 | 3.2 | 3.1 | 7.4 | 4.8 | 4.2 | 15.8 |
| Seniority profile (c) | 10.6 | 11.7 | 12.0 | 11.7 | 11.2 | 11.0 | 16.0 | 9.1 |
| Government students as % of all students | 67.7 | 65.4 | 70.7 | 68.9 | 67.8 | 74.7 | 60.8 | 77.1 |
| 2004 | | | | | | | | |
| LBOTE (a) | 23.6 | 22.0 | 11.0 | 15.3 | 13.0 | 4.7 | 20.5 | 33.1 |
| Indigenous students | 4.7 | 1.2 | 7.0 | 7.4 | 4.1 | 7.4 | 2.5 | 40.2 |
| Students with disabilities (b) | 5.0 | 4.3 | 3.5 | 3.2 | 7.8 | 4.8 | 4.5 | 15.0 |
| Seniority profile (c) | 10.5 | 11.7 | 11.9 | 11.7 | 11.2 | 9.8 | 15.7 | 9.9 |
| Government students as % of all students | 67.2 | 65.3 | 70.3 | 68.3 | 67.1 | 74.2 | 59.9 | 76.8 |

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

Table 3A.3

Table 3A.3 Student body mix, government schools (per cent)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|----------------|--|------------|------------|-----------|-----------|------------|------------|-----------|
| <i>Source:</i> | ABS 2001, Schools Australia 2000, Cat. no. 4221.0; ABS 2002, Schools Australia 2001, Cat. no. 4221.0; ABS 2003, Schools Australia 2002, Cat. no. 4221.0; ABS 2004, Schools Australia 2003, Cat. no. 4221.0; ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished); 2006 Report, table 3A.21. | | | | | | | |

Table 3A.4

Table 3A.4 Student body mix, non-government schools (per cent)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| 2000 | | | | | | | | |
| LBOTE (a) | na | na | na | na | na | na | na | na |
| Indigenous students | 0.9 | 0.2 | 2.2 | 3.3 | 0.7 | 2.4 | 0.7 | 28.4 |
| Students with disabilities (b) | 2.6 | – | 1.4 | 1.3 | 2.9 | 1.3 | 1.2 | 2.8 |
| Seniority profile (c) | 13.5 | 15.4 | 18.3 | 16.7 | 15.5 | 14.2 | 12.6 | 8.1 |
| Non-government students as % of all students | 30.6 | 34.2 | 28.6 | 29.0 | 30.2 | 24.8 | 36.5 | 22.6 |
| 2001 | | | | | | | | |
| LBOTE (a) | 29.9 | 31.5 | 14.6 | 24.1 | 20.0 | 9.1 | 21.4 | 27.5 |
| Indigenous students | 0.9 | 0.2 | 2.3 | 3.3 | 0.7 | 2.4 | 0.9 | 26.7 |
| Students with disabilities (b) | 2.5 | 1.7 | 1.3 | 1.3 | 3.1 | 1.5 | 1.1 | 2.3 |
| Seniority profile (c) | 13.4 | 15.4 | 18.2 | 16.9 | 15.5 | 14.1 | 13.5 | 8.0 |
| Non-government students as % of all students | 31.3 | 34.2 | 28.8 | 29.7 | 30.7 | 25.1 | 37.4 | 22.8 |
| 2002 | | | | | | | | |
| LBOTE (a) | 29.9 | 31.5 | 14.6 | 24.1 | 20.0 | 9.1 | 21.4 | 27.5 |
| Indigenous students | 0.9 | 0.2 | 2.4 | 3.4 | 0.8 | 2.5 | 0.8 | 26.6 |
| Students with disabilities (b) | 2.6 | 1.9 | 1.3 | 1.3 | 3.2 | 1.5 | 1.1 | 2.5 |
| Seniority profile (c) | 13.6 | 15.6 | 18.2 | 16.3 | 15.5 | 14.2 | 14.0 | 7.5 |
| Non-government students as % of all students | 31.8 | 34.5 | 28.9 | 30.3 | 31.3 | 25.0 | 38.5 | 22.9 |
| 2003 | | | | | | | | |
| LBOTE (a) | 29.9 | 31.5 | 14.6 | 24.1 | 20.0 | 9.1 | 21.4 | 27.5 |
| Indigenous students | 1.0 | 0.2 | 2.5 | 3.3 | 0.8 | 2.4 | 0.8 | 27.2 |
| Students with disabilities (b) | 2.7 | 2.0 | 1.4 | 1.5 | 3.2 | 1.6 | 1.3 | 1.9 |
| Seniority profile (c) | 13.7 | 15.7 | 18.1 | 16.4 | 15.1 | 14.0 | 13.6 | 7.3 |
| Non-government students as % of all students | 32.3 | 34.6 | 29.3 | 31.1 | 32.2 | 25.3 | 39.2 | 22.9 |
| 2004 | | | | | | | | |
| LBOTE (a) | 29.9 | 31.5 | 14.6 | 24.1 | 20.0 | 9.1 | 21.4 | 27.5 |
| Indigenous students | 1.0 | 0.2 | 2.5 | 3.2 | 0.9 | 2.5 | 0.9 | 27.3 |
| Students with disabilities (b) | 2.8 | 2.2 | 1.5 | 1.5 | 3.1 | 1.5 | 1.3 | 1.9 |
| Seniority profile (c) | 13.7 | 15.8 | 17.9 | 16.7 | 14.9 | 13.4 | 13.4 | 8.0 |
| Non-government students as % of all students | 32.8 | 34.7 | 29.7 | 31.7 | 32.9 | 25.8 | 40.1 | 23.2 |

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available.

Table 3A.4 **Student body mix, non-government schools (per cent)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|----------------|--|------------|------------|-----------|-----------|------------|------------|-----------|
| <i>Source:</i> | ABS 2001, Schools Australia 2000, Cat. no. 4221.0; ABS 2002, Schools Australia 2001, Cat. no. 4221.0; ABS 2003, Schools Australia 2002, Cat. no. 4221.0; ABS 2004, Schools Australia 2003, Cat. no. 4221.0; ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished); 2006 Report, table 3A.22. | | | | | | | |

Table 3A.5

Table 3A.5 **Student body mix, all schools (per cent)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|--------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| 2000 | | | | | | | | |
| LBOTE (a) | 26.1 | 27.3 | 13.4 | 20.2 | 17.9 | 7.2 | 22.4 | 33.0 |
| Indigenous students | 3.0 | 0.7 | 5.1 | 5.4 | 2.6 | 5.4 | 1.5 | 35.9 |
| Students with disabilities (b) | 3.7 | 2.8 | 2.5 | 3.0 | 4.1 | 3.8 | 2.8 | 12.4 |
| Seniority profile (c) | 11.2 | 12.7 | 13.9 | 13.4 | 12.2 | 12.9 | 15.1 | 7.8 |
| 2001 | | | | | | | | |
| LBOTE (a) | 25.6 | 25.3 | 12.2 | 18.0 | 15.2 | 5.9 | 20.9 | 31.8 |
| Indigenous students | 3.1 | 0.8 | 5.3 | 5.5 | 2.7 | 5.6 | 1.6 | 35.7 |
| Students with disabilities (b) | 3.7 | 3.0 | 2.8 | 3.2 | 4.4 | 3.9 | 2.8 | 13.2 |
| Seniority profile (c) | 11.3 | 12.9 | 13.9 | 13.7 | 12.5 | 13.0 | 15.1 | 8.0 |
| 2002 | | | | | | | | |
| LBOTE (a) | 25.6 | 25.3 | 12.2 | 18.0 | 15.2 | 5.9 | 20.9 | 31.8 |
| Indigenous students | 3.3 | 0.8 | 5.4 | 5.8 | 2.8 | 5.9 | 1.7 | 35.8 |
| Students with disabilities (b) | 3.8 | 3.2 | 2.6 | 3.2 | 4.6 | 3.9 | 2.8 | 13.0 |
| Seniority profile (c) | 11.5 | 13.0 | 14.0 | 13.4 | 12.5 | 12.8 | 15.3 | 8.5 |
| 2003 | | | | | | | | |
| LBOTE (a) | 25.6 | 25.3 | 12.2 | 18.0 | 15.2 | 5.9 | 20.9 | 31.8 |
| Indigenous students | 3.4 | 0.8 | 5.6 | 6.0 | 2.9 | 6.0 | 1.7 | 37.1 |
| Students with disabilities (b) | 4.1 | 3.3 | 3.3 | 2.7 | 3.2 | 4.0 | 3.1 | 12.8 |
| Seniority profile (c) | 11.6 | 13.1 | 13.8 | 13.2 | 12.5 | 11.8 | 15.1 | 8.7 |
| 2004 | | | | | | | | |
| LBOTE (a) | 25.6 | 26.6 | 27.6 | 28.6 | 29.6 | 30.6 | 31.6 | 32.6 |
| Indigenous students | 3.5 | 0.9 | 5.7 | 6.1 | 3.0 | 6.1 | 1.8 | 37.2 |
| Students with disabilities (b) | 4.3 | 3.6 | 2.9 | 2.6 | 6.2 | 4.0 | 3.2 | 11.9 |
| Seniority profile (c) | 11.6 | 9.7 | 7.9 | 4.0 | 2.8 | 0.8 | 0.8 | 0.3 |

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

Source: ABS 2001, Schools Australia 2000, Cat. no. 4221.0; ABS 2002, Schools Australia 2001, Cat. no. 4221.0; ABS 2003, Schools Australia 2002, Cat. no. 4221.0; ABS 2004, Schools Australia 2003, Cat. no. 4221.0; ABS 2005, Schools Australia 2004, Cat. no. 4221.0; DEST (unpublished); 2006 Report, table 3A.23.

Table 3A.6

Table 3A.6 Proportion of year 3 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 91.3 ± 1.8 | 89.7 ± 2.4 | 92.9 ± 1.6 | 79.2 ± 4.5 | 91.4 ± 1.9 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria (g) | 89.0 ± 2.2 | 86.5 ± 2.7 | 91.4 ± 2.1 | 64.3 ± 5.3 | 86.0 ± 2.7 |
| 1. 9 years, 0 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 89.0 ± 2.5 | 87.1 ± 3.0 | 91.5 ± 2.2 | 71.6 ± 5.1 | 87.4 ± 2.9 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 95 ± 1.5 | 93.9 ± 1.9 | 96.1 ± 1.4 | 83.5 ± 5.1 | 94.5 ± 1.8 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 87.7 ± 2.5 | 85.0 ± 3.0 | 90.4 ± 2.3 | 61.7 ± 5.9 | 84.5 ± 2.6 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 95.1 ± 1.3 | 93.8 ± 1.7 | 96.4 ± 1.2 | 92.6 ± 3.4 | 96.0 ± 2.5 |
| 1. 9 years, 2 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT | 95.1 ± 0.8 | 93.2 ± 1.3 | 97.1 ± 0.7 | 89.8 ± 4.9 | 92.4 ± 2.0 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 68 ± 2.2 | 64.1 ± 2.9 | 72.3 ± 2.7 | 29.2 ± 3.3 | 34.7 ± 3.6 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| Australia | 90.3 ± 2.0 | 88.4 ± 2.6 | 92.3 ± 1.9 | 72 ± 4.8 | 88.6 ± 2.3 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.28 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.9. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.9 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2006 Report, table 3A.25.

Table 3A.7

Table 3A.7 Proportion of year 5 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male students</i> | <i>Female students</i> | <i>Indigenous students (f)</i> | <i>LBOTE students (f)</i> |
|---------------------------------|---------------------|----------------------|------------------------|--------------------------------|---------------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | | | | |
| NSW | 92.0 ± 1.2 | 90.5 ± 1.5 | 93.5 ± 1.1 | 76.6 ± 3.2 | 90.6 ± 1.5 |
| 1. 10 years, 9 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| Victoria (g) | 90.9 ± 1.2 | 88.7 ± 1.7 | 93.1 ± 1.1 | 71.7 ± 4.0 | 87.8 ± 2.0 |
| 1. 10 years, 11 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| Queensland | 83 ± 1.6 | 80.1 ± 2.0 | 86.3 ± 1.5 | 57.3 ± 3.4 | 76 ± 2.4 |
| 1. 10 years, 4 months | | | | | |
| 2. 4 years, 8 months | | | | | |
| WA | 94.5 ± 1.0 | 93.2 ± 1.3 | 95.9 ± 0.9 | 77.9 ± 4.3 | 92.2 ± 1.7 |
| 1. 10 years, 2 months | | | | | |
| 2. 4 years, 7 months | | | | | |
| SA | 89.0 ± 1.3 | 86.5 ± 1.7 | 91.6 ± 1.3 | 62.9 ± 4.5 | 87.0 ± 1.8 |
| 1. 10 years, 6 months | | | | | |
| 2. 5 years, 3 months | | | | | |
| Tasmania | 94.4 ± 0.9 | 92.2 ± 1.4 | 96.6 ± 0.8 | 91.5 ± 2.9 | 93.5 ± 3.0 |
| 1. 11 years, 2 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| ACT | 94.6 ± 0.8 | 92.9 ± 0.8 | 96.4 ± 0.7 | 82.3 ± 7.9 | 91.9 ± 2.4 |
| 1. 10 years, 8 months | | | | | |
| 2. 5 years, 6 months | | | | | |
| NT | 71.5 ± 2.2 | 71.0 ± 2.7 | 72.2 ± 2.7 | 34.5 ± 3.6 | 34.4 ± 3.6 |
| 1. 10 years, 8 months | | | | | |
| 2. 5 years, 3 months | | | | | |
| Australia | 89.8 ± 1.3 | 87.8 ± 1.6 | 92 ± 1.2 | 66.9 ± 3.6 | 87.7 ± 1.8 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.28 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.9. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.9 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2006 Report, table 3A.26.

Table 3A.8

Table 3A.8 **Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 88.0 ± 0.9 | 85.1 ± 1.1 | 91.0 ± 0.8 | 65.6 ± 2.3 | 86.4 ± 1.1 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (g) | 91.5 ± 0.5 | 89.6 ± 0.7 | 93.6 ± 0.6 | 73.5 ± 5.1 | 88.2 ± 1.3 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 87.5 ± 0.9 | 85.8 ± 1.1 | 89.8 ± 0.8 | 59.3 ± 2.7 | 81.3 ± 1.7 |
| 1. 12yrs 3mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 89.2 ± 1.1 | 86.5 ± 1.5 | 92.0 ± 1.0 | 54.3 ± 3.6 | 83.2 ± 1.9 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA (h) | na | na | na | na | na |
| Tasmania | 87.5 ± 1.1 | 84.4 ± 1.5 | 90.7 ± 1.2 | 72.9 ± 4.5 | 82.1 ± 4.7 |
| 1. 13yrs 0mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT | 92.4 ± 1.4 | 91.6 ± 1.7 | 93.3 ± 1.6 | 71.5 ± 14.9 | 83.2 ± 4.0 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 69.6 ± 4.3 | 66.8 ± 4.6 | 72.6 ± 5.3 | 29.6 ± 5.6 | 32.4 ± 6.2 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia (f) | 88.4 ± 0.9 | 86.0 ± 1.2 | 91.0 ± 0.9 | 60.1 ± 3.1 | 84.8 ± 1.4 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.28 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.9. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.9 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

(h) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

na Not available.

Table 3A.8 Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2006 Report, table 3A.27.

Table 3A.9

Table 3A.9 Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Indigenous students (b) | | | Assessed students LBOTE students (b) | | | All students | | |
|--------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|--------------------------------------|--------|--------|--------------|--------|--------|
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| | NSW | 1.4 | 0.7 | 0.6 | 5.7 | 5.7 | 11.7 | 3.9 | 3.6 | 4.3 | 25.5 | 24.0 | 23.8 | 94.3 | 94.3 |
| Victoria (c) | 1.9 | 1.7 | na | 9.4 | 9.1 | 54.8 | 0.8 | 0.8 | 0.6 | 16.8 | 17.3 | 8.4 | 90.1 | 90.2 | 45.2 |
| Queensland | 1.3 | 1.3 | 1.2 | 3.2 | 2.8 | 2.6 | 5.7 | 5.8 | 5.4 | 6.7 | 6.3 | 6.0 | 96.0 | 96.5 | 96.8 |
| WA | 0.8 | 0.8 | 0.8 | 11.2 | 8.2 | 7.4 | 4.3 | 4.8 | 4.6 | 12.1 | 13.3 | 12.5 | 88.8 | 91.8 | 92.6 |
| SA (d) | 2.5 | 2.1 | na | 5.7 | 8.3 | na | 3.3 | 3.0 | na | 16.5 | 15.0 | na | 94.3 | 91.7 | na |
| Tasmania | 0.7 | 0.7 | 0.7 | 5.7 | 5.8 | 7.9 | 4.4 | 5.9 | 5.8 | 4.4 | 3.7 | 3.8 | 94.3 | 94.2 | 92.1 |
| ACT (e) | 1.8 | 1.5 | 1.1 | 5.7 | 4.5 | 4.7 | 1.6 | 1.5 | 1.0 | 9.7 | 8.2 | 3.9 | 94.3 | 95.5 | 74.4 |
| NT (f) | 1.2 | 1.1 | 0.9 | 10.1 | 8.9 | 9.5 | 24.8 | 27.5 | 27.1 | 23.8 | 25.8 | 24.2 | 83.8 | 89.5 | 92.1 |
| Aust | 1.5 | 1.2 | 0.6 | 6.7 | 6.4 | 20.3 | 3.7 | 3.7 | 2.3 | 16.9 | 16.4 | 5.3 | 92.9 | 93.3 | 79.2 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2006 Report, table 3A.29.

Table 3A.10

Table 3A.10 Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male students</i> | <i>Female students</i> | <i>Indigenous students (f)</i> | <i>LBOTE students (f)</i> |
|---------------------------------|---------------------|----------------------|------------------------|--------------------------------|---------------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | | | | |
| NSW | 89.9 ± 2.9 | 87.0 ± 3.8 | 92.7 ± 2.4 | 73.1 ± 6.2 | 89.3 ± 3.0 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria (g) | 94.7 ± 1.7 | 93.1 ± 2.4 | 96.2 ± 1.4 | 78.2 ± 4.0 | 92.9 ± 2.1 |
| 1. 9 years, 0 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 85.4 ± 1.9 | 81.1 ± 2.6 | 90.5 ± 1.6 | 68.4 ± 3.4 | 83.8 ± 2.1 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 84.3 ± 2.5 | 80.0 ± 3.2 | 88.8 ± 2.3 | 54.7 ± 4.9 | 83.7 ± 2.8 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 88.4 ± 2.5 | 84.9 ± 3.3 | 91.9 ± 2.2 | 60.5 ± 6.2 | 84.8 ± 2.9 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 91.8 ± 1.6 | 88.7 ± 2.2 | 94.9 ± 1.4 | 89.4 ± 3.9 | 90.2 ± 3.9 |
| 1. 9 years, 2 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT (h) | 93.3 ± 1.3 | 90.7 ± 1.9 | 96.1 ± 1.0 | 87.4 ± 6.2 | 90.4 ± 2.5 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 79.1 ± 2.7 | 75.8 ± 3.4 | 82.5 ± 2.7 | 48.4 ± 4.9 | 51.1 ± 4.4 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| Australia | 89.5 ± 2.3 | 86.4 ± 3.0 | 92.7 ± 1.9 | 67.8 ± 4.9 | 88.5 ± 2.7 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.33 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.13. Readers are urged to be cautious when comparing

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.13 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.10 Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2006 Report, table 3A.30.

Table 3A.11

Table 3A.11 Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 95.9 ± 0.9 | 94.6 ± 1.4 | 97.2 ± 0.7 | 87.4 ± 3.1 | 94.6 ± 1.1 |
| 1. 10 years, 9 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| Victoria (g) | 92.4 ± 0.8 | 89.6 ± 1.1 | 95.3 ± 0.6 | 75.4 ± 3.3 | 91.4 ± 1.0 |
| 1. 10 years, 11 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| Queensland | 95.8 ± 0.7 | 94.5 ± 1.1 | 97.7 ± 0.4 | 87.5 ± 2.1 | 94.3 ± 0.9 |
| 1. 10 years, 4 months | | | | | |
| 2. 4 years, 8 months | | | | | |
| WA | 89.4 ± 1.9 | 85.6 ± 2.6 | 93.2 ± 1.4 | 63.8 ± 4.9 | 86.7 ± 2.3 |
| 1. 10 years, 2 months | | | | | |
| 2. 4 years, 7 months | | | | | |
| SA | 95 ± 0.8 | 93.3 ± 1.2 | 96.8 ± 0.7 | 80.0 ± 3.9 | 93.7 ± 1.1 |
| 1. 10 years, 6 months | | | | | |
| 2. 5 years, 3 months | | | | | |
| Tasmania | 91.9 ± 1.3 | 88.4 ± 1.9 | 95.5 ± 1.1 | 88.0 ± 3.6 | 88.7 ± 4.2 |
| 1. 11 years, 2 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| ACT (h) | 90.6 ± 1.8 | 87.0 ± 2.5 | 94.4 ± 1.5 | 66.9 ± 10.6 | 88.0 ± 3.4 |
| 1. 10 years, 8 months | | | | | |
| 2. 5 years, 6 months | | | | | |
| NT | 77.6 ± 2.2 | 74.3 ± 2.9 | 80.9 ± 2.4 | 41.6 ± 4.2 | 45.8 ± 4.2 |
| 1. 10 years, 8 months | | | | | |
| 2. 5 years, 3 months | | | | | |
| Australia | 94.0 ± 1.0 | 91.9 ± 1.4 | 96.2 ± 0.7 | 79.9 ± 3.3 | 92.2 ± 1.2 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.33 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.13. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.13 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.11 Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2006 Report, table 3A.31.

Table 3A.12

Table 3A.12 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

| 1 Average age (d) | | Male students | Female students | Indigenous students (f) | LBOTE students (f) |
|--------------------------|--------------|---------------|-----------------|-------------------------|--------------------|
| 2 Years of schooling (e) | All students | | | | |
| NSW | 92.5 ± 1.9 | 89.5 ± 2.8 | 95.4 ± 1.5 | 77.5 ± 5.2 | 90.8 ± 2.6 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (g) | 97.8 ± 0.7 | 96.4 ± 1.2 | 99.2 ± 0.4 | 92.7 ± 3.5 | 97.4 ± 0.9 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 94.1 ± 1.2 | 91.9 ± 1.9 | 96.7 ± 0.8 | 83.0 ± 3.2 | 91.7 ± 1.6 |
| 1. 12yrs 3mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 87.6 ± 1.6 | 83.1 ± 2.2 | 92.2 ± 1.3 | 57.5 ± 4.3 | 84.8 ± 2.0 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA (h) | na | na | na | na | na |
| Tasmania | 85.9 ± 3.1 | 80.3 ± 4.3 | 91.6 ± 2.6 | 75.4 ± 6.3 | 84.1 ± 5.8 |
| 1. 13yrs 0mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT (i) | 90.8 ± 2.0 | 86.8 ± 2.8 | 95.4 ± 1.6 | 79.2 ± 12.9 | 81.8 ± 4.4 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 75.1 ± 0.1 | 71.3 ± 2.3 | 79.0 ± 4.5 | 36.0 ± 6.8 | 37.0 ± 6.8 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 92.6 ± 1.5 | 89.8 ± 2.3 | 95.6 ± 1.2 | 74.3 ± 4.6 | 90.4 ± 2.3 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent. Table 3A.33 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.13. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred as a result of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation in 2001. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(h) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 3A.12 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

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

(i) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

na Not available.

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2006 Report, table 3A.32.

Table 3A.13

Table 3A.13 Exemptions, absences and participation of equity groups in writing testing, 2001 (per cent)

| | Students | | | | | | Assessed students | | | | | | | | |
|--------------|--------------|--------|--------|-------------------------|--------|--------|-------------------------|--------|--------|--------------------|--------|--------|--------|--------|--------|
| | exempted (a) | | | absent or withdrawn (a) | | | Indigenous students (b) | | | LBOTE students (b) | | | | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| NSW | 1.3 | 1.2 | 0.6 | 8.8 | 9.4 | 11.7 | 3.7 | 3.5 | 4.3 | 24.5 | 23.4 | 23.8 | 91.2 | 91.2 | 88.3 |
| Victoria (c) | 1.9 | 1.7 | na | 9.6 | 9.7 | 56.0 | 0.8 | 0.8 | 0.6 | 16.9 | 17.2 | 8.2 | 89.9 | 89.5 | 44.0 |
| Queensland | 1.3 | 1.3 | 1.2 | 3.4 | 3.0 | 2.8 | 5.7 | 5.8 | 5.4 | 6.7 | 6.3 | 6.0 | 95.7 | 96.3 | 96.6 |
| WA | 0.8 | 0.8 | 1.5 | 10.9 | 9.1 | 7.0 | 4.6 | 4.7 | 4.5 | 12.2 | 13.2 | 12.5 | 89.1 | 90.9 | 93.4 |
| SA (d) | 2.2 | 2.0 | na | 7.4 | 8.1 | na | 3.2 | 2.9 | na | 15.7 | 14.8 | na | 92.6 | 91.9 | na |
| Tasmania | 0.7 | 0.7 | 0.7 | 7.6 | 7.3 | 9.0 | 4.3 | 5.7 | 5.6 | 4.3 | 3.7 | 3.8 | 92.4 | 92.7 | 91.0 |
| ACT (e) | 1.6 | 1.5 | 1.1 | 3.4 | 2.8 | 4.4 | 1.7 | 1.6 | 1.1 | 10.0 | 8.9 | 3.9 | 96.6 | 97.2 | 74.8 |
| NT (f) | 1.5 | 1.2 | 1.0 | 11.7 | 11.9 | 11.9 | 18.7 | 22.0 | 23.0 | 18.0 | 20.4 | 20.4 | 76.5 | 82.3 | 86.5 |
| Aust | 1.5 | 1.3 | 0.7 | 8.0 | 7.9 | 20.7 | 3.6 | 3.6 | 3.7 | 16.4 | 16.1 | 13.7 | 91.6 | 91.7 | 78.8 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2006 Report, table 3A.34.

Table 3A.14

Table 3A.14 Proportion of year 3 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 95.0 ± 0.9 | 94.9 ± 1.0 | 95.0 ± 0.9 | 86.9 ± 2.8 | 94.7 ± 1.0 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria (g) | 94.1 ± 1.2 | 93.7 ± 1.2 | 94.5 ± 1.4 | 75.1 ± 4.3 | 91.8 ± 1.5 |
| 1. 9 years, 0 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 93.4 ± 1.4 | 93.4 ± 1.5 | 94.0 ± 1.6 | 79.0 ± 4.0 | 91.5 ± 1.8 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 92.9 ± 2.0 | 92.4 ± 2.2 | 93.4 ± 2.2 | 79.2 ± 5.3 | 92.0 ± 2.3 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 91.1 ± 1.4 | 90.3 ± 1.5 | 91.8 ± 1.3 | 68.0 ± 4.5 | 86.2 ± 1.9 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 95.6 ± 1.3 | 95.2 ± 1.4 | 95.9 ± 1.4 | 94.1 ± 3.0 | 94.3 ± 3.2 |
| 1. 9 years, 2 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT | 97.0 ± 0.6 | 96.5 ± 0.7 | 97.4 ± 0.7 | 91.4 ± 4.3 | 94.2 ± 1.6 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 86.6 ± 2.0 | 84.9 ± 2.4 | 88.4 ± 2.1 | 65.0 ± 4.8 | 64.8 ± 4.5 |
| 1. 8 years, 8 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Australia | 93.9 ± 1.2 | 93.7 ± 1.3 | 94.3 ± 1.3 | 80.2 ± 3.9 | 92.5 ± 1.5 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.38 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.17. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.13 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2006 Report, table 3A.35.

Table 3A.15

Table 3A.15 Proportion of year 5 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 91.7 ± 1.0 | 91.5 ± 1.1 | 91.8 ± 1.1 | 74.6 ± 2.9 | 90.3 ± 1.2 |
| 1. 10 years, 9 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| Victoria (g) | 94.7 ± 1.0 | 94.4 ± 1.0 | 94.9 ± 1.1 | 80.4 ± 3.3 | 92.4 ± 1.3 |
| 1. 10 years, 11 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| Queensland | 81.8 ± 1.9 | 82.2 ± 2.0 | 81.9 ± 2.2 | 54.4 ± 3.5 | 75.0 ± 2.4 |
| 1. 10 years, 4 months | | | | | |
| 2. 4 years, 8 months | | | | | |
| WA | 90.0 ± 1.9 | 89.7 ± 2.0 | 90.3 ± 2.2 | 65.6 ± 5.4 | 87.3 ± 2.6 |
| 1. 10 years, 2 months | | | | | |
| 2. 4 years, 7 months | | | | | |
| SA | 85.9 ± 1.3 | 85.6 ± 1.5 | 86.2 ± 1.6 | 54.9 ± 4.4 | 82.8 ± 1.8 |
| 1. 10 years, 6 months | | | | | |
| 2. 5 years, 3 months | | | | | |
| Tasmania | 91.7 ± 1.3 | 91.2 ± 1.6 | 92.2 ± 1.6 | 85.0 ± 4.1 | 89.1 ± 4.2 |
| 1. 11 years, 2 months | | | | | |
| 2. 5 years, 7 months | | | | | |
| ACT | 93.1 ± 1.1 | 92.2 ± 1.4 | 94.0 ± 1.3 | 71.9 ± 10.1 | 87.4 ± 3.2 |
| 1. 10 years, 8 months | | | | | |
| 2. 5 years, 6 months | | | | | |
| NT | 68.8 ± 2.8 | 69.2 ± 3.0 | 68.3 ± 3.4 | 32.3 ± 4.1 | 34.0 ± 3.8 |
| 1. 10 years, 8 months | | | | | |
| 2. 5 years, 3 months | | | | | |
| Australia | 89.6 ± 1.3 | 89.5 ± 1.4 | 89.8 ± 1.5 | 63.2 ± 3.7 | 87.9 ± 1.6 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.38 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.13. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.13 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2006 Report, table 3A.36.

Table 3A.16

Table 3A.16 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW (g) | 79.2 ± 1.0 | 77.9 ± 1.1 | 80.3 ± 1.1 | 47.8 ± 2.2 | 77.7 ± 1.2 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 4mths | | | | | |
| Victoria (h) | 85.8 ± 0.8 | 86.0 ± 0.9 | 85.6 ± 1.0 | 65.6 ± 6.1 | 82.8 ± 1.4 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 83.8 ± 0.5 | 84.3 ± 0.6 | 83.8 ± 0.7 | 52.3 ± 2.0 | 80.0 ± 1.5 |
| 1. 12yrs 3mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 84.1 ± 0.8 | 84.2 ± 0.9 | 84.2 ± 0.9 | 47.7 ± 2.9 | 78.6 ± 1.5 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA (i) | na | na | na | na | na |
| Tasmania | 79.7 ± 1.3 | 79.2 ± 1.7 | 80.3 ± 1.7 | 63.2 ± 5.0 | 78.4 ± 5.0 |
| 1. 13yrs 0mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT | 88.3 ± 1.3 | 88.4 ± 1.5 | 88.2 ± 1.7 | 62.6 ± 15.4 | 79.2 ± 5.0 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 65.2 ± 4.1 | 63.9 ± 4.4 | 66.6 ± 4.9 | 23.0 ± 5.4 | 79.2 ± 5.0 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia (j) | 82.0 ± 0.9 | 81.7 ± 1.0 | 81.9 ± 1.1 | 48.6 ± 2.8 | 77.8 ± 1.4 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.38 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.13. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.13 contains more information.

Table 3A.16 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

| 1 Average age (d) | | Male | Female | Indigenous | LBOTE |
|--------------------------|---|----------|----------|--------------|--------------|
| 2 Years of schooling (e) | All students | students | students | students (f) | students (f) |
| (g) | New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that: | | | | |
| | (i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks | | | | |
| | (ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5. | | | | |
| | National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. | | | | |
| | The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average. | | | | |
| (h) | In 2001, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind. | | | | |
| (i) | The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test. | | | | |

na Not available.

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2006 Report, table 3A.37.

Table 3A.17

Table 3A.17 Exemptions, absences and participation of equity groups in numeracy testing, 2001 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Assessed students | | | | | | | | |
|--------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|--------------------|--------|--------|--------------|--------|--------|
| | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Indigenous students (b) | | | LBOTE students (b) | | | All students | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| NSW | 1.4 | 0.7 | 0.7 | 5.6 | 5.6 | 13.9 | 3.9 | 3.6 | 3.9 | 25.5 | 24.0 | 22.9 | 94.4 | 94.4 | 86.1 |
| Victoria (c) | 1.9 | 1.7 | na | 8.8 | 8.3 | 56.6 | 0.8 | 0.8 | 0.6 | 17.0 | 17.5 | 8.1 | 90.7 | 91.0 | 43.4 |
| Queensland | 1.2 | 1.2 | 1.2 | 2.5 | 2.0 | 2.1 | 5.9 | 6.0 | 5.5 | 6.8 | 6.3 | 6.1 | 96.6 | 97.3 | 97.4 |
| WA | 0.8 | 0.8 | 0.8 | 9.5 | 7.3 | 7.0 | 5.0 | 5.2 | 4.8 | 12.5 | 13.6 | 12.6 | 90.5 | 92.7 | 93.0 |
| SA (d) | 2.5 | 2.1 | na | 7.9 | 6.3 | na | 3.3 | 3.2 | na | 15.4 | 15.0 | na | 92.1 | 93.7 | na |
| Tasmania | 0.7 | 0.7 | 0.7 | 6.7 | 4.9 | 7.8 | 4.4 | 6.0 | 5.7 | 4.4 | 3.7 | 3.8 | 93.3 | 95.1 | 92.2 |
| ACT (e) | 1.7 | 1.5 | 1.1 | 3.1 | 2.5 | 4.1 | 1.7 | 1.7 | 1.0 | 10.1 | 9.0 | 3.9 | 96.9 | 97.5 | 75.0 |
| NT (f) | 1.1 | 1.0 | 0.5 | 8.9 | 8.6 | 9.2 | 26.1 | 27.9 | 27.7 | 25.0 | 26.0 | 24.8 | 85.6 | 90.2 | 92.8 |
| Aust | 1.5 | 1.2 | 0.6 | 6.4 | 5.7 | 21.3 | 3.8 | 3.8 | 3.7 | 16.9 | 16.5 | 13.5 | 93.3 | 93.9 | 78.2 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, National Report on Schooling in Australia 2001, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2006 Report, table 3A.39.

Table 3A.18

Table 3A.18 Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>Male students</i> | <i>Female students</i> | <i>Indigenous students (f)</i> | <i>LBOTE students (f)</i> |
|---|---------------------|----------------------|------------------------|--------------------------------|---------------------------|
| NSW | 92.1 ± 1.8 | 90.0 ± 2.4 | 94.1 ± 1.6 | 78.2 ± 4.5 | 91.1 ± 1.8 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria | 92.0 ± 1.9 | 90.4 ± 2.4 | 93.7 ± 1.9 | 77.9 ± 5.4 | 90.2 ± 2.4 |
| 1. 8 years, 11 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 92.6 ± 1.7 | 91.3 ± 2.1 | 94.3 ± 1.5 | 81.8 ± 3.7 | 90.2 ± 2.1 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 95.4 ± 1.0 | 94.3 ± 1.3 | 96.4 ± 0.9 | 82.7 ± 3.7 | 94.4 ± 1.4 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 89.3 ± 1.8 | 86.9 ± 2.3 | 91.9 ± 1.7 | 62.1 ± 5.4 | 88.4 ± 2.0 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 96.3 ± 0.7 | 95.3 ± 1.0 | 97.2 ± 0.7 | 94.4 ± 2.4 | 97.5 ± 1.6 |
| 1. 9 years, 3 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT | 95.7 ± 0.7 | 94.6 ± 1.0 | 96.8 ± 0.6 | 85.2 ± 6.3 | 93.5 ± 1.5 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 74.2 ± 1.8 | 71.7 ± 2.5 | 76.6 ± 2.4 | 39.9 ± 3.4 | 37.4 ± 3.8 |
| 1. 8 years, 8 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Australia | 92.3 ± 1.7 | 90.6 ± 2.2 | 94.1 ± 1.5 | 76.7 ± 4.1 | 90.2 ± 2.0 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.43 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.21. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.21 contains more information.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.40.

Table 3A.19

Table 3A.19 Proportion of year 5 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 92.3 ± 0.9 | 90.5 ± 1.2 | 94.1 ± 0.8 | 75.4 ± 2.5 | 90.6 ± 1.0 |
| 1. 10yrs 9mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Victoria | 87.3 ± 2.4 | 84.8 ± 2.9 | 89.9 ± 2.2 | 65.9 ± 6.0 | 83.5 ± 3.0 |
| 1. 10yrs 11mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Queensland | 83.0 ± 1.9 | 80.4 ± 2.3 | 86.0 ± 1.9 | 58.5 ± 3.9 | 77.3 ± 3.0 |
| 1. 10yrs 4mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| WA | 95.1 ± 1.0 | 93.9 ± 1.3 | 96.3 ± 0.8 | 79.2 ± 3.9 | 93.1 ± 1.5 |
| 1. 10yrs 2mths | | | | | |
| 2. 4yrs 7mths | | | | | |
| SA | 90.0 ± 0.9 | 87.7 ± 1.3 | 92.4 ± 0.6 | 65.6 ± 4.1 | 89.1 ± 1.3 |
| 1. 10yrs 6mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Tasmania | 96.3 ± 0.8 | 95.2 ± 1.2 | 97.4 ± 0.7 | 93.8 ± 2.7 | 93.4 ± 3.0 |
| 1. 11yrs 3mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| ACT | 92.6 ± 1.0 | 90.3 ± 1.4 | 95.1 ± 1.0 | 86.1 ± 6.1 | 88.9 ± 2.8 |
| 1. 10yrs 10mths | | | | | |
| 2. 5yrs 6mths | | | | | |
| NT | 79.0 ± 1.7 | 78.1 ± 2.3 | 80.4 ± 2.2 | 46.7 ± 3.5 | 45.7 ± 3.7 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Australia | 89.3 ± 1.4 | 87.2 ± 1.8 | 91.5 ± 1.3 | 68.0 ± 3.5 | 87.1 ± 1.8 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.43 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.21. Readers are urged to be cautious when comparing

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.21 contains more information.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.41.

Table 3A.20

Table 3A.20 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 88.0 ± 0.8 | 85.7 ± 1.0 | 90.3 ± 0.8 | 68.0 ± 2.2 | 86.2 ± 1.0 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (g) | 88.5 ± 0.9 | 85.3 ± 1.2 | 91.9 ± 0.8 | 64.8 ± 5.3 | 85.5 ± 1.3 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 90.2 ± 0.5 | 88.0 ± 0.7 | 92.9 ± 0.5 | 69.5 ± 2.0 | 86.2 ± 1.3 |
| 1. 12yrs 4mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 90.5 ± 0.6 | 88.3 ± 0.8 | 92.6 ± 0.6 | 57.2 ± 2.8 | 84.4 ± 1.4 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA | 92.1 ± 0.6 | 90.4 ± 0.8 | 93.8 ± 0.7 | 70.8 ± 5.2 | 91.4 ± 1.2 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Tasmania | 88.6 ± 1.1 | 86.1 ± 1.5 | 91.3 ± 1.2 | 77.8 ± 4.6 | 87.3 ± 3.7 |
| 1. 13yrs 2mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT | 91.1 ± 1.0 | 89.5 ± 1.4 | 92.8 ± 1.2 | 79.8 ± 11.7 | 79.7 ± 5.2 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 74.9 ± 3.8 | 73.4 ± 4.3 | 76.7 ± 4.3 | 37.9 ± 6.8 | 39.4 ± 7.3 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 89.1 ± 0.8 | 86.8 ± 1.0 | 91.6 ± 0.8 | 65.3 ± 2.9 | 85.6 ± 1.3 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.43 (2006 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.21. Readers are urged to be cautious when comparing

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

(d) The typical average age of students at the time of testing (expressed in years and months).

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2006 Report). Table 3A.21 contains more information.

(g) Victoria assessed a sample of students based on voluntary participation in 2002. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.42.

Table 3A.21

Table 3A.21 Exemptions, absences and participation of equity groups in reading testing, 2002 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Indigenous students (b) | | | Assessed students LBOTE students (b) | | | Assessed students | | |
|--------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|--------------------------------------|--------|--------|-------------------|--------|--------|
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| | NSW | 1.3 | 1.2 | 0.8 | 5.2 | 4.9 | 4.0 | 3.9 | 3.8 | 4.4 | 26.0 | 24.8 | 25.3 | 94.8 | 95.1 |
| Victoria (c) | 2.0 | 1.9 | 0.9 | 8.0 | 8.1 | 33.5 | 0.8 | 0.8 | 0.6 | 19.9 | 20.4 | 16.0 | 91.9 | 91.8 | 66.5 |
| Queensland | 1.5 | 1.4 | 1.4 | 2.7 | 2.3 | 2.3 | 6.1 | 6.4 | 5.7 | 6.4 | 6.5 | 6.1 | 96.9 | 97.3 | 97.3 |
| WA | 0.7 | 0.8 | 0.8 | 8.6 | 7.4 | 7.5 | 5.1 | 5.1 | 5.0 | 12.9 | 13.7 | 12.8 | 91.4 | 92.6 | 92.5 |
| SA | 2.8 | 2.3 | 2.7 | 5.7 | 5.4 | 6.3 | 2.8 | 3.1 | 2.5 | 15.9 | 15.3 | 16.2 | 94.3 | 94.6 | 94.6 |
| Tasmania | 0.8 | 0.8 | 0.6 | 6.2 | 6.2 | 10.3 | 5.9 | 5.9 | 5.4 | 5.5 | 4.3 | 4.6 | 93.8 | 93.8 | 89.7 |
| ACT | 2.0 | 1.9 | 1.8 | 5.9 | 5.8 | 7.5 | 1.9 | 1.7 | 1.3 | 9.9 | 9.4 | 2.7 | 94.1 | 94.2 | 92.5 |
| NT (d) | 1.0 | 0.6 | 0.7 | 9.3 | 8.3 | 8.3 | 25.7 | 27.1 | 26.6 | 19.7 | 24.2 | 22.8 | 83.5 | 89.7 | 93.2 |
| Aust | 1.6 | 1.4 | 1.1 | 5.8 | 5.5 | 11.3 | 3.9 | 4.0 | 3.9 | 17.7 | 17.5 | 16.4 | 94.0 | 94.4 | 88.6 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.44.

Table 3A.22

Table 3A.22 Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>Male students</i> | <i>Female students</i> | <i>Indigenous students (f)</i> | <i>LBOTE students (f)</i> |
|---|---------------------|----------------------|------------------------|--------------------------------|---------------------------|
| NSW | 94.4 ± 1.1 | 92.7 ± 1.5 | 96.2 ± 0.8 | 82.6 ± 3.3 | 93.4 ± 1.1 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria | 95.3 ± 1.0 | 93.8 ± 1.4 | 96.9 ± 0.7 | 85.4 ± 3.6 | 94.6 ± 1.0 |
| 1. 8 years, 11 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 86.3 ± 1.5 | 82.9 ± 2.0 | 90.3 ± 1.4 | 70.2 ± 2.7 | 85.6 ± 1.8 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 86.3 ± 0.8 | 82.6 ± 3.1 | 90.1 ± 2.1 | 57.0 ± 4.7 | 85.0 ± 2.7 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 93.0 ± 1.1 | 90.7 ± 1.6 | 95.2 ± 0.5 | 66.7 ± 4.5 | 92.2 ± 1.3 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 91.8 ± 1.7 | 89.2 ± 2.3 | 94.5 ± 1.5 | 84.2 ± 4.7 | 94.1 ± 2.7 |
| 1. 9 years, 3 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT (g) | 91.2 ± 1.6 | 87.2 ± 2.5 | 95.0 ± 1.2 | 76.7 ± 8.7 | 90.1 ± 2.5 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 72.2 ± 2.6 | 69.3 ± 3.3 | 75.2 ± 2.8 | 38.3 ± 3.8 | 34.9 ± 4.0 |
| 1. 8 years, 8 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Australia | 93.6 ± 1.2 | 91.8 ± 1.8 | 95.5 ± 1.1 | 77.1 ± 3.5 | 95.0 ± 1.3 |

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.25. Readers are urged to be cautious when comparing

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

(g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.45.

Table 3A.23

Table 3A.23 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 95.6 ± 1.1 | 94.3 ± 1.5 | 96.9 ± 0.8 | 84.8 ± 3.5 | 94.2 ± 1.2 |
| 1. 10yrs 9mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Victoria (g) | 94.9 ± 0.5 | 93.1 ± 0.7 | 96.8 ± 0.3 | 83.7 ± 2.8 | 94.3 ± 0.5 |
| 1. 10yrs 11mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Queensland | 92.2 ± 1.7 | 89.8 ± 2.4 | 94.9 ± 1.3 | 80.5 ± 3.8 | 89.9 ± 2.0 |
| 1. 10yrs 4mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| WA | 88.9 ± 1.5 | 85.1 ± 2.1 | 92.9 ± 1.2 | 61.8 ± 4.2 | 85.3 ± 2.0 |
| 1. 10yrs 2mths | | | | | |
| 2. 4yrs 7mths | | | | | |
| SA | 94.5 ± 1.0 | 93.0 ± 1.4 | 96.0 ± 0.9 | 75.5 ± 5.2 | 93.0 ± 1.3 |
| 1. 10yrs 6mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Tasmania | 92.5 ± 1.3 | 89.4 ± 2.0 | 95.6 ± 1.0 | 86.5 ± 3.9 | 89.4 ± 3.9 |
| 1. 11yrs 3mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| ACT (h) | 87.2 ± 2.3 | 82.0 ± 3.4 | 92.7 ± 1.0 | 67.2 ± 10.3 | 86.1 ± 3.6 |
| 1. 10yrs 10mths | | | | | |
| 2. 5yrs 6mths | | | | | |
| NT | 75.6 ± 2.0 | 73.8 ± 2.6 | 77.8 ± 2.4 | 37.5 ± 3.6 | 35.4 ± 3.7 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Australia | 93.6 ± 1.1 | 91.5 ± 1.6 | 95.7 ± 0.9 | 76.4 ± 3.8 | 92.1 ± 1.2 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.25. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions, as outlined in the explanatory notes.

(g) Victoria assessed a sample of students based on voluntary participation. Results in Victoria do not include exempt students as data on exempt students was not available.

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.23 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.46.

Table 3A.24

Table 3A.24 **Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

| 1 Average age (d) | | Male students | Female students | Indigenous students (f) | LBOTE students (f) |
|--------------------------|--------------|---------------|-----------------|-------------------------|--------------------|
| 2 Years of schooling (e) | All students | | | | |
| NSW | 90.9 ± 2.6 | 87.8 ± 3.5 | 94.0 ± 2.0 | 75.4 ± 5.9 | 90.0 ± 2.9 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (g) | 92.3 ± 1.2 | 88.5 ± 1.8 | 96.1 ± 0.7 | 76.5 ± 5.3 | 92.4 ± 1.3 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 93.9 ± 1.0 | 91.7 ± 1.5 | 96.5 ± 0.6 | 82.2 ± 3.0 | 91.4 ± 1.3 |
| 1. 12yrs 4mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 87.5 ± 1.6 | 83.2 ± 2.2 | 91.8 ± 1.3 | 56.2 ± 3.9 | 83.3 ± 1.9 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA | 84.9 ± 0.6 | 80.0 ± 3.6 | 89.4 ± 2.4 | 61.8 ± 5.9 | 84.3 ± 3.2 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Tasmania | 86.1 ± 1.8 | 81.5 ± 2.4 | 91.0 ± 1.8 | 75.2 ± 5.4 | 85.6 ± 4.2 |
| 1. 13yrs 2mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT (h) | 91.3 ± 1.9 | 87.7 ± 2.9 | 94.8 ± 1.3 | 79.3 ± 11.8 | 80.6 ± 5.3 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 75.8 ± 3.7 | 71.4 ± 4.4 | 80.2 ± 4.1 | 37.2 ± 6.3 | 39.9 ± 7.1 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 90.7 ± 1.7 | 87.3 ± 2.6 | 94.1 ± 1.4 | 71.6 ± 4.8 | 89.0 ± 2.4 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in as shown in table 3A.25. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.24 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.47.

Table 3A.25

Table 3A.25 Exemptions, absences and participation of equity groups in writing testing, 2002 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Indigenous students (b) | | | Assessed students (b) | | | | | |
|--------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|-----------------------|--------|--------|------|------|------|
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | | | |
| NSW | 1.4 | 1.3 | 0.8 | 5.6 | 5.5 | 4.1 | 3.9 | 4.0 | 4.4 | 25.7 | 24.6 | 25.3 | 94.4 | 94.5 | 95.9 |
| Victoria (c) | 2.0 | 1.9 | 0.9 | 8.3 | 8.4 | 35.4 | 0.8 | 0.8 | 0.6 | 19.9 | 20.3 | 15.5 | 91.6 | 91.5 | 64.6 |
| Queensland | 1.5 | 1.4 | 1.4 | 2.7 | 2.3 | 2.2 | 6.2 | 6.4 | 5.7 | 6.4 | 6.5 | 6.1 | 96.9 | 97.3 | 97.3 |
| WA | 0.7 | 0.8 | 0.8 | 9.5 | 8.6 | 8.7 | 4.9 | 5.0 | 4.8 | 12.6 | 13.5 | 12.6 | 90.5 | 91.4 | 91.3 |
| SA | 2.4 | 2.0 | 2.1 | 5.4 | 5.5 | 6.5 | 2.8 | 3.1 | 3.4 | 16.2 | 15.5 | 16.0 | 94.6 | 94.5 | 93.5 |
| Tasmania | 0.8 | 0.8 | 0.6 | 7.6 | 7.3 | 12.3 | 5.7 | 5.7 | 5.1 | 5.4 | 4.2 | 4.5 | 92.4 | 92.7 | 87.7 |
| ACT | 2.0 | 1.9 | 1.8 | 4.4 | 3.3 | 6.9 | 2.0 | 1.7 | 1.3 | 10.0 | 9.8 | 2.7 | 95.6 | 96.7 | 93.1 |
| NT (d) | 1.1 | 0.8 | 0.7 | 12.9 | 11.7 | 13.2 | 25.9 | 25.5 | 24.6 | 20.1 | 23.1 | 20.7 | 83.0 | 88.1 | 90.2 |
| Aust | 1.6 | 1.4 | 1.1 | 6.2 | 5.9 | 12.0 | 3.9 | 4.0 | 3.9 | 17.6 | 17.4 | 16.2 | 93.7 | 94.0 | 87.9 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.49.

Table 3A.26

Table 3A.26 Proportion of year 3 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 95.3 ± 0.7 | 94.7 ± 0.8 | 95.9 ± 0.7 | 85.3 ± 2.2 | 94.1 ± 0.7 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria | 92.0 ± 1.7 | 91.8 ± 1.7 | 92.1 ± 1.9 | 76.8 ± 4.8 | 89.8 ± 1.9 |
| 1. 8 years, 11 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 91.8 ± 1.5 | 92.0 ± 1.6 | 92.0 ± 1.8 | 76.6 ± 3.9 | 89.4 ± 2.0 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 88.6 ± 2.3 | 88.5 ± 2.4 | 88.5 ± 2.6 | 64.9 ± 5.2 | 85.8 ± 2.6 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 91.2 ± 1.2 | 90.4 ± 1.3 | 92.0 ± 1.3 | 66.0 ± 4.5 | 89.5 ± 1.5 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 94.1 ± 1.2 | 93.7 ± 1.4 | 94.5 ± 1.5 | 90.6 ± 3.4 | 95.6 ± 2.2 |
| 1. 9 years, 3 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT | 95.4 ± 0.8 | 94.6 ± 1.0 | 96.2 ± 0.9 | 84.9 ± 6.5 | 92.4 ± 1.9 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 89.1 ± 1.8 | 87.8 ± 2.2 | 90.5 ± 1.9 | 73.1 ± 4.2 | 70.4 ± 4.6 |
| 1. 8 years, 8 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Australia | 92.8 ± 1.3 | 92.5 ± 1.4 | 93.1 ± 1.5 | 77.6 ± 3.6 | 91.3 ± 1.4 |

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.29. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2006 Report, table 3A.50.

Table 3A.27

Table 3A.27 **Proportion of year 5 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)**

| 1 Average age (d) | | Male | Female | Indigenous | LBOTE |
|--------------------------|--------------|------------|------------|--------------|--------------|
| 2 Years of schooling (e) | All students | students | students | students (f) | students (f) |
| NSW | 91.2 ± 0.9 | 91.0 ± 1.0 | 91.4 ± 1.1 | 72.4 ± 2.7 | 89.5 ± 1.1 |
| 1. 10yrs 9mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Victoria | 93.2 ± 1.1 | 92.7 ± 1.2 | 93.7 ± 1.3 | 78.6 ± 4.3 | 91.7 ± 1.4 |
| 1. 10yrs 11mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Queensland | 88.7 ± 1.9 | 89.3 ± 1.9 | 88.5 ± 2.1 | 68.9 ± 4.0 | 85.1 ± 2.5 |
| 1. 10yrs 4mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| WA | 86.2 ± 1.7 | 85.8 ± 1.7 | 86.6 ± 1.9 | 52.2 ± 4.2 | 81.5 ± 2.1 |
| 1. 10yrs 2mths | | | | | |
| 2. 4yrs 7mths | | | | | |
| SA | 85.5 ± 1.3 | 85.7 ± 1.4 | 85.3 ± 1.6 | 52.2 ± 4.5 | 83.5 ± 1.7 |
| 1. 10yrs 6mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Tasmania | 89.1 ± 1.7 | 88.2 ± 2.0 | 90.0 ± 2.0 | 80.9 ± 4.6 | 81.6 ± 5.1 |
| 1. 11yrs 3mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| ACT | 91.3 ± 1.1 | 90.8 ± 1.3 | 91.8 ± 1.3 | 75.0 ± 8.4 | 88.0 ± 2.7 |
| 1. 10yrs 10mths | | | | | |
| 2. 5yrs 6mths | | | | | |
| NT | 75.6 ± 2.2 | 75.7 ± 2.7 | 75.8 ± 2.7 | 39.3 ± 4.0 | 40.4 ± 4.1 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Australia | 90.0 ± 1.3 | 89.9 ± 1.4 | 90.2 ± 1.5 | 65.6 ± 3.7 | 87.9 ± 1.5 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.29. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.27

Table 3A.28

Table 3A.28 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW (g) | 78.2 ± 0.7 | 77.4 ± 0.8 | 78.9 ± 0.9 | 46.0 ± 1.9 | 76.4 ± 0.9 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (h) | 87.1 ± 1.0 | 87.3 ± 1.0 | 87.0 ± 1.1 | 58.7 ± 5.6 | 84.5 ± 1.3 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 88.3 ± 0.8 | 88.2 ± 0.8 | 88.7 ± 0.9 | 61.6 ± 2.2 | 85.3 ± 1.4 |
| 1. 12yrs 4mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 85.0 ± 0.9 | 84.7 ± 1.0 | 85.2 ± 1.1 | 49.1 ± 3.0 | 79.2 ± 1.5 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA | 85.6 ± 0.8 | 85.8 ± 1.1 | 85.5 ± 1.0 | 57.9 ± 4.9 | 84.5 ± 1.5 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Tasmania | 84.0 ± 1.1 | 83.5 ± 1.4 | 84.5 ± 1.5 | 72.3 ± 4.7 | 83.2 ± 4.2 |
| 1. 13yrs 2mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT | 86.9 ± 1.2 | 88.0 ± 1.4 | 85.8 ± 1.7 | 61.8 ± 14.0 | 79.6 ± 5.5 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 68.1 ± 3.8 | 68.2 ± 4.4 | 68.2 ± 4.7 | 27.4 ± 6.4 | 31.7 ± 6.9 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 83.5 ± 0.9 | 83.3 ± 0.9 | 83.8 ± 1.0 | 51.9 ± 3.0 | 79.2 ± 1.2 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.29. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks.

Table 3A.28 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

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

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.

(h) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.52

Table 3A.29

Table 3A.29 Exemptions, absences and participation of equity groups in numeracy testing, 2002 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Indigenous students (b) | | | Assessed students LBOTE students (b) | | | Assessed students | | |
|--------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|--------------------------------------|--------|--------|-------------------|--------|--------|
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| | | | | | | | | | | | | | | | |
| NSW | 1.3 | 1.2 | 0.8 | 5.2 | 4.9 | 6.2 | 3.9 | 3.8 | 4.0 | 26.0 | 24.8 | 24.5 | 94.8 | 95.1 | 93.8 |
| Victoria (c) | 2.0 | 1.9 | 0.9 | 7.5 | 7.7 | 34.4 | 0.8 | 0.9 | 0.6 | 20.0 | 20.5 | 15.9 | 92.3 | 92.2 | 65.6 |
| Queensland | 1.5 | 1.4 | 1.4 | 2.2 | 1.9 | 2.0 | 6.2 | 6.4 | 5.8 | 6.4 | 6.5 | 6.1 | 97.4 | 97.7 | 97.7 |
| WA | 0.7 | 0.8 | 0.8 | 7.7 | 7.1 | 6.9 | 5.4 | 5.3 | 5.1 | 13.0 | 13.8 | 12.9 | 92.3 | 92.9 | 93.1 |
| SA | 2.8 | 2.3 | 2.1 | 5.5 | 5.2 | 6.1 | 2.9 | 3.1 | 2.9 | 15.9 | 15.3 | 16.0 | 94.5 | 94.8 | 93.9 |
| Tasmania | 0.8 | 0.8 | 0.6 | 5.6 | 5.5 | 9.5 | 5.9 | 6.0 | 5.4 | 5.5 | 4.2 | 4.6 | 94.4 | 94.5 | 90.5 |
| ACT | 2.0 | 1.9 | 1.8 | 3.8 | 2.8 | 5.0 | 2.0 | 1.8 | 1.4 | 10.1 | 9.9 | 2.7 | 96.2 | 97.2 | 95.0 |
| NT (d) | 0.8 | 0.5 | 0.6 | 7.9 | 8.7 | 7.4 | 28.7 | 27.4 | 27.7 | 22.5 | 24.2 | 23.9 | 86.3 | 90.0 | 93.9 |
| Aust | 1.5 | 1.4 | 1.0 | 5.5 | 5.2 | 12.1 | 4.0 | 4.0 | 3.9 | 17.8 | 17.5 | 16.1 | 94.4 | 94.6 | 87.9 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.54.

Table 3A.30

Table 3A.30 Proportion of year 3 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 93.0 ± 1.6 | 91.3 ± 1.9 | 94.9 ± 1.3 | 81.5 ± 4.2 | 92.6 ± 1.6 |
| 1. 8yrs 9mths | | | | | |
| 2. 3yrs 7mths | | | | | |
| Victoria | 90.4 ± 2.1 | 88.3 ± 2.5 | 92.8 ± 1.8 | 76.9 ± 5.0 | 87.0 ± 2.7 |
| 1. 9yrs 0mths | | | | | |
| 2. 3yrs 7mths | | | | | |
| Queensland | 93.8 ± 1.6 | 92.7 ± 2.1 | 95.3 ± 1.4 | 84.9 ± 4.0 | 91.5 ± 2.1 |
| 1. 8yrs 3mths | | | | | |
| 2. 2yrs 8mths | | | | | |
| WA | 95.2 ± 1.4 | 94.1 ± 1.6 | 96.3 ± 1.1 | 82.3 ± 4.5 | 94.4 ± 1.6 |
| 1. 8yrs 2mths | | | | | |
| 2. 2yrs 7mths | | | | | |
| SA | 89.7 ± 1.6 | 87.6 ± 1.8 | 91.9 ± 1.5 | 66.3 ± 4.8 | 85.9 ± 2.2 |
| 1. 8yrs 6mths | | | | | |
| 2. 3yrs 3mths | | | | | |
| Tasmania | 96.4 ± 0.8 | 95.3 ± 1.1 | 97.6 ± 0.7 | 95.3 ± 2.7 | 97.6 ± 1.7 |
| 1. 9yrs 1mth | | | | | |
| 2. 3yrs 7mths | | | | | |
| ACT | 96.2 ± 0.9 | 95.4 ± 1.2 | 97.1 ± 0.8 | 93.5 ± 5.0 | 91.7 ± 1.9 |
| 1. 8yrs 10mths | | | | | |
| 2. 3yrs 6mths | | | | | |
| NT | 71.5 ± 2.6 | 70.2 ± 3.3 | 72.8 ± 2.7 | 36.2 ± 5.3 | 31.1 ± 5.6 |
| 1. 8yrs 8mths | | | | | |
| 2. 3yrs 3mths | | | | | |
| Australia | 92.4 ± 1.7 | 90.8 ± 2.0 | 94.3 ± 1.4 | 78.8 ± 6.9 | 90.0 ± 2.0 |

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.33. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.55.

Table 3A.31

Table 3A.31 Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 91.7 ± 1.2 | 89.7 ± 1.3 | 93.9 ± 1.0 | 76.5 ± 3.2 | 90.5 ± 1.3 |
| 1. 10yrs 9mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Victoria | 89.6 ± 1.2 | 87.0 ± 1.5 | 92.2 ± 1.1 | 72.0 ± 4.5 | 85.5 ± 1.6 |
| 1. 10yrs 11mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Queensland | 81.4 ± 2.5 | 78.4 ± 2.9 | 84.8 ± 2.5 | 55.5 ± 4.3 | 77.5 ± 3.6 |
| 1. 10yrs 4mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| WA | 93.4 ± 1.3 | 92.1 ± 1.6 | 94.8 ± 1.1 | 76.5 ± 4.7 | 91.0 ± 2.0 |
| 1. 10yrs 3mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| SA | 88.6 ± 1.4 | 86.5 ± 1.6 | 90.7 ± 1.3 | 62.6 ± 4.6 | 82.7 ± 2.1 |
| 1. 10yrs 6mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Tasmania | 95.2 ± 0.9 | 93.9 ± 1.3 | 96.6 ± 1.0 | 92.7 ± 3.1 | 95.3 ± 2.5 |
| 1. 11yrs 0mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| ACT | 96.1 ± 1.1 | 95.1 ± 1.7 | 97.1 ± 1.3 | 89.5 ± 12.9 | 91.1 ± 3.6 |
| 1. 10yrs 10mths | | | | | |
| 2. 5yrs 6mths | | | | | |
| NT | 78.8 ± 1.9 | 76.5 ± 2.6 | 81.2 ± 2.1 | 49.4 ± 4.7 | 43.3 ± 5.4 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Australia | 89.0 ± 1.5 | 86.8 ± 1.8 | 91.6 ± 1.4 | 67.7 ± 4.1 | 88.7 ± 1.6 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.33. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.56.

Table 3A.32

Table 3A.32 Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 88.9 ± 0.8 | 86.1 ± 1.0 | 91.9 ± 0.7 | 68.1 ± 2.4 | 87.9 ± 1.0 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (g) | 90.3 ± 0.6 | 87.8 ± 0.8 | 92.8 ± 0.5 | 72.7 ± 3.7 | 87.8 ± 0.9 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 89.3 ± 1.1 | 87.6 ± 1.3 | 91.5 ± 1.0 | 68.3 ± 2.8 | 84.5 ± 2.0 |
| 1. 12yrs 4mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 88.9 ± 1.2 | 86.9 ± 1.4 | 90.9 ± 1.1 | 59.1 ± 3.8 | 83.1 ± 2.0 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA | 92.9 ± 0.6 | 91.4 ± 0.8 | 94.5 ± 0.6 | 75.3 ± 4.2 | 88.2 ± 1.8 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Tasmania | 88.3 ± 1.1 | 86.0 ± 1.4 | 90.7 ± 1.4 | 80.3 ± 4.6 | 85.7 ± 3.9 |
| 1. 13yrs 0mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT | 91.4 ± 1.1 | 89.4 ± 1.6 | 93.5 ± 1.0 | 78.0 ± 12.1 | 84.8 ± 5.3 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 77.7 ± 1.8 | 76.9 ± 2.4 | 82.8 ± 2.4 | 44.8 ± 4.7 | 39.1 ± 4.8 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 89.4 ± 0.9 | 87.1 ± 1.1 | 91.9 ± 0.8 | 66.4 ± 3.1 | 86.4 ± 1.2 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.33. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.57.

Table 3A.33

Table 3A.33 Exemptions, absences and participation by equity group in reading testing, 2003 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Indigenous students (b) | | | Assessed students LBOTE students (b) | | | All students | | |
|------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|--------------------------------------|--------|--------|--------------|--------|--------|
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| | NSW | 1.1 | 1.1 | 0.7 | 6.2 | 6.2 | 5.7 | 4.0 | 4.0 | 4.5 | 26.2 | 67.0 | 24.9 | 93.8 | 93.8 |
| Victoria | 2.3 | 2.0 | 0.8 | 8.3 | 9.2 | 13.5 | 1.0 | 1.0 | 1.0 | 19.3 | 19.4 | 20.8 | 91.7 | 90.8 | 86.5 |
| Queensland | 1.7 | 1.8 | 1.6 | 2.9 | 2.8 | 2.9 | 6.2 | 6.2 | 5.7 | 6.7 | 6.6 | 5.9 | 96.7 | 97.3 | 97.0 |
| WA | 0.8 | 0.8 | 0.8 | 7.8 | 7.0 | 7.1 | 4.8 | 5.2 | 5.0 | 13.5 | 13.1 | 12.8 | 92.2 | 93.0 | 92.9 |
| SA | 3.6 | 3.3 | 2.8 | 3.4 | 3.4 | 4.2 | 3.0 | 2.8 | 2.7 | 7.4 | 7.1 | 7.0 | 96.6 | 96.6 | 95.8 |
| Tasmania | 1.0 | 1.1 | 0.9 | 5.8 | 6.0 | 11.3 | 5.8 | 6.0 | 5.6 | 6.2 | 5.0 | 4.6 | 94.2 | 94.0 | 88.7 |
| ACT | 1.7 | 1.2 | 0.9 | 6.9 | 5.5 | 9.6 | 1.8 | 1.7 | 1.2 | 9.6 | 8.7 | 3.0 | 93.1 | 94.5 | 90.4 |
| NT (c) | 0.9 | 0.9 | 0.6 | 14.1 | 11.1 | 11.1 | 26.0 | 28.1 | 26.7 | 22.5 | 22.9 | 21.9 | 86.0 | 88.9 | 90.0 |
| Aust | 1.7 | 1.6 | 1.1 | 6.1 | 6.2 | 7.4 | 4.0 | 3.9 | 4.0 | 17.2 | 30.5 | 16.7 | 93.9 | 93.8 | 92.6 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.60.

Table 3A.34

Table 3A.34 Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>Male students</i> | <i>Female students</i> | <i>Indigenous students (f)</i> | <i>LBOTE students (f)</i> |
|---|---------------------|----------------------|------------------------|--------------------------------|---------------------------|
| NSW | 95.4 ± 0.9 | 93.9 ± 1.2 | 97.1 ± 0.6 | 85.5 ± 2.9 | 94.6 ± 1.0 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria | 96.1 ± 0.9 | 94.8 ± 1.3 | 97.6 ± 0.6 | 88.1 ± 2.6 | 94.6 ± 0.9 |
| 1. 9 years, 0 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 88.0 ± 2.4 | 84.7 ± 3.2 | 91.8 ± 2.0 | 73.7 ± 4.7 | 88.3 ± 2.6 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 84.6 ± 3.1 | 80.7 ± 3.7 | 88.8 ± 2.6 | 57.8 ± 5.5 | 83.4 ± 3.2 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 89.3 ± 1.5 | 86.0 ± 1.8 | 92.9 ± 1.2 | 69.8 ± 5.1 | 87.4 ± 2.2 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 89.9 ± 2.0 | 86.5 ± 2.4 | 93.5 ± 1.7 | 82.2 ± 6.0 | 91.0 ± 4.0 |
| 1. 9 years, 1 month | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT (g) | 94.4 ± 1.0 | 92.9 ± 1.4 | 96.1 ± 0.7 | 87.2 ± 5.9 | 89.8 ± 2.3 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 73.8 ± 2.2 | 71.7 ± 2.9 | 76.3 ± 2.7 | 43.9 ± 4.5 | 41.6 ± 4.6 |
| 1. 8 years, 8 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Australia | 92.2 ± 1.5 | 89.9 ± 2.0 | 94.7 ± 1.2 | 75.2 ± 4.1 | 92.3 ± 1.4 |

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.37. Readers are urged to be cautious when comparing

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

(g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.61.

Table 3A.35

Table 3A.35 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 95.7 ± 1.2 | 94.3 ± 1.6 | 97.2 ± 0.8 | 86.2 ± 3.6 | 94.6 ± 1.3 |
| 1. 10yrs 9mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Victoria (g) | 95.6 ± 0.2 | 93.9 ± 0.3 | 97.3 ± 0.2 | 87.5 ± 2.5 | 93.7 ± 0.3 |
| 1. 10yrs 11mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Queensland | 94.0 ± 1.7 | 92.2 ± 2.4 | 96.3 ± 1.3 | 85.5 ± 3.6 | 92.1 ± 2.1 |
| 1. 10yrs 4mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| WA | 87.3 ± 1.8 | 83.2 ± 2.3 | 91.5 ± 1.4 | 58.3 ± 4.9 | 85.1 ± 2.4 |
| 1. 10yrs 3mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| SA | 94.6 ± 0.6 | 93.2 ± 0.8 | 96.1 ± 0.5 | 83.2 ± 3.6 | 89.8 ± 1.5 |
| 1. 10yrs 6mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Tasmania | 90.0 ± 1.7 | 86.2 ± 2.4 | 94.0 ± 1.3 | 84.7 ± 4.4 | 91.3 ± 3.3 |
| 1. 11yrs 0mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| ACT (h) | 94.0 ± 1.9 | 92.3 ± 2.5 | 95.7 ± 1.5 | 87.0 ± 8.6 | 89.7 ± 3.0 |
| 1. 10yrs 10mths | | | | | |
| 2. 5yrs 6mths | | | | | |
| NT | 78.1 ± 2.1 | 73.7 ± 3.0 | 82.7 ± 2.4 | 45.1 ± 4.5 | 38.3 ± 4.7 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Australia | 94.1 ± 1.1 | 92.1 ± 1.5 | 96.1 ± 1.1 | 79.6 ± 3.8 | 92.5 ± 1.2 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.37. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions, as outlined in the explanatory notes.

(g) Victoria assessed a sample of students based on voluntary participation. Results in Victoria do not include exempt students as data on exempt students was not available.

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.35 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.35

Table 3A.36

Table 3A.36 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

| 1 Average age (d) | | Male students | Female students | Indigenous students (f) | LBOTE students (f) |
|--------------------------|--------------|---------------|-----------------|-------------------------|--------------------|
| 2 Years of schooling (e) | All students | | | | |
| NSW | 92.2 ± 2.2 | 89.7 ± 2.8 | 94.9 ± 1.6 | 75.2 ± 5.4 | 91.4 ± 2.6 |
| 1. 12yrs 4mths | | | | | |
| 2. 7yrs 2mths | | | | | |
| Victoria (g) | 94.3 ± 1.2 | 91.5 ± 1.8 | 97.2 ± 0.7 | 85.6 ± 4.1 | 94.6 ± 1.2 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 94.4 ± 1.0 | 92.3 ± 1.5 | 97.0 ± 0.7 | 84.8 ± 2.7 | 92.7 ± 1.4 |
| 1. 12yrs 4mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 87.1 ± 1.4 | 82.5 ± 1.8 | 91.7 ± 1.1 | 58.1 ± 3.9 | 83.1 ± 2.1 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA | 88.8 ± 2.3 | 85.1 ± 3.0 | 92.7 ± 1.7 | 67.7 ± 6.2 | 87.0 ± 2.6 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Tasmania | 83.1 ± 2.3 | 77.0 ± 2.8 | 89.4 ± 2.0 | 72.6 ± 6.1 | 84.8 ± 4.0 |
| 1. 13yrs 0mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT (h) | 93.1 ± 2.3 | 90.1 ± 3.2 | 96.2 ± 1.5 | 83.7 ± 15.6 | 87.1 ± 4.8 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 81.3 ± 1.8 | 79.7 ± 2.5 | 83.1 ± 2.2 | 46.0 ± 4.4 | 39.5 ± 4.6 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 92.1 ± 1.7 | 89.2 ± 2.2 | 95.2 ± 1.2 | 74.4 ± 4.4 | 91.0 ± 2.1 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.37. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(h) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.36 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.63.

Table 3A.37

Table 3A.37 Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn | | | Indigenous students (b) | | | LBO TE students (b) | | | All students | | |
|------------|-----------------------|--------|--------|------------------------------|--------|--------|-------------------------|--------|--------|----------------------|--------|--------|----------------------|--------|--------|
| | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| NSW | 1.3 | 1.2 | 0.7 | 5.7 | 5.7 | 5.8 | 4.1 | 4.2 | 4.4 | 26.5 | 25.5 | 24.9 | 94.3 | 94.3 | 94.2 |
| Victoria | 2.3 | 2.0 | 0.8 | 8.5 | 9.6 | 13.9 | 1.0 | 1.0 | 1.0 | 19.2 | 19.4 | 20.7 | 91.5 | 90.4 | 86.1 |
| Queensland | 1.7 | 1.8 | 1.6 | 2.9 | 2.7 | 3.0 | 6.2 | 6.2 | 5.7 | 6.7 | 6.6 | 5.9 | 96.8 | 97.3 | 96.9 |
| WA | 0.8 | 0.8 | 0.8 | 8.6 | 8.0 | 8.0 | 4.7 | 5.0 | 4.8 | 13.3 | 12.9 | 12.6 | 91.4 | 92.0 | 92.0 |
| SA | 3.9 | 3.6 | 2.9 | 3.8 | 3.6 | 4.5 | 2.8 | 2.7 | 2.6 | 7.2 | 7.0 | 6.8 | 96.2 | 96.4 | 95.5 |
| Tasmania | 1.0 | 1.1 | 0.9 | 6.5 | 7.3 | 12.5 | 5.7 | 5.9 | 5.5 | 6.3 | 5.1 | 4.6 | 93.5 | 92.7 | 87.5 |
| ACT | 1.7 | 1.2 | 0.9 | 6.8 | 5.7 | 9.6 | 2.0 | 1.6 | 1.2 | 9.5 | 8.5 | 2.9 | 93.2 | 94.3 | 90.4 |
| NT (c) | 0.9 | 0.9 | 0.6 | 19.7 | 15.3 | 16.1 | 20.9 | 24.1 | 22.5 | 17.7 | 19.0 | 18.2 | 80.4 | 84.8 | 85.1 |
| Aust | 1.8 | 1.6 | 1.1 | 6.2 | 6.3 | 7.7 | 3.9 | 4.0 | 3.9 | 17.2 | 16.8 | 16.6 | 93.8 | 93.7 | 92.3 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBO TE students respectively. The percentages of Indigenous and LBO TE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBO TE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.66.

Table 3A.38

Table 3A.38 Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 96.7 ± 0.6 | 96.3 ± 0.6 | 97.1 ± 0.6 | 91.4 ± 1.9 | 95.9 ± 0.6 |
| 1. 8 years, 9 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Victoria | 95.8 ± 0.5 | 95.2 ± 0.5 | 96.6 ± 0.6 | 86.7 ± 2.2 | 93.9 ± 0.7 |
| 1. 9 years, 0 months | | | | | |
| 2. 3 years, 7 months | | | | | |
| Queensland | 92.1 ± 1.6 | 92.0 ± 1.6 | 92.7 ± 1.8 | 78.3 ± 3.7 | 90.0 ± 2.0 |
| 1. 8 years, 3 months | | | | | |
| 2. 2 years, 8 months | | | | | |
| WA | 89.7 ± 2.7 | 89.7 ± 2.6 | 89.7 ± 2.8 | 67.2 ± 6.6 | 87.6 ± 3.3 |
| 1. 8 years, 2 months | | | | | |
| 2. 2 years, 7 months | | | | | |
| SA | 90.1 ± 1.7 | 89.3 ± 1.7 | 90.8 ± 1.9 | 67.5 ± 5.2 | 86.0 ± 2.4 |
| 1. 8 years, 6 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Tasmania | 93.9 ± 1.4 | 93.9 ± 1.4 | 94.1 ± 1.7 | 90.2 ± 4.0 | 94.7 ± 3.3 |
| 1. 9 years, 1 month | | | | | |
| 2. 3 years, 7 months | | | | | |
| ACT | 95.2 ± 1.1 | 94.7 ± 1.1 | 95.8 ± 1.2 | 88.2 ± 7.7 | 89.5 ± 2.6 |
| 1. 8 years, 10 months | | | | | |
| 2. 3 years, 6 months | | | | | |
| NT | 86.4 ± 2.4 | 85.8 ± 2.8 | 87.1 ± 2.6 | 65.5 ± 5.4 | 64.1 ± 5.4 |
| 1. 8 years, 8 months | | | | | |
| 2. 3 years, 3 months | | | | | |
| Australia | 94.2 ± 1.1 | 93.8 ± 1.1 | 94.7 ± 1.2 | 80.5 ± 3.7 | 93.3 ± 1.1 |

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.41. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2006 Report, table 3A.67.

Table 3A.39

Table 3A.39 Proportion of year 5 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW | 91.3 ± 1.1 | 90.4 ± 1.1 | 92.2 ± 1.1 | 73.9 ± 3.0 | 90.8 ± 1.1 |
| 1. 10yrs 9mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Victoria | 94.7 ± 0.7 | 94.3 ± 0.7 | 95.2 ± 0.8 | 83.7 ± 3.3 | 92.2 ± 0.8 |
| 1. 10yrs 11mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| Queensland | 86.3 ± 1.6 | 86.6 ± 1.7 | 86.4 ± 1.9 | 62.6 ± 3.4 | 83.7 ± 2.2 |
| 1. 10yrs 4mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| WA | 90.4 ± 2.0 | 90.0 ± 2.1 | 90.8 ± 2.1 | 66.2 ± 5.5 | 87.2 ± 3.0 |
| 1. 10yrs 3mths | | | | | |
| 2. 4yrs 8mths | | | | | |
| SA | 90.7 ± 1.2 | 90.1 ± 1.3 | 91.3 ± 1.3 | 66.1 ± 4.9 | 85.8 ± 1.9 |
| 1. 10yrs 6mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Tasmania | 92.4 ± 1.2 | 91.6 ± 1.4 | 93.3 ± 1.3 | 87.8 ± 4.1 | 93.4 ± 3.1 |
| 1. 11yrs 0mths | | | | | |
| 2. 5yrs 7mths | | | | | |
| ACT | 91.9 ± 1.7 | 91.7 ± 1.9 | 92.1 ± 1.9 | 71.6 ± 12.4 | 86.6 ± 3.2 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 6mths | | | | | |
| NT | 76.1 ± 2.6 | 74.6 ± 3.0 | 77.6 ± 3.2 | 43.3 ± 4.9 | 39.1 ± 5.2 |
| 1. 10yrs 8mths | | | | | |
| 2. 5yrs 3mths | | | | | |
| Australia | 90.8 ± 1.2 | 90.3 ± 1.3 | 91.4 ± 1.3 | 67.6 ± 3.9 | 89.3 ± 1.4 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.41. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2006 Report, table 3A.68.

Table 3A.40

Table 3A.40 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

| <i>1 Average age (d)</i> | | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> | <i>LBOTE</i> |
|---------------------------------|---------------------|-----------------|-----------------|---------------------|---------------------|
| <i>2 Years of schooling (e)</i> | <i>All students</i> | <i>students</i> | <i>students</i> | <i>students (f)</i> | <i>students (f)</i> |
| NSW (g) | 73.9 ± 0.8 | 72.9 ± 0.9 | 75.1 ± 0.9 | 41.1 ± 2.1 | 72.7 ± 1.0 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 4mths | | | | | |
| Victoria (h) | 85.8 ± 0.7 | 86.3 ± 0.8 | 85.4 ± 0.9 | 64.1 ± 4.4 | 83.1 ± 1.0 |
| 1. 12yrs 11mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| Queensland | 85.2 ± 0.6 | 85.5 ± 0.7 | 85.1 ± 0.7 | 56.9 ± 2.0 | 81.7 ± 1.4 |
| 1. 12yrs 4mths | | | | | |
| 2. 6yrs 8mths | | | | | |
| WA | 84.3 ± 0.7 | 84.2 ± 0.8 | 84.5 ± 0.9 | 49.9 ± 3.3 | 78.8 ± 1.6 |
| 1. 12yrs 2mths | | | | | |
| 2. 6yrs 7mths | | | | | |
| SA | 85.2 ± 0.8 | 84.9 ± 1.0 | 85.5 ± 1.0 | 54.1 ± 6.3 | 80.0 ± 2.6 |
| 1. 12yrs 6mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Tasmania | 80.6 ± 1.1 | 80.4 ± 1.4 | 80.7 ± 1.6 | 66.5 ± 5.4 | 75.5 ± 4.5 |
| 1. 13yrs 0mths | | | | | |
| 2. 7yrs 7mths | | | | | |
| ACT | 86.4 ± 1.6 | 86.3 ± 1.8 | 86.5 ± 1.9 | 61.6 ± 12.8 | 81.0 ± 5.6 |
| 1. 12yrs 10mths | | | | | |
| 2. 7yrs 6mths | | | | | |
| NT | 68.7 ± 2.1 | 69.0 ± 2.7 | 68.3 ± 2.9 | 30.0 ± 3.6 | 27.2 ± 3.9 |
| 1. 12yrs 8mths | | | | | |
| 2. 7yrs 3mths | | | | | |
| Australia | 81.3 ± 0.8 | 81.0 ± 0.9 | 81.6 ± 0.9 | 49.3 ± 2.9 | 76.6 ± 1.2 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.41. Readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

Table 3A.40 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

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

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.

(h) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2006 Report, table 3A.69.

Table 3A.41

Table 3A.41 Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)

| | Students exempted (a) | | | Students absent or withdrawn (a) | | | Indigenous students (b) | | | LBO TE students (b) | | | All students | | |
|------------|-----------------------|--------|--------|----------------------------------|--------|--------|-------------------------|--------|--------|----------------------|--------|--------|----------------------|--------|--------|
| | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | | Year 3 Year 5 Year 7 | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| NSW | 1.1 | 1.1 | 0.7 | 6.2 | 6.2 | 8.0 | 4.0 | 4.0 | 4.0 | 26.2 | 25.2 | 24.5 | 93.8 | 93.8 | 92.0 |
| Victoria | 2.3 | 2.0 | 0.8 | 7.9 | 8.8 | 13.5 | 1.0 | 1.0 | 1.0 | 19.3 | 19.6 | 20.7 | 92.1 | 91.2 | 86.5 |
| Queensland | 1.7 | 1.8 | 1.6 | 2.3 | 2.1 | 2.3 | 6.3 | 6.3 | 5.9 | 6.7 | 6.7 | 5.9 | 97.4 | 98.0 | 97.6 |
| WA | 0.8 | 0.8 | 0.8 | 7.0 | 6.6 | 6.8 | 5.2 | 5.4 | 5.1 | 13.7 | 13.2 | 12.9 | 93.0 | 93.4 | 93.2 |
| SA | 3.6 | 3.3 | 2.8 | 3.6 | 3.7 | 4.6 | 2.9 | 2.7 | 2.6 | 7.4 | 7.1 | 6.9 | 96.4 | 96.3 | 95.4 |
| Tasmania | 0.9 | 1.0 | 0.9 | 5.4 | 5.7 | 10.1 | 5.9 | 5.9 | 5.9 | 6.4 | 5.1 | 4.7 | 94.6 | 94.3 | 89.9 |
| ACT | 1.7 | 1.2 | 0.9 | 5.4 | 4.7 | 9.1 | 2.2 | 1.9 | 1.1 | 9.7 | 8.8 | 3.0 | 94.6 | 95.3 | 90.9 |
| NT (c) | 0.9 | 0.9 | 0.6 | 10.1 | 8.7 | 10.3 | 29.7 | 30.0 | 27.1 | 24.8 | 24.9 | 22.5 | 90.0 | 91.4 | 90.9 |
| Aust | 1.7 | 1.6 | 1.1 | 5.7 | 5.9 | 7.9 | 4.1 | 2.8 | 3.9 | 17.2 | 8.5 | 16.5 | 94.2 | 94.1 | 92.1 |

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBO TE students respectively. The percentages of Indigenous and LBO TE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBO TE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2006 Report, table 3A.72.

Table 3A.42 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group, 2003 (per cent) (a), (b)**

| | <i>Aust</i> |
|---------------------|-------------|
| Male students | 59.1 ± 1.3 |
| Female students | 57.4 ± 1.2 |
| Indigenous students | 29.8 ± 4.5 |
| LBOTE students | 48.1 ± 3.0 |

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

Source: MCEETYA 2004, *National Year 6 Science Assessment Report*, Melbourne; 2006 Report, table 3A.75.

Table 3A.43 Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, by equity group (per cent) (a)

| | <i>Aust</i> |
|------------------------------------|-------------|
| 2000 | |
| Indigenous students | 30.7 |
| Standard error | 3.1 |
| Geographically remote students (b) | 44.3 |
| Standard error | 9.0 |
| 2003 | |
| Indigenous students | 33.2 |
| Standard error | 3.6 |
| Geographically remote students (b) | 49.3 |
| Standard error | 5.7 |

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished); 2006 Report, table 3A.78.

Table 3A.44 Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent) (a), (b)

| | <i>Aust</i> |
|--|-------------|
| 2000 | |
| All students | 69.0 |
| Standard error | 1.2 |
| Male students | 63.2 |
| Standard error | 1.7 |
| Female students | 75.8 |
| Standard error | 1.5 |
| Students from low socioeconomic families (c) | 54.3 |
| Standard error | 1.8 |
| Indigenous students | 38.0 |
| Standard error | 3.4 |
| Geographically remote students (d) | 47.9 |
| Standard error | 8.8 |
| 2003 | |
| All students | 69.9 |
| Standard error | 1.0 |
| Male students | 62.3 |
| Standard error | 1.3 |
| Female students | 77.8 |
| Standard error | 1.1 |
| Students from low socioeconomic families (c) | 56.2 |
| Standard error | 1.4 |
| Indigenous students | 38.1 |
| Standard error | 3.9 |
| Geographically remote students (d) | 53.5 |
| Standard error | 4.6 |

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

(d) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source: ACER (unpublished); 2006 Report, table 3A.80.

Table 3A.45 Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, by equity group (per cent) (a)

| | <i>Aust</i> |
|------------------------------------|-------------|
| 2000 | |
| Indigenous students | 26.2 |
| Standard error | 4.9 |
| Geographically remote students (b) | 67.1 |
| Standard error | 12.7 |
| 2003 | |
| Indigenous students | 23.9 |
| Standard error | 2.9 |
| Geographically remote students (b) | 45.4 |
| Standard error | 7.1 |

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished); 2006 Report, table 3A.83.

Table 3A.46 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent) (a)

| | <i>Aust</i> |
|------------------------------------|-------------|
| 2000 | |
| Indigenous students | 29.1 |
| Standard error | 4.1 |
| Geographically remote students (b) | 51.2 |
| Standard error | 7.8 |
| 2003 | |
| Indigenous students | 25.6 |
| Standard error | 2.9 |
| Geographically remote students (b) | 44.4 |
| Standard error | 6.1 |

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished); 2006 Report, table 3A.86.

Table 3A.47 Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent) (a)

| | <i>Aust</i> |
|------------------------------------|-------------|
| Indigenous students | 30.6 |
| Standard error | 3.1 |
| Geographically remote students (b) | 50.1 |
| Standard error | 5.2 |

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source: ACER (unpublished); 2006 Report, table 3A.88.

Table 3A.48

Table 3A.48 **Apparent retention rates of full time secondary students to years 10–12, 2004 (per cent) (a)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> (b) | <i>Tas</i> (c) | <i>(d)</i> | <i>ACT</i> (d) | <i>NT</i> | <i>Aust</i> |
|-------------------------|------------|------------|------------|-----------|---------------|----------------|------------|----------------|-----------|-------------|
| All students | | | | | | | | | | |
| Government schools | | | | | | | | | | |
| To year 10 | 95.4 | 95.7 | 99.2 | 98.7 | 95.8 | 98.0 | 102.1 | 91.5 | 96.8 | |
| To year 11 | 78.2 | 90.0 | 87.4 | 84.9 | 86.4 | 75.1 | 118.0 | 111.7 | 85.0 | |
| To year 12 (total) | 65.8 | 74.4 | 75.3 | 65.9 | 58.0 | 76.0 | 100.5 | 72.0 | 69.8 | |
| To year 12 (male) | 60.5 | 66.8 | 70.5 | 61.5 | 51.2 | 64.3 | 101.9 | 65.4 | 64.1 | |
| To year 12 (female) | 71.5 | 82.8 | 80.3 | 70.5 | 65.0 | 88.3 | 99.0 | 79.2 | 75.9 | |
| All schools | | | | | | | | | | |
| To year 10 | 96.6 | 97.3 | 100.3 | 100.5 | 98.2 | 99.6 | 99.8 | 85.9 | 98.1 | |
| To year 11 | 81.1 | 93.3 | 91.4 | 89.1 | 91.3 | 77.4 | 100.4 | 89.4 | 88.0 | |
| To year 12 (total) | 71.1 | 81.1 | 81.2 | 72.6 | 68.0 | 76.4 | 88.5 | 59.0 | 75.7 | |
| To year 12 (male) | 66.2 | 74.4 | 77.0 | 67.9 | 61.2 | 65.7 | 89.6 | 54.9 | 70.4 | |
| To year 12 (female) | 76.2 | 88.2 | 85.7 | 77.5 | 75.1 | 87.8 | 87.3 | 63.1 | 81.2 | |
| Indigenous students (d) | | | | | | | | | | |
| Government schools | | | | | | | | | | |
| To year 10 | 79.9 | 78.0 | 87.2 | 87.0 | 79.7 | 104.1 | 108.2 | 85.7 | 84.8 | |
| To year 11 | 46.6 | 64.4 | 66.0 | 48.2 | 60.0 | 66.8 | 72.5 | 130.9 | 59.3 | |
| To year 12 (total) | 30.0 | 33.8 | 51.3 | 23.7 | 31.4 | 60.2 | 106.7 | 41.7 | 36.9 | |
| To year 12 (male) | 26.4 | 27.3 | 45.1 | 20.7 | 25.4 | 50.0 | 100.0 | 35.0 | 32.2 | |
| To year 12 (female) | 33.5 | 40.0 | 57.6 | 26.9 | 37.6 | 73.6 | 115.0 | 50.0 | 41.8 | |
| All schools | | | | | | | | | | |
| To year 10 | 81.2 | 81.1 | 90.2 | 90.2 | 81.9 | 107.0 | 98.5 | 68.9 | 85.8 | |
| To year 11 | 47.1 | 66.6 | 69.8 | 55.0 | 60.3 | 67.4 | 67.6 | 90.6 | 61.0 | |
| To year 12 (total) | 31.7 | 36.5 | 56.7 | 27.0 | 34.1 | 59.0 | 88.3 | 30.2 | 39.5 | |
| To year 12 (male) | 28.4 | 27.6 | 51.2 | 24.4 | 28.0 | 45.9 | 96.8 | 27.2 | 35.2 | |
| To year 12 (female) | 34.9 | 44.9 | 62.6 | 29.8 | 40.4 | 78.4 | 79.3 | 33.3 | 44.0 | |
| Non-Indigenous students | | | | | | | | | | |
| Government schools | | | | | | | | | | |
| To year 10 | 96.1 | 95.9 | 100.1 | 99.6 | 96.4 | 97.5 | 102.0 | 94.1 | 97.4 | |
| To year 11 | 79.6 | 90.3 | 88.9 | 87.8 | 87.4 | 75.7 | 119.0 | 105.7 | 86.2 | |
| To year 12 (total) | 67.3 | 74.9 | 76.7 | 69.0 | 59.0 | 77.1 | 100.4 | 80.9 | 71.2 | |
| To year 12 (male) | 61.9 | 67.2 | 72.1 | 64.5 | 52.2 | 65.4 | 101.9 | 75.0 | 65.4 | |
| To year 12 (female) | 73.1 | 83.3 | 81.8 | 73.8 | 66.1 | 89.2 | 98.7 | 87.1 | 77.4 | |
| All schools | | | | | | | | | | |
| To year 10 | 97.1 | 97.5 | 100.9 | 101.2 | 98.7 | 99.1 | 99.8 | 93.1 | 98.5 | |
| To year 11 | 82.2 | 93.5 | 92.5 | 91.1 | 92.2 | 78.0 | 100.9 | 89.0 | 88.9 | |
| To year 12 (total) | 72.3 | 81.4 | 82.4 | 75.1 | 69.0 | 77.3 | 88.5 | 69.3 | 76.8 | |
| To year 12 (male) | 67.3 | 74.7 | 78.2 | 70.3 | 62.1 | 67.0 | 89.5 | 65.1 | 71.5 | |
| To year 12 (female) | 77.5 | 88.5 | 86.9 | 80.1 | 76.1 | 88.3 | 87.4 | 73.4 | 82.4 | |

(a) The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling.

Table 3A.48 Apparent retention rates of full time secondary students to years 10–12, 2004 (per cent) (a)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> (b) | <i>Tas</i> (c) | <i>(d)</i> | <i>ACT</i> (d) | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|---------------|----------------|------------|----------------|-----------|-------------|
|--|------------|------------|------------|-----------|---------------|----------------|------------|----------------|-----------|-------------|

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

(c) Some student number data for Tasmania have been revised by the Tasmanian Government, resulting in changes to some apparent retention rates, and these revisions may not be reflected in ABS, or other, publications.

(d) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS *Schools Australia* (unpublished); Tasmanian Government (unpublished); 2006 Report, table 3A.91.

Table 3A.49

Table 3A.49 Apparent retention rates of full time secondary students from years 10–12, 2004 (per cent) (a), (b)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA (c)</i> | <i>Tas (c) (d)</i> | <i>ACT</i> | <i>NT (c)</i> | <i>Aust</i> |
|-------------------------|------------|------------|------------|-----------|---------------|--------------------|------------|---------------|-------------|
| All students | | | | | | | | | |
| Government schools | 68.6 | 77.2 | 75.0 | 66.7 | 62.9 | 76.5 | 100.8 | 90.8 | 72.0 |
| Non-government schools | 81.3 | 91.9 | 91.5 | 82.4 | 87.7 | 76.0 | 72.6 | 43.1 | 86.1 |
| All schools | 73.2 | 83.0 | 80.8 | 72.4 | 71.6 | 76.3 | 88.4 | 75.2 | 77.1 |
| Indigenous students | | | | | | | | | |
| Government schools | 36.6 | 43.7 | 57.4 | 27.8 | 40.5 | 56.6 | 87.3 | 56.9 | 43.6 |
| Non-government schools | 48.1 | 51.1 | 72.5 | 40.1 | 81.1 | 40.0 | 31.3 | 32.2 | 55.5 |
| All schools | 37.8 | 44.7 | 60.8 | 30.1 | 44.2 | 54.5 | 74.6 | 49.2 | 45.7 |
| Non-Indigenous students | | | | | | | | | |
| Government schools | 69.8 | 77.5 | 76.0 | 69.2 | 63.6 | 72.9 | 101.1 | 99.8 | 73.1 |
| Non-government schools | 81.6 | 92.0 | 92.1 | 83.5 | 87.7 | 76.7 | 73.0 | 45.8 | 86.5 |
| All schools | 74.1 | 83.2 | 81.8 | 74.5 | 72.2 | 74.1 | 88.6 | 81.9 | 78.0 |

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.
- (d) Some student number data for Tasmania have been revised by the Tasmanian Government, resulting in changes to some apparent retention rates, and these revisions may not be reflected in ABS, or other, publications.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS (unpublished); 2006 Report, table 3A.92.

Table 3A.50

Table 3A.50 Apparent retention rates of full time secondary students, government schools (per cent) (a)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA (b)</i> | <i>Tas (b) (c)</i> | <i>ACT (b) (c)</i> | <i>NT</i> |
|----------------------------|------------|------------|------------|-----------|---------------|--------------------|--------------------|-----------|
| 2000 | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | |
| All students | 94.6 | 95.9 | 99.9 | 99.0 | 91.9 | 96.8 | 97.8 | 86.3 |
| Indigenous students | 78.9 | 83.2 | 87.8 | 84.1 | 72.0 | 98.8 | 84.9 | 62.6 |
| From year 10 to year 12 | | | | | | | | |
| All students | 64.2 | 74.4 | 73.9 | 67.3 | 61.9 | 71.6 | 105.0 | 69.9 |
| Indigenous students | 38.6 | 34.7 | 55.5 | 26.9 | 34.9 | 40.9 | 80.0 | 52.9 |
| 2001 | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | |
| All students | 95.4 | 96.9 | 99.5 | 100.0 | 91.8 | 97.5 | 100.0 | 87.7 |
| Indigenous students | 80.5 | 78.8 | 85.7 | 84.9 | 77.1 | 106.8 | 79.4 | 73.6 |
| From year 10 to year 12 | | | | | | | | |
| All students | 65.1 | 76.8 | 74.8 | 67.0 | 61.7 | 70.5 | 112.1 | 70.6 |
| Indigenous students | 35.4 | 40.7 | 55.7 | 21.0 | 41.4 | 41.6 | 50.0 | 47.4 |
| 2002 | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | |
| All students | 95.9 | 96.4 | 100.3 | 98.7 | 92.2 | 99.4 | 99.7 | 79.3 |
| Indigenous students | 81.6 | 77.2 | 89.4 | 85.5 | 77.4 | 106.3 | 122.2 | 73.4 |
| From year 10 to year 12 | | | | | | | | |
| All students | 67.4 | 77.5 | 76.5 | 69.7 | 61.9 | 75.3 | 101.0 | 73.1 |
| Indigenous students | 36.8 | 38.6 | 58.9 | 24.3 | 41.7 | 55.9 | 75.6 | 37.7 |
| 2003 | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | |
| All students | 96.0 | 96.2 | 100.5 | 98.6 | 95.8 | 97.4 | 100.0 | 92.5 |
| Indigenous students | 81.0 | 74.2 | 91.2 | 93.2 | 83.4 | 105.3 | 96.1 | 86.5 |
| From year 10 to year 12 | | | | | | | | |
| All students | 68.1 | 77.3 | 76.4 | 64.8 | 61.8 | 76.4 | 101.0 | 78.7 |
| Indigenous students | 36.3 | 43.8 | 59.0 | 25.5 | 32.9 | 52.3 | 88.0 | 51.7 |
| 2004 | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | |
| All students | 95.4 | 95.7 | 99.2 | 98.7 | 95.8 | 98.0 | 102.1 | 91.5 |
| Indigenous students | 79.9 | 78.0 | 87.2 | 87.0 | 79.7 | 104.1 | 108.2 | 85.7 |
| From year 10 to year 12 | | | | | | | | |
| All students | 68.6 | 77.2 | 75.0 | 66.7 | 62.9 | 76.5 | 100.8 | 90.8 |
| Indigenous students | 36.6 | 43.7 | 57.4 | 27.8 | 40.5 | 56.6 | 87.3 | 56.9 |

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

(c) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Table 3A.50 Apparent retention rates of full time secondary students, government schools (per cent) (a)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA (b)</i> | <i>Tas (b) (c)</i> | <i>ACT (b) (c)</i> | <i>NT</i> |
|--|------------|------------|------------|-----------|---------------|--------------------|--------------------|-----------|
|--|------------|------------|------------|-----------|---------------|--------------------|--------------------|-----------|

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS Schools Australia (unpublished); 2006 Report, table 3A.93.

Table 3A.51

Table 3A.51 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA (b)</i> | <i>Tas (b)</i> | <i>(c) ACT (b)</i> | <i>(c) NT</i> |
|-----------------------------|------------|------------|------------|-----------|---------------|----------------|--------------------|---------------|
| 2000 | | | | | | | | |
| From year 7 or 8 to year 10 | | | | | | | | |
| All students | 100.3 | 100.2 | 100.8 | 101.2 | 99.8 | 97.0 | 98.5 | 68.4 |
| Indigenous students | 101.8 | na | na | na | na | na | na | na |
| From year 10 to year 12 | | | | | | | | |
| All students | 81.2 | 88.3 | 87.8 | 80.2 | 84.1 | 71.6 | 65.2 | 43.9 |
| Indigenous students | 51.6 | 65.5 | 72.1 | 34.3 | 62.5 | 43.2 | 46.7 | 18.6 |
| 2001 | | | | | | | | |
| From year 7 or 8 to year 10 | | | | | | | | |
| All students | 100.0 | 100.3 | 101.2 | 102.3 | 101.0 | 99.6 | 98.5 | 71.5 |
| Indigenous students | 109.2 | na | na | na | na | na | 100.0 | na |
| From year 10 to year 12 | | | | | | | | |
| All students | 80.9 | 89.6 | 89.1 | 81.9 | 85.0 | 70.5 | 68.7 | 52.1 |
| Indigenous students | 54.7 | 71.9 | 75.0 | 60.8 | 59.3 | 39.1 | 64.3 | 35.5 |
| 2002 | | | | | | | | |
| From year 7 or 8 to year 10 | | | | | | | | |
| All students | 99.6 | 99.9 | 100.8 | 102.9 | 100.8 | 101.8 | 100.7 | 76.7 |
| Indigenous students | 106.4 | na | na | na | na | na | na | na |
| From year 10 to year 12 | | | | | | | | |
| All students | 82.1 | 91.5 | 89.8 | 82.1 | 86.9 | 74.1 | 75.2 | 49.8 |
| Indigenous students | 49.1 | 63.3 | 65.5 | 54.3 | 61.3 | 100.0 | 100.0 | 50.0 |
| 2003 | | | | | | | | |
| From year 7 or 8 to year 10 | | | | | | | | |
| All students | 99.1 | 100.8 | 101.4 | 103.5 | 102.6 | 102.4 | 98.5 | 72.0 |
| Indigenous students | 92.7 | 80.0 | 113.7 | 98.7 | 84.6 | 109.3 | 76.5 | 27.1 |
| From year 10 to year 12 | | | | | | | | |
| All students | 81.0 | 91.8 | 90.6 | 81.9 | 87.9 | 76.2 | 76.3 | 46.5 |
| Indigenous students | 54.7 | 48.9 | 67.8 | 44.4 | 71.4 | 60.0 | 57.9 | 28.8 |
| 2004 | | | | | | | | |
| From year 7 or 8 to year 10 | | | | | | | | |
| All students | 98.6 | 99.9 | 102.4 | 103.8 | 102.7 | 103.3 | 97.2 | 75.1 |
| Indigenous students | 94.5 | 118.4 | 103.0 | 107.0 | 104.0 | 141.9 | 70.6 | 31.8 |
| From year 10 to year 12 | | | | | | | | |
| All students | 81.3 | 91.9 | 91.5 | 82.4 | 87.7 | 76.0 | 72.6 | 43.1 |
| Indigenous students | 48.1 | 51.1 | 72.5 | 40.1 | 81.1 | 40.0 | 31.3 | 32.2 |

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

(c) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Table 3A.51 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> (b) | <i>Tas</i> (b) (c) | <i>ACT</i> (b) (c) | <i>NT</i> |
|--|------------|------------|------------|-----------|---------------|--------------------|--------------------|-----------|
|--|------------|------------|------------|-----------|---------------|--------------------|--------------------|-----------|

na Not available.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS Schools Australia (unpublished); 2006 Report, table 3A.94.

Table 3A.52

Table 3A.52 Apparent retention rates of full time secondary students, all schools (per cent) (a)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> (b) | <i>Tas</i> (b) | (c) (d) | <i>ACT</i> (d) | <i>NT</i> (b) | <i>Aust</i> |
|----------------------------|------------|------------|------------|-----------|---------------|----------------|---------|----------------|---------------|-------------|
| 2000 | | | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | | | |
| All students | 96.5 | 97.5 | 100.3 | 99.7 | 94.5 | | 96.9 | 98.1 | 80.1 | 97.6 |
| Indigenous students | 80.7 | 85.2 | 92.5 | 85.8 | 74.0 | | 95.3 | 88.1 | 48.6 | 83.0 |
| From year 10 to year 12 | | | | | | | | | | |
| All students | 69.8 | 79.7 | 78.7 | 71.6 | 69.5 | | 71.6 | 88.7 | 62.2 | 74.4 |
| Indigenous students | 39.9 | 37.9 | 58.6 | 28.1 | 37.2 | | 41.2 | 70.0 | 35.7 | 43.8 |
| 2001 | | | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | | | |
| All students | 97.0 | 98.2 | 100.1 | 100.8 | 94.8 | | 96.9 | 99.3 | 81.9 | 98.1 |
| Indigenous students | 83.1 | 83.4 | 91.9 | 89.7 | 78.0 | | 95.3 | 84.1 | 57.7 | 85.7 |
| From year 10 to year 12 | | | | | | | | | | |
| All students | 70.3 | 81.6 | 79.7 | 71.9 | 69.6 | | 71.6 | 93.3 | 64.9 | 75.4 |
| Indigenous students | 37.1 | 44.0 | 59.1 | 26.9 | 42.8 | | 41.2 | 53.8 | 42.9 | 43.6 |
| 2002 | | | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | | | |
| All students | 97.2 | 97.8 | 100.5 | 100.2 | 95.0 | | 100.1 | 100.1 | 78.4 | 98.1 |
| Indigenous students | 83.7 | 81.5 | 93.3 | 89.8 | 77.1 | | 108.3 | 118.3 | 61.3 | 86.4 |
| From year 10 to year 12 | | | | | | | | | | |
| All students | 72.4 | 82.9 | 81.1 | 73.9 | 70.6 | | 75.0 | 89.8 | 66.2 | 77.0 |
| Indigenous students | 38.0 | 40.9 | 60.3 | 29.0 | 43.3 | | 59.7 | 78.8 | 41.1 | 45.8 |
| 2003 | | | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | | | |
| All students | 97.1 | 98.0 | 100.8 | 100.4 | 98.1 | | 98.9 | 99.3 | 85.0 | 98.5 |
| Indigenous students | 82.1 | 74.8 | 94.9 | 94.0 | 83.5 | | 105.8 | 91.2 | 61.0 | 87.2 |
| From year 10 to year 12 | | | | | | | | | | |
| All students | 72.7 | 82.9 | 81.5 | 70.6 | 70.7 | | 76.2 | 90.3 | 68.7 | 76.9 |
| Indigenous students | 38.4 | 44.4 | 60.8 | 29.3 | 36.6 | | 53.1 | 79.7 | 44.3 | 45.7 |
| 2004 | | | | | | | | | | |
| From year 7or 8 to year 10 | | | | | | | | | | |
| All students | 96.6 | 97.3 | 100.3 | 100.5 | 98.2 | | 99.6 | 99.8 | 85.9 | 98.1 |
| Indigenous students | 81.2 | 81.1 | 90.2 | 90.2 | 81.9 | | 107.0 | 98.5 | 68.9 | 85.8 |
| From year 10 to year 12 | | | | | | | | | | |
| All students | 73.2 | 83.0 | 80.8 | 72.4 | 71.6 | | 76.3 | 88.4 | 75.2 | 77.1 |
| Indigenous students | 37.8 | 44.7 | 60.8 | 30.1 | 44.2 | | 54.5 | 74.6 | 49.2 | 45.7 |

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

Table 3A.52 Apparent retention rates of full time secondary students, all schools (per cent) (a)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>(b) Tas</i> | <i>(b) (c) (d) ACT</i> | <i>(d) NT</i> | <i>(b) Aust</i> |
|--|------------|------------|------------|-----------|-----------|----------------|------------------------|---------------|-----------------|
|--|------------|------------|------------|-----------|-----------|----------------|------------------------|---------------|-----------------|

(c) Some student number data for Tasmania have been revised by the Tasmanian Government, resulting in changes to some apparent retention rates, and these revisions may not be reflected in ABS, or other, publications.

(d) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Source: ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS (unpublished); Tasmanian Government (unpublished); 2006 Report, table 3A.95.