

## 4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter of the chapter in the *Report on Government Services 2008* (2008 Report). Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

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

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Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 2005-06 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	553 892	403 253	347 456	167 340	121 736	46 168	26 189	21 707	1 687 741
Targeted	\$'000	146 091	88 743	63 432	34 885	31 814	10 798	4 374	7 575	387 712
Indigenous programs	\$'000	54 576	10 577	44 211	43 581	10 155	3 678	1 119	23 371	191 268
Total recurrent	\$'000	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
Capital	\$'000	205 330	106 417	119 218	65 276	31 017	18 506	11 814	10 494	568 072
Total recurrent and capital	\$'000	959 889	608 990	574 317	311 082	194 722	79 150	43 496	63 147	2 834 793
FTE students (b)	no.	740 997	537 953	454 697	230 142	167 235	61 297	35 262	28 991	2 256 572
\$/FTE student	\$	1 295	1 132	1 263	1 352	1 164	1 291	1 234	2 178	1 256
Non-government schools										
General recurrent	\$'000	1 530 348	1 232 503	925 308	472 970	370 782	100 048	95 004	40 174	4 767 137
Targeted	\$'000	76 292	67 270	31 631	17 322	17 133	3 298	3 046	2 415	218 407
Indigenous programs (c)	\$'000	13 589	2 993	11 133	10 892	2 974	832	508	10 238	53 159
Total recurrent	\$'000	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
Capital	\$'000	86 972	68 530	46 864	25 347	19 786	5 299	5 825	7 043	265 666
Total recurrent and capital	\$'000	1 707 201	1 371 296	1 014 936	526 531	410 675	109 477	104 383	59 870	5 304 369
FTE students (b)	no.	368 689	291 782	199 266	111 193	85 699	22 187	24 459	8 964	1 112 237
\$/FTE student	\$	4 630	4 700	5 093	4 735	4 792	4 934	4 268	6 679	4 769
Joint programs										
Total	\$'000	7 668	5 234	1 951	1 008	1 199	444	1 288	925	19 717
FTE students (b)	no.	1 109 685	829 736	653 962	341 334	252 935	83 484	59 720	37 954	3 368 808
\$/FTE student	\$	7	6	3	3	5	5	22	24	6
All schools										
Total recurrent	\$'000	2 382 456	1 810 573	1 425 122	747 998	555 793	165 266	131 528	106 405	7 325 141
Total recurrent and capital	\$'000	2 674 758	1 985 520	1 591 204	838 621	606 596	189 071	149 167	123 942	8 158 879
FTE students (b)	no.	1 109 685	829 736	653 962	341 334	252 935	83 484	59 720	37 954	3 368 808
\$/FTE student	\$	2 410	2 393	2 433	2 457	2 398	2 265	2 498	3 266	2 422

Table 4A.1

Table 4A.1 **Australian Government specific purpose payments for schools, 2005-06 (a)**

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(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 2005 and 2006.

(c) From 2004-05, the non-government element of the IESIP programme is no longer classified as an SPP, but has been included here for consistency with earlier Reports.

Source: Department of Education, Science and Training (DEST) (unpublished); ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0, Canberra; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0, Canberra; 2008 Report, table 4A.6.

Table 4A.2

Table 4A.2 Indigenous full time students, 2006

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total Indigenous students									
Government schools	no.	36 880	7 205	34 484	18 469	7 155	4 565	11 972	121 626
Non-government schools	no.	4 569	905	5 299	3 650	831	612	2 658	18 755
All schools	no.	41 449	8 110	39 783	22 119	7 986	5 177	14 630	140 381
Total students									
Government schools	no.	739 307	536 117	455 075	230 293	163 848	60 007	28 506	2 248 229
Non-government schools	no.	369 640	293 718	202 041	112 349	86 078	22 447	9 074	1 119 807
All schools	no.	1 108 947	829 835	657 116	342 642	249 926	82 454	37 580	3 368 036
Indigenous students as a proportion of all students									
Government schools	%	5.0	1.3	7.6	8.0	4.4	7.6	42.0	5.4
Non-government schools	%	1.2	0.3	2.6	3.2	1.0	2.7	29.3	1.7
All schools	%	3.7	1.0	6.1	6.5	3.2	6.3	38.9	4.2

Source: ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; 2008 Report, table 4A.19.

Table 4A.3

**Table 4A.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>
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	3.3	3.1	7.0	4.8	3.8	16.0
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 (d)	68.2	65.5	71.0	69.7	68.3	74.7	61.5	77.0
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	3.4	3.1	7.5	4.8	4.2	16.0
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 (d)	67.7	65.4	70.7	68.9	67.5	74.2	60.8	76.9
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 (d)	67.2	65.2	70.2	68.4	66.7	73.9	59.9	76.5
2005								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2
Students with disabilities (b)	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6
Seniority profile (c)	10.4	11.7	11.9	5.6	11.5	10.7	15.8	9.6
Government students as % of all students (d)	66.8	65.0	69.7	67.6	66.0	73.5	59.3	76.4
2006								
LBOTE (a)	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Indigenous students	5.0	1.3	7.6	8.0	4.4	7.6	2.6	42.0
Students with disabilities (b)	5.5	5.2	4.0	3.3	8.8	5.0	4.8	12.6
Seniority profile (c)	10.5	11.6	12.2	12.1	11.7	10.8	16.2	10.4
Government students as % of all students (d)	66.7	64.6	69.3	67.2	65.6	72.8	58.9	75.9

(a) Refer to footnotes for 2008 Report, table 4A.20.

(b) Refer to footnotes for 2008 Report, table 4A.21.

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

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



Table 4A.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 2003, <i>Schools Australia 2002</i> , Cat. no. 4221.0; ABS 2004, <i>Schools Australia 2003</i> , Cat. no. 4221.0; ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; DEST (unpublished); 2008 Report, table 4A.22.							

Table 4A.4

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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	26.7
Students with disabilities (b)	2.6	1.9	1.3	1.3	3.2	1.5	1.1	2.0
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	29.0	30.3	31.7	25.3	38.5	23.0
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	1.4	3.1	1.5	1.3	1.7
Seniority profile (c)	13.7	15.7	18.1	16.4	15.1	14.0	24.9	7.3
Non-government students as % of all students	32.3	34.6	29.3	31.1	32.5	25.8	39.2	23.1
2004								
LBOTE (a)	29.9	31.5	14.6	24.1	20	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	34.8	29.8	31.6	33.3	26.1	40.1	23.5
2005								
LBOTE (a)	29.9	31.5	14.6	24.1	20	9.1	21.4	27.5
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6
2006								
LBOTE (a)	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
Indigenous students	1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3
Students with disabilities (b)	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4
Seniority profile (c)	14.3	15.9	17.4	16.8	15.6	13.0	13.8	8.3
Non-government students as % of all students	33.3	35.4	30.7	32.8	34.4	27.2	41.1	24.1

(a) Refer to footnotes for 2008 Report, table 4A.20.

(b) Refer to footnotes for 2008 Report, table 4A.21.

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

Source: 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; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; DEST (unpublished); 2008 Report, table 4A.23.

Table 4A.5

Table 4A.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>
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	2.7	2.6	5.8	4.0	2.8	12.8
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	2.8	2.6	6.1	4.0	3.0	12.7
Seniority profile (c)	11.6	13.1	13.8	13.2	12.5	11.8	19.5	8.7
2004								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
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	13.1	13.7	13.2	12.5	10.8	14.8	9.5
2005								
LBOTE (a)	25.6	25.3	12.2	18	15.2	5.9	20.9	31.8
Indigenous students	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1
Students with disabilities (b)	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1
Seniority profile (c)	11.6	13.2	13.7	9.2	12.8	11.3	15.1	9.2
2006								
LBOTE (a)	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
Indigenous students	3.7	1.0	6.1	6.5	3.2	6.3	1.9	38.9
Students with disabilities (b)	4.7	4.2	3.3	2.7	6.8	4.1	3.4	10.1
Seniority profile (c)	11.8	13.1	13.8	13.7	13.0	11.4	15.2	9.9

(a) Refer to footnotes for 2008 Report, table 4A.20.

(b) Refer to footnotes for 2008 Report, table 4A.21.

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

Source: 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; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; DEST (unpublished); 2008 Report, table 4A.24.

Table 4A.6

Table 4A.6 **Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
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). 2008 Report, table 4A.29 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 4A.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 2008 Report, section 4.6. Table 4A.9 contains more information.

Source: MCEETYA 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.26.

Table 4A.7

**Table 4A.7 Proportion of year 5 students who achieved the reading 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	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). 2008 Report, table 4A.29 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 4A.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 2008 Report, section 4.6. Table 4A.9 contains more information.

Source: MCEETYA 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.27.

Table 4A.8

**Table 4A.8 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). 2008 Report, table 4A.29 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 4A.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 2008 Report, section 4.6. Table 4A.9 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.

**Table 4A.8 Proportion of year 7 students who achieved the reading 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.28.

Table 4A.9

Table 4A.9 Exemptions, absences and participation of equity groups in reading testing, 2002 (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	0.8	5.2	4.9	4.0	3.9	3.8	4.4	26.0	24.8	25.3	94.8	95.1	96.0
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 2002, 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 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.30.



Table 4A.10

**Table 4A.10 Proportion of year 3 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	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 4A.13. 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.
- (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.

**Table 4A.10 Proportion of year 3 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.31.

Table 4A.11

**Table 4A.11 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)
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	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 (g)	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 4A.13. 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) 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 4A.11 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.32.

Table 4A.12

**Table 4A.12 Proportion of year 7 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	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 4A.13. 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.

**Table 4A.12 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				

(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.

Source: MCEETYA 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.33.

Table 4A.13

Table 4A.13 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			
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/categories, 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 2002, 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.35.

Table 4A.14

**Table 4A.14 Proportion of year 3 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	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 4A.17. 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2008 Report, table 4A.36.



Table 4A.15

**Table 4A.15 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 4A.17. 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.37.

Table 4A.16

**Table 4A.16 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)
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 4A.17. 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.

**Table 4A.16 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)

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

(i) a lower proportion of 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 NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.38.

Table 4A.17

**Table 4A.17 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 (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			
							LBOTE students (b)			Assessed students					
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 2002, 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 2005a, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.40.

Table 4A.18

**Table 4A.18 Proportion of year 3 students who achieved the reading 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)
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 4A.21. 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 and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.41.

Table 4A.19

**Table 4A.19 Proportion of year 5 students who achieved the reading 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)
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 4A.21. 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.42.

Table 4A.20

**Table 4A.20 Proportion of year 7 students who achieved the reading 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)
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	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 4A.21. 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.43.

Table 4A.21

Table 4A.21 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			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
				absent or withdrawn (a)			Indigenous students (b)			LBO TE students (b)					
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	94.3
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 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.46.



Table 4A.22

**Table 4A.22 Proportion of year 3 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)
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	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 4A.25. 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.47.

Table 4A.23

**Table 4A.23 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)
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	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	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 4A.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.

Source: MCEETYA 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.48.

Table 4A.24

**Table 4A.24 Proportion of year 7 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)
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	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	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 4A.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.

Source: MCEETYA 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.49.

Table 4A.25

Table 4A.25 Exemptions, absences and participation by equity group in writing testing, 2003 (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	1.3	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 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.52.

Table 4A.26

**Table 4A.26 Proportion of year 3 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)
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 4A.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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.53.

Table 4A.27

**Table 4A.27 Proportion of year 5 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)
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 4A.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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.54.

Table 4A.28

**Table 4A.28 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)
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	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 4A.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) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

**Table 4A.28 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)

(i) a lower proportion of 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 NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source: MCEETYA 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.55.



Table 4A.29

Table 4A.29 Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students									
							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	1.1	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 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 2005b, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.58.

Table 4A.30

**Table 4A.30 Proportion of year 3 students who achieved the reading benchmark, 2004 (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	92.2 ± 1.8	90.6 ± 2.1	93.9 ± 1.4	80.4 ± 4.4	91.7 ± 1.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	90.5 ± 1.9	88.2 ± 2.3	92.8 ± 1.6	76.6 ± 5.2	86.7 ± 2.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	97.0 ± 0.5	96.3 ± 0.6	97.7 ± 0.4	94.6 ± 1.3	94.2 ± 0.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	95.6 ± 1.4	94.8 ± 1.7	96.4 ± 1.3	84.1 ± 5.0	95.0 ± 1.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.9 ± 1.7	88.9 ± 2.0	92.9 ± 1.5	73.3 ± 6.4	89.4 ± 2.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	96.5 ± 0.7	95.8 ± 0.9	97.1 ± 0.7	93.7 ± 3.0	91.5 ± 2.5
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.2 ± 0.9	94.0 ± 1.4	96.4 ± 0.8	94.6 ± 5.3	88.1 ± 1.8
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	76.0 ± 3.0	73.7 ± 3.7	78.4 ± 3.2	44.7 ± 4.9	46.9 ± 4.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.5	91.5 ± 1.8	94.6 ± 1.2	82.9 ± 3.6	90.0 ± 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).

(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 4A.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.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.59.

Table 4A.31

**Table 4A.31 Proportion of year 5 students who achieved the reading benchmark, 2004 (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	90.9 ± 1.0	88.6 ± 1.2	93.3 ± 0.8	75.7 ± 2.8	89.3 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	87.6 ± 2.1	85.3 ± 2.4	89.9 ± 1.8	71.4 ± 5.6	83.1 ± 2.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	83.4 ± 2.3	81.4 ± 2.5	85.6 ± 2.1	65.0 ± 4.2	80.1 ± 2.8
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.7 ± 1.0	92.4 ± 1.2	95.0 ± 0.9	74.2 ± 3.9	91.7 ± 1.8
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.2	87.8 ± 1.5	92.2 ± 1.1	60.3 ± 5.2	86.6 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	94.0 ± 1.0	92.9 ± 1.3	95.2 ± 0.9	88.1 ± 3.9	88.3 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	96.5 ± 0.6	95.6 ± 0.9	97.3 ± 0.7	86.7 ± 7.0	92.0 ± 2.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	77.2 ± 2.5	74.1 ± 3.3	80.5 ± 2.9	47.1 ± 4.5	44.8 ± 4.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	88.7 ± 1.6	86.6 ± 1.8	90.9 ± 1.4	69.4 ± 3.8	86.2 ± 1.9

(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 4A.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.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.60.

Table 4A.32

**Table 4A.32 Proportion of year 7 students who achieved the reading benchmark, 2004 (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	88.1 ± 0.8	85.7 ± 0.9	90.6 ± 0.7	68.5 ± 2.1	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	93.1 ± 0.5	91.5 ± 0.6	94.8 ± 0.5	77.0 ± 4.1	89.8 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	94.5 ± 0.7	93.1 ± 0.8	95.9 ± 0.6	85.5 ± 2.1	92.0 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.1	86.6 ± 1.4	91.4 ± 1.1	57.6 ± 3.9	84.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.5 ± 0.6	91.0 ± 0.8	94.0 ± 0.6	69.2 ± 4.2	89.1 ± 1.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.9 ± 1.0	85.7 ± 1.5	92.2 ± 1.1	75.7 ± 5.7	80.1 ± 5.3
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	95.0 ± 0.7	93.4 ± 1.1	96.7 ± 0.9	81.6 ± 7.8	85.0 ± 4.9
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	73.9 ± 1.9	72.1 ± 2.7	75.7 ± 2.7	38.8 ± 4.3	39.7 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	91.0 ± 0.7	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 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).

(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 4A.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.

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.61.

Table 4A.33

Table 4A.33 Exemptions, absences and participation by equity group in reading testing, 2004 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			Assessed students			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
				absent or withdrawn (a)			Indigenous students (b)			LBO TE students (b)			All students		
NSW	1.2	1.1	1.0	4.8	4.5	4.1	4.2	4.1	4.9	27.3	26.1	25.6	95.2	95.5	95.9
Victoria	2.5	2.4	1.0	6.8	6.5	7.7	0.8	0.9	1.0	18.1	18.8	18.5	93.2	93.5	92.3
Queensland	2.0	2.0	1.7	2.6	2.5	2.5	6.3	6.3	6.1	7.0	6.6	6.1	97.2	97.2	97.0
WA	0.5	0.4	0.5	7.4	7.0	7.1	5.3	5.1	4.9	9.6	10.0	9.9	92.6	93.1	92.9
SA	2.8	2.7	2.5	3.6	3.1	3.9	3.0	2.7	2.9	11.5	11.6	11.3	96.4	96.9	96.1
Tasmania	1.0	0.8	0.5	4.5	4.8	6.9	6.1	6.4	5.8	4.1	3.8	3.7	95.5	95.2	93.1
ACT	2.1	1.8	1.3	6.0	4.7	5.9	1.7	1.8	1.6	12.5	11.5	4.6	94.0	95.3	94.1
NT (c)	0.3	0.3	0.5	12.5	9.8	12.0	23.5	27.7	27.9	21.1	21.9	24.0	81.1	85.7	88.9
Aust	1.7	1.6	1.2	5.1	4.8	5.1	4.1	4.1	4.3	17.2	16.9	16.3	94.8	95.1	94.8

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/categories, 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 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.64.

Table 4A.34

**Table 4A.34 Proportion of year 3 students who achieved the writing benchmark, 2004 (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	95.8 ± 0.8	94.5 ± 1.1	97.1 ± 0.6	86.9 ± 2.7	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	97.1 ± 0.1	96.3 ± 0.2	98.1 ± 0.1	93.5 ± 1.2	94.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.4 ± 3.2	85.1 ± 3.9	92.0 ± 2.5	75.0 ± 5.7	87.0 ± 3.2
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	85.5 ± 2.9	81.9 ± 3.4	89.3 ± 2.5	56.9 ± 5.4	84.5 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.0 ± 2.3	87.1 ± 2.7	93.0 ± 1.9	62.1 ± 6.0	86.4 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.4 ± 1.5	88.3 ± 2.0	94.7 ± 1.4	86.2 ± 3.9	89.5 ± 3.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.5 ± 0.9	94.6 ± 1.3	96.5 ± 0.9	95.9 ± 4.6	88.4 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	83.8 ± 2.5	81.7 ± 3.7	86.1 ± 2.6	56.7 ± 5.3	58.5 ± 5.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.9 ± 1.5	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 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).

(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 4A.37. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.65.

Table 4A.35

**Table 4A.35 Proportion of year 5 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)**

<i>Average age (d)</i> 2 Years of schooling (e)	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	95.9 ± 1.4	94.6 ± 1.9	97.3 ± 1.0	87.4 ± 4.2	94.9 ± 1.4
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.4 ± 0.7	91.1 ± 0.9	95.9 ± 0.5	82.2 ± 4.2	92.3 ± 0.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	97.1 ± 0.4	96.2 ± 0.5	98.1 ± 0.2	92.6 ± 1.4	94.3 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.4 ± 1.9	83.5 ± 2.4	91.4 ± 1.5	59.2 ± 4.6	86.0 ± 2.3
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 1.4	90.3 ± 1.8	95.3 ± 1.1	69.7 ± 5.8	90.1 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	91.6 ± 1.6	88.6 ± 2.2	94.9 ± 1.4	83.0 ± 4.7	86.6 ± 4.4
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.8 ± 2.4	90.8 ± 3.3	94.7 ± 1.9	78.7 ± 9.4	88.1 ± 3.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	81.1 ± 1.9	77.8 ± 2.8	84.4 ± 2.2	49.5 ± 4.2	47.1 ± 4.3
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.2 ± 1.1	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 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).

(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 4A.37. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.66.

Table 4A.36

**Table 4A.36 Proportion of year 7 students who achieved the writing benchmark, 2004 (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	93.7 ± 2.0	91.8 ± 2.5	95.8 ± 1.5	81.8 ± 4.9	93.2 ± 2.3
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	96.0 ± 0.7	94.2 ± 1.1	97.9 ± 0.4	87.1 ± 3.4	95.7 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	97.3 ± 0.4	96.4 ± 0.6	98.3 ± 0.2	92.3 ± 1.7	95.4 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	86.6 ± 1.4	81.8 ± 1.9	91.7 ± 1.2	58.2 ± 3.9	84.2 ± 2.2
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.0 ± 2.1	84.1 ± 2.7	92.1 ± 1.7	59.4 ± 6.3	85.7 ± 2.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.9	80.2 ± 2.6	92.7 ± 1.5	75.2 ± 6.2	82.6 ± 6.5
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	93.1 ± 2.1	90.4 ± 3.0	96.0 ± 1.4	79.7 ± 9.4	81.2 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	79.4 ± 1.9	76.3 ± 2.6	82.7 ± 2.5	42.4 ± 4.2	43.0 ± 4.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	93.6 ± 1.3	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 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).

(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 4A.37. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.67.



Table 4A.37

Table 4A.37 Exemptions, absences and participation by equity group in writing testing, 2004 (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)			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	
NSW	1.1	1.0	0.7	5.3	4.9	4.0	4.2	4.4	4.9	26.6	25.7	25.6	94.7	95.1	96.0	
Victoria	2.5	2.4	1.0	7.1	7.0	8.2	0.8	0.9	1.0	18.0	18.7	18.4	92.9	93.0	91.8	
Queensland	2.0	2.0	1.7	2.7	2.6	2.7	6.3	6.3	6.1	7.0	6.6	6.1	97.1	97.1	96.9	
WA	0.5	0.4	0.5	8.4	7.9	7.9	5.0	4.9	4.7	9.4	9.8	9.7	91.6	92.1	92.2	
SA	2.7	2.7	2.5	3.7	3.4	4.0	2.6	2.7	2.9	11.4	11.6	11.3	96.3	96.6	96.0	
Tasmania	1.0	0.8	0.6	5.8	6.0	8.8	6.0	6.1	5.4	4.0	3.7	3.6	94.2	94.0	91.2	
ACT	2.0	1.8	1.3	6.0	5.6	6.5	1.7	1.8	1.6	12.5	11.4	4.6	94.0	94.4	93.5	
NT (c)	0.3	0.3	0.5	19.8	14.0	16.4	17.5	24.2	24.0	15.8	18.6	20.5	73.9	81.8	84.8	
Aust	1.7	1.6	1.1	5.6	5.3	5.4	3.9	4.1	4.2	16.8	16.6	16.2	94.3	94.6	94.5	

(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 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.70.

Table 4A.38

**Table 4A.38 Proportion of year 3 students who achieved the numeracy benchmark, 2004 (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	95.8 ± 0.8	95.4 ± 0.8	96.2 ± 0.7	89.5 ± 2.4	94.7 ± 0.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.0 ± 0.5	95.4 ± 0.4	96.6 ± 0.6	88.2 ± 2.5	92.8 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.5 ± 1.9	90.6 ± 1.7	90.5 ± 2.1	74.3 ± 4.2	87.2 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	89.9 ± 2.6	89.5 ± 2.6	90.3 ± 2.8	68.1 ± 6.8	88.7 ± 2.9
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.5 ± 1.8	90.6 ± 1.8	92.4 ± 1.9	68.0 ± 6.4	87.5 ± 2.4
1. 8 years, 8 months					
2. 3 years, 6 months					
Tasmania	93.7 ± 1.4	93.0 ± 1.7	94.5 ± 1.4	89.1 ± 4.4	87.4 ± 4.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.3 ± 1.2	94.9 ± 1.6	95.8 ± 1.3	91.8 ± 7.7	88.3 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	88.0 ± 2.5	88.0 ± 2.8	88.0 ± 2.8	69.0 ± 5.7	69.4 ± 5.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.7 ± 1.2	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 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).

(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 4A.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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.71.

Table 4A.39

**Table 4A.39 Proportion of year 5 students who achieved the numeracy benchmark, 2004 (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	92.2 ± 1.2	91.9 ± 1.1	92.5 ± 1.3	77.0 ± 3.6	91.0 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	85.8 ± 3.4	92.4 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	89.3 ± 1.6	89.3 ± 1.5	89.2 ± 1.7	71.7 ± 3.6	86.2 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.1 ± 1.6	86.9 ± 1.7	87.3 ± 1.6	56.6 ± 4.2	82.8 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.3	89.6 ± 1.3	90.5 ± 1.4	62.4 ± 5.4	87.6 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.2 ± 1.5	89.2 ± 1.7	89.2 ± 1.8	81.9 ± 5.0	82.0 ± 5.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.1 ± 1.2	91.6 ± 1.5	92.6 ± 1.5	72.0 ± 10.6	85.3 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	71.5 ± 2.5	70.5 ± 3.0	72.6 ± 3.1	38.8 ± 3.8	36.5 ± 4.0
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	91.2 ± 1.2	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 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 4A.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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.72.

Table 4A.40

**Table 4A.40 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)**

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (g) 1. 12yrs 6mths 2. 7yrs 4mths	76.1 ± 0.9	75.5 ± 1.0	76.8 ± 1.0	46.6 ± 2.1	75.8 ± 1.1
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	85.8 ± 0.7	86.1 ± 0.7	85.5 ± 0.8	62.9 ± 4.5	82.0 ± 1.1
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	84.6 ± 0.6	84.9 ± 0.6	84.3 ± 0.7	60.6 ± 2.1	82.3 ± 1.3
WA 1. 12yrs 2mths 2. 6yrs 7mths	84.6 ± 0.8	83.7 ± 1.0	85.6 ± 0.8	47.8 ± 2.8	79.4 ± 1.7
SA 1. 12yrs 6mths 2. 7yrs 3mths	87.3 ± 1.0	87.6 ± 1.2	87.1 ± 1.1	59.1 ± 5.6	84.6 ± 1.9
Tasmania 1. 13yrs 1mths 2. 7yrs 7mths	80.9 ± 1.3	79.1 ± 1.7	82.6 ± 1.6	67.9 ± 5.0	70.6 ± 6.1
ACT 1. 12yrs 10mths 2. 7yrs 6mths	87.7 ± 1.1	87.0 ± 1.6	88.5 ± 1.5	65.0 ± 10.8	76.3 ± 5.7
NT 1. 12yrs 8mths 2. 7yrs 3mths	66.1 ± 2.1	66.6 ± 3.0	65.5 ± 2.7	26.8 ± 3.7	30.9 ± 4.0
Australia	82.1 ± 0.8	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 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 4A.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 and students with a LBOTE varied across jurisdictions.

**Table 4A.40 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (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) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of 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.

The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source: MCEETYA 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.73.

Table 4A.41

**Table 4A.41 Exemptions, absences and participation by equity group in numeracy testing, 2004 (per cent)**

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students												
	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	Year 3	Year 5	Year 7	
NSW	1.2	1.1	0.6	4.8	4.5	5.8	4.2	4.1	4.4	27.3	26.1	25.1	95.2	95.5	94.2				
Victoria	2.5	2.4	1.0	6.5	6.4	7.6	0.8	0.9	1.0	18.1	18.8	18.5	93.5	93.6	92.4				
Queensland	2.0	2.0	1.7	2.0	1.8	1.9	6.4	6.5	6.3	7.1	6.7	6.2	97.8	98.0	97.7				
WA	0.5	0.4	0.5	6.9	6.5	6.8	5.6	5.3	5.1	9.7	10.1	10.0	93.1	93.5	93.3				
SA	2.5	2.7	2.5	4.2	3.8	4.6	2.9	2.5	2.7	11.4	11.4	11.1	95.8	96.2	95.4				
Tasmania	1.0	0.8	0.5	4.2	4.3	6.8	6.2	6.4	5.5	4.1	3.9	3.8	95.8	95.7	93.2				
ACT	2.0	1.8	1.3	4.6	3.8	5.5	1.8	1.9	1.6	12.7	11.7	4.8	95.4	96.2	94.5				
NT (c)	0.3	0.3	0.3	8.4	6.9	9.5	27.4	30.6	30.2	24.7	24.4	26.0	85.1	88.6	91.4				
Aust	1.7	1.6	1.1	4.8	4.6	5.5	4.2	4.1	4.1	17.3	16.9	16.2	95.0	95.3	94.4				

(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 2006a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.76.

Table 4A.42

**Table 4A.42 Proportion of year 3 students who achieved the reading benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	93.3 ± 1.6	92.0 ± 1.8	94.7 ± 1.3	81.8 ± 3.9	92.7 ± 1.5
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	91.7 ± 1.9	90.0 ± 2.3	93.7 ± 1.6	83.6 ± 5.1	93.3 ± 2.2
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	93.7 ± 1.2	92.1 ± 1.5	95.5 ± 1.0	83.2 ± 3.9	91.2 ± 1.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	93.6 ± 1.7	92.3 ± 2.0	95.0 ± 1.5	73.8 ± 6.6	91.4 ± 2.4
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	91.1 ± 1.6	89.2 ± 1.8	93.1 ± 1.4	71.0 ± 4.8	93.8 ± 2.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	94.9 ± 1.5	93.5 ± 1.9	96.3 ± 1.3	87.4 ± 5.0	93.5 ± 2.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	96.3 ± 0.8	95.2 ± 1.1	97.4 ± 0.7	95.3 ± 4.5	93.6 ± 1.3
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	70.4 ± 2.7	67.3 ± 3.5	73.6 ± 3.1	40.1 ± 4.4	41.5 ± 4.4
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.7 ± 1.6	91.2 ± 1.9	94.4 ± 1.3	78.0 ± 4.3	92.0 ± 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).

(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 4A.45. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.77.

Table 4A.43

**Table 4A.43 Proportion of year 5 students who achieved the reading benchmark, 2005 (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	89.7 ± 1.6	87.9 ± 1.8	91.5 ± 1.5	72.3 ± 3.5	87.2 ± 1.9
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	88.7 ± 1.8	86.4 ± 2.0	91.2 ± 1.6	73.7 ± 5.5	89.3 ± 2.1
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	79.7 ± 2.4	75.7 ± 2.6	83.9 ± 2.1	52.2 ± 4.2	74.8 ± 2.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	91.6 ± 1.5	89.6 ± 1.8	93.7 ± 1.3	64.7 ± 4.8	89.3 ± 2.0
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	89.0 ± 1.2	86.7 ± 1.5	91.4 ± 1.1	63.9 ± 4.7	87.1 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.8 ± 1.1	90.9 ± 1.5	94.9 ± 1.0	87.3 ± 3.7	87.3 ± 3.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	94.9 ± 0.8	93.8 ± 1.2	96.2 ± 0.9	85.2 ± 6.5	92.9 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	73.1 ± 2.0	71.2 ± 2.6	75.2 ± 2.5	40.7 ± 3.7	40.0 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	87.5 ± 1.8	85.1 ± 2.0	90.1 ± 1.6	62.8 ± 4.1	86.2 ± 2.1

(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 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 4A.45. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.78.



Table 4A.44

**Table 4A.44 Proportion of year 7 students who achieved the reading benchmark, 2005 (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	88.1 ± 0.8	85.4 ± 0.9	91.0 ± 0.8	69.4 ± 2.2	86.8 ± 1.1
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	95.1 ± 0.5	93.8 ± 0.6	96.5 ± 0.4	85.0 ± 3.3	94.3 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	88.1 ± 1.1	85.6 ± 1.3	90.9 ± 0.9	64.9 ± 2.9	83.2 ± 1.7
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.6 ± 0.8	83.3 ± 1.0	88.0 ± 0.9	46.8 ± 3.0	81.4 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	93.8 ± 0.6	92.4 ± 0.8	95.2 ± 0.7	69.4 ± 4.7	90.5 ± 1.5
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.3 ± 0.9	85.4 ± 1.3	91.2 ± 1.2	78.0 ± 4.2	80.0 ± 4.6
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	93.5 ± 0.8	92.4 ± 1.3	94.7 ± 0.9	76.9 ± 10.6	89.0 ± 2.4
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	71.6 ± 1.9	66.7 ± 2.8	76.5 ± 2.6	36.8 ± 3.4	36.0 ± 3.5
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.8 ± 0.8	87.6 ± 1.0	92.2 ± 0.8	63.8 ± 2.9	87.9 ± 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).

(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 4A.45. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.79.

Table 4A.45

Table 4A.45 Exemptions, absences and participation by equity group in reading testing, 2005 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			Assessed 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	1.0	0.9	0.7	5.5	5.0	4.4	4.1	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6
Victoria	2.3	2.0	0.9	8.5	8.0	8.4	0.9	0.9	0.8	22.7	22.0	21.5	91.5	92.0	91.6
Queensland	2.0	1.9	2.0	3.3	3.0	3.2	6.4	6.5	6.1	7.1	6.8	6.4	96.7	96.9	96.8
WA	0.7	0.7	0.6	7.2	6.8	4.2	5.6	5.1	5.5	8.5	9.5	8.7	92.8	93.2	95.8
SA	3.3	2.7	2.7	2.7	2.5	2.8	3.0	2.9	3.1	11.1	11.2	11.1	97.3	97.5	97.2
Tasmania	0.8	1.0	0.7	4.6	4.7	7.0	5.5	6.5	6.0	4.9	4.5	4.0	95.4	95.3	93.0
ACT	2.2	2.2	1.4	6.7	5.1	8.2	1.8	2.2	1.7	19.8	15.8	11.7	93.3	94.9	91.8
NT (c)	0.7	1.2	0.8	12.5	10.3	10.1	27.8	29.9	28.8	24.0	26.4	24.0	84.8	88.5	86.6
Aust	1.7	1.5	1.2	5.8	5.4	5.2	4.1	4.2	4.3	18.9	17.8	17.3	94.2	94.1	94.8

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/categories, 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* (unpublished); 2008 Report, table 4A.82.

Table 4A.46

**Table 4A.46 Proportion of year 3 students who achieved the writing benchmark, 2005 (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	93.6 ± 1.9	91.7 ± 2.3	95.6 ± 1.4	80.6 ± 4.9	92.5 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	97.5 ± 0.1	97.1 ± 0.1	98.2 ± 0.0	98.6 ± 0.4	99.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	89.3 ± 2.6	85.7 ± 3.3	93.1 ± 2.0	74.6 ± 5.0	88.4 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	86.8 ± 1.6	82.9 ± 2.0	91.1 ± 1.3	56.1 ± 4.4	84.6 ± 2.5
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	91.8 ± 2.7	89.5 ± 3.2	94.3 ± 2.3	71.7 ± 6.8	94.9 ± 3.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.9 ± 1.4	88.8 ± 1.9	95.2 ± 1.1	85.5 ± 5.1	91.9 ± 2.7
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.0 ± 1.4	91.8 ± 2.0	96.3 ± 1.0	87.6 ± 11.3	92.0 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	73.5 ± 2.6	70.2 ± 3.4	77.0 ± 3.0	40.3 ± 4.3	40.4 ± 4.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.8 ± 1.6	90.7 ± 2.0	95.1 ± 1.3	74.0 ± 4.7	93.4 ± 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).

(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 4A.49. 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 and students with a LBOTE varied across jurisdictions.

(g) Victoria has advised that the increase in 2005 (and in 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2007a) p.6 for further information.

**Table 4A.46 Proportion of year 3 students who achieved the writing benchmark, 2005 (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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.83.

Table 4A.47

**Table 4A.47 Proportion of year 5 students who achieved the writing benchmark, 2005 (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	94.3 ± 1.9	92.6 ± 2.4	96.0 ± 1.4	81.5 ± 5.5	93.0 ± 1.9
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	97.4 ± 0.1	96.7 ± 0.1	98.4 ± 0.1	95.8 ± 1.6	99.0 ± 0.1
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	92.0 ± 1.5	89.3 ± 1.9	94.8 ± 1.1	79.0 ± 3.4	88.9 ± 1.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.8 ± 1.7	83.1 ± 2.2	90.6 ± 1.3	56.4 ± 4.0	85.7 ± 2.0
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.1 ± 1.4	89.8 ± 1.8	94.6 ± 1.1	73.2 ± 4.8	93.7 ± 1.8
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	90.1 ± 1.4	86.4 ± 1.9	94.0 ± 1.3	82.0 ± 4.3	87.0 ± 2.9
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.6 ± 2.3	90.5 ± 2.9	94.9 ± 1.9	80.4 ± 9.9	91.0 ± 3.1
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	72.4 ± 2.3	69.4 ± 3.2	75.8 ± 2.5	36.1 ± 3.7	35.5 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	93.3 ± 1.3	91.3 ± 1.7	95.4 ± 1.0	74.3 ± 4.3	93.1 ± 1.4

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

(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 4A.49. 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 and students with a LBOTE varied across jurisdictions.

(g) Victoria has advised that the increase in 2005 (and in 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2007a) p.15 for further information.

**Table 4A.47 Proportion of year 5 students who achieved the writing benchmark, 2005 (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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.84.

Table 4A.48

**Table 4A.48 Proportion of year 7 students who achieved the writing benchmark, 2005 (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	92.1 ± 2.2	89.3 ± 2.9	95.0 ± 1.6	75.3 ± 5.6	92.1 ± 2.4
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	94.7 ± 0.5	92.1 ± 0.8	97.4 ± 0.3	83.9 ± 3.6	95.7 ± 0.6
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	95.0 ± 0.6	93.1 ± 0.9	97.1 ± 0.4	83.8 ± 2.1	92.1 ± 0.9
1. 12yrs 8mths					
2. 6yrs 8mths					
WA	87.7 ± 1.6	83.7 ± 2.0	91.9 ± 1.2	56.7 ± 4.9	86.3 ± 2.1
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.7 ± 2.9	84.1 ± 3.6	91.5 ± 2.2	60.3 ± 6.3	85.8 ± 3.2
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	83.6 ± 2.2	77.4 ± 2.9	89.8 ± 1.8	74.6 ± 5.5	76.5 ± 5.2
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	92.1 ± 2.7	89.5 ± 3.6	94.9 ± 2.0	78.9 ± 12.7	89.6 ± 4.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	72.6 ± 2.0	67.3 ± 2.9	78.0 ± 2.6	34.6 ± 3.6	32.2 ± 3.9
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.2 ± 1.5	89.3 ± 2.0	95.2 ± 1.1	72.3 ± 4.3	91.6 ± 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).

(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 4A.49. 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 and students with a LBOTE varied across jurisdictions.

(g) Victoria has advised that the increase in 2005 (and in 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2007a) p.24 for further information.

**Table 4A.48 Proportion of year 7 students who achieved the writing benchmark, 2005 (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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.85.



Table 4A.49

Table 4A.49 Exemptions, absences and participation by equity group in writing testing, 2005 (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	1.0	0.9	0.7	5.5	5.0	4.4	4.2	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6	
Victoria	2.2	2.0	0.9	8.8	8.4	8.7	0.9	0.8	0.8	22.6	22.0	21.4	91.3	91.6	91.3	
Queensland	2.0	1.9	2.0	3.3	3.1	3.2	6.4	6.5	6.1	7.1	6.8	6.3	96.7	96.9	96.7	
WA	0.7	0.7	0.6	8.1	7.4	8.5	5.4	5.0	4.6	8.4	9.4	8.3	91.9	92.6	91.5	
SA	3.2	2.7	2.7	2.7	2.7	3.1	2.7	3.0	3.1	11.0	11.2	11.1	97.3	97.3	96.9	
Tasmania	0.8	1.0	0.7	5.0	5.8	8.3	5.4	6.4	5.9	4.9	4.5	3.9	95.0	94.2	91.7	
ACT	2.2	2.2	1.4	7.3	5.5	7.9	1.8	2.2	1.6	19.6	19.0	13.7	92.7	94.5	92.1	
NT (c)	0.8	1.2	0.7	9.5	9.2	9.7	28.3	28.8	28.1	24.2	25.3	23.6	85.1	86.8	85.1	
Aust	1.7	1.5	1.2	5.9	5.6	5.8	4.1	4.2	4.2	18.8	17.8	17.3	94.1	94.4	94.3	

(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 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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* (Unpublished); 2008 Report, table 4A.88.

Table 4A.50

**Table 4A.50 Proportion of year 3 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.4 ± 0.9	94.9 ± 1.0	95.9 ± 0.9	87.6 ± 2.6	94.2 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.5 ± 0.6	95.1 ± 0.6	96.1 ± 0.6	91.8 ± 3.0	97.3 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	92.7 ± 1.4	92.1 ± 1.4	93.4 ± 1.5	78.9 ± 3.9	89.5 ± 1.8
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.2 ± 2.0	89.6 ± 2.1	91.0 ± 2.1	64.8 ± 5.7	86.6 ± 3.0
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	92.6 ± 0.9	91.7 ± 0.9	93.4 ± 1.0	74.5 ± 4.1	95.4 ± 1.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.2 ± 2.0	90.0 ± 2.2	92.5 ± 2.0	82.4 ± 5.1	86.8 ± 4.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.6 ± 1.2	93.5 ± 1.4	95.7 ± 1.2	92.8 ± 6.5	91.8 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	86.2 ± 2.5	85.5 ± 2.9	87.2 ± 2.8	68.0 ± 5.6	66.7 ± 5.5
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	94.1 ± 1.1	93.5 ± 1.1	94.7 ± 1.1	80.4 ± 3.8	94.0 ± 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).

(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 4A.53. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.89.

Table 4A.51

**Table 4A.51 Proportion of year 5 students who achieved the numeracy benchmark, 2005 (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	91.7 ± 1.1	91.1 ± 1.1	92.3 ± 1.1	75.4 ± 3.1	90.1 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	95.4 ± 0.7	94.8 ± 0.7	96.1 ± 0.7	89.5 ± 3.3	96.3 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	88.1 ± 1.9	88.0 ± 1.9	88.4 ± 2.0	65.8 ± 4.3	84.0 ± 2.3
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	85.9 ± 1.8	86.4 ± 1.8	85.4 ± 2.0	51.6 ± 4.7	83.4 ± 2.4
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.1 ± 1.3	90.5 ± 1.3	89.7 ± 1.5	69.8 ± 5.2	89.1 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.1 ± 1.5	89.1 ± 1.6	89.1 ± 1.7	78.7 ± 4.8	84.0 ± 3.7
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	93.2 ± 1.2	92.9 ± 1.4	93.4 ± 1.5	81.4 ± 8.2	91.7 ± 1.9
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	69.6 ± 2.4	69.8 ± 2.9	69.4 ± 2.9	35.1 ± 3.6	35.2 ± 3.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.8 ± 1.3	90.5 ± 1.3	91.2 ± 1.4	66.5 ± 3.9	90.0 ± 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 4A.53. 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 and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.90.

Table 4A.52

**Table 4A.52 Proportion of year 7 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (g) 1. 12yrs 6mths 2. 7yrs 4mths	75.8 ± 1.1	75.7 ± 1.2	75.9 ± 1.2	44.5 ± 2.3	75.2 ± 1.2
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	86.9 ± 0.6	86.6 ± 0.6	87.3 ± 0.8	66.5 ± 4.5	85.9 ± 0.9
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	83.2 ± 0.6	82.7 ± 0.7	83.9 ± 0.7	54.5 ± 2.4	79.8 ± 1.6
WA 1. 12yrs 2mths 2. 6yrs 7mths	84.3 ± 0.8	84.9 ± 0.8	83.6 ± 1.0	46.8 ± 2.9	81.8 ± 1.6
SA 1. 12yrs 6mths 2. 7yrs 3mths	85.7 ± 1.2	86.6 ± 1.2	84.9 ± 1.3	55.8 ± 5.3	82.5 ± 1.9
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	80.5 ± 1.2	80.4 ± 1.6	80.5 ± 1.7	66.4 ± 4.9	75.4 ± 5.8
ACT 1. 12yrs 10mths 2. 7yrs 6mths	88.1 ± 1.2	88.0 ± 1.5	88.3 ± 1.8	62.6 ± 11.4	84.4 ± 2.6
NT 1. 12yrs 8mths 2. 7yrs 3mths	64.8 ± 2.0	62.7 ± 2.8	66.9 ± 2.6	24.9 ± 3.3	24.8 ± 3.2
Australia	81.8 ± 0.9	81.6 ± 0.9	82.0 ± 1.0	48.8 ± 2.9	78.8 ± 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 4A.53. 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 and students with a LBOTE varied across jurisdictions.

**Table 4A.52 Proportion of year 7 students who achieved the numeracy benchmark, 2005 (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) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of 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.

The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2008 Report, table 4A.91.

Table 4A.53

Table 4A.53 Exemptions, absences and participation by equity group in numeracy testing, 2005 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students											
	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	Year 3	Year 5	Year 7
NSW	1.0	0.9	0.7	5.5	5.0	5.6	4.2	4.3	4.3	4.3	4.3	27.6	26.3	25.9	94.5	95.0	94.4	
Victoria	2.2	2.0	0.9	8.0	7.6	8.3	0.9	0.9	0.8	0.8	0.8	22.8	22.1	21.4	92.0	92.4	91.7	
Queensland	2.0	2.0	2.0	2.9	2.7	2.9	6.5	6.6	6.1	6.1	7.1	8.6	9.6	8.6	97.1	97.2	97.1	
WA	0.7	0.7	0.6	6.7	5.9	5.7	5.9	5.4	5.2	5.2	8.6	8.6	9.6	8.6	93.3	94.1	94.3	
SA	3.2	2.8	2.7	2.7	2.5	2.8	3.0	2.9	2.8	2.8	11.1	11.2	11.2	11.1	97.3	97.5	97.2	
Tasmania	0.8	1.0	0.7	3.9	4.3	6.3	5.6	6.6	6.1	6.1	4.9	4.5	4.5	3.9	96.1	95.7	93.7	
ACT	2.3	2.2	1.4	4.8	4.5	7.3	1.9	2.1	1.6	1.6	20.0	19.1	13.9	13.9	95.2	95.5	92.7	
NT (c)	0.7	1.2	0.7	9.7	9.1	9.0	31.0	31.1	29.7	29.7	26.7	27.6	24.7	24.7	88.4	89.8	87.8	
Aust	1.7	1.5	1.1	5.4	5.1	5.6	4.2	4.3	4.1	4.1	18.9	17.9	17.2	17.2	94.6	94.9	94.6	

(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 2007a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (Unpublished)*; 2008 Report, table 4A.94.

Table 4A.54 **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 reasonably 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 2003*, Melbourne; 2008 Report, table 4A.97.

Table 4A.55

**Table 4A.55 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia, 2004 (per cent) (a), (b)**

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
<b>Year 6</b>					
Male students	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	..
Female students	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	..
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
LBOTE students	88.3 ± 2.5	47.1 ± 5.0	6.0 ± 5.0	0.1 ± 5.0	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
<b>Year 10</b>					
Male students	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female students	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
LBOTE students	94.8 ± 1.6	77.2 ± 3.2	36.1 ± 3.2	4.3 ± 3.2	0.1 ± 0.3
All students	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

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

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

Source: MCEETYA 2006b, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; 2008 Report, table 4A.100.



Table 4A.56

**Table 4A.56 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
2006	
All students	65.6
Standard error	0.9
Male students	58.0
Standard error	1.2
Female students	73.5
Standard error	1.0
Students from low socioeconomic families (c)	47.8
Standard error	1.1
Indigenous students	33.5
Standard error	2.5
Geographically remote students (d)	48.9
Standard error	8.0

**Table 4A.56 Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent) (a), (b)**

*Aust*

- (a) These data are from assessments conducted for the Programme 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 2000, see Lokan et al. (2001). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).
- (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) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.
- (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.

*Source:* ACER (unpublished); 2008 Report, table 4A.102.

Table 4A.57

**Proportion of students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b)**

		<i>Aust</i>
2003		
All students		67.1
Standard error		0.9
Male students		67.3
Standard error		1.2
Female students		66.8
Standard error		1.3
Students from low socioeconomic families (c)		47.2
Standard error		1.9
Indigenous students		30.1
Standard error		3.2
Geographically remote students (d)		51.5
Standard error		6.5
2006		
All students		66.5
Standard error		0.9
Male students		68.6
Standard error		1.2
Female students		64.3
Standard error		1.1
Students from low socioeconomic families (c)		50.2
Standard error		1.2
Indigenous students		32.4
Standard error		2.6
Geographically remote students (d)		44.0
Standard error		5.8

(a) These data are from assessments conducted for the Programme 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 2000, see Lokan et al. (2001). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

(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) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Table 4A.57

**Proportion of students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b)***Aust*

(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.

Source: ACER (unpublished); 2008 Report, table 4A.104.

**Table 4A.58 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent) (a), (b)**

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

(a) These data are from assessments conducted for the Programme 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. (2001). 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. (2004a).

(b) The OECD mean is reported here as a national reporting standard has yet to be developed.

(c) 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); 2008 Report, table 4A.107.

**Table 4A.59 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 Programme 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. (2004a).

(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); 2008 Report, table 4A.109.

Table 4A.60

**Table 4A.60 Apparent retention rates of full time secondary students to years 10–12, 2006 (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> (c)	<i>NT</i> (b)	<i>Aust</i>
All students									
Government schools									
To year 10	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
To year 11	77.3	90.4	86.2	92.1	89.7	75.0	115.4	106.7	85.4
To year 12 (total)	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5
To year 12 (male)	59.4	64.6	66.4	60.0	55.4	54.0	101.9	70.6	62.4
To year 12 (female)	71.1	81.2	77.1	70.8	69.2	72.6	104.5	73.9	75.1
All schools									
To year 10	96.4	98.2	100.5	102.0	100.1	99.9	98.7	90.4	98.6
To year 11	80.2	92.9	90.4	93.2	93.8	77.2	98.3	93.3	88.0
To year 12 (total)	70.5	79.9	78.5	71.8	71.5	64.8	88.7	58.4	74.7
To year 12 (male)	65.3	72.9	73.7	66.2	64.6	56.4	89.3	57.3	69.0
To year 12 (female)	75.9	87.2	83.6	77.6	78.8	73.3	88.2	59.5	80.6
Indigenous students (c)									
Government schools									
To year 10	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
To year 11	46.1	59.9	71.1	73.5	67.9	58.2	86.2	99.3	64.5
To year 12 (total)	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
To year 12 (male)	24.5	24.0	47.0	31.6	28.3	23.4	109.1	49.6	34.3
To year 12 (female)	33.1	47.7	53.0	24.9	40.4	57.4	40.7	46.8	40.9
All schools									
To year 10	83.7	91.1	96.9	96.6	82.0	100.9	92.6	89.4	91.4
To year 11	48.4	66.0	74.3	75.9	68.7	59.4	84.1	99.2	67.7
To year 12 (total)	30.6	38.4	54.2	31.3	37.5	39.9	59.1	40.5	40.1
To year 12 (male)	26.8	28.9	52.2	34.9	31.7	24.7	80.0	45.0	37.9
To year 12 (female)	34.5	49.6	56.3	27.3	43.2	58.2	41.7	36.6	42.4

(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.

(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 (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by sex and school sectors.

Source: ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2006; 2008 Report*, table 4A.116.

**Table 4A.61 Apparent retention rates of secondary students from years 10–12, 2006 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (c) (d)	<i>Tas</i> (c) (d)	<i>ACT</i>	<i>NT</i> (c)	<i>Aust</i>
Full time secondary students									
Government schools	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Non-government schools	80.9	91.5	89.4	80.1	86.6	66.4	74.6	42.4	84.9
All schools	73.0	82.1	78.3	71.4	72.7	65.0	88.9	68.0	76.1
Full time Indigenous secondary students									
Government schools	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
Non-government schools	52.9	66.7	70.3	42.6	65.4	36.4	33.3	74.3	59.7
All schools	37.7	47.4	60.1	34.6	45.7	37.3	60.0	58.8	46.7
Full time and part time secondary students (d)									
Government schools	70.7	79.0	74.1	68.2	84.5	94.3	101.2	87.8	75.4
Non-government schools	81.2	91.7	89.6	80.1	91.4	66.4	75.0	42.9	85.4
All schools	74.6	84.0	79.5	72.7	87.0	85.8	89.2	74.7	79.2

- (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) Inclusion of part-time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2006*; 2008 Report, table 4A.117.



Table 4A.62

**Table 4A.62 Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (c) (d)</i>	<i>NT</i>	<i>Aust</i>
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	96.9
Indigenous students	81.6	77.2	89.4	85.5	77.4	106.3	122.2	73.4	84.7
From year 10 to year 12									
All students	67.4	77.5	76.5	69.7	61.9	75.3	101.0	73.1	na
Indigenous students	36.8	38.6	58.9	24.3	41.7	55.9	75.6	37.7	na
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	97.3
Indigenous students	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
From year 10 to year 12									
All students	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
Indigenous students	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
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	96.8
Indigenous students	79.9	78.0	87.2	87.0	79.7	104.1	108.2	85.7	84.8
From year 10 to year 12									
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.0
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	43.6
2005									
From year 7or 8 to year 10									
All students	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
Indigenous students	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
From year 10 to year 12									
All students	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Indigenous students	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006									
From year 7or 8 to year 10									
All students	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
Indigenous students	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
From year 10 to year 12									
All students	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Indigenous students	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3

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

**Table 4A.62 Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (c) (d)</i>	<i>NT</i>	<i>Aust</i>
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(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) The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

**na** Not available.

*Source:* 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; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2008 Report, table 4A.118.

Table 4A.63

**Table 4A.63 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 (b)</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>(d)</i>	<i>ACT (c)</i>	<i>(d)</i>	<i>NT</i>	<i>Aust</i>
2002											
From year 7or 8 to year 10											
All students	99.6	99.9	100.8	102.9	100.8	101.8		100.7		76.7	na
Indigenous students	na	na	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	na
Indigenous students	49.1	63.3	65.5	54.3	61.3	100.0		100.0		50.0	na
2003											
From year 7or 8 to year 10											
All students	99.1	100.8	101.4	103.5	102.6	102.4		98.5		72.0	na
Indigenous students	92.7	80.0	113.7	98.7	84.6	109.3		76.5		27.1	na
From year 10 to year 12											
All students	81.0	91.8	90.6	81.9	87.9	76.2		76.3		46.5	85.9
Indigenous students	54.7	48.9	67.8	44.4	71.4	60.0		57.9		28.8	55.6
2004											
From year 7or 8 to year 10											
All students	98.6	99.9	102.4	103.8	102.7	103.3		97.2		75.1	100.4
Indigenous students	94.5	118.4	103.0	107.0	104.0	141.9		70.6		31.8	92.0
From year 10 to year 12											
All students	81.3	91.9	91.5	82.4	87.7	76.0		72.6		43.1	86.1
Indigenous students	48.1	51.1	72.5	40.1	81.1	40.0		31.3		32.2	55.5
2005											
From year 7or 8 to year 10											
All students	98.2	99.5	102.6	104.1	102.3	102.0		98.2		99.9	100.4
Indigenous students	104.6	117.3	97.2	113.4	91.4	125.0		105.9		123.8	106.2
From year 10 to year 12											
All students	81.3	90.2	91.2	82.3	86.2	69.2		74.5		54.2	85.4
Indigenous students	51.1	87.5	65.3	54.5	61.4	55.3		46.2		93.2	62.1
2006											
From year 7or 8 to year 10											
All students	97.8	100.3	102.5	103.8	103.5	101.3		97.9		90.1	100.4
Indigenous students	117.9	140.7	103.3	119.1	96.8	110.2		113.3		104.9	110.8
From year 10 to year 12											
All students	80.9	91.5	89.4	80.1	86.6	66.4		74.6		42.4	84.9
Indigenous students	52.9	66.7	70.3	42.6	65.4	36.4		33.3		74.3	59.7

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

**Table 4A.63 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> (b)	<i>SA</i> (c)	<i>Tas</i> (c)	(d)	<i>ACT</i> (c)	(d)	<i>NT</i>	<i>Aust</i>
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(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) 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.

**na** Not available.

*Source:* 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; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2008 Report, table 4A.119.

Table 4A.64

**Table 4A.64 Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (d)</i>	<i>NT (c)</i>	<i>Aust</i>
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	70.8	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
2005									
From year 7or 8 to year 10									
All students	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
Indigenous students	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
From year 10 to year 12									
All students	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Indigenous students	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006									
From year 7or 8 to year 10									
All students	96.4	98.2	100.5	102.0	100.1	99.9	98.7	90.4	98.6
Indigenous students	83.7	91.1	96.9	96.6	82.0	100.9	92.6	89.4	91.4
From year 10 to year 12									
All students	73.0	82.1	78.3	71.4	72.7	65.0	88.9	68.0	76.1
Indigenous students	37.7	47.4	60.1	34.6	45.7	37.3	60.0	58.8	46.7

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

**Table 4A.64 Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (d)</i>	<i>NT (c)</i>	<i>Aust</i>
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(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) The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

*Source:* 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; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia (various years)*; 2008 Report, table 4A.120.