
4 School education

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

- government primary and secondary schools
- non-government primary and secondary schools
- school education as a whole (government plus non-government primary and secondary schools).

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

- attaining knowledge, skills and understanding in key learning areas
- developing their talents, capacities, self-confidence, self-esteem and respect for others
- developing their capacity to contribute to Australia's social, cultural and economic development.

Indigenous data in the school education chapter

The school education chapter in the *Report on Government Services 2009* (2009 Report) contains the following data items on Indigenous people:

- student attendance rate, for Indigenous students in Government schools
- the number of full time students (and as a proportion of all students) in government, non-government and all schools, 2007
- apparent retention rates from year 7 or 8 to year 10 of full time secondary students, all schools, 2007
- apparent retention rates from year 10 to year 12 of full time secondary students, by school type, 2007
- proportion of students achieving the years 3, 5 and 7 reading benchmark, 2007

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- proportion of students achieving the years 3, 5 and 7 writing benchmark, 2007
 - proportion of students achieving the years 3, 5 and 7 numeracy benchmark, 2007.

Data have also been provided for the first time for Indigenous learning outcomes by geolocation by state and territory (for 2006 and 2007). (National level data for 2005 were included in the 2008 Report.)

The school education attachment contains additional data relating to Indigenous people including:

- proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, 2005
- proportion of 15 year old secondary students achieving level 3 or above in the overall reading literacy scale, by equity group — 2000, 2003 and 2006
- proportion of 15 year old secondary students achieving level 3 or above in the overall mathematical literacy scale, by equity group — 2003 and 2006
- proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy (2000 and 2003) and problem solving (2003), by equity group
- proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group, 2006
- proportion of 15 year old students achieving at or above the OECD mean for problem solving, by equity group, 2003
- apparent retention rates from year 7 or 8 to year 10 of full time secondary students, by school type, 2003–2007
- student attendance rates, government schools, by Indigenous status, 2007
- student attendance rates, independent schools, by Indigenous status, 2007
- student attendance rates, Catholic schools, by Indigenous status, 2007
- apparent retention rates from year 7 or 8 to year 10 of full time secondary students, by school type, 2003–2007
- information on Australian Government spending on Indigenous specific programs.

Throughout the chapter, the following definition is used for an Indigenous student:

“A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background.”

Administrative processes for determining Indigenous status vary across jurisdictions.

Attachment tables

Attachment tables for data within the school education chapter of this compendium are contained in attachment 4A of the compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 4A.3 is table 3 in the school education attachment). As the data are directly sourced from the 2009 Report, the compendium also notes where the original table, figure or text in the 2009 Report can be found. For example, where the compendium refers to '2009 Report, p. 4.15' this is page 15 of chapter 4 of the 2009 Report, and '2009 Report, table 4A.2' is attachment table 2 of attachment 4A of the 2009 Report.

Indigenous full-time students, 2007

Certain groups of students, including Indigenous students, have been identified as having special needs in school education. Government schools provide education for a high proportion of students from special needs groups. In 2007, 86.5 per cent of Indigenous students attended government schools (table 4A.2).

This chapter reports on the proportions of Indigenous students, LBOTE students, students with disabilities and students who are geographically remote. Further information on student body mix in government, non-government and all schools is in 2009 Report, tables 4A.25–27. Care needs to be taken in interpreting this information because some definitions of special needs students differ across states and territories.

The proportion of full time Indigenous students in schools varies greatly across jurisdictions (table 4.1). Table 4A.2 provides additional information on Indigenous enrolments.

In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 5.6 per cent for government schools and 1.7 per cent for non-government schools in 2007 (table 4.1).

Table 4.1 **Indigenous students as a proportion of all students, 2007^a**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4	5.6
Non-government schools	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6	1.7
All schools	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0	4.3

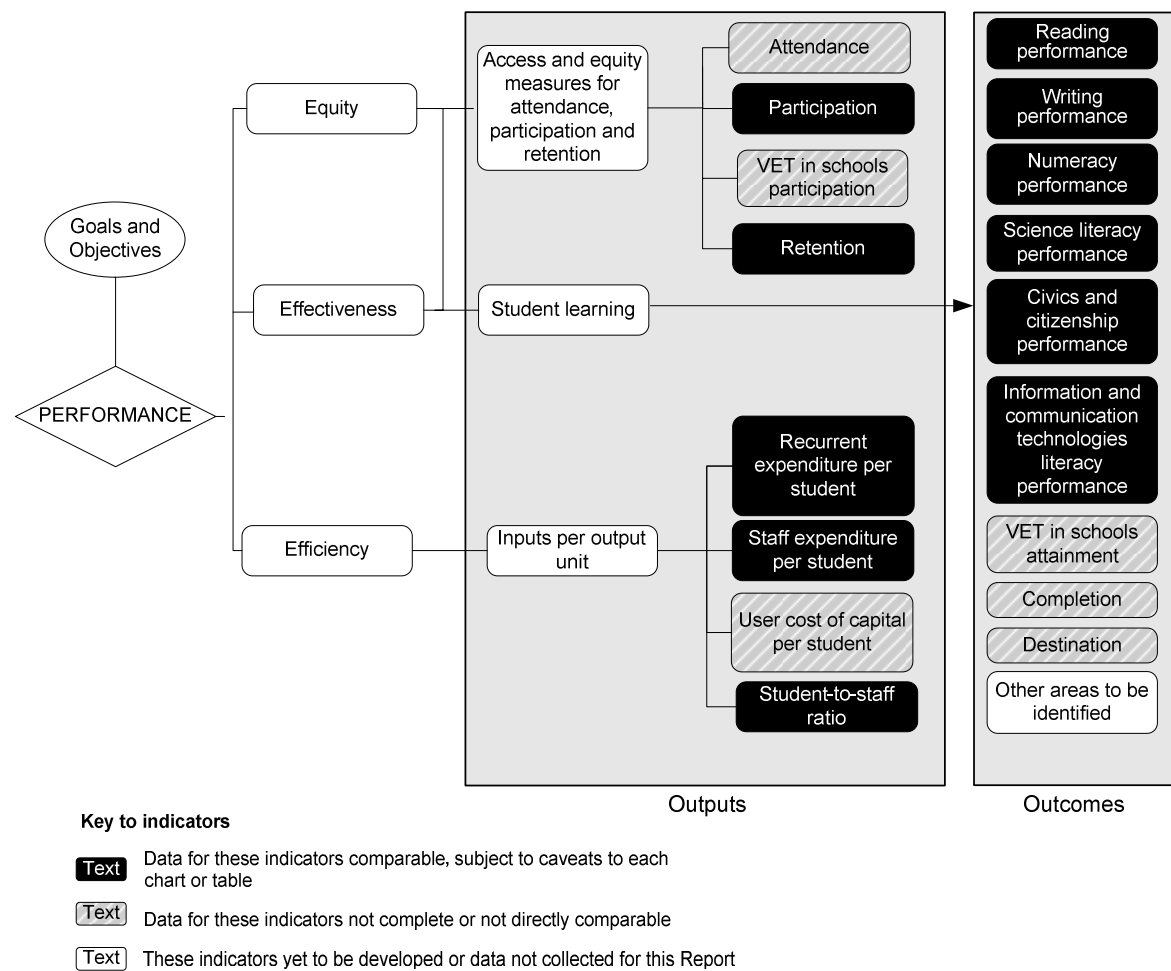
^a Absolute numbers of Indigenous and all full time students.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.2; 2009 Report, table 4.5, p. 4.11.

Framework of performance indicators

Data for Indigenous people are reported for a subset of the performance indicators for school education in the 2009 Report. It is important to interpret these data in the context of the broader performance indicator framework outlined in figure 4.1. The performance indicator framework shows which data are comparable in the 2009 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

Figure 4.1 Performance indicators for school education



Source: 2009 Report, figure 4.4, p. 4.19.

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see 2009 Report, chapter 1, section 1.5).

Equity and effectiveness

Access and equity measures for school education attendance, participation and retention, and VET in schools participation, are reported.

Attendance

‘Attendance’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to education and learning. National and international research confirms a link between attendance and student achievement, although the factors influencing attendance and achievement are numerous and interrelated in complex ways. Attendance rates for special needs groups are an indication of the equity of access to school education (box 4.1).

Box 4.1 Attendance

‘Attendance’ (school attendance rate) is defined as the number of actual full time equivalent ‘student days attended’ over the collection period as a percentage of the total number of possible student days attended over the collection period.

Holding other factors equal, a high student attendance rate is desirable.

Student attendance is to be measured over a single consistent time period (the first semester) for all schools. However, currently the measure is transitional, with most jurisdictions providing government schools data for the first semester, whereas non-government schools are providing data for the last 20 days in May.

Data on student attendance are collected for each state and territory by:

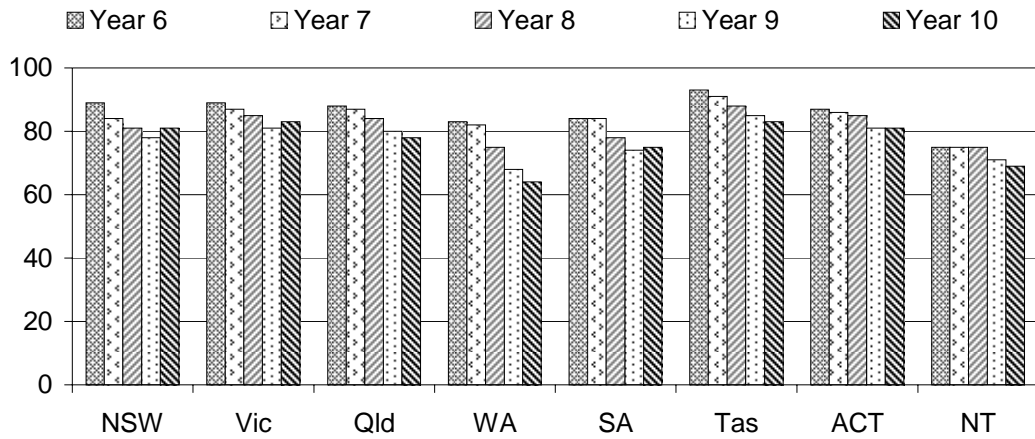
- school sector (government, Catholic and independent)
- sex
- year level (1–10)
- Indigenous status (Indigenous and non-Indigenous students).

Data for this indicator are not directly comparable.

In government schools, non-Indigenous students had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.2 and table 4A.73). However, the percentage point differences varied across states and territories. A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.74 and 4A.75).

Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Figure 4.2 Student attendance rate, government schools, Indigenous students, 2007^a



^a See source for detailed explanatory notes regarding data.

Source: MCEETYA (2009) *National Report on Schooling in Australia 2007: Participation, attainment and attendance chapter*, table 4A.73; 2009 Report, figure 4.6, p. 4.22.

Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to enable the completion of school education to year 12 or its equivalent (box 4.2).

Box 4.2 Retention

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (which is either at the commencement of their secondary schooling — at year 7 or 8 — or at year 10). Data are reported for:

- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10
- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12
- the proportion of year 10 students continuing to year 12.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, rather than by tracking the retention of individual students. Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

Holding other factors constant, a higher or increasing apparent retention rate suggests that a large number of students are continuing to participate in school education, which is likely to result in improved educational outcomes.

This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

Care needs be taken in interpretation because the apparent retention rate does not take account of factors such as:

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

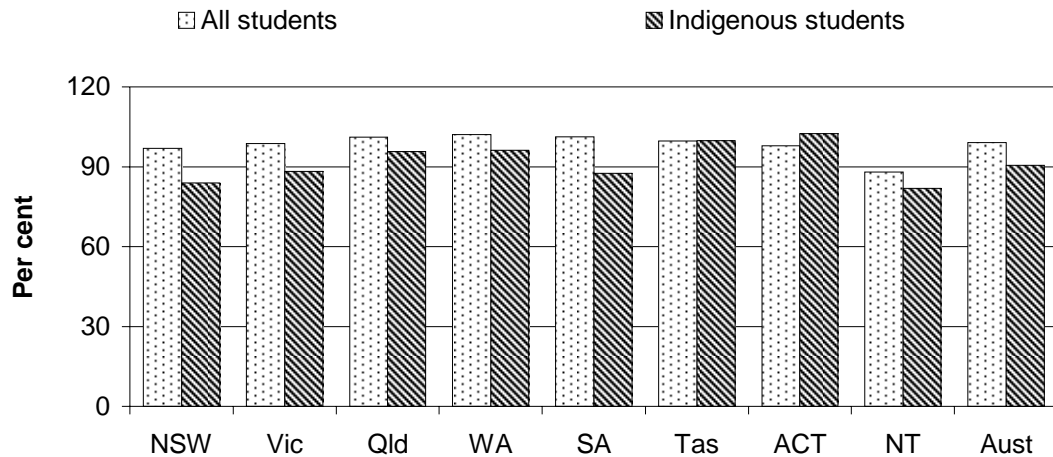
Data for this indicator are comparable.

Apparent retention rates, from the commencement of secondary school at year 7 or 8 (see 2009 Report, figure 4.1 which shows the differences across jurisdictions) to year 10, for all students in most jurisdictions were 98–100 per cent in 2007, with a national rate of 99.1 (figure 4.3). High rates are to be expected because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for all students in most jurisdictions. The national retention rate for

Indigenous students was 90.5 per cent, or 8.6 percentage points lower than that for all students.

Figure 4.3 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2007^{a, b, c, d}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students in government schools (2009 Report, table 4.4, p. 4.10). ^d Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, where 10.9 per cent of Indigenous secondary students were ungraded (compared with an average of 4.2 per cent for the rest of Australia), in 2007, and this should be considered when interpreting the data.

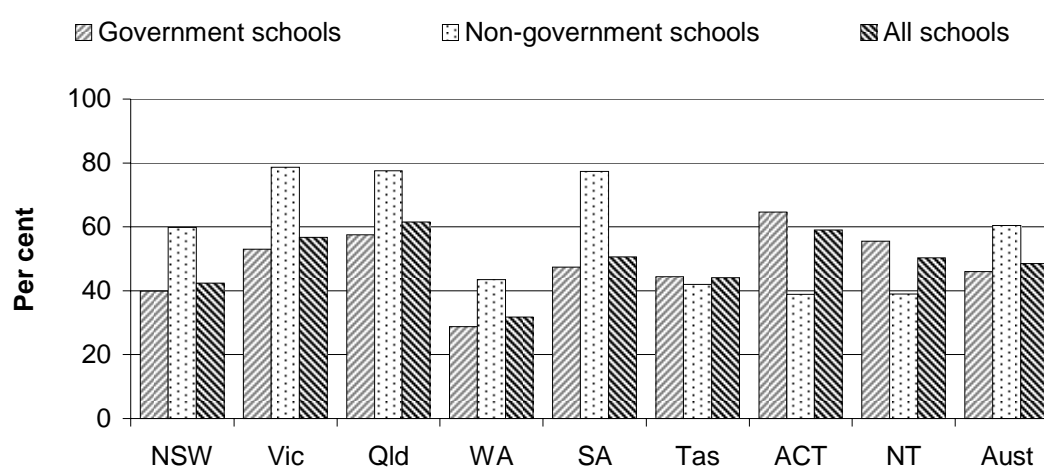
Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.72; 2009 Report, figure 4.8, p. 4.26.

The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2007 as a proportion of the number of full time school students enrolled in year 10 in 2005.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2007 varied across jurisdictions, but were consistently lower than rates for all students (2009 Report, figure 4.9 and figure 4.4). In interpreting this indicator, note that nationally 9.5 per cent of Indigenous students left school before year 10 (figure 4.3) — compared to 0.9 per cent of all students — so are not included in the base year for retention from year 10 to year 12. This baseline varies across jurisdictions. Further, Indigenous students as a proportion of all students was 5.6 per cent in government schools compared with 1.7 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4A.2).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2007 was 48.5 per cent (figure 4.4), compared to 75.6 per cent for all students. However, Indigenous retention from year 10 to year 12 for all schools has risen in the past five years from 45.7 per cent in 2003 to 48.5 per cent in 2007, with the gap in year 10 to year 12 retention rates between Indigenous students and all students decreasing from 31.2 percentage points in 2003 to 27.1 percentage points in 2007 (table 4A.72).

Figure 4.4 **Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2007^{a, b, c}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students in government schools (2009 Report, table 4.4, p. 4.10). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, where 10.9 per cent of Indigenous secondary students are ungraded (compared with an average of 4.2 per cent for the rest of Australia), in 2007, and this should be considered when interpreting the data.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.69; 2009 Report, figure 4.10, p. 4.28.

Some historical data for apparent retention rates for Indigenous students are included in tables 4A.70–72.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see 2009 Report, chapter 1, section 1.5).

Nationally comparable learning outcomes

‘Reading performance’, ‘writing performance’, ‘numeracy performance’, ‘science literacy performance’ and ‘civics and citizenship performance’ have been identified as indicators of learning outcomes, and are able to be reported for Indigenous students (boxes 4.3–4.7).

To assist with making comparisons between jurisdictions, 95 per cent confidence intervals are presented in charts. For more information on interpreting learning outcomes data please refer to pp. 4.39–40 in the 2009 Report.

State and Territory data are also available for the first time by Indigenous status and geolocation for 2006 and 2007, and are included in this Report. This complements the national Indigenous learning outcomes by geolocation presented in the 2008 Report. Limitations of national learning outcomes data are detailed in the 2004 Report on Government Services (box 3.1, pages 3.36-7).

Reading performance

‘Reading performance’ is an indicator of governments’ objective that all students should attain the skills of English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students’ achievement in a key learning area of school education (box 4.3).

Box 4.3 Reading performance

'Reading performance' is defined by two measures:

Percentage of students achieving at or above the national reading benchmark: The proportion of assessed years 3, 5 and 7 students who achieve at or above the national reading benchmark for a given year, reported by sex, Indigenous status, language backgrounds other than English (LBOTE), socioeconomic status and geolocation. The benchmarks describe nationally agreed minimum acceptable standards for reading performance at years 3, 5 and 7.

Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replaced the former State and Territory-based assessments.

Percentage of students achieving at or above the proficient standard on the OECD PISA combined reading scale in a triennial international assessment: The proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEETYA to be level 3) on the OECD PISA combined reading scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation.

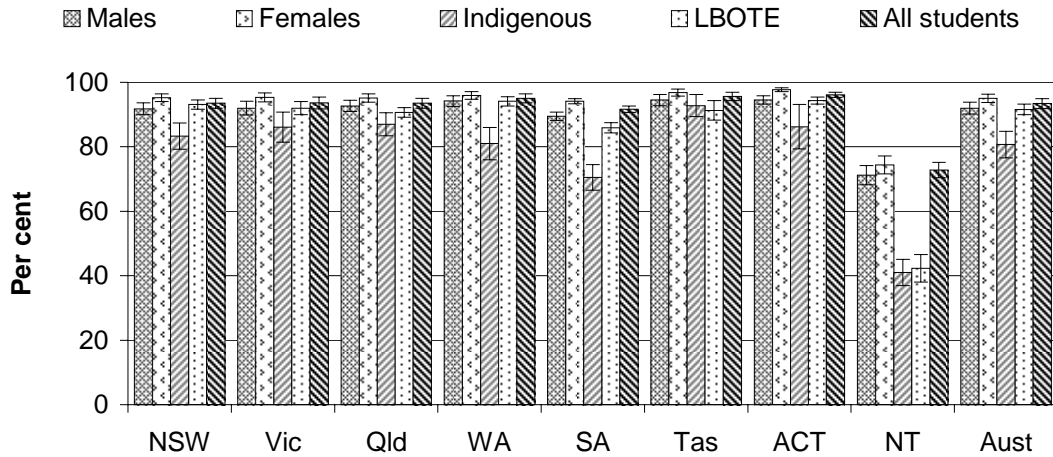
A high or increasing proportion of students achieving the reading benchmark/proficient standard is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the reading benchmark in 2007 was 91.9–94.9 per cent. The national proportion of Indigenous students who achieved the year 3 reading benchmark in 2007 was 76.6–84.8 per cent (figure 4.5).

The proportion of assessed year 5 students who achieved the reading benchmark in 2007 was 87.6–90.8 per cent nationally. The national proportion of Indigenous students who achieved the year 5 reading benchmark in 2007 was 63.4–71.8 per cent (figure 4.6).

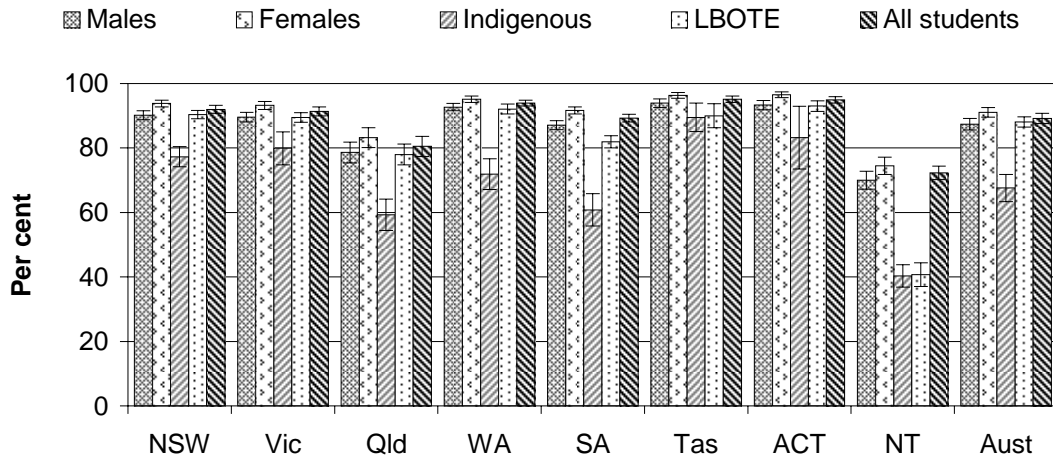
Figure 4.5 Proportion of year 3 students achieving the reading benchmark, by equity group, 2007^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.49 and 2009 Report, table 4A.84.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.45; 2009 Report, figure 4.20, p. 4.42.

Figure 4.6 Proportion of year 5 students achieving the reading benchmark, by equity group, 2007^{a, b}

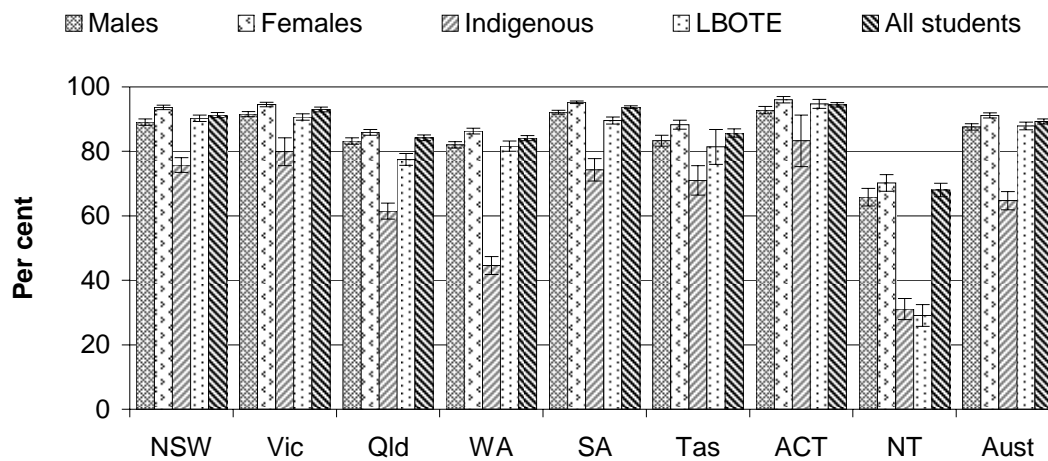


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.49 and 2009 Report, table 4A.84.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.46; 2009 Report, figure 4.22, p. 4.43.

The proportion of assessed year 7 students who achieved the reading benchmark in 2007 was 88.5–90.1 per cent nationally. The national proportion of Indigenous students who achieved the year 7 reading benchmark in 2007 was 61.9–67.5 per cent (figure 4.7).

Figure 4.7 **Proportion of year 7 students achieving the reading benchmark, by equity group, 2007^{a, b}**

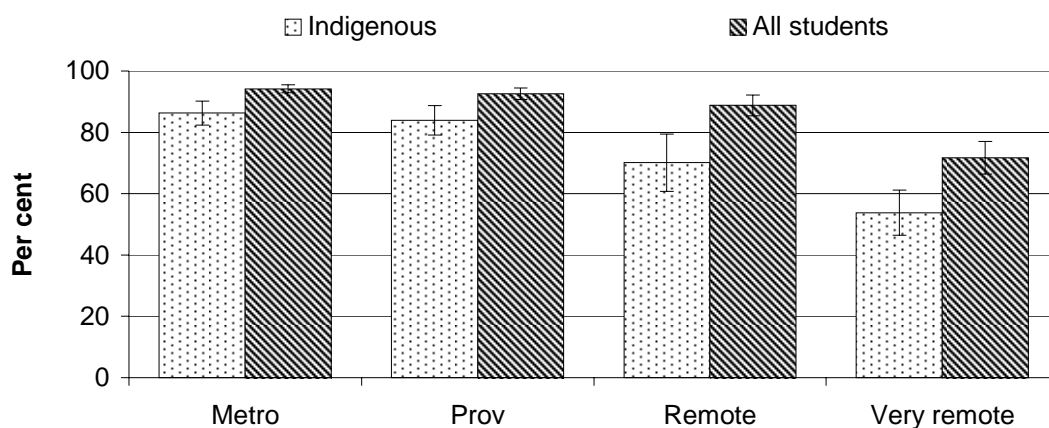


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.48 and 2009 Report, table 4A.84.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.47; 2009 Report, figure 4.24, p. 4.45.

For all categories of remoteness across years 3, 5 and 7, the reading outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased (figure 4.8).

Figure 4.8 National proportion of year 3 students achieving the reading benchmark, by Indigenous status and geolocation, 2007^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5 and 7 which are detailed in table 4A.48. ^c Insufficient or no students in an area of geographic classification are not included.

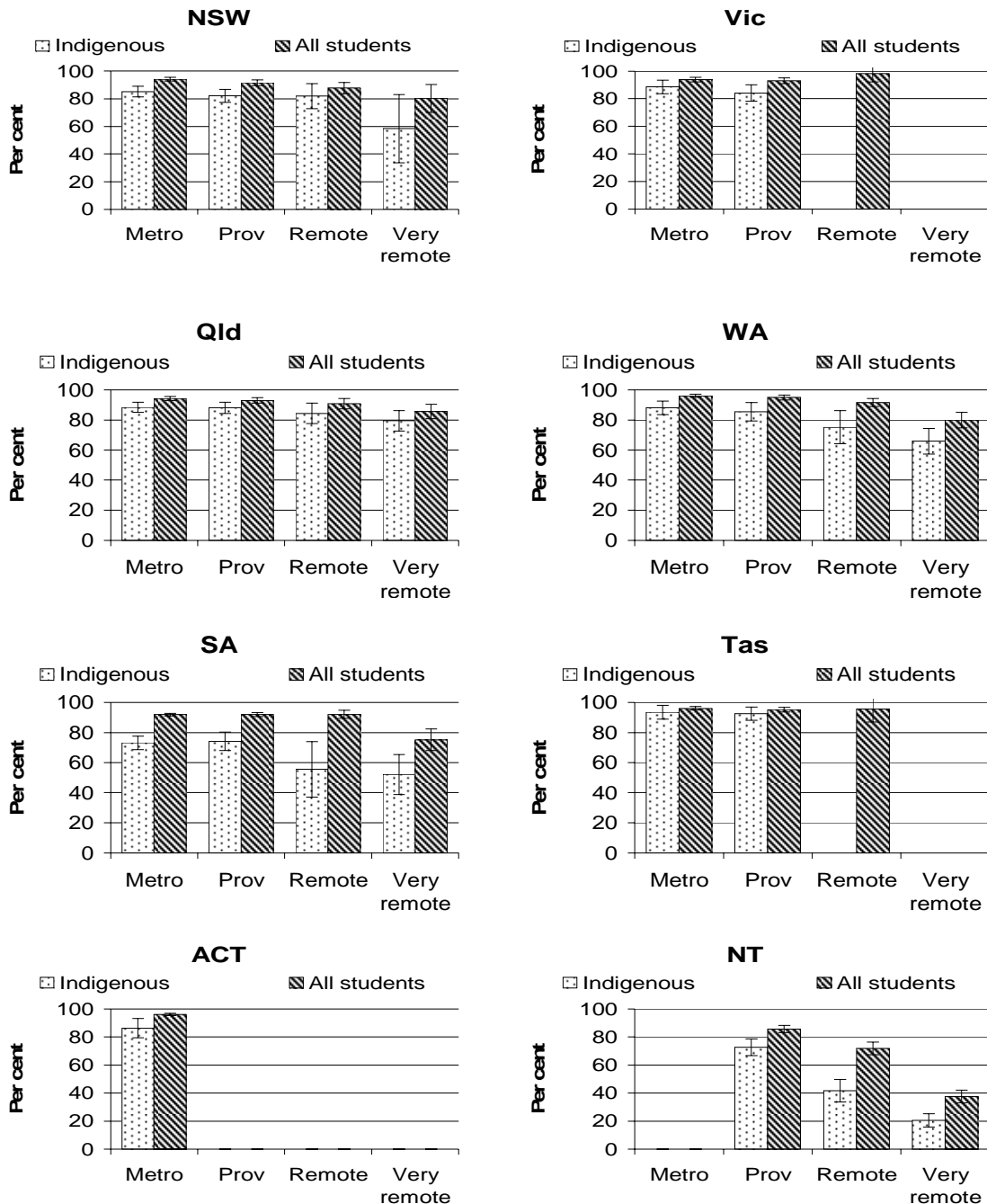
Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.48; 2009 Report, figure 4.25, p. 4.46.

Nationally, the proportion of assessed Indigenous students who achieved the reading benchmark by geolocation in 2007 was:

- 82.4–90.2 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.1–88.7 per cent), but above the proportion for remote students (60.8–79.4 per cent) and very remote students (46.4–61.2 per cent) (figure 4.8)
- 69.4–79.6 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (65.6–77.0 per cent), but above the proportion for remote students (46.2–65.0 per cent) and very remote students (25.1–40.1 per cent) (table 4A.48)
- 69.0–75.8 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (65.5–73.1 per cent), but above the proportion for remote students (39.0–55.0 per cent) and very remote students (19.3–31.5 per cent) (table 4A.48).

State and Territory results are presented for year 3 reading literacy (by Indigenous status and geolocation) in figure 4.9 (results for years 5 and 7 reading literacy are in table 4A.48). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Figure 4.9 Proportion of year 3 students achieving the reading benchmark, by Indigenous status and geolocation, 2007^{a, b, c}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.48; 2009 Report, figure 4.26, p. 4.47.

Writing performance

‘Writing performance’ is an indicator of governments’ objective that all students should attain the skills of English literacy; such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students’ achievement in a key learning area of school education (box 4.4).

Box 4.4 Writing performance

‘Writing performance’ is defined as the proportion of assessed years 3, 5 and 7 students who achieve at or above the national writing benchmark for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation. The benchmarks describe nationally agreed minimum acceptable standards for writing performance at years 3, 5 and 7.

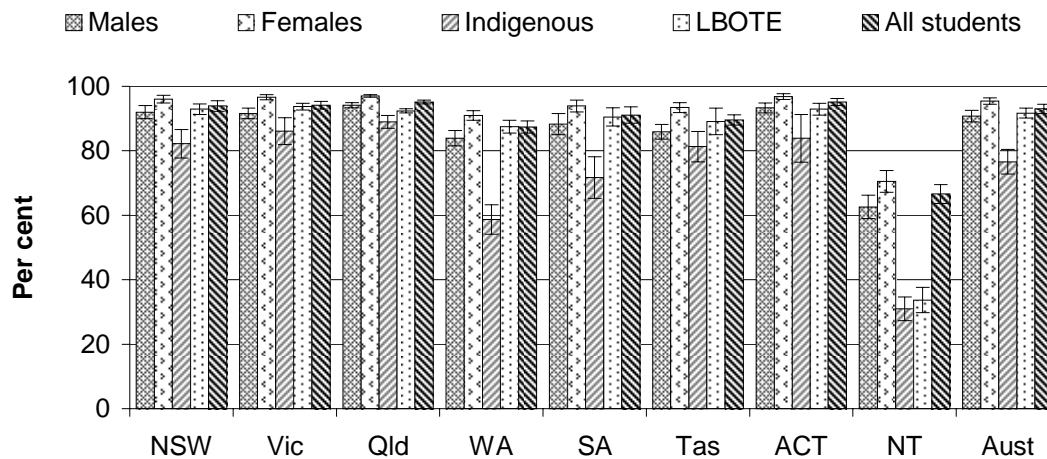
Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replaced the former State and Territory-based assessments.

A high or increasing proportion of students achieving the writing benchmark is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the writing benchmark in 2007 was 91.6–94.4 per cent. The national proportion of Indigenous students who achieved the year 3 writing benchmark in 2007 was 72.8–80.4 per cent (figure 4.10).

Figure 4.10 Proportion of year 3 students achieving the writing benchmark, by equity group, 2007^{a, b}

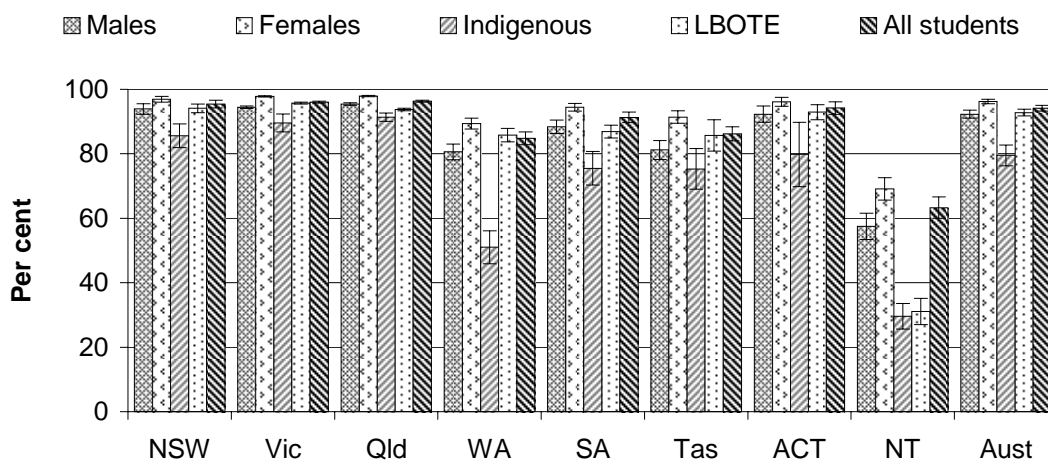


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.54 and 2009 Report, table 4A.90.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.50; 2009 Report, figure 4.28, p. 4.50.

Nationally, the proportion of assessed year 5 students who achieved the writing benchmark by geolocation in 2007 was 93.2–95.0 per cent. The national proportion of Indigenous students who achieved the year 5 writing benchmark in 2007 was 76.3–82.7 per cent (figure 4.11).

Figure 4.11 Proportion of year 5 students achieving the writing benchmark, by equity group, 2007^{a, b}

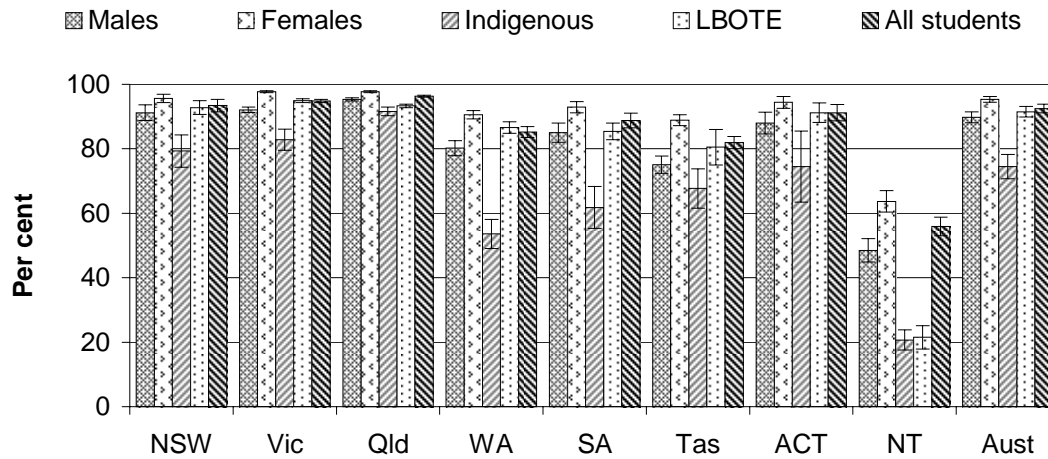


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.54 and 2009 Report, table 4A.90.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.51; 2009 Report, figure 4.30, p. 4.51.

Nationally, the proportion of assessed year 7 students who achieved the writing benchmark in 2007 was 91.2–93.8 per cent. The national proportion of Indigenous students who achieved the year 7 writing benchmark in 2007 was 70.7–78.3 per cent (figure 4.12).

Figure 4.12 Proportion of year 7 students achieving the writing benchmark, by equity group, 2007^{a, b}

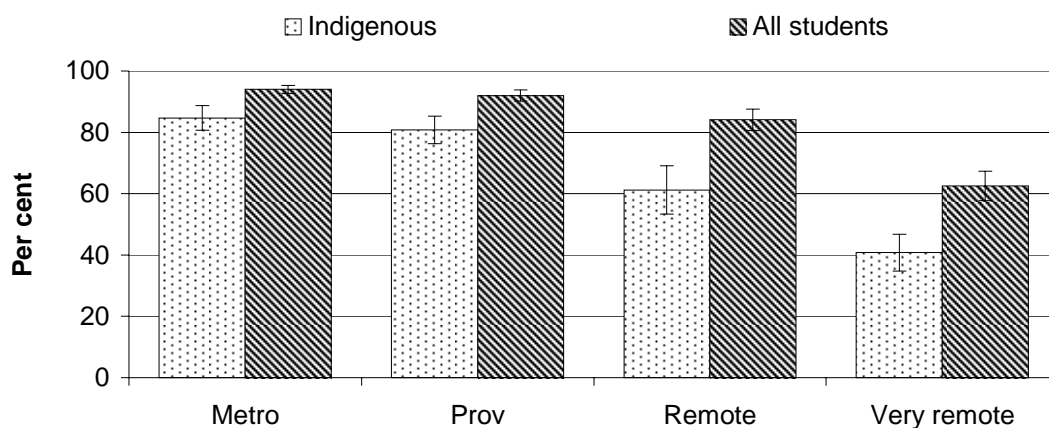


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.54 and 2009 Report, table 4A.90.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.52; 2009 Report, figure 4.32, p. 4.52.

National data on the proportion of assessed Indigenous students who achieved the writing benchmark by geolocation in 2007 are presented in figure 4.13.

Figure 4.13 National proportion of year 3 students achieving the writing benchmark, by Indigenous status and geolocation, 2007a, b



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** Data for year 3 students are shown and may not be representative of students in years 5 and 7 which are detailed in table 4A.50.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.53; 2009 Report, figure 4.33, p. 4.53.

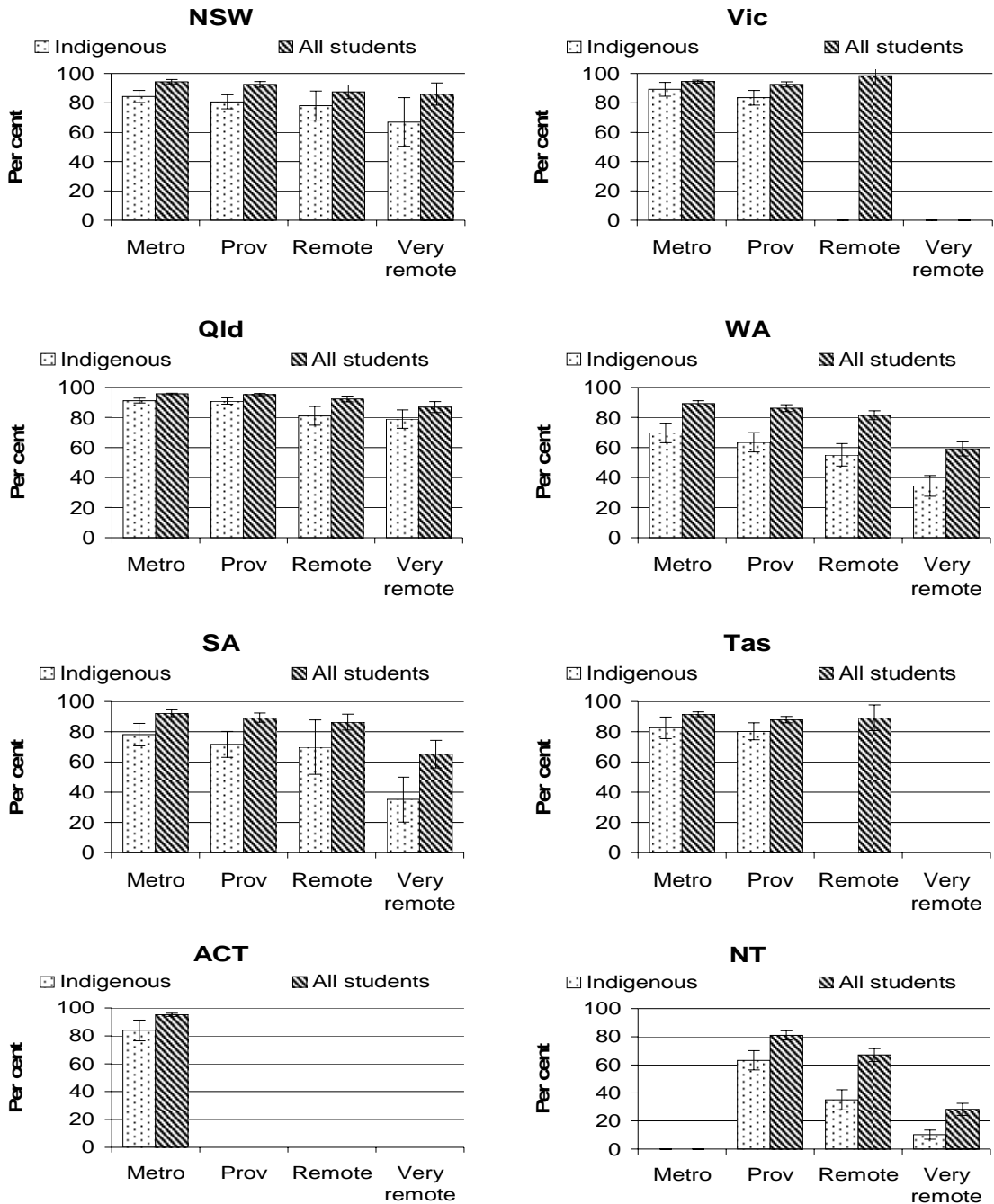
For all categories of remoteness across years 3, 5 and 7, the writing outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased.

Nationally, the proportion of assessed Indigenous students who achieved the writing benchmark by geolocation in 2007 was:

- 80.7–88.7 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (76.3–85.3 per cent), but above the proportion for remote students (53.3–69.1 per cent) and very remote students (34.8–46.8 per cent) (figure 4.13)
- 82.4–93.8 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (76.4–89.4 per cent), but above the proportion for remote students (51.0–74.6 per cent) and very remote students (34.5–46.3 per cent) (table 4A.53)
- 79.2–87.4 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (72.6–82.4 per cent), but above the proportion for remote students (44.5–61.1 per cent) and very remote students (33.5–43.1 per cent) (table 4A.53).

State and territory Indigenous results are presented for year 3 writing literacy in figure 4.14 (results for years 5 and 7 writing literacy are in table 4A.53). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Figure 4.14 Proportion of year 3 students achieving the writing benchmark, by Indigenous status and geolocation, 2007^{a, b, c}



a Error bars represent the 95 per cent confidence intervals associated with each point estimate. **b** Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. **c** There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.53; 2009 Report, figure 4.34, p. 4.55.

Numeracy performance

'Numeracy performance' (including mathematical literacy) is an indicator of governments' objective that all students should attain the skills of numeracy. It is an indicator of students' achievement in a key learning area of school education (box 4.5).

Box 4.5 Numeracy performance

'Numeracy performance' (or mathematical literacy) performance is defined by three measures:

Percentage of students achieving at or above the national numeracy benchmark: The proportion of assessed years 3, 5 and 7 students who achieve at or above the national numeracy benchmark for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation. The benchmarks describe nationally agreed minimum acceptable standards for numeracy performance at years 3, 5 and 7.

Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replaced the former State and Territory-based assessments.

Percentage of students achieving at or above the proficient standard on the OECD PISA combined mathematical literacy scale in a triennial assessment: The proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEETYA to be level 3) on the OECD PISA combined mathematical literacy scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation.

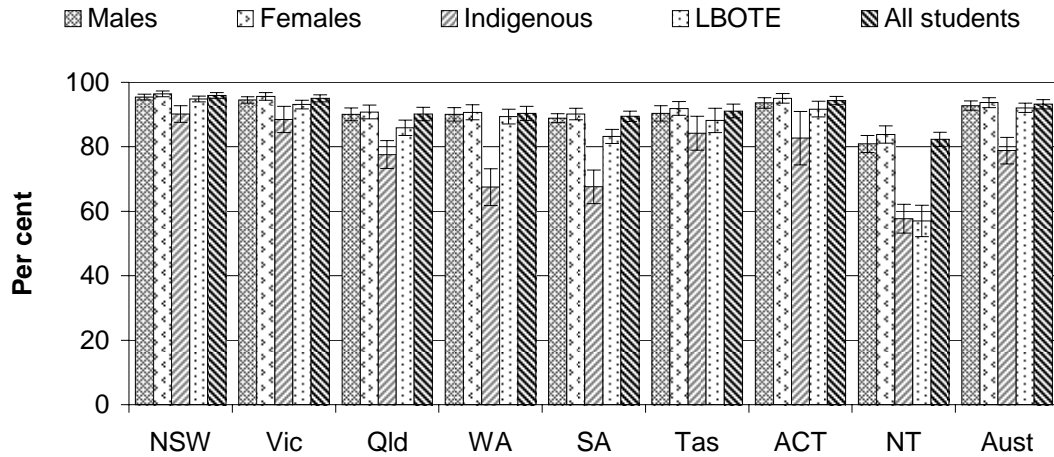
Percentage of students achieving at or above the proficient standard on the TIMSS mathematical literacy scale in a quadrennial assessment: The proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year. A national standard has yet to be developed for this measure.

A high or increasing proportion of students achieving the numeracy benchmark/mathematical literacy proficient standard is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the numeracy benchmark in 2007 was 91.8–94.6 per cent. The national proportion of Indigenous students who achieved the year 3 numeracy benchmark in 2007 was 74.7–82.9 per cent (figure 4.15).

Figure 4.15 Proportion of year 3 students achieving the numeracy benchmark, by equity group, 2007^{a, b}

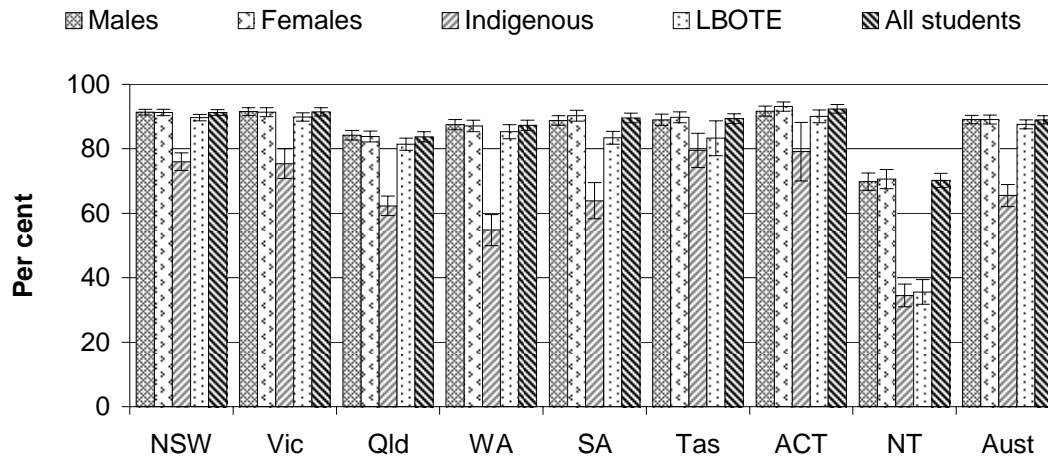


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59 and 2009 Report, table 4A.96.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.55; 2009 Report, figure 4.36, p. 4.58.

Nationally, the proportion of assessed year 5 students who achieved the numeracy benchmark in 2007 was 87.7–90.3 per cent. The national proportion of Indigenous students who achieved the year 5 numeracy benchmark in 2007 was 62.1–68.9 per cent (figure 4.16).

Figure 4.16 Proportion of year 5 students achieving the numeracy benchmark, by equity group, 2007^{a, b}

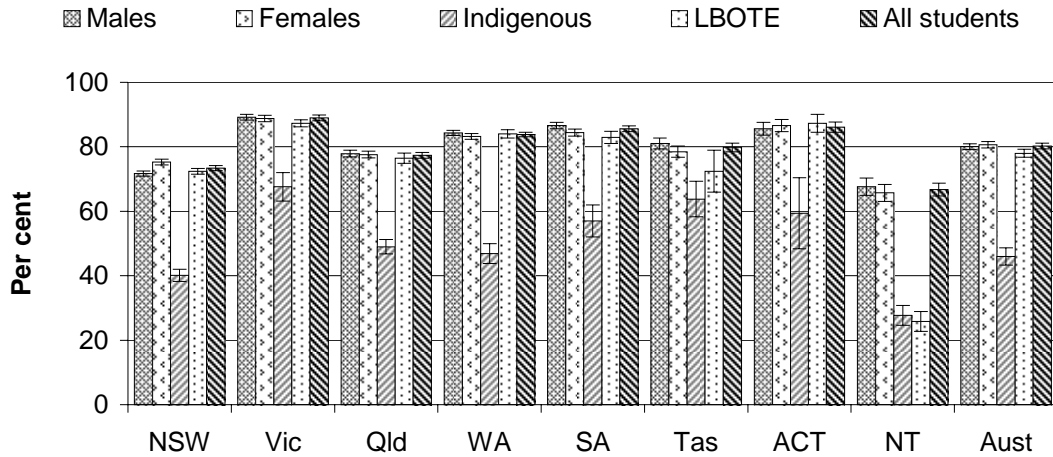


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59 and 2009 Report, table 4A.96.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*, table 4A.56; 2009 Report, figure 4.38, p. 4.59.

Nationally, the proportion of assessed year 7 students who achieved the numeracy benchmark in 2007 was 79.3–81.1 per cent. The national proportion of Indigenous students who achieved the year 7 numeracy benchmark in 2007 was 43.3–48.7 per cent (figure 4.17).

Figure 4.17 Proportion of year 7 students achieving the numeracy benchmark, by equity group, 2007^{a, b}

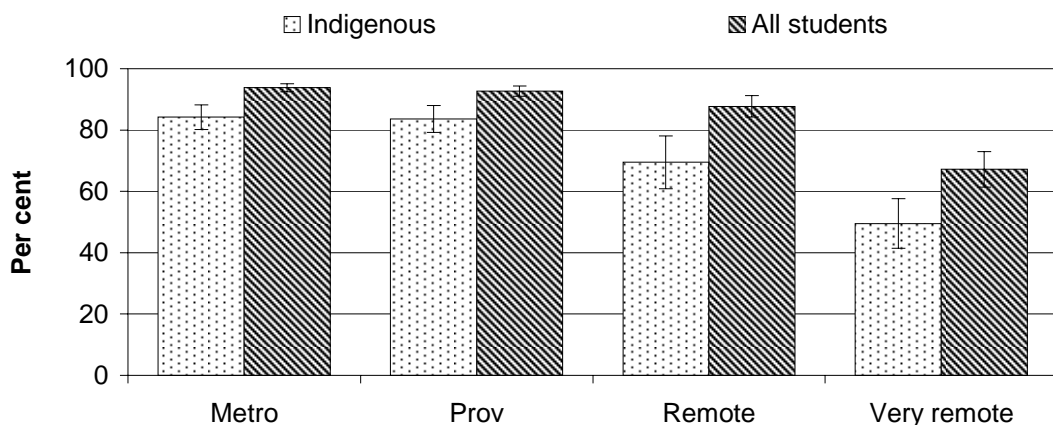


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59 and 2009 Report, table 4A.96.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.57; 2009 Report, figure 4.40, p. 4.61.

National data on the proportion of assessed Indigenous students who achieved the numeracy benchmark by geolocation in 2007 are presented in figure 4.18.

Figure 4.18 National proportion of year 3 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5 and 7 which are detailed in table 4A.58.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.58; 2009 Report, figure 4.41, p. 4.62.

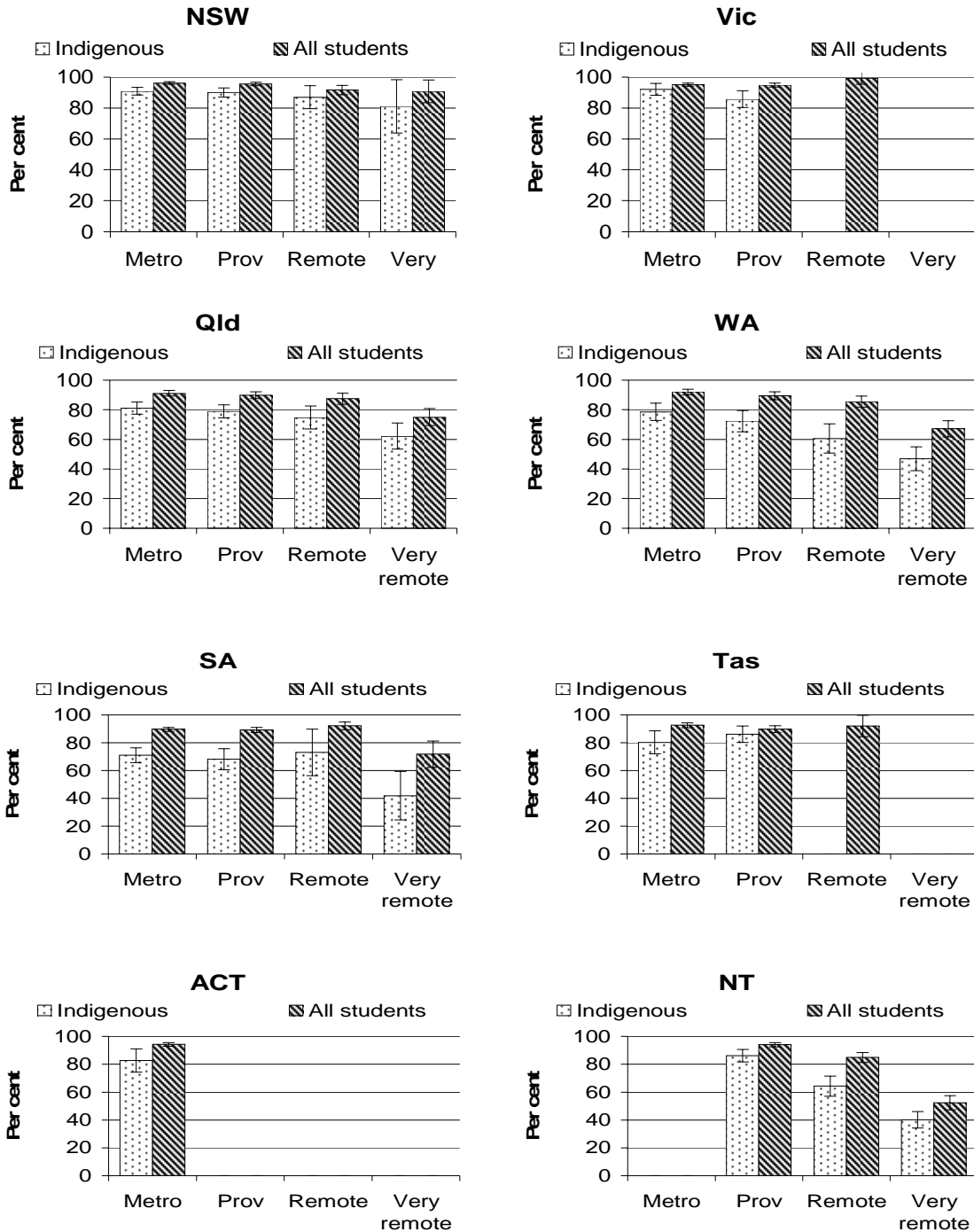
For all categories of remoteness across years 3, 5 and 7, the numeracy outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased.

Nationally, the proportion of assessed Indigenous students who achieved the numeracy benchmark in 2007 was:

- 80.2–88.2 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.2–88.0 per cent), but above the proportion for remote students (60.9–78.1 per cent) and very remote students (41.4–57.6 per cent) (figure 4.18)
- 69.6–77.6 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (65.6–74.6 per cent), but above the proportion for remote students (40.9–58.3 per cent) and very remote students (21.3–33.1 per cent) (table 4A.58)
- 48.2–55.2 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (45.0–53.0 per cent), but above the proportion for remote students (28.2–43.2 per cent) and very remote students (13.7–24.1 per cent) (table 4A.58).

State and Territory results are presented for year 3 numeracy outcomes in figure 4.19 (results for years 5 and 7 numeracy outcomes are in table 4A.58). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Figure 4.19 Proportion of year 3 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007^{a, b, c}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008) *National Report on Schooling in Australia 2007*; table 4A.58; 2009 Report, figure 4.42, p. 4.64.

Science literacy performance

‘Science literacy performance’ is an indicator of governments’ objective that all students should attain high standards of knowledge, skill and understanding in agreed key learning areas (box 4.6).

Box 4.6 Science literacy performance

‘Science literacy performance’ is defined by three measures:

- *Percentage of students achieving at or above the proficient standard on the scientific literacy scale:* This is the proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy, reported by sex, Indigenous status, and geolocation for 2003 and 2006 (and for LBOTE and socioeconomic status for 2003). The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) for year 6 (MCEETYA 2004, 2008a). This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (MCEETYA Performance Measurement and Reporting Taskforce (PMRT) unpublished).
- *Percentage of students achieving at or above the proficient standard on the OECD PISA combined scientific literacy scale in a triennial international assessment:* This is the proportion of assessed 15 year old students who achieve at or above the proficient standard on the OECD PISA combined scientific literacy scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation. A national standard has yet to be developed for this measure.
- *Percentage of students achieving at or above the proficient standard on the TIMSS science literacy scale in a quadrennial assessment:* This is the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS science literacy scale for a given year. A national standard has yet to be developed for this measure.

A high or increasing proportion of students achieving at or above the scientific literacy benchmark/proficient standard is desirable.

Data for this indicator are comparable.

The National Assessment Program — Science Literacy, Year 6 assessment measures the scientific literacy of a sample of students and is conducted triennially. It was first conducted in 2003, and for a second time in 2006. Results from the 2003 national science literacy sample assessment were discussed in detail in the 2006 Report (SCRGSP 2006, pages 3.59–62), with available rescaled data (based on the 2006 sample) presented in tables 4A.98–100 of the 2009 Report. Results from the 2006 national science literacy sample assessment are reported below.

Year 6 scientific literacy 2006 results are reported as the proportion of Australian students from the sampled students (year 6 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, 52.2–56.4 per cent of participating year 6 students achieved at the proficient standard or above in scientific literacy (down from 58.4–60.4 per cent in 2003) (2009 Report, table 4A.98). The national proportion of students who achieved at the proficient standard or above in scientific literacy was 15.5–35.5 per cent for Indigenous students in 2006 (table 4A.60).

Scientific literacy was a domain tested in the PISA 2006 survey. In PISA 2006 the proportion of 15 year old students who achieved at level 3 or above in scientific literacy was 28.7–39.9 per cent for Indigenous students, compared with 65.3–68.7 per cent for all Australian students (table 4A.66).

Civics and citizenship performance

‘Civics and citizenship performance’ is an indicator of governments’ objective that students be active and informed citizens with an understanding and appreciation of Australia’s system of government and civic life (box 4.7).

Box 4.7 Civics and citizenship performance

‘Civics and citizenship performance’ is defined as the percentage of students that achieve at or above the proficient standard on the civics and citizenship scale in a triennial assessment. This is the proportion of sampled year 6 and year 10 students that achieve at or above the proficient standard in civic knowledge and understanding, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation.

The proficient standard for performance in civics and citizenship is set at proficiency level 2 for year 6, and at level 3 for year 10 (of levels 1 to 5) (MCEETYA 2006). This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (PMRT unpublished).

A high proportion of students achieving at or above the applicable proficient standard in civics and citizenship performance is desirable.

Data for this indicator are comparable.

The National Assessment Program — Civics and Citizenship, Years 6 and 10 assessment measures the civics and citizenship performance of a sample of students and is conducted triennially (MCEETYA 2006). It was conducted for the first time in 2004 and again in 2007. Results from the 2004 national civics and citizenship sample assessment were discussed in detail in the 2007 Report (SCRGSP 2007,

pages 3.56–59), with data reproduced in table 4A.61 in this Compendium and tables 4A.101-102 of the 2009 Report. Results from the 2007 national civics and citizenship sample assessment were not available in time for inclusion in this Report, and will be included in the 2010 Report.

Future directions in performance reporting

Nationally comparable reporting of learning outcomes

Enhanced literacy and numeracy measures

The *National Summary Report* was released on 12 September 2008 (MCEETYA 2008b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2010 Report.

Nationally consistent definitions

Nationally consistent definitions of student background characteristics have been adopted for nationally comparable reporting on students' educational achievement and outcomes. Ministers have endorsed standard definitions of sex, Indigenous status, socioeconomic background, language background and geographic location.

Attachment tables

Attachment tables for data within this chapter are contained in the attachment to the compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 4A.3 is table 3 in the school education attachment). The tables included in the attachment are listed below.

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References

- MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs) 2004, *National Year 6 Science Assessment Report 2003*, Melbourne.
- 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne.
- 2008a, *National Assessment Program – Science Literacy Year 6 Report, 2006*, Melbourne.
- 2008b, *2008 National Assessment Program Literacy and Numeracy, NAPLAN summary report: Achievement in reading, writing, language conventions and numeracy*, Melbourne.
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2006, *Report on Government Services 2006*, Productivity Commission, Canberra.
- 2007, *Report on Government Services 2007*, Productivity Commission, Canberra.

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 2009* (2009 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). 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, 2006-07 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	586 310	426 447	369 044	181 917	129 190	47 230	28 039	22 099	1 790 276
Targeted	\$'000	156 211	96 275	69 876	35 658	38 379	10 471	4 191	7 951	419 011
Indigenous programs	\$'000	47 751	6 456	40 630	26 528	9 718	4 170	1 350	27 214	163 817
<i>Total recurrent</i>	\$'000	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
Capital	\$'000	192 086	198 431	125 978	63 280	63 270	15 807	8 223	6 748	673 823
Total recurrent and capital	\$'000	982 358	727 609	605 528	307 383	240 557	77 678	41 803	64 012	3 046 927
Non-government schools										
General recurrent	\$'000	1 637 312	1 295 127	995 345	499 724	400 575	105 035	101 681	40 755	5 075 554
Targeted	\$'000	82 404	63 430	32 613	18 305	17 773	3 949	3 213	2 684	224 371
Indigenous programs (b)	\$'000	6	—	—	—	—	—	—	—	6
<i>Total recurrent</i>	\$'000	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
Capital	\$'000	66 470	52 248	36 661	19 684	15 410	4 090	4 461	6 546	205 570
Total recurrent and capital	\$'000	1 786 192	1 410 805	1 064 619	537 713	433 758	113 074	109 355	49 985	5 505 501
Joint programs										
<i>Total</i>	\$'000	1 791	3 964	1 709	130	298	7	265	194	8 359
All schools (c)										
<i>Total recurrent</i>	\$'000	2 511 785	1 891 699	1 509 217	762 262	595 933	170 862	138 739	100 897	7 681 394
Total recurrent and capital	\$'000	2 770 341	2 142 378	1 671 856	845 226	674 613	190 759	151 423	114 191	8 560 787

Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 2006-07 (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) 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.

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

– Nil or rounded to zero.

Source: Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); 2009 Report, table 4A.11.

Table 4A.2

Table 4A.2 Indigenous full time students, 2007

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Total Indigenous students										
Government schools	no.	37 967	7 586	37 586	18 758	7 517	4 449	904	12 546	127 313
Non-government schools	no.	5 001	923	5 755	3 595	881	679	262	2 772	19 868
All schools	no.	42 968	8 509	43 341	22 353	8 398	5 128	1 166	15 318	147 181
Total students										
Government schools	no.	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Non-government schools	no.	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
All schools	no.	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523
Indigenous students as a proportion of all students										
Government schools	%	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4	5.6
Non-government schools	%	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6	1.7
All schools	%	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0	4.3

Source: ABS 2008, Schools Australia 2007, Cat. no. 4221.0; 2009 Report, table 4A.22.

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>
2003								
LBOTE (a)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
Indigenous students	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2
Students with disabilities (b)	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6
Seniority profile (c)	10.4	11.7	11.9	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
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4
Students with disabilities (b)	5.7	5.3	4.1	3.4	9.0	5.1	4.9	12.4
Seniority profile (c)	10.7	11.8	11.9	11.8	11.7	10.9	16.3	10.2
Government students as % of all students (d)	66.5	64.3	68.6	66.6	65.2	72.0	58.3	75.6

(a) Refer to footnotes for 2009 Report, table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for 2009 Report, table 4A.24.

(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.

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; DEEWR (unpublished); 2009 Report, table 4A.25.

Table 4A.4

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2003								
LBOTE (a)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6
2006								
LBOTE (a)	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
Indigenous students	1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3
Students with disabilities (b)	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4
Seniority profile (c)	14.3	15.9	17.4	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
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6
Students with disabilities (b)	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5
Seniority profile (c)	14.3	16.1	16.8	16.5	15.8	13.6	13.8	9.1
Non-government students as % of all students	33.5	35.7	31.4	33.4	34.8	28.0	41.7	24.4

(a) Refer to footnotes for 2009 Report, table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for 2009 Report, table 4A.24.

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

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; DEEWR (unpublished); 2009 Report, table 4A.26.

Table 4A.5

Table 4A.5 **Student body mix, all schools (per cent)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
2003								
LBOTE (a)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
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)	na	na	na	na	na	na	na	na
Indigenous students	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1
Students with disabilities (b)	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1
Seniority profile (c)	11.6	13.2	13.7	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
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0
Students with disabilities (b)	4.9	4.3	3.4	2.9	7.0	4.1	3.6	10.0
Seniority profile (c)	11.9	13.4	13.5	13.4	13.2	11.6	15.3	9.9

(a) Refer to footnotes for 2009 Report, table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for 2009 Report, table 4A.24.

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

na Not available.

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; DEEWR (unpublished); 2009 Report, table 4A.27.

Table 4A.6

Table 4A.6 **Proportion of year 3 students who achieved the reading 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	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). 2009 Report, Table 4A.32 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 2009 Report, section 4.6. Table 4A.9 contains more information.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.29.

Table 4A.7

Table 4A.7 Proportion of year 5 students who achieved the reading benchmark, 2004 (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 ± 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 1mth					
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). 2009 Report, Table 4A.32 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 2009 Report, section 4.6. Table 4A.9 contains more information.

Table 4A.7 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)

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.30.

Table 4A.8

Table 4A.8 **Proportion of year 7 students who achieved the reading benchmark, 2004 (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	88.1 ± 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 1mth					
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). 2009 Report, Table 4A.32 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 2009 Report, section 4.6. Table 4A.9 contains more information.

Table 4A.8 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)

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.31.

Table 4A.9

Table 4A.9 Exemptions, absences and participation of equity groups in reading testing, 2004 (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	1.2	1.1	1.0	1.0	4.8	4.5	4.1	4.2	4.1	4.9	4.9	27.3	26.1	25.6	95.2	95.5	95.4	2.5	2.4	1.0	1.0	6.8	6.5	7.7	0.8	0.9	1.0	18.1	18.8	18.5	93.2	93.5	89.9	
Victoria	2.0	2.0	1.7	1.7	2.6	2.5	2.5	6.3	6.3	6.1	6.1	7.0	6.6	6.1	97.2	97.2	97.2	0.5	0.4	0.5	0.5	7.4	7.0	7.1	5.3	5.1	4.9	9.6	10.0	9.9	92.6	93.1	92.2	
WA	2.8	2.7	2.5	2.5	3.6	3.1	3.9	3.0	2.7	2.9	2.9	11.5	11.6	11.3	96.4	96.9	96.7	1.0	0.8	0.5	0.5	4.5	4.8	6.9	6.1	6.4	5.8	4.1	3.8	3.7	95.5	95.2	92.9	
Tasmania	2.1	1.8	1.3	1.3	6.0	4.7	5.9	1.7	1.8	1.6	1.6	12.5	11.5	11.5	94.0	95.3	92.5	0.3	0.3	0.5	0.5	12.5	9.8	12.0	23.5	27.7	27.9	21.1	21.9	24.0	81.1	85.7	86.0	
NT (c)	1.7	1.6	1.2	1.2	5.1	4.8	5.1	4.1	4.1	4.3	4.3	17.2	16.9	16.3	94.8	95.1	94.1																	

(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 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 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.33.

Table 4A.10

Table 4A.10 Proportion of year 3 students who achieved the writing 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	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.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.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.34.

Table 4A.11

Table 4A.11 Proportion of year 5 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	95.9 ± 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 1mth					
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 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.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.35.

Table 4A.12

Table 4A.12 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 1mth					
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 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.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.36.

Table 4A.13

Table 4A.13 Exemptions, absences and participation of equity groups in writing testing, 2004 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			Assessed students (b)							
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7					
	Year 3			Year 5			Year 7			Year 3			Year 5			Year 7	
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	95.4		
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	89.3		
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	97.0		
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	91.6		
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	96.6		
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	90.6		
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	92.0		
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	81.3		
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	93.8		

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

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

(c) 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 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.38.

Table 4A.14

Table 4A.14 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 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 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2009 Report, table 4A.39.

Table 4A.15

Table 4A.15 Proportion of year 5 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	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 1mth					
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 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 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.40.

Table 4A.16

Table 4A.16 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 1mth 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 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.

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

Table 4A.16 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)

(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 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.41.

Table 4A.17

Table 4A.17 Exemptions, absences and participation of equity groups in numeracy testing, 2004 (per cent)

	Students							Assessed students									
	exempted (a)			absent or withdrawn (a)				Indigenous students (b)			LBOTE students (b)				Assessed students		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7		
NSW	1.2	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	93.3		
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	90.0		
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	97.9		
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	92.7		
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	95.6		
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	92.9		
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	92.6		
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	88.9		
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	93.7		

(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 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.43.

Table 4A.18

Table 4A.18 Proportion of year 3 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	93.3 ± 1.6	92.0 ± 1.8	94.7 ± 1.3	81.8 ± 3.9	92.7 ± 1.5
1. 8yrs 9mths					
2. 3yrs 7mths					
Victoria	91.7 ± 1.9	90.0 ± 2.3	93.7 ± 1.6	83.6 ± 5.1	93.3 ± 2.2
1. 9yrs 0mths					
2. 3yrs 7mths					
Queensland	93.7 ± 1.2	92.1 ± 1.5	95.5 ± 1.0	83.2 ± 3.9	91.2 ± 1.3
1. 8yrs 4mths					
2. 2yrs 8mths					
WA	93.6 ± 1.7	92.3 ± 2.0	95.0 ± 1.5	73.8 ± 6.6	91.4 ± 2.4
1. 8yrs 5mths					
2. 3yrs 7mths					
SA	91.1 ± 1.6	89.2 ± 1.8	93.1 ± 1.4	71.0 ± 4.8	93.8 ± 2.1
1. 8yrs 6mths					
2. 3yrs 3mths					
Tasmania	94.9 ± 1.5	93.5 ± 1.9	96.3 ± 1.3	87.4 ± 5.0	93.5 ± 2.8
1. 9yrs 1mth					
2. 3yrs 7mths					
ACT	96.3 ± 0.8	95.2 ± 1.1	97.4 ± 0.7	95.3 ± 4.5	93.6 ± 1.3
1. 8yrs 10mths					
2. 3yrs 6mths					
NT	70.4 ± 2.7	67.3 ± 3.5	73.6 ± 3.1	40.1 ± 4.4	41.5 ± 4.4
1. 8yrs 8mths					
2. 3yrs 3mths					
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.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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.44.

Table 4A.19

Table 4A.19 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 1mth					
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 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.45.

Table 4A.20

Table 4A.20 Proportion of year 7 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	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 1mth					
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 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.46.

Table 4A.21

Table 4A.21 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			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	1.0	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/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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.49.

Table 4A.22

Table 4A.22 Proportion of year 3 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)

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

(g) Victoria has advised that the increase in 2005 (and 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions.

Table 4A.22 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.50.

Table 4A.23

Table 4A.23 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 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.
- (g) Victoria has advised that the increase in 2005 (and 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions.

Table 4A.23 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.51.

Table 4A.24

Table 4A.24 Proportion of year 7 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)

<i>1 Average age (d)</i> <i>2 Years of schooling (e)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	92.1 ± 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 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.

(g) Victoria has advised that the increase in 2005 (and 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions.

Table 4A.24 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.52.

Table 4A.25

Table 4A.25 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			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	4.4	4.2	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6	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	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	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	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	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	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	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	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	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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.55.

Table 4A.26

Table 4A.26 Proportion of year 3 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	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 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.56.

Table 4A.27

Table 4A.27 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 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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.57.

Table 4A.28

Table 4A.28 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)
NSW (g)	75.8 ± 1.1	75.7 ± 1.2	75.9 ± 1.2	44.5 ± 2.3	75.2 ± 1.2
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	86.9 ± 0.6	86.6 ± 0.6	87.3 ± 0.8	66.5 ± 4.5	85.9 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	83.2 ± 0.6	82.7 ± 0.7	83.9 ± 0.7	54.5 ± 2.4	79.8 ± 1.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.3 ± 0.8	84.9 ± 0.8	83.6 ± 1.0	46.8 ± 2.9	81.8 ± 1.6
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	85.7 ± 1.2	86.6 ± 1.2	84.9 ± 1.3	55.8 ± 5.3	82.5 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.5 ± 1.2	80.4 ± 1.6	80.5 ± 1.7	66.4 ± 4.9	75.4 ± 5.8
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	88.1 ± 1.2	88.0 ± 1.5	88.3 ± 1.8	62.6 ± 11.4	84.4 ± 2.6
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	64.8 ± 2.0	62.7 ± 2.8	66.9 ± 2.6	24.9 ± 3.3	24.8 ± 3.2
1. 12yrs 8mths					
2. 7yrs 3mths					
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 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, 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)

(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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.58.

Table 4A.29

Table 4A.29 Exemptions, absences and participation by equity group in numeracy testing, 2005 (per cent)

	Students						Assessed students								
	exempted (a)			absent or withdrawn (a)			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	5.6	4.2	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	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	7.1	6.8	6.3	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	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	11.1	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	4.9	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	20.0	19.1	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	26.7	27.6	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	18.9	17.9	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 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.61.

Table 4A.30

Table 4A.30 Proportion of year 3 students who achieved the reading benchmark, 2006 (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	93.1 ± 1.7	91.2 ± 2.2	95.2 ± 1.2	81.6 ± 4.3	93.0 ± 1.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	91.5 ± 2.0	89.3 ± 2.4	93.8 ± 1.6	81.5 ± 5.1	90.1 ± 2.2
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	94.5 ± 1.3	93.3 ± 1.6	96.1 ± 1.0	88.5 ± 3.3	90.6 ± 1.4
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	94.0 ± 1.6	93.0 ± 1.9	95.1 ± 1.4	75.7 ± 5.8	92.6 ± 1.7
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	93.1 ± 1.8	91.6 ± 2.1	94.5 ± 1.6	75.2 ± 6.3	92.2 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	94.1 ± 1.3	92.5 ± 1.8	95.8 ± 1.2	88.5 ± 3.5	89.9 ± 2.3
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	96.4 ± 0.8	95.7 ± 1.0	97.1 ± 0.7	90.7 ± 6.1	93.7 ± 1.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	70.8 ± 2.6	69.5 ± 3.3	72.2 ± 3.0	39.6 ± 4.0	40.3 ± 4.0
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.7	91.3 ± 2.0	94.8 ± 1.3	79.7 ± 4.3	91.0 ± 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.34. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.30 Proportion of year 3 students who achieved the reading benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.62.

Table 4A.31

Table 4A.31 Proportion of year 5 students who achieved the reading benchmark, 2006 (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	90.3 ± 1.1	87.9 ± 1.3	92.8 ± 1.0	73.6 ± 3.0	89.4 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	89.9 ± 1.4	87.7 ± 1.7	92.1 ± 1.2	69.7 ± 4.9	87.6 ± 1.7
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	81.2 ± 3.1	78.5 ± 3.4	84.3 ± 2.8	60.7 ± 5.7	77.5 ± 3.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	92.6 ± 1.4	91.1 ± 1.6	94.1 ± 1.2	70.8 ± 4.9	93.0 ± 1.5
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	88.0 ± 1.4	85.4 ± 1.7	90.8 ± 1.3	58.8 ± 5.0	87.1 ± 2.2
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	94.1 ± 1.0	92.6 ± 1.3	95.6 ± 1.2	90.3 ± 3.4	89.1 ± 2.6
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	95.6 ± 0.6	94.2 ± 1.1	96.9 ± 0.7	89.7 ± 6.4	92.8 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	74.5 ± 2.0	71.7 ± 2.8	77.6 ± 2.6	39.7 ± 3.8	38.5 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	88.4 ± 1.6	86.0 ± 1.9	90.8 ± 1.5	66.3 ± 4.4	87.2 ± 1.7

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

(b) 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.34. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.31 Proportion of year 5 students who achieved the reading benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.63.

Table 4A.32

Table 4A.32 Proportion of year 7 students who achieved the reading benchmark, 2006 (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	88.4 ± 0.9	86.0 ± 1.0	90.9 ± 0.8	68.4 ± 2.4	85.7 ± 1.2
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	94.9 ± 0.5	93.6 ± 0.6	96.2 ± 0.5	80.7 ± 3.8	93.2 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	85.6 ± 1.0	84.2 ± 1.1	87.2 ± 1.0	63.6 ± 2.7	81.9 ± 1.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.4 ± 0.8	81.4 ± 1.0	87.7 ± 0.9	47.0 ± 3.1	83.8 ± 1.8
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	93.3 ± 0.4	91.7 ± 0.6	94.9 ± 0.4	71.4 ± 3.7	87.4 ± 1.1
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.1	84.2 ± 1.5	89.0 ± 1.4	72.2 ± 4.7	83.4 ± 4.2
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	94.2 ± 0.9	92.5 ± 1.4	95.8 ± 1.2	76.4 ± 10.2	92.2 ± 2.1
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	72.3 ± 2.0	70.4 ± 2.8	74.1 ± 2.8	38.6 ± 3.7	36.4 ± 3.8
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.2 ± 0.8	87.2 ± 1.0	91.2 ± 0.8	63.2 ± 3.0	87.0 ± 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.34 Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.32 Proportion of year 7 students who achieved the reading benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.64.

Table 4A.33

Table 4A.33 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	82.1 ± 4.5	84.1 ± 5.4	90.7 ± 3.0	84.5 ± 5.5	84.7 ± 6.5	86.4 ± 7.0	90.7 ± 6.1	..	86.1 ± 4.3
Provincial	82.2 ± 4.3	78.8 ± 7.0	90.3 ± 3.3	79.4 ± 7.0	70.1 ± 8.9	91.9 ± 4.0	..	68.0 ± 6.3	83.3 ± 4.7
Remote	71.1 ± 12.2	np	80.7 ± 6.4	72.8 ± 8.0	np	np	..	43.8 ± 7.4	68.0 ± 7.9
Very remote	61.3 ± 20.0	..	82.4 ± 6.3	60.0 ± 9.3	51.4 ± 15.0	np	..	20.1 ± 4.4	53.8 ± 7.1
Total	81.6 ± 4.3	81.5 ± 5.1	88.5 ± 3.3	75.7 ± 5.8	75.2 ± 6.3	88.5 ± 3.5	90.7 ± 6.1	39.6 ± 4.0	79.7 ± 4.3
All students									
Metropolitan	93.7 ± 1.5	92.0 ± 1.9	94.8 ± 1.2	95.2 ± 1.3	94.3 ± 1.7	94.3 ± 1.4	96.4 ± 0.8	..	93.8 ± 1.5
Provincial	91.6 ± 2.2	90.2 ± 2.4	94.8 ± 1.4	93.5 ± 2.0	90.3 ± 2.4	93.9 ± 1.6	..	82.7 ± 2.9	92.0 ± 2.0
Remote	84.7 ± 5.5	90.6 ± 10.1	91.2 ± 3.0	89.6 ± 3.2	93.0 ± 3.5	93.9 ± 6.6	..	72.0 ± 4.4	87.9 ± 3.7
Very remote	79.6 ± 9.0	..	87.3 ± 4.3	78.6 ± 5.6	71.1 ± 10.5	np	..	40.5 ± 4.2	71.4 ± 5.3
Total	93.1 ± 1.7	91.5 ± 2.0	94.5 ± 1.3	94.0 ± 1.6	93.1 ± 1.8	94.1 ± 1.3	96.4 ± 0.8	70.8 ± 2.6	93.0 ± 1.7
Year 5									
Indigenous students									
Metropolitan	75.6 ± 3.2	74.8 ± 6.1	65.5 ± 6.0	80.3 ± 5.5	67.6 ± 6.1	91.1 ± 7.1	89.7 ± 6.4	..	72.6 ± 5.3
Provincial	67.0 ± 3.2	65.1 ± 6.8	63.0 ± 5.9	73.7 ± 6.3	56.9 ± 8.2	91.3 ± 3.9	..	73.9 ± 6.8	67.8 ± 5.6
Remote	62.3 ± 10.1	np	52.2 ± 9.2	65.7 ± 7.9	np	np	..	56.4 ± 8.5	58.9 ± 8.3
Very remote	32.0 ± 16.9	..	42.3 ± 8.4	53.5 ± 7.8	24.6 ± 12.0	np	..	16.5 ± 4.1	34.7 ± 7.2
Total	73.6 ± 3.0	69.7 ± 4.9	60.7 ± 5.7	70.8 ± 4.9	58.8 ± 5.0	90.3 ± 3.4	89.7 ± 6.4	39.7 ± 3.8	66.3 ± 4.4

Table 4A.33

Table 4A.33 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	91.0 ± 1.1	90.3 ± 1.4	82.6 ± 3.0	94.0 ± 1.2	89.8 ± 1.3	94.5 ± 1.3	95.6 ± 0.6	..	89.5 ± 1.6
Provincial	88.6 ± 1.3	88.6 ± 1.7	80.1 ± 3.3	91.6 ± 1.8	84.7 ± 2.0	93.8 ± 1.3	..	88.0 ± 2.1	86.8 ± 2.0
Remote	77.5 ± 4.7	92.1 ± 9.7	72.2 ± 5.0	86.6 ± 3.0	79.8 ± 4.2	91.9 ± 7.8	..	80.6 ± 4.2	80.0 ± 4.2
Very remote	70.6 ± 10.0	..	57.1 ± 6.6	73.4 ± 5.0	55.7 ± 8.7	85.7 ± 12.2	..	38.7 ± 4.2	57.5 ± 5.8
Total	90.3 ± 1.1	89.9 ± 1.4	81.2 ± 3.1	92.6 ± 1.4	88.0 ± 1.4	94.1 ± 1.0	95.6 ± 0.6	74.5 ± 2.0	88.4 ± 1.6
Year 7									
Indigenous students									
Metropolitan	70.5 ± 2.8	83.0 ± 4.5	69.5 ± 3.0	57.4 ± 4.6	78.6 ± 4.3	69.0 ± 8.8	76.4 ± 10.2	..	70.1 ± 3.5
Provincial	67.6 ± 3.2	77.8 ± 5.8	65.6 ± 3.7	51.7 ± 5.2	71.5 ± 5.9	74.3 ± 5.9	..	70.6 ± 6.8	67.1 ± 4.2
Remote	45.2 ± 10.4	np	47.7 ± 7.3	45.9 ± 8.1	np	np	..	42.0 ± 6.8	45.2 ± 7.9
Very remote	np	..	42.2 ± 5.7	19.2 ± 5.1	38.6 ± 12.8	np	..	16.4 ± 4.0	27.7 ± 5.4
Total	68.4 ± 2.4	80.7 ± 3.8	63.6 ± 2.7	47.0 ± 3.1	71.4 ± 3.7	72.2 ± 4.7	76.4 ± 10.2	38.6 ± 3.7	63.2 ± 3.0
All students									
Metropolitan	89.1 ± 0.9	95.2 ± 0.5	86.8 ± 1.0	86.5 ± 0.8	93.7 ± 0.5	87.9 ± 1.4	94.2 ± 0.9	..	90.3 ± 0.8
Provincial	86.7 ± 1.1	94.0 ± 0.7	84.7 ± 1.2	82.2 ± 1.5	92.9 ± 0.8	85.5 ± 1.6	..	85.7 ± 2.2	87.8 ± 1.1
Remote	68.1 ± 5.9	91.7 ± 7.6	76.5 ± 3.1	78.6 ± 2.9	93.3 ± 1.6	78.8 ± 14.4	..	69.3 ± 4.0	78.3 ± 3.3
Very remote	77.3 ± 11.6	..	62.1 ± 4.1	49.9 ± 4.4	67.3 ± 8.1	86.6 ± 13.3	..	40.8 ± 4.2	54.3 ± 4.8
Total	88.4 ± 0.9	94.9 ± 0.5	85.6 ± 1.0	84.4 ± 0.8	93.3 ± 0.4	86.5 ± 1.1	94.2 ± 0.9	72.3 ± 2.0	89.2 ± 0.8

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

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

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

.. Not applicable. np Not published.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.65.

Table 4A.34

Table 4A.34 Exemptions, absences and participation by equity group in reading testing, 2006 (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
				absent or withdrawn (a)			Indigenous students (b)			Assessed students (b)			All students		
NSW	1.1	1.1	0.7	5.2	4.5	4.1	4.1	4.4	4.8	28.0	26.4	22.6	94.8	95.5	95.9
Victoria	1.9	1.5	0.7	9.4	9.4	9.7	0.9	0.9	1.1	22.7	23.0	21.4	90.6	90.6	90.3
Queensland	2.3	2.2	2.2	3.0	2.9	3.1	6.9	6.9	6.6	7.9	7.8	6.8	96.3	96.9	96.8
WA	0.7	0.7	0.6	7.0	6.5	5.8	5.4	5.6	5.2	11.6	11.6	11.1	93.3	93.9	94.7
SA	4.5	3.5	3.1	4.3	4.0	5.3	3.3	3.0	2.6	9.8	10.2	9.8	95.7	96.0	94.7
Tasmania	1.2	1.0	0.8	4.1	4.1	6.2	6.8	6.9	6.5	5.2	4.9	4.1	95.9	95.9	93.8
ACT	1.7	1.9	1.1	5.2	4.6	6.4	2.1	1.7	1.4	18.7	18.6	12.7	94.8	95.4	93.6
NT (c)	0.8	0.6	0.6	–	–	–	29.9	29.5	30.0	26.4	26.0	23.8	87.9	89.9	89.9
Aust	1.7	1.5	1.2	5.8	5.5	5.6	4.3	4.4	4.4	19.0	18.4	16.3	94.0	94.4	94.4

(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 Indigenous community schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

– Nil or rounded to zero.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.67.

Table 4A.35

Table 4A.35 Proportion of year 3 students who achieved the writing benchmark, 2006 (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	93.8 ± 1.9	92.0 ± 2.4	95.6 ± 1.4	80.8 ± 5.0	93.5 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.6 ± 0.5	95.2 ± 0.8	98.0 ± 0.3	91.8 ± 2.9	96.1 ± 0.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	95.3 ± 0.6	93.9 ± 0.8	97.3 ± 0.4	89.7 ± 2.0	92.2 ± 0.7
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.2 ± 1.4	87.0 ± 1.8	93.5 ± 1.1	63.1 ± 4.2	89.2 ± 1.6
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	92.2 ± 2.4	89.6 ± 3.0	94.8 ± 1.8	71.1 ± 6.6	90.2 ± 3.0
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	90.8 ± 1.6	87.0 ± 2.2	94.7 ± 1.3	83.6 ± 4.3	86.7 ± 3.0
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	93.8 ± 1.8	91.9 ± 2.4	95.7 ± 1.6	85.4 ± 7.4	90.9 ± 2.4
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	66.6 ± 3.6	62.7 ± 4.0	70.7 ± 4.3	33.5 ± 4.7	35.1 ± 4.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.9 ± 1.3	92.0 ± 1.7	96.0 ± 1.0	77.9 ± 3.8	92.7 ± 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.39. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.35 Proportion of year 3 students who achieved the writing benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.68.

Table 4A.36

Table 4A.36 Proportion of year 5 students who achieved the writing benchmark, 2006 (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	93.9 ± 2.0	92.1 ± 2.5	95.8 ± 1.4	80.7 ± 5.8	93.3 ± 2.0
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	97.6 ± 0.1	96.7 ± 0.2	98.6 ± 0.1	93.5 ± 1.7	97.0 ± 0.2
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	96.0 ± 0.4	94.8 ± 0.6	97.6 ± 0.2	90.8 ± 1.5	93.4 ± 0.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	84.7 ± 2.3	79.8 ± 2.8	89.8 ± 1.8	53.0 ± 4.8	87.0 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 2.8	90.6 ± 3.6	94.9 ± 1.9	75.6 ± 7.7	94.7 ± 2.5
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	87.5 ± 1.8	82.7 ± 2.4	92.5 ± 1.6	79.0 ± 4.7	83.7 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	95.5 ± 1.2	94.4 ± 1.8	96.6 ± 0.9	85.8 ± 8.1	93.3 ± 1.7
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	66.1 ± 3.1	61.6 ± 3.8	71.0 ± 3.6	29.5 ± 4.1	30.6 ± 3.9
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	93.8 ± 1.3	91.9 ± 1.7	95.8 ± 0.9	77.0 ± 4.0	93.0 ± 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.39. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.36 Proportion of year 5 students who achieved the writing benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.69.

Table 4A.37

Table 4A.37 Proportion of year 7 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)

<i>1 Average age (d)</i>		<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	93.0 ± 2.1	90.4 ± 2.8	95.7 ± 1.4	77.5 ± 5.4	92.0 ± 2.4
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	95.4 ± 0.5	93.2 ± 0.8	97.7 ± 0.3	83.3 ± 3.9	95.3 ± 0.6
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	96.0 ± 0.3	94.8 ± 0.4	97.5 ± 0.2	88.6 ± 1.3	93.8 ± 0.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.5 ± 1.6	80.4 ± 2.0	90.9 ± 1.2	54.2 ± 3.7	87.5 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.7 ± 5.0	83.5 ± 6.3	92.1 ± 3.7	59.3 ± 10.2	84.0 ± 4.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	81.7 ± 2.0	75.5 ± 2.7	88.4 ± 1.7	69.4 ± 5.4	77.2 ± 5.2
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	91.4 ± 2.9	87.5 ± 4.1	95.1 ± 2.0	75.6 ± 10.6	90.3 ± 3.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	61.6 ± 2.7	56.0 ± 3.4	67.4 ± 3.1	25.9 ± 3.5	26.1 ± 3.7
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.4 ± 1.5	89.8 ± 2.0	95.3 ± 1.1	73.8 ± 3.9	91.4 ± 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.39. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.37 Proportion of year 7 students who achieved the writing benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.70.

Table 4A.38

Table 4A.38 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	82.8 ± 5.0	91.8 ± 3.3	90.9 ± 1.8	71.6 ± 5.7	79.1 ± 7.1	80.0 ± 8.8	85.4 ± 7.4	..	84.9 ± 4.1
Provincial	80.5 ± 5.4	91.7 ± 4.1	91.5 ± 2.5	71.1 ± 7.5	75.1 ± 9.6	84.8 ± 5.2	..	62.9 ± 8.6	82.6 ± 5.0
Remote	70.3 ± 10.3	np	82.4 ± 5.1	61.8 ± 6.9	np	np	..	39.5 ± 8.3	64.4 ± 7.2
Very remote	41.5 ± 19.1	..	84.6 ± 5.6	42.6 ± 7.0	27.3 ± 12.7	np	..	13.1 ± 4.2	46.0 ± 6.2
Total	80.8 ± 5.0	91.8 ± 2.9	89.7 ± 2.0	63.1 ± 4.2	71.1 ± 6.6	83.6 ± 4.3	85.4 ± 7.4	33.5 ± 4.7	77.9 ± 3.8
All students									
Metropolitan	94.3 ± 1.7	96.8 ± 0.5	95.6 ± 0.5	91.8 ± 1.3	93.2 ± 2.2	91.4 ± 1.5	93.9 ± 1.8	..	94.8 ± 1.2
Provincial	92.5 ± 2.4	95.9 ± 0.8	95.7 ± 0.7	89.3 ± 1.9	90.7 ± 3.0	90.2 ± 2.1	..	78.8 ± 4.3	93.2 ± 1.6
Remote	82.6 ± 4.7	94.1 ± 7.2	92.8 ± 1.7	84.3 ± 2.8	90.9 ± 3.8	94.2 ± 5.4	..	70.7 ± 4.9	86.1 ± 3.2
Very remote	74.4 ± 9.5	..	89.1 ± 3.5	66.1 ± 4.5	62.3 ± 9.7	np	..	33.3 ± 5.2	65.8 ± 4.9
Total	93.8 ± 1.9	96.6 ± 0.5	95.3 ± 0.6	90.2 ± 1.4	92.2 ± 2.4	90.8 ± 1.6	93.8 ± 1.8	66.6 ± 3.6	93.9 ± 1.3
Year 5									
Indigenous students									
Metropolitan	83.6 ± 5.3	94.4 ± 2.1	93.8 ± 1.4	63.0 ± 7.4	79.5 ± 6.9	78.2 ± 8.2	85.8 ± 8.1	..	85.1 ± 6.8
Provincial	74.2 ± 6.0	92.6 ± 3.0	90.0 ± 1.9	57.0 ± 6.7	81.0 ± 9.6	80.9 ± 5.1	..	62.3 ± 7.3	78.5 ± 6.9
Remote	67.3 ± 12.1	np	85.8 ± 5.6	50.6 ± 7.8	np	np	..	42.7 ± 8.7	62.4 ± 6.0
Very remote	43.7 ± 21.9	..	84.3 ± 4.1	31.3 ± 6.5	41.1 ± 17.8	np	..	7.8 ± 3.5	41.9 ± 5.7
Total	80.7 ± 5.8	93.5 ± 1.7	90.8 ± 1.5	53.0 ± 4.8	75.6 ± 7.7	79.0 ± 4.7	85.8 ± 8.1	29.5 ± 4.1	77.0 ± 4.0

Table 4A.38

Table 4A.38 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	94.5 ± 1.7	97.7 ± 0.1	96.3 ± 0.4	87.1 ± 2.1	93.2 ± 2.4	89.0 ± 1.7	95.5 ± 1.2	..	94.7 ± 1.2
Provincial	92.5 ± 2.6	97.4 ± 0.3	96.1 ± 0.5	82.0 ± 2.9	92.4 ± 3.5	86.6 ± 2.3	..	79.5 ± 3.7	93.0 ± 1.6
Remote	82.0 ± 6.0	98.4 ± 4.0	94.1 ± 1.6	75.7 ± 3.8	90.4 ± 4.8	84.8 ± 9.7	..	70.1 ± 5.3	83.5 ± 3.8
Very remote	76.2 ± 10.6	..	89.8 ± 2.5	57.7 ± 4.8	69.7 ± 11.7	70.6 ± 17.2	..	31.5 ± 4.2	63.0 ± 4.7
Total	93.9 ± 2.0	97.6 ± 0.1	96.0 ± 0.4	84.7 ± 2.3	92.7 ± 2.8	87.5 ± 1.8	95.5 ± 1.2	66.1 ± 3.1	93.8 ± 1.3
Year 7									
Indigenous students									
Metropolitan	80.8 ± 5.2	87.0 ± 4.2	92.0 ± 1.5	65.2 ± 5.0	67.9 ± 10.6	62.0 ± 9.0	75.6 ± 10.6	..	82.1 ± 4.3
Provincial	75.6 ± 5.9	78.6 ± 6.0	89.3 ± 1.6	57.5 ± 6.0	59.3 ± 12.2	73.7 ± 5.9	..	53.5 ± 8.1	76.3 ± 5.0
Remote	50.4 ± 12.2	np	80.5 ± 5.9	53.1 ± 8.3	np	np	..	27.6 ± 6.5	53.1 ± 7.7
Very remote	np	..	77.6 ± 4.7	27.3 ± 6.2	22.3 ± 14.0	np	..	6.2 ± 2.7	39.3 ± 4.9
Total	77.5 ± 5.4	83.3 ± 3.9	88.6 ± 1.3	54.2 ± 3.7	59.3 ± 10.2	69.4 ± 5.4	75.6 ± 10.6	25.9 ± 3.5	73.8 ± 3.9
All students									
Metropolitan	93.8 ± 1.9	96.0 ± 0.5	96.5 ± 0.3	87.9 ± 1.5	89.0 ± 4.3	82.5 ± 2.2	91.4 ± 2.9	..	93.7 ± 1.4
Provincial	91.0 ± 2.6	93.7 ± 0.8	95.7 ± 0.4	81.7 ± 2.2	85.4 ± 6.7	81.2 ± 2.4	..	73.9 ± 3.4	90.8 ± 1.9
Remote	74.3 ± 7.1	95.5 ± 4.7	93.6 ± 1.6	80.2 ± 3.1	85.0 ± 7.8	72.9 ± 17.3	..	55.2 ± 4.8	80.8 ± 4.1
Very remote	83.6 ± 9.9	..	86.4 ± 2.8	54.7 ± 5.3	52.5 ± 11.5	84.3 ± 15.2	..	35.1 ± 4.2	62.4 ± 4.8
Total	93.0 ± 2.1	95.4 ± 0.5	96.0 ± 0.3	85.5 ± 1.6	87.7 ± 5.0	81.7 ± 2.0	91.4 ± 2.9	61.6 ± 2.7	92.4 ± 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) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

.. Not applicable. np Not published.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.71.

Table 4A.39

Table 4A.39 Exemptions, absences and participation by equity group in writing testing, 2006 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students											
	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	Year 3	Year 5	Year 7
NSW	1.1	1.1	0.7	5.0	4.5	4.1	4.2	4.4	4.8	28.1	26.4	22.6	95.0	95.5	95.9			
Victoria	1.9	1.5	0.7	9.6	10.4	10.3	0.9	0.9	1.0	22.7	22.8	21.3	90.4	89.6	89.7			
Queensland	2.3	2.2	2.2	3.1	3.0	3.2	6.9	6.9	6.6	7.9	7.8	6.8	96.3	96.8	96.7			
WA	0.7	0.7	0.6	7.4	7.2	6.4	5.3	5.5	5.0	11.6	11.6	11.1	92.8	93.2	94.0			
SA	4.4	3.5	3.1	4.5	4.2	5.5	3.3	3.0	2.6	9.8	10.2	9.7	95.5	95.8	94.5			
Tasmania	1.1	1.0	0.8	4.7	5.1	7.3	6.8	6.8	6.4	5.2	4.9	4.1	95.3	94.9	92.7			
ACT	1.7	1.9	1.1	6.4	5.4	7.2	2.0	1.6	1.4	18.4	18.5	12.7	93.6	94.7	92.8			
NT (c)	0.8	0.6	0.8	–	–	–	30.2	29.3	29.2	26.6	25.7	23.0	88.0	90.0	88.8			
Aust	1.7	1.5	1.2	5.9	5.9	5.9	4.3	4.4	4.3	19.0	18.4	16.3	93.8	94.0	94.0			

(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 Indigenous community 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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.73.

Table 4A.40

Table 4A.40 Proportion of year 3 students who achieved the numeracy benchmark, 2006 (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	95.8 ± 0.8	95.4 ± 0.9	96.2 ± 0.8	88.1 ± 2.7	94.9 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.9 ± 0.7	95.2 ± 0.7	96.6 ± 0.7	90.7 ± 2.8	94.7 ± 0.8
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.9 ± 2.3	88.7 ± 2.2	89.4 ± 2.3	72.1 ± 4.9	84.4 ± 2.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	88.4 ± 2.5	87.9 ± 2.6	88.9 ± 2.4	59.6 ± 6.2	85.4 ± 2.8
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	91.5 ± 1.3	90.8 ± 1.4	92.2 ± 1.4	72.8 ± 4.6	93.8 ± 2.4
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	88.5 ± 1.8	87.1 ± 2.1	90.0 ± 1.8	78.7 ± 4.7	83.2 ± 4.4
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.3 ± 1.6	93.6 ± 1.8	95.0 ± 1.7	82.8 ± 9.2	92.3 ± 2.3
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	85.4 ± 2.1	85.5 ± 2.4	85.3 ± 2.6	65.5 ± 4.5	63.8 ± 4.3
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.4	92.5 ± 1.4	93.5 ± 1.4	76.2 ± 4.3	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.44. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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 3 students who achieved the numeracy benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.74.

Table 4A.41

Table 4A.41 Proportion of year 5 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)

<i>1 Average age (d)</i>		<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	92.6 ± 1.2	92.4 ± 1.2	92.9 ± 1.3	78.0 ± 3.5	91.8 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.9 ± 0.9	94.5 ± 0.9	95.3 ± 0.9	84.4 ± 4.3	93.7 ± 0.9
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	85.4 ± 1.6	85.2 ± 1.6	85.7 ± 1.7	62.8 ± 3.4	82.2 ± 2.2
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.0 ± 1.5	86.0 ± 1.5	86.1 ± 1.6	52.9 ± 4.3	86.2 ± 1.9
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	88.3 ± 1.7	88.5 ± 1.8	88.1 ± 1.9	63.0 ± 6.1	86.6 ± 2.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	88.7 ± 1.5	88.0 ± 1.7	89.5 ± 1.7	81.9 ± 4.0	83.4 ± 4.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	93.0 ± 1.4	92.6 ± 1.6	93.4 ± 1.5	83.0 ± 10.9	90.9 ± 2.3
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	70.0 ± 2.2	69.4 ± 2.8	70.6 ± 2.8	32.8 ± 3.6	33.4 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.3 ± 1.3	90.0 ± 1.3	90.6 ± 1.4	66.0 ± 3.8	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.44. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.41 Proportion of year 5 students who achieved the numeracy benchmark, 2006 (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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.75.

Table 4A.42

Table 4A.42 Proportion of year 7 students who achieved the numeracy benchmark, 2006 (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	72.7 ± 1.6	72.0 ± 1.5	73.5 ± 1.8	39.8 ± 2.4	70.5 ± 1.7
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	84.6 ± 0.7	84.9 ± 0.7	84.3 ± 0.9	60.0 ± 4.0	83.5 ± 0.9
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	79.8 ± 1.2	80.9 ± 1.2	78.9 ± 1.3	53.3 ± 2.5	77.1 ± 2.1
WA 1. 12yrs 2mths 2. 6yrs 7mths	84.5 ± 0.7	84.4 ± 0.8	84.6 ± 0.8	48.2 ± 2.7	84.9 ± 1.5
SA 1. 12yrs 6mths 2. 7yrs 3mths	87.3 ± 0.8	87.0 ± 0.9	87.7 ± 1.0	55.4 ± 5.0	80.7 ± 1.8
Tasmania 1. 13yrs 1mths 2. 7yrs 7mths	80.4 ± 1.2	80.4 ± 1.5	80.3 ± 1.7	66.9 ± 5.1	73.2 ± 5.5
ACT 1. 12yrs 10mths 2. 7yrs 6mths	89.5 ± 1.2	88.4 ± 1.7	90.5 ± 1.8	67.2 ± 11.3	88.1 ± 2.7
NT 1. 12yrs 8mths 2. 7yrs 3mths	67.3 ± 1.9	67.3 ± 2.6	67.4 ± 2.8	30.0 ± 3.7	28.4 ± 3.4
Australia	79.7 ± 1.1	79.7 ± 1.1	79.7 ± 1.3	47.5 ± 2.9	76.3 ± 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.44. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

(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.42 Proportion of year 7 students who achieved the numeracy benchmark, 2006 (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.

(iii) the drop in performance for NSW beyond the normal range of annual fluctuations was expected in 2006 and is attributable to the conduct of testing two months earlier, in March rather than in May.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.76.

Table 4A.43

Table 4A.43 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	88.2 ± 3.0	90.8 ± 3.8	75.4 ± 5.2	70.2 ± 7.3	69.2 ± 4.2	71.3 ± 8.1	82.8 ± 9.2	..	79.8 ± 4.7
Provincial	89.1 ± 2.9	90.5 ± 4.5	75.5 ± 5.2	66.7 ± 8.2	82.5 ± 7.3	81.7 ± 5.0	..	88.2 ± 4.3	82.7 ± 4.5
Remote	76.5 ± 9.9	np	60.3 ± 8.1	56.9 ± 9.0	np	np	..	71.8 ± 7.3	64.6 ± 8.6
Very remote	73.4 ± 18.9	..	56.4 ± 7.2	39.9 ± 7.5	57.1 ± 14.2	np	..	50.0 ± 6.1	50.2 ± 7.5
Total	88.1 ± 2.7	90.7 ± 2.8	72.1 ± 4.9	59.6 ± 6.2	72.8 ± 4.6	78.7 ± 4.7	82.8 ± 9.2	65.5 ± 4.5	76.2 ± 4.3
All students									
Metropolitan	95.9 ± 0.8	96.0 ± 0.6	89.6 ± 2.1	90.0 ± 2.2	91.8 ± 1.2	89.4 ± 1.9	94.3 ± 1.6	..	93.6 ± 1.2
Provincial	95.8 ± 1.0	95.3 ± 0.9	89.0 ± 2.4	88.4 ± 3.2	91.3 ± 1.9	87.9 ± 2.2	..	94.6 ± 1.4	92.7 ± 1.6
Remote	88.8 ± 3.9	96.9 ± 5.2	83.0 ± 4.0	82.7 ± 4.1	91.4 ± 2.6	88.8 ± 8.1	..	87.7 ± 3.4	85.6 ± 3.8
Very remote	88.4 ± 6.6	..	71.6 ± 5.3	61.9 ± 5.7	73.3 ± 7.4	np	..	62.7 ± 4.9	67.2 ± 5.5
Total	95.8 ± 0.8	95.9 ± 0.7	88.9 ± 2.3	88.4 ± 2.5	91.5 ± 1.3	88.5 ± 1.8	94.3 ± 1.6	85.4 ± 2.1	93.0 ± 1.4
Year 5									
Indigenous students									
Metropolitan	79.9 ± 3.6	86.9 ± 4.4	68.1 ± 4.1	63.7 ± 4.7	70.5 ± 7.2	79.5 ± 7.2	83.0 ± 10.9	..	73.7 ± 4.4
Provincial	72.6 ± 3.7	82.2 ± 6.6	66.4 ± 4.0	56.3 ± 7.1	65.5 ± 9.9	85.1 ± 4.4	..	63.2 ± 6.7	70.2 ± 4.7
Remote	63.6 ± 11.1	np	48.2 ± 6.8	44.8 ± 8.6	np	np	..	45.1 ± 7.7	48.6 ± 8.2
Very remote	37.6 ± 21.9	..	39.4 ± 5.5	36.9 ± 6.8	25.6 ± 12.9	np	..	13.4 ± 3.4	28.6 ± 5.7
Total	78.0 ± 3.5	84.4 ± 4.3	62.8 ± 3.4	52.9 ± 4.3	63.0 ± 6.1	81.9 ± 4.0	83.0 ± 10.9	32.8 ± 3.6	66.0 ± 3.8

Table 4A.43

Table 4A.43 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	93.1 ± 1.1	95.1 ± 0.8	86.4 ± 1.6	88.0 ± 1.3	89.3 ± 1.6	89.6 ± 1.6	93.0 ± 1.4	..	91.3 ± 1.2
Provincial	91.6 ± 1.5	94.4 ± 1.1	85.3 ± 1.8	85.0 ± 1.9	86.5 ± 2.2	88.3 ± 1.8	..	84.0 ± 2.4	89.5 ± 1.6
Remote	80.7 ± 5.4	95.4 ± 7.3	76.0 ± 3.2	77.1 ± 3.4	85.7 ± 4.8	85.8 ± 8.4	..	75.4 ± 4.2	78.6 ± 4.0
Very remote	72.3 ± 10.2	..	59.1 ± 4.4	59.9 ± 5.6	59.1 ± 9.3	83.5 ± 13.9	..	35.0 ± 3.9	53.4 ± 5.3
Total	92.6 ± 1.2	94.9 ± 0.9	85.4 ± 1.6	86.0 ± 1.5	88.3 ± 1.7	88.7 ± 1.5	93.0 ± 1.4	70.0 ± 2.2	90.3 ± 1.3
Year 7									
Indigenous students									
Metropolitan	42.7 ± 3.0	64.3 ± 5.2	59.4 ± 2.8	61.5 ± 4.2	62.6 ± 7.0	64.0 ± 8.5	67.2 ± 11.3	..	53.9 ± 3.7
Provincial	37.7 ± 2.9	54.5 ± 5.8	55.8 ± 4.3	52.1 ± 5.0	56.3 ± 7.7	69.0 ± 6.3	..	62.9 ± 7.0	49.4 ± 4.3
Remote	23.8 ± 9.8	np	38.0 ± 7.8	44.0 ± 7.1	np	np	..	30.2 ± 6.4	35.4 ± 7.5
Very remote	np	..	29.5 ± 5.6	20.8 ± 4.8	21.0 ± 10.7	np	..	10.0 ± 3.3	20.2 ± 4.9
Total	39.8 ± 2.4	60.0 ± 4.0	53.3 ± 2.5	48.2 ± 2.7	55.4 ± 5.0	66.9 ± 5.1	67.2 ± 11.3	30.0 ± 3.7	47.5 ± 2.9
All students									
Metropolitan	74.1 ± 1.5	85.5 ± 0.7	81.4 ± 1.2	86.8 ± 0.7	87.8 ± 0.8	80.6 ± 1.7	89.5 ± 1.2	..	81.1 ± 1.1
Provincial	69.3 ± 1.8	81.9 ± 1.0	78.7 ± 1.4	82.1 ± 1.2	87.0 ± 1.3	80.4 ± 1.5	..	82.6 ± 2.0	77.4 ± 1.4
Remote	48.1 ± 6.7	84.3 ± 10.1	67.6 ± 3.4	77.3 ± 2.6	87.3 ± 2.7	62.0 ± 15.9	..	62.4 ± 4.4	71.7 ± 3.6
Very remote	53.1 ± 13.3	..	52.1 ± 5.0	49.1 ± 4.7	55.1 ± 8.8	81.4 ± 14.1	..	34.6 ± 4.2	47.1 ± 5.3
Total	72.7 ± 1.6	84.6 ± 0.7	79.8 ± 1.2	84.5 ± 0.7	87.3 ± 0.8	80.4 ± 1.2	89.5 ± 1.2	67.3 ± 1.9	79.7 ± 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) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

.. Not applicable. np Not published.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.77.

Table 4A.44

Table 4A.44 Exemptions, absences and participation by equity group in numeracy testing, 2006 (per cent)

	Students							Assessed students										
	exempted (a)			absent or withdrawn (a)				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	1.1	1.1	0.7	5.1	4.5	4.7	4.1	4.4	4.5	28.0	26.4	21.9	94.9	95.5	95.3			
Victoria	1.8	1.5	0.7	9.3	9.4	9.9	0.9	0.9	1.1	22.7	22.9	21.3	90.7	90.6	90.1			
Queensland	2.2	2.2	2.2	2.6	2.4	2.5	6.9	6.9	6.6	7.9	7.7	6.8	96.9	97.4	97.4			
WA	0.7	0.7	0.6	6.1	6.0	5.5	5.7	5.8	5.4	11.8	11.7	11.2	94.2	94.4	94.9			
SA	4.1	3.5	3.1	4.7	4.5	5.5	3.3	3.0	2.6	9.8	10.2	9.7	95.3	95.5	94.5			
Tasmania	1.1	1.0	0.8	3.5	3.7	6.3	6.9	7.0	6.5	5.2	4.9	4.1	96.5	96.3	93.7			
ACT	1.7	1.8	1.1	4.3	3.3	6.2	2.1	1.8	1.5	18.9	18.9	12.8	95.7	96.7	93.8			
NT (c)	0.8	0.4	0.6	–	–	–	32.3	31.8	31.4	28.2	27.4	24.9	90.2	92.6	91.7			
Aust	1.7	1.5	1.2	5.6	5.3	5.7	4.4	4.4	4.3	19.0	18.4	16.1	94.2	94.6	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 Indigenous community 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 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.79.

Table 4A.45

Table 4A.45 Proportion of year 3 students who achieved the reading benchmark, 2007 (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	93.5 ± 1.5	91.8 ± 1.8	95.2 ± 1.2	83.3 ± 4.1	93.1 ± 1.4
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	93.6 ± 1.8	92.0 ± 2.1	95.3 ± 1.4	86.1 ± 4.7	92.0 ± 2.0
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	93.5 ± 1.5	92.7 ± 1.7	95.1 ± 1.3	87.0 ± 3.6	90.7 ± 1.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	95.0 ± 1.4	94.2 ± 1.6	95.9 ± 1.2	81.0 ± 5.0	94.1 ± 1.4
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	91.7 ± 1.0	89.5 ± 1.3	94.1 ± 0.8	70.5 ± 4.0	85.9 ± 1.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	95.6 ± 1.3	94.5 ± 1.7	96.8 ± 1.1	92.8 ± 3.4	91.3 ± 3.0
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	96.1 ± 0.8	94.5 ± 1.3	97.7 ± 0.6	86.2 ± 6.9	94.3 ± 1.1
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	72.8 ± 2.4	71.2 ± 3.0	74.4 ± 2.8	41.0 ± 4.1	42.3 ± 4.3
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.4 ± 1.5	92.0 ± 1.8	95.0 ± 1.3	80.7 ± 4.1	91.6 ± 1.6

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

(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.

Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.80.

Table 4A.46

Table 4A.46 **Proportion of year 5 students who achieved the reading benchmark, 2007 (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	92.0 ± 1.2	90.2 ± 1.4	93.8 ± 1.0	77.3 ± 3.1	90.4 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	91.4 ± 1.4	89.6 ± 1.5	93.2 ± 1.2	79.9 ± 5.1	89.5 ± 1.5
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	80.5 ± 3.1	78.6 ± 3.2	83.2 ± 3.1	59.3 ± 4.9	78.0 ± 3.2
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.9 ± 0.9	92.7 ± 1.1	95.1 ± 1.0	71.9 ± 4.8	92.1 ± 1.5
1. 10yrs 4mths					
2. 5yrs 7mths					
SA	89.3 ± 1.2	87.1 ± 1.4	91.7 ± 1.1	60.8 ± 5.0	81.9 ± 1.9
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.9	89.5 ± 4.4	90.0 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	94.9 ± 1.0	93.3 ± 1.4	96.5 ± 0.9	83.2 ± 9.7	93.0 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	72.3 ± 2.1	70.0 ± 2.8	74.5 ± 2.7	40.3 ± 3.5	40.7 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.2 ± 1.6	87.4 ± 1.8	91.1 ± 1.5	67.6 ± 4.2	88.1 ± 1.6

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

(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.

Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.81.

Table 4A.47

Table 4A.47 Proportion of year 7 students who achieved the reading benchmark, 2007 (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 ± 0.8	89.1 ± 1.0	93.6 ± 0.7	75.8 ± 2.3	90.3 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	93.0 ± 0.7	91.6 ± 0.8	94.5 ± 0.7	79.9 ± 4.3	90.7 ± 1.0
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	84.2 ± 0.9	83.2 ± 1.0	85.9 ± 0.9	61.5 ± 2.5	77.5 ± 1.8
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.1 ± 0.8	82.0 ± 1.0	86.3 ± 0.9	44.6 ± 2.8	81.6 ± 1.6
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	93.7 ± 0.4	92.2 ± 0.6	95.2 ± 0.4	74.3 ± 3.5	89.6 ± 1.1
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	85.7 ± 1.3	83.3 ± 1.7	88.3 ± 1.4	71.0 ± 4.6	81.4 ± 5.4
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	94.4 ± 0.7	92.8 ± 1.1	96.0 ± 1.0	83.3 ± 8.0	94.7 ± 1.4
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	68.0 ± 2.1	65.8 ± 2.7	70.2 ± 2.6	31.1 ± 3.3	29.1 ± 3.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.3 ± 0.8	87.6 ± 1.0	91.2 ± 0.8	64.7 ± 2.8	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.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.

Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.82.

Table 4A.48

Table 4A.48 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	85.2 ± 3.9	88.5 ± 4.9	88.4 ± 3.3	88.1 ± 4.4	73.2 ± 4.5	93.5 ± 4.5	86.2 ± 6.9	..	86.3 ± 3.9
Provincial	82.1 ± 4.7	84.1 ± 6.0	88.0 ± 3.7	85.5 ± 6.1	74.1 ± 6.1	92.5 ± 4.4	..	72.6 ± 6.0	83.9 ± 4.8
Remote	81.9 ± 9.1	np	84.4 ± 6.7	75.2 ± 11.0	55.6 ± 18.4	np	..	41.7 ± 8.0	70.1 ± 9.3
Very remote	58.4 ± 24.7	..	79.5 ± 6.8	65.9 ± 8.6	52.1 ± 13.2	np	..	20.6 ± 4.7	53.8 ± 7.4
Total	83.3 ± 4.1	86.1 ± 4.7	87.0 ± 3.6	81.0 ± 5.0	70.5 ± 4.0	92.8 ± 3.4	86.2 ± 6.9	41.0 ± 4.1	80.7 ± 4.1
All students									
Metropolitan	94.1 ± 1.3	93.9 ± 1.7	94.2 ± 1.3	96.0 ± 1.1	91.9 ± 0.9	96.1 ± 1.2	96.1 ± 0.8	..	94.2 ± 1.3
Provincial	91.6 ± 2.1	93.0 ± 2.1	93.0 ± 1.8	94.9 ± 1.6	91.9 ± 1.3	95.3 ± 1.5	..	85.7 ± 2.5	92.6 ± 1.9
Remote	87.7 ± 4.1	98.3 ± 6.1	90.8 ± 3.5	91.6 ± 2.8	92.1 ± 2.7	95.5 ± 8.5	..	71.8 ± 4.5	88.8 ± 3.4
Very remote	80.2 ± 10.0	..	85.7 ± 4.8	79.9 ± 5.1	75.2 ± 7.2	np	..	37.6 ± 4.5	71.7 ± 5.3
Total	93.5 ± 1.5	93.6 ± 1.8	93.5 ± 1.5	95.0 ± 1.4	91.7 ± 1.0	95.6 ± 1.3	96.1 ± 0.8	72.8 ± 2.4	93.4 ± 1.5
Year 5									
Indigenous students									
Metropolitan	80.5 ± 3.2	82.4 ± 6.1	64.8 ± 5.2	81.9 ± 5.3	66.3 ± 6.2	92.1 ± 4.8	83.2 ± 9.7	..	74.5 ± 5.1
Provincial	75.0 ± 3.6	78.0 ± 5.9	60.5 ± 5.5	77.1 ± 6.7	65.4 ± 8.7	87.6 ± 5.8	..	70.1 ± 6.8	71.3 ± 5.7
Remote	63.7 ± 10.6	np	45.8 ± 8.2	70.4 ± 9.7	49.4 ± 17.9	np	..	53.1 ± 7.5	55.6 ± 9.4
Very remote	67.1 ± 18.4	..	41.2 ± 6.8	48.3 ± 10.5	28.2 ± 12.5	np	..	17.0 ± 3.9	32.6 ± 7.5
Total	77.3 ± 3.1	79.9 ± 5.1	59.3 ± 4.9	71.9 ± 4.8	60.8 ± 5.0	89.5 ± 4.4	83.2 ± 9.7	40.3 ± 3.5	67.6 ± 4.2

Table 4A.48

Table 4A.48 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	92.6 ± 1.1	91.8 ± 1.3	82.3 ± 2.9	95.0 ± 0.8	89.9 ± 1.2	95.9 ± 0.9	94.9 ± 1.0	..	90.3 ± 1.5
Provincial	90.3 ± 1.4	90.3 ± 1.6	78.8 ± 3.4	93.5 ± 1.3	88.9 ± 1.5	94.4 ± 1.3	..	85.1 ± 2.4	87.7 ± 2.0
Remote	80.2 ± 4.6	82.1 ± 11.5	68.6 ± 5.1	90.0 ± 2.6	86.8 ± 3.1	96.2 ± 5.1	..	77.9 ± 3.9	79.8 ± 4.1
Very remote	83.6 ± 8.4	..	57.2 ± 5.6	71.6 ± 6.0	64.9 ± 8.1	90.0 ± 12.6	..	36.8 ± 4.0	56.2 ± 5.6
Total	92.0 ± 1.2	91.4 ± 1.4	80.5 ± 3.1	93.9 ± 0.9	89.3 ± 1.2	95.1 ± 1.0	94.9 ± 1.0	72.3 ± 2.1	89.2 ± 1.6
Year 7									
Indigenous students									
Metropolitan	79.1 ± 2.4	79.9 ± 5.5	65.6 ± 3.3	55.6 ± 4.5	81.1 ± 3.5	69.7 ± 7.4	83.3 ± 8.0	..	72.4 ± 3.4
Provincial	73.6 ± 2.8	80.0 ± 5.4	64.3 ± 3.3	47.2 ± 5.9	74.5 ± 5.1	73.2 ± 6.0	..	64.4 ± 6.3	69.3 ± 3.8
Remote	54.9 ± 10.5	np	57.8 ± 7.3	42.8 ± 6.8	75.3 ± 12.2	np	..	30.6 ± 6.5	47.0 ± 8.0
Very remote	55.3 ± 21.2	..	37.9 ± 6.5	21.1 ± 5.3	37.7 ± 14.5	np	..	12.7 ± 3.4	25.4 ± 6.1
Total	75.8 ± 2.3	79.9 ± 4.3	61.5 ± 2.5	44.6 ± 2.8	74.3 ± 3.5	71.0 ± 4.6	83.3 ± 8.0	31.1 ± 3.3	64.7 ± 2.8
All students									
Metropolitan	92.0 ± 0.8	93.3 ± 0.7	85.5 ± 0.9	86.5 ± 0.8	94.2 ± 0.4	87.3 ± 1.4	94.4 ± 0.7	..	90.5 ± 0.8
Provincial	89.7 ± 1.0	92.2 ± 0.9	83.4 ± 1.1	81.6 ± 1.4	93.0 ± 0.8	84.7 ± 1.6	..	83.7 ± 2.2	88.0 ± 1.1
Remote	75.3 ± 5.4	89.6 ± 11.5	76.6 ± 2.8	75.7 ± 2.6	93.3 ± 1.9	73.5 ± 14.6	..	61.3 ± 4.8	77.1 ± 3.4
Very remote	77.6 ± 11.3	..	56.3 ± 4.8	48.0 ± 4.3	67.4 ± 7.3	76.6 ± 16.7	..	33.6 ± 3.9	49.5 ± 5.0
Total	91.3 ± 0.8	93.0 ± 0.7	84.2 ± 0.9	84.1 ± 0.8	93.7 ± 0.4	85.7 ± 1.3	94.4 ± 0.7	68.0 ± 2.1	89.3 ± 0.8

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

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

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

.. Not applicable. np Not published.

Table 4A.48

Table 4A.48 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.83.

Table 4A.49

Table 4A.49 Exemptions, absences and participation by equity group in reading testing, 2007 (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	1.2	1.1	0.9	5.6	4.9	4.9	4.2	4.4	5.0	28.4	27.6	26.1	94.4	95.1	95.1
Victoria	1.9	1.7	0.6	8.2	7.9	8.4	1.0	1.0	0.9	23.5	24.2	21.4	91.8	92.1	91.6
Queensland	2.5	2.2	2.2	3.6	3.3	3.5	6.4	6.6	6.2	7.6	7.5	6.8	96.6	97.0	96.8
WA	0.9	0.9	0.8	5.6	5.2	4.9	5.6	5.0	4.8	12.1	12.9	12.5	94.4	94.8	95.1
SA	4.6	3.3	2.5	2.6	3.1	3.3	3.3	3.1	3.2	11.0	11.0	10.8	97.4	96.9	96.7
Tasmania	0.9	0.7	0.8	4.7	4.7	6.7	6.8	6.3	6.5	3.3	2.8	2.9	95.7	95.6	93.6
ACT	2.2	2.2	1.8	7.4	6.3	8.5	2.1	1.8	1.6	19.9	20.3	20.4	92.6	93.7	91.5
NT (c)	1.3	1.0	1.1	12.7	9.2	11.5	29.0	31.9	30.1	25.0	28.2	25.5	87.3	90.8	88.5
Aust	1.8	1.7	1.2	5.7	5.3	5.6	4.3	4.3	4.4	19.2	19.5	17.8	94.4	94.8	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 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 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (unpublished); 2009 Report, table 4A.85.

Table 4A.50

Table 4A.50 Proportion of year 3 students who achieved the writing benchmark, 2007 (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	93.9 ± 1.6	92.0 ± 2.0	96.0 ± 1.2	82.2 ± 4.4	92.9 ± 1.6
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	94.1 ± 1.2	91.6 ± 1.6	96.6 ± 0.8	86.1 ± 4.2	93.7 ± 1.0
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	95.1 ± 0.6	94.1 ± 0.8	97.0 ± 0.4	89.0 ± 2.0	92.4 ± 0.6
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	87.4 ± 1.9	83.9 ± 2.4	91.0 ± 1.5	58.7 ± 4.6	87.5 ± 2.0
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	91.1 ± 2.5	88.3 ± 3.3	93.9 ± 1.8	71.7 ± 6.5	90.5 ± 2.8
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	89.6 ± 1.6	85.9 ± 2.3	93.4 ± 1.5	81.3 ± 4.7	89.1 ± 4.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.1 ± 1.1	93.3 ± 1.5	96.8 ± 0.9	83.9 ± 7.4	92.9 ± 1.8
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	66.6 ± 2.9	62.6 ± 3.6	70.5 ± 3.4	31.0 ± 3.7	33.7 ± 3.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.4	90.8 ± 1.8	95.4 ± 1.0	76.6 ± 3.8	91.7 ± 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.54. 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 (since 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2008c) p.6 for further information.

Table 4A.50 Proportion of year 3 students who achieved the writing benchmark, 2007 (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 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.86.

Table 4A.51

Table 4A.51 **Proportion of year 5 students who achieved the writing benchmark, 2007 (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 ± 1.2	93.9 ± 1.6	96.9 ± 0.9	85.6 ± 3.7	94.1 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	96.0 ± 0.3	94.4 ± 0.4	97.8 ± 0.2	89.6 ± 2.8	95.7 ± 0.3
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	96.3 ± 0.3	95.4 ± 0.4	97.9 ± 0.2	91.4 ± 1.3	93.7 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	84.8 ± 2.0	80.6 ± 2.4	89.4 ± 1.7	51.0 ± 5.1	85.8 ± 2.1
1. 10yrs 4mths					
2. 5yrs 7mths					
SA	91.3 ± 1.6	88.4 ± 2.1	94.4 ± 1.2	75.5 ± 5.2	86.9 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	86.2 ± 2.2	81.2 ± 2.9	91.4 ± 1.9	75.3 ± 6.3	85.7 ± 4.9
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	94.2 ± 1.9	92.3 ± 2.5	96.1 ± 1.4	79.8 ± 10.0	92.9 ± 2.3
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	63.3 ± 3.3	57.5 ± 4.1	69.1 ± 3.5	29.6 ± 4.0	31.1 ± 4.1
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.1 ± 0.9	92.3 ± 1.2	96.2 ± 0.7	79.5 ± 3.2	92.8 ± 1.0

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

(b) 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.54. 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 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.87.

Table 4A.52

Table 4A.52 Proportion of year 7 students who achieved the writing benchmark, 2007 (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	93.4 ± 1.9	91.2 ± 2.4	95.6 ± 1.3	79.3 ± 5.0	92.8 ± 2.1
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	94.8 ± 0.5	92.1 ± 0.8	97.7 ± 0.3	82.8 ± 3.3	94.9 ± 0.6
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	96.3 ± 0.3	95.3 ± 0.5	97.7 ± 0.3	91.6 ± 1.3	93.3 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.2 ± 1.7	80.2 ± 2.3	90.6 ± 1.3	53.6 ± 4.5	86.6 ± 1.8
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.8 ± 2.3	85.0 ± 3.0	92.9 ± 1.7	61.8 ± 6.5	85.4 ± 2.6
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	81.9 ± 1.9	75.1 ± 2.7	88.9 ± 1.7	67.7 ± 6.1	80.5 ± 5.5
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	91.2 ± 2.5	88.0 ± 3.4	94.4 ± 1.8	74.5 ± 11.0	91.2 ± 3.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	55.9 ± 2.9	48.5 ± 3.6	63.7 ± 3.3	20.7 ± 3.1	21.5 ± 3.6
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.5 ± 1.3	89.8 ± 1.7	95.3 ± 0.9	74.5 ± 3.8	91.5 ± 1.6

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

(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.54. 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 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.88.

Table 4A.53

Table 4A.53 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	84.4 ± 4.2	89.3 ± 4.7	91.2 ± 1.6	69.7 ± 6.5	78.2 ± 7.5	82.7 ± 7.1	83.9 ± 7.4	..	84.7 ± 4.0
Provincial	80.7 ± 4.8	83.5 ± 5.0	90.9 ± 2.1	63.5 ± 6.4	71.7 ± 8.6	80.3 ± 5.6	..	63.2 ± 6.9	80.8 ± 4.5
Remote	78.2 ± 9.9	np	81.1 ± 6.2	55.1 ± 7.4	69.8 ± 17.9	np	..	35.0 ± 7.2	61.2 ± 7.9
Very remote	67.0 ± 16.6	..	78.9 ± 6.1	34.4 ± 6.9	35.1 ± 14.9	np	..	10.2 ± 3.3	40.8 ± 6.0
Total	82.2 ± 4.4	86.1 ± 4.2	89.0 ± 2.0	58.7 ± 4.6	71.7 ± 6.5	81.3 ± 4.7	83.9 ± 7.4	31.0 ± 3.7	76.6 ± 3.8
All students									
Metropolitan	94.4 ± 1.4	94.5 ± 1.0	95.7 ± 0.5	89.3 ± 1.8	92.2 ± 2.3	91.6 ± 1.7	95.1 ± 1.1	..	94.0 ± 1.3
Provincial	92.7 ± 2.0	92.6 ± 1.8	95.2 ± 0.7	86.2 ± 2.4	89.4 ± 3.0	88.0 ± 2.0	..	80.9 ± 3.3	92.0 ± 1.8
Remote	87.5 ± 4.7	98.4 ± 6.0	92.3 ± 1.9	81.4 ± 3.0	86.4 ± 5.2	89.2 ± 8.5	..	66.9 ± 4.6	84.1 ± 3.5
Very remote	86.0 ± 7.6	..	86.9 ± 3.6	59.1 ± 4.7	65.1 ± 9.2	np	..	28.3 ± 4.3	62.5 ± 4.8
Total	93.9 ± 1.6	94.1 ± 1.2	95.1 ± 0.6	87.4 ± 1.9	91.1 ± 2.5	89.6 ± 1.6	95.1 ± 1.1	66.6 ± 2.9	93.0 ± 1.4
Year 5									
Indigenous students									
Metropolitan	88.4 ± 3.5	91.1 ± 3.7	94.0 ± 1.3	64.8 ± 6.6	79.2 ± 5.8	77.1 ± 9.4	79.8 ± 10.0	..	88.1 ± 5.7
Provincial	84.0 ± 4.3	88.3 ± 3.7	92.1 ± 1.5	53.7 ± 8.3	77.1 ± 7.4	74.1 ± 6.9	..	61.7 ± 7.5	82.9 ± 6.5
Remote	68.8 ± 10.1	np	85.8 ± 4.7	48.1 ± 9.8	64.0 ± 18.2	np	..	40.3 ± 9.6	62.8 ± 11.8
Very remote	76.6 ± 19.5	..	81.7 ± 4.7	23.2 ± 7.7	59.3 ± 13.3	np	..	6.1 ± 2.9	40.4 ± 5.9
Total	85.6 ± 3.7	89.6 ± 2.8	91.4 ± 1.3	51.0 ± 5.1	75.5 ± 5.2	75.3 ± 6.3	79.8 ± 10.0	29.6 ± 4.0	79.5 ± 3.2

Table 4A.53

Table 4A.53 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	95.7 ± 1.1	96.4 ± 0.3	96.7 ± 0.3	87.2 ± 1.8	91.9 ± 1.4	88.9 ± 2.3	94.2 ± 1.9	..	95.1 ± 0.8
Provincial	94.5 ± 1.7	95.1 ± 0.5	96.3 ± 0.4	82.6 ± 2.7	90.6 ± 2.0	84.2 ± 2.6	..	77.1 ± 3.7	93.2 ± 1.3
Remote	86.3 ± 4.1	94.2 ± 7.1	94.6 ± 1.5	76.4 ± 4.2	89.3 ± 3.7	90.5 ± 10.2	..	66.8 ± 5.2	84.6 ± 3.5
Very remote	87.7 ± 9.2	..	88.3 ± 2.8	50.2 ± 5.9	77.4 ± 8.0	81.3 ± 14.7	..	27.3 ± 4.3	61.5 ± 4.7
Total	95.4 ± 1.2	96.0 ± 0.3	96.3 ± 0.3	84.8 ± 2.0	91.3 ± 1.6	86.2 ± 2.2	94.2 ± 1.9	63.3 ± 3.3	94.1 ± 0.9
Year 7									
Indigenous students									
Metropolitan	82.9 ± 4.6	85.5 ± 4.4	93.0 ± 1.4	65.0 ± 5.5	71.4 ± 7.8	69.4 ± 8.8	74.5 ± 11.0	..	83.3 ± 4.1
Provincial	77.0 ± 5.6	80.7 ± 4.6	92.9 ± 1.6	59.4 ± 7.3	60.9 ± 8.0	66.8 ± 7.3	..	49.4 ± 7.2	77.5 ± 4.9
Remote	57.8 ± 11.5	np	88.3 ± 4.0	48.8 ± 10.0	55.2 ± 19.3	np	..	19.5 ± 6.1	52.8 ± 8.3
Very remote	44.2 ± 21.2	..	83.5 ± 4.2	27.0 ± 6.6	19.3 ± 10.0	np	..	5.0 ± 2.2	38.3 ± 4.8
Total	79.3 ± 5.0	82.8 ± 3.3	91.6 ± 1.3	53.6 ± 4.5	61.8 ± 6.5	67.7 ± 6.1	74.5 ± 11.0	20.7 ± 3.1	74.5 ± 3.8
All students									
Metropolitan	94.0 ± 1.7	95.5 ± 0.5	96.5 ± 0.3	87.6 ± 1.6	90.2 ± 2.1	84.4 ± 2.2	91.2 ± 2.5	..	93.7 ± 1.2
Provincial	91.8 ± 2.3	92.9 ± 0.8	96.4 ± 0.4	82.5 ± 2.3	86.5 ± 2.9	80.0 ± 2.3	..	69.7 ± 3.5	90.9 ± 1.6
Remote	78.0 ± 6.5	93.1 ± 9.5	94.3 ± 1.3	76.3 ± 3.9	84.5 ± 4.8	74.8 ± 13.9	..	48.3 ± 5.3	78.9 ± 4.0
Very remote	74.0 ± 10.3	..	89.2 ± 2.6	52.9 ± 4.9	55.3 ± 10.9	np	..	27.0 ± 4.2	59.0 ± 4.7
Total	93.4 ± 1.9	94.8 ± 0.5	96.3 ± 0.3	85.2 ± 1.7	88.8 ± 2.3	81.9 ± 1.9	91.2 ± 2.5	55.9 ± 2.9	92.5 ± 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) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

.. Not applicable. np Not published.

Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.89.

Table 4A.54

Table 4A.54 Exemptions, absences and participation by equity group in writing testing, 2007 (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	1.2	1.1	0.9	5.5	4.7	5.0	4.2	4.5	5.0	28.4	27.6	26.1	94.5	95.3	95.0	
Victoria	1.9	1.7	0.6	8.3	8.2	8.7	1.0	1.0	0.9	23.5	24.2	21.4	91.7	91.8	91.3	
Queensland	2.5	2.2	2.2	3.6	3.4	3.6	6.3	6.6	6.2	7.6	7.5	6.8	96.6	96.9	96.7	
WA	0.9	0.9	0.8	6.5	6.0	5.5	5.5	4.9	4.6	12.0	12.8	12.5	93.5	94.0	94.5	
SA	4.6	3.3	2.5	3.1	3.3	3.7	3.3	3.1	3.2	10.9	11.0	10.8	96.9	96.7	96.3	
Tasmania	0.9	0.7	0.8	5.8	5.4	8.1	6.7	6.2	6.4	3.2	2.8	2.9	94.6	94.9	92.2	
ACT	2.2	2.2	1.8	9.3	6.1	8.7	2.0	1.8	1.6	19.7	20.3	20.2	92.2	93.9	91.3	
NT (c)	1.3	1.1	1.1	10.9	9.2	11.4	30.6	32.0	30.0	26.3	28.5	25.3	89.1	90.8	88.6	
Aust	1.8	1.7	1.2	5.8	5.4	5.8	4.3	4.3	4.3	19.2	19.5	17.8	94.2	94.7	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 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (unpublished); 2009 Report, table 4A.91.

Table 4A.55

Table 4A.55 Proportion of year 3 students who achieved the numeracy benchmark, 2007 (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	95.9 ± 0.9	95.4 ± 0.9	96.4 ± 0.9	90.2 ± 2.6	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.0 ± 1.1	94.5 ± 1.0	95.6 ± 1.2	88.5 ± 4.1	93.1 ± 1.3
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.2 ± 2.1	90.1 ± 2.0	90.8 ± 2.1	77.6 ± 4.3	85.9 ± 2.4
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.4 ± 2.2	90.1 ± 2.1	90.7 ± 2.3	67.5 ± 5.7	89.4 ± 2.3
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	89.5 ± 1.6	88.9 ± 1.4	90.2 ± 1.8	67.6 ± 5.2	83.2 ± 2.2
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.1 ± 2.1	90.4 ± 2.4	91.9 ± 2.1	84.2 ± 5.3	88.2 ± 3.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.3 ± 1.3	93.6 ± 1.6	95.0 ± 1.5	82.7 ± 8.3	91.7 ± 2.4
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	82.3 ± 2.2	80.9 ± 2.6	83.8 ± 2.7	57.7 ± 4.5	57.0 ± 4.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.2 ± 1.4	92.8 ± 1.4	93.7 ± 1.5	78.8 ± 4.1	92.1 ± 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.59. 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 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7; 2009 Report*, table 4A.92.

Table 4A.56

Table 4A.56 Proportion of year 5 students who achieved the numeracy benchmark, 2007 (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	91.3 ± 0.9	91.4 ± 0.9	91.3 ± 1.0	76.0 ± 2.7	89.7 ± 1.0
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	91.5 ± 1.3	91.6 ± 1.2	91.4 ± 1.4	75.4 ± 4.6	89.9 ± 1.3
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland (g)	83.7 ± 1.6	84.2 ± 1.5	83.8 ± 1.7	62.3 ± 3.0	81.4 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.3 ± 1.6	87.5 ± 1.6	87.1 ± 1.8	54.8 ± 4.8	85.3 ± 2.2
1. 10yrs 4mths					
2. 5yrs 7mths					
SA	89.6 ± 1.5	88.8 ± 1.5	90.3 ± 1.7	63.9 ± 5.6	83.4 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.4 ± 1.5	89.0 ± 1.8	89.8 ± 1.7	79.5 ± 5.3	83.3 ± 5.4
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.4 ± 1.3	91.7 ± 1.5	93.1 ± 1.4	79.1 ± 9.1	90.1 ± 2.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	70.2 ± 2.2	69.8 ± 2.7	70.6 ± 3.0	34.5 ± 3.5	35.6 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.0 ± 1.3	89.1 ± 1.3	89.1 ± 1.4	65.5 ± 3.4	87.6 ± 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.59. 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) Some students did not indicate their gender therefore the total percentages for all students have not been proportionally located within the range provided for male and female students.

Table 4A.56 Proportion of year 5 students who achieved the numeracy benchmark, 2007 (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 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.93.

Table 4A.57

Table 4A.57 Proportion of year 7 students who achieved the numeracy benchmark, 2007 (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	73.4 ± 0.8	71.7 ± 0.8	75.3 ± 0.9	40.1 ± 1.9	72.4 ± 0.9
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	89.0 ± 0.9	89.2 ± 0.9	88.8 ± 1.0	67.6 ± 4.4	87.3 ± 1.1
Queensland (h) 1. 12yrs 4mths 2. 6yrs 8mths	77.4 ± 0.9	77.9 ± 1.0	77.6 ± 1.0	49.0 ± 2.2	76.5 ± 1.6
WA 1. 12yrs 2mths 2. 6yrs 7mths	83.8 ± 0.7	84.3 ± 0.8	83.2 ± 0.9	46.9 ± 3.1	84.0 ± 1.3
SA 1. 12yrs 6mths 2. 7yrs 3mths	85.6 ± 0.9	86.6 ± 1.0	84.4 ± 1.1	57.0 ± 5.0	82.9 ± 1.9
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	79.8 ± 1.3	81.0 ± 1.7	78.5 ± 1.7	63.8 ± 5.5	72.4 ± 6.5
ACT 1. 12yrs 10mths 2. 7yrs 6mths	86.1 ± 1.6	85.6 ± 2.0	86.6 ± 1.9	59.4 ± 11.0	87.3 ± 2.8
NT 1. 12yrs 8mths 2. 7yrs 3mths	66.7 ± 2.0	67.6 ± 2.7	65.7 ± 2.6	27.7 ± 3.1	25.8 ± 3.1
Australia	80.2 ± 0.9	80.0 ± 0.9	80.6 ± 1.0	46.0 ± 2.7	78.0 ± 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.59. 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) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 4A.57 Proportion of year 7 students who achieved the numeracy benchmark, 2007 (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.

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) Some students did not indicate their gender therefore the total percentages for all students have not be proportionally located within the range provided for male and female students.

Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.94.

Table 4A.58

Table 4A.58 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	90.8 ± 2.4	92.0 ± 3.8	81.1 ± 4.1	78.6 ± 5.8	71.1 ± 5.3	80.3 ± 8.2	82.7 ± 8.3	..	84.2 ± 4.0
Provincial	90.0 ± 3.0	85.7 ± 5.4	78.9 ± 4.4	72.3 ± 7.2	68.2 ± 7.6	86.1 ± 5.9	..	86.2 ± 4.5	83.6 ± 4.4
Remote	86.9 ± 7.4	np	74.7 ± 7.8	60.6 ± 9.9	73.1 ± 16.7	np	..	64.3 ± 7.3	69.5 ± 8.6
Very remote	81.0 ± 17.3	..	62.1 ± 8.8	46.9 ± 8.0	41.9 ± 17.4	np	..	40.2 ± 6.0	49.5 ± 8.1
Total	90.2 ± 2.6	88.5 ± 4.1	77.6 ± 4.3	67.5 ± 5.7	67.6 ± 5.2	84.2 ± 5.3	82.7 ± 8.3	57.7 ± 4.5	78.8 ± 4.1
All students									
Metropolitan	96.1 ± 0.8	95.1 ± 1.0	91.0 ± 1.9	92.0 ± 1.9	89.7 ± 1.4	92.6 ± 1.8	94.3 ± 1.3	..	93.8 ± 1.3
Provincial	95.5 ± 1.1	94.8 ± 1.3	89.7 ± 2.3	89.4 ± 2.7	89.3 ± 1.9	89.9 ± 2.5	..	94.0 ± 1.5	92.7 ± 1.7
Remote	91.6 ± 3.1	99.2 ± 3.8	87.4 ± 3.8	85.5 ± 3.7	92.2 ± 2.7	92.0 ± 7.8	..	84.9 ± 3.5	87.7 ± 3.5
Very remote	90.8 ± 7.4	..	75.0 ± 5.8	67.1 ± 5.5	71.8 ± 9.5	np	..	52.4 ± 5.1	67.2 ± 5.8
Total	95.9 ± 0.9	95.0 ± 1.1	90.2 ± 2.1	90.4 ± 2.2	89.5 ± 1.6	91.1 ± 2.1	94.3 ± 1.3	82.3 ± 2.2	93.2 ± 1.4
Year 5									
Indigenous students									
Metropolitan	79.7 ± 3.0	79.7 ± 5.0	67.5 ± 3.4	67.0 ± 6.3	70.3 ± 6.7	76.5 ± 8.7	79.1 ± 9.1	..	73.6 ± 4.0
Provincial	73.3 ± 3.2	72.0 ± 6.3	65.2 ± 3.7	60.0 ± 7.8	65.0 ± 9.5	80.9 ± 5.9	..	69.9 ± 5.8	70.1 ± 4.5
Remote	63.3 ± 9.7	np	44.8 ± 6.7	49.2 ± 10.3	59.9 ± 19.2	np	..	45.8 ± 7.2	49.6 ± 8.7
Very remote	64.1 ± 19.8	..	42.7 ± 5.9	31.0 ± 8.0	31.5 ± 15.3	np	..	10.7 ± 3.4	27.2 ± 5.9
Total	76.0 ± 2.7	75.4 ± 4.6	62.3 ± 3.0	54.8 ± 4.8	63.9 ± 5.6	79.5 ± 5.3	79.1 ± 9.1	34.5 ± 3.5	65.5 ± 3.4

Table 4A.58

Table 4A.58 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	91.9 ± 0.9	92.0 ± 1.2	85.1 ± 1.5	89.3 ± 1.4	90.0 ± 1.5	90.9 ± 1.5	92.4 ± 1.3	..	90.2 ± 1.2
Provincial	89.8 ± 1.2	90.1 ± 1.6	82.7 ± 1.8	86.4 ± 2.3	89.3 ± 1.7	88.1 ± 1.9	..	86.5 ± 2.2	87.8 ± 1.6
Remote	80.8 ± 4.3	88.3 ± 9.2	72.1 ± 3.4	79.9 ± 3.9	87.3 ± 3.4	90.9 ± 8.3	..	74.7 ± 4.0	78.3 ± 3.9
Very remote	83.1 ± 8.8	..	60.8 ± 4.6	55.0 ± 6.4	67.8 ± 9.1	98.2 ± 7.3	..	30.9 ± 3.9	52.2 ± 5.3
Total	91.3 ± 0.9	91.5 ± 1.3	83.7 ± 1.6	87.3 ± 1.6	89.6 ± 1.5	89.4 ± 1.5	92.4 ± 1.3	70.2 ± 2.2	89.0 ± 1.3
Year 7									
Indigenous students									
Metropolitan	44.0 ± 2.4	69.8 ± 6.0	52.7 ± 2.7	56.6 ± 4.5	65.5 ± 7.0	60.9 ± 9.1	59.4 ± 11.0	..	51.7 ± 3.5
Provincial	37.4 ± 2.7	65.8 ± 5.9	52.4 ± 3.4	51.8 ± 5.9	54.2 ± 7.6	66.6 ± 6.2	..	66.6 ± 6.4	49.0 ± 4.0
Remote	18.1 ± 7.1	np	42.1 ± 6.5	43.9 ± 7.3	58.6 ± 18.9	np	..	26.9 ± 6.0	35.7 ± 7.5
Very remote	14.0 ± 13.4	..	27.0 ± 5.7	25.0 ± 5.7	20.6 ± 14.7	np	..	8.3 ± 2.6	18.9 ± 5.2
Total	40.1 ± 1.9	67.6 ± 4.4	49.0 ± 2.2	46.9 ± 3.1	57.0 ± 5.0	63.8 ± 5.5	59.4 ± 11.0	27.7 ± 3.1	46.0 ± 2.7
All students									
Metropolitan	75.0 ± 0.8	89.6 ± 0.9	79.0 ± 0.9	86.0 ± 0.7	86.7 ± 0.9	80.2 ± 1.9	86.1 ± 1.6	..	81.7 ± 0.9
Provincial	69.3 ± 1.1	87.4 ± 1.1	76.2 ± 1.2	81.8 ± 1.2	83.5 ± 1.5	79.4 ± 1.7	..	84.7 ± 2.1	78.0 ± 1.2
Remote	47.3 ± 5.9	85.7 ± 10.1	66.6 ± 3.1	76.0 ± 2.8	83.7 ± 3.4	77.5 ± 12.7	..	59.6 ± 4.5	70.4 ± 3.7
Very remote	44.8 ± 12.0	..	48.0 ± 4.1	49.3 ± 4.1	54.0 ± 10.5	np	..	30.1 ± 3.6	43.8 ± 4.7
Total	73.4 ± 0.8	89.0 ± 0.9	77.4 ± 0.9	83.8 ± 0.7	85.6 ± 0.9	79.8 ± 1.3	86.1 ± 1.6	66.7 ± 2.0	80.2 ± 0.9

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

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

.. Not applicable. np Not published.

Source: MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2009 Report, table 4A.95.

Table 4A.59

Table 4A.59 Exemptions, absences and participation by equity group in numeracy testing, 2007 (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	1.2	1.1	0.8	5.6	4.9	6.4	4.2	4.4	4.6	28.4	27.6	25.4	94.4	95.1	93.6	
Victoria	1.8	1.7	0.6	8.1	7.7	8.3	1.0	1.0	0.9	23.5	24.3	21.5	91.9	92.3	91.7	
Queensland	2.5	2.3	2.2	3.0	2.7	2.9	6.4	6.7	6.3	7.7	7.6	6.8	97.2	97.6	97.4	
WA	0.9	0.9	0.8	5.2	4.8	4.6	5.8	5.2	4.8	12.2	13.0	12.5	94.8	95.2	95.4	
SA	4.2	3.1	2.4	3.1	3.7	4.0	3.3	3.0	3.2	10.9	10.9	10.8	96.9	96.3	96.0	
Tasmania	0.9	0.7	0.7	3.9	4.1	6.6	6.8	6.4	6.6	3.3	2.8	2.9	96.5	96.2	93.7	
ACT	2.1	2.0	1.8	6.3	5.1	7.8	2.1	1.9	1.6	20.0	20.6	20.3	93.7	94.9	92.2	
NT (c)	1.1	0.9	1.1	7.9	6.5	8.6	33.3	34.7	32.7	28.8	30.4	27.6	92.1	93.5	91.4	
Aust	1.8	1.6	1.2	5.4	5.1	5.8	4.4	4.3	4.3	19.3	19.6	17.6	94.6	95.0	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 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (unpublished); 2009 Report, table 4A.97.

Table 4A.60 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent) (a), (b)**

	<i>Aust</i>
2003	
Male students	59.1 ± 1.3
Female students	57.4 ± 1.2
Indigenous students	29.8 ± 4.5
LBOTE students	48.1 ± 3.0
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
LBOTE students	na

- (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) Rescaled data for 2003 were not available for inclusion in this table. Results for 2003 and 2006 are not directly comparable.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: MCEETYA 2008, *National Assessment Program - Science Literacy Year 6, 2006*, Melbourne; MCEETYA 2004, *National Assessment Program - Science Literacy Year 6, 2003*, Melbourne; 2009 Report, table 4A.100.

Table 4A.61

Table 4A.61 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
Year 6					
Male students	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	..
Female students	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	..
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
LBOTE students	88.3 ± 2.5	47.1 ± 5.0	6.0 ± 5.0	0.1 ± 5.0	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Male students	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female students	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
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; 2009 Report, table 4A.103.

Table 4A.62

Table 4A.62 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by equity group, Australia, 2005 (per cent) (a), (b)

	Level 1 or above	Level 2 or above	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above	At or above the proficient standard
Year 6							
Male students	95.5 ± 0.7	85.6 ± 2.6	45.4 ± 4.9	7.9 ± 2.0	0.2 ± 0.3	..	45.4 ± 4.9
Female students	99.0 ± 0.7	89.3 ± 2.0	52.0 ± 4.1	7.8 ± 2.0	0.1 ± 0.2	..	52.0 ± 4.1
Indigenous students	93.4 ± 5.4	74.8 ± 10.6	29.9 ± 12.9	1.2 ± 3.0	0.1 ± 0.4	..	29.9 ± 12.9
LBOTE students	98.5 ± 1.2	86.5 ± 3.7	48.8 ± 6.2	8.7 ± 2.6	–	..	48.8 ± 6.2
All students	98.8 ± 0.5	87.4 ± 1.6	48.6 ± 3.0	7.8 ± 1.6	0.1 ± 0.1	..	48.6 ± 3.0
Year 10							
Male students	..	99.7 ± 0.3	91.9 ± 1.8	59.6 ± 4.2	11.6 ± 2.3	0.4 ± 0.6	59.6 ± 4.2
Female students	..	99.6 ± 0.4	94.8 ± 1.7	62.9 ± 3.5	13.2 ± 2.3	0.4 ± 0.5	62.9 ± 3.5
Indigenous students	..	97.3 ± 3.9	79.3 ± 10.1	35.0 ± 11.5	5.8 ± 5.8	–	35.0 ± 11.5
LBOTE students	..	99.4 ± 0.6	92.0 ± 2.7	58.6 ± 5.6	12.8 ± 3.5	0.6 ± 1.1	58.6 ± 5.6
All students	..	99.6 ± 0.2	93.2 ± 1.2	61.2 ± 3.1	12.3 ± 1.6	0.4 ± 0.4	61.2 ± 3.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

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

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

Source: MCEETYA 2008a, *National Assessment Program ICT Years 6 and 10 Report 2005, Melbourne*; 2009 Report, table 4A.106.

Table 4A.63 Proportion of 15 year old 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 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (c)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Geographically remote students (d)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (c)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Geographically remote students (d)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (c)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Geographically remote students (d)	48.9 ± 15.7

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

(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); 2009 Report, table 4A.108.

Table 4A.64 Proportion of 15 year old 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 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (c)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Geographically remote students (d)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (c)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Geographically remote students (d)	44.0 ± 11.4

- (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 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (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); 2009 Report, table 4A.110.

Table 4A.65 Proportion of 15 year old 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 ± 8.1
Geographically remote students (c)	51.2 ± 15.4
2003	
Indigenous students	25.6 ± 5.6
Geographically remote students (c)	44.4 ± 12.0

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

(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); 2009 Report, table 4A.112.

Table 4A.66 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group, 2006 (per cent) (a), (b)

	<i>Aust</i>
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (c)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Geographically remote students (d)	47.8 ± 12.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). 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 achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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); 2009 Report, table 4A.114.

Table 4A.67 Proportion of 15 year old students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent) (a), (b)

	<i>Aust</i>
Indigenous students	30.6 ± 6.2
Geographically remote students (c)	50.1 ± 10.1

(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 OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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 (0.6 per cent).

Source: ACER (unpublished); 2009 Report, table 4A.116.

Table 4A.68

Table 4A.68 Apparent retention rates of full time secondary students to years 10–12, 2007 (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	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3	
To year 11	78.1	90.0	87.7	92.3	91.7	73.2	116.9	96.5	104.2	
To year 12 (total)	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3	
To year 12 (male)	59.0	66.3	66.0	57.1	57.8	54.7	93.1	69.6	62.4	
To year 12 (female)	70.2	82.1	76.7	69.6	70.7	72.6	100.2	69.2	74.7	
All schools										
To year 10	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1	
To year 11	81.5	93.4	91.9	93.0	96.7	76.3	98.9	84.3	100.0	
To year 12 (total)	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3	
To year 12 (male)	64.7	73.3	73.9	64.5	66.2	57.4	84.0	62.1	68.8	
To year 12 (female)	74.9	87.4	83.3	76.4	79.5	73.9	86.5	61.3	80.1	
Indigenous students (c)										
Government schools										
To year 10	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4	
To year 11	46.4	69.7	76.3	75.3	68.7	47.2	63.6	83.5	65.3	
To year 12 (total)	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1	
To year 12 (male)	27.1	30.0	47.6	25.0	33.3	36.2	66.7	42.0	35.0	
To year 12 (female)	34.7	51.7	56.9	26.0	48.0	54.8	62.9	48.1	43.4	
All schools										
To year 10	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5	
To year 11	50.1	77.2	80.6	79.2	71.3	51.1	67.9	85.2	69.7	
To year 12 (total)	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9	
To year 12 (male)	30.2	37.3	53.0	29.6	35.5	38.1	64.9	44.4	39.4	
To year 12 (female)	37.8	54.8	60.2	29.4	51.5	54.3	55.6	47.1	46.4	

(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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2007*; 2009 Report, table 4A.123.

Table 4A.69 Apparent retention rates of secondary students from years 10–12, 2007 (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	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Non-government schools	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
All schools	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Full time Indigenous secondary students									
Government schools	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
Non-government schools	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
All schools	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
Full time and part time secondary students (d)									
Government schools	70.1	78.9	73.7	65.2	85.0	91.0	96.7	79.8	74.5
Non-government schools	80.4	90.1	90.4	78.9	91.3	69.0	73.6	47.2	84.8
All schools	74.0	83.4	79.5	70.5	87.4	84.4	86.2	69.3	78.4

(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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2007*; 2009 Report, table 4A.124.

Table 4A.70

Table 4A.70 **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>
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
2007									
From year 7or 8 to year 10									
All students	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
Indigenous students	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
From year 10 to year 12									
All students	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Indigenous students	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0

(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.70 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.

Source: 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 2008, *Schools Australia 2007*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2009 Report, table 4A.125.

Table 4A.71

Table 4A.71 **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>
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	101.6		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	
2007											
From year 7or 8 to year 10											
All students	98.0	101.3	102.1	102.3	102.6	102.3		96.6	85.5	100.4	
Indigenous students	114.7	156.3	104.0	95.8	93.0	111.6		163.2	79.6	102.3	
From year 10 to year 12											
All students	80.0	90.0	90.1	78.8	86.0	69.0		73.0	44.7	84.1	
Indigenous students	59.9	78.7	77.5	43.5	77.4	42.0		38.9	39.0	60.4	

(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.71 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>
(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 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 2008, *Schools Australia* 2007, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2009 Report, table 4A.126.

Table 4A.72

Table 4A.72 **Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	NSW	Vic	Qld	WA (b)	SA (c)	Tas (c)	(d) ACT (d)	NT (c)	Aust
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
2007									
From year 7or 8 to year 10									
All students	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
Indigenous students	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
From year 10 to year 12									
All students	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Indigenous students	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5

(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.72 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 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 2008, *Schools Australia* 2007, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2009 Report, table 4A.127.

Table 4A.73

Table 4A.73 Student attendance rates, government schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	89	89	89	89	89	84	81	78	81	85	76
Non-Indigenous	94	94	95	95	94	94	93	91	90	89	92	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	89	89	90	90	90	89	87	85	81	83	84	84
Non-Indigenous	94	95	95	95	95	95	94	92	91	91	90	90
Total	94	95	95	95	95	94	94	92	91	91	90	90
Qld												
Indigenous	87	87	87	88	88	88	87	84	80	78	84	94
Non-Indigenous	94	94	94	94	94	94	94	92	89	88	90	88
Total	94	94	94	94	94	93	93	91	88	87	89	90
WA												
Indigenous	78	80	82	82	82	83	82	75	68	64	..	..
Non-Indigenous	93	94	94	94	94	94	94	92	90	88	..	96
Total	92	93	93	93	93	93	93	91	88	86	..	96
SA												
Indigenous	83	85	86	85	86	84	84	78	74	75	81	74
Non-Indigenous	93	94	94	94	93	93	93	91	89	87	93	91
Total	93	93	93	93	93	93	92	90	88	87	93	90
Tas												
Indigenous	94	94	94	94	93	93	91	88	85	83	..	..
Non-Indigenous	95	95	96	96	95	95	94	92	90	88	..	..
Total	95	95	95	95	95	95	94	91	89	88	..	..

Table 4A.73

Table 4A.73 Student attendance rates, government schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	88	88	89	88	87	86	85	81	81	81	..
Non-Indigenous	94	94	94	94	94	92	92	90	88	88	..	..
Total	93	94	94	94	94	92	91	90	88	88	..	..
NT												
Indigenous	71	72	73	75	75	75	75	75	71	69	74	69
Non-Indigenous	91	93	93	93	93	93	92	92	89	88	..	95
Total	82	83	84	85	85	85	85	84	82	81	75	87

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEEETYA (2009) 2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter, Melbourne; 2009 Report, table 4A.135.

Table 4A.74

Table 4A.74 Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	92	87	93	90	92	93	88	87	89	80	95	100
Non-Indigenous	94	94	94	94	94	94	94	93	93	92	94	92
Total	94	94	94	94	94	94	94	93	93	92	94	92
Vic												
Indigenous	78	93	83	82	79	96	84	69	85	67	..	53
Non-Indigenous	94	94	94	94	94	94	95	94	94	94	79	80
Total	94	94	94	94	94	94	95	94	94	94	79	79
Qld												
Indigenous	87	79	86	82	82	81	82	84	77	72	81	71
Non-Indigenous	93	93	94	93	94	94	93	92	92	92	94	81
Total	93	93	94	93	93	93	93	92	91	91	94	79
WA												
Indigenous	67	75	71	74	72	72	78	83	75	72	..	33
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	94	48
Total	93	93	93	93	94	94	94	94	94	94	94	44
SA												
Indigenous	86	83	88	93	89	91	83	86	90	87	75	100
Non-Indigenous	93	95	95	95	94	94	94	94	93	92	95	95
Total	93	95	94	95	94	94	94	94	93	92	95	95
Tas												
Indigenous	98	97	95	88	91	97	88	94	90	99	..	65
Non-Indigenous	94	95	95	95	95	95	95	94	95	93	96	99
Total	94	95	95	95	95	95	95	94	95	93	96	99

Table 4A.74

Table 4A.74 Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	88	95	98	99	80	78	86	62	93	..	..
Non-Indigenous	94	95	95	94	95	95	94	93	92	91	..	..
Total	94	95	95	94	95	94	94	93	92	91	..	..
NT												
Indigenous	76	75	76	79	82	86	94	91	84	84	..	63
Non-Indigenous	93	95	92	94	92	93	95	94	94	93	95	..
Total	90	92	90	93	91	92	95	94	91	91	95	63

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEEETYA (2009) 2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter, Melbourne; 2009 Report, table 4A.137.

Table 4A.75

Table 4A.75 Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	88	89	90	89	89	88	86	85	85	89	..
Non-Indigenous	94	94	94	94	95	94	94	93	93	93	94	55
Total	94	94	94	94	94	94	94	93	93	92	94	55
Vic												
Indigenous	88	78	88	85	83	83	77	81	82	76	65	76
Non-Indigenous	93	93	93	94	93	93	94	93	92	91	87	68
Total	93	93	93	93	93	93	94	93	92	91	87	68
Qld												
Indigenous	86	89	88	87	88	87	90	89	86	83	100	60
Non-Indigenous	94	94	94	94	95	94	94	94	93	92	91	90
Total	93	94	94	94	95	94	94	94	93	92	91	82
WA												
Indigenous	76	79	75	80	77	78	76	82	83	83	..	..
Non-Indigenous	92	92	92	93	93	93	93	93	92	92	92	..
Total	91	92	92	92	92	92	93	93	92	92	86	..
SA												
Indigenous	92	92	93	91	95	93	92	85	85	89	..	..
Non-Indigenous	94	95	95	95	95	95	95	94	93	93	95	95
Total	94	95	95	95	95	95	95	94	93	93	95	95
Tas												
Indigenous	85	91	88	90	96	93	92	93	89	88	..	..
Non-Indigenous	89	89	89	91	90	90	89	88	87	86	..	..
Total	89	89	89	91	90	90	90	88	87	86	..	..

Table 4A.75

Table 4A.75 Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	94	92	84	77	94	91	94	91	87	..	..
Non-Indigenous	94	94	94	94	94	93	93	90	90	88	96	..
Total	94	94	94	94	94	93	93	90	90	88	96	..
NT												
Indigenous	85	84	84	85	85	87	79	86	89	83	..	..
Non-Indigenous	91	89	91	89	90	89	89	89	90	90	..	..
Total	90	89	89	89	89	89	87	88	90	89	..	..

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEEETYA (2009) 2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter, Melbourne; 2009 Report, table 4A.139.