
4 School education

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' suffix (for example, in this chapter, table 4A.3). As the data are directly sourced from the 2010 Report, the Compendium also notes where the original table, figure or text in the 2010 Report can be found. For example, where the Compendium refers to '2010 Report, p. 4.15' this is page 15 of chapter 4 of the 2010 Report, and '2010 Report, table 4A.2' is attachment table 2 of attachment 4A of the 2010 Report. A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at (www.pc.gov.au/gsp).

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 2010* (2010 Report) contains the following data items on Indigenous people:

- the number of full time students (and as a proportion of all students) in government, non-government and all schools, 2008
- student attendance rate in government schools, 2008
- proportion of children aged 6–15 years enrolled in school, 2008
- apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2008
- apparent retention rates from year 10 to year 12, full time secondary students, 2008
- year 3, 5, 7 and 9 student participation in NAPLAN assessment by Indigenous status, 2008
- year 3 student participation in NAPLAN assessment by Indigenous status, 2008
- proportion of year 3, 5, 7 and 9 students achieving the reading national minimum standard, 2008
- proportion of year 3, 5, 7 and 9 students achieving the writing national minimum standard, 2008

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- proportion of year 3, 5, 7 and 9 students achieving the numeracy national minimum standard, 2008
 - proportion of 17–19 year old population having completed year 10 or above, by Indigenous status, 2006.

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

- Australian Government specific purpose payments for schools, 2007-08
- participation rate in writing assessment, 2008
- participation rate in numeracy assessment, 2008
- exemptions, absences and assessment by equity group in reading, writing and numeracy testing, 2008
- proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group
- proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, 2007
- proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, Australia, 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, 2006
- proportion of 15 year old students achieving at or above the OECD mean for problem solving, 2003
- proportion of children aged 6–16 years, enrolled in school years 1–10, 2008
- apparent retention rates of full time secondary students to years 10, 11 and 12, 2008
- apparent retention rates of secondary students from years 10–12, 2008

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- apparent retention rates of full time secondary students, government schools, 2008
 - apparent retention rates of full time secondary students, non-government schools, 2008
 - apparent retention rates of full time secondary students, all schools, 2008
 - student attendance rates, independent schools, 2008
 - student attendance rates, Catholic schools, 2008

Administrative processes for determining Indigenous status vary across jurisdictions. 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.”

Indigenous full-time students, 2008

Some 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 2008, 86.1 per cent of Indigenous students and 79.5 per cent of students with disabilities, for example, attended government schools (table 4A.2 and 2010 Report, table 4A.24).

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 tables 4A.3–5. Care needs to be taken in interpreting this information because some definitions of special needs students differ across states and territories.

The number and proportion of full time Indigenous students varies greatly across jurisdictions (table 4.1). 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 5.8 per cent in government schools and 1.8 per cent in non-government schools in 2008 (table 4.1).

Table 4.1 Indigenous full time students, 2008

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous full time students (000) ^a									
Government schools	39.2	7.8	38.5	19.2	7.7	4.3	0.9	12.9	130.6
Non-government schools	5.4	1.0	6.2	3.6	0.9	0.7	0.3	3.0	21.1
All schools	44.6	8.8	44.7	22.8	8.6	5.0	1.2	15.9	151.7
Indigenous full time students as a proportion of all full time students (%)									
Government schools	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Non-government schools	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
All schools	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7	4.4

^a Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be under-represented in some jurisdictions.

Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0; table 4A.2; 2010 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 2010 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 2010 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

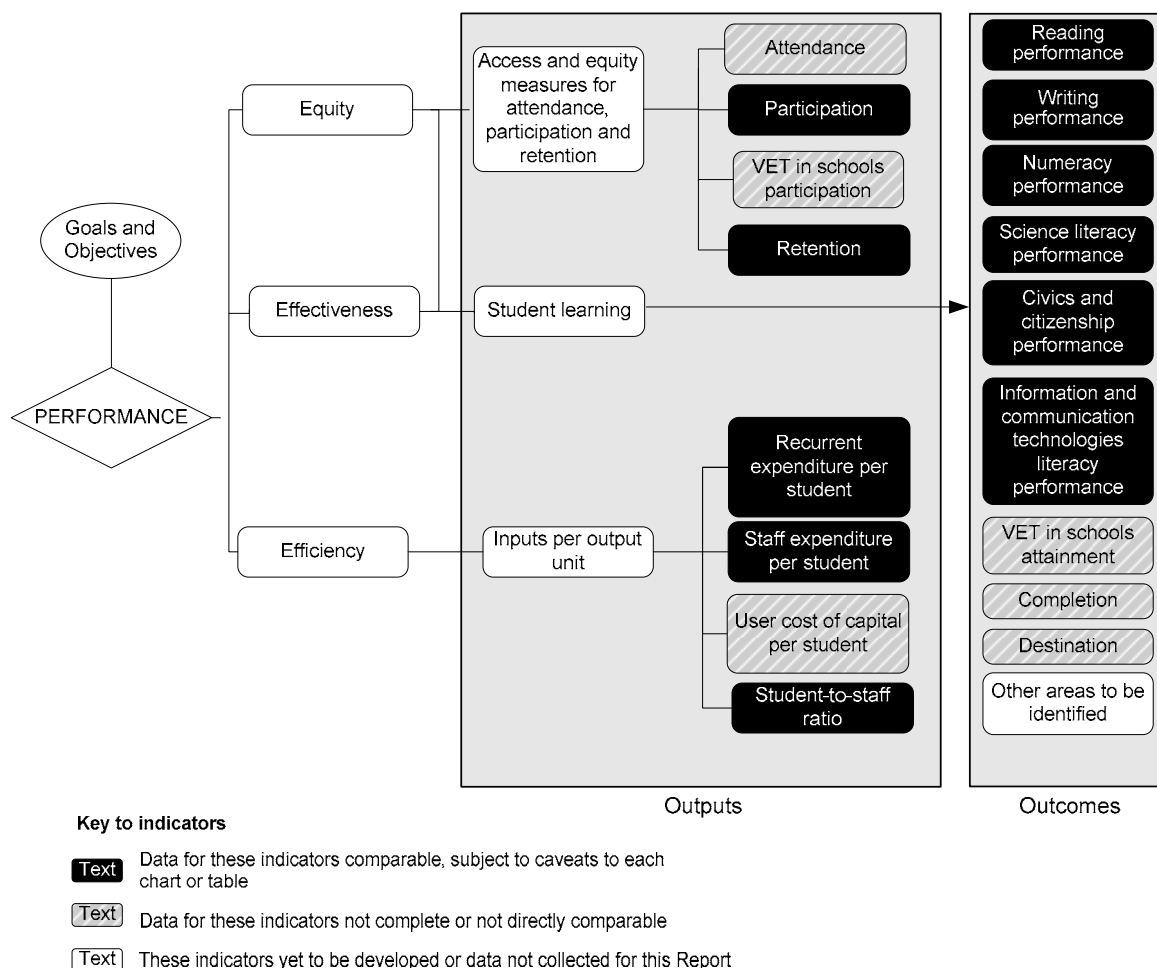
The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Care should be taken in interpreting these performance indicators, a number of interrelated factors affect the results, including characteristics of students (for example, student engagement and connectedness, length of time spent in schooling, demographic and socio-economic characteristics, [including remoteness and Indigenous status]).

The Council of Australian Governments (COAG) has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services, (see chapter 1 for more detail on reforms to federal financial relations). The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the

COAG Reform Council (CRC). Revisions have been made to the performance indicators reported in this chapter to align with the performance indicators in the National Agreements.

Figure 4.1 Performance indicators for school education



Source: 2010 Report, figure 4.4, p. 4.16.

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.

It is intended to measure student attendance 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 provide data over a period including 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).

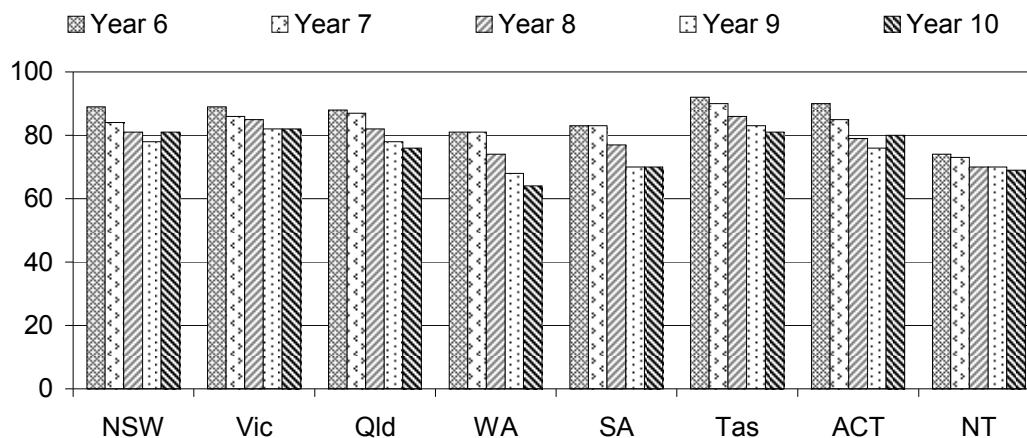
Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Data for this indicator are not directly comparable.

School attendance is measured in a specific collection period during the school year (see box 4.1 for details), and results may not be representative of school attendance throughout the school year.

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.46). The differences varied across states and territories, although attendance rates for non-Indigenous students were similar across all jurisdictions. A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.47 and 4A.48).

Figure 4.2 Student attendance rate, government schools, Indigenous students, 2008^a



^a See source for detailed explanatory notes regarding data.

Source: MCEECDYA (2009) *National Report on Schooling in Australia 2008: Additional statistics on Australian schooling chapter*; table 4A.46; 2010 Report, figure 4.6, p. 4.20.

Participation

‘Participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through participation in secondary schooling, to enable all students to have access to the high quality education necessary to enable completion of school education to year 12 or its equivalent (box 4.2).

Box 4.2 Participation

'Participation' (school education participation rate) is defined by two measures:

- the total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age, reported by Indigenous status
- the number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.

Participation rates are reported nationally and by State/Territory.

Holding other factors constant, a higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure.

This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the 'Early childhood, education and training preface'.

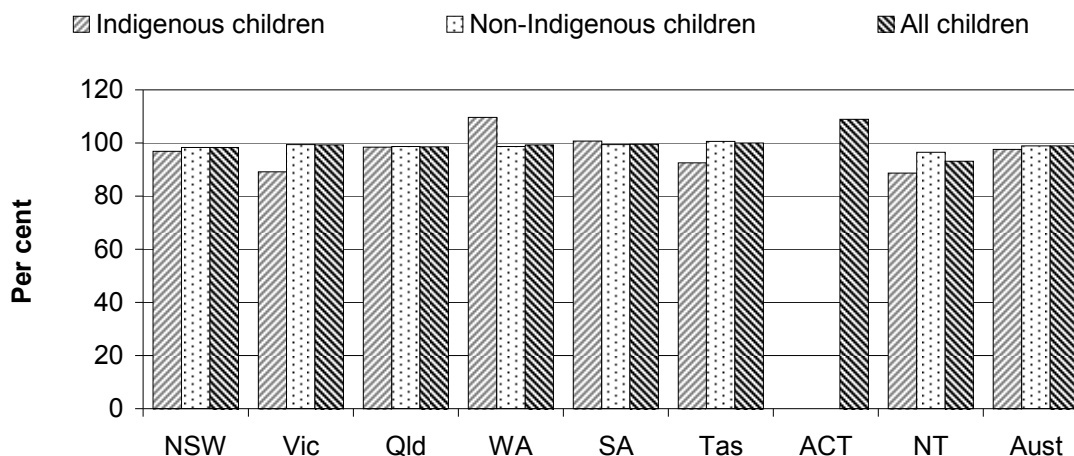
Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions, due to small population sizes.

Data for this indicator are comparable.

Proportion of children aged 6–15 years enrolled in school

Nationally, 98.9 per cent of children aged 6–15 years were enrolled (either full or part time) in schools in 2008. Nationally, the enrolment rate for Indigenous children was 98 per cent compared to 99 per cent for non-Indigenous children. These rates also varied across jurisdictions (figure 4.3).

Figure 4.3 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008^{a, b, c, d, e, f, g}



^a Proportions over 100 per cent may reflect disparities between the sources of data which may provide varying counts, or, may reflect students from one jurisdiction enrolling in schools in another jurisdiction and need to be interpreted with care. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. ^c 'Non-Indigenous' and 'All children' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions. ^d Includes children enrolled full time or part time. ^e ABS data sources are not considered sufficiently robust to support Indigenous population estimates for the ACT at this small geographical level and for a small population, for 2008. ^f See footnotes to table 4A.38 for further information. ^g Data for 2006 for children aged 6–15 years are included in table 4A.38. Data for children aged 6–16 years in years 1–10, for 2006 and 2008, are included in table 4A.39.

Source: ABS (unpublished) Schools Australia, 2008; ABS (unpublished) *Demographic Statistics, June quarter 2008*; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (cat. no. 3238.0); ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*; table 4A.38; 2010 Report, figure 4.7, 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 4.3).

Box 4.3 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.

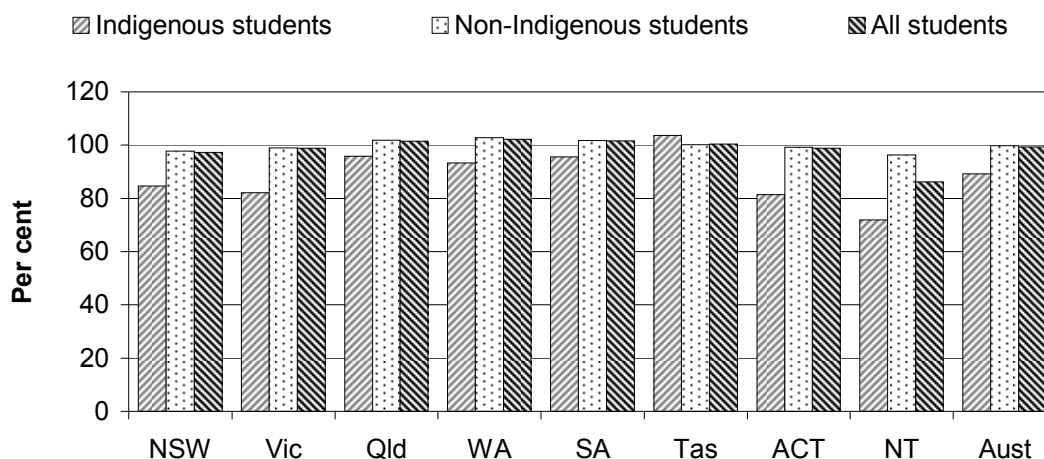
Data for this indicator are comparable.

Apparent retention rates, from the commencement of secondary school at year 7 or 8 (see 2010 Report, figure 4.1 shows the differences across jurisdictions) to year 10, for all students in most jurisdictions were 97–102 per cent in 2008, with a national rate of 99.3 (figure 4.4). 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 non-Indigenous students and all students in most jurisdictions. The national retention rate for Indigenous students was 89.2 per cent, 10.6 per cent

lower than that for non-Indigenous students and 10.1 percentage points lower than that for all students.

Figure 4.4 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2008^{a, b, c, d, e}



^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 (2010 Report, table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions.

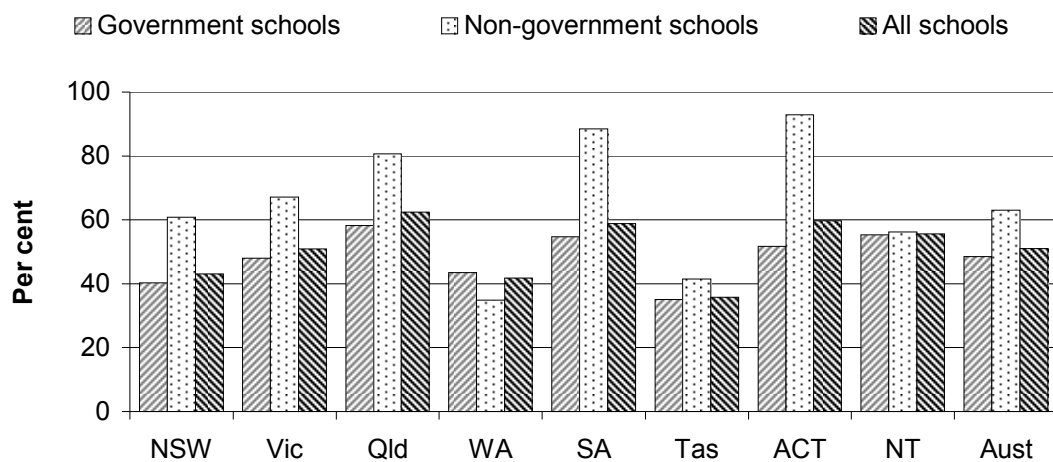
Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0; table 4A.40; 2010 Report, figure 4.10, p. 4.27.

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 2008 as a proportion of the number of full time school students enrolled in year 10 in 2006.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2008 varied across jurisdictions (figure 4.5), but were consistently lower than rates for all students (2010 Report, figure 4.11). In interpreting this indicator, note that nationally 10.8 per cent of Indigenous students left school before year 10 (figure 4.4) — compared to 0.7 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 made up 5.8 per cent of all students in government schools compared with 1.8 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 2008 was 51.0 per cent (figure 4.5), 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 2004 to 51.0 per cent in 2008, with the gap in year 10 to year 12 retention rates between Indigenous students and all students decreasing from 31.5 percentage points in 2004 to 24.6 percentage points in 2008 (table 4A.44).

Figure 4.5 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2008^{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 The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (2010 Report, table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in these rates may be under-represented in some jurisdictions.

Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0; table 4A.41; 2010 Report, figure 4.12, p. 4.29.

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 discussed in this section. The outcomes completion rates, are discussed in the following section.

Years 3, 5, 7 and 9 nationally comparable National Assessment Program —Literacy and Numeracy (NAPLAN) national minimum standard learning outcomes data for reading, writing and numeracy performance for 2008 are reported. Details of reported learning outcomes data and accompanying information from the national

collection are reported in tables 4A.6–26. State and Territory data are also available by Indigenous status and geolocation, and are included in this Report.

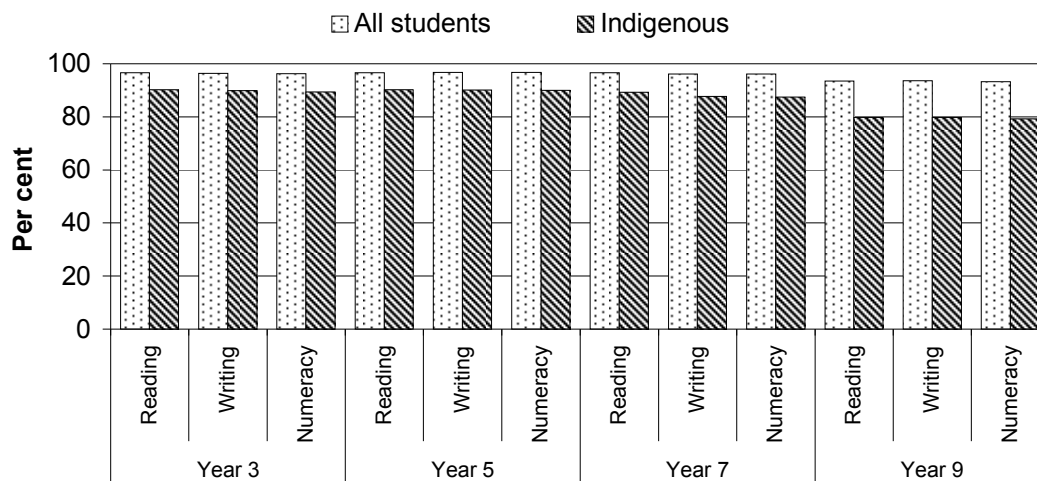
Participation in NAPLAN testing

Participation in NAPLAN testing is defined as the number of assessed and exempt students in years 3, 5, 7 and 9, as a proportion of the total number of students in years 3, 5, 7 and 9.

Assessed students participate on the day of testing. Exempt students are recently arrived in Australia and of a language background other than English or having a significant intellectual disability. Other students are absent or withdrawn. Holding other factors constant, a higher or increasing proportion of participating students (assessed plus exempt students) in NAPLAN testing suggests an improvement in that aspect of educational participation.

The national proportion of assessed and exempt students in years 3, 5, 7 and 9 as a proportion of the total number of students in years 3, 5, 7 and 9, for reading, writing and numeracy in 2008 is shown in figure 4.6. In all categories and years, the proportion of all students participating exceeded the proportion of Indigenous students participating (data are not available for non-Indigenous students).

Figure 4.6 Year 3, 5, 7 and 9 student participation in NAPLAN assessment by Indigenous status, 2008^{a, b}

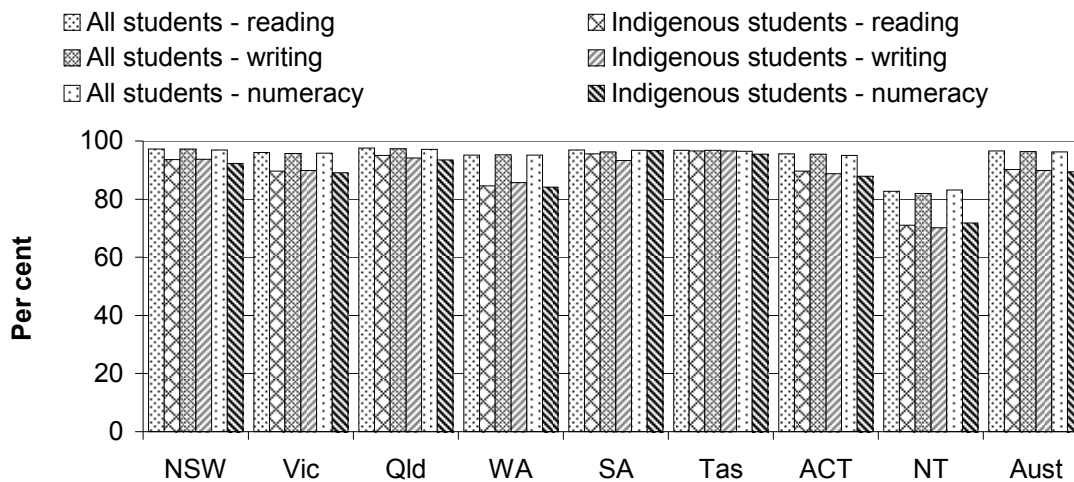


^a Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools which includes those absent and withdrawn. ^b A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be under-represented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*; tables 4A.12, 4A.19, 4A.26; 2010 Report, figure 4.21, p. 4.44.

Year 3 student participation in assessment for all students was 96.6 per cent for reading, 96.4 per cent for writing and 96.3 per cent for numeracy. For Indigenous students the participation rates were 90.2 per cent for reading, 89.9 per cent for writing and 89.4 per cent for numeracy. These results varied across jurisdictions (figure 4.7). Data for years 5, 7 and 9 for reading, writing and numeracy respectively are included in tables 4A.12, 4A.19, and 4A.26.

Figure 4.7 Year 3 student participation in NAPLAN assessment by Indigenous status, 2008^{a, b, c}



^a Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9, which are detailed in tables 4A.12, 4A.19, and 4A.26. ^c A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be under-represented in some jurisdictions.

Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; tables 4A.12, 4A.19, 4A.26; 2010 Report, figure 4.22, p. 4.45.

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 4.4).

Box 4.4 Reading performance

'Reading performance' is defined by two measures:

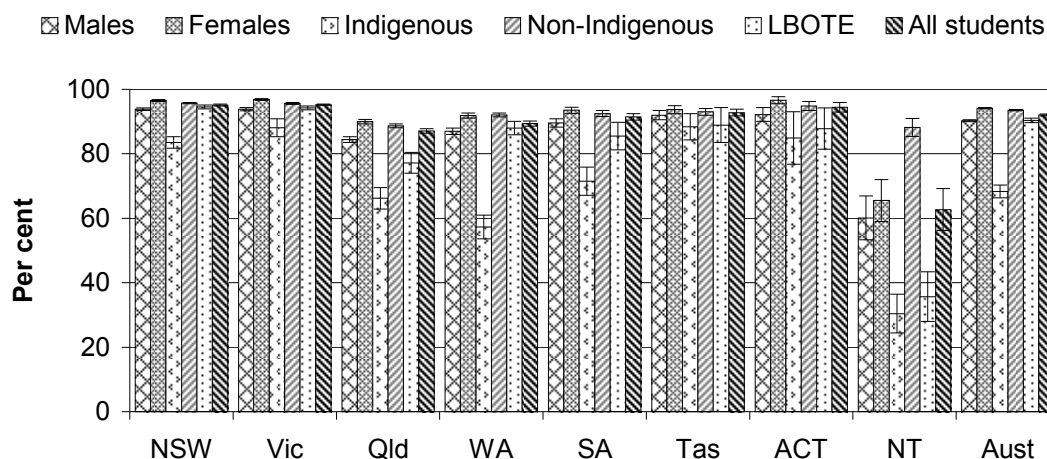
- Percentage of students achieving at or above the national minimum standard in reading: The proportion of assessed years 3, 5, 7 and 9 students who achieve at or above the national reading national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2010 Report, section 4.2 identifies the profile of equity groups in each State and Territory). The standard describes the nationally agreed minimum acceptable standard for reading performance at years 3, 5, 7 and 9.
 - 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 national reading benchmark. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the outcomes of 2008 common national testing programs only. Results of State and Territory-based testing programs are available in the 2009 Report (and previous issues).
- 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 national minimum standard or proficient standard in reading is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the reading national minimum standard in 2008 was 91.8–92.4 per cent. The national proportion of Indigenous students who achieved the year 3 reading national minimum standard in 2008 was 66.3–70.3 per cent, compared to 93.3–93.7 per cent for non-Indigenous students (figure 4.8).

Figure 4.8 Proportion of year 3 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

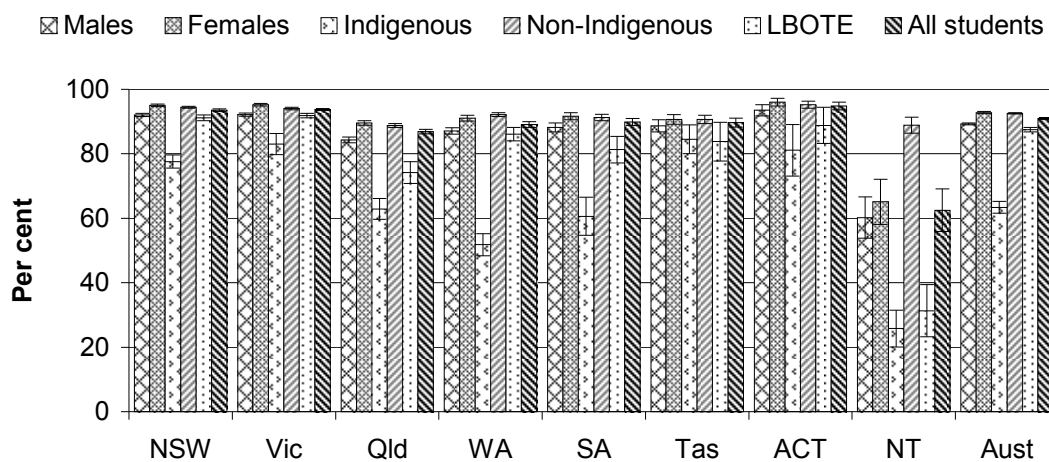


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.6.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.6; 2010 Report, figure 4.23, p. 4.47.

The proportion of assessed year 5 students who achieved the reading national minimum standard in 2008 was 90.7–91.3 per cent nationally. The proportion of Indigenous students who achieved the year 5 reading national minimum standard in 2008 was 61.6–65.2 per cent, compared to 92.4–92.8 per cent for non-Indigenous students (figure 4.9).

Figure 4.9 Proportion of year 5 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

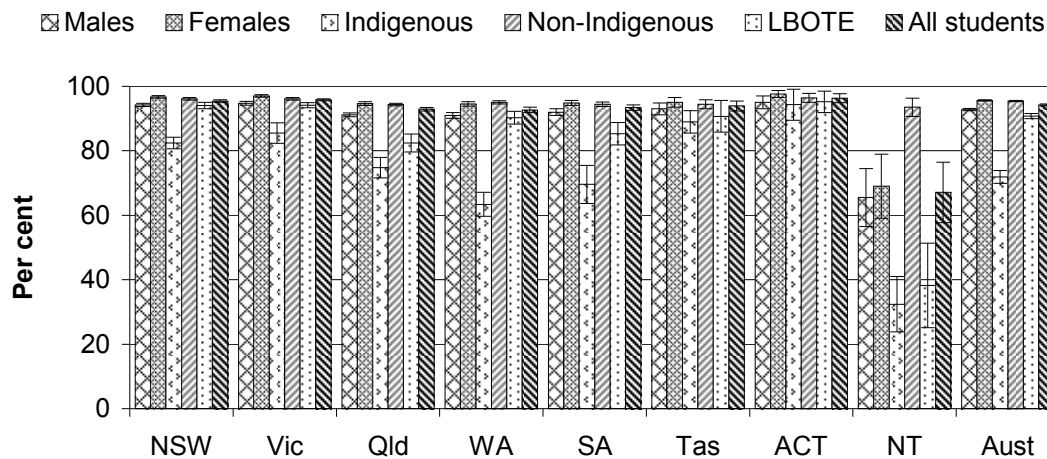


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.7.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.7; 2010 Report, figure 4.24, p. 4.48.

The proportion of assessed year 7 students who achieved the reading national minimum standard in 2008 was 93.9–94.5 per cent nationally. The proportion of Indigenous students who achieved the year 7 reading national minimum standard in 2008 was 69.9–73.9 per cent, compared to 95.2–95.6 per cent for non-Indigenous students (figure 4.10).

Figure 4.10 Proportion of year 7 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

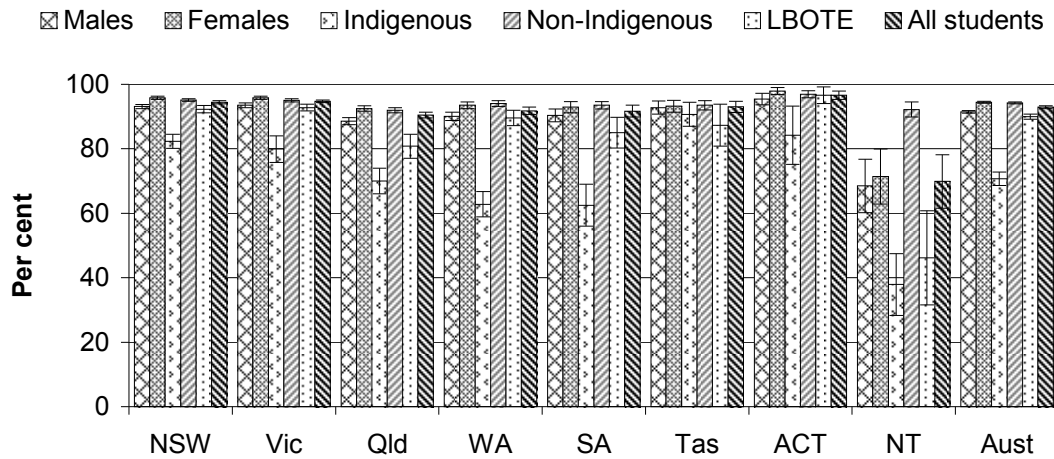


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.8.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.8; 2010 Report, figure 4.25, p. 4.49.

The proportion of assessed year 9 students who achieved the reading national minimum standard in 2008 was 92.5–93.3 per cent nationally. The proportion of Indigenous students who achieved the year 9 reading national minimum standard in 2008 was 68.6–72.8 per cent, compared to 93.9–94.5 per cent for non-Indigenous students (figure 4.11).

Figure 4.11 Proportion of year 9 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

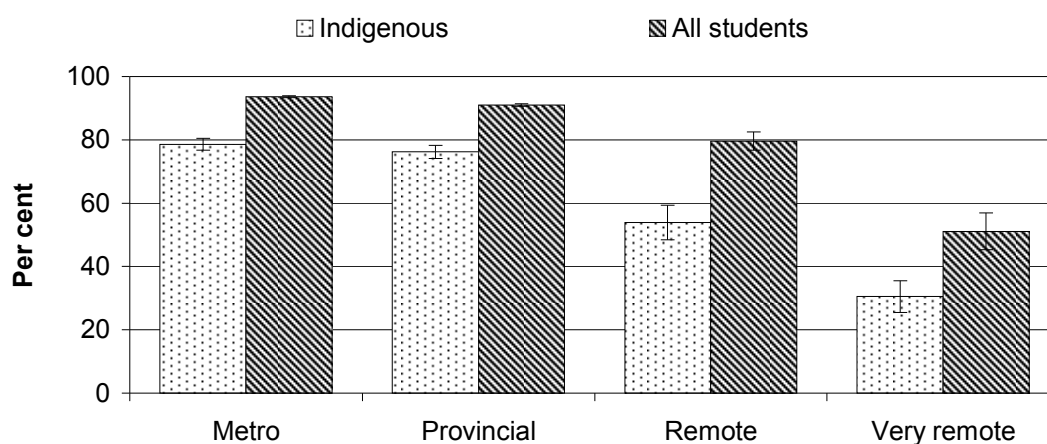


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.9.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.9; 2010 Report, figure 4.26, p. 4.50.

For all categories of remoteness across years 3, 5 and 7 and 9, 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 was greater in remote and very remote areas than in metropolitan and provincial areas (figure 4.12).

Figure 4.12 National proportion of year 3 students achieving the reading national minimum standard, by Indigenous status and geolocation, 2008^{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, 7 and 9 which are detailed in table 4A.10. ^c Insufficient or no students in an area of geographic classification are not included.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.10; 2010 Report, figure 4.27, p. 4.51.

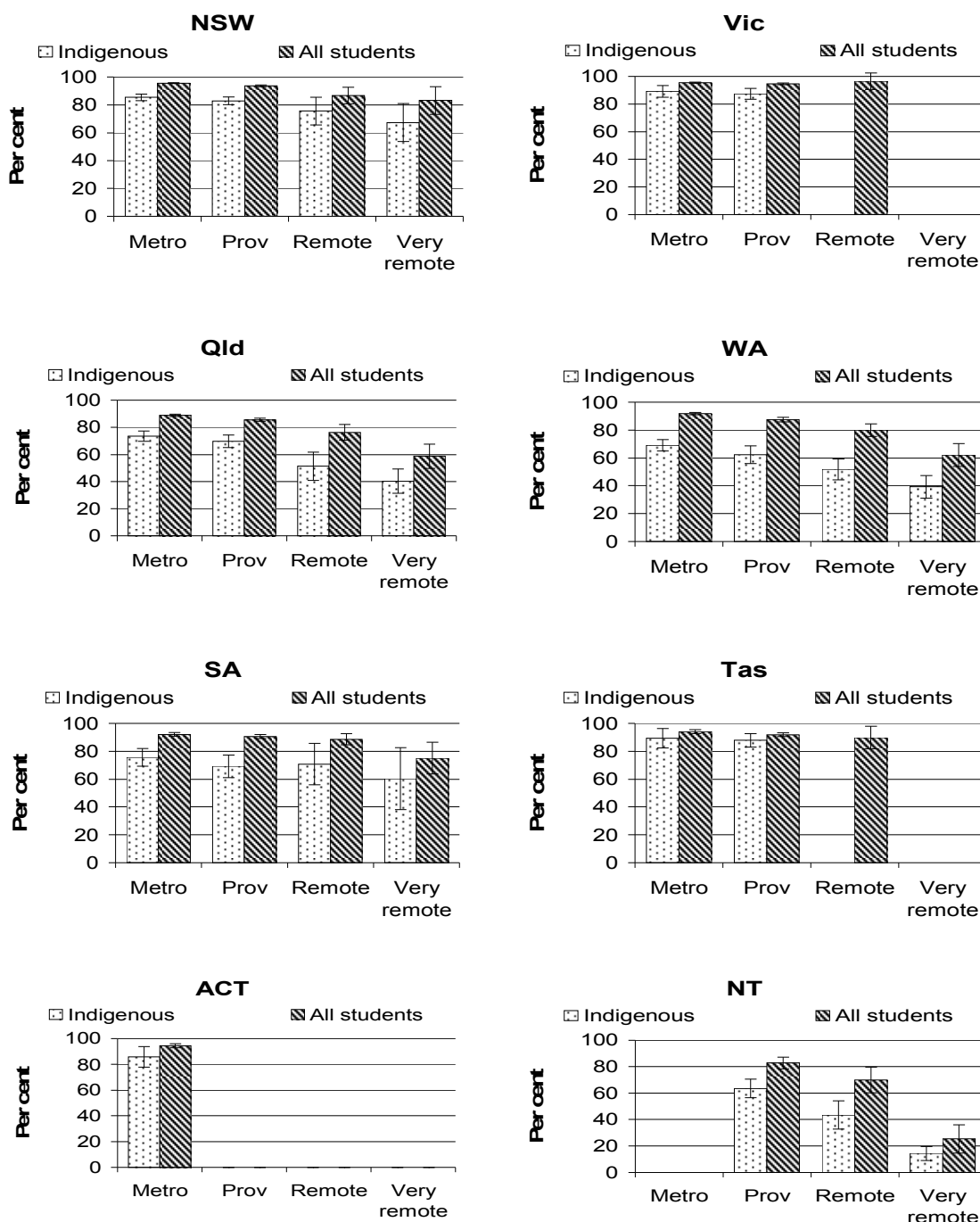
Nationally, the proportion of assessed Indigenous students who achieved the reading national minimum standard by geolocation in 2008 was:

- 76.7–80.5 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (74.1–78.3 per cent). The proportion for remote students (48.4–59.4 per cent) was higher than for very remote students (25.5–35.5 per cent) (figure 4.12)
- 72.5–76.3 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (68.8–73.2 per cent). The proportion for remote students (42.6–53.0 per cent) was higher than for very remote students (17.5–25.9 per cent) (table 4A.10)
- 81.4–84.6 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (77.8–81.4 per cent). The proportion for remote students (48.9–64.3 per cent) was higher than for very remote students (23.2–32.8 per cent) (table 4A.10)
- 75.8–81.0 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (72.9–77.7 per cent). The proportion for remote students (47.7–67.1 per cent) was higher than for very remote students (22.1–35.9 per cent) (table 4A.10).

State and Territory results are presented for year 3 reading literacy (by Indigenous status and geolocation) in figure 4.13 (results for years 5 and 7 and 9 reading literacy are in table 4A.10). 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.

Data for exemptions, absent/withdrawn and participation by equity groups in reading testing in 2008 are provided in table 4A.11. Participation rates in reading testing for Indigenous students and all students are provided in table 4A.12. National data on achievement of the national minimum standard for reading by socio-economic status are provided in 2010 Report, table 4A.36.

Figure 4.13 Proportion of year 3 students achieving the reading national minimum standard, by Indigenous status and geolocation, 2008^{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) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; table 4A.10; 2010 Report, figure 4.28, p. 4.53.

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 4.5).

Box 4.5 Writing performance

‘Writing performance’ is defined as the proportion of assessed years 3, 5, 7 and 9 students who achieve at or above the national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2010 Report, section 4.2 identifies the profile of special needs groups in each State and Territory). The standard describes the nationally agreed minimum acceptable standard for writing performance at years 3, 5, 7 and 9.

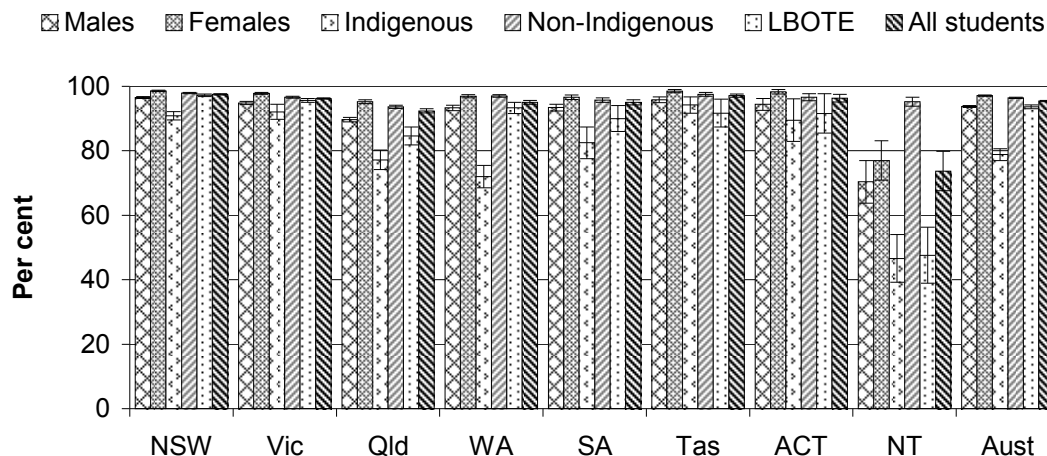
A high or increasing proportion of students achieving the national minimum standard in writing is desirable.

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 national writing benchmark. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the outcomes of 2008 common national testing programs only. Results of State and Territory-based testing programs are available in the 2009 Report (and previous issues).

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the writing national minimum standard in 2008 was 95.2–95.6 per cent. The national proportion of Indigenous students who achieved the year 3 writing national minimum standard in 2008 was 77.0–80.6 per cent, compared to 96.2–96.6 per cent for non-Indigenous students (figure 4.14).

Figure 4.14 Proportion of year 3 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

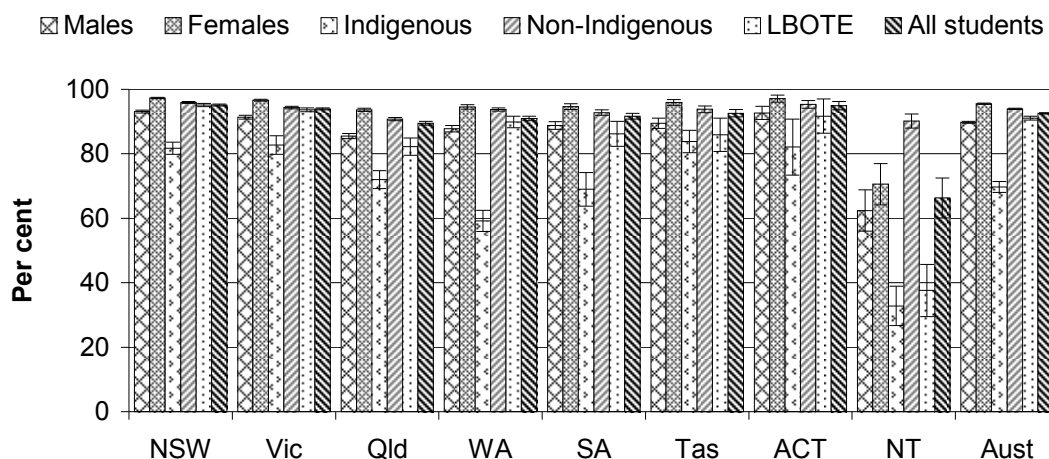


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.13.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.13; 2010 Report, figure 4.29, p. 4.55.

Nationally, the proportion of assessed year 5 students who achieved the writing national minimum standard in 2008 was 92.4–92.8 per cent. The national proportion of Indigenous students who achieved the year 5 writing national minimum standard in 2008 was 68.0–71.4 per cent, compared to 93.7–94.1 per cent for non-Indigenous students (figure 4.15).

Figure 4.15 Proportion of year 5 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

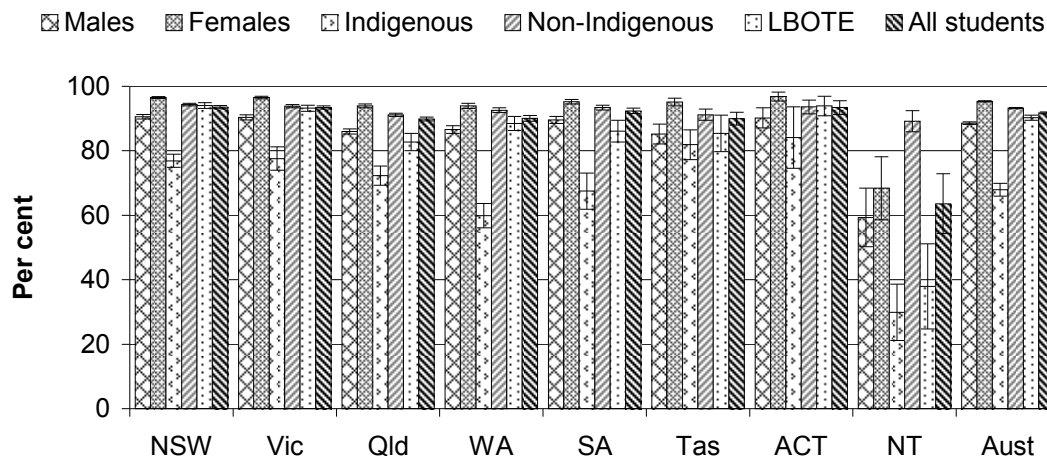


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.14.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.14; 2010 Report, figure 4.30, p. 4.56.

Nationally, the proportion of assessed year 7 students who achieved the writing national minimum standard in 2008 was 91.5–92.1 per cent. The national proportion of Indigenous students who achieved the year 7 writing national minimum standard in 2008 was 65.9–69.9 per cent, compared to 93.0–93.4 per cent for non-Indigenous students (figure 4.16).

Figure 4.16 Proportion of year 7 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

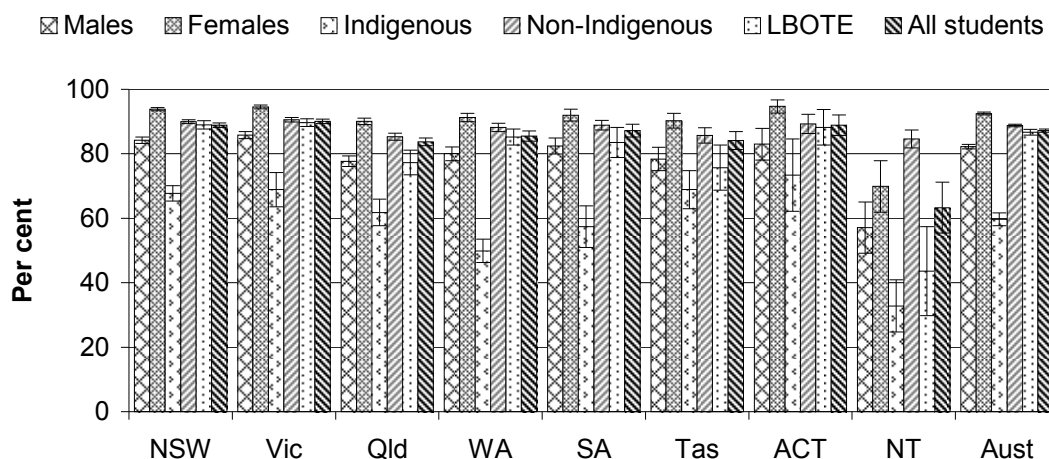


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.15.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.15; 2010 Report, figure 4.31, p. 4.57.

Nationally, the proportion of assessed year 9 students who achieved the writing national minimum standard in 2008 was 86.7–87.7 per cent. The national proportion of Indigenous students who achieved the year 9 writing national minimum standard in 2008 was 57.7–61.7 per cent, compared to 88.4–89.2 per cent for non-Indigenous students (figure 4.17).

Figure 4.17 Proportion of year 9 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

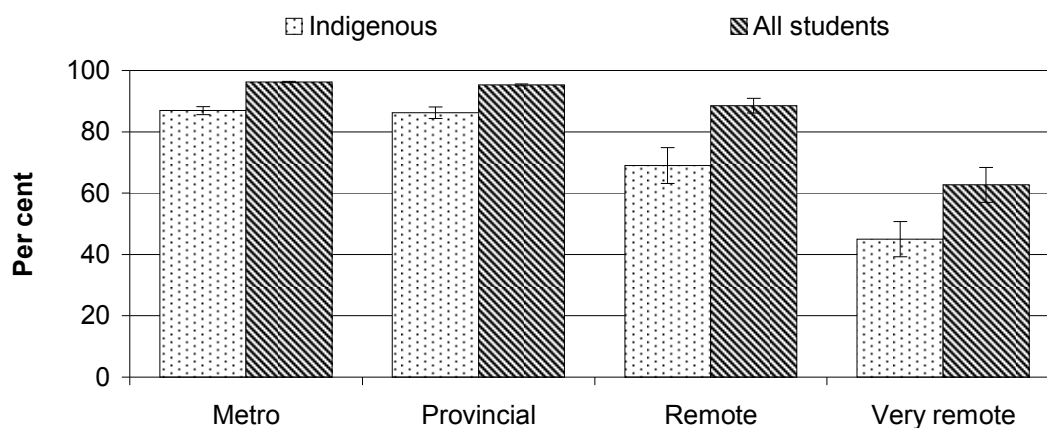


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.16.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.16; 2010 Report, figure 4.32, p. 4.58.

Nationally, the proportion of assessed students who achieved the writing national minimum standard by geolocation in 2008 was 96.0–96.4 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (95.0–95.6 per cent), remote students (86.1–90.9 per cent) and very remote students (57.0–68.4 per cent) (figure 4.18).

Figure 4.18 National proportion of year 3 students achieving the writing national minimum standard, by Indigenous status and geolocation, 2008^{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, 7 and 9 which are detailed in table 4A.17.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.17; 2010 Report, figure 4.33, p. 4.59.

For all categories of remoteness across years 3, 5, 7 and 9, 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 was greater in remote and very remote areas than in metropolitan and provincial areas.

Nationally, the proportion of assessed Indigenous students who achieved the writing national minimum standard by geolocation in 2008 was:

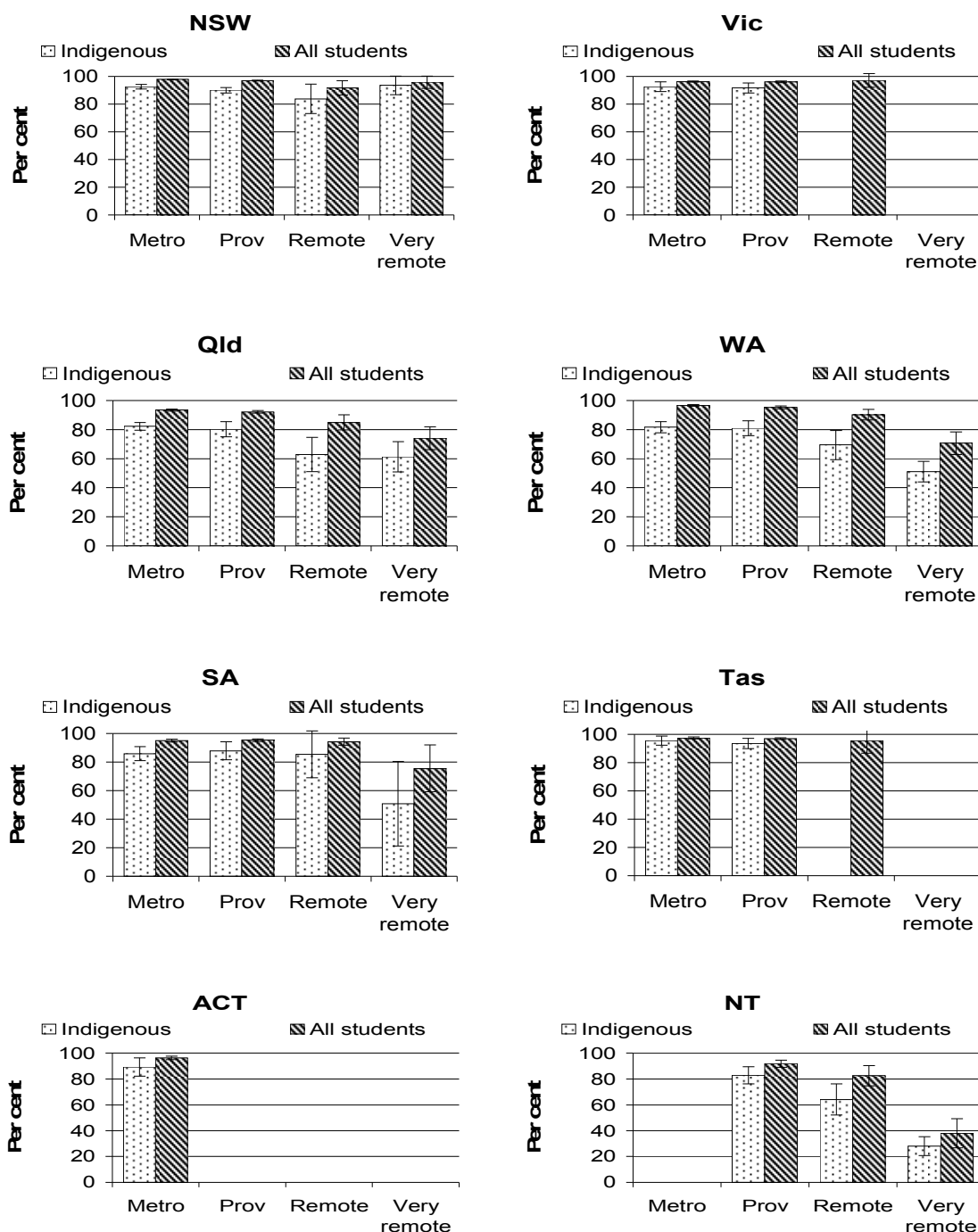
- 85.6–88.2 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (84.3–88.1 per cent). The proportion for remote students (63.2–74.8 per cent) was higher than for very remote students (39.3–50.7 per cent) (figure 4.18)
- 78.1–81.3 per cent for Indigenous year 5 students in metropolitan areas, higher than the proportion for provincial students (74.0–78.0 per cent), remote students (52.3–63.9 per cent) and very remote students (26.9–36.3 per cent) (table 4A.17)
- 77.0–80.4 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (71.9–75.7 per cent), remote students (46.2–61.8 per cent) and very remote students (22.6–34.4 per cent) (table 4A.17)

-
- 65.2–70.6 per cent for Indigenous year 9 students in metropolitan areas, higher than the proportion of provincial students (60.3–64.9 per cent), remote students (36.4–52.4 per cent) and very remote students (17.8–29.8 per cent) (table 4A.17).

State and Territory results are presented for year 3 writing literacy in figure 4.19 (results for years 5, 7 and 9 writing literacy are in table 4A.17). 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.

Data for exemptions, absent/withdrawn and participation by equity groups in writing testing in 2008 are provided in table 4A.18. Participation rates in writing testing for Indigenous students and all students are provided in table 4A.19. National data on achievement of the national minimum standard for writing by socio-economic status are provided in 2010 Report, table 4A.44.

Figure 4.19 Proportion of year 3 students achieving the writing national minimum standard, by Indigenous status and geolocation, 2008^{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) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; table 4A.17; 2010 Report, figure 4.34, p. 4.61.

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 4.6).

Box 4.6 Numeracy performance

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

- Percentage of students achieving at or above the national numeracy national minimum standard: The proportion of assessed years 3, 5, 7 and 9 students who achieve at or above the national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2010 Report, section 4.2 identifies the profile of special needs groups in each State and Territory). The standard describes the nationally agreed minimum acceptable standard for numeracy performance at years 3, 5, 7 and 9.
 - 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 national numeracy 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 replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the outcomes of 2008 common national testing programs only. Results of State and Territory-based testing programs are available in the 2009 Report (and previous issues).
- 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 national minimum standard or mathematical literacy proficient standard is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the numeracy national minimum standard in 2008 was 94.8–95.2 per cent. The national proportion of Indigenous students who achieved the year 3 numeracy national minimum standard in 2008 was 76.9–80.3 per cent, compared to 95.8–96.2 per cent for non-Indigenous students (figure 4.20).

Figure 4.20 Proportion of year 3 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

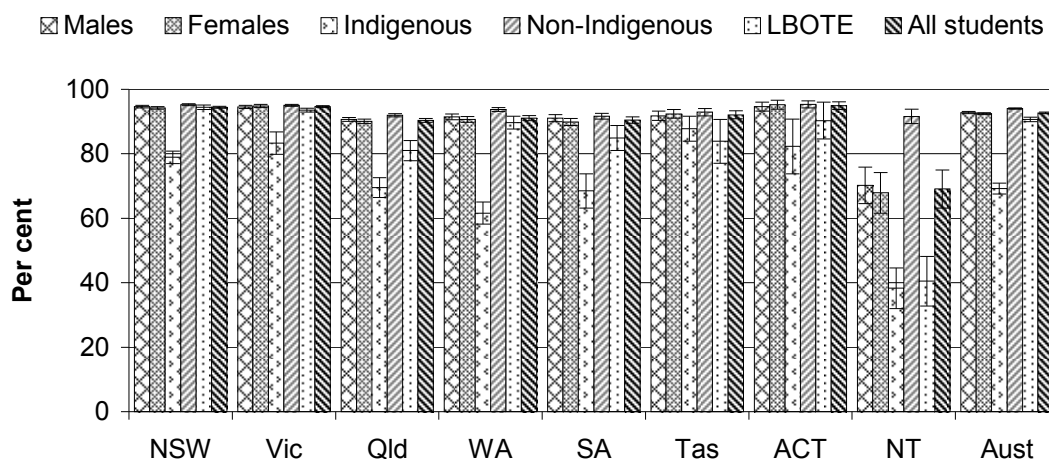


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.20.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.20; 2010 Report, figure 4.35, p. 4.63.

Nationally, the proportion of assessed year 5 students who achieved the numeracy national minimum standard in 2008 was 92.5–92.9 per cent. The national proportion of Indigenous students who achieved the year 5 numeracy national minimum standard in 2008 was 67.5–70.9 per cent, compared to 93.8–94.2 per cent for non-Indigenous students (figure 4.21).

Figure 4.21 Proportion of year 5 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

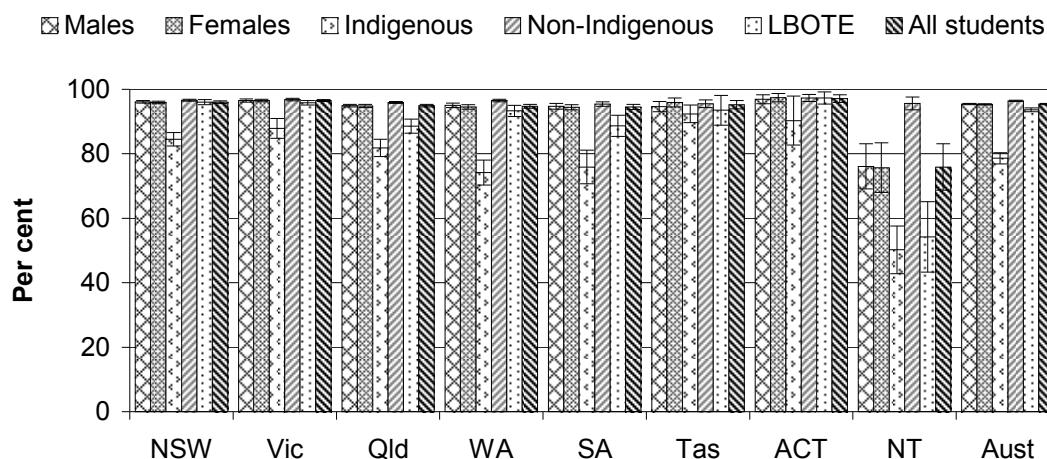


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.21.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.21; 2010 Report, figure 4.36, p. 4.64.

Nationally, the proportion of assessed year 7 students who achieved the numeracy national minimum standard in 2008 was 95.2–95.6 per cent. The proportion of Indigenous students who achieved the year 7 numeracy national minimum standard in 2008 was 76.9–80.3 per cent, compared to 96.2–96.6 per cent for non-Indigenous students (figure 4.22).

Figure 4.22 Proportion of year 7 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

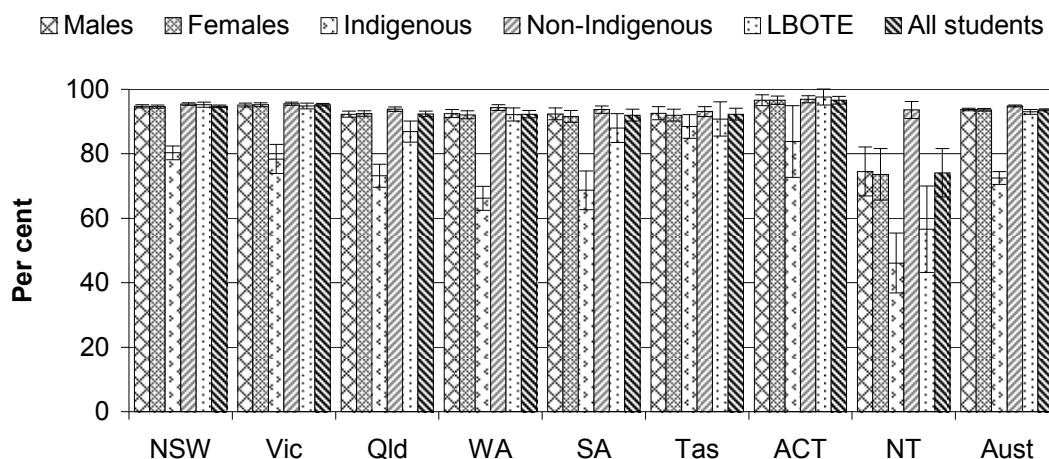


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.22.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.22; 2010 Report, figure 4.37, p. 4.65.

Nationally, the proportion of assessed year 9 students who achieved the numeracy national minimum standard in 2008 was 93.3–93.9 per cent. The proportion of Indigenous students who achieved the year 9 numeracy national minimum standard in 2008 was 70.5–74.5 per cent, compared to 94.5–95.1 per cent for non-Indigenous students (figure 4.23).

Figure 4.23 Proportion of year 9 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

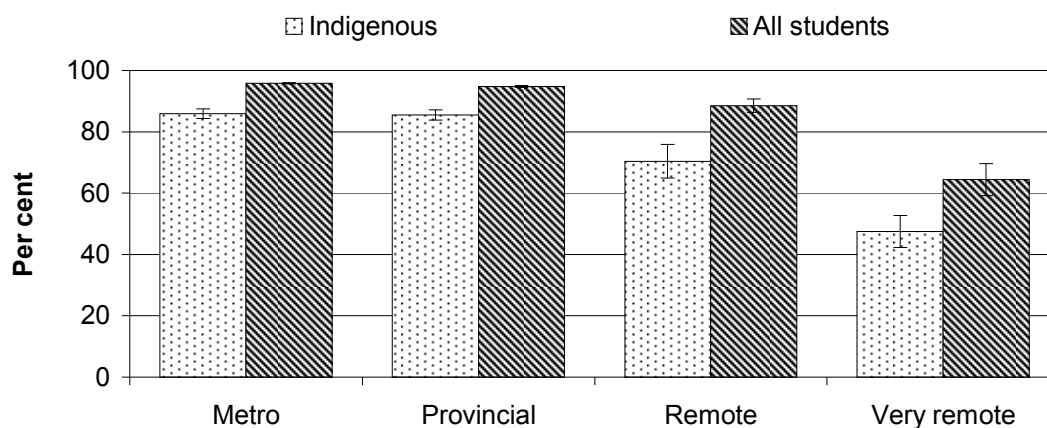


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.23.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.23; 2010 Report, figure 4.38, p. 4.66.

Nationally, the proportion of assessed students who achieved the numeracy national minimum standard by geolocation in 2008 was 95.6–96.0 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (94.5–95.1 per cent), remote students (86.3–90.7 per cent) and very remote students (59.2–69.6 per cent) (figure 4.24).

Figure 4.24 National proportion of year 3 students achieving the numeracy national minimum standard, by Indigenous status and geolocation, 2008^{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, 7 and 9 which are detailed in table 4A.24.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.24; 2010 Report, figure 4.39, p. 4.67.

For all categories of remoteness across years 3, 5, 7 and 9, 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 was greater in remote and very remote areas than in metropolitan and provincial areas.

Nationally, the proportion of assessed Indigenous students who achieved the numeracy national minimum standard in 2008 was:

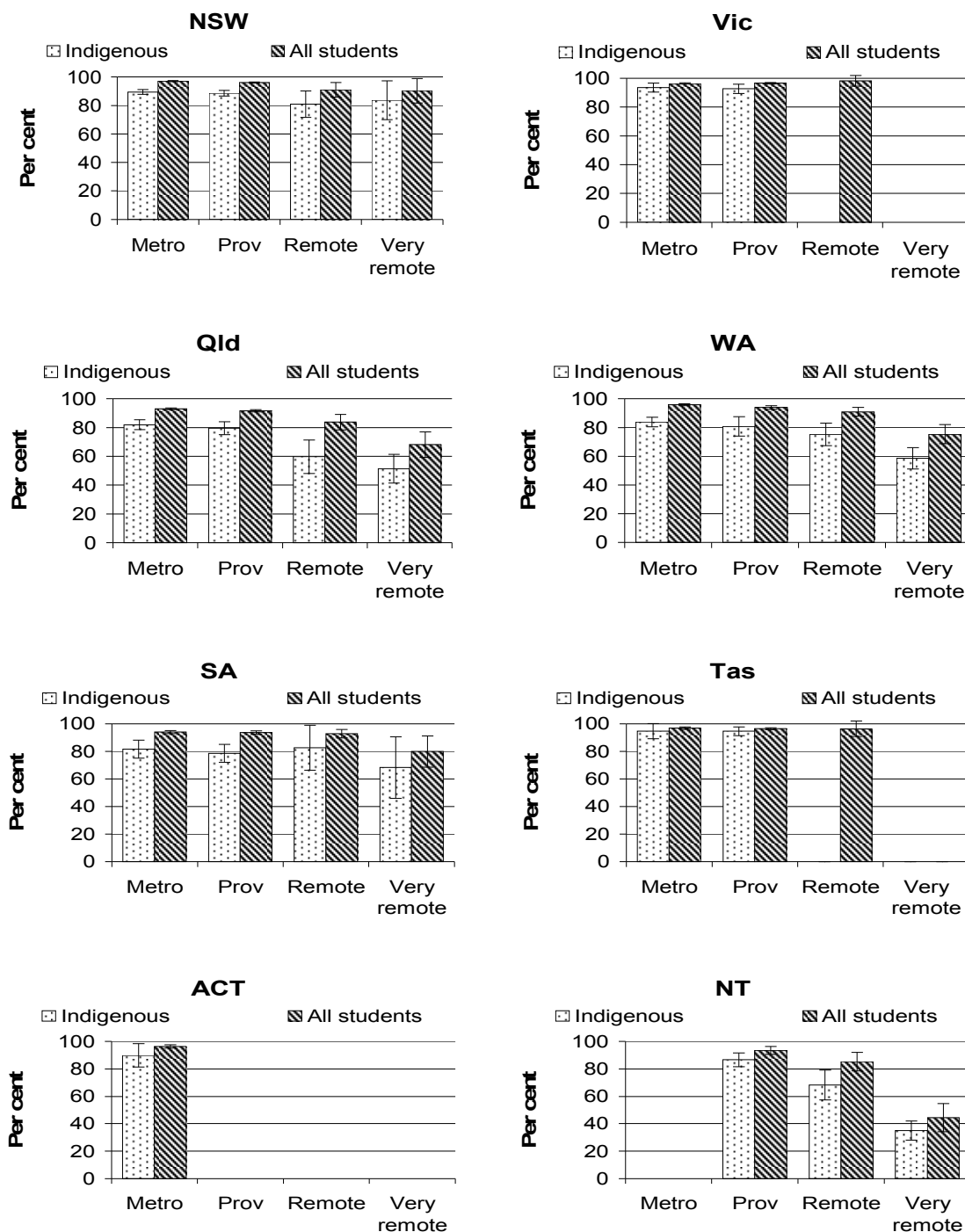
- 84.3–87.5 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (83.8–87.2 per cent). The proportion for remote students (64.9–75.9 per cent) was higher than for very remote students (42.3–52.7 per cent) (figure 4.24)
- 76.8–80.2 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (73.6–77.8 per cent). The proportion for remote students (50.5–62.1 per cent) was higher than for very remote students (28.6–37.2 per cent) (table 4A.24)
- 85.6–88.4 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (82.3–85.5 per cent), remote students (61.1–74.5 per cent) and very remote students (40.8–52.0 per cent) (table 4A.24)

-
- 76.4–81.4 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (74.0–78.4 per cent). The proportion for remote students (52.3–68.5 per cent) was higher than for very remote students (31.0–45.4 per cent) (table 4A.24).

State and Territory results are presented for year 3 numeracy outcomes in figure 4.25 (results for years 5, 7 and 9 numeracy outcomes are in table 4A.24). 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.

Data for exemptions, absent/withdrawn and participation by equity groups in numeracy testing in 2008 are provided in table 4A.25. Participation rates in numeracy testing for Indigenous students and all students are provided in table 4A.26. National data on achievement of the national minimum standard for numeracy by socio-economic status are provided in 2010 Report, table 4A.52.

Figure 4.25 Proportion of year 3 students achieving the numeracy national minimum standard, by Indigenous status and geolocation, 2008^{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) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; table 4A.24; 2010 Report, figure 4.40, p. 4.69.

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 4.7).

Box 4.7 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, 2008). 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 of level 3 has been agreed 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 national minimum standard/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.53–55 in the 2010 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 (2010 Report, figure 4.41) (down from 58.4–60.4 per cent in 2003). The national proportion of Indigenous students who achieved at the proficient standard or above in scientific literacy was 15.5–35.5 per cent (table 4A.27).

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 to 66.2–69.8 per cent for non-Indigenous students and 65.3–68.7 per cent for all Australian students (table 4A.35).

Civics and citizenship performance

Civics and citizenship performance is an indicator of governments' objective that all students be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life (box 4.8).

Box 4.8 Civics and citizenship performance

Civics and citizenship performance is defined as the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civic knowledge and understanding, reported by sex, Indigenous status, LBOTE status and geolocation (national data only for subgroups).

The proficient standard for civics and citizenship performance is set at proficiency level 2 for year 6, and at level 3 for year 10, (of levels 1 to 5). Proficiency standards represent points on the proficiency scale that represent a 'challenging but reasonable' expectation for typical Year 6 and 10 students to have reached by the end of each of those years of study. Thus the students need to demonstrate more than minimal or elementary skills to be regarded as having reached the standard appropriate to their year level. A proficient standard is not the same as a minimum benchmark standard because the latter refers to the basic level needed to function at that year level whereas the former refers to what is expected of a student at that year level (MCEETYA 2009). The two Year 6 and Year 10 Civics and Citizenship Proficient Standards were set in 2004. Student performance is measured (or assessed) by a national sample assessment program resulting in comparable reporting against the standard.

Holding other factors equal, a high proportion of students achieving at or above the applicable proficient standard in civics and citizenship performance is desirable.

This indicator is affected by socioeconomic circumstances, age, length of time spent in schooling, and LBOTE and Indigenous status.

Data for this indicator are comparable.

The National Years 6 and 10 Civics and Citizenship Assessment measures civics and citizenship performance and was conducted for the first time in 2004, and is conducted triennially. The 2007 sample was drawn from all states and territories and both government and non government schools participated. In 2007, 7059 year 6 students from 349 government and non-government schools and 5506 year 10 students from 269 government and non-government schools participated in the national civics and citizenship assessment (MCEETYA 2009).

The national proportion of year 6 students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 12.4–40.0 per cent for Indigenous students, lower than the proportion for non-Indigenous students (50.6–56.8 per cent) and 50.6–56.2 per cent for all students (table 4A.28).

The national proportion of year 10 students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 10.4–26.6 per cent for Indigenous students, lower than the proportion for non-Indigenous students (39.7–44.9 per cent) and 39.8–44.1 per cent for all students (table 4A.28).

Completion

‘Completion’ is an indicator of governments’ objectives that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.9).

Box 4.9 Completion

Completion’ (completion rate) is defined by two measures:

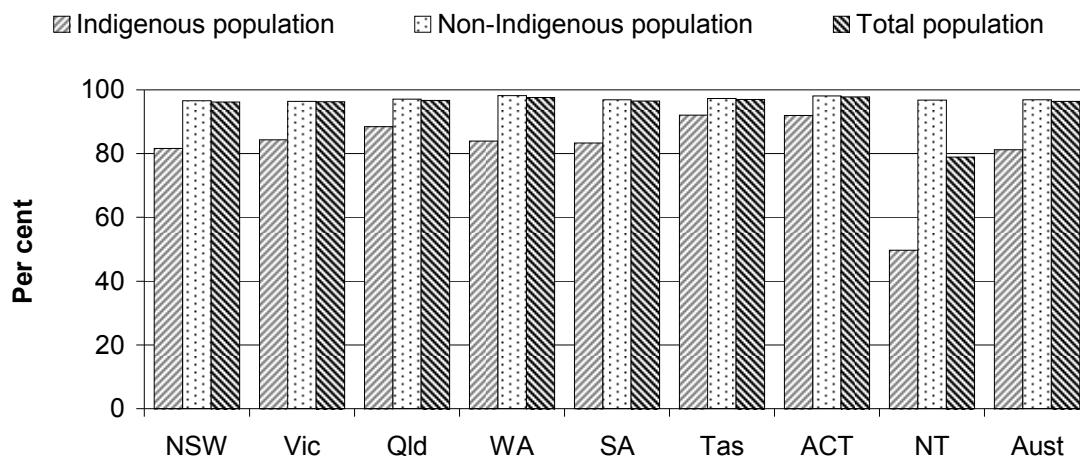
- the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socioeconomic status, geolocation and sex.
 - The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions. The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.
 - Data for this measure are not directly comparable.
- the number of people aged 17–19 years who have completed year 10 or above, divided by the total population aged 17–19 years. Data are reported for all students, Indigenous students and non-Indigenous students.
 - Data for this measure are comparable.

Holding other factors constant, a higher or increasing completion rate suggests an improvement in educational outcomes.

Year 10 or above completion rate

The proportion of the 17–19 year old population who had completed year 10 or above in 2006 was 96.4 per cent nationally. Completion rates for the non-Indigenous population were higher than the Indigenous population nationally (96.9 per cent and 81.2 per cent respectively) and across all jurisdictions (figure 4.26). These rates varied across jurisdictions.

Figure 4.26 **Proportion of 17–19 year old population having completed year 10 or above, by Indigenous status, 2006^{a, b, c, d, e}**



^a Australia includes 'Other Territories' ^b Persons aged 17–19 years who have identified as having attained year 10 or above (includes Certificate I/II nfd, but excludes Certificate I, Certificate nfd and persons whose level of non-school qualification could not be determined). Ungraded students are excluded. ^c Total population of all persons aged 17–19 years, excluding persons whose highest year of school completed was not stated. ^d 'Total population' includes those for whom Indigenous status is unknown. ^e The school commencing age varies across jurisdictions, and may impact on the proportions presented in this table. For more detail, see section 4.1 of the School education chapter.

Source: ABS (unpublished) 2006 Census of Population and Housing; table 4A.45; 2010 Report, figure 4.47, p. 4.83.

Year 10 completion data for the 15–19 year old population are in table 4A.45.

The Early childhood, education and training (ECET) preface includes data relating to the proportion of the 19 year old and the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or AQF Certificate II (2010 Report, tables BA.20–22).

Future directions in performance reporting

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2009 NAPLAN was released on 11 September 2009 (MCEECDYA 2009). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2011 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). Attachment tables are on the Review website (www.pc.gov.au/gsp). Users without access to the website can contact the Secretariat to obtain the attachment tables (see contact details on the inside front cover of the Compendium). The tables included in the attachment are listed below.

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References

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- 2008, *National Assessment Program – Science Literacy Year 6 Report, 2006*, Melbourne.
- 2009, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne.
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2006, *Report on Government Services 2006*, Productivity Commission, Canberra.

4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter in the *Report on Government Services 2010* (2010 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, 2007-08 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	620 978	447 975	393 673	186 232	135 697	49 980	29 095	24 525	1 888 155
Targeted	\$'000	163 558	106 267	73 798	39 525	41 869	11 249	4 291	8 414	448 971
Indigenous programs	\$'000	23 718	7 623	56 447	18 551	8 195	3 769	83	30 240	148 626
<i>Total recurrent</i>	\$'000	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
Capital	\$'000	152 722	107 832	79 676	50 681	39 991	15 227	7 681	10 830	464 640
Total recurrent and capital	\$'000	960 976	669 697	603 594	294 989	225 752	80 225	41 150	74 009	2 950 392
Non-government schools										
General recurrent	\$'000	1 672 969	1 366 319	1 043 304	532 383	417 095	112 359	103 533	50 021	5 297 983
Targeted	\$'000	84 407	65 966	34 454	19 985	18 271	3 918	3 238	2 842	233 081
Indigenous programs (b)	\$'000	—	—	—	—	—	—	—	—	—
<i>Total recurrent</i>	\$'000	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
Capital	\$'000	83 041	67 789	50 454	25 805	20 228	5 209	5 742	4 614	262 882
Total recurrent and capital	\$'000	1 840 417	1 500 074	1 128 212	578 173	455 594	121 486	112 513	57 477	5 793 946
Joint programs										
<i>Total</i>	\$'000	2 063	4 069	1 709	130	297	374	237	194	9 073
All schools (c)										
<i>Total recurrent</i>	\$'000	2 567 693	1 998 219	1 603 385	796 806	621 424	181 649	140 477	116 236	8 025 889
Total recurrent and capital	\$'000	2 803 456	2 173 840	1 733 515	873 292	681 643	202 085	153 900	131 680	8 753 411

(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.

Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 2007-08 (a)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i> Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); 2010 Report, table 4A.11.									

Table 4A.2

Table 4A.2 Indigenous full time students, 2008

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total Indigenous students (a)									
Government schools	no.	7 837	38 481	19 229	7 694	4 347	898	12 905	130 587
Non-government schools	no.	1 004	6 178	3 614	940	670	279	2 988	21 082
All schools	no.	8 841	44 659	22 843	8 634	5 017	1 177	15 893	151 669
Total students									
Government schools	no.	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Non-government schools	no.	303 174	226 612	118 710	88 988	23 311	25 151	9 882	1 169 737
All schools	no.	838 333	706 462	349 657	251 461	81 591	59 179	39 057	3 434 291
Indigenous students as a proportion of all students									
Government schools	%	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Non-government schools	%	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
All schools	%	1.1	6.3	6.5	3.4	6.1	2.0	40.7	4.4

(a) Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be underrepresented in some jurisdictions.

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; 2010 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>
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
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2
Students with disabilities (b)	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5
Seniority profile (c)	10.7	11.9	12.0	12.1	11.8	10.8	16.3	9.8
Government students as % of all students (d)	66.3	63.8	67.9	66.0	64.6	71.4	57.5	74.7

(a) Refer to footnotes for 2010 Report, table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for 2010 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.

na Not available.

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Source:</i>	ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; DEEWR (unpublished); 2010 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>
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 (d)	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 (d)	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 (d)	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 (d)	33.5	35.7	31.4	33.4	34.8	28.0	41.7	24.4
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2
Students with disabilities (b)	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8
Seniority profile (c)	14.4	16.2	16.7	16.3	16.2	13.6	14.0	9.6
Non-government students as % of all students (d)	33.7	36.2	32.1	34.0	35.4	28.6	42.5	25.3

(a) Refer to footnotes for 2010 Report, table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for 2010 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.

na Not available.

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>
<i>Source:</i>	ABS 2005, <i>Schools Australia 2004</i> , Cat. no. 4221.0; ABS 2006, <i>Schools Australia 2005</i> , Cat. no. 4221.0; ABS 2007, <i>Schools Australia 2006</i> , Cat. no. 4221.0; ABS 2008, <i>Schools Australia 2007</i> , Cat. no. 4221.0; ABS 2009, <i>Schools Australia 2008</i> , Cat. no. 4221.0; DEEWR (unpublished); 2010 Report, table 4A.26.							

Table 4A.5

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
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
2008								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7
Students with disabilities (b)	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1
Seniority profile (c)	11.9	13.4	13.5	13.5	13.3	11.6	15.3	9.8

(a) Refer to footnotes for 2010 Report, table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for 2010 Report, table 4A.24.

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

na Not available.

Source: 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 2009, *Schools Australia 2008*, Cat. no. 4221.0; DEEWR (unpublished); 2010 Report, table 4A.27.

Table 4A.6

Table 4A.6 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.1 ± 0.3	93.8 ± 0.4	96.5 ± 0.3	83.5 ± 1.8	95.7 ± 0.2	94.5 ± 0.6
1. 8 years, 7 months						
2. 3 years, 4 months						
Victoria	95.2 ± 0.2	93.8 ± 0.5	96.8 ± 0.3	88.1 ± 2.8	95.6 ± 0.3	94.2 ± 0.6
1. 8 years, 9 months						
2. 3 years, 4 months						
Queensland	87.1 ± 0.7	84.4 ± 0.9	90.0 ± 0.7	66.2 ± 3.3	88.7 ± 0.6	77.2 ± 3.2
1. 8 years, 1 month						
2. 2 years, 4 months						
WA	89.4 ± 0.8	87.0 ± 1.0	91.9 ± 0.8	57.3 ± 3.7	92.1 ± 0.6	88.0 ± 2.1
1. 8 years, 5 months						
2. 3 years, 4 months						
SA	91.5 ± 1.0	89.6 ± 1.3	93.5 ± 0.9	71.5 ± 4.4	92.5 ± 0.9	85.5 ± 4.3
1. 8 years, 7 months						
2. 3 years, 4 months						
Tasmania	92.8 ± 1.0	92.0 ± 1.4	93.7 ± 1.2	88.4 ± 4.1	93.0 ± 1.0	88.9 ± 5.4
1. 8 years, 11 months						
2. 3 years, 4 months						
ACT	94.4 ± 1.5	92.2 ± 2.1	96.6 ± 1.1	84.9 ± 8.1	94.8 ± 1.4	87.8 ± 6.4
1. 8 years, 8 months						
2. 3 years, 4 months						
NT	62.7 ± 6.5	60.1 ± 6.8	65.5 ± 6.5	30.4 ± 6.0	88.2 ± 2.8	35.7 ± 7.7
1. 8 years, 6 months						
2. 3 years, 4 months						
Australia	92.1 ± 0.3	90.3 ± 0.3	94.1 ± 0.2	68.3 ± 2.0	93.5 ± 0.2	90.4 ± 0.7
1. 8 years, 6 months						
2. 3 years, 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.11. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.6 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.29.

Table 4A.7

Table 4A.7 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	93.5 ± 0.4	92.1 ± 0.5	95.0 ± 0.4	77.6 ± 2.0	94.4 ± 0.3	91.2 ± 0.9
1. 10 years 7 months						
2. 5 years 4 months						
Victoria	93.7 ± 0.3	92.2 ± 0.5	95.2 ± 0.4	83.0 ± 3.3	94.0 ± 0.4	91.9 ± 0.7
1. 10 years 9 months						
2. 5 years 4 months						
Queensland	86.9 ± 0.7	84.3 ± 0.9	89.6 ± 0.7	62.9 ± 3.2	88.8 ± 0.6	74.2 ± 3.4
1. 10 years 1 months						
2. 4 years 4 months						
WA	89.1 ± 0.9	87.1 ± 1.0	91.1 ± 0.9	51.8 ± 3.4	92.2 ± 0.6	86.1 ± 2.1
1. 10 years 4 months						
2. 5 years 4 months						
SA	89.9 ± 1.1	88.2 ± 1.4	91.7 ± 1.1	60.6 ± 5.9	91.3 ± 1.0	81.3 ± 4.1
1. 10 years 7 months						
2. 5 years 4 months						
Tasmania	89.7 ± 1.4	88.7 ± 1.9	90.7 ± 1.5	84.5 ± 4.5	90.7 ± 1.3	83.8 ± 6.0
1. 10 years 11 months						
2. 5 years 4 months						
ACT	94.8 ± 1.2	93.5 ± 1.7	96.0 ± 1.2	81.1 ± 8.0	95.2 ± 1.1	88.8 ± 5.6
1. 10 years 8 months						
2. 5 years 4 months						
NT	62.5 ± 6.6	60.2 ± 6.4	65.1 ± 7.0	25.8 ± 5.7	88.9 ± 2.5	31.3 ± 8.1
1. 10 years 6 months						
2. 5 years 4 months						
Australia	91.0 ± 0.3	89.3 ± 0.3	92.8 ± 0.3	63.4 ± 1.8	92.6 ± 0.2	87.5 ± 0.7
1. 10 years 6 months						
2. 5 years 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.11. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.7 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.30.

Table 4A.8

Table 4A.8 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.4 ± 0.4	94.2 ± 0.5	96.7 ± 0.4	82.4 ± 1.8	96.1 ± 0.4	94.0 ± 1.0
1. 12 years 7 months						
2. 7 years 4 months						
Victoria	95.8 ± 0.3	94.7 ± 0.6	97.0 ± 0.4	85.5 ± 3.2	96.1 ± 0.4	94.1 ± 0.8
1. 12 years 9 months						
2. 7 years 4 months						
Queensland	92.9 ± 0.5	91.2 ± 0.6	94.6 ± 0.6	74.8 ± 3.2	94.3 ± 0.4	82.4 ± 2.8
1. 12 years 1 month						
2. 6 years 4 months						
WA	92.7 ± 0.8	91.0 ± 0.9	94.5 ± 0.7	63.4 ± 3.7	95.0 ± 0.5	90.3 ± 2.0
1. 12 years 0 months						
2. 6 years 4 months						
SA	93.4 ± 0.8	92.0 ± 1.0	94.8 ± 0.8	69.6 ± 5.9	94.4 ± 0.7	85.3 ± 3.5
1. 12 years 6 months						
2. 7 years 4 months						
Tasmania	93.9 ± 1.5	93.0 ± 1.8	95.0 ± 1.5	89.0 ± 3.5	94.4 ± 1.4	90.7 ± 4.9
1. 12 years 10 months						
2. 7 years 4 months						
ACT	96.3 ± 1.4	95.0 ± 2.0	97.6 ± 1.1	94.3 ± 4.8	96.4 ± 1.4	95.2 ± 3.3
1. 12 years 8 months						
2. 7 years 4 months						
NT	67.1 ± 9.4	65.5 ± 9.0	69.0 ± 9.9	32.4 ± 8.6	93.5 ± 2.8	38.2 ± 13.1
1. 12 years 6 months						
2. 7 years 4 months						
Australia	94.2 ± 0.3	92.8 ± 0.3	95.6 ± 0.2	71.9 ± 2.0	95.4 ± 0.2	90.8 ± 0.8
1. 12 years 5 months						
2. 7 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.11. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.8 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.31.

Table 4A.9

Table 4A.9 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	94.4 ± 0.5	93.1 ± 0.6	95.8 ± 0.5	82.3 ± 2.2	95.1 ± 0.4	92.3 ± 1.1
1. 14 years 7 months						
2. 9 years 4 months						
Victoria	94.7 ± 0.4	93.5 ± 0.7	95.8 ± 0.5	79.9 ± 4.1	95.0 ± 0.5	92.8 ± 1.0
1. 14 years 9 months						
2. 9 years 4 months						
Queensland	90.5 ± 0.9	88.6 ± 1.1	92.5 ± 0.8	70.0 ± 4.0	92.0 ± 0.8	80.8 ± 3.7
1. 14 years 1 month						
2. 8 years 4 months						
WA	91.8 ± 1.1	90.1 ± 1.3	93.5 ± 1.0	62.8 ± 3.9	94.0 ± 0.9	89.6 ± 2.4
1. 14 years 0 months						
2. 8 years 4 months						
SA	91.7 ± 1.8	90.4 ± 2.0	92.9 ± 1.7	62.5 ± 6.5	93.5 ± 1.1	85.0 ± 4.8
1. 14 years 6 months						
2. 9 years 4 months						
Tasmania	93.0 ± 1.7	92.8 ± 2.0	93.2 ± 1.8	90.7 ± 3.7	93.5 ± 1.4	87.3 ± 6.5
1. 14 years 10 months						
2. 9 years 4 months						
ACT	96.6 ± 1.3	95.4 ± 1.8	97.9 ± 1.1	84.2 ± 9.0	96.9 ± 1.1	96.6 ± 2.6
1. 14 years 8 months						
2. 9 years 4 months						
NT	69.9 ± 8.3	68.5 ± 8.3	71.4 ± 8.5	37.9 ± 9.6	92.2 ± 2.3	46.2 ± 14.6
1. 14 years 5 months						
2. 9 years 4 months						
Australia	92.9 ± 0.4	91.5 ± 0.4	94.4 ± 0.3	70.7 ± 2.1	94.2 ± 0.3	90.0 ± 0.8
1. 14 years 5 months						
2. 9 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.11. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.9 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.32.

Table 4A.10

Table 4A.10 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	85.4 ± 2.4	89.1 ± 4.3	73.6 ± 3.8	69.1 ± 4.1	75.7 ± 6.4	89.4 ± 7.0	85.8 ± 7.9	..	78.6 ± 1.9
Provincial	82.9 ± 2.8	87.3 ± 4.0	69.8 ± 4.7	62.3 ± 6.4	69.3 ± 8.1	87.9 ± 4.8	..	63.5 ± 7.1	76.2 ± 2.1
Remote	75.5 ± 9.9	np	51.3 ± 10.5	51.8 ± 7.5	70.8 ± 14.9	np	..	43.4 ± 10.7	53.9 ± 5.5
Very remote	67.3 ± 13.7	..	40.3 ± 9.0	39.3 ± 8.1	60.3 ± 22.2	np	..	14.3 ± 5.3	30.5 ± 5.0
Total	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
All students									
Metropolitan	95.6 ± 0.3	95.4 ± 0.4	88.9 ± 0.8	91.9 ± 0.8	92.1 ± 1.3	94.1 ± 1.4	94.4 ± 1.5	..	93.6 ± 0.3
Provincial	93.6 ± 0.6	94.7 ± 0.6	85.7 ± 1.1	87.6 ± 1.6	90.7 ± 1.4	91.9 ± 1.3	..	82.8 ± 4.3	91.0 ± 0.4
Remote	86.7 ± 5.9	96.4 ± 6.0	76.3 ± 5.8	80.0 ± 4.5	88.7 ± 4.0	89.9 ± 8.1	..	69.9 ± 9.7	79.6 ± 2.9
Very remote	83.2 ± 9.9	..	58.7 ± 9.0	62.1 ± 8.3	75.1 ± 11.4	np	..	25.4 ± 10.7	51.1 ± 5.8
Total	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3
Year 5									
Indigenous students									
Metropolitan	81.0 ± 2.5	87.0 ± 4.5	70.5 ± 3.7	61.6 ± 4.3	73.1 ± 5.9	80.6 ± 7.7	82.7 ± 7.6	..	74.4 ± 1.9
Provincial	77.2 ± 2.8	79.1 ± 4.6	66.0 ± 4.7	58.6 ± 6.9	56.9 ± 9.1	86.4 ± 4.7	..	58.4 ± 7.9	71.0 ± 2.2
Remote	56.7 ± 11.1	np	43.0 ± 10.9	51.9 ± 8.2	np	np	..	41.9 ± 10.6	47.8 ± 5.2
Very remote	45.0 ± 20.8	..	34.5 ± 9.0	30.9 ± 7.7	19.7 ± 14.8	np	..	7.9 ± 4.2	21.7 ± 4.2
Total	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8
All students									
Metropolitan	93.9 ± 0.5	94.0 ± 0.5	88.5 ± 0.8	91.4 ± 0.9	90.8 ± 1.3	91.0 ± 2.1	94.8 ± 1.2	..	92.4 ± 0.3
Provincial	92.6 ± 0.7	92.8 ± 0.7	85.8 ± 1.0	88.0 ± 1.7	89.0 ± 1.7	88.7 ± 1.7	..	82.1 ± 4.0	90.0 ± 0.4
Remote	81.3 ± 7.0	96.0 ± 8.1	74.8 ± 5.9	82.0 ± 4.9	89.2 ± 4.2	86.2 ± 9.7	..	72.5 ± 10.0	79.7 ± 2.9
Very remote	76.7 ± 18.4	..	57.6 ± 10.1	56.5 ± 9.2	54.1 ± 17.3	np	..	19.1 ± 11.5	46.1 ± 6.1

Table 4A.10

Table 4A.10 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 7									
Total	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3
Indigenous students									
Metropolitan	84.7 ± 2.2	87.3 ± 4.2	82.5 ± 3.2	76.1 ± 4.4	81.8 ± 6.3	88.1 ± 5.7	94.3 ± 4.8	..	83.0 ± 1.6
Provincial	82.0 ± 2.6	83.7 ± 4.4	77.8 ± 4.3	71.7 ± 6.1	73.6 ± 8.5	89.6 ± 4.8	..	71.5 ± 8.5	79.6 ± 1.8
Remote	70.7 ± 15.7	np	57.7 ± 13.7	59.4 ± 8.7	np	np	..	45.5 ± 20.2	56.6 ± 7.7
Very remote	np	..	44.2 ± 10.9	36.9 ± 7.4	17.9 ± 12.5	np	..	13.7 ± 4.5	28.0 ± 4.8
Total	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
All students									
Metropolitan	95.8 ± 0.5	96.0 ± 0.5	93.9 ± 0.5	94.5 ± 0.8	94.2 ± 1.0	94.6 ± 1.9	96.3 ± 1.4	..	95.2 ± 0.3
Provincial	94.7 ± 0.6	95.3 ± 0.8	92.7 ± 0.8	92.6 ± 1.2	92.7 ± 1.3	93.5 ± 2.2	..	88.4 ± 4.9	93.9 ± 0.4
Remote	80.1 ± 10.8	97.9 ± 3.8	83.9 ± 5.7	85.1 ± 4.2	91.5 ± 3.2	88.4 ± 5.9	..	75.2 ± 16.4	83.9 ± 3.4
Very remote	72.2 ± 23.1	..	62.9 ± 10.4	61.6 ± 8.3	51.6 ± 17.2	np	..	23.5 ± 11.7	49.2 ± 6.4
Total	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3
Year 9									
Indigenous students									
Metropolitan	85.2 ± 2.5	82.6 ± 5.2	74.3 ± 5.6	71.3 ± 6.0	71.4 ± 7.8	89.2 ± 6.4	84.2 ± 9.0	..	78.4 ± 2.6
Provincial	81.4 ± 2.9	77.6 ± 6.5	71.1 ± 4.3	69.8 ± 7.3	60.4 ± 12.3	91.5 ± 4.2	..	60.3 ± 10.5	75.3 ± 2.4
Remote	58.5 ± 20.8	np	62.3 ± 14.3	59.1 ± 11.3	np	np	..	50.0 ± 22.8	57.4 ± 9.7
Very remote	np	..	37.4 ± 14.9	39.0 ± 10.6	29.0 ± 16.5	np	..	13.6 ± 6.3	29.0 ± 6.9
Total	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
All students									
Metropolitan	94.6 ± 0.6	94.8 ± 0.7	91.4 ± 1.1	93.4 ± 1.2	92.2 ± 2.3	92.8 ± 2.8	96.6 ± 1.3	..	93.7 ± 0.4
Provincial	94.2 ± 0.7	94.1 ± 0.9	89.7 ± 1.1	91.3 ± 2.1	91.0 ± 2.3	93.1 ± 1.9	..	84.4 ± 4.3	92.4 ± 0.5
Remote	76.2 ± 13.1	95.5 ± 7.4	82.8 ± 5.9	81.9 ± 6.3	92.4 ± 3.6	88.3 ± 7.8	..	73.7 ± 16.2	82.3 ± 3.9

Table 4A.10

Table 4A.10 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Very remote	89.3 ± 11.4	..	60.3 ± 16.5	59.7 ± 11.6	64.1 ± 17.1	np	..	25.4 ± 16.3	51.3 ± 8.6
Total	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4

(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.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal or Torres Strait Islander origin.
.. Not applicable. np Not published.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.33.

Table 4A.11

Table 4A.11 Exemptions, absences and participation by equity group in reading testing, 2008 (per cent) (a)

	All students												Assessed students																	
	Exempt (b)						Absent or withdrawn						Assessed						Indigenous students (c)						LBOTE students (c)					
	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9		
NSW	1	1	1	1	3	3	3	6	96	97	96	94	4	4	4	3	30	29	27	28										
Victoria	3	2	2	2	4	4	4	8	93	94	94	90	1	1	1	1	25	25	24	24										
Queensland	2	2	2	1	2	2	2	5	96	96	96	94	7	7	7	6	9	8	9	9										
WA	1	1	1	1	5	4	4	7	94	95	95	92	6	5	5	4	14	14	14	11										
SA	3	3	2	2	3	3	3	6	94	95	95	91	3	3	3	2	10	10	10	8										
Tasmania	1	1	1	1	3	3	4	9	96	96	95	90	7	7	7	6	3	3	3	3										
ACT	2	1	1	1	4	4	5	8	94	95	94	92	2	2	1	1	9	9	7	8										
NT	2	1	1	2	17	15	21	20	81	83	78	78	30	29	27	25	22	23	20	16										
Aust	2	2	1	1	3	3	4	7	95	95	95	92	4	4	4	4	20	20	19	19										

LBOTE =Language Background Other Than English.

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) Proportions of Indigenous and LBOTE students are calculated on the basis of all assessed and exempt Indigenous and LBOTE students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

– Nil or rounded to zero.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.34.

Table 4A.12 **Participation rate in reading assessment, 2008, by Indigenous status (per cent) (a)**

	<i>All students</i>				<i>Indigenous students (b)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>
NSW	97.2	97.5	96.6	94.2	93.6	92.7	89.5	80.2
Victoria	96.0	96.3	95.7	92.2	89.7	90.2	85.2	77.7
Queensland	97.6	97.8	97.7	94.9	95.0	94.9	94.7	87.1
WA	95.2	95.6	95.7	93.1	84.6	84.1	86.3	71.4
SA	96.9	97.1	96.8	93.6	95.6	96.7	95.7	90.4
Tasmania	96.8	96.8	95.6	91.1	96.6	97.1	93.0	81.6
ACT	95.6	96.4	95.0	92.4	89.7	91.4	80.5	69.4
NT	82.7	84.9	79.5	79.9	71.0	71.5	63.2	61.8
Aust	96.6	96.8	96.3	93.5	90.2	90.1	87.9	79.7

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.; 2010 Report, table 4A.35.

Table 4A.13

Table 4A.13 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	97.5 ± 0.2	96.5 ± 0.3	98.6 ± 0.2	90.9 ± 1.3	97.9 ± 0.2	97.2 ± 0.4
1. 8 years, 7 months						
2. 3 years, 4 months						
Victoria	96.2 ± 0.2	94.8 ± 0.5	97.8 ± 0.3	92.1 ± 2.3	96.6 ± 0.3	95.6 ± 0.6
1. 8 years, 9 months						
2. 3 years, 4 months						
Queensland	92.4 ± 0.6	89.7 ± 0.7	95.2 ± 0.6	77.2 ± 3.0	93.6 ± 0.5	84.6 ± 2.8
1. 8 years, 1 month						
2. 2 years, 4 months						
WA	95.0 ± 0.6	93.3 ± 0.8	96.9 ± 0.5	72.0 ± 3.5	97.0 ± 0.4	93.3 ± 1.7
1. 8 years, 5 months						
2. 3 years, 4 months						
SA	95.0 ± 0.8	93.4 ± 1.0	96.6 ± 0.7	82.5 ± 4.9	95.7 ± 0.7	90.0 ± 4.0
1. 8 years, 7 months						
2. 3 years, 4 months						
Tasmania	97.1 ± 0.5	95.8 ± 0.9	98.5 ± 0.5	94.2 ± 2.5	97.5 ± 0.6	91.7 ± 4.3
1. 8 years, 11 months						
2. 3 years, 4 months						
ACT	96.3 ± 1.2	94.4 ± 1.8	98.3 ± 0.7	89.5 ± 6.6	96.6 ± 1.1	91.6 ± 6.1
1. 8 years, 8 months						
2. 3 years, 4 months						
NT	73.7 ± 6.1	70.4 ± 6.6	77.0 ± 6.1	46.6 ± 7.4	95.2 ± 1.4	47.6 ± 8.7
1. 8 years, 6 months						
2. 3 years, 4 months						
Australia	95.4 ± 0.2	93.7 ± 0.3	97.1 ± 0.2	78.8 ± 1.8	96.4 ± 0.2	93.6 ± 0.6
1. 8 years, 6 months						
2. 3 years, 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.18. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.13 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.37.

Table 4A.14

Table 4A.14 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	95.1 ± 0.3	93.1 ± 0.4	97.3 ± 0.2	81.7 ± 1.9	95.9 ± 0.3	95.1 ± 0.5
1. 10 years 7 months						
2. 5 years 4 months						
Victoria	93.9 ± 0.3	91.4 ± 0.6	96.6 ± 0.3	82.7 ± 2.9	94.3 ± 0.4	93.6 ± 0.6
1. 10 years 9 months						
2. 5 years 4 months						
Queensland	89.5 ± 0.6	85.5 ± 0.8	93.6 ± 0.5	72.0 ± 2.8	90.8 ± 0.5	82.2 ± 2.7
1. 10 years 1 months						
2. 4 years 4 months						
WA	91.0 ± 0.7	87.8 ± 1.0	94.5 ± 0.7	59.2 ± 3.3	93.7 ± 0.5	89.9 ± 1.8
1. 10 years 4 months						
2. 5 years 4 months						
SA	91.7 ± 0.9	88.8 ± 1.2	94.6 ± 0.9	69.0 ± 5.2	92.8 ± 0.8	86.2 ± 3.9
1. 10 years 7 months						
2. 5 years 4 months						
Tasmania	92.6 ± 1.1	89.5 ± 1.6	95.9 ± 0.9	83.8 ± 3.5	93.8 ± 1.0	85.9 ± 5.2
1. 10 years 11 months						
2. 5 years 4 months						
ACT	94.9 ± 1.3	92.7 ± 2.0	97.1 ± 1.1	82.1 ± 8.7	95.3 ± 1.2	91.7 ± 5.3
1. 10 years 8 months						
2. 5 years 4 months						
NT	66.3 ± 6.2	62.4 ± 6.4	70.6 ± 6.4	32.8 ± 6.1	90.2 ± 2.2	37.6 ± 8.1
1. 10 years 6 months						
2. 5 years 4 months						
Australia	92.6 ± 0.2	89.8 ± 0.3	95.5 ± 0.2	69.7 ± 1.7	93.9 ± 0.2	91.1 ± 0.6
1. 10 years 6 months						
2. 5 years 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.18. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.14 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.38.

Table 4A.15

Table 4A.15 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

<i>1 Average age (c)</i> <i>2 Years of schooling (d)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (e)</i>	<i>Non-Indigenous students (e)</i>	<i>LBOTE students (f)</i>
NSW	93.5 ± 0.5	90.6 ± 0.7	96.5 ± 0.3	76.9 ± 2.0	94.3 ± 0.4	94.0 ± 0.9
1. 12 years 7 months						
2. 7 years 4 months						
Victoria	93.4 ± 0.5	90.4 ± 0.8	96.5 ± 0.4	77.6 ± 3.6	93.8 ± 0.5	93.2 ± 0.9
1. 12 years 9 months						
2. 7 years 4 months						
Queensland	89.9 ± 0.6	86.0 ± 0.8	93.9 ± 0.6	72.3 ± 3.0	91.2 ± 0.5	82.7 ± 2.7
1. 12 years 1 month						
2. 6 years 4 months						
WA	90.1 ± 0.9	86.6 ± 1.2	93.9 ± 0.8	59.9 ± 3.8	92.6 ± 0.7	88.5 ± 2.2
1. 12 years 0 months						
2. 6 years 4 months						
SA	92.4 ± 0.8	89.6 ± 1.1	95.2 ± 0.7	67.5 ± 5.6	93.4 ± 0.7	86.1 ± 3.4
1. 12 years 6 months						
2. 7 years 4 months						
Tasmania	90.0 ± 2.0	85.2 ± 3.1	95.1 ± 1.2	81.9 ± 4.6	91.2 ± 1.7	85.4 ± 5.7
1. 12 years 10 months						
2. 7 years 4 months						
ACT	93.4 ± 2.1	90.2 ± 3.1	96.8 ± 1.4	84.1 ± 9.5	93.6 ± 2.1	93.9 ± 3.0
1. 12 years 8 months						
2. 7 years 4 months						
NT	63.6 ± 9.3	59.3 ± 9.1	68.4 ± 9.8	29.9 ± 8.7	89.2 ± 3.3	37.9 ± 13.2
1. 12 years 6 months						
2. 7 years 4 months						
Australia	91.8 ± 0.3	88.6 ± 0.4	95.3 ± 0.2	67.9 ± 2.0	93.2 ± 0.2	90.3 ± 0.8
1. 12 years 5 months						
2. 7 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.18. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.15 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.39.

Table 4A.16

Table 4A.16 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

<i>1 Average age (c)</i> <i>2 Years of schooling (d)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (e)</i>	<i>Non-Indigenous students (e)</i>	<i>LBOTE students (f)</i>
NSW	88.9 ± 0.7	84.2 ± 1.0	93.8 ± 0.5	67.7 ± 2.4	90.0 ± 0.6	89.0 ± 1.3
1. 14 years 7 months						
2. 9 years 4 months						
Victoria	90.1 ± 0.7	85.8 ± 1.1	94.5 ± 0.6	68.9 ± 5.3	90.6 ± 0.7	89.7 ± 1.2
1. 14 years 9 months						
2. 9 years 4 months						
Queensland	83.7 ± 1.2	77.7 ± 1.6	90.1 ± 1.0	61.8 ± 4.1	85.3 ± 1.1	77.3 ± 3.8
1. 14 years 1 month						
2. 8 years 4 months						
WA	85.5 ± 1.6	80.0 ± 2.1	91.3 ± 1.3	49.9 ± 3.6	88.2 ± 1.3	85.2 ± 2.5
1. 14 years 0 months						
2. 8 years 4 months						
SA	87.2 ± 2.0	82.4 ± 2.5	92.0 ± 1.8	57.4 ± 6.5	88.9 ± 1.5	83.5 ± 4.7
1. 14 years 6 months						
2. 9 years 4 months						
Tasmania	84.1 ± 2.8	78.4 ± 3.6	90.3 ± 2.3	68.9 ± 5.9	85.7 ± 2.4	75.7 ± 7.0
1. 14 years 10 months						
2. 9 years 4 months						
ACT	88.9 ± 3.2	83.0 ± 4.9	94.7 ± 2.0	73.4 ± 11.2	89.3 ± 3.0	88.2 ± 5.5
1. 14 years 8 months						
2. 9 years 4 months						
NT	63.3 ± 7.9	57.1 ± 7.9	69.9 ± 8.0	32.8 ± 8.1	84.6 ± 2.8	43.6 ± 13.8
1. 14 years 5 months						
2. 9 years 4 months						
Australia	87.2 ± 0.5	82.2 ± 0.7	92.5 ± 0.4	59.7 ± 2.0	88.8 ± 0.4	86.7 ± 0.9
1. 14 years 5 months						
2. 9 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.18. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.16 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.40.

Table 4A.17

Table 4A.17 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	92.6 ± 1.6	92.6 ± 3.5	82.2 ± 2.7	81.7 ± 3.8	85.9 ± 4.9	95.6 ± 3.3	89.3 ± 7.1	..	86.9 ± 1.3
Provincial	90.0 ± 2.0	91.7 ± 3.6	80.1 ± 5.2	80.9 ± 5.2	87.9 ± 6.3	93.5 ± 3.7	..	82.8 ± 6.6	86.2 ± 1.9
Remote	83.7 ± 10.6	np	62.8 ± 11.8	69.4 ± 10.0	85.4 ± 16.5	np	..	64.1 ± 12.0	69.0 ± 5.8
Very remote	93.6 ± 6.7	..	61.2 ± 10.5	51.0 ± 7.1	50.8 ± 29.6	np	..	28.0 ± 7.3	45.0 ± 5.7
Total	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
All students									
Metropolitan	97.8 ± 0.2	96.3 ± 0.4	93.4 ± 0.7	96.6 ± 0.5	95.1 ± 1.0	97.4 ± 0.7	96.3 ± 1.2	..	96.2 ± 0.2
Provincial	97.0 ± 0.4	96.2 ± 0.6	92.1 ± 0.8	95.2 ± 1.0	95.4 ± 0.9	97.0 ± 0.7	..	91.9 ± 2.8	95.3 ± 0.3
Remote	91.8 ± 5.2	97.1 ± 4.9	84.9 ± 5.3	90.2 ± 3.7	94.4 ± 2.5	95.5 ± 8.7	..	82.5 ± 7.9	88.5 ± 2.4
Very remote	95.9 ± 4.4	..	74.0 ± 8.0	70.6 ± 7.7	75.6 ± 16.4	np	..	38.0 ± 11.3	62.7 ± 5.7
Total	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2
Year 5									
Indigenous students									
Metropolitan	85.6 ± 2.4	85.4 ± 3.8	78.2 ± 3.1	66.7 ± 4.3	78.6 ± 4.7	81.7 ± 7.0	83.7 ± 8.3	..	79.7 ± 1.6
Provincial	80.3 ± 2.9	80.1 ± 4.6	73.4 ± 4.3	67.6 ± 6.1	66.0 ± 8.1	84.8 ± 4.6	..	65.8 ± 7.1	76.0 ± 2.0
Remote	65.9 ± 13.1	np	58.7 ± 13.8	57.4 ± 9.0	np	np	..	51.9 ± 9.7	58.1 ± 5.8
Very remote	55.4 ± 27.8	..	50.2 ± 9.0	41.1 ± 7.4	35.1 ± 21.7	np	..	13.6 ± 4.6	31.6 ± 4.7
Total	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7
All students									
Metropolitan	95.8 ± 0.3	94.3 ± 0.5	90.8 ± 0.7	92.9 ± 0.7	92.3 ± 1.2	92.8 ± 1.7	95.0 ± 1.2	..	93.8 ± 0.2
Provincial	93.6 ± 0.6	92.8 ± 0.6	88.3 ± 1.0	90.5 ± 1.3	90.9 ± 1.5	92.5 ± 1.4	..	84.9 ± 3.5	91.5 ± 0.4
Remote	85.3 ± 6.7	95.3 ± 7.0	81.4 ± 5.4	84.6 ± 4.2	91.3 ± 3.7	89.8 ± 8.8	..	77.0 ± 8.5	83.7 ± 2.6
Very remote	80.8 ± 18.8	..	67.2 ± 7.9	62.9 ± 8.3	63.4 ± 19.7	np	..	24.1 ± 11.0	52.9 ± 5.8

Table 4A.17

Table 4A.17 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust		
Year 7																			
Total	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2	
Indigenous students																			
Metropolitan	80.2 ± 2.6	81.8 ± 4.9	79.0 ± 3.3	70.9 ± 4.8	78.4 ± 5.3	82.2 ± 8.0	84.1 ± 9.5	..	82.2 ± 8.0	84.1 ± 9.5	..	82.2 ± 8.0	84.1 ± 9.5	..	82.2 ± 8.0	84.1 ± 9.5	..	78.7 ± 1.7	
Provincial	75.9 ± 2.8	73.7 ± 5.5	73.5 ± 3.7	68.1 ± 5.1	69.0 ± 8.7	81.7 ± 5.9	..	65.4 ± 8.5	81.7 ± 5.9	..	65.4 ± 8.5	81.7 ± 5.9	..	65.4 ± 8.5	81.7 ± 5.9	..	65.4 ± 8.5	73.8 ± 1.9	
Remote	62.5 ± 15.2	np	55.8 ± 15.7	57.9 ± 8.7	np	np	..	43.3 ± 20.0	np	..	43.3 ± 20.0	np	..	43.3 ± 20.0	np	..	43.3 ± 20.0	54.0 ± 7.8	
Very remote	np	..	49.8 ± 10.6	34.7 ± 8.6	25.9 ± 18.4	np	..	12.4 ± 5.7	np	..	12.4 ± 5.7	np	..	12.4 ± 5.7	np	..	12.4 ± 5.7	28.5 ± 5.9	
Total	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0	
All students																			
Metropolitan	94.4 ± 0.5	94.2 ± 0.6	91.0 ± 0.7	92.2 ± 1.0	93.2 ± 1.0	91.4 ± 2.6	93.4 ± 2.1	..	91.4 ± 2.6	93.4 ± 2.1	..	91.4 ± 2.6	93.4 ± 2.1	..	91.4 ± 2.6	93.4 ± 2.1	..	93.3 ± 0.3	
Provincial	91.2 ± 0.9	91.3 ± 1.0	89.4 ± 0.9	89.4 ± 1.4	91.4 ± 1.4	89.1 ± 2.8	..	83.8 ± 5.5	89.1 ± 2.8	..	83.8 ± 5.5	89.1 ± 2.8	..	83.8 ± 5.5	89.1 ± 2.8	..	83.8 ± 5.5	90.4 ± 0.5	
Remote	73.9 ± 10.5	97.9 ± 3.8	81.1 ± 6.1	81.8 ± 4.0	91.2 ± 2.2	78.9 ± 4.5	..	72.3 ± 16.5	78.9 ± 4.5	..	72.3 ± 16.5	78.9 ± 4.5	..	72.3 ± 16.5	78.9 ± 4.5	..	72.3 ± 16.5	81.0 ± 3.5	
Very remote	66.3 ± 26.6	..	64.2 ± 8.8	59.8 ± 9.2	54.3 ± 17.9	np	..	21.1 ± 11.1	np	..	21.1 ± 11.1	np	..	21.1 ± 11.1	np	..	21.1 ± 11.1	48.1 ± 6.5	
Total	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3	
Year 9																			
Indigenous students																			
Metropolitan	71.1 ± 2.9	73.6 ± 6.2	66.9 ± 5.8	60.7 ± 5.6	66.0 ± 8.4	65.6 ± 10.5	73.4 ± 11.2	..	65.6 ± 10.5	73.4 ± 11.2	..	65.6 ± 10.5	73.4 ± 11.2	..	65.6 ± 10.5	73.4 ± 11.2	..	67.9 ± 2.7	
Provincial	66.9 ± 3.2	64.9 ± 7.3	61.8 ± 4.0	52.6 ± 7.3	56.6 ± 11.1	70.9 ± 6.9	..	51.3 ± 8.4	70.9 ± 6.9	..	51.3 ± 8.4	70.9 ± 6.9	..	51.3 ± 8.4	70.9 ± 6.9	..	51.3 ± 8.4	62.6 ± 2.3	
Remote	39.7 ± 17.9	np	48.2 ± 14.8	46.0 ± 9.5	np	np	..	41.0 ± 19.4	np	..	41.0 ± 19.4	np	..	41.0 ± 19.4	np	..	41.0 ± 19.4	44.4 ± 8.0	
Very remote	np	..	33.1 ± 13.9	27.6 ± 9.7	25.5 ± 16.5	np	..	13.7 ± 7.6	np	..	13.7 ± 7.6	np	..	13.7 ± 7.6	np	..	13.7 ± 7.6	23.8 ± 6.0	
Total	67.7 ± 2.4	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0	
All students																			
Metropolitan	89.9 ± 0.8	90.9 ± 0.9	85.6 ± 1.4	88.1 ± 1.6	88.6 ± 2.5	84.8 ± 4.8	88.9 ± 3.2	..	84.8 ± 4.8	88.9 ± 3.2	..	84.8 ± 4.8	88.9 ± 3.2	..	84.8 ± 4.8	88.9 ± 3.2	..	88.9 ± 0.5	
Provincial	86.6 ± 1.1	87.7 ± 1.3	80.8 ± 1.6	82.3 ± 3.2	84.9 ± 2.5	83.8 ± 3.1	..	76.2 ± 4.6	83.8 ± 3.1	..	76.2 ± 4.6	83.8 ± 3.1	..	76.2 ± 4.6	83.8 ± 3.1	..	76.2 ± 4.6	84.7 ± 0.7	
Remote	62.9 ± 13.3	95.5 ± 6.3	72.5 ± 6.8	74.4 ± 7.3	83.7 ± 5.1	61.3 ± 9.0	..	66.1 ± 17.1	61.3 ± 9.0	..	66.1 ± 17.1	61.3 ± 9.0	..	66.1 ± 17.1	61.3 ± 9.0	..	66.1 ± 17.1	73.3 ± 4.5	

Table 4A.17

Table 4A.17 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Very remote	70.1 ± 21.7	..	52.8 ± 14.7	49.1 ± 12.3	55.6 ± 17.2	np	..	24.5 ± 14.8	44.3 ± 7.7
Total	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5

(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.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal or Torres Strait Islander origin.
.. Not applicable. np Not published.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.41.

Table 4A.18

Table 4A.18 Exemptions, absences and assessment by equity group in writing testing, 2008 (per cent) (a)

	All students												Assessed students																	
	Exempt (b)						Absent or withdrawn						Assessed						Indigenous students (c)						LBOTE students (c)					
	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9						
NSW	1	1	1	1	3	3	3	6	96	97	96	94	4	4	4	3	30	29	27	28										
Victoria	3	2	2	2	4	4	5	8	93	94	94	91	1	1	1	1	25	25	24	24										
Queensland	2	2	2	1	3	2	2	5	95	96	96	94	7	7	7	6	9	8	9	9										
WA	1	1	1	1	5	4	4	7	94	95	95	92	6	6	5	4	14	14	14	11										
SA	3	3	2	2	4	3	4	7	93	94	94	91	3	3	3	2	10	10	10	8										
Tasmania	1	1	1	1	3	3	5	9	96	96	94	90	7	7	7	6	3	3	3	3										
ACT	2	2	1	–	5	4	5	7	93	95	94	92	2	2	1	1	9	9	8	8										
NT	2	1	1	2	18	16	21	21	80	83	77	77	30	29	26	24	21	23	20	16										
Aust	2	2	1	1	4	3	4	6	95	95	95	92	4	4	4	4	4	20	19	19										

LBOTE =Language Background Other Than English.

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) Proportions of Indigenous and LBOTE students are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

– Nil or rounded to zero.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.42.

Table 4A.19 **Participation rates in writing assessment, 2008, by Indigenous status (per cent) (a)**

	<i>All students</i>				<i>Indigenous students (b)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>
NSW	97.2	97.5	96.7	94.4	93.7	92.9	90.0	80.5
Victoria	95.7	96.1	95.5	92.5	89.9	91.1	84.8	78.5
Queensland	97.4	97.7	97.7	95.0	94.2	94.6	94.5	87.3
WA	95.3	95.7	95.7	93.1	85.7	84.6	86.2	72.3
SA	96.3	96.8	96.5	93.2	93.3	95.0	94.4	88.8
Tasmania	96.8	96.6	95.1	90.9	96.6	97.1	92.6	81.6
ACT	95.5	96.4	94.9	92.6	88.8	92.4	80.5	70.6
NT	81.9	84.3	78.8	78.5	70.2	70.4	61.3	59.8
Aust	96.4	96.7	96.2	93.6	89.9	90.0	87.7	79.7

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.43.

Table 4A.20

Table 4A.20 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

<i>1 Average age (c)</i> <i>2 Years of schooling (d)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (e)</i>	<i>Non-Indigenous students (e)</i>	<i>LBOTE students (f)</i>
NSW	96.9 ± 0.2	96.7 ± 0.3	97.1 ± 0.3	88.6 ± 1.4	97.3 ± 0.2	96.4 ± 0.5
1. 8 years, 7 months						
2. 3 years, 4 months						
Victoria	96.5 ± 0.2	95.8 ± 0.5	97.2 ± 0.3	93.0 ± 2.2	96.8 ± 0.3	95.4 ± 0.6
1. 8 years, 9 months						
2. 3 years, 4 months						
Queensland	92.0 ± 0.6	91.5 ± 0.7	92.5 ± 0.6	75.5 ± 3.2	93.3 ± 0.5	83.2 ± 2.7
1. 8 years, 1 month						
2. 2 years, 4 months						
WA	94.5 ± 0.6	94.0 ± 0.8	94.9 ± 0.6	75.5 ± 3.4	96.1 ± 0.6	93.0 ± 1.7
1. 8 years, 5 months						
2. 3 years, 4 months						
SA	93.8 ± 0.9	93.1 ± 1.0	94.4 ± 0.8	79.2 ± 4.5	94.6 ± 0.8	89.1 ± 4.1
1. 8 years, 7 months						
2. 3 years, 4 months						
Tasmania	96.7 ± 0.6	96.6 ± 0.8	96.8 ± 0.8	94.5 ± 2.8	96.8 ± 0.6	90.3 ± 4.5
1. 8 years, 11 months						
2. 3 years, 4 months						
ACT	96.4 ± 1.2	95.4 ± 1.7	97.3 ± 1.0	88.4 ± 9.3	96.7 ± 1.1	90.4 ± 6.4
1. 8 years, 8 months						
2. 3 years, 4 months						
NT	77.0 ± 5.6	76.8 ± 5.8	77.1 ± 5.6	52.4 ± 6.9	96.5 ± 1.3	51.2 ± 8.0
1. 8 years, 6 months						
2. 3 years, 4 months						
Australia	95.0 ± 0.2	94.6 ± 0.2	95.5 ± 0.2	78.6 ± 1.7	96.0 ± 0.2	93.0 ± 0.6
1. 8 years, 6 months						
2. 3 years, 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard 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) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.20 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.45.

Table 4A.21

Table 4A.21 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c) 2 Years of schooling (d)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
NSW	94.4 ± 0.3	94.6 ± 0.4	94.2 ± 0.4	78.9 ± 1.9	95.2 ± 0.3	94.4 ± 0.7
1. 10 years 7 months						
2. 5 years 4 months						
Victoria	94.6 ± 0.3	94.5 ± 0.5	94.8 ± 0.5	83.3 ± 3.5	95.0 ± 0.3	93.5 ± 0.6
1. 10 years 9 months						
2. 5 years 4 months						
Queensland	90.4 ± 0.6	90.7 ± 0.6	90.1 ± 0.7	69.5 ± 3.1	92.0 ± 0.5	81.0 ± 3.1
1. 10 years 1 months						
2. 4 years 4 months						
WA	91.1 ± 0.8	91.5 ± 0.9	90.7 ± 0.9	61.6 ± 3.4	93.7 ± 0.6	89.7 ± 2.0
1. 10 years 4 months						
2. 5 years 4 months						
SA	90.5 ± 1.0	91.1 ± 1.1	89.9 ± 1.1	68.5 ± 5.3	91.7 ± 0.9	84.9 ± 3.9
1. 10 years 7 months						
2. 5 years 4 months						
Tasmania	92.1 ± 1.2	91.8 ± 1.4	92.4 ± 1.3	87.8 ± 3.9	92.9 ± 1.1	83.9 ± 6.8
1. 10 years 11 months						
2. 5 years 4 months						
ACT	94.9 ± 1.2	94.6 ± 1.4	95.2 ± 1.4	82.3 ± 8.5	95.3 ± 1.1	90.3 ± 5.7
1. 10 years 8 months						
2. 5 years 4 months						
NT	69.1 ± 5.9	70.2 ± 5.7	67.9 ± 6.3	38.3 ± 6.3	91.6 ± 2.2	40.5 ± 7.7
1. 10 years 6 months						
2. 5 years 4 months						
Australia	92.7 ± 0.2	92.8 ± 0.3	92.5 ± 0.3	69.2 ± 1.7	94.0 ± 0.2	90.7 ± 0.7
1. 10 years 6 months						
2. 5 years 1 month						

LBOTE =Language Background Other Than English.

(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 national minimum standard calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.50. Readers are urged to be cautious when comparing results.

(c) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.21 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.46.

Table 4A.22

Table 4A.22 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

<i>1 Average age (c)</i> <i>2 Years of schooling (d)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (e)</i>	<i>Non-Indigenous students (e)</i>	<i>LBOTE students (f)</i>
NSW	96.0 ± 0.4	96.1 ± 0.4	95.9 ± 0.4	84.5 ± 2.1	96.6 ± 0.3	96.0 ± 0.8
1. 12 years 7 months						
2. 7 years 4 months						
Victoria	96.5 ± 0.3	96.5 ± 0.5	96.5 ± 0.4	87.9 ± 3.1	96.8 ± 0.4	95.8 ± 0.7
1. 12 years 9 months						
2. 7 years 4 months						
Queensland	94.9 ± 0.4	94.9 ± 0.4	94.8 ± 0.5	81.8 ± 2.7	95.9 ± 0.3	88.6 ± 2.2
1. 12 years 1 month						
2. 6 years 4 months						
WA	94.7 ± 0.6	95.0 ± 0.7	94.5 ± 0.7	74.2 ± 3.9	96.5 ± 0.4	93.3 ± 1.7
1. 12 years 0 months						
2. 6 years 4 months						
SA	94.5 ± 0.8	94.7 ± 0.9	94.4 ± 0.8	75.9 ± 5.2	95.4 ± 0.7	88.7 ± 3.3
1. 12 years 6 months						
2. 7 years 4 months						
Tasmania	95.2 ± 1.3	94.6 ± 1.6	95.9 ± 1.4	92.4 ± 2.7	95.5 ± 1.2	93.5 ± 4.6
1. 12 years 10 months						
2. 7 years 4 months						
ACT	97.1 ± 1.2	96.9 ± 1.4	97.4 ± 1.3	90.3 ± 7.6	97.3 ± 1.1	97.3 ± 1.9
1. 12 years 8 months						
2. 7 years 4 months						
NT	75.9 ± 7.2	76.1 ± 7.0	75.7 ± 7.7	50.2 ± 7.4	95.6 ± 2.0	54.2 ± 10.9
1. 12 years 6 months						
2. 7 years 4 months						
Australia	95.4 ± 0.2	95.4 ± 0.2	95.3 ± 0.2	78.6 ± 1.7	96.4 ± 0.2	93.6 ± 0.6
1. 12 years 5 months						
2. 7 years 0 months						

LBOTE =Language Background Other Than English.

- (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 national minimum standard 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) The average age of students was calculated from the date of birth provided by each State and Territory.
- (d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.22 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.47.

Table 4A.23

Table 4A.23 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

<i>1 Average age (c)</i> <i>2 Years of schooling (d)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (e)</i>	<i>Non-Indigenous students (e)</i>	<i>LBOTE students (f)</i>
NSW	94.7 ± 0.4	94.7 ± 0.5	94.6 ± 0.5	80.3 ± 2.1	95.4 ± 0.4	95.2 ± 0.8
1. 14 years 7 months						
2. 9 years 4 months						
Victoria	95.2 ± 0.4	95.1 ± 0.6	95.2 ± 0.6	78.4 ± 4.5	95.5 ± 0.5	94.8 ± 0.9
1. 14 years 9 months						
2. 9 years 4 months						
Queensland	92.4 ± 0.8	92.3 ± 0.9	92.5 ± 0.8	73.2 ± 3.6	93.8 ± 0.7	86.9 ± 3.3
1. 14 years 1 month						
2. 8 years 4 months						
WA	92.3 ± 1.1	92.5 ± 1.2	92.1 ± 1.2	66.2 ± 3.7	94.3 ± 0.9	92.2 ± 2.0
1. 14 years 0 months						
2. 8 years 4 months						
SA	92.0 ± 1.8	92.4 ± 1.8	91.6 ± 1.8	68.7 ± 6.0	93.7 ± 1.1	88.0 ± 4.5
1. 14 years 6 months						
2. 9 years 4 months						
Tasmania	92.3 ± 1.8	92.6 ± 2.0	92.0 ± 1.8	88.5 ± 3.7	93.1 ± 1.5	90.8 ± 5.3
1. 14 years 10 months						
2. 9 years 4 months						
ACT	96.6 ± 1.2	96.6 ± 1.7	96.6 ± 1.3	83.8 ± 11.1	96.9 ± 1.1	97.6 ± 2.5
1. 14 years 8 months						
2. 9 years 4 months						
NT	74.1 ± 7.5	74.5 ± 7.6	73.6 ± 8.0	46.1 ± 9.3	93.6 ± 2.6	56.6 ± 13.4
1. 14 years 5 months						
2. 9 years 4 months						
Australia	93.6 ± 0.3	93.7 ± 0.4	93.6 ± 0.4	72.5 ± 2.0	94.8 ± 0.3	93.0 ± 0.7
1. 14 years 5 months						
2. 9 years 0 months						

LBOTE =Language Background Other Than English.

(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 national minimum standard 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) The average age of students was calculated from the date of birth provided by each State and Territory.

(d) States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.23 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b)

1 Average age (c)	All students	Male students	Female students	Indigenous students (e)	Non-Indigenous students (e)	LBOTE students (f)
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(e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.48.

Table 4A.24

Table 4A.24 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

Year 3		NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust	
Indigenous students																			
	Metropolitan	89.5 ± 1.7	93.5 ± 3.1	82.0 ± 3.4	83.8 ± 3.4	81.7 ± 6.5	94.7 ± 5.4	89.9 ± 8.5	85.9 ± 1.6								
	Provincial	88.7 ± 2.0	92.6 ± 3.2	79.6 ± 4.5	80.7 ± 6.7	78.6 ± 6.5	94.6 ± 3.1	..	86.7 ± 5.0	85.5 ± 1.7									
	Remote	80.9 ± 9.3	np	59.8 ± 11.6	75.3 ± 7.8	82.7 ± 16.3	np	..	68.3 ± 10.9	70.4 ± 5.5									
	Very remote	83.6 ± 13.6	..	51.4 ± 10.0	58.5 ± 7.5	68.3 ± 22.3	np	..	35.0 ± 7.0	47.5 ± 5.2									
	Total	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7									
All students																			
	Metropolitan	97.1 ± 0.3	96.4 ± 0.4	93.1 ± 0.6	95.8 ± 0.7	94.0 ± 1.1	97.0 ± 0.9	96.4 ± 1.2	..	95.8 ± 0.2									
	Provincial	96.1 ± 0.4	96.6 ± 0.5	91.7 ± 0.8	93.9 ± 1.2	93.7 ± 1.2	96.5 ± 0.8	..	93.5 ± 2.8	94.8 ± 0.3									
	Remote	91.0 ± 5.1	98.2 ± 3.7	83.8 ± 5.4	90.9 ± 3.0	92.8 ± 3.1	96.4 ± 5.6	..	85.3 ± 6.8	88.5 ± 2.2									
	Very remote	90.3 ± 8.7	..	68.2 ± 8.9	75.3 ± 6.7	80.0 ± 11.3	np	..	44.5 ± 10.2	64.4 ± 5.2									
	Total	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2									
Year 5																			
Indigenous students																			
	Metropolitan	82.8 ± 2.7	86.5 ± 4.3	75.2 ± 3.7	72.7 ± 4.1	77.0 ± 5.7	84.7 ± 8.2	83.3 ± 8.6	..	78.5 ± 1.7									
	Provincial	77.8 ± 2.5	80.3 ± 4.6	74.0 ± 4.9	69.0 ± 7.1	63.9 ± 8.9	89.2 ± 4.2	..	70.6 ± 6.8	75.7 ± 2.1									
	Remote	58.8 ± 13.7	np	51.7 ± 11.8	59.5 ± 8.1	np	np	..	54.9 ± 12.0	56.3 ± 5.8									
	Very remote	52.1 ± 25.5	..	43.3 ± 9.4	39.8 ± 8.2	49.3 ± 19.6	np	..	20.3 ± 5.5	32.9 ± 4.3									
	Total	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7									
All students																			
	Metropolitan	95.0 ± 0.4	94.8 ± 0.4	91.5 ± 0.7	93.3 ± 0.8	91.1 ± 1.3	92.7 ± 2.0	95.0 ± 1.1	..	93.8 ± 0.3									
	Provincial	93.1 ± 0.6	94.0 ± 0.6	90.2 ± 1.0	90.2 ± 1.6	89.8 ± 1.6	91.7 ± 1.5	..	86.7 ± 3.7	91.9 ± 0.4									
	Remote	82.9 ± 7.4	100.0 ± 0.0	80.8 ± 5.6	84.4 ± 4.1	90.3 ± 4.0	89.1 ± 11.6	..	78.0 ± 8.8	83.4 ± 2.6									
	Very remote	79.8 ± 17.1	..	64.8 ± 9.9	62.2 ± 8.7	68.6 ± 13.7	np	..	30.2 ± 10.9	54.3 ± 5.6									

Table 4A.24

Table 4A.24 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 7									
Total	94.4 ± 0.3	94.6 ± 0.3	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2
Indigenous students									
Metropolitan	87.5 ± 3.2	88.9 ± 4.6	87.3 ± 2.6	84.2 ± 3.6	82.6 ± 5.2	90.2 ± 4.8	90.3 ± 7.6	..	87.0 ± 1.4
Provincial	83.4 ± 2.9	87.0 ± 4.8	84.1 ± 3.7	81.7 ± 6.3	78.4 ± 8.3	93.5 ± 3.6	..	80.2 ± 6.9	83.9 ± 1.6
Remote	73.2 ± 12.2	np	69.2 ± 12.7	68.9 ± 9.6	np	np	..	62.7 ± 15.0	67.8 ± 6.7
Very remote	np	..	59.0 ± 10.0	53.8 ± 8.6	48.0 ± 18.1	np	..	34.9 ± 6.0	46.4 ± 5.6
Total	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	50.2 ± 7.4	78.6 ± 1.7
All students									
Metropolitan	96.4 ± 0.4	96.7 ± 0.5	95.6 ± 0.4	96.0 ± 0.6	94.9 ± 0.9	95.4 ± 1.7	97.1 ± 1.2	..	96.2 ± 0.2
Provincial	95.0 ± 0.6	96.1 ± 0.7	94.9 ± 0.6	95.0 ± 1.0	94.4 ± 1.1	95.2 ± 1.8	..	91.9 ± 3.6	95.1 ± 0.3
Remote	82.4 ± 8.9	97.9 ± 3.8	89.0 ± 4.6	88.9 ± 3.8	93.9 ± 2.4	90.2 ± 4.5	..	83.4 ± 11.7	88.4 ± 2.7
Very remote	74.7 ± 25.9	..	73.2 ± 8.6	71.9 ± 7.2	67.0 ± 15.8	np	..	42.0 ± 9.9	62.2 ± 5.7
Total	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2
Year 9									
Indigenous students									
Metropolitan	82.6 ± 2.5	81.2 ± 5.2	77.1 ± 5.1	73.5 ± 6.0	75.8 ± 6.3	83.9 ± 7.8	83.8 ± 11.1	..	78.9 ± 2.5
Provincial	80.0 ± 2.8	76.0 ± 7.0	73.8 ± 4.4	70.7 ± 7.9	70.0 ± 11.5	90.8 ± 4.1	..	66.2 ± 8.6	76.2 ± 2.2
Remote	56.7 ± 19.4	np	67.2 ± 11.4	60.1 ± 9.0	np	np	..	56.0 ± 21.1	60.4 ± 8.1
Very remote	np	..	44.3 ± 16.2	50.2 ± 9.6	36.9 ± 19.3	np	..	24.8 ± 8.5	38.2 ± 7.2
Total	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0
All students									
Metropolitan	95.1 ± 0.5	95.4 ± 0.7	93.2 ± 1.0	93.8 ± 1.2	92.5 ± 2.3	91.5 ± 3.5	96.6 ± 1.2	..	94.4 ± 0.4
Provincial	93.8 ± 0.7	94.5 ± 0.9	91.7 ± 1.0	91.0 ± 2.5	91.5 ± 2.1	93.1 ± 1.8	..	86.4 ± 3.9	92.9 ± 0.5
Remote	77.1 ± 13.4	97.6 ± 4.1	85.5 ± 4.7	83.4 ± 5.6	92.0 ± 3.9	82.6 ± 4.7	..	78.2 ± 15.2	84.1 ± 3.7

Table 4A.24

Table 4A.24 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Very remote	81.9 ± 19.5	..	65.1 ± 15.6	67.0 ± 9.8	67.9 ± 17.1	np	..	35.3 ± 15.5	57.8 ± 8.0
Total	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3

(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.

(d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal or Torres Strait Islander origin.

.. Not applicable. np Not published.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.49.

Table 4A.25

Table 4A.25 Exemptions, absences and assessment by equity group in numeracy testing, 2008 (per cent) (a)

	All students												Assessed students																	
	Exempt (b)						Absent or withdrawn						Assessed						Indigenous students (c)						LBOTE students (c)					
	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9						
NSW	1	1	1	1	3	3	4	6	96	96	96	93	4	4	4	3	30	29	27	28										
Victoria	3	2	2	2	4	4	4	8	93	94	94	91	1	1	1	1	25	25	24	24										
Queensland	2	2	2	1	3	2	2	5	95	96	96	93	7	7	7	6	9	8	9	9										
WA	1	1	1	1	5	5	5	7	94	95	94	92	6	5	5	4	14	14	14	11										
SA	3	3	2	2	3	3	4	6	94	94	94	91	3	3	3	2	10	10	10	8										
Tasmania	1	1	1	1	4	4	5	9	96	95	95	90	6	7	7	6	3	3	3	3										
ACT	2	1	1	–	5	4	5	7	93	94	94	92	2	2	2	1	9	9	8	8										
NT	2	1	1	2	17	15	19	21	81	84	79	77	30	29	28	25	22	23	20	16										
Aust	2	1	1	1	4	3	4	7	95	95	95	92	4	4	4	4	20	20	19	19										

LBOTE =Language Background Other Than English.

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) Proportions of Indigenous and LBOTE students are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

– Nil or rounded to zero.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.50.

Table 4A.26

Table 4A.26 **Participation rate in numeracy assessment, 2008, by Indigenous status (per cent) (a)**

	<i>All students</i>				<i>Indigenous students (b)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 7</i>	<i>Year 9</i>
NSW	96.9	97.2	96.3	93.8	92.3	91.7	88.3	79.3
Victoria	95.8	96.2	95.8	92.5	89.1	88.6	86.5	79.2
Queensland	97.1	97.5	97.5	94.6	93.5	93.8	94.2	86.3
WA	95.1	95.5	95.4	93.0	84.1	83.6	83.8	71.6
SA	96.8	97.1	96.5	93.6	96.7	96.7	93.7	89.4
Tasmania	96.5	96.3	95.2	91.1	95.5	95.5	93.6	84.3
ACT	95.0	95.8	94.9	92.7	87.9	92.4	82.8	72.9
NT	83.1	85.0	80.5	79.3	71.8	71.8	65.5	61.4
Aust	96.3	96.6	96.1	93.3	89.4	89.3	87.4	79.3

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2010 Report, table 4A.51.

Table 4A.27 Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent) (a), (b), (c)

	<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 (d)	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 (2006), *National Assessment Program - Science Literacy Year 6, 2003*, Melbourne; 2010 Report, table 4A.55.

Table 4A.28

Table 4A.28 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent) (a), (b)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
2004					
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	–	..
Non-Indigenous students	90.2 ± 1.5	51.4 ± 3.0	8.4 ± 1.5	0.1 ± 0.1	..
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
Non-Indigenous students	96.1 ± 0.9	81.1 ± 1.9	39.9 ± 2.8	4.9 ± 1.1	0.1 ± 0.1
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
2007					
Year 6					
Male students	86.3 ± 1.9	49.9 ± 3.3	8.9 ± 1.7	0.3 ± 0.3	..
Female students	91.2 ± 1.6	57.2 ± 3.4	11.0 ± 1.6	0.3 ± 0.3	..
Indigenous students	63.0 ± 11.6	26.2 ± 13.8	2.8 ± 4.5	–	..
Non-Indigenous students	89.5 ± 1.4	53.7 ± 3.1	9.7 ± 1.4	0.3 ± 0.2	..
LBOTE students	86.3 ± 4.8	48.9 ± 7.8	8.6 ± 3.6	0.1 ± 0.3	..
All students	88.7 ± 1.3	53.4 ± 2.8	9.9 ± 1.2	0.3 ± 0.2	..
Year 10					
Male students	95.1 ± 1.8	76.6 ± 3.8	37.9 ± 3.7	5.6 ± 1.7	0.2 ± 0.4

Table 4A.28

Table 4A.28 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent) (a), (b)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
Female students	97.3 ± 1.3	84.1 ± 2.8	45.1 ± 3.4	8.5 ± 2.1	0.2 ± 0.3
Indigenous students	85.9 ± 8.0	52.6 ± 9.6	18.5 ± 8.1	2.5 ± 3.7	–
Non-Indigenous students	96.7 ± 1.3	81.4 ± 2.7	42.3 ± 2.6	7.2 ± 1.4	0.2 ± 0.2
LBO TE students	93.7 ± 3.6	76.4 ± 6.2	39.4 ± 5.6	6.7 ± 2.7	0.3 ± 0.6
All students	96.2 ± 1.4	80.4 ± 2.8	41.5 ± 2.6	7.1 ± 1.4	0.2 ± 0.2

(a) National minimum standards such as those set for 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).

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

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA 2009, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; 2010 Report, table 4A.58.

Table 4A.29

Table 4A.29 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 2008, *National Assessment Program ICT Years 6 and 10 Report 2005*, Melbourne; 2010 Report, table 4A.61.

Table 4A.30 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); 2010 Report, table 4A.63.

Table 4A.31 Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent) (a), (b)

	<i>At or above level 3</i>
Indigenous status	
Indigenous	33.5 ± 5.0
Non-Indigenous (c)	66.5 ± 1.8
Socio-economic status (ESCS) (d)	
Highest quartile	81.9 ± 2.2
Third quartile	72.4 ± 2.4
Second quartile	62.9 ± 2.4
Lowest quartile	47.8 ± 2.2
Socio-economic status (HISEI) (d)	
Highest quartile	81.0 ± 2.4
Third quartile	71.2 ± 2.6
Second quartile	65.0 ± 2.6
Lowest quartile	50.7 ± 2.6
All students	65.6 ± 1.8

(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) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.

(d) 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.

Source: ACER (unpublished); 2010 Report, table 4A.64.

Table 4A.32 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); 2010 Report, table 4A.66.

Table 4A.33 Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent) (a), (b)

	<i>At or above level 3</i>
Indigenous status	
Indigenous	32.4 ± 5.2
Non-Indigenous (c)	67.5 ± 1.8
Socio-economic status (ESCS) (d)	
Highest quartile	83.0 ± 2.2
Third quartile	72.6 ± 2.2
Second quartile	62.8 ± 2.8
Lowest quartile	50.2 ± 2.4
Socio-economic status (HISEI) (d)	
Highest quartile	81.8 ± 2.4
Third quartile	71.5 ± 2.2
Second quartile	65.8 ± 2.6
Lowest quartile	52.2 ± 2.6
All students	66.5 ± 1.8

(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) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.

(d) 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.

Source: ACER (unpublished); 2010 Report, table 4A.67.

Table 4A.34 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); 2010 Report, table 4A.69.

Table 4A.35 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
Non-Indigenous students (d)	68.0 ± 1.8
Geographically remote students (e)	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) Non-Indigenous does not include persons whose Indigenous status is not stated or unknown.

(e) 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); 2010 Report, table 4A.71.

Table 4A.36 Proportion of 15 year old secondary students achieving at or above level 3 of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent) (a), (b)

	<i>At or above level 3</i>
Indigenous status	
Indigenous	34.3 ± 5.6
Non-Indigenous (c)	68.0 ± 1.8
Socio-economic status (ESCS) (d)	
Highest quartile	83.1 ± 1.8
Third quartile	73.4 ± 2.4
Second quartile	63.3 ± 2.4
Lowest quartile	50.8 ± 2.4
Socio-economic status (HISEI) (d)	
Highest quartile	82.2 ± 2.2
Third quartile	71.7 ± 2.6
Second quartile	66.3 ± 2.2
Lowest quartile	53.0 ± 2.4
All students	67.0 ± 1.7

(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) Non-Indigenous does not include persons whose Indigenous status is not stated or unknown.

(d) 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.

Source: ACER (unpublished); 2010 Report, table 4A.72.

Table 4A.37 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); 2010 Report, table 4A.74.

Table 4A.38

Table 4A.38 Proportion of children aged 6–15 years enrolled in school, by Indigenous status (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
2008										
Indigenous children (d)										
Proportion of 6–15 year old population enrolled in school (e)	%	97	89	98	110	101	93	na	89	98
Non-Indigenous children (d)										
Proportion of 6–15 year old population enrolled in school (e)	%	98	99	99	99	99	101	na	97	99
All children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	881 551	659 098	573 541	285 038	196 820	65 962	45 599	31 618	2 739 227
Total 6–15 year old population (g)	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
Proportion of 6–15 year old population enrolled in school	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9
2006										
Indigenous children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	35 365	6 934	34 721	18 817	6 688	4 404	951	12 496	120 376
Total 6–15 year old population (g), (h)	no.	39 174	8 370	37 099	17 371	6 940	4 654	1 060	14 329	129 043
Proportion of 6–15 year old population enrolled in school	%	90.3	82.8	93.6	108.3	96.4	94.6	89.7	87.2	93.3
Non-Indigenous children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	850 139	649 948	522 821	261 061	190 480	62 512	45 094	18 435	2 600 490
Total 6–15 year old population (g), (h)	no.	863 109	655 029	532 602	264 800	192 806	62 545	41 442	19 181	2 631 869
Proportion of 6–15 year old population enrolled in school	%	98.5	99.2	98.2	98.6	98.8	99.9	108.8	96.1	98.8

Table 4A.38

Table 4A.38 Proportion of children aged 6–15 years enrolled in school, by Indigenous status (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust	
All children (d)										
Number of children aged 6–15 years enrolled in school (f)	no.	885 504	656 882	557 542	279 878	197 168	66 916	46 045	30 931	2 720 866
Total 6–15 year old population (g), (h)	no.	902 283	663 399	569 701	282 171	199 746	67 199	42 502	33 510	2 760 912
Proportion of 6–15 year old population enrolled in school	%	98.1	99.0	97.9	99.2	98.7	99.6	108.3	92.3	98.5

(a) Proportions over 100 per cent may reflect disparities between the sources of data which may provide varying counts, or, may reflect students from one jurisdiction enrolling in schools in another jurisdiction and need to be interpreted with care.

(b) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.

(c) ACT data for 2008 are considered not sufficiently reliable by the ABS to enable Indigenous population estimates to be produced.

(d) 'Non-Indigenous' and 'All children' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions.

(e) Data for the 'Indigenous' and 'non-Indigenous' populations, which underlie these proportions, are sourced using unpublished experimental estimates and projections of the resident Indigenous population, as at 30 June each year, based on the 2006 Census. The 2008 data for these populations are not available for publication, but are suitable for compilation of the proportions contained in this table. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2008 (based on the 2006 Census).

(f) Includes children enrolled full time or part time. 'Ungraded' primary or secondary students are not included. Data for 'Other Territories' are included in State breakdowns for enrolments.

(g) Australia total is the sum of all states and territories data. Population data do not include 'Other Territories'.

(h) 2006 data for the 'Indigenous' and 'non-Indigenous' populations are sourced using final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006 (cat. no. 3238.0.55.001). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 (based on the 2006 Census).

na: Not available.

Table 4A.38

Table 4A.38 Proportion of children aged 6–15 years enrolled in school, by Indigenous status (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
Source: ABS (unpublished) <i>Schools Australia</i> , 2008; ABS (unpublished) <i>Demographic Statistics, June quarter 2008</i> ; ABS (2008) <i>Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006</i> (cat. no. 3238.0.55.001); ABS (2009) <i>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i> (cat. no. 3238.0); ABS (unpublished) <i>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i> ; 2010 Report, table 4A.79.									

Table 4A.39

Table 4A.39 Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
2008										
Indigenous children (e)										
Proportion of 6–16 year old population enrolled in school (f)	%	84	77	87	96	89	85	na	78	85
Non-Indigenous children (e)										
Proportion of 6–16 year old population enrolled in school (f)	%	93	94	96	97	95	95	na	94	95
All children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	921 332	689 761	618 026	307 849	208 942	68 955	49 179	33 030	2 897 074
Total 6–16 year old population (h)	no.	990 642	733 776	642 423	317 048	219 089	72 851	46 354	37 246	3 059 429
Proportion of 6–16 year old population enrolled in school	%	93.0	94.0	96.2	97.1	95.4	94.7	106.1	88.7	94.7
2006										
Indigenous children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	34 421	6 778	35 525	18 245	6 572	4 414	938	12 053	118 946
Total 6–16 year old population (h), (i)	no.	42 675	9 142	40 393	18 926	7 582	5 150	1 144	15 793	140 853
Proportion of 6–16 year old population enrolled in school	%	80.7	74.1	87.9	96.4	86.7	85.7	82.0	76.3	84.4
Non-Indigenous children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	845 192	646 556	528 561	250 847	187 827	62 341	45 370	18 253	2 584 947
Total 6–16 year old population (h), (i)	no.	952 479	723 614	587 262	292 946	213 112	68 999	45 964	21 039	2 905 789
Proportion of 6–16 year old population enrolled in school	%	88.7	89.4	90.0	85.6	88.1	90.4	98.7	86.8	89.0

Table 4A.39

Table 4A.39 Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
All children (e)										
Number of children enrolled in school in years 1–10 (g)	no.	879 613	653 334	564 086	269 092	194 399	66 755	46 308	30 306	2 703 893
Total 6–16 year old population (h), (i)	no.	995 154	732 756	627 655	311 872	220 694	74 149	47 108	36 832	3 046 642
Proportion of 6–16 year old population enrolled in school	%	88.4	89.2	89.9	86.3	88.1	90.0	98.3	82.3	88.7

(a) Enrolment data are based on children in years 1–10, some of whom may be outside the age range of 6–16 years and the population for this measure is children aged 6–16 years. However, compulsory schooling is determined by age, not by year level, and the requirements to remain at school, and the expected age ranges in year 10, vary across jurisdictions, which leads to some children aged 15 or 16 having progressed beyond year 10 (see figure 4.1 of 2010 Report, chapter 4).

(b) Proportions over 100 per cent may reflect disparities between the sources of data which may provide varying counts, or, may reflect students from one jurisdiction enrolling in schools in another jurisdiction and need to be interpreted with care.

(c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.

(d) ACT data for 2008 are considered not sufficiently reliable by the ABS to enable Indigenous population estimates to be produced.

(e) 'Non-Indigenous' and 'All children' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions.

(f) Data for the 'Indigenous' and 'non-Indigenous' populations, which underlie these proportions, are sourced using unpublished experimental estimates and projections of the resident Indigenous population, as at 30 June each year, based on the 2006 Census. The 2008 data for these populations are not available for publication, but are suitable for compilation of the proportions contained in this table. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 and 30 June 2008 (based on the 2006 Census).

(g) Includes children enrolled full time or part time. Data for 'Other Territories' are included in State breakdowns for enrolments.

(h) Australia total is the sum of all states and territories data. Population data do not include 'Other Territories'.

(i) 2006 data for the 'Indigenous' and 'non-Indigenous' populations are sourced using final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006 (cat. no. 3238.0.55.001). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 (based on the 2006 Census).

Table 4A.39

Table 4A.39 Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
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na: not available.

Source: ABS (unpublished) *Schools Australia*, 2008; ABS (unpublished) *Demographic Statistics, June quarter 2008*; ABS (2008) *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006* (cat. no. 3238.0.55.001); ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (cat. no. 3238.0); ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*; 2010 Report, table 4A.80.

Table 4A.40

Table 4A.40 **Apparent retention rates of full time secondary students to years 10, 11 and 12, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d)	<i>Tas</i> (d) (e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
All students (f)									
Government schools									
To year 10	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
To year 11	78.2	89.3	87.6	95.0	92.1	72.1	116.7	85.7	86.1
To year 12 (total)	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
To year 12 (male)	59.1	64.4	64.4	62.8	55.7	53.6	90.6	63.9	62.0
To year 12 (female)	70.4	79.9	76.7	74.0	74.6	69.3	101.6	71.7	75.1
All schools									
To year 10	97.3	98.8	101.5	102.2	101.6	100.4	98.9	86.3	99.3
To year 11	81.1	93.1	91.4	94.3	97.0	74.5	97.6	77.9	88.8
To year 12 (total)	69.6	79.4	78.0	73.6	74.4	64.8	85.2	60.1	74.5
To year 12 (male)	64.5	72.4	73.0	68.0	66.9	58.9	84.2	56.6	68.8
To year 12 (female)	74.9	86.7	83.1	79.5	82.2	71.1	86.3	63.9	80.5
Indigenous students (e), (f)									
Government schools									
To year 10	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
To year 11	48.5	63.4	73.1	79.9	72.4	48.7	65.1	66.9	64.6
To year 12 (total)	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
To year 12 (male)	29.4	37.8	49.4	37.9	34.3	26.7	26.7	41.8	38.1
To year 12 (female)	35.0	43.8	62.2	42.7	53.4	43.3	61.1	52.7	47.4
All schools									
To year 10	84.7	82.2	95.8	93.3	95.6	103.7	81.4	71.9	89.2
To year 11	51.0	67.8	75.9	77.8	76.1	48.5	67.1	68.8	67.0
To year 12 (total)	36.0	46.4	60.5	40.4	48.2	36.0	53.1	49.7	46.5
To year 12 (male)	32.6	45.2	57.0	38.0	38.3	27.5	44.4	45.0	42.7
To year 12 (female)	39.4	47.4	64.3	43.0	57.8	44.9	60.0	54.5	50.4
Non-Indigenous students (f)									
Government schools									
To year 10	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
To year 11	79.9	89.7	88.8	96.4	93.1	74.2	118.0	97.4	87.3
To year 12 (total)	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
To year 12 (male)	60.5	64.7	65.5	65.1	56.6	56.2	92.1	75.9	63.3
To year 12 (female)	72.2	80.4	77.8	77.0	75.6	71.8	102.8	82.6	76.6
All schools									
To year 10	97.8	99.0	101.9	102.8	101.8	100.1	99.2	96.3	99.8
To year 11	82.3	93.3	92.3	95.4	97.7	76.2	98.2	83.0	89.7
To year 12 (total)	70.8	79.7	79.0	75.8	75.2	66.9	85.8	64.8	75.6
To year 12 (male)	65.6	72.6	74.0	70.1	67.8	61.1	84.8	61.7	69.9
To year 12 (female)	76.2	87.1	84.2	81.8	83.1	73.0	86.8	68.2	81.7

Table 4A.40 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2008 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d)	<i>Tas</i> (d)	(e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling.									
(b)	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)	Ungraded students are not included in the calculation of apparent retention rates.									
(d)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.									
(e)	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.									
(f)	Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.									

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2008*; 2010 Report, table 4A.83.

Table 4A.41

Table 4A.41 Apparent retention rates of secondary students from years 10–12, 2008 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Full time secondary students (f)									
Government schools	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Non-government schools	79.9	90.6	89.7	79.2	87.7	71.8	74.7	49.2	84.5
All schools	72.2	80.9	77.5	72.2	74.3	64.9	86.4	66.5	75.6
Full time Indigenous secondary students (f)									
Government schools	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
Non-government schools	60.8	67.1	80.6	34.9	88.5	41.5	92.9	56.3	63.0
All schools	43.1	50.9	62.4	41.8	58.8	35.8	59.7	55.6	51.0
Full time non-Indigenous secondary students (f)									
Government schools	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
Non-government schools	80.1	90.7	90.0	80.5	87.6	72.5	74.5	46.9	84.9
All schools	73.1	81.1	78.3	74.1	74.7	67.0	86.8	71.3	76.5
Full time and part time secondary students (e)									
Government schools	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9
Non-government schools	80.3	90.8	89.9	79.2	93.6	72.0	74.8	53.9	85.2
All schools	74.0	82.5	78.0	72.7	88.9	80.8	86.5	68.9	78.2

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) Ungraded students are not included in the calculation of apparent retention rates.
- (d) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (e) 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.
- (f) Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.

Source: ABS 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2008*; 2010 Report, table 4A.84.

Table 4A.42

Table 4A.42 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
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	86.9	79.7	104.1	108.2	85.7	84.8
Non-Indigenous students	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
From year 10 to year 12									
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
Non-Indigenous students	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
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
Non-Indigenous students	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
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
Non-Indigenous students	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
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
Non-Indigenous students	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
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
Non-Indigenous students	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
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
Non-Indigenous students	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
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
Non-Indigenous students	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008									
From year 7or 8 to year 10									
All students	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
Indigenous students	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3

Table 4A.42

Table 4A.42 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
From year 10 to year 12									
All students	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Indigenous students	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
Non-Indigenous students	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1

- (a) The apparent retention rate from year 7 or 8 to year 10 is from year 8 to year 10 for Queensland, WA and SA and from year 7 to 10 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (f) 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 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 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2010 Report, table 4A.85.

Table 4A.43

Table 4A.43 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
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
Non-Indigenous students	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
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
Non-Indigenous students	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
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
Non-Indigenous students	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
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
Non-Indigenous students	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
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
Non-Indigenous students	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
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
Non-Indigenous students	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
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
Non-Indigenous students	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
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
Non-Indigenous students	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008									
From year 7or 8 to year 10									
All students	98.4	101.0	102.0	102.4	103.0	101.5	98.9	81.7	100.4
Indigenous students	112.4	123.5	105.1	87.5	95.1	108.2	116.7	76.8	99.2

Table 4A.43

Table 4A.43 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i> (e)	<i>Tas</i> (e) (f)	<i>ACT</i> (f)	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	98.2	100.9	101.9	102.8	103.1	101.3	98.7	84.3	100.5
From year 10 to year 12									
All students	79.9	90.6	89.7	79.2	87.7	71.8	74.7	49.2	84.5
Indigenous students	60.8	67.1	80.6	34.9	88.5	41.5	92.9	56.3	63.0
Non-Indigenous students	80.1	90.7	90.0	80.5	87.6	72.5	74.5	46.9	84.9

- (a) The apparent retention rate from year 7 or 8 to year 10 is from year 8 to year 10 for Queensland, WA and SA and from year 7 to 10 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (f) 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 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 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2010 Report, table 4A.86.

Table 4A.44

Table 4A.44 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e) (f)</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
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
Non-Indigenous students	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
From year 10 to year 12									
All students	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
Indigenous students	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	45.7
Non-Indigenous students	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
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
Non-Indigenous students	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
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
Non-Indigenous students	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006									
From year 7or 8 to year 10									
All students	96.4	98.2	100.7	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
Non-Indigenous students	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
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
Non-Indigenous students	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
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
Non-Indigenous students	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
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
Non-Indigenous students	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008									
From year 7or 8 to year 10									
All students	97.3	98.8	101.5	102.2	101.6	100.4	98.9	86.3	99.3
Indigenous students	84.7	82.2	95.8	93.3	95.6	103.7	81.4	71.9	89.2

Table 4A.44 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i> (e)	<i>Tas</i> (e) (f)	<i>ACT</i> (f)	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	97.8	99.0	101.9	102.8	101.8	100.1	99.2	96.3	99.8
From year 10 to year 12									
All students	72.2	80.9	77.5	72.2	74.3	64.9	86.4	66.5	75.6
Indigenous students	43.1	50.9	62.4	41.8	58.8	35.8	59.7	55.6	51.0
Non-Indigenous students	73.1	81.1	78.3	74.1	74.7	67.0	86.8	71.3	76.5

- (a) The apparent retention rate from year 7 or 8 to year 10 is from year 8 to year 10 for Queensland, WA and SA and from year 7 to 10 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers.
- (b) Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but in 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (f) 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 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 2009, *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2010 Report, table 4A.87.

Table 4A.45

Table 4A.45 Proportion of 17-19 year old and 15-19 year old population having completed year 10 or above, by Indigenous status, 2006 (a)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust (b)
17-19 year old population										
Indigenous population										
17-19 year old population who have completed year 10 or above (c)	no.	6 095	1 317	5 832	2 544	1 191	949	205	1 263	19 402
Total 17-19 year old population (d)	no.	7 468	1 561	6 590	3 030	1 430	1 031	223	2 541	23 886
Proportion of 17-19 year old population who have completed year 10 or above	%	81.6	84.4	88.5	84.0	83.3	92.0	91.9	49.7	81.2
Non-Indigenous population										
17-19 year old population who have completed year 10 or above (c)	no.	220 023	174 268	133 126	70 611	52 324	15 999	13 136	4 025	683 558
Total 17-19 year old population (d)	no.	227 708	180 740	137 053	71 943	54 010	16 453	13 398	4 160	705 511
Proportion of 17-19 year old population who have completed year 10 or above	%	96.6	96.4	97.1	98.1	96.9	97.2	98.0	96.8	96.9
Total population (e)										
17-19 year old population who have completed year 10 or above (b)	no.	229 142	177 962	140 322	73 968	54 051	17 177	13 457	5 338	711 469
Total 17-19 year old population (c)	no.	238 341	184 819	145 071	75 809	56 002	17 718	13 755	6 760	738 333
Proportion of 17-19 year old population who have completed year 10 or above	%	96.1	96.3	96.7	97.6	96.5	96.9	97.8	79.0	96.4
15-19 year old population										
Indigenous population										
15-19 year old population who have completed year 10 or above (c)	no.	9 146	1 931	9 579	4 173	1 781	1 329	278	1 853	30 081

Table 4A.45

Table 4A.45 Proportion of 17-19 year old and 15-19 year old population having completed year 10 or above, by Indigenous status, 2006 (a)

	Unit	NSW	Vic	Q/ld	WA	SA	Tas	ACT	NT	Aust (b)
Total 15-19 year old population (d)	no.	13 081	2 748	11 741	5 300	2 414	1 791	381	4 190	41 668
Proportion of 15-19 year old population who have completed year 10 or above	%	69.9	70.3	81.6	78.7	73.8	74.2	73.0	44.2	72.2
Non-Indigenous population										
15-19 year old population who have completed year 10 or above (c)	no.	303 715	231 343	200 831	107 252	73 144	20 938	16 739	5 827	959 866
Total 15-19 year old population (d)	no.	373 962	292 448	227 757	117 996	87 487	27 136	21 011	7 058	1 154 936
Proportion of 15-19 year old population who have completed year 10 or above	%	81.2	79.1	88.2	90.9	83.6	77.2	79.7	82.6	83.1
Total population (e)										
15-19 year old population who have completed year 10 or above (c)	no.	317 484	236 663	212 751	112 797	75 772	22 585	17 192	7 760	1 003 092
Total 15-19 year old population (d)	no.	392 586	299 363	242 146	124 796	90 922	29 325	21 612	11 353	1 212 209
Proportion of 15-19 year old population who have completed year 10 or above	%	80.9	79.1	87.9	90.4	83.3	77.0	79.5	68.4	82.7

(a) The school commencing age varies across jurisdictions, and may impact on the proportions presented in this table. For more detail, see section 4.1 of the School education chapter in 2010 Report.

(b) Australia includes 'Other Territories'

(c) Persons who have identified as having attained year 10 or above (includes Certificate I/II nfd, but excludes Certificate I, Certificate nfd and persons whose level of non-school qualification could not be determined). Excludes ungraded students.

(d) Total population of all persons, excluding persons whose highest year of school completed was not stated.

(e) 'Total population' includes those for whom Indigenous status is unknown.

Source: ABS (unpublished) *2006 Census of Population and Housing*; 2010 Report, table 4A.90.

Table 4A.46

Table 4A.46 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	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	89	89	89	89	89	89	84	81	78	81	87	76
Non-Indigenous	94	94	95	94	94	94	93	91	90	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	89	89	89	89	89	86	85	82	82	83	83
Non-Indigenous	94	94	94	94	94	94	94	91	90	90	90	90
Total	94	94	94	94	94	94	94	91	90	90	90	90
Qld												
Indigenous	85	87	87	87	88	88	87	82	78	76	70	95
Non-Indigenous	93	94	94	94	94	94	93	91	88	87	89	91
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Indigenous	78	81	80	82	82	81	81	74	68	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	90	87	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	80	83	84	83	84	83	83	77	70	70	81	69
Non-Indigenous	93	93	94	94	93	93	93	91	88	86	93	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Indigenous	93	94	93	93	93	92	90	86	83	81	na	na
Non-Indigenous	94	95	95	95	95	95	93	91	89	88	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na

Table 4A.46

Table 4A.46 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	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	87	90	90	90	88	90	85	79	76	80	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Indigenous	70	73	73	74	74	74	73	70	70	69	81	52
Non-Indigenous	92	93	93	93	93	93	92	91	90	89	83	93
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter; 2010 Report, table 4A.96.

Table 4A.47

Table 4A.47 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	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	91	91	92	91	93	94	92	88	84	76	88	98
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	95	91
Total	95	94	95	95	95	95	95	94	94	93	95	91
Vic												
Indigenous	91	93	93	86	95	91	85	93	89	87	100	79
Non-Indigenous	94	94	95	94	94	94	94	94	93	93	90	82
Total	93	94	95	94	94	94	94	94	93	93	91	82
Qld												
Indigenous	83	86	86	87	88	89	88	89	85	84	92	81
Non-Indigenous	94	93	93	94	94	94	94	94	93	93	97	92
Total	93	93	93	93	94	94	93	93	93	92	96	92
WA												
Indigenous	74	75	75	76	85	83	80	85	85	81	72	53
Non-Indigenous	94	94	95	94	94	94	95	95	94	93	97	73
Total	93	93	94	94	94	94	95	94	93	93	85	65
SA												
Indigenous	88	89	88	86	91	94	82	88	84	89	98	79
Non-Indigenous	93	94	95	95	95	95	94	94	94	93	92	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Tas												
Indigenous	94	95	97	92	94	95	95	91	91	90	na	na
Non-Indigenous	92	92	93	93	94	94	94	93	93	93	93	99
Total	92	92	94	93	94	94	94	93	93	93	93	99

Table 4A.47

Table 4A.47 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	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	89	95	91	90	86	80	93	75	86	na	na
Non-Indigenous	95	94	94	94	95	94	93	95	94	94	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Indigenous	64	71	77	73	67	71	84	84	75	82	na	66
Non-Indigenous	92	94	96	96	95	94	92	92	91	91	na	na
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter; 2010 Report, table 4A.98.

Table 4A.48

Table 4A.48 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	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	89	90	90	90	90	91	91	87	87	85	90	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Indigenous	86	90	85	86	86	86	88	81	79	81	na	20
Non-Indigenous	93	93	94	94	94	93	94	92	92	91	93	84
Total	93	93	94	93	94	93	94	92	92	91	93	77
Qld												
Indigenous	87	89	87	88	88	88	89	90	88	84	96	81
Non-Indigenous	93	94	94	95	95	95	94	93	93	91	88	46
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Indigenous	73	71	77	75	76	76	81	77	79	76	na	na
Non-Indigenous	92	92	93	93	94	92	94	94	92	93	93	na
Total	91	91	92	92	93	91	93	93	92	92	92	na
SA												
Indigenous	89	95	92	89	88	90	92	82	89	85	na	45
Non-Indigenous	94	94	95	94	95	94	94	94	92	92	93	88
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Indigenous	91	94	94	92	93	93	96	92	94	87	93	90
Non-Indigenous	93	93	94	94	93	94	94	93	92	91	85	90
Total	93	93	94	94	93	94	94	93	92	91	85	90

Table 4A.48

Table 4A.48 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	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	92	92	87	88	91	87	92	86	87	88	na	na
Non-Indigenous	94	93	94	93	93	92	93	92	90	89	94	na
Total	94	93	94	93	93	92	93	91	90	89	94	na
NT												
Indigenous	67	72	72	75	77	71	72	69	71	69	na	na
Non-Indigenous	91	91	90	91	90	90	90	89	89	88	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter; 2010 Report, table 4A.100.