

## 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](http://www.pc.gov.au/gsp)). Users without Internet access can contact the Secretariat to obtain these tables (details on the inside front cover of the Report).

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Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 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
<b>Total recurrent and capital</b>	<b>\$'000</b>	<b>960 976</b>	<b>669 697</b>	<b>603 594</b>	<b>294 989</b>	<b>225 752</b>	<b>80 225</b>	<b>41 150</b>	<b>74 009</b>	<b>2 950 392</b>
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
<b>Total recurrent and capital</b>	<b>\$'000</b>	<b>1 840 417</b>	<b>1 500 074</b>	<b>1 128 212</b>	<b>578 173</b>	<b>455 594</b>	<b>121 486</b>	<b>112 513</b>	<b>57 477</b>	<b>5 793 946</b>
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
<b>Total recurrent and capital</b>	<b>\$'000</b>	<b>2 803 456</b>	<b>2 173 840</b>	<b>1 733 515</b>	<b>873 292</b>	<b>681 643</b>	<b>202 085</b>	<b>153 900</b>	<b>131 680</b>	<b>8 753 411</b>

(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)
2 Years of schooling (d)						

(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
<b>Year 3</b>									
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
<b>Total</b>	<b>83.5 ± 1.8</b>	<b>88.1 ± 2.8</b>	<b>66.2 ± 3.3</b>	<b>57.3 ± 3.7</b>	<b>71.5 ± 4.4</b>	<b>88.4 ± 4.1</b>	<b>84.9 ± 8.1</b>	<b>30.4 ± 6.0</b>	<b>68.3 ± 2.0</b>
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
<b>Total</b>	<b>95.1 ± 0.3</b>	<b>95.2 ± 0.2</b>	<b>87.1 ± 0.7</b>	<b>89.4 ± 0.8</b>	<b>91.5 ± 1.0</b>	<b>92.8 ± 1.0</b>	<b>94.4 ± 1.5</b>	<b>62.7 ± 6.5</b>	<b>92.1 ± 0.3</b>
<b>Year 5</b>									
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
<b>Total</b>	<b>77.6 ± 2.0</b>	<b>83.0 ± 3.3</b>	<b>62.9 ± 3.2</b>	<b>51.8 ± 3.4</b>	<b>60.6 ± 5.9</b>	<b>84.5 ± 4.5</b>	<b>81.1 ± 8.0</b>	<b>25.8 ± 5.7</b>	<b>63.4 ± 1.8</b>
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
<b>Year 7</b>									
<b>Total</b>	<b>93.5 ± 0.4</b>	<b>93.7 ± 0.3</b>	<b>86.9 ± 0.7</b>	<b>89.1 ± 0.9</b>	<b>89.9 ± 1.1</b>	<b>89.7 ± 1.4</b>	<b>94.8 ± 1.2</b>	<b>62.5 ± 6.6</b>	<b>91.0 ± 0.3</b>
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
<b>Total</b>	<b>82.4 ± 1.8</b>	<b>85.5 ± 3.2</b>	<b>74.8 ± 3.2</b>	<b>63.4 ± 3.7</b>	<b>69.6 ± 5.9</b>	<b>89.0 ± 3.5</b>	<b>94.3 ± 4.8</b>	<b>32.4 ± 8.6</b>	<b>71.9 ± 2.0</b>
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
<b>Total</b>	<b>95.4 ± 0.4</b>	<b>95.8 ± 0.3</b>	<b>92.9 ± 0.5</b>	<b>92.7 ± 0.8</b>	<b>93.4 ± 0.8</b>	<b>93.9 ± 1.5</b>	<b>96.3 ± 1.4</b>	<b>67.1 ± 9.4</b>	<b>94.2 ± 0.3</b>
<b>Year 9</b>									
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
<b>Total</b>	<b>82.3 ± 2.2</b>	<b>79.9 ± 4.1</b>	<b>70.0 ± 4.0</b>	<b>62.8 ± 3.9</b>	<b>62.5 ± 6.5</b>	<b>90.7 ± 3.7</b>	<b>84.2 ± 9.0</b>	<b>37.9 ± 9.6</b>	<b>70.7 ± 2.1</b>
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
<b>Total</b>	<b>94.4 ± 0.5</b>	<b>94.7 ± 0.4</b>	<b>90.5 ± 0.9</b>	<b>91.8 ± 1.1</b>	<b>91.7 ± 1.8</b>	<b>93.0 ± 1.7</b>	<b>96.6 ± 1.3</b>	<b>69.9 ± 8.3</b>	<b>92.9 ± 0.4</b>

(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	4	3	30	29	27	28									
Victoria	3	2	2	2	4	4	4	8	93	94	94	90	1	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)**

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	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
<b>Total</b>	<b>90.9 ± 1.3</b>	<b>92.1 ± 2.3</b>	<b>77.2 ± 3.0</b>	<b>72.0 ± 3.5</b>	<b>82.5 ± 4.9</b>	<b>94.2 ± 2.5</b>	<b>89.5 ± 6.6</b>	<b>46.6 ± 7.4</b>	<b>78.8 ± 1.8</b>
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
<b>Total</b>	<b>97.5 ± 0.2</b>	<b>96.2 ± 0.2</b>	<b>92.4 ± 0.6</b>	<b>95.0 ± 0.6</b>	<b>95.0 ± 0.8</b>	<b>97.1 ± 0.5</b>	<b>96.3 ± 1.2</b>	<b>73.7 ± 6.1</b>	<b>95.4 ± 0.2</b>
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
<b>Total</b>	<b>81.7 ± 1.9</b>	<b>82.7 ± 2.9</b>	<b>72.0 ± 2.8</b>	<b>59.2 ± 3.3</b>	<b>69.0 ± 5.2</b>	<b>83.8 ± 3.5</b>	<b>82.1 ± 8.7</b>	<b>32.8 ± 6.1</b>	<b>69.7 ± 1.7</b>
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		
<b>Year 7</b>																			
<b>Total</b>	<b>95.1 ± 0.3</b>	<b>93.9 ± 0.3</b>	<b>89.5 ± 0.6</b>	<b>91.0 ± 0.7</b>	<b>91.7 ± 0.9</b>	<b>92.6 ± 1.1</b>	<b>94.9 ± 1.3</b>	<b>66.3 ± 6.2</b>	<b>92.6 ± 1.1</b>	<b>94.9 ± 1.3</b>	<b>66.3 ± 6.2</b>	<b>92.6 ± 1.1</b>	<b>94.9 ± 1.3</b>	<b>66.3 ± 6.2</b>	<b>92.6 ± 1.1</b>	<b>94.9 ± 1.3</b>	<b>66.3 ± 6.2</b>	<b>92.6 ± 0.2</b>	
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	
<b>Total</b>	<b>76.9 ± 2.0</b>	<b>77.6 ± 3.6</b>	<b>72.3 ± 3.0</b>	<b>59.9 ± 3.8</b>	<b>67.5 ± 5.6</b>	<b>81.9 ± 4.6</b>	<b>84.1 ± 9.5</b>	<b>29.9 ± 8.7</b>	<b>81.9 ± 4.6</b>	<b>84.1 ± 9.5</b>	<b>29.9 ± 8.7</b>	<b>81.9 ± 4.6</b>	<b>84.1 ± 9.5</b>	<b>29.9 ± 8.7</b>	<b>81.9 ± 4.6</b>	<b>84.1 ± 9.5</b>	<b>29.9 ± 8.7</b>	<b>67.9 ± 2.0</b>	
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	
<b>Total</b>	<b>93.5 ± 0.5</b>	<b>93.4 ± 0.5</b>	<b>89.9 ± 0.6</b>	<b>90.1 ± 0.9</b>	<b>92.4 ± 0.8</b>	<b>90.0 ± 2.0</b>	<b>93.4 ± 2.1</b>	<b>63.6 ± 9.3</b>	<b>90.0 ± 2.0</b>	<b>93.4 ± 2.1</b>	<b>63.6 ± 9.3</b>	<b>90.0 ± 2.0</b>	<b>93.4 ± 2.1</b>	<b>63.6 ± 9.3</b>	<b>90.0 ± 2.0</b>	<b>93.4 ± 2.1</b>	<b>63.6 ± 9.3</b>	<b>91.8 ± 0.3</b>	
<b>Year 9</b>																			
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	
<b>Total</b>	<b>67.7 ± 2.4</b>	<b>68.9 ± 5.3</b>	<b>61.8 ± 4.1</b>	<b>49.9 ± 3.6</b>	<b>57.4 ± 6.5</b>	<b>68.9 ± 5.9</b>	<b>73.4 ± 11.2</b>	<b>32.8 ± 8.1</b>	<b>68.9 ± 5.9</b>	<b>73.4 ± 11.2</b>	<b>32.8 ± 8.1</b>	<b>68.9 ± 5.9</b>	<b>73.4 ± 11.2</b>	<b>32.8 ± 8.1</b>	<b>68.9 ± 5.9</b>	<b>73.4 ± 11.2</b>	<b>32.8 ± 8.1</b>	<b>59.7 ± 2.0</b>	
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
<b>Total</b>	<b>88.9 ± 0.7</b>	<b>90.1 ± 0.7</b>	<b>83.7 ± 1.2</b>	<b>85.5 ± 1.6</b>	<b>87.2 ± 2.0</b>	<b>84.1 ± 2.8</b>	<b>88.9 ± 3.2</b>	<b>63.3 ± 7.9</b>	<b>87.2 ± 0.5</b>

(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)
2 Years of schooling (d)						

(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)**

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	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)**

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	94.7 ± 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										
	<b>Total</b>	<b>88.6 ± 1.4</b>	<b>93.0 ± 2.2</b>	<b>75.5 ± 3.2</b>	<b>75.5 ± 3.4</b>	<b>79.2 ± 4.5</b>	<b>94.5 ± 2.8</b>	<b>88.4 ± 9.3</b>	<b>52.4 ± 6.9</b>	<b>78.6 ± 1.7</b>										
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										
	<b>Total</b>	<b>96.9 ± 0.2</b>	<b>96.5 ± 0.2</b>	<b>92.0 ± 0.6</b>	<b>94.5 ± 0.6</b>	<b>93.8 ± 0.9</b>	<b>96.7 ± 0.6</b>	<b>96.4 ± 1.2</b>	<b>77.0 ± 5.6</b>	<b>95.0 ± 0.2</b>										
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										
	<b>Total</b>	<b>78.9 ± 1.9</b>	<b>83.3 ± 3.5</b>	<b>69.5 ± 3.1</b>	<b>61.6 ± 3.4</b>	<b>68.5 ± 5.3</b>	<b>87.8 ± 3.9</b>	<b>82.3 ± 8.5</b>	<b>38.3 ± 6.3</b>	<b>69.2 ± 1.7</b>										
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
<b>Year 7</b>									
<b>Total</b>	<b>94.4 ± 0.3</b>	<b>94.6 ± 0.3</b>	<b>90.4 ± 0.6</b>	<b>91.1 ± 0.8</b>	<b>90.5 ± 1.0</b>	<b>92.1 ± 1.2</b>	<b>94.9 ± 1.2</b>	<b>69.1 ± 5.9</b>	<b>92.7 ± 0.2</b>
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
<b>Total</b>	<b>84.5 ± 2.1</b>	<b>87.9 ± 3.1</b>	<b>81.8 ± 2.7</b>	<b>74.2 ± 3.9</b>	<b>75.9 ± 5.2</b>	<b>92.4 ± 2.7</b>	<b>90.3 ± 7.6</b>	<b>50.2 ± 7.4</b>	<b>78.6 ± 1.7</b>
<b>All students</b>									
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
<b>Total</b>	<b>96.0 ± 0.4</b>	<b>96.5 ± 0.3</b>	<b>94.9 ± 0.4</b>	<b>94.7 ± 0.6</b>	<b>94.5 ± 0.8</b>	<b>95.2 ± 1.3</b>	<b>97.1 ± 1.2</b>	<b>75.9 ± 7.2</b>	<b>95.4 ± 0.2</b>
<b>Year 9</b>									
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
<b>Total</b>	<b>80.3 ± 2.1</b>	<b>78.4 ± 4.5</b>	<b>73.2 ± 3.6</b>	<b>66.2 ± 3.7</b>	<b>68.7 ± 6.0</b>	<b>88.5 ± 3.7</b>	<b>83.8 ± 11.1</b>	<b>46.1 ± 9.3</b>	<b>72.5 ± 2.0</b>
<b>All students</b>									
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
<b>Total</b>	<b>94.7 ± 0.4</b>	<b>95.2 ± 0.4</b>	<b>92.4 ± 0.8</b>	<b>92.3 ± 1.1</b>	<b>92.0 ± 1.8</b>	<b>92.3 ± 1.8</b>	<b>96.6 ± 1.2</b>	<b>74.1 ± 7.5</b>	<b>93.6 ± 0.3</b>

(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
<b>Year 6</b>							
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
<b>Year 10</b>							
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>
<b>2000</b>	
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
<b>2003</b>	
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
<b>2006</b>	
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>
<b>2003</b>	
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
<b>2006</b>	
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
<b>All children (d)</b>										
<b>Number of children aged 6–15 years enrolled in school (f)</b>	<b>no.</b>	<b>881 551</b>	<b>659 098</b>	<b>573 541</b>	<b>285 038</b>	<b>196 820</b>	<b>65 962</b>	<b>45 599</b>	<b>31 618</b>	<b>2 739 227</b>
<b>Total 6–15 year old population (g)</b>	<b>no.</b>	<b>896 900</b>	<b>664 236</b>	<b>581 647</b>	<b>287 026</b>	<b>197 842</b>	<b>65 965</b>	<b>41 872</b>	<b>33 958</b>	<b>2 769 446</b>
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.3</b>	<b>99.2</b>	<b>98.6</b>	<b>99.3</b>	<b>99.5</b>	<b>100.0</b>	<b>108.9</b>	<b>93.1</b>	<b>98.9</b>
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	
<b>All children (d)</b>										
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
<b>All children (e)</b>										
<b>Number of children enrolled in school in years 1–10 (g)</b>	<b>no.</b>	<b>921 332</b>	<b>689 761</b>	<b>618 026</b>	<b>307 849</b>	<b>208 942</b>	<b>68 955</b>	<b>49 179</b>	<b>33 030</b>	<b>2 897 074</b>
<b>Total 6–16 year old population (h)</b>	<b>no.</b>	<b>990 642</b>	<b>733 776</b>	<b>642 423</b>	<b>317 048</b>	<b>219 089</b>	<b>72 851</b>	<b>46 354</b>	<b>37 246</b>	<b>3 059 429</b>
<b>Proportion of 6–16 year old population enrolled in school</b>	<b>%</b>	<b>93.0</b>	<b>94.0</b>	<b>96.2</b>	<b>97.1</b>	<b>95.4</b>	<b>94.7</b>	<b>106.1</b>	<b>88.7</b>	<b>94.7</b>
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
<b>All children (e)</b>										
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>
<b>2004</b>									
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
<b>2005</b>									
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
<b>2006</b>									
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
<b>2007</b>									
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
<b>2008</b>									
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)
<b>17-19 year old population</b>										
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
<b>Total population (e)</b>										
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
<b>15-19 year old population</b>										
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	Qld	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
<b>Total population (e)</b>										
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
<b>NSW</b>												
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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>89</b>	<b>89</b>	<b>91</b>	<b>84</b>
<b>Vic</b>												
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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
<b>Qld</b>												
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
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>90</b>	<b>88</b>	<b>86</b>	<b>86</b>	<b>92</b>
<b>WA</b>												
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
<b>Total</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>90</b>	<b>88</b>	<b>86</b>	<b>na</b>	<b>na</b>
<b>SA</b>												
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
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>87</b>	<b>86</b>	<b>92</b>	<b>89</b>
<b>Tas</b>												
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
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>87</b>	<b>na</b>	<b>na</b>

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
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>na</b>
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
<b>Total</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>84</b>	<b>85</b>	<b>82</b>	<b>81</b>	<b>81</b>	<b>82</b>	<b>81</b>	<b>86</b>

(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
<b>NSW</b>												
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
<b>Total</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>95</b>	<b>91</b>
<b>Vic</b>												
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
<b>Total</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>82</b>
<b>Qld</b>												
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
<b>Total</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>96</b>	<b>92</b>
<b>WA</b>												
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
<b>Total</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>85</b>	<b>65</b>
<b>SA</b>												
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
<b>Total</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>96</b>
<b>Tas</b>												
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
<b>Total</b>	<b>92</b>	<b>92</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>99</b>

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
<b>Total</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>na</b>	<b>na</b>
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
<b>Total</b>	<b>88</b>	<b>91</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>91</b>	<b>90</b>	<b>87</b>	<b>89</b>	<b>na</b>	<b>66</b>

(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
<b>NSW</b>												
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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>95</b>	<b>na</b>
<b>Vic</b>												
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
<b>Total</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>93</b>	<b>77</b>
<b>Qld</b>												
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
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>66</b>
<b>WA</b>												
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
<b>Total</b>	<b>91</b>	<b>91</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>91</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>na</b>
<b>SA</b>												
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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>88</b>
<b>Tas</b>												
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
<b>Total</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>85</b>	<b>90</b>

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
<b>Total</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>93</b>	<b>91</b>	<b>90</b>	<b>89</b>	<b>94</b>	<b>na</b>
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
<b>Total</b>	<b>82</b>	<b>84</b>	<b>84</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>85</b>	<b>82</b>	<b>84</b>	<b>83</b>	<b>na</b>	<b>na</b>

(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.