
4 School education

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' suffix (for example, in this chapter, table 4A.3). As the data are directly sourced from the 2011 Report, the Compendium also notes where the original table, figure or text in the 2011 Report can be found. For example, where the Compendium refers to '2011 Report, p. 4.15', this is page 15 of chapter 4 of the 2011 Report, and '2011 Report, table 4A.2' is table 2 of attachment 4A of the 2011 Report. A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

The School education chapter (chapter 4) in the *Report on Government Services 2011* (2011 Report) reports on the performance of government funded school education in Australia. Data are reported for Indigenous people for a subset of the performance indicators reported in that chapter — those data are compiled and presented here. Reporting relates to government funding only, not to the full cost to the community of providing school education.

Descriptive information and performance indicators are variously reported for:

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

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

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

Indigenous data in the School education chapter

The School education chapter in the 2011 Report contains the following data items for Indigenous people:

- number and proportion of full time students
- student attendance rate, government schools
- proportion of children aged 6–15 years enrolled in school
- apparent retention rate from year 7 or 8 to year 10
- apparent retention rate from year 7 or 8 to year 12
- apparent retention rate from year 10 to year 12
- participation in NAPLAN testing
- reading performance
- writing performance
- numeracy performance
- science literacy performance
- civics and citizenship performance
- information and communication technologies literacy performance
- year 10 or above completion rate.

Indigenous full time students, 2009

The number and proportion of full time Indigenous students varies greatly across jurisdictions (table 4.1). In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 5.9 per cent in government schools and 1.9 per cent in non-government schools in 2009 (table 4.1).

Table 4.1 Indigenous full time students, 2009

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous full time students (000) ^a									
Government schools	40.5	8.1	39.4	19.2	8.0	4.7	1.0	12.3	133.3
Non-government schools	5.9	1.1	6.8	3.6	1.0	0.7	0.3	2.9	22.2
All schools	46.5	9.2	46.1	22.8	9.0	5.4	1.3	15.2	155.5
Indigenous full time students as a proportion of all full time students (%)									
Government schools	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2	5.9
Non-government schools	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
All schools	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5	4.5

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

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.2; 2011 Report, table 4.5, p. 4.11.

Framework of performance indicators

The School education performance indicator framework outlined in figure 4.1 identifies the principal school education activity areas considered in the 2011 Report. Data for Indigenous people are reported for a subset of the performance indicators and are presented here. It is important to interpret these data in the context of the broader performance indicator framework. The framework shows which data are comparable. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

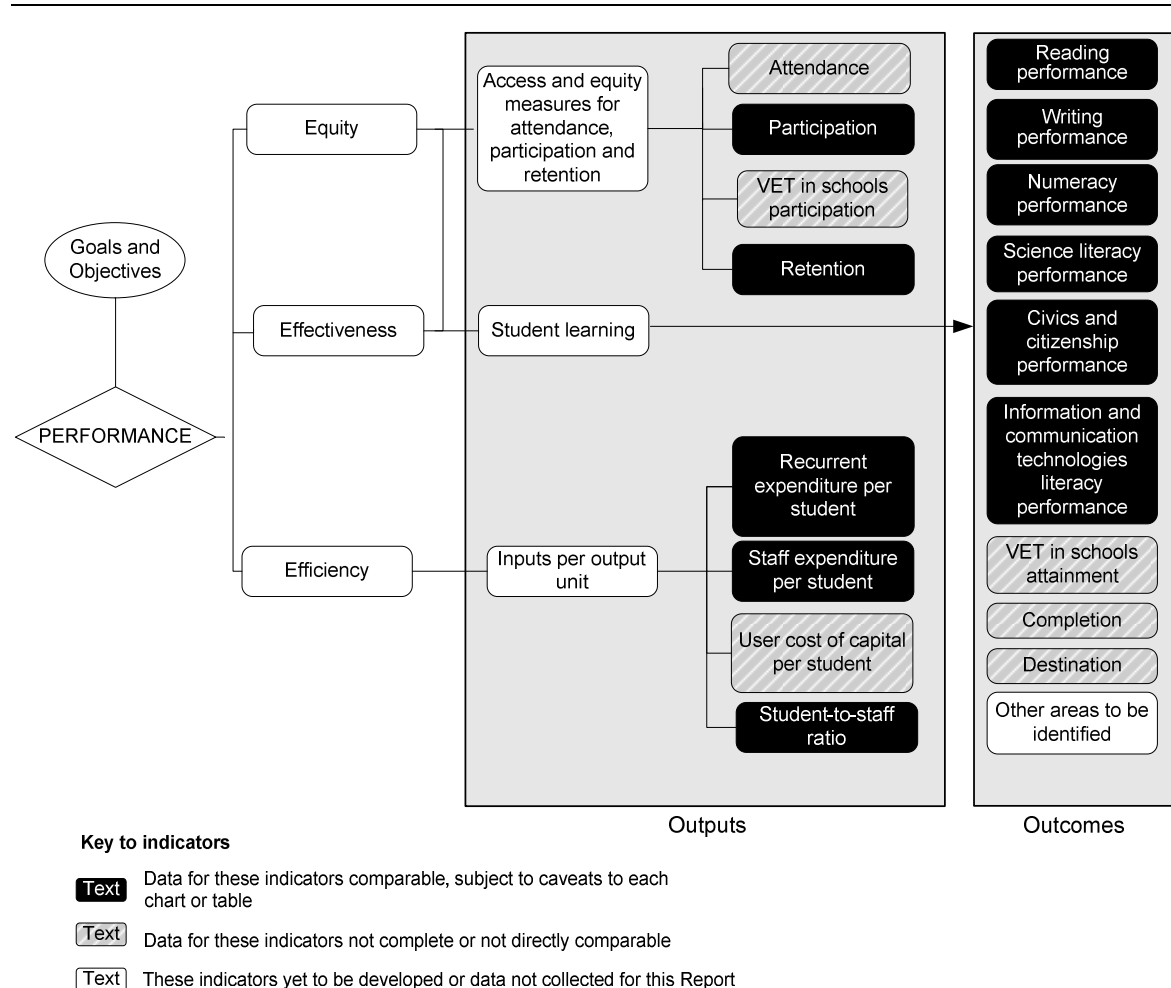
Indicator boxes presented throughout the chapter provide information about the reported indicators. As these are sourced directly from the 2011 Report, they might include references to data not reported for Indigenous people and therefore not included in this Compendium.

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

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

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services, (see 2011 Report, chapter 1 for more detail on reforms to federal financial relations). The National Education Agreement (NEA) covers the area of school education, and education and training indicators in the National Indigenous Reform Agreement (NIRA) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). Revisions have been made to the performance indicators reported in this chapter to align with developments in reporting for the performance indicators in the National Agreements.

Figure 4.1 Performance indicators for school education



Source: 2011 Report, figure 4.4, p. 4.16.

Attendance

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

Box 4.1 Attendance

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

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

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

Data on student attendance are collected for each State and Territory by:

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

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

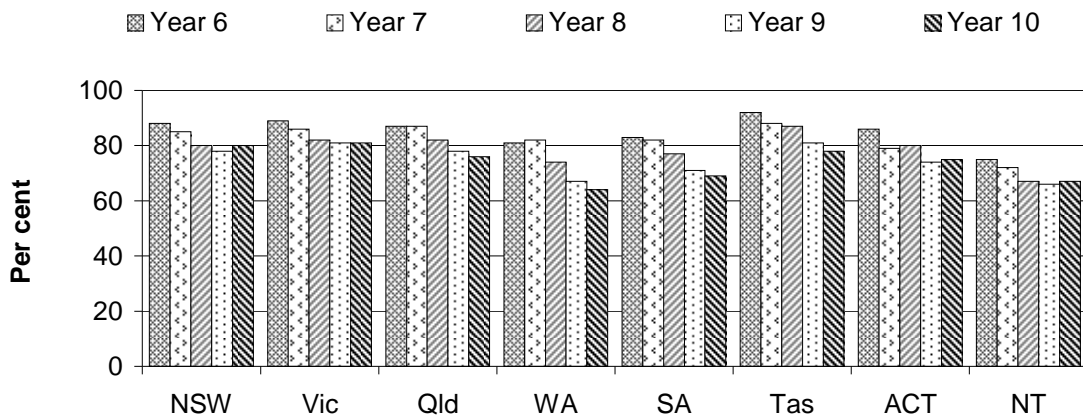
Data for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

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

In government schools, non-Indigenous students had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.2 and table 4A.84). The differences varied across states and territories, although attendance rates for non-Indigenous students were similar across all jurisdictions. A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.85 and 4A.86).

Figure 4.2 **Student attendance rate, government schools, Indigenous students, 2009**



Source: ACARA (unpublished); table 4A.84; 2011 Report, figure 4.6, p. 4.20.

Participation

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

Box 4.2 Participation

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

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

Participation rates are reported nationally and by State/Territory.

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

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

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

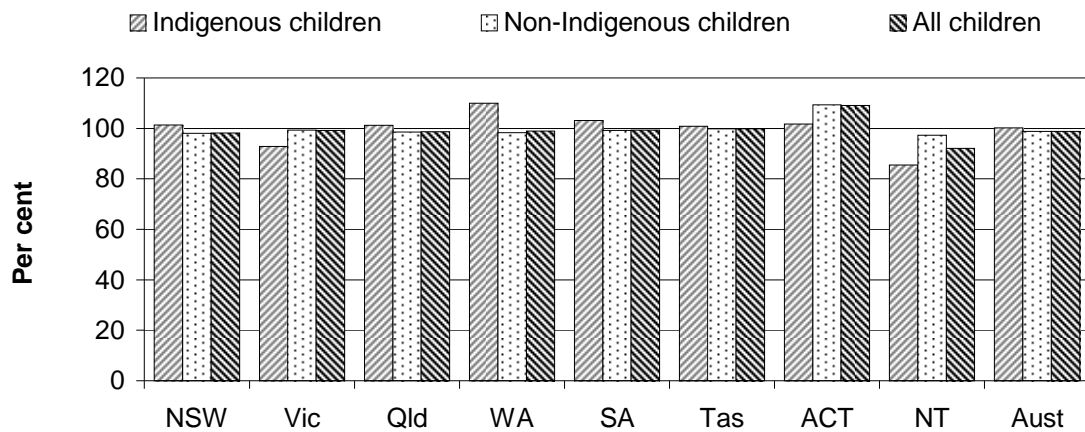
Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Proportion of children aged 6–15 years enrolled in school

Nationally, 98.8 per cent of children aged 6–15 years were enrolled (either full or part time) in schools in 2009. Nationally, the enrolment rate for Indigenous children was 100.2 per cent compared with 98.8 per cent for non-Indigenous children. These rates also varied across jurisdictions (figure 4.3). These 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. Proportions that exceed 100 per cent (including Indigenous proportions) may reflect disparities between the sources of data which may provide varying counts or, may reflect students residing in one jurisdiction enrolling in schools in another jurisdiction.

Figure 4.3 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009^{a, b, c}



^a In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population. ^b See footnotes to table 4A.78 for further information on derivations of population figures. ^c Some students' Indigenous status is not stated and are included in the data for 'non-Indigenous students', and 'all students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions.

Source: ABS (unpublished) *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Population by age and sex, Australian states and territories, June 2009*, Cat. no. 3201.0; ABS (unpublished) *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021*, Cat. no. 3238.0; table 4A.78; 2011 Report, figure 4.7, p. 4.22.

Retention

'Retention' to the final years of schooling is an indicator of governments' objective that all students have access to high quality education and training necessary to enable the completion of school education to year 12 or its equivalent (box 4.3).

Box 4.3 Retention

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

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

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

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

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

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

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

Data for this indicator are comparable.

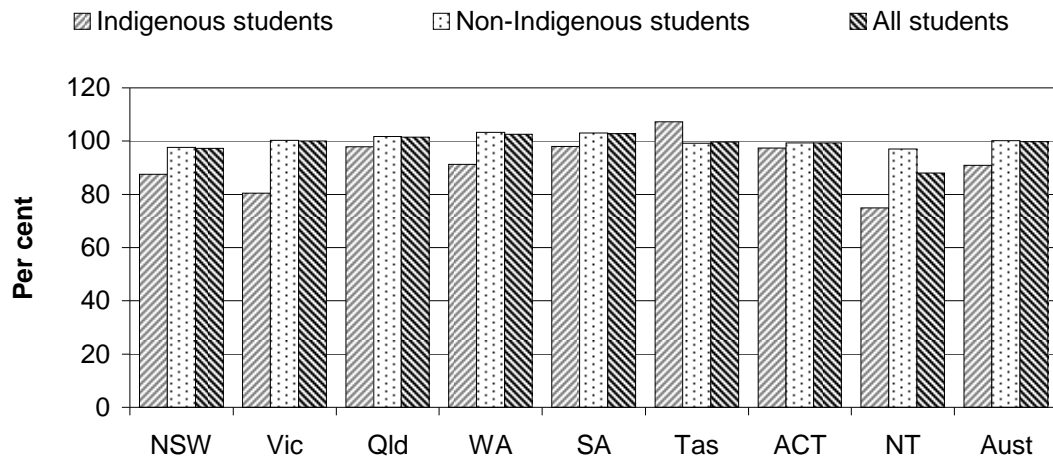
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Apparent retention rates, from the commencement of secondary school at year 7 or 8 to year 10, for all students in most jurisdictions were 97–103 per cent in 2009, with a national rate of 99.8 per cent (figure 4.4). High rates are to be expected because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for non-Indigenous students and all students in most jurisdictions. The national retention rate for Indigenous students was 90.9 per cent, 9.2 percentage

points lower than that for non-Indigenous students and 8.9 percentage points lower than that for all students (figure 4.4).

Figure 4.4 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2009^{a, b, c, d, e}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (2011 Report, table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; table 4A.79; 2011 Report, figure 4.10, p. 4.27.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 to year 12, for all full time students was 73.4 per cent in 2001, rising to 75.3 per cent in 2005 and 76.0 per cent in 2009 (2011 Report, figure 4.12). Data by Indigenous status are in table 4A.80. Data for government schools and non-government schools are in tables 4A.81 and 4A.82.

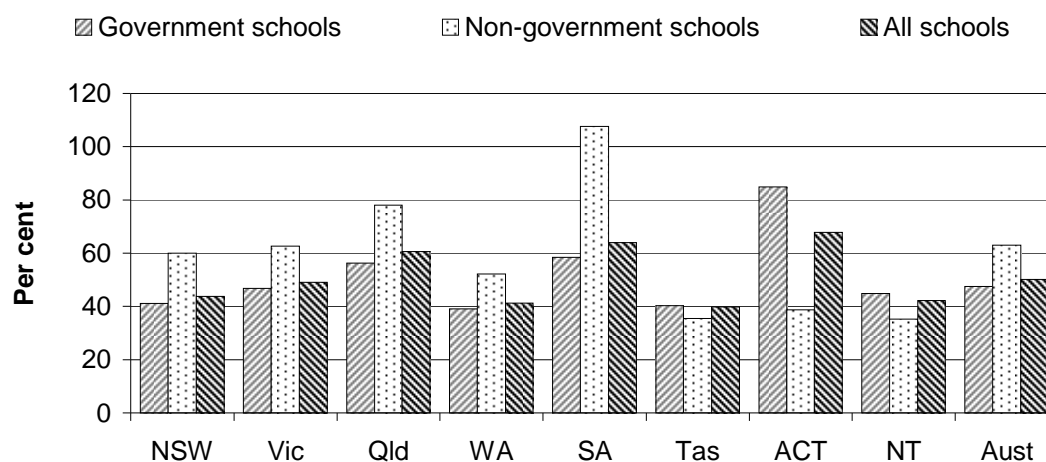
The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2009 as a proportion of the number of full time school students enrolled in year 10 in 2007.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2009 varied across jurisdictions (figure 4.5), but were consistently lower than rates for all students (2011 Report, figure 4.13). In interpreting this indicator, note that nationally 9.1 per cent of Indigenous students left school before year 10 (figure 4.4) — compared with

0.2 per cent of all students — so are not included in the base year for retention from year 10 to year 12. This baseline varies across jurisdictions. Further, Indigenous students made up 5.9 per cent of all students in government schools compared with 1.9 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4.1).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2009 was 50.1 per cent (figure 4.5), compared with 76.7 per cent for all students and 77.7 per cent for non-Indigenous students. However, Indigenous retention from year 10 to year 12 for all schools has risen from 43.6 per cent in 2001 to 45.3 per cent in 2005 and 50.1 per cent in 2009, with the gap in year 10 to year 12 retention rates between Indigenous students and all students decreasing from 31.8 percentage points in 2001 to 31.2 percentage points in 2005 and 26.6 percentage points in 2009 (table 4A.80). Table 4A.80 also includes data for non-Indigenous students.

Figure 4.5 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2009^{a, b, c, d}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (2011 Report, table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in these rates may be under-represented in some jurisdictions.

Source: ABS (2010) *Schools Australia 2009*, Cat. no. 4221.0; tables 4A.80–82; 2011 Report, figure 4.14, p. 4.31.

Nationally comparable learning outcomes

‘Reading performance’, ‘writing performance’, ‘numeracy performance’, ‘science literacy performance’, ‘civics and citizenship performance’, and ‘information and communication technologies literacy performance’ have been identified as indicators of learning outcomes and are discussed in this section. The outcomes for completion rates are discussed in the following section.

Years 3, 5, 7 and 9 nationally comparable NAPLAN national minimum standard learning outcomes data for reading, writing and numeracy performance for 2009, including data by Indigenous status and geolocation, are reported. This Report also includes NAPLAN mean scale scores and outcomes by achievement levels for 2009 (tables 4A.6–15 for reading performance, tables 4A.28–37 for writing performance and tables 4A.50–59 for numeracy performance). Data comparing a range of outcomes for 2008 and 2009 are included in tables 4A.18–27 (reading performance), tables 4A.40–49 (writing performance) and tables 4A.62–71 (numeracy performance).

In addition to the annual national literacy and numeracy assessments, triennial national sample assessments are undertaken on a rotating basis. Triennial year 6 science literacy performance data for 2006 and 2009 are reported for Indigenous and non-Indigenous students in table 4A.72. Triennial year 6 and year 10 civics and citizenship performance data for 2004 and 2007 are reported by Indigenous status in table 4A.73. Triennial year 6 and year 10 information and communication technologies literacy performance data for 2005 and 2008 are reported by Indigenous status in table 4A.74.

The PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2009, almost 470 000 students from 65 countries and economies participated in the PISA assessment. From Australia this included over 14 251 students from 353 schools. Reading literacy was the major domain tested in the PISA 2009 cycle.

Participation in NAPLAN testing

Participating populations in NAPLAN testing are reported as the number of assessed, exempt and absent and withdrawn students in years 3, 5, 7 and 9.

Assessed students include all students who attempt the test. Exempt students are students with a language background other than English, who arrived from overseas less than a year before the test, or students with significant intellectual and/or functional disabilities unable to access the test/s within the guidelines for

accommodation. Other students are absent or withdrawn. Holding other factors constant, a higher or increasing proportion of assessed students in NAPLAN testing suggests an improvement in that aspect of educational participation.

The proportion of assessed and exempt students in years 3, 5, 7 and 9 as a percentage of the total numbers of students in years 3, 5, 7 and 9, for reading, writing and numeracy in 2009 are in tables 4A.16, 4A.38 and 4A.60 respectively. In all domains and year levels, the proportion of all students and non-Indigenous students participating in NAPLAN testing (assessed and exempt students) exceeded the proportion of Indigenous students participating. Year 3 student participation in assessment for all students in 2009 was 96.4 per cent for reading, 96.4 per cent for writing and 96.0 per cent for numeracy. For Indigenous students, the year 3 participation rates were 91.6 per cent for reading, 91.9 per cent for writing and 90.3 per cent for numeracy. For non-Indigenous students, the participation rates were 96.8 per cent for reading, 96.8 per cent for writing and 96.4 per cent for numeracy. These results varied across jurisdictions (tables 4A.17, 4A.39 and 4A.61). Participation rate data for 2008 were included in the 2010 Report.

Reading performance

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

Box 4.4 Reading performance

'Reading performance' is defined by three measures:

- Percentage of students achieving at or above the national minimum standard in reading: the proportion of years 3, 5, 7 and 9 students who achieve at or above the reading national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2011 Report, section 4.2 identifies the profile of equity groups in each State and Territory). Students whose results are in the national minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. In addition, a range of outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) is reported by Indigenous status.
- The mean scale score achieved in NAPLAN testing for reading, reported by Indigenous status. The range of the common national scale for years 3, 5, 7 and 9 is 0 to 1000.

In relation to the two measures above:

- Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the annual outcomes of 2008 and 2009 NAPLAN testing programs only. Results of State and Territory-based testing programs up to and including 2007 are available in the 2009 Report (and previous issues).
- This report also includes a time series for 2008 and 2009 outcomes for reading data for the proportion of students at or above the national minimum standard and mean scale score measures and for outcomes by achievement levels. These data are comparable across these two years.
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined reading scale in a triennial international assessment: the proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEECDYA to be level 3) on the OECD PISA combined reading scale for a given year, reported nationally by sex, Indigenous status, socioeconomic status and geolocation.

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard in reading is desirable. A high or increasing mean scale score is desirable.

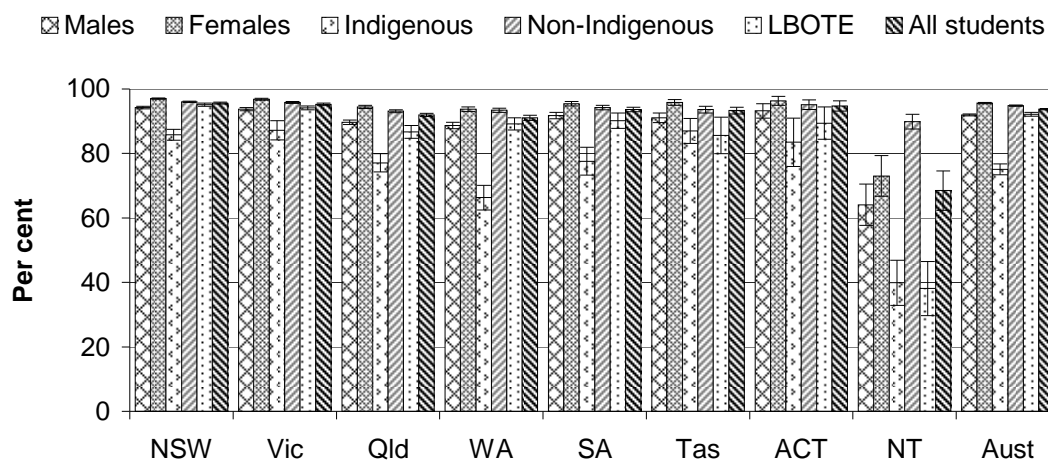
Data for this indicator are comparable.

Data quality information for NAPLAN outcome measures for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011. DQI for other measures is under development.

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2009 was 93.5–93.9 per cent nationally. The national

proportion of Indigenous students who achieved at or above the year 3 reading national minimum standard in 2009 was 73.4–76.8 per cent, compared to 94.6–95.0 per cent for non-Indigenous students (figure 4.6).

Figure 4.6 Proportion of year 3 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}

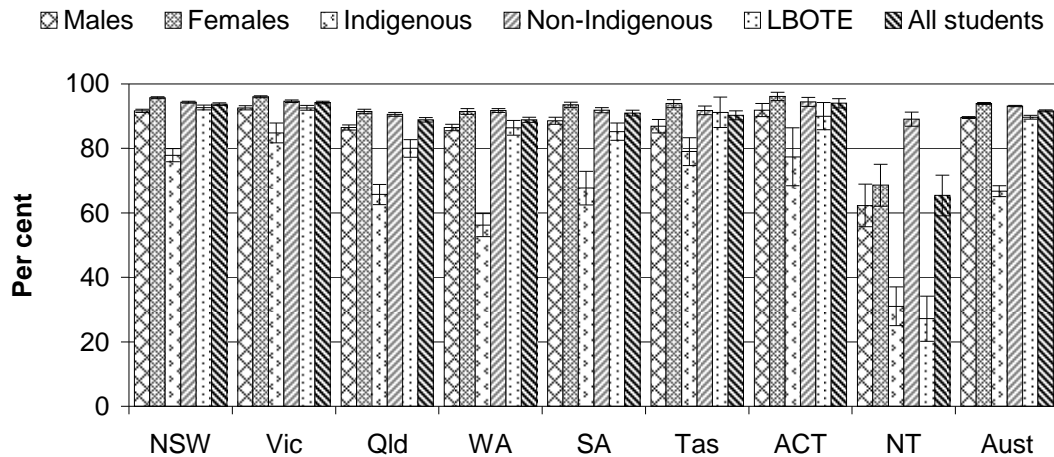


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.6.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.6; 2011 Report, figure 4.24, p. 4.48.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2009 was 91.4–92.0 per cent nationally. The proportion of Indigenous students who achieved at or above the year 5 reading national minimum standard in 2009 was 65.0–68.4 per cent, compared to 92.9–93.3 per cent for non-Indigenous students (figure 4.7).

Figure 4.7 **Proportion of year 5 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}**

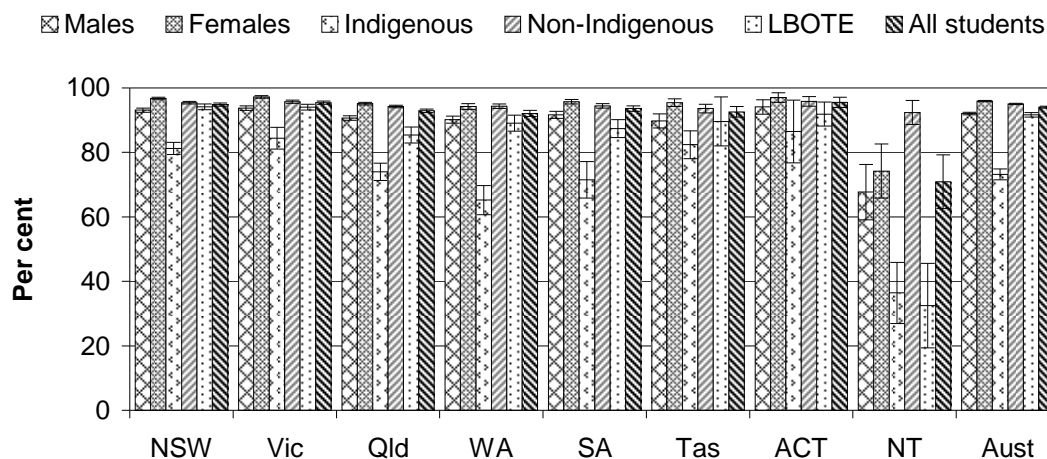


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.7.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, table 4A.7; 2011 Report, figure 4.25, p. 4.49.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2009 was 93.7–94.3 per cent nationally. The proportion of Indigenous students by equity group who achieved at or above the year 7 reading national minimum standard in 2009 was 71.5–74.9 per cent, compared to 94.8–95.2 per cent for non-Indigenous students (figure 4.8).

Figure 4.8 Proportion of year 7 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}

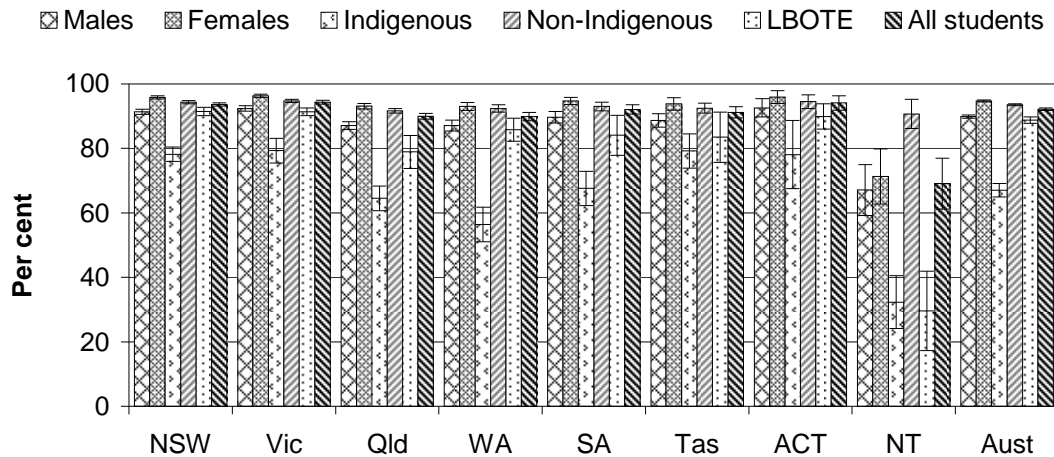


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.8.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.8; 2011 Report, figure 4.26, p. 4.50.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2009 was 91.8–92.6 per cent nationally. The proportion of Indigenous students by equity group who achieved at or above the year 9 reading national minimum standard in 2009 was 64.9–69.1 per cent, compared to 93.2–93.8 per cent for non-Indigenous students (figure 4.9).

Figure 4.9 **Proportion of year 9 students achieving at or above the reading national minimum standard, by equity group, 2009^{a, b}**

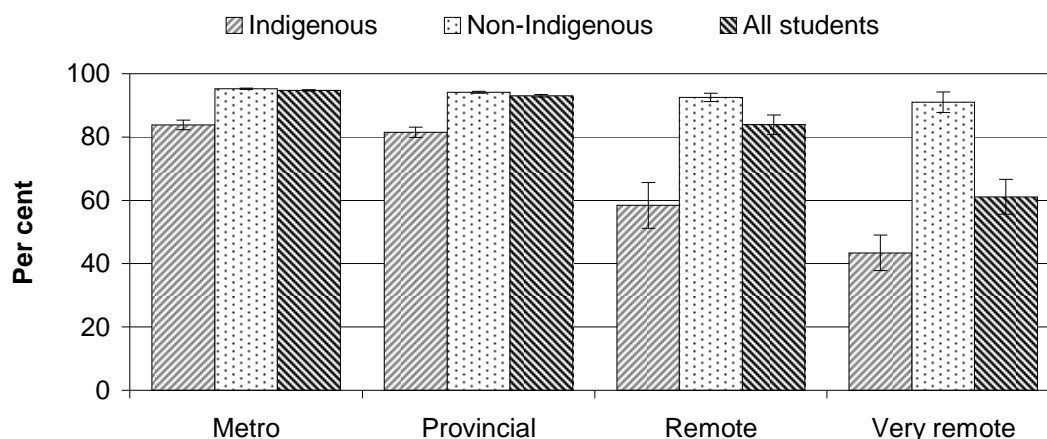


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.9.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, table 4A.9; 2011 Report, figure 4.27, p. 4.51.

For all geolocation categories across years 3, 5, 7 and 9, the reading outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas (figure 4.10).

Figure 4.10 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.10. ^c Insufficient or no students in an area of geographic classification are not included.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, table 4A.10; 2011 Report, figure 4.28, p. 4.52.

Nationally, the proportion of Indigenous students who achieved at or above the reading national minimum standard by geolocation in 2009 was:

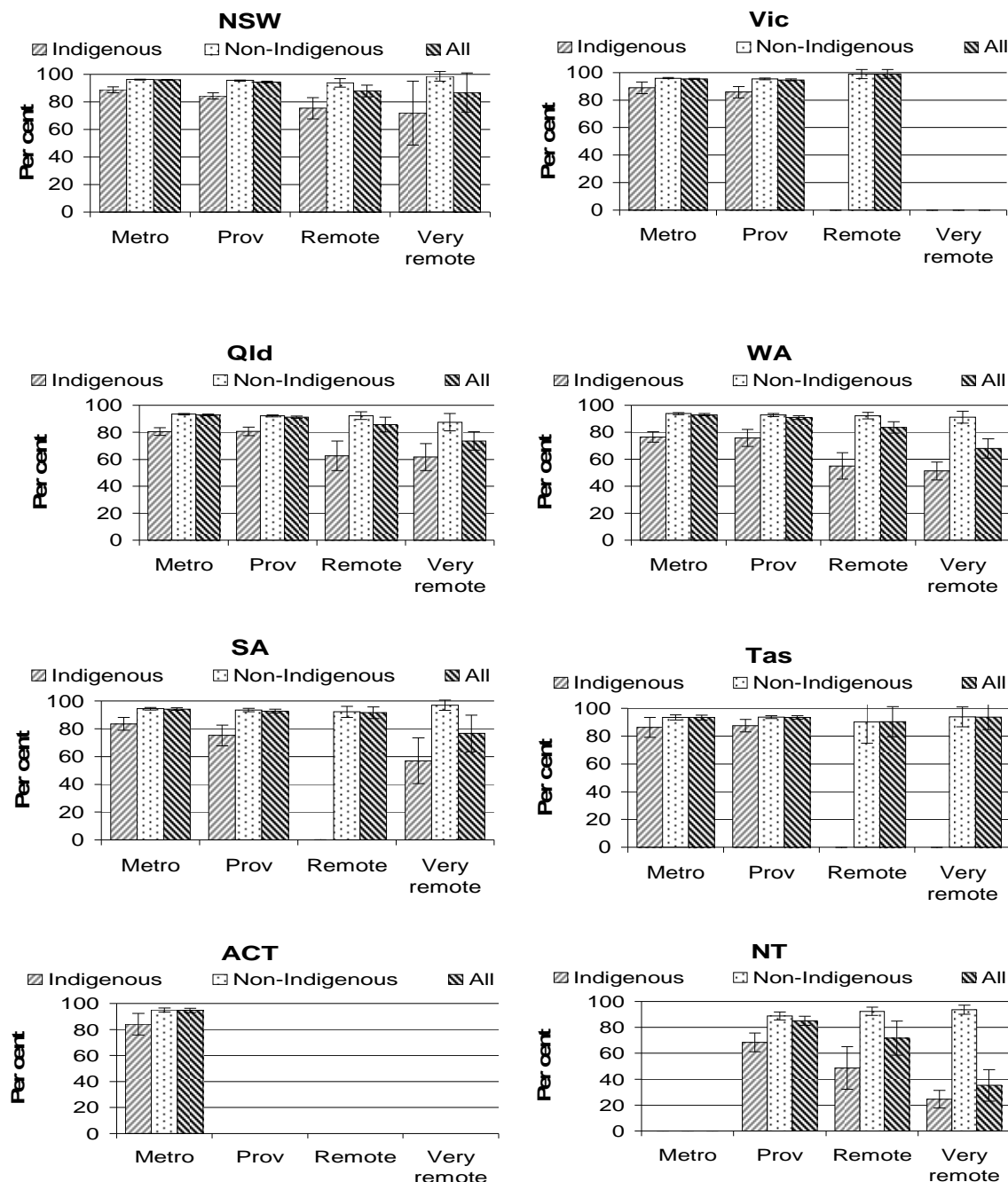
- 82.3–85.3 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.9–83.1 per cent). The proportion for remote students (51.2–65.6 per cent) was higher than for very remote students (37.8–49.0 per cent) (figure 4.10)
- 74.9–78.5 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (72.0–75.6 per cent). The proportion for remote students (41.2–53.4 per cent) was higher than for very remote students (22.2–30.6 per cent) (table 4A.10)
- 81.3–84.3 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (75.8–79.6 per cent). The proportion for remote students (46.5–61.7 per cent) was higher than for very remote students (27.0–37.6 per cent) (table 4A.10)
- 71.2–77.0 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (68.3–74.1 per cent). The proportion for remote students (42.0–57.8 per cent) was higher than for very remote students (20.7–31.7 per cent) (table 4A.10).

The proportion of non-Indigenous students who achieved at or above the national minimum standard in each year level for reading, by geolocation is included in table 4A.10.

State and Territory results are presented for year 3 reading performance (by Indigenous status and geolocation) in figure 4.11 (results for years 5, 7 and 9 reading literacy are in table 4A.10). Due to relatively large confidence intervals it is difficult to draw conclusions from these data. The general pattern in jurisdictions, however, appears similar to the national results.

Proportions of exempt, absent and withdrawn, and assessed students in NAPLAN reading assessment, by Indigenous status are included in table 4A.16. National data on achievement at or above the national minimum standard for reading by socio-economic status are provided in 2011 Report, table 4A.43.

Figure 4.11 Proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c, d}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. There is no metropolitan zone in the NT. ^d Data are not published for provincial areas in the ACT, remote areas for Indigenous students in Victoria, South Australia and Tasmania and for Indigenous students in very remote areas in Tasmania.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.10; 2011 Report, figure 4.29, p. 4.54.

Achievement levels for reading

Nationally, the proportions of all year 3 students for reading in 2009 by achievement level were:

- at or below the national minimum standard — 17.1–17.9 per cent for all students (48.6–52.2 per cent for Indigenous students and 15.2–16.0 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 40.5–41.1 per cent for all students (35.7–38.7 per cent for Indigenous students and 40.8–41.4 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 41.3–42.3 per cent for all students (11.6–13.2 per cent for Indigenous students and 42.9–43.9 per cent for non-Indigenous students) (table 4A.11).

Nationally, the proportions of all year 5 students for reading in 2009 by achievement level were:

- at or below the national minimum standard — 20.8–21.6 per cent for all students (55.6–58.6 per cent for Indigenous students and 18.9–19.7 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 45.5–46.1 per cent for all students (33.1–35.7 per cent for Indigenous students and 46.1–46.7 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 32.6–33.6 per cent for all students (7.9–9.1 per cent for Indigenous students and 33.8–34.8 per cent for non-Indigenous students) (table 4A.12).

Nationally, the proportions of all year 7 students for reading in 2009 by achievement level were:

- at or below the national minimum standard — 18.7–19.7 per cent for all students (52.6–56.0 per cent for Indigenous students and 17.0–18.0 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 52.6–53.6 per cent for all students (37.9–40.7 per cent for Indigenous students and 53.4–54.4 per cent for non-Indigenous students)

-
- in high levels (defined as the top two NAPLAN performance bands) — 26.8–28.4 per cent for all students (5.6–7.0 per cent for Indigenous students and 27.8–29.4 per cent for non-Indigenous students) (table 4A.13).

Nationally, the proportions of all year 9 students for reading in 2009 by achievement level were:

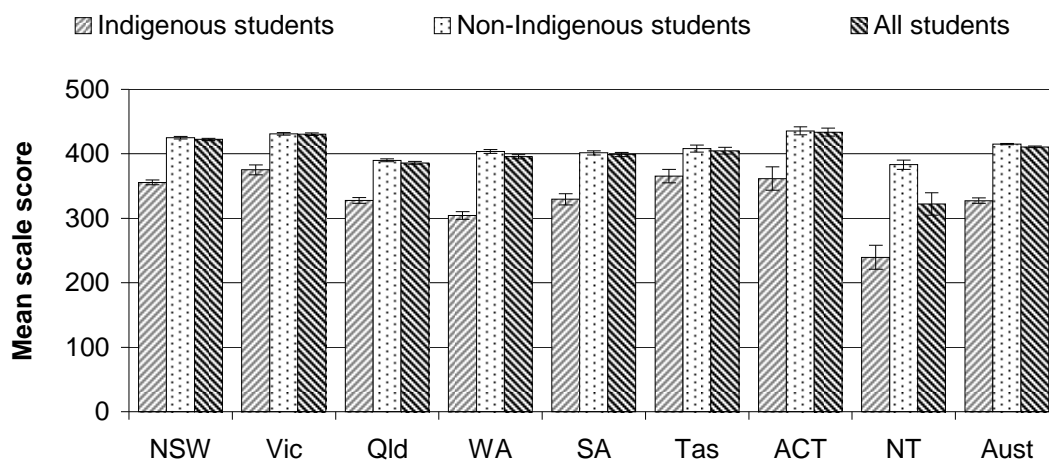
- at or below the national minimum standard — 22.6–24.0 per cent for all students (59.1–62.5 per cent for Indigenous students and 20.7–22.1 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.1–56.1 per cent for all students (33.7–36.7 per cent for Indigenous students and 56.1–57.1 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 20.4–21.8 per cent for all students (3.5–4.5 per cent for Indigenous students and 21.1–22.7 per cent for non-Indigenous students) (table 4A.14).

These outcomes varied across jurisdictions. Tables 4A.11–14 also include the proportions of Indigenous students who achieved below, and at, the national minimum standard for reading at each year level.

Mean scale scores

Nationally, the mean scale score for year 3 reading in 2009 for all students was 409.6–412.0. The mean scale score for Indigenous students was 323.2–331.6 and for non-Indigenous students was 413.9–416.1 (figure 4.12). These mean scale scores varied across jurisdictions.

Figure 4.12 Mean scale scores for year 3 students for reading, 2009^{a, b}



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

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.15; 2011 Report, figure 4.30, p. 4.57.

Nationally, the mean scale score for year 5 reading in 2009 for all students was 492.8–495.0. The mean scale score for Indigenous students was 410.9–417.9 and for non-Indigenous students was 497.1–499.1 (table 4A.15). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 7 reading in 2009 for all students was 539.7–542.5. The mean scale score for Indigenous students was 470.1–476.3 and for non-Indigenous students was 543.1–545.7 (table 4A.15). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 9 reading in 2009 for all students was 579.0–582.0. The mean scale score for Indigenous students was 506.2–514.2 and for non-Indigenous students was 582.4–585.2 (table 4A.15). These mean scale scores varied across jurisdictions.

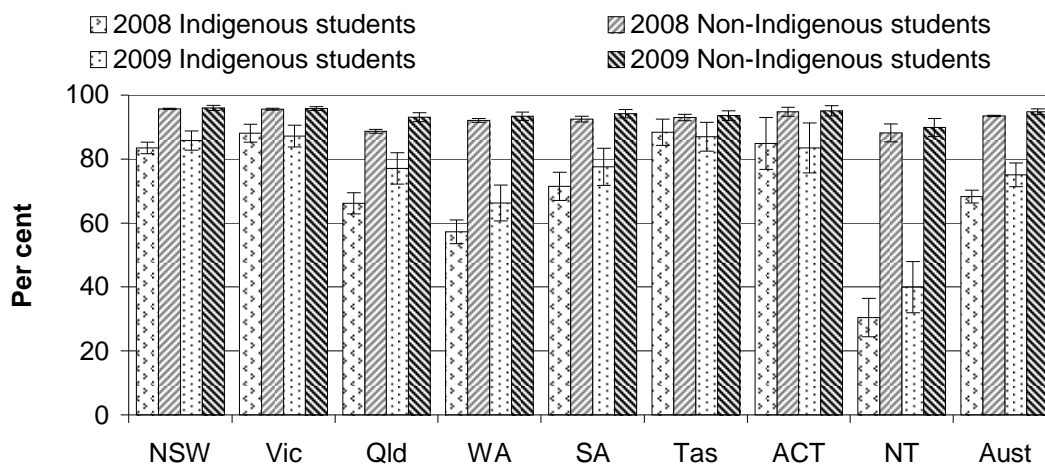
Time series analysis of NAPLAN reading outcomes

The 95 per cent confidence intervals for NAPLAN data in time series analysis may differ from those presented in single year analysis. The 2009 confidence intervals for time series analysis are equated with 2008 data to enable a true comparison of the extent of statistical differences observed.

The proportions of year 3 students achieving at or above the national minimum standard for reading were 91.8–92.4 and 92.7–94.7 in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (2011 Report, figure 4.31).

The proportions of Indigenous year 3 students achieving at or above the national minimum standard for reading were 66.3–70.3 per cent and 71.4–78.8 per cent in 2008 and 2009 respectively, a statistically significant improvement. The proportions of non-Indigenous year 3 students achieving the national minimum standard were 93.3–93.7 per cent and 93.9–95.7 per cent in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (figure 4.13).

Figure 4.13 Proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.6. ^c For further information and caveats see table 4A.18.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.18; 2011 Report, figure 4.32, p. 4.59.

Outcomes for year 3 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.22.

Outcomes by achievement levels for year 3 reading for 2008 and 2009, by Indigenous status are included in table 4A.23.

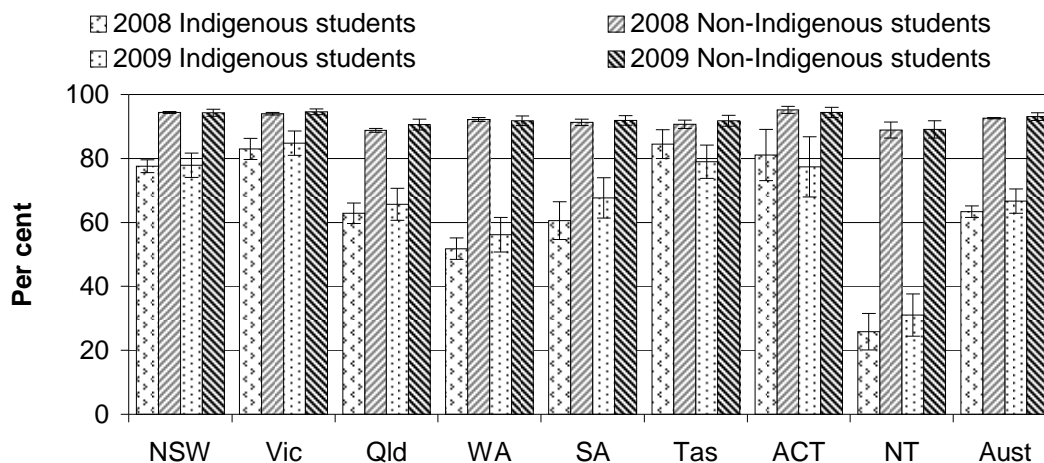
The mean scale scores for reading of year 3 students were 399.3–401.7 and 403.1–418.5 in 2008 and 2009 respectively, a statistically significant improvement. These mean scale scores varied across jurisdictions (2011 Report, figure 4.33).

The mean scale scores of Indigenous year 3 students for reading were 308.8–318.6 and 318.7–336.1 in 2008 and 2009 respectively, a statistically significant improvement, and for non-Indigenous year 3 students were 403.9–406.1 and 407.3–422.7 in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (table 4A.27).

The proportions of year 5 students achieving at or above the national minimum standard for reading were 90.7–91.3 per cent and 90.4–93.0 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (2011 Report, figure 4.34).

The proportions of Indigenous year 5 students achieving at or above the national minimum standard for reading were 61.6–65.2 per cent and 62.9–70.5 per cent in 2008 and 2009 respectively, not a statistically significant improvement. The proportions of non-Indigenous year 5 students achieving the national minimum standard were 92.4–92.8 per cent and 91.9–94.3 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.14).

Figure 4.14 Proportion of year 5 students achieving at or above the reading national minimum standard, by Indigenous status^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.7. ^c For further information and caveats see table 4A.19.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.19; 2011 Report, figure 4.35, p. 4.62.

Outcomes for year 5 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.22.

Outcomes by achievement levels for year 5 reading for 2008 and 2009, by Indigenous status are included in table 4A.24.

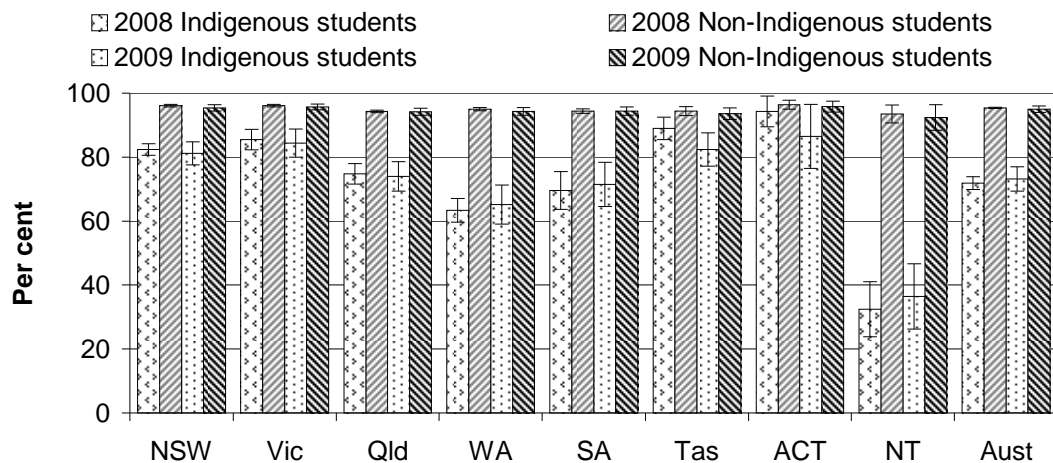
The mean scale scores for reading of year 5 students were 483.3–485.5 and 486.4–501.4 in 2008 and 2009 respectively, a statistically significant improvement. These mean scale scores varied across jurisdictions (2011 Report, figure 4.36).

The mean scale scores of Indigenous year 5 students for reading were 399.3–407.5 and 406.2–422.6 in 2008 and 2009 respectively, not a statistically significant improvement, and for non-Indigenous year 5 students were 487.7–489.7 and 490.6–505.6 in 2008 and 2009 respectively, a statistically significant improvement. These proportions varied across jurisdictions (table 4A.27).

The proportions of year 7 students achieving at or above the national minimum standard for reading were 93.9–94.5 per cent and 92.9–95.1 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (2011 Report, figure 4.37).

The proportions of Indigenous year 7 students achieving at or above the national minimum standard for reading were 69.9–73.9 per cent and 69.4–77.0 per cent in 2008 and 2009 respectively, not a statistically significant improvement. The proportions of non-Indigenous year 7 students achieving the national minimum standard were 95.2–95.6 per cent and 94.0–96.0 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.15).

Figure 4.15 Proportion of year 7 students achieving at or above the reading national minimum standard, by Indigenous status^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.8. ^c For further information and caveats see table 4A.20.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.20; 2011 Report, figure 4.38, p. 4.65.

Outcomes for year 7 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.22.

Outcomes by achievement levels for year 7 reading for 2008 and 2009, by Indigenous status are included in table 4A.25.

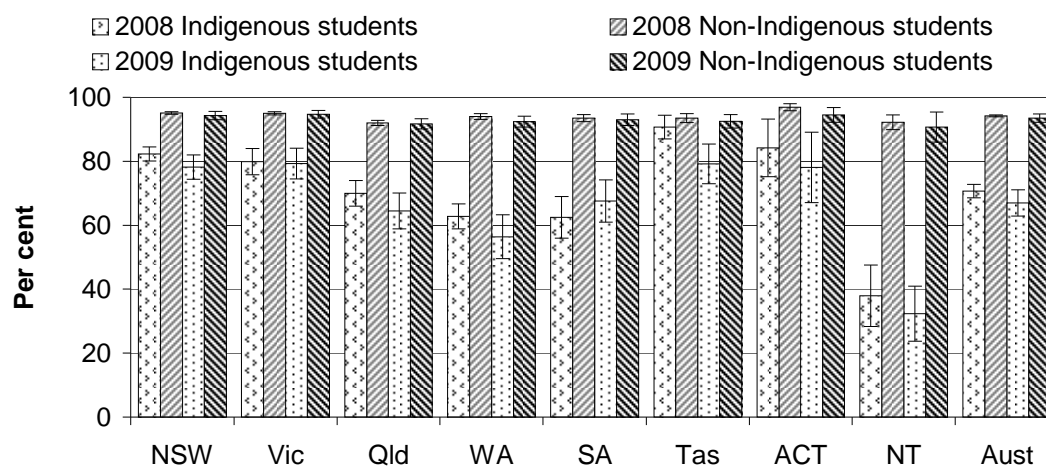
The mean scale scores for reading of year 7 students were 535.1–537.9 and 534.2–548.0 in 2008 and 2009 respectively, not a statistically significant improvement. These mean scale scores varied across jurisdictions (2011 Report, figure 4.39).

The mean scale scores of Indigenous year 7 students for reading were 462.3–470.7 and 465.8–480.6 in 2008 and 2009 respectively, not a statistically significant improvement, and for non-Indigenous year 7 students were 538.9–541.5 and 537.5–551.3 in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (table 4A.27).

The proportions of year 9 students achieving at or above the national minimum standard for reading were 92.5–93.3 per cent and 90.8–93.6 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (2011 Report, figure 4.40).

The proportions of Indigenous year 9 students achieving at or above the national minimum standard for reading were 68.6–72.8 per cent and 62.9–71.1 per cent in 2008 and 2009 respectively, not a statistically significant improvement. The proportions of non-Indigenous year 9 students achieving the national minimum standard were 93.9–94.5 per cent and 92.2–94.8 per cent in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (figure 4.16).

Figure 4.16 Proportion of year 9 students achieving at or above the reading national minimum standard, by Indigenous status^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2009 are equated to 2008 data to which they are compared and may differ from those in figure 4.9. ^c For further information and caveats see table 4A.21.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.21; 2011 Report, figure 4.41, p. 4.68.

Outcomes for year 9 reading for 2008 and 2009 by Indigenous status and geolocation are included in table 4A.22.

Outcomes by achievement levels for year 9 reading for 2008 and 2009, by Indigenous status are included in table 4A.26.

The mean scale scores for reading of year 9 students were 576.5–579.5 and 573.1–587.9 in 2008 and 2009 respectively, not a statistically significant improvement. These mean scale scores varied across jurisdictions (2011 Report, figure 4.42).

The mean scale scores of Indigenous year 9 students for reading were 509.2–518.4 and 501.9–518.5 in 2008 and 2009 respectively, not a statistically significant improvement, and for non-Indigenous year 9 students were 579.8–582.8 and 576.4–591.2 in 2008 and 2009 respectively, not a statistically significant improvement. These proportions varied across jurisdictions (table 4A.27).

PISA data

Reading literacy was the major domain tested in the PISA 2000 and 2009 surveys. PISA reading surveys may be compared with the 2000 survey. In PISA 2009 the proportion of Australian 15 year old students who achieved at level 3 or above in reading literacy nationally was 63.5–67.1 per cent. The proportion of Indigenous students who achieved level 3 or above for reading literacy was 29.3–40.1 per cent, compared with 64.6–68.0 per cent for non-Indigenous students (table 4A.75). These outcomes varied across jurisdictions. Data comparing outcomes for PISA surveys for the reading domain in 2000, 2003, 2006 and 2009 are in table 4A.75.

Writing performance

‘Writing performance’ is an indicator of governments’ objective that all students should attain the skills of English literacy; such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students’ achievement in a key learning area of school education (box 4.5).

Box 4.5 Writing performance

'Writing performance' is defined by two measures:

- Percentage of students achieving at or above the national minimum standard in writing: the proportion of years 3, 5, 7 and 9 students who achieve at or above the writing national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2011 Report, section 4.2 identifies the profile of equity groups in each State and Territory). Students whose results are in the national minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. In addition, a range of outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) is also recorded by Indigenous status.
- The mean scale score achieved in NAPLAN testing for writing, reported by Indigenous status. The range of the common national scale for years 3, 5, 7 and 9 is 0 to 1000.

Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the annual outcomes of 2008 and 2009 NAPLAN testing programs only. Results of State and Territory-based testing programs up to and including 2007 are available in the 2009 Report (and previous issues).

This report also includes a time series for 2008 and 2009 outcomes for writing data for the proportion of students at or above the national minimum standard and mean scale score measures and for outcomes by achievement levels. These data are comparable across these two years.

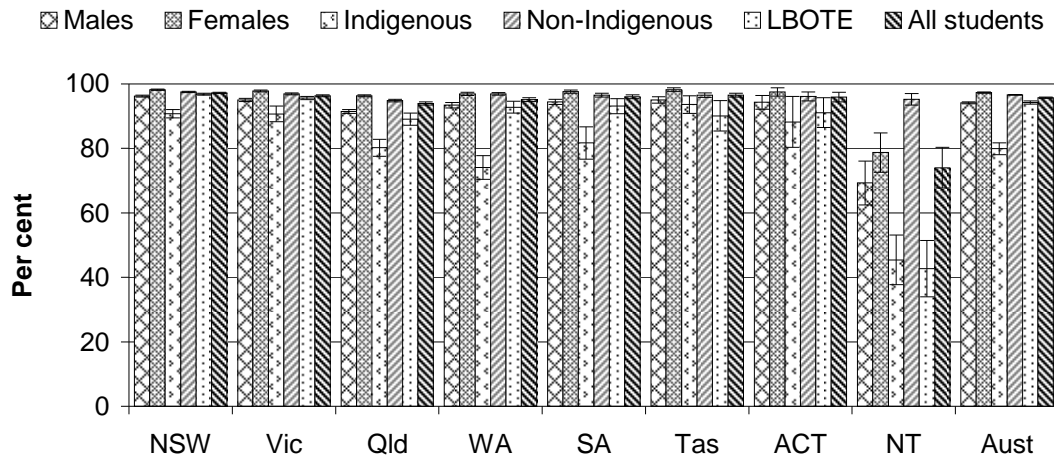
A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard in writing is desirable. A high or increasing mean scale score is desirable.

Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011.

Nationally, the proportion of year 3 students who achieved at or above the writing national minimum standard in 2009 was 95.5–95.9 per cent. The national proportion of Indigenous students who achieved at or above the year 3 writing national minimum standard in 2009 was 78.1–81.7 per cent, compared to 96.5–96.7 per cent for non-Indigenous students (figure 4.17).

Figure 4.17 **Proportion of year 3 students achieving at or above the writing national minimum standard, by equity group, 2009^{a, b}**

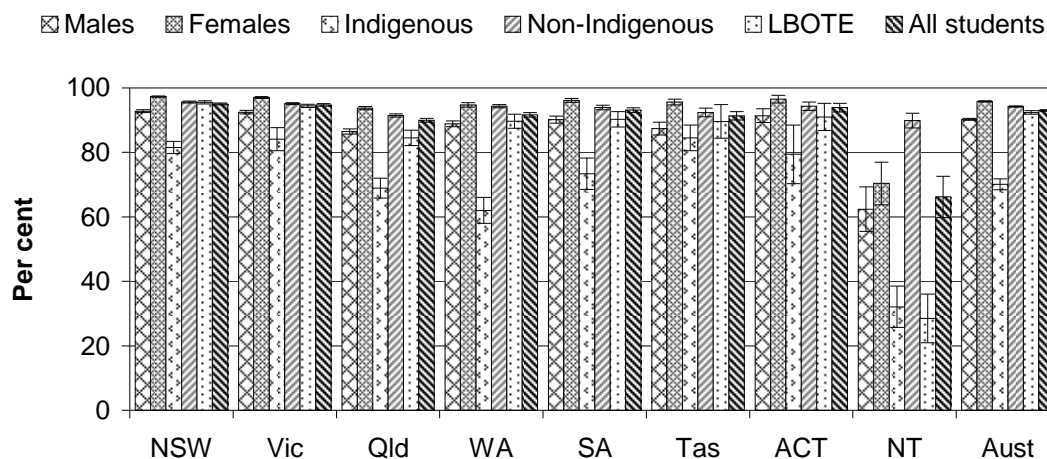


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.28.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.28; 2011 Report, figure 4.44, p. 4.72.

Nationally, the proportion of year 5 students who achieved at or above the writing national minimum standard in 2009 was 92.8–93.2 per cent. The national proportion of Indigenous students who achieved at or above the year 5 writing national minimum standard in 2009 was 68.4–71.8 per cent, compared to 94.0–94.4 per cent for non-Indigenous students (figure 4.18).

Figure 4.18 Proportion of year 5 students achieving at or above the writing national minimum standard, by equity group, 2009^{a, b}

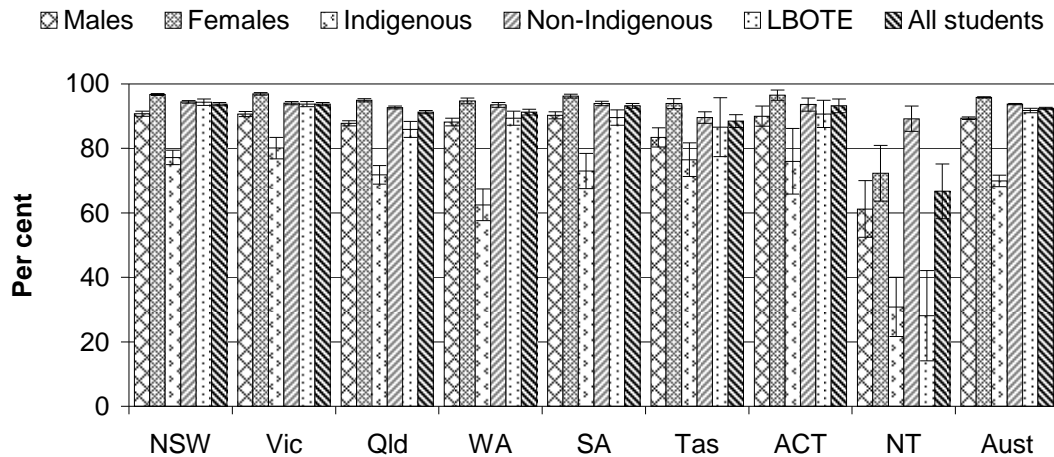


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.29.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.29; 2011 Report, figure 4.45, p. 4.73.

Nationally, the proportion of year 7 students who achieved at or above the writing national minimum standard in 2009 was 92.2–92.8 per cent. The national proportion of Indigenous students who achieved at or above the year 7 writing national minimum standard in 2009 was 68.1–71.7 per cent, compared to 93.5–93.9 per cent for non-Indigenous students (figure 4.19).

Figure 4.19 **Proportion of year 7 students achieving at or above the writing national minimum standard, by equity group, 2009^{a, b}**

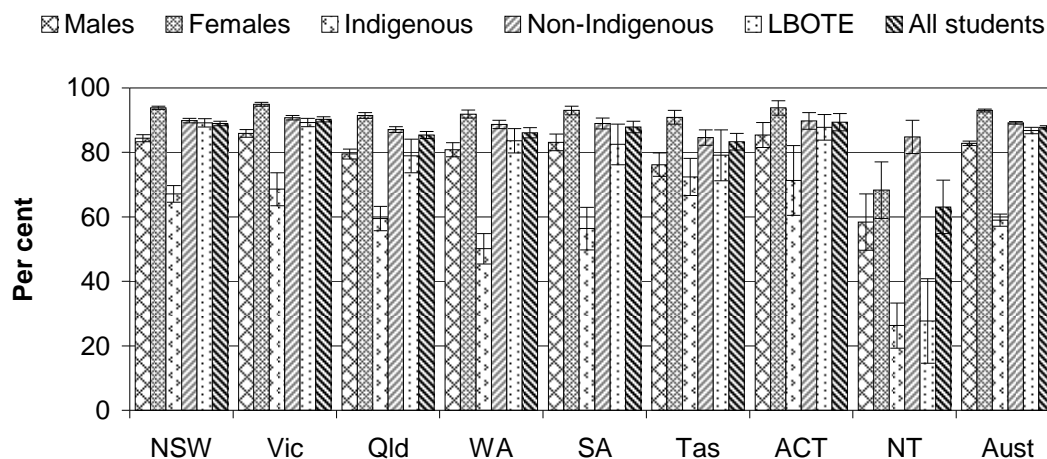


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.30.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.30; 2011 Report, figure 4.46, p. 4.74.

Nationally, the proportion of year 9 students who achieved at or above the writing national minimum standard in 2009 was 87.3–88.3 per cent. The national proportion of Indigenous students who achieved at or above the year 9 writing national minimum standard in 2009 was 57.1–60.9 per cent, compared to 88.8–89.6 per cent for non-Indigenous students (figure 4.20).

Figure 4.20 Proportion of year 9 students achieving at or above the writing national minimum standard, by equity group, 2009^{a, b}

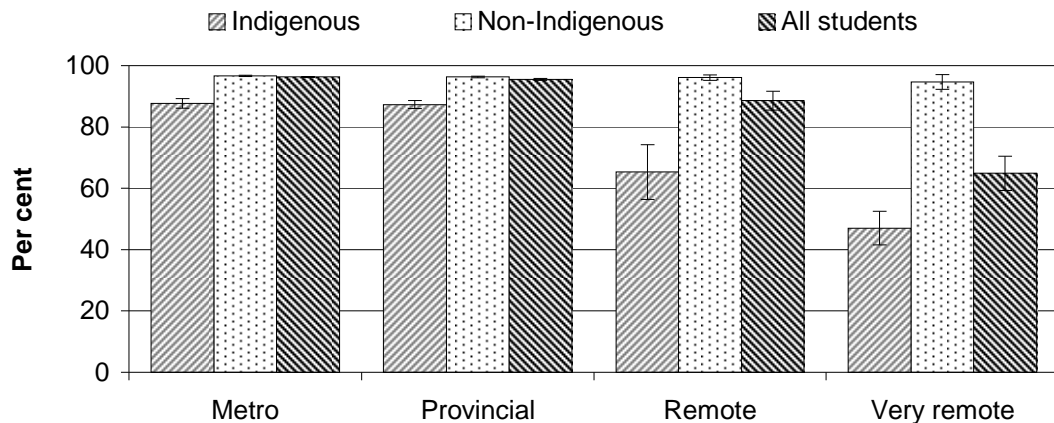


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.31.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.31; 2011 Report, figure 4.47, p. 4.75.

For all geolocation categories across years 3, 5, 7 and 9, the writing outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas (figure 4.21).

Figure 4.21 National proportion of year 3 students achieving at or above the writing national minimum standard, by Indigenous status and geolocation, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.32.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.32; 2011 Report, figure 4.48, p. 4.76.

Nationally, the proportion of Indigenous students who achieved at or above the writing national minimum standard by geolocation in 2009 was:

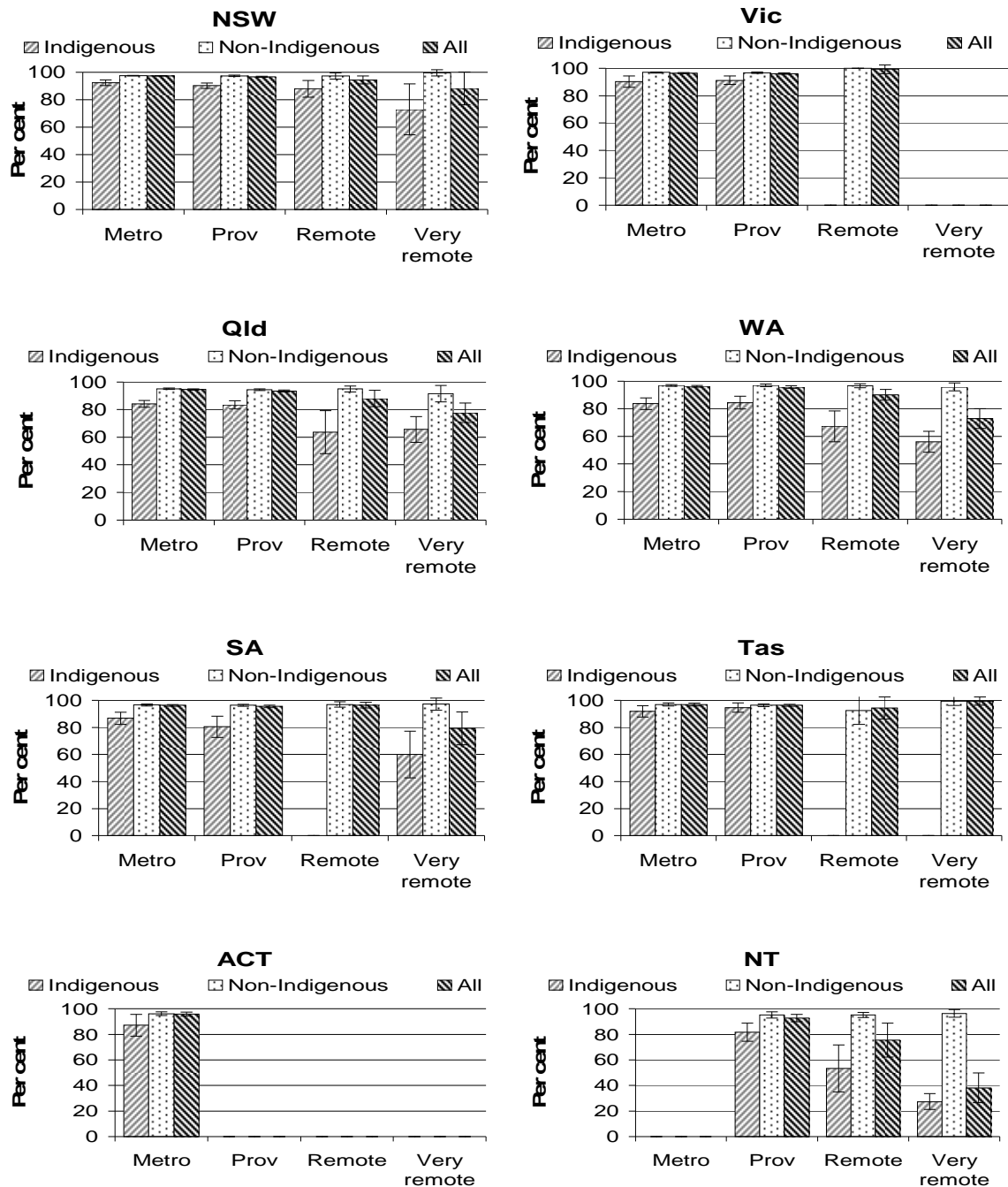
- 86.1–89.3 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (86.0–88.6 per cent). The proportion for remote students (54.4–74.2 per cent) was higher than for very remote students (41.5–52.5 per cent) (figure 4.21)
- 78.7–81.9 per cent for Indigenous year 5 students in metropolitan areas, higher than the proportion for provincial students (74.8–78.4 per cent), remote students (45.8–61.2 per cent) and very remote students (24.4–34.6 per cent) (table 4A.32)
- 78.2–81.2 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (72.4–76.2 per cent), remote students (41.6–57.4 per cent) and very remote students (23.3–35.7 per cent) (table 4A.32)
- 64.4–70.4 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (59.2–64.4 per cent), remote students (31.0–45.6 per cent) and very remote students (15.6–27.2 per cent) (table 4A.32).

The proportion of non-Indigenous students who achieved at or above the national minimum standard in each year level for writing, by geolocation is included in table 4A.32.

State and Territory results are presented for year 3 writing literacy in figure 4.22 (results for years 5, 7 and 9 writing literacy are in table 4A.32). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Proportions of exempt, absent and withdrawn and assessed students in NAPLAN writing assessment, by Indigenous status are included in table 4A.38. National data on achievement of the national minimum standard for writing by socio-economic status are provided in 2011 Report, table 4A.66.

Figure 4.22 Proportion of year 3 students achieving at or above the writing national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c, d}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. There is no metropolitan zone in the NT. ^d Data are not published for provincial areas in the ACT, remote areas for Indigenous students in Victoria, South Australia and Tasmania and for Indigenous students in very remote areas in Tasmania.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy; table 4A.32; 2011 Report, figure 4.49, p. 4.78.

Achievement levels for writing

Nationally, the proportions of all year 3 students for writing in 2009 by achievement level were:

- at or below the national minimum standard — 10.3–10.9 per cent for all students (37.5–41.1 per cent for Indigenous students and 8.8–9.4 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 44.5–45.3 per cent for all students (44.8–47.8 per cent for Indigenous students and 44.5–45.3 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 43.9–45.1 per cent for all students (13.6–15.4 per cent for Indigenous students and 45.6–46.6 per cent for non-Indigenous students) (table 4A.33).

Nationally, the proportions of all year 5 students for writing in 2009 by achievement level were:

- at or below the national minimum standard — 18.2–19.0 per cent for all students (50.8–54.0 per cent for Indigenous students and 16.4–17.2 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 57.2–57.8 per cent for all students (40.6–43.6 per cent for Indigenous students and 58.1–58.7 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 23.5–24.3 per cent for all students (4.9–6.1 per cent for Indigenous students and 24.4–25.2 per cent for non-Indigenous students) (table 4A.34).

Nationally, the proportion of all year 7 students for writing in 2009 by achievement level were:

- at or below the national minimum standard — 21.0–22.0 per cent for all students (53.3–56.7 per cent for Indigenous students and 19.3–20.3 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.1–55.9 per cent for all students (38.1–41.3 per cent for Indigenous students and 55.8–56.6 per cent for non-Indigenous students)

-
- in high levels (defined as the top two NAPLAN performance bands) — 22.5–23.7 per cent (4.8–6.0 per cent for Indigenous students and 23.3–24.5 per cent for non-Indigenous students) (table 4A.35).

Nationally, the proportions of all year 9 students for writing in 2009 by achievement level were:

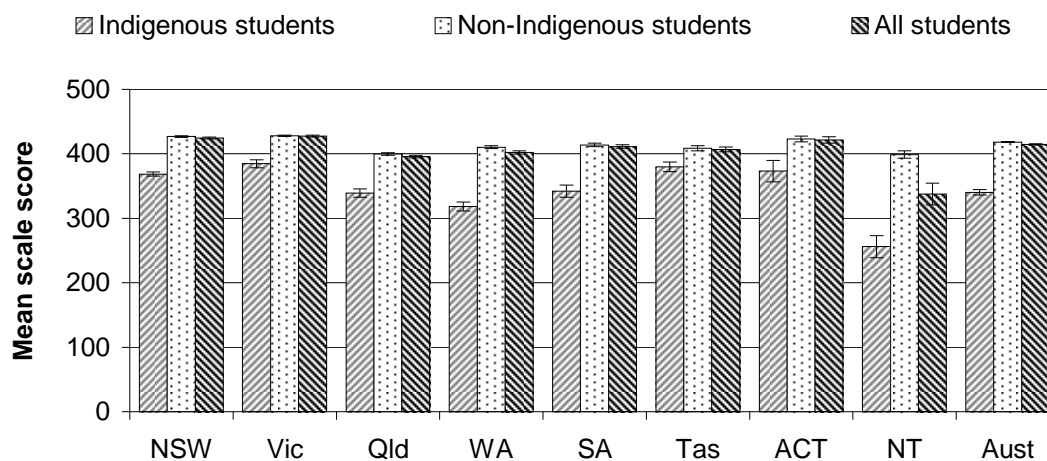
- at or below the national minimum standard — 30.5–32.1 per cent for all students (65.7–68.9 per cent for Indigenous students and 28.8–30.2 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 48.6–49.4 per cent for all students (27.5–30.3 per cent for Indigenous students and 49.5–50.3 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 19.0–20.4 per cent for all students (3.4–4.4 per cent for Indigenous students and 19.8–21.2 per cent for non-Indigenous students) (table 4A.36).

These outcomes varied across jurisdictions. Tables 4A.33–36 also include the proportions of Indigenous students who achieved below, and at, the national minimum standard for writing at each year level.

Mean scale scores

Nationally, the mean scale score for year 3 writing in 2009 for all students was 413.6–415.4. The mean scale score for Indigenous students was 336.0–344.4 and for non-Indigenous students was 417.5–419.1. These mean scale scores varied across jurisdictions (figure 4.23).

Figure 4.23 Mean scale scores for year 3 students for writing, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.37.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.37; 2011 Report, figure 4.50, p. 4.81.

Nationally, the mean scale score for year 5 writing in 2009 for all students was 483.8–485.6. The mean scale score for Indigenous students was 408.4–415.8 and for non-Indigenous students was 487.7–489.3 (table 4A.37). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 7 writing in 2009 for all students was 531.1–533.7. The mean scale score for Indigenous students was 456.1–464.3 and for non-Indigenous students was 534.7–537.3 (table 4A.37). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 9 writing in 2009 for all students was 567.2–570.6. The mean scale score for Indigenous students was 483.5–493.3 and for non-Indigenous students was 571.2–574.4 (table 4A.37). These mean scale scores varied across jurisdictions.

Time series analysis of NAPLAN outcome for ‘writing performance’

This compendium contains time series data for NAPLAN outcomes for ‘writing performance’ for 2008 and 2009 (tables 4A.40–49). These data include proportions of each year level meeting the national minimum standard, by Indigenous status and geolocation; achievement bands by Indigenous status; and mean scale scores by Indigenous status.

Numeracy performance

‘Numeracy performance’ (including mathematical literacy) is an indicator of governments’ objective that all students should attain the skills of numeracy. It is an indicator of students’ achievement in a key learning area of school education (box 4.6).

Box 4.6 Numeracy performance

‘Numeracy performance’ is defined by four measures:

- Percentage of students achieving at or above the national minimum standard in numeracy: the proportion of years 3, 5, 7 and 9 students who achieve at or above the numeracy national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2011 Report, section 4.2 identifies the profile of equity groups in each State and Territory). Students whose results are in the national minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. In addition, a range of outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) is also recorded by Indigenous status.
- The mean scale score achieved in NAPLAN testing for numeracy, reported by Indigenous status. The range of the common national scale for years 3, 5, 7 and 9 is 0 to 1000.

In relation to the two measures above:

- Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. The 2011 Report includes the annual outcomes of 2008 and 2009 NAPLAN testing programs only. Results of State and Territory-based testing programs up to and including 2007 are available in the 2009 Report (and previous issues).
- The 2011 Report also includes a time series for 2008 and 2009 outcomes for numeracy data for the proportion of students at or above the national minimum standard and mean scale score measures and for outcomes by achievement levels. These data are comparable across these two years.
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined mathematical literacy scale in a triennial international assessment: the proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEECDYA to be level 3) on the OECD PISA combined mathematical literacy scale for a given year, also reported nationally by sex, Indigenous status, socioeconomic status and geolocation.

(Continued next page)

Box 4.6 (continued)

- Percentage of students achieving at or above the proficient standard on the TIMSS mathematical literacy scale in a quadrennial assessment: the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year. A national standard of level 3 has been agreed for this measure.

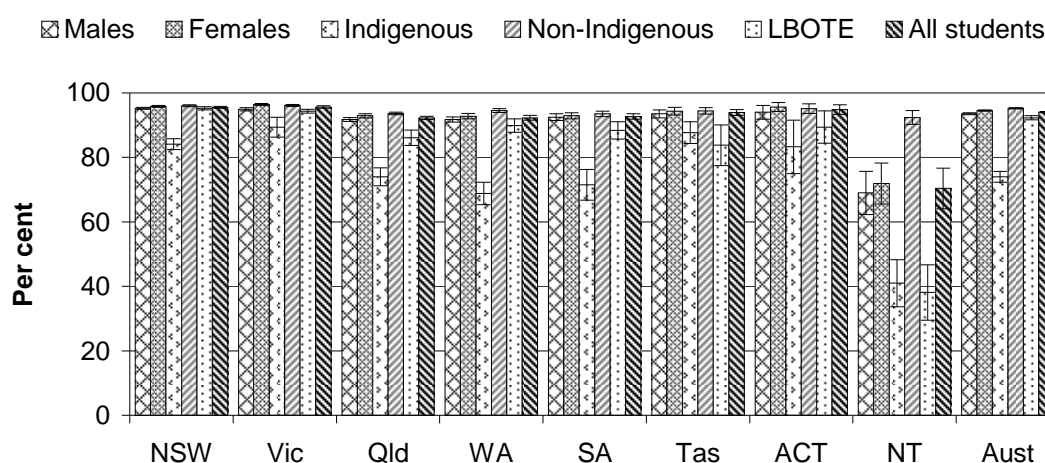
A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard in numeracy is desirable. A high or increasing mean scale score is desirable.

Data for this indicator are comparable.

Data quality information for NAPLAN outcome measures for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011. DQI for other measures is under development.

Nationally, the proportion of assessed year 3 students who achieved at or above the numeracy national minimum standard in 2009 was 93.8–94.2 per cent. The national proportion of Indigenous students who achieved at or above the year 3 numeracy national minimum standard in 2009 was 72.3–75.7 per cent, compared to 95.0–95.4 per cent for non-Indigenous students (figure 4.24).

Figure 4.24 Proportion of year 3 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}

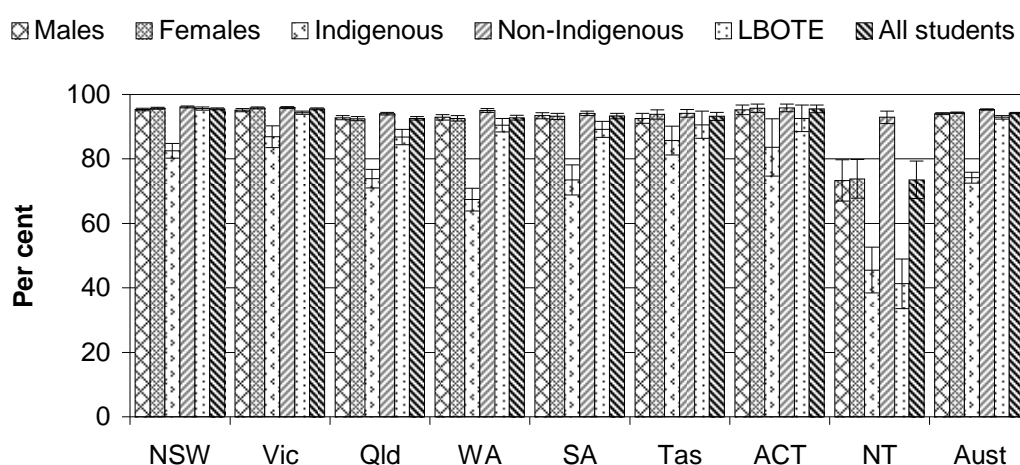


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.50.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.50; 2011 Report, figure 4.51, p. 4.84.

Nationally, the proportion of assessed year 5 students who achieved at or above the numeracy national minimum standard in 2009 was 94.0–94.4 per cent. The national proportion of Indigenous students who achieved at or above the year 5 numeracy national minimum standard in 2009 was 72.5–75.9 per cent, compared to 95.1–95.5 per cent for non-Indigenous students (figure 4.25).

Figure 4.25 Proportion of year 5 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}

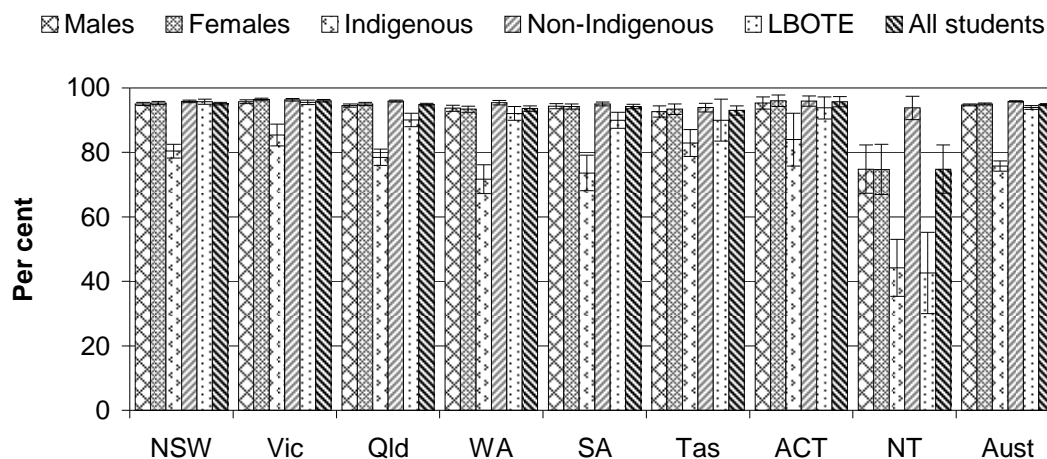


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.51.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.51; 2011 Report, figure 4.52, p. 4.85.

Nationally, the proportion of assessed year 7 students who achieved at or above the numeracy national minimum standard in 2009 was 94.5–95.1 per cent. The proportion of Indigenous students who achieved at or above the year 7 numeracy national minimum standard in 2008 was 74.2–77.4 per cent, compared to 95.6–96.0 per cent for non-Indigenous students (figure 4.26).

Figure 4.26 Proportion of year 7 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}

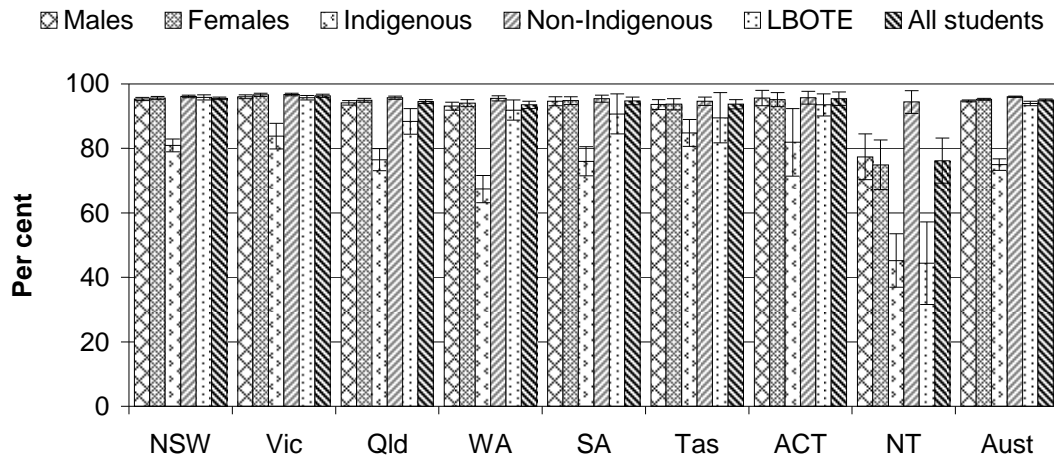


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.52.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.52; 2011 Report, figure 4.53, p. 4.86.

Nationally, the proportion of assessed year 9 students who achieved at or above the numeracy national minimum standard in 2009 was 94.7–95.3 per cent. The proportion of Indigenous students who achieved at or above the year 9 numeracy national minimum standard in 2009 was 73.2–76.8 per cent, compared to 95.8–96.2 per cent for non-Indigenous students (figure 4.27).

Figure 4.27 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, by equity group, 2009^{a, b}**

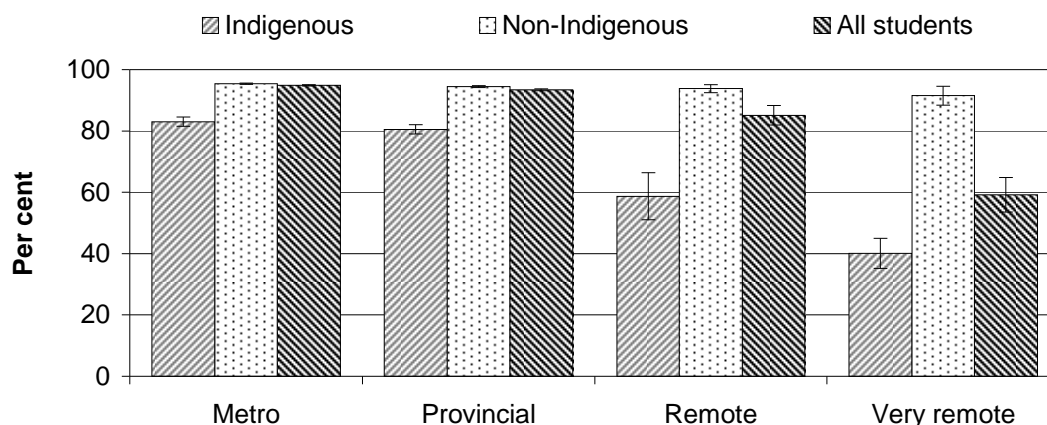


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.53.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.53; 2011 Report, figure 4.54, p. 4.87.

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas (figure 4.28).

Figure 4.28 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2009^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.54.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, table 4A.54; 2011 Report, figure 4.55, p. 4.88.

Nationally, the proportion of assessed Indigenous students who achieved at or above the numeracy national minimum standard in 2009 was:

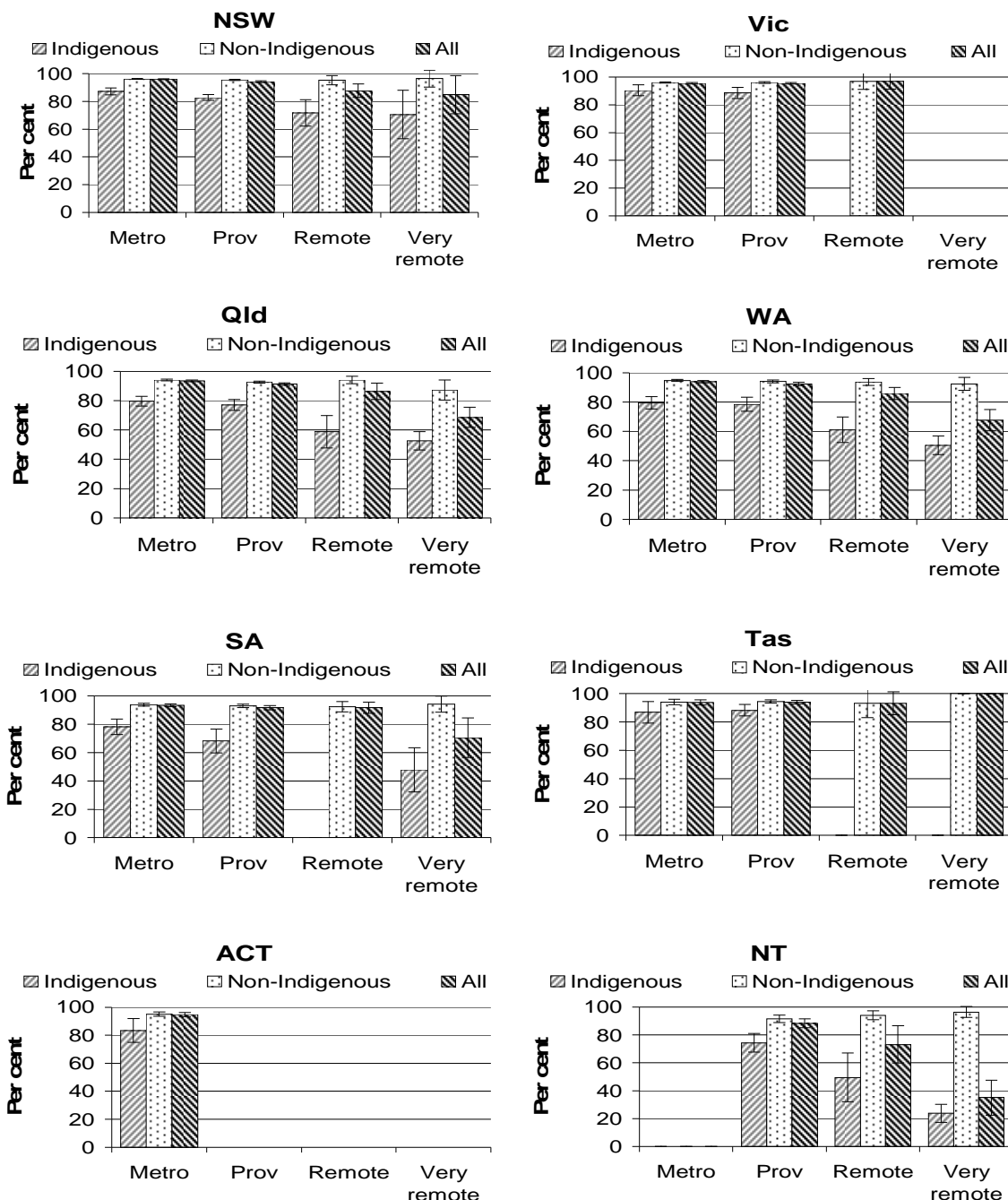
- 81.5–84.5 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.0–82.0 per cent). The proportion for remote students (51.0–66.4 per cent) was higher than for very remote students (35.2–45.0 per cent) (figure 4.28)
- 81.7–84.7 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (77.8–81.8 per cent). The proportion for remote students (50.8–63.8 per cent) was higher than for very remote students (35.4–45.2 per cent) (table 4A.54)
- 82.2–85.2 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (77.7–81.7 per cent), remote students (51.6–65.8 per cent) and very remote students (36.5–48.1 per cent) (table 4A.54)
- 78.3–83.1 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (76.4–81.2 per cent). The proportion for remote students (51.8–68.2 per cent) was higher than for very remote students (34.4–47.4 per cent) (table 4A.54).

The proportion of non-Indigenous students who achieved the national minimum standard in each year level for numeracy, by geolocation is included in table 4A.54.

State and Territory results are presented for year 3 numeracy outcomes in figure 4.29 (results for years 5, 7 and 9 numeracy outcomes are in table 4A.54). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Proportions of exempt, absent and withdrawn, and assessed students in NAPLAN writing assessment, by Indigenous status are included in table 4A.60. National data on achievement of the national minimum standard for numeracy by socio-economic status are provided in 2011 Report, table 4A.89.

Figure 4.29 Proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2009^{a, b, c, d}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. There is no metropolitan zone in the NT. ^d Data are not published for provincial areas in the ACT, remote areas for Indigenous students in Victoria, South Australia and Tasmania and for Indigenous students in very remote areas in Tasmania.

Source: MCEECDYA (2009 and unpublished) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, table 4A.54; 2011 Report, figure 4.56, p. 4.90.

Achievement levels for numeracy

Nationally, the proportions of all year 3 students for numeracy in 2009 by achievement level were:

- at or below the national minimum standard — 17.4–18.2 per cent for all students (50.6–54.0 per cent for Indigenous students and 15.6–16.4 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 49.2–50.0 per cent for all students (38.2–41.0 per cent for Indigenous students and 49.9–50.7 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 32.0–33.0 per cent for all students (7.4–8.8 per cent for Indigenous students and 33.3–34.3 per cent for non-Indigenous students) (table 4A.55).

Nationally, the proportions of all year 5 students for numeracy in 2009 by achievement level were:

- at or below the national minimum standard — 19.2–20.0 per cent for all students (53.3–56.7 per cent for Indigenous students and 17.3–18.1 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.3–56.1 per cent for all students (38.5–41.5 per cent for Indigenous students and 56.2–57.0 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 24.2–25.2 per cent for all students (4.6–5.6 per cent for Indigenous students and 25.3–26.3 per cent for non-Indigenous students) (table 4A.56).

Nationally, the proportions of all year 7 students for numeracy in 2009 by achievement level were:

- at or below the national minimum standard — 18.1–19.1 per cent for all students (53.1–56.5 per cent for Indigenous students and 16.4–17.4 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 53.1–54.1 per cent for all students (38.3–41.1 per cent for Indigenous students and 53.8–54.8 per cent for non-Indigenous students)

-
- in high levels (defined as the top two NAPLAN performance bands) — 26.9–28.5 per cent for all students (4.8–6.0 per cent for Indigenous students and 28.0–29.6 per cent for non-Indigenous students) (table 4A.57).

Nationally, the proportions of all year 9 students for numeracy in 2009 by achievement level were:

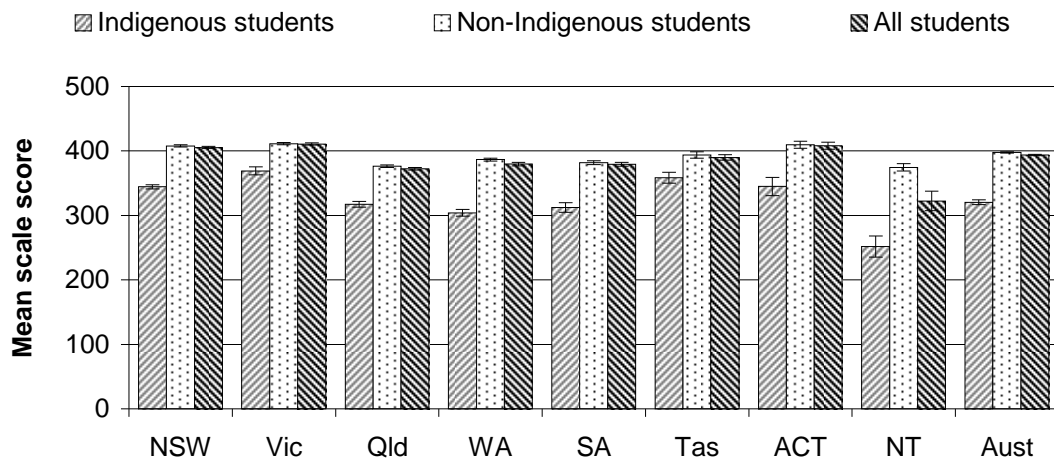
- at or below the national minimum standard — 19.1–20.5 per cent for all students (56.5–59.9 per cent for Indigenous students and 17.3–18.5 per cent for non-Indigenous students)
- in medium levels (defined as two NAPLAN performance bands above the minimum standard for the year level) — 55.8–57.0 per cent for all students (32.1–34.3 per cent for Indigenous students and 56.8–58.0 per cent for non-Indigenous students)
- in high levels (defined as the top two NAPLAN performance bands) — 22.9–24.7 per cent for all students (3.3–4.3 per cent for Indigenous students and 23.8–25.6 per cent for non-Indigenous students) (table 4A.58).

These outcomes varied across jurisdictions. Tables 4A.55–58 also include the proportions of Indigenous students who achieved below, and at, the national minimum standard for numeracy at each year level.

Mean scale scores

Nationally, the mean scale score for year 3 numeracy in 2009 for all students was 392.9–394.9. The mean scale score for Indigenous students was 316.9–324.1 and for non-Indigenous students was 396.7–398.7 (figure 4.30). These mean scale scores varied across jurisdictions.

Figure 4.30 **Mean scale scores for year 3 students for numeracy, 2009^{a, b}**



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

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; table 4A.59; 2011 Report, figure 4.57, p. 4.93.

Nationally, the mean scale score for year 5 numeracy in 2009 for all students was 485.8–487.8. The mean scale score for Indigenous students was 417.8–423.2 and for non-Indigenous students was 489.3–491.3 (table 4A.59). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 7 numeracy in 2009 for all students was 542.0–545.2. The mean scale score for Indigenous students was 471.7–477.1 and for non-Indigenous students was 545.4–548.6 (table 4A.59). These mean scale scores varied across jurisdictions.

Nationally, the mean scale score for year 9 numeracy in 2009 for all students was 587.4–590.8. The mean scale score for Indigenous students was 517.2–523.2 and for non-Indigenous students was 590.7–594.1 (table 4A.59). These mean scale scores varied across jurisdictions.

Time series analysis of NAPLAN outcome for ‘numeracy performance’

This report contains time series data for NAPLAN outcomes for ‘numeracy performance’ for 2008 and 2009 (tables 4A.62–71). These data include proportions of each year level meeting the national minimum standard, by equity group; Indigenous status and geolocation; achievement bands by Indigenous status; and

mean scale scores by Indigenous status. Confidence intervals for time series data for the year 2009 in the time series analysis will differ from those included in the 2009 analysis above, as the confidence intervals in the time series analysis are equated to the base year (2008).

PISA data

Mathematical literacy was the major domain tested in the PISA 2003 survey. Subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. In PISA 2009 the proportion of Australian 15 year old students who achieved at level 3 or above in mathematical literacy was 62.0–65.8 per cent. The proportion of Indigenous students who achieved level 3 or above for mathematical literacy was 29.5–39.5 per cent, compared with 62.9–66.7 per cent for non-Indigenous students (table 4A.76). These outcomes varied across jurisdictions. Data comparing outcomes for PISA surveys for the mathematical literacy domain in 2003, 2006 and 2009 are in table 4A.76.

Science literacy performance

‘Science literacy performance’ is an indicator of governments’ objective that all students should attain high standards of knowledge, skill and understanding in agreed key learning areas (box 4.7).

Box 4.7 Science literacy performance

‘Science literacy performance’ is defined by three measures:

- Percentage of students achieving at or above the proficient standard on the scientific literacy scale: This is the proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy, by jurisdiction. These data are also reported by sex, Indigenous status, and geolocation for 2006 and 2009, and by LBOTE status for 2009. The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) for year 6. This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (ACARA 2010a).

(Continued next page)

Box 4.7 (continued)

- Percentage of students achieving at or above the proficient standard on the OECD PISA combined scientific literacy scale in a triennial international assessment: This is the proportion of assessed 15 year old students who achieve at or above the proficient standard on the OECD PISA combined scientific literacy scale for a given year, reported nationally by sex, Indigenous status, socioeconomic status and geolocation. A national standard of level 3 has been agreed for this measure.
- Percentage of students achieving at or above the proficient standard on the TIMSS science literacy scale in a quadrennial assessment: This is the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS science literacy scale for a given year. A national standard of level 3 has been agreed for this measure.

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

Data for this indicator are comparable.

Data quality information for this indicator is under development.

The National Assessment Program — Science Literacy, Year 6 assessment measures the scientific literacy of a sample of students and is conducted triennially. It was first conducted in 2003, and subsequently in 2006 and 2009. Results from the 2009 national science literacy sample assessment are reported below. Detailed results from the 2006 assessment appear in the 2009 and 2010 Reports, along with rescaled data from 2003. Data from the 2003 assessment were included in detail in the 2006 Report.

Data from the 2003 assessment cannot be compared directly with 2006 and 2009 data. New baseline data were established in 2006 when a more robust test design was implemented. This involved the inclusion of more test items to provide better coverage of the assessment domain and better discrimination between students. The sampling frame was also expanded to include students from remote schools. Since the 2009 results have been aligned specifically to the 2006 baseline data, only comparisons between the 2006 and 2009 results are valid.

Year 6 scientific literacy 2009 results are reported as the proportion of Australian students from the sampled students (year 6 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, 49.7–54.1 per cent of participating year 6 students achieved at the proficient standard or above in scientific literacy. The national proportion of Indigenous students who achieved at the proficient standard or above in scientific literacy in 2009 was

13.6–25.6 per cent, compared to 51.6–56.2 per cent for non-Indigenous students (table 4A.72).

PISA data

Scientific literacy was the major domain tested in the PISA 2006 survey. Subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. In PISA 2009, the proportion of Australian 15 year old students who achieved at level 3 or above in scientific literacy was 65.8–69.2 per cent. The proportion of Indigenous students who achieved level 3 or above was 32.4–43.2 per cent, compared with 66.8–70.2 per cent for non-Indigenous students (table 4A.77). These outcomes varied across jurisdictions. Data comparing outcomes for PISA surveys for the science literacy domain in 2006 and 2009 are in tables 4A.77.

Civics and citizenship performance

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

Box 4.8 Civics and citizenship performance

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

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

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

Data for this indicator are comparable.

Data quality information for this indicator is under development.

The National Years 6 and 10 Civics and Citizenship Assessment was conducted for the first time in 2004, and is conducted triennially. Results from the 2010 assessment are expected to be available for the 2012 Report. The 2007 sample was drawn from all states and territories and both government and non-government schools participated. In 2007, 7059 year 6 students from 349 government and non-government schools and 5506 year 10 students from 269 government and non-government schools participated in the national civics and citizenship assessment (MCEETYA 2009).

Nationally, the proportion of participating students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 50.6–56.2 per cent for year 6 students and 38.9–44.1 per cent for year 10 students (table 4A.73).

The national proportion of year 6 Indigenous students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 12.4–40.0 per cent, lower than the proportion for non-Indigenous students (50.6–56.8 per cent) (table 4A.73). The national proportion of year 10 Indigenous students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 10.4–26.6 per cent, lower than the proportion for non-Indigenous students (39.7–44.9 per cent) (table 4A.73).

Information and communication technologies literacy performance

'Information and communication technologies literacy performance' is an indicator of governments' objective that when students leave school, they should be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society (box 4.9).

Box 4.9 Information and communication technologies literacy performance

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

The proficient standard for ICT literacy performance is set at proficiency level 3 for year 6 students, and at proficiency level 4 for year 10 students (of levels 1 to 6). This is a 'challenging but reasonable' level of performance (MCEECDYA 2010) where students need to demonstrate more than minimal or elementary skills expected of a student at that year level to be regarded as having reached the proficient standard.

A high proportion of students achieving at or above the applicable proficient standard in ICT literacy performance is desirable.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

The proficient standard for ICT literacy differs from the literacy and numeracy national minimum standards which describe the nationally agreed minimum acceptable standard for performance in that domain.

Student performance in ICT literacy is measured by a national sample assessment program resulting in comparable reporting against the standard. Performance in ICT literacy can be affected by socioeconomic circumstances, age, length of time spent in schooling, LBOTE and Indigenous status.

The National Assessment Program — Information and Communication Technologies (ICT) Years 6 and 10 assessment measures the ICT literacy of a sample of students and was conducted for the first time in 2005, and again in 2008. It will continue to be conducted triennially. The sample was drawn from all states and territories and both government and non-government schools participated. In 2008, 5604 year 6 students and 5322 year 10 students from 299 primary and

292 secondary schools across states and territories, participated in the national ICT assessment (MCEECDYA 2010).

National data on 2005 and 2008 ICT literacy performance by Indigenous status are contained in table 4A.74.

Completion

‘Completion’ is an indicator of governments’ objectives that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.10).

Box 4.10 Completion

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

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

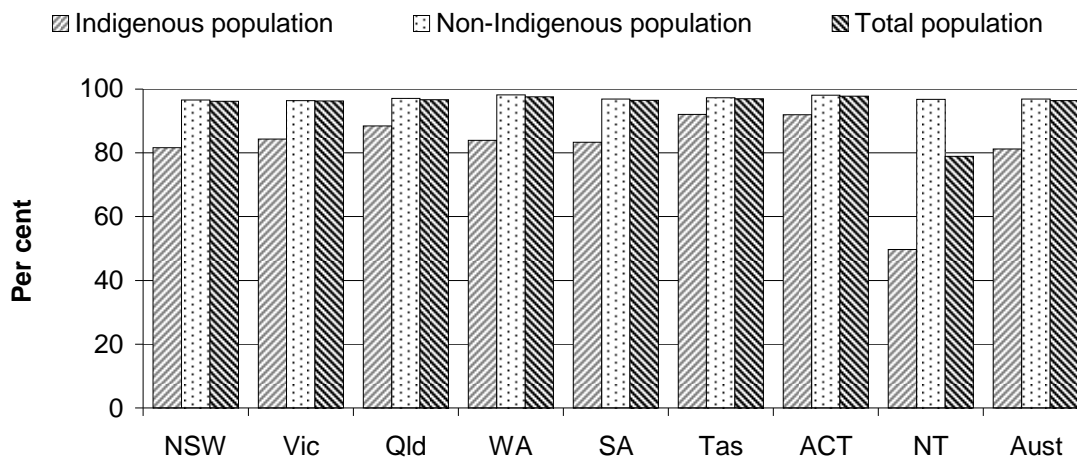
Holding other factors constant, a higher or increasing completion rate suggests an improvement in educational outcomes.

Data quality information for this indicator in relation to the year 12 completions measure is at www.pc.gov.au/gsp/reports/rogs/2011. DQI for the year 10 completions measure is under development.

Year 10 or above completion rate

The proportion of the 17–19 year old population who had completed year 10 or above in 2006 was 96.4 per cent nationally. Completion rates for the non-Indigenous population were higher than the Indigenous population nationally (96.9 per cent and 81.2 per cent respectively) and across all jurisdictions (figure 4.31). These rates varied across jurisdictions.

Figure 4.31 Proportion of 17–19 year old population having completed year 10 or above, by Indigenous status, 2006^{a, b, c, d, e}



^a Australia includes 'Other Territories' ^b Persons aged 17–19 years who have identified as having attained year 10 or above (includes Certificate I/II nfd, but excludes Certificate I, Certificate nfd and persons whose level of non-school qualification could not be determined). Ungraded students are excluded. ^c Total population of all persons aged 17–19 years, excluding persons whose highest year of school completed was not stated. ^d 'Total population' includes those for whom Indigenous status is unknown. ^e The school commencing age varies across jurisdictions, and may impact on the proportions presented in this table. For more detail, see 2011 Report, section 4.1 of the School education chapter.

Source: ABS (unpublished) 2006 Census of Population and Housing; table 4A.83; 2011 Report, figure 4.67, p. 4.112.

The Early childhood, education and training (ECET) preface in this compendium includes data relating to the proportion of the 20–24 and 20–64 year old populations having attained at least a year 12 or equivalent or AQF Certificate II, by Indigenous status (table BA.2).

Future directions in performance reporting

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2010 NAPLAN was released on 10 September 2010 (ACARA 2010b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2012 Report.

Nationally consistent definitions

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

Definitions of key terms and indicators

Apparent retention rates

The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.

Full time student

A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.

Geographic classification

Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.

A. Metropolitan zone

- Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.
- Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong.

B. Provincial zone (non-remote)

- Provincial city Statistical Districts plus Darwin SD.
 - Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.
 - Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.
- Other provincial areas (CD ARIA Plus score ≤ 5.92)
 - Inner provincial areas (CD ARIA Plus score ≤ 2.4)
 - Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92)

C. Remote zone

- Remote zone (CD ARIA Plus score > 5.92)
 - Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53)
 - Very remote areas (CD ARIA Plus score > 10.53)

Indigenous student

A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for

	determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.
Socioeconomic status	As identified in footnotes to specific tables.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.

List of attachment tables

Attachment tables for data within this chapter are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by a '4A' suffix (for example, table 4A.3 is table 3 in the School education attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp).

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4A School education — attachment

Tables in this attachment are sourced from the School education attachment of the 2011 Report — table numbers from the 2011 Report are identified in the source information. For example, a source reference to ‘2011 Report, table 4A.15’ refers to attachment table 15 of attachment 4A of the 2011 Report.

Definitions for indicators and descriptors in this attachment are in the School education chapter of the Compendium.

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).

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Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 2008-09 (a)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Government schools										
Recurrent expenditure										
School grants (b)	\$'000	480 801	342 112	313 988	144 795	109 325	34 558	20 797	20 550	1 466 926
National Schools SPP (c)	\$'000	496 572	364 129	276 876	154 328	120 814	43 836	25 812	27 151	1 509 518
Indigenous education strategic initiatives (b)	\$'000	25 682	4 131	43 276	15 093	4 250	2 278	1 262	19 663	115 635
Targeted programs (b)	\$'000	90 160	80 837	33 580	21 841	17 972	7 571	3 858	5 565	261 384
National Partnership payments										
Smarter Schools National Partnership										
<i>Improving teacher quality (c)</i>	\$'000	1 921	1 526	1 243	608	439	142	107	73	6 059
<i>Literacy and numeracy (c)</i>	\$'000	19 040	12 521	19 408	8 640	5 655	1 804	850	2 084	70 002
<i>Low SES school communities (c)</i>	\$'000	4 450	2 064	1 738	730	1 198	526	23	526	11 255
<i>Total recurrent</i>	\$'000	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
Capital expenditure										
Capital allocation (b)	\$'000	108 065	52 107	56 574	19 118	16 705	5 006	2 975	3 691	264 241
National Partnership payments										
National Building and Jobs Plan										
<i>Building the Education Revolution (c)</i>	\$'000	186 813	160 467	128 085	78 192	59 664	20 222	10 458	11 383	655 284
<i>Digital education revolution (e)</i>	\$'000	246 923	192 395	138 913	61 968	57 059	19 213	14 715	7 229	738 415
<i>Trade Training centres in schools (c)</i>	\$'000	16 786	8 645	12 548	259	5 788	144	96	103	44 369
<i>Total capital</i>	\$'000	558 587	413 614	336 120	159 537	139 216	44 585	28 244	22 406	1 702 309
Total recurrent and capital	\$'000	1 677 213	1 220 934	1 026 229	505 572	398 869	135 300	80 953	98 018	5 143 088
Non-government schools										
Recurrent expenditure										
School grants (b)	\$'000	860 417	703 529	536 656	275 882	209 665	58 553	53 073	32 322	2 730 097
National Schools SPP (c)	\$'000	928 714	741 455	589 284	305 981	234 212	61 419	55 530	36 599	2 953 194

Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 2008-09 (a)

Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Indigenous education strategic initiatives (d)	–	–	–	–	–	–	–	–	–
Targeted programs (e)	\$33 887	9 902	19 743	9 170	10 754	813	454	1 141	85 864
National Partnership payments									
<i>Literacy and numeracy</i> (c)	\$000	687	–	14 140	2 677	–	–	–	17 504
<i>Total recurrent</i>	\$1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
Capital expenditure									
Capital allocation (e)	\$000	52 938	38 759	29 272	15 666	3 212	3 541	7 138	161 705
National Partnership payments									
National Building and Jobs Plan									
<i>Building the Education Revolution</i> (c)	\$000	110 950	91 133	65 745	35 530	10 107	7 332	4 704	356 545
<i>Digital education revolution</i> (e)	\$000	137 481	100 494	84 368	48 395	8 469	9 910	2 721	423 352
<i>Trade Training centres in schools</i> (c)	\$000	16 990	9 406	8 521	1 670	10 127	93	4 580	51 495
<i>Total capital</i>	\$000	318 359	239 792	187 906	101 261	31 915	20 876	19 143	993 097
Total recurrent and capital	\$000	2 141 377	1 695 365	1 333 589	706 434	152 700	129 933	89 205	6 779 756
Joint programs (b)									
<i>Total</i>	\$000	1 222	6 509	1 141	1 261	320	671	527	12 168
All schools									
<i>Total recurrent (f)</i>	\$000	2 942 866	2 269 402	1 836 933	952 469	2 118 20	162 437	146 201	9 239 606
Total recurrent and capital	\$000	3 819 812	2 922 808	2 360 959	1 213 267	288 320	211 557	187 750	11 935 012

(a) Includes payments provided under the following: Schools Assistance Act 2004; reporting period July 08 - December 08; Schools Assistance Act 2008: reporting period January 09 - June 09; Indigenous Education (Targeted Assistance) Act 2000: reporting period July 08 - December 08; National Education Agreement: reporting period January 09 - June 09; Federal Financial Relations Act 2009: reporting period January 09 - June 09; Annual Appropriations Act Bill No.2: reporting period January 09 - June 09; Partnership Arrangements Between the Commonwealth and State and Territory Governments: reporting period January 09 - June 09. Some additional Australian Government funding is provided through annual appropriations.

(b) Reporting period 1 July - 31 December 2008. From 1 January 2009 these payments are included in the National Schools SPP.

(c) Reporting period 1 January - 30 June 2009.

Table 4A.1

Table 4A.1 Australian Government specific purpose payments for schools, 2008-09 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Q/d</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) Reporting period 1 July - 31 December 2008. From 1 January 2009, these payments are included in non-Government Schools SPP.

(e) Reporting period 1 July 2008 - 30 June 2009.

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

– Nil or rounded to zero.

Source: Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); 2011 Report, table 4A.11.

Table 4A.2

Table 4A.2 Indigenous full time students, 2009

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total Indigenous students (a)										
Government schools	no.	40 549	8 137	39 357	19 231	7 979	4 698	1 029	12 320	133 300
Non-government schools	no.	5 926	1 084	6 753	3 574	1 024	721	255	2 896	22 233
All schools	no.	46 475	9 221	46 110	22 805	9 003	5 419	1 284	15 216	155 533
Total students										
Government schools	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Non-government schools	no.	375 247	306 846	233 373	122 355	90 721	23 403	25 477	9 998	1 187 420
All schools	no.	1 110 939	843 922	717 988	355 854	253 428	80 907	59 799	38 489	3 461 326
Indigenous students as a proportion of all students										
Government schools	%	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2	5.9
Non-government schools	%	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
All schools	%	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5	4.5

(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 2010, *Schools Australia 2009*, Cat. no. 4221.0; 2011 Report, table 4A.24.

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>
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	11.7	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	69.2	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
2009								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2
Students with disabilities (b)	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9
Seniority profile (c)	11.0	12.0	12.4	12.6	12.5	11.1	16.5	9.7
Government students as % of all students (d)	66.2	63.6	67.5	65.6	64.2	71.1	57.4	74.0

(a) Refer to footnotes for table 4A.25 in the 2011 Report. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.26 in the 2011 Report.

(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 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; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; DEEWR (unpublished); 2011 Report, table 4A.27.							

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>
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6
2006								
LBOTE (a)	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
Indigenous students	1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3
Students with disabilities (b)	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4
Seniority profile (c)	14.3	15.9	17.5	16.8	15.6	13.1	13.9	8.3
Non-government students as % of all students (d)	33.3	35.4	30.8	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)	14.5	16.2	16.8	16.4	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
2009								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0
Students with disabilities (b)	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2
Seniority profile (c)	14.4	16.1	16.8	16.8	16.5	13.7	14.0	8.9
Non-government students as % of all students (d)	33.8	36.4	32.5	34.4	35.8	28.9	42.6	26.0

(a) Refer to footnotes for table 4A.25 in the 2011 Report. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.26 in the 2011 Report.

(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 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; ABS 2010, <i>Schools Australia 2009</i> , Cat. no. 4221.0; DEEWR (unpublished); 2011 Report, table 4A.28.							

Table 4A.5

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
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	13.4	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	6.0	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)	12.0	13.4	13.5	13.6	13.3	11.6	15.3	9.8
2009								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5
Students with disabilities (b)	5.1	4.8	3.9	3.1	7.1	4.4	3.7	11.8
Seniority profile (c)	12.1	13.5	13.9	14.0	14.0	11.8	15.4	9.5

(a) Refer to footnotes for table 4A.25 in the 2011 Report. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.26 in the 2011 Report.

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

na Not available.

Source: 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 2010, *Schools Australia 2009*, Cat. no. 4221.0; DEEWR (unpublished); 2011 Report, table 4A.29.

Table 4A.6

Table 4A.6 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2009 (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)						
NSW	95.6 ± 0.3	94.2 ± 0.4	97.0 ± 0.2	85.8 ± 1.7	96.0 ± 0.2	95.1 ± 0.5
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	95.2 ± 0.4	93.7 ± 0.5	96.8 ± 0.3	87.2 ± 3.0	95.8 ± 0.3	94.1 ± 0.6
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	92.0 ± 0.5	89.7 ± 0.7	94.4 ± 0.5	77.1 ± 2.8	93.1 ± 0.4	86.7 ± 2.0
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	91.1 ± 0.8	88.7 ± 1.0	93.7 ± 0.7	66.3 ± 3.8	93.4 ± 0.6	89.2 ± 1.9
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	93.6 ± 0.7	91.8 ± 1.0	95.4 ± 0.7	77.6 ± 4.3	94.2 ± 0.7	90.2 ± 2.4
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	93.3 ± 1.0	91.1 ± 1.5	95.8 ± 0.9	87.0 ± 3.9	93.6 ± 1.0	85.6 ± 5.7
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	94.7 ± 1.6	93.2 ± 2.2	96.3 ± 1.4	83.5 ± 7.5	95.1 ± 1.5	89.4 ± 5.0
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	68.5 ± 6.1	64.1 ± 6.4	73.0 ± 6.3	39.9 ± 7.0	89.9 ± 2.3	38.1 ± 8.4
1. 8yrs 6mths						
2. 3yrs 4mths						
Australia	93.7 ± 0.2	92.0 ± 0.3	95.6 ± 0.2	75.1 ± 1.7	94.8 ± 0.2	92.2 ± 0.6
1. 8yrs 6mths						
2. 3yrs 1mth						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.
- (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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.6 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.31.

Table 4A.7

Table 4A.7 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2009 (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	93.7 ± 0.4	91.7 ± 0.5	95.7 ± 0.3	77.9 ± 2.0	94.3 ± 0.3	92.7 ± 0.7
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	94.2 ± 0.4	92.6 ± 0.6	96.0 ± 0.3	84.8 ± 3.1	94.6 ± 0.4	92.6 ± 0.7
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	88.9 ± 0.7	86.5 ± 0.8	91.5 ± 0.7	65.7 ± 3.1	90.6 ± 0.6	80.0 ± 2.7
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	88.9 ± 0.8	86.5 ± 1.0	91.5 ± 0.9	56.2 ± 3.6	91.8 ± 0.6	86.4 ± 2.3
1. 10yrs 5mths						
2. 5yrs 4mths						
SA	91.0 ± 0.9	88.6 ± 1.1	93.5 ± 0.8	67.7 ± 5.2	91.9 ± 0.8	85.2 ± 2.7
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	90.3 ± 1.4	86.9 ± 2.1	93.9 ± 1.2	79.0 ± 4.3	91.8 ± 1.3	91.2 ± 4.7
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	94.0 ± 1.4	91.9 ± 2.0	96.1 ± 1.3	77.4 ± 9.0	94.4 ± 1.4	90.0 ± 4.2
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	65.4 ± 6.3	62.3 ± 6.6	68.6 ± 6.5	31.0 ± 6.0	89.1 ± 2.2	27.2 ± 7.0
1. 10yrs 6mths						
2. 5yrs 4mths						
Australia	91.7 ± 0.3	89.6 ± 0.3	93.9 ± 0.3	66.7 ± 1.7	93.1 ± 0.2	89.7 ± 0.6
1. 10yrs 6mths						
2. 5yrs 1mth						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.7 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2009 (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)						

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.32.

Table 4A.8

Table 4A.8 **Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2009 (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	94.8 ± 0.5	93.1 ± 0.6	96.7 ± 0.4	81.2 ± 1.9	95.4 ± 0.4	94.1 ± 0.9
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	95.4 ± 0.5	93.7 ± 0.7	97.2 ± 0.4	84.4 ± 3.4	95.7 ± 0.5	94.0 ± 0.9
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	92.9 ± 0.5	90.7 ± 0.7	95.1 ± 0.4	74.0 ± 2.7	94.2 ± 0.4	85.4 ± 2.5
1. 12yrs 0mths						
2. 6yrs 4mths						
WA	92.1 ± 0.9	90.2 ± 1.1	94.2 ± 0.9	65.2 ± 4.5	94.3 ± 0.7	89.1 ± 2.5
1. 12yrs 2mths						
2. 6yrs 4mths						
SA	93.6 ± 0.8	91.7 ± 1.1	95.7 ± 0.7	71.5 ± 5.7	94.4 ± 0.7	87.4 ± 2.8
1. 12yrs 6mths						
2. 7yrs 4mths						
Tasmania	92.6 ± 1.6	89.8 ± 2.2	95.4 ± 1.2	82.4 ± 4.3	93.6 ± 1.3	89.6 ± 7.6
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	95.5 ± 1.6	94.1 ± 2.2	97.0 ± 1.5	86.5 ± 9.7	95.8 ± 1.5	91.9 ± 3.7
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	70.9 ± 8.3	67.7 ± 8.6	74.2 ± 8.4	36.4 ± 9.5	92.4 ± 3.7	32.5 ± 13.1
1. 12yrs 5mths						
2. 7yrs 4mths						
Australia	94.0 ± 0.3	92.1 ± 0.4	95.9 ± 0.2	73.2 ± 1.7	95.0 ± 0.2	91.7 ± 0.7
1. 12yrs 6mths						
2. 7yrs 0mths						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.8 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2009 (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)						

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.33.

Table 4A.9

Table 4A.9 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2009 (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)						
NSW	93.6 ± 0.5	91.4 ± 0.8	95.8 ± 0.5	78.2 ± 2.2	94.3 ± 0.5	91.5 ± 1.3
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	94.3 ± 0.6	92.4 ± 0.8	96.3 ± 0.5	79.3 ± 3.8	94.7 ± 0.5	91.4 ± 1.2
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	90.0 ± 0.9	87.1 ± 1.2	93.1 ± 0.8	64.5 ± 3.8	91.7 ± 0.7	78.9 ± 5.1
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	89.9 ± 1.3	87.1 ± 1.7	93.0 ± 1.2	56.4 ± 5.4	92.4 ± 1.1	85.8 ± 3.6
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	92.1 ± 1.4	89.7 ± 1.8	94.7 ± 1.1	67.6 ± 5.3	93.0 ± 1.3	84.1 ± 6.2
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	91.2 ± 1.7	88.7 ± 2.1	93.8 ± 1.9	79.2 ± 5.3	92.5 ± 1.5	83.5 ± 7.8
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	94.1 ± 2.2	92.6 ± 2.8	95.9 ± 2.0	78.1 ± 10.6	94.5 ± 2.1	89.9 ± 3.9
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	69.1 ± 7.9	67.1 ± 7.9	71.3 ± 8.5	32.3 ± 8.2	90.7 ± 4.5	29.6 ± 12.3
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	92.2 ± 0.4	89.9 ± 0.5	94.7 ± 0.3	67.0 ± 2.1	93.5 ± 0.3	88.8 ± 1.0
1. 14yrs 5mths						
2. 9yrs 0mths						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.9 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.34.

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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	88.8 ± 2.2	89.0 ± 4.2	80.5 ± 2.8	76.4 ± 3.9	83.5 ± 4.6	86.4 ± 7.2	84.1 ± 8.2	..	83.8 ± 1.5
Provincial	84.3 ± 2.3	85.8 ± 4.2	80.7 ± 3.2	75.7 ± 6.3	75.2 ± 7.4	87.5 ± 4.5	np	68.4 ± 7.2	81.5 ± 1.6
Remote	75.4 ± 7.7	np	62.6 ± 10.9	55.0 ± 9.7	np	np	..	48.7 ± 16.5	58.4 ± 7.2
Very remote	71.9 ± 23.2	..	61.7 ± 10.0	51.3 ± 6.5	57.0 ± 16.5	np	..	24.6 ± 6.7	43.4 ± 5.6
Total	85.8 ± 1.7	87.2 ± 3.0	77.1 ± 2.8	66.3 ± 3.8	77.6 ± 4.3	87.0 ± 3.9	83.5 ± 7.5	39.9 ± 7.0	75.1 ± 1.7
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	95.9 ± 0.4	93.5 ± 0.5	93.7 ± 0.7	94.5 ± 0.9	93.6 ± 1.8	95.1 ± 1.5	..	95.2 ± 0.2
Provincial	95.5 ± 0.4	95.4 ± 0.6	92.2 ± 0.8	92.6 ± 1.1	93.6 ± 1.2	93.7 ± 1.1	np	88.8 ± 3.0	94.1 ± 0.3
Remote	93.8 ± 3.1	98.9 ± 3.3	92.3 ± 2.9	92.2 ± 2.4	92.2 ± 4.0	90.2 ± 15.4	..	92.4 ± 3.1	92.5 ± 1.3
Very remote	98.6 ± 3.6	..	87.5 ± 6.5	91.0 ± 4.4	97.0 ± 3.7	93.9 ± 7.2	..	93.6 ± 3.5	91.0 ± 3.2
Total	96.0 ± 0.2	95.8 ± 0.3	93.1 ± 0.4	93.4 ± 0.6	94.2 ± 0.7	93.6 ± 1.0	95.1 ± 1.5	89.9 ± 2.3	94.8 ± 0.2
All students									
Metropolitan	96.0 ± 0.3	95.4 ± 0.4	93.0 ± 0.6	92.9 ± 0.8	94.2 ± 0.9	93.4 ± 1.7	94.8 ± 1.6	..	94.7 ± 0.2
Provincial	94.4 ± 0.5	94.7 ± 0.7	91.2 ± 0.9	90.8 ± 1.4	92.7 ± 1.3	93.4 ± 1.2	np	85.1 ± 3.5	93.0 ± 0.4
Remote	87.9 ± 4.2	98.9 ± 3.2	85.8 ± 5.5	83.5 ± 4.3	91.6 ± 4.2	90.5 ± 10.9	..	71.7 ± 13.0	83.9 ± 3.1
Very remote	86.8 ± 14.3	..	73.6 ± 6.8	68.0 ± 7.1	76.7 ± 13.2	93.7 ± 9.0	..	35.2 ± 12.2	61.1 ± 5.5
Total	95.6 ± 0.3	95.2 ± 0.4	92.0 ± 0.5	91.1 ± 0.8	93.6 ± 0.7	93.3 ± 1.0	94.7 ± 1.6	68.5 ± 6.1	93.7 ± 0.2
Year 5									
Indigenous students									
Metropolitan	82.8 ± 2.2	86.1 ± 4.1	72.0 ± 3.5	67.2 ± 5.2	77.3 ± 5.5	78.3 ± 7.6	77.3 ± 9.4	..	76.7 ± 1.8
Provincial	76.4 ± 2.8	83.7 ± 4.4	71.2 ± 4.2	62.4 ± 5.9	65.4 ± 8.0	80.2 ± 5.2	np	68.1 ± 6.6	73.8 ± 1.8
Remote	56.4 ± 11.8	np	44.9 ± 13.1	55.2 ± 8.9	61.5 ± 25.4	np	..	35.3 ± 11.6	47.3 ± 6.1
Very remote	42.2 ± 22.8	..	36.8 ± 9.4	34.3 ± 6.6	30.1 ± 18.5	np	..	12.0 ± 4.2	26.4 ± 4.2
Total	77.9 ± 2.0	84.8 ± 3.1	65.7 ± 3.1	56.2 ± 3.6	67.7 ± 5.2	79.0 ± 4.3	77.4 ± 9.0	31.0 ± 6.0	66.7 ± 1.7

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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	94.5 ± 0.4	94.9 ± 0.4	91.2 ± 0.7	92.3 ± 0.8	92.1 ± 1.0	93.1 ± 1.9	94.5 ± 1.4	..	93.5 ± 0.3
Provincial	93.9 ± 0.5	94.0 ± 0.6	89.4 ± 0.8	90.5 ± 1.3	91.2 ± 1.3	90.9 ± 1.7	np	88.8 ± 2.7	92.2 ± 0.3
Remote	91.8 ± 3.6	94.2 ± 8.4	87.2 ± 2.6	90.7 ± 2.2	91.9 ± 2.8	88.3 ± 13.0	..	89.2 ± 4.8	89.9 ± 1.5
Very remote	89.4 ± 9.4	..	86.0 ± 7.6	88.8 ± 4.1	85.2 ± 7.2	np	..	93.7 ± 5.6	88.0 ± 3.7
Total	94.3 ± 0.3	94.6 ± 0.4	90.6 ± 0.6	91.8 ± 0.6	91.9 ± 0.8	91.8 ± 1.3	94.4 ± 1.4	89.1 ± 2.2	93.1 ± 0.2
All students									
Metropolitan	94.2 ± 0.4	94.5 ± 0.5	90.3 ± 0.8	91.1 ± 0.9	91.8 ± 1.0	91.5 ± 2.3	94.0 ± 1.4	..	93.0 ± 0.3
Provincial	92.3 ± 0.7	93.5 ± 0.6	87.9 ± 1.0	87.9 ± 1.6	90.0 ± 1.4	89.5 ± 1.8	np	84.9 ± 3.3	90.7 ± 0.4
Remote	79.4 ± 8.2	94.2 ± 8.4	77.9 ± 6.1	82.2 ± 4.1	90.1 ± 3.6	82.9 ± 17.4	..	64.5 ± 11.6	79.5 ± 3.1
Very remote	70.4 ± 20.9	..	59.3 ± 9.7	56.3 ± 9.2	58.6 ± 14.9	np	..	21.9 ± 11.3	49.1 ± 5.9
Total	93.7 ± 0.4	94.2 ± 0.4	88.9 ± 0.7	88.9 ± 0.8	91.0 ± 0.9	90.3 ± 1.4	94.0 ± 1.4	65.4 ± 6.3	91.7 ± 0.3
Year 7									
Indigenous students									
Metropolitan	85.5 ± 2.5	87.7 ± 4.5	80.4 ± 2.8	80.1 ± 5.5	77.1 ± 4.8	81.8 ± 8.1	86.5 ± 9.7	..	82.8 ± 1.5
Provincial	78.9 ± 2.5	81.4 ± 4.3	78.0 ± 4.1	68.9 ± 6.4	74.9 ± 9.1	82.8 ± 5.5	np	68.7 ± 10.9	77.7 ± 1.9
Remote	65.4 ± 15.5	np	58.0 ± 9.4	63.3 ± 11.5	83.5 ± 16.3	np	..	37.9 ± 16.0	54.1 ± 7.6
Very remote	np	..	46.8 ± 8.9	39.7 ± 7.9	32.2 ± 19.0	np	..	15.0 ± 5.7	32.3 ± 5.3
Total	81.2 ± 1.9	84.4 ± 3.4	74.0 ± 2.7	65.2 ± 4.5	71.5 ± 5.7	82.4 ± 4.3	86.5 ± 9.7	36.4 ± 9.5	73.2 ± 1.7
Non-Indigenous students									
Metropolitan	95.7 ± 0.5	95.9 ± 0.6	94.6 ± 0.5	94.5 ± 0.8	94.8 ± 0.9	94.5 ± 2.1	95.8 ± 1.5	..	95.4 ± 0.3
Provincial	94.8 ± 0.7	94.8 ± 0.8	93.5 ± 0.7	93.4 ± 1.5	93.6 ± 1.2	93.0 ± 1.7	np	91.5 ± 4.9	94.2 ± 0.4
Remote	91.9 ± 5.3	93.0 ± 8.0	91.1 ± 2.2	94.5 ± 2.4	93.5 ± 2.6	91.3 ± 3.0	..	95.4 ± 1.9	93.1 ± 1.2
Very remote	96.3 ± 8.4	..	88.1 ± 4.5	94.7 ± 4.7	89.5 ± 8.6	np	..	92.2 ± 8.1	90.7 ± 3.1
Total	95.4 ± 0.4	95.7 ± 0.5	94.2 ± 0.4	94.3 ± 0.7	94.4 ± 0.7	93.6 ± 1.3	95.8 ± 1.5	92.4 ± 3.7	95.0 ± 0.2

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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	95.4 ± 0.5	95.7 ± 0.6	93.9 ± 0.6	93.9 ± 0.9	94.4 ± 0.9	93.2 ± 2.6	95.5 ± 1.6	..	95.0 ± 0.3
Provincial	93.3 ± 0.8	94.3 ± 0.9	92.3 ± 0.8	91.3 ± 1.6	92.7 ± 1.4	92.1 ± 1.9	np	87.5 ± 5.0	92.9 ± 0.4
Remote	81.5 ± 10.8	93.1 ± 7.8	82.7 ± 5.0	87.2 ± 4.3	93.0 ± 2.6	88.1 ± 4.1	..	68.7 ± 16.7	83.1 ± 3.6
Very remote	69.7 ± 27.6	..	65.1 ± 8.4	60.5 ± 8.9	60.7 ± 20.2	92.7 ± 9.8	..	27.8 ± 13.2	53.9 ± 6.1
Total	94.8 ± 0.5	95.4 ± 0.5	92.9 ± 0.5	92.1 ± 0.9	93.6 ± 0.8	92.6 ± 1.6	95.5 ± 1.6	70.9 ± 8.3	94.0 ± 0.3
Year 9									
Indigenous students									
Metropolitan	81.5 ± 2.8	79.2 ± 5.9	67.0 ± 6.1	68.0 ± 6.5	75.8 ± 6.0	76.7 ± 8.2	78.1 ± 10.6	..	74.1 ± 2.9
Provincial	77.2 ± 3.0	79.5 ± 4.8	67.0 ± 4.8	59.9 ± 7.9	71.2 ± 8.6	81.4 ± 6.9	np	49.8 ± 16.9	71.2 ± 2.9
Remote	61.5 ± 15.0	np	57.5 ± 13.5	53.3 ± 11.8	54.9 ± 14.6	np	..	34.5 ± 15.8	49.9 ± 7.9
Very remote	np	..	38.8 ± 10.2	31.3 ± 9.7	27.1 ± 17.1	np	..	11.7 ± 7.7	26.2 ± 5.5
Total	78.2 ± 2.2	79.3 ± 3.8	64.5 ± 3.8	56.4 ± 5.4	67.6 ± 5.3	79.2 ± 5.3	78.1 ± 10.6	32.3 ± 8.2	67.0 ± 2.1
Non-Indigenous students									
Metropolitan	94.3 ± 0.7	94.7 ± 0.7	92.2 ± 0.9	92.8 ± 1.3	93.1 ± 1.7	92.6 ± 2.4	94.5 ± 2.1	..	93.7 ± 0.4
Provincial	94.1 ± 0.7	94.4 ± 0.8	90.7 ± 1.0	91.4 ± 2.3	92.7 ± 1.9	92.4 ± 2.0	np	89.6 ± 5.9	92.9 ± 0.5
Remote	89.4 ± 5.8	92.2 ± 8.0	87.6 ± 4.1	89.7 ± 3.4	92.7 ± 2.8	np	..	93.8 ± 3.3	90.5 ± 1.7
Very remote	90.0 ± 16.7	..	85.7 ± 5.2	85.9 ± 5.3	82.4 ± 8.9	np	..	95.6 ± 4.3	87.1 ± 3.5
Total	94.3 ± 0.5	94.7 ± 0.5	91.7 ± 0.7	92.4 ± 1.1	93.0 ± 1.3	92.5 ± 1.5	94.5 ± 2.1	90.7 ± 4.5	93.5 ± 0.3
All students									
Metropolitan	94.0 ± 0.7	94.4 ± 0.7	91.1 ± 1.1	91.8 ± 1.4	92.8 ± 1.7	91.2 ± 3.0	94.1 ± 2.2	..	93.1 ± 0.4
Provincial	92.7 ± 0.8	93.9 ± 0.9	88.7 ± 1.2	88.6 ± 2.7	91.8 ± 2.2	91.3 ± 2.1	np	80.7 ± 7.1	91.3 ± 0.6
Remote	77.0 ± 10.2	91.5 ± 7.8	79.6 ± 6.3	80.1 ± 6.4	89.6 ± 4.9	87.4 ± 3.3	..	67.1 ± 16.5	79.3 ± 4.1
Very remote	61.6 ± 27.7	..	59.6 ± 13.4	51.1 ± 13.0	54.0 ± 17.6	np	..	26.0 ± 17.1	48.4 ± 7.6
Total	93.6 ± 0.5	94.3 ± 0.6	90.0 ± 0.9	89.9 ± 1.3	92.1 ± 1.4	91.2 ± 1.7	94.1 ± 2.2	69.1 ± 7.9	92.2 ± 0.4

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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).
- (b) Geolocation data are based on the MCEECDYA 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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.
- (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. The method used to identify Indigenous students varies across jurisdictions.
- .. Not applicable. **np** Not published.

Source: MCEECDYA (2009 and unpublished), 2009 *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.35.

Table 4A.11 Proportions by achievement levels for reading, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.36.

Table 4A.12

Table 4A.12 Proportions by achievement levels for reading, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
At or below the national minimum standard	%	46.6 ± 2.4	37.5 ± 4.0	59.9 ± 3.0	69.4 ± 3.1	56.7 ± 4.9	45.5 ± 5.3	43.2 ± 9.1	83.1 ± 4.0	57.1 ± 1.5
<i>Below the national minimum standard</i>	%	22.1 ± 1.9	15.2 ± 2.7	34.4 ± 3.2	43.7 ± 3.6	32.3 ± 5.1	21.0 ± 4.2	22.6 ± 8.2	69.0 ± 6.3	33.3 ± 1.7
<i>At the national minimum standard</i>	%	24.5 ± 1.5	22.3 ± 4.0	25.5 ± 1.8	25.7 ± 3.1	24.4 ± 4.2	24.5 ± 4.3	20.6 ± 8.8	14.1 ± 2.9	23.8 ± 0.9
In the medium levels (d)	%	41.6 ± 2.1	48.0 ± 3.9	33.5 ± 2.6	25.6 ± 2.8	36.9 ± 4.3	41.1 ± 4.9	33.6 ± 11.4	14.3 ± 3.5	34.4 ± 1.3
In the high levels (e)	%	11.7 ± 1.4	14.5 ± 2.9	6.6 ± 1.0	5.0 ± 1.2	6.4 ± 2.4	13.4 ± 3.3	23.1 ± 10.2	2.6 ± 1.1	8.5 ± 0.6
		Non-Indigenous students								
At or below the national minimum standard	%	16.7 ± 0.6	15.6 ± 0.6	25.2 ± 1.0	21.7 ± 1.1	22.4 ± 1.3	21.7 ± 2.5	14.2 ± 2.3	26.0 ± 3.4	19.3 ± 0.4
In the medium levels (d)	%	44.6 ± 0.6	47.0 ± 0.7	47.6 ± 0.6	47.1 ± 1.1	49.2 ± 0.9	44.9 ± 2.5	43.7 ± 2.9	47.4 ± 3.3	46.4 ± 0.3
In the high levels (e)	%	38.6 ± 1.0	37.3 ± 0.9	27.2 ± 0.9	31.2 ± 1.4	28.5 ± 1.5	33.3 ± 2.5	42.2 ± 3.6	26.6 ± 3.7	34.3 ± 0.5
		All students								
At or below the national minimum standard	%	17.9 ± 0.7	16.1 ± 0.6	27.6 ± 1.0	25.8 ± 1.3	23.6 ± 1.4	24.5 ± 2.6	14.9 ± 2.3	49.3 ± 6.0	21.2 ± 0.4
In the medium levels (d)	%	44.3 ± 0.6	47.0 ± 0.7	46.7 ± 0.6	45.5 ± 1.0	48.7 ± 0.9	44.8 ± 2.2	43.3 ± 2.8	33.7 ± 3.9	45.8 ± 0.3
In the high levels (e)	%	37.6 ± 1.0	37.0 ± 0.9	25.8 ± 0.9	28.7 ± 1.3	27.8 ± 1.5	30.8 ± 2.4	41.7 ± 3.5	17.2 ± 3.1	33.1 ± 0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.12 Proportions by achievement levels for reading, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.37.

Table 4A.13

Table 4A.13 Proportions by achievement levels for reading, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		Indigenous students								
At or below the national minimum standard	%	46.8 ± 2.8	41.7 ± 4.7	55.4 ± 2.9	64.5 ± 4.0	57.9 ± 5.1	43.6 ± 6.3	38.3 ± 14.0	82.1 ± 6.6	54.3 ± 1.7
<i>Below the national minimum standard</i>	%	18.8 ± 1.8	15.7 ± 3.2	26.0 ± 2.7	34.9 ± 4.5	28.5 ± 5.8	17.6 ± 4.3	13.5 ± 9.5	63.5 ± 9.6	26.8 ± 1.7
<i>At the national minimum standard</i>	%	28.0 ± 2.1	26.0 ± 4.9	29.4 ± 1.9	29.6 ± 3.6	29.4 ± 4.4	26.0 ± 4.7	24.8 ± 11.0	18.6 ± 4.3	27.5 ± 1.0
In the medium levels (d)	%	44.7 ± 2.3	50.8 ± 4.6	39.2 ± 2.6	32.1 ± 3.8	36.8 ± 4.6	46.8 ± 6.0	52.2 ± 13.0	15.8 ± 6.1	39.3 ± 1.4
In the high levels (e)	%	8.5 ± 1.5	7.6 ± 2.2	5.4 ± 1.0	3.5 ± 1.4	5.3 ± 1.9	9.4 ± 3.0	9.4 ± 6.8	2.0 ± 1.1	6.3 ± 0.7
		Non-Indigenous students								
At or below the national minimum standard	%	16.8 ± 1.0	15.6 ± 1.0	19.9 ± 0.9	18.9 ± 1.4	19.2 ± 1.4	20.5 ± 3.1	13.3 ± 3.1	24.3 ± 5.6	17.5 ± 0.5
In the medium levels (d)	%	51.9 ± 1.1	54.8 ± 0.9	55.9 ± 0.7	53.7 ± 1.3	55.3 ± 1.0	52.7 ± 2.4	49.0 ± 3.7	51.9 ± 3.8	53.9 ± 0.5
In the high levels (e)	%	31.4 ± 1.6	29.5 ± 1.5	24.2 ± 1.0	27.4 ± 1.7	25.4 ± 1.5	26.7 ± 4.0	37.7 ± 5.6	23.7 ± 5.1	28.6 ± 0.8
		All students								
At or below the national minimum standard	%	18.0 ± 1.0	16.0 ± 1.0	22.3 ± 1.0	22.3 ± 1.5	20.5 ± 1.4	22.6 ± 3.3	14.0 ± 3.3	46.3 ± 8.0	19.2 ± 0.5
In the medium levels (d)	%	51.5 ± 1.0	54.8 ± 0.9	54.8 ± 0.7	52.3 ± 1.2	54.6 ± 1.0	52.4 ± 2.1	49.1 ± 3.5	38.2 ± 5.8	53.1 ± 0.5
In the high levels (e)	%	30.5 ± 1.6	29.2 ± 1.5	23.0 ± 1.0	25.4 ± 1.6	24.9 ± 1.5	25.0 ± 3.5	36.8 ± 5.6	15.6 ± 3.7	27.6 ± 0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.13 Proportions by achievement levels for reading, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.38.

Table 4A.14

Table 4A.14 Proportions by achievement levels for reading, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	51.0 ± 2.5	49.3 ± 4.2	64.7 ± 3.1	71.8 ± 3.9	61.6 ± 5.7	49.2 ± 6.3	44.3 ± 12.2	83.6 ± 5.4	60.8 ± 1.7
<i>Below the national minimum standard</i>	%	20.9 ± 2.1	20.7 ± 3.4	35.5 ± 3.8	43.6 ± 5.4	32.4 ± 5.4	20.8 ± 5.3	22.0 ± 9.5	67.7 ± 8.5	33.0 ± 2.1
<i>At the national minimum standard</i>	%	29.1 ± 1.6	28.6 ± 3.7	29.2 ± 1.9	28.2 ± 3.7	29.2 ± 4.9	28.4 ± 5.5	22.3 ± 10.7	15.9 ± 4.6	27.8 ± 1.1
In the medium levels (d)	%	43.4 ± 2.2	45.7 ± 4.1	32.5 ± 3.1	25.7 ± 3.5	35.7 ± 5.4	41.2 ± 5.9	48.4 ± 12.9	14.8 ± 5.1	35.2 ± 1.5
In the high levels (e)	%	5.6 ± 1.2	5.0 ± 1.6	2.9 ± 0.9	2.4 ± 0.9	2.7 ± 1.9	9.6 ± 3.1	7.4 ± 6.4	1.5 ± 1.3	4.0 ± 0.5
	Non-Indigenous students									
At or below the national minimum standard	%	20.0 ± 1.1	18.9 ± 1.2	25.5 ± 1.5	23.5 ± 2.2	22.7 ± 2.5	22.7 ± 3.0	16.0 ± 3.6	25.1 ± 6.4	21.4 ± 0.7
In the medium levels (d)	%	55.4 ± 1.0	58.0 ± 1.0	56.9 ± 0.8	56.7 ± 1.4	58.1 ± 1.6	55.0 ± 2.1	53.1 ± 3.0	53.6 ± 3.5	56.6 ± 0.5
In the high levels (e)	%	24.6 ± 1.5	23.2 ± 1.5	17.5 ± 1.3	19.8 ± 2.1	19.2 ± 2.2	22.2 ± 3.6	30.9 ± 4.8	21.4 ± 4.8	21.9 ± 0.8
	All students									
At or below the national minimum standard	%	21.2 ± 1.1	19.3 ± 1.3	28.1 ± 1.6	27.1 ± 2.4	24.0 ± 2.7	25.2 ± 3.3	16.5 ± 3.7	46.6 ± 7.5	23.3 ± 0.7
In the medium levels (d)	%	55.0 ± 1.0	57.7 ± 1.0	55.3 ± 0.9	54.7 ± 1.5	57.3 ± 1.7	54.0 ± 2.1	53.0 ± 3.0	39.2 ± 5.2	55.6 ± 0.5
In the high levels (e)	%	23.8 ± 1.5	23.0 ± 1.5	16.6 ± 1.3	18.2 ± 2.0	18.7 ± 2.2	20.8 ± 3.3	30.3 ± 4.7	14.2 ± 3.5	21.1 ± 0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.14 Proportions by achievement levels for reading, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.39.

Table 4A.15

Table 4A.15 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score										
Year 3										
Indigenous students	no.	355.6 ± 3.8	375.3 ± 7.7	327.9 ± 4.5	304.4 ± 6.0	329.5 ± 8.7	365.4 ± 10.4	361.6 ± 18.2	239.4 ± 18.6	327.4 ± 4.2
Non-Indigenous students	no.	425.0 ± 1.9	431.0 ± 1.9	390.0 ± 2.1	403.8 ± 2.9	401.6 ± 3.2	408.2 ± 5.4	435.7 ± 6.1	383.2 ± 7.3	415.0 ± 1.1
All students	no.	422.3 ± 1.9	430.4 ± 1.9	385.9 ± 2.3	395.5 ± 3.2	399.0 ± 3.3	404.7 ± 5.2	433.6 ± 6.2	322.2 ± 17.5	410.8 ± 1.2
Year 5										
Indigenous students	no.	438.0 ± 4.0	458.7 ± 6.0	413.3 ± 5.6	391.4 ± 6.2	414.1 ± 10.1	442.1 ± 8.1	458.5 ± 20.0	333.1 ± 14.7	414.4 ± 3.5
Non-Indigenous students	no.	506.0 ± 1.9	506.9 ± 1.6	482.3 ± 2.1	490.7 ± 2.6	486.9 ± 3.0	493.7 ± 5.1	514.1 ± 6.3	480.8 ± 7.2	498.1 ± 1.0
All students	no.	503.4 ± 1.9	506.3 ± 1.6	477.8 ± 2.2	482.2 ± 2.9	484.3 ± 3.1	487.2 ± 5.3	512.7 ± 6.4	420.6 ± 16.0	493.9 ± 1.1
Year 7										
Indigenous students	no.	488.6 ± 4.1	494.2 ± 5.5	474.6 ± 4.5	456.8 ± 6.7	469.4 ± 8.6	492.0 ± 8.9	501.0 ± 16.3	404.3 ± 16.9	473.2 ± 3.1
Non-Indigenous students	no.	548.2 ± 2.9	547.8 ± 2.6	536.9 ± 1.9	541.3 ± 3.0	538.9 ± 2.9	538.6 ± 7.6	559.9 ± 9.3	532.5 ± 10.0	544.4 ± 1.3
All students	no.	545.9 ± 2.9	547.1 ± 2.7	532.8 ± 2.0	534.6 ± 3.2	536.8 ± 3.0	534.3 ± 7.5	558.3 ± 9.5	483.0 ± 17.4	541.1 ± 1.4
Year 9										
Indigenous students	no.	530.7 ± 3.9	535.0 ± 5.8	506.4 ± 6.6	493.6 ± 7.6	511.3 ± 8.7	537.6 ± 9.0	540.1 ± 17.1	434.7 ± 22.0	510.2 ± 4.0
Non-Indigenous students	no.	587.8 ± 2.7	588.4 ± 2.8	574.7 ± 2.9	579.4 ± 4.4	579.6 ± 4.7	582.3 ± 6.8	600.2 ± 8.5	580.2 ± 11.1	583.8 ± 1.4
All students	no.	585.4 ± 2.7	588.0 ± 2.8	570.4 ± 3.0	573.1 ± 4.6	577.4 ± 4.9	577.7 ± 7.0	598.9 ± 8.5	526.3 ± 19.2	580.5 ± 1.5

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.15

Table 4A.15 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.40.

Table 4A.16

Table 4A.16 Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<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>
Year 3										
Indigenous students										
Exempt		2.0	5.7	2.5	1.1	2.2	2.9	3.9	1.4	2.2
Absent/withdrawn		5.7	10.4	5.7	14.1	18.0	4.4	5.9	11.4	8.4
Assessed		92.3	83.9	91.8	84.8	79.9	92.7	90.2	87.2	89.4
Non-Indigenous students										
Exempt		1.3	2.5	1.8	1.3	1.7	1.3	2.9	2.0	1.8
Absent/withdrawn		2.4	4.6	2.7	2.9	4.6	2.3	4.6	2.9	3.2
Assessed		96.3	93.0	95.5	95.8	93.7	96.4	92.5	95.1	95.0
All students										
Exempt		1.3	3.0	1.8	1.3	1.7	1.4	2.9	1.7	1.9
Absent/withdrawn		2.6	5.0	2.9	3.7	5.2	2.4	4.6	6.5	3.6
Assessed		96.1	92.0	95.3	95.0	93.1	96.3	92.5	91.8	94.5
Year 5										
Indigenous students										
Exempt		1.6	5.9	2.8	1.6	2.5	1.7	5.6	1.6	2.3
Absent/withdrawn		5.3	8.8	5.7	12.2	12.6	5.2	11.2	7.6	7.3
Assessed		93.1	85.3	91.5	86.2	84.9	93.1	83.2	90.8	90.4
Non-Indigenous students										
Exempt		1.1	2.3	1.7	1.3	1.7	1.3	2.1	2.2	1.6
Absent/withdrawn		2.1	4.5	2.4	2.1	3.8	2.4	3.2	1.8	2.9
Assessed		96.7	93.2	95.9	96.5	94.6	96.4	94.7	96.0	95.5
All students										
Exempt		1.1	2.6	1.8	1.4	1.7	1.3	2.2	2.1	1.7
Absent/withdrawn		2.3	4.7	2.6	2.9	4.2	2.6	3.4	4.3	3.2
Assessed		96.6	92.7	95.6	95.8	94.1	96.1	94.4	93.7	95.1
Year 7										
Indigenous students										
Exempt		1.3	2.5	2.4	1.5	2.6	0.9	1.1	0.4	1.7
Absent/withdrawn		8.4	14.9	6.5	14.6	12.9	10.9	21.1	12.7	9.6
Assessed		90.3	82.6	91.1	83.9	84.4	88.2	77.9	86.9	88.7
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.3	1.3	0.9	1.5	1.9	1.2
Absent/withdrawn		2.5	4.8	2.6	2.5	3.6	4.2	4.7	3.5	3.3
Assessed		96.8	93.7	95.9	96.1	95.1	94.9	93.9	94.6	95.5
All students										
Exempt		0.7	1.6	1.6	1.3	1.4	1.0	1.5	1.2	1.2
Absent/withdrawn		2.8	5.1	2.8	3.4	4.0	4.7	5.0	7.0	3.7
Assessed		96.5	93.2	95.6	95.3	94.6	94.3	93.5	91.8	95.1

Table 4A.16

Table 4A.16 Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<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>
Year 9										
Indigenous students										
Exempt		1.6	4.1	2.3	2.0	1.3	0.8	3.9	1.6	2.0
Absent/withdrawn		16.4	24.5	14.4	28.0	29.1	16.5	24.3	25.1	19.2
Assessed		82.0	71.4	83.4	70.0	69.6	82.7	71.8	73.2	78.8
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.5	1.4	0.9	1.9	2.3	1.2
Absent/withdrawn		4.4	7.7	4.6	3.8	7.1	7.0	8.0	5.1	5.5
Assessed		95.0	90.8	93.8	94.7	91.5	92.0	90.1	92.6	93.2
All students										
Exempt		0.7	1.7	1.6	1.5	1.4	0.9	1.9	2.0	1.3
Absent/withdrawn		4.9	8.3	5.2	5.3	8.0	8.1	8.4	12.4	6.3
Assessed		94.4	89.9	93.2	93.2	90.6	91.0	89.6	85.6	92.4

- (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 considered 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) 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. The method used to identify Indigenous students varies across jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.41.

Table 4A.17

Table 4A.17 Participation rate in reading assessment, 2009, by Indigenous status (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students	94.3	89.6	94.3	85.9	82.0	95.6	94.1	88.6	91.6
Non-Indigenous students	97.6	95.4	97.3	97.1	95.4	97.7	95.4	97.1	96.8
All students	97.4	95.0	97.1	96.3	94.8	97.6	95.4	93.5	96.4
Year 5									
Indigenous students	94.7	91.2	94.3	87.8	87.4	94.8	88.8	92.4	92.7
Non-Indigenous students	97.9	95.5	97.6	97.9	96.2	97.6	96.8	98.2	97.1
All students	97.7	95.3	97.4	97.1	95.8	97.4	96.6	95.7	96.8
Year 7									
Indigenous students	91.6	85.1	93.5	85.4	87.1	89.1	78.9	87.3	90.4
Non-Indigenous students	97.5	95.2	97.4	97.5	96.4	95.8	95.3	96.5	96.7
All students	97.2	94.9	97.2	96.6	96.0	95.3	95.0	93.0	96.3
Year 9									
Indigenous students	83.6	75.5	85.6	72.0	70.9	83.5	75.7	74.9	80.8
Non-Indigenous students	95.6	92.3	95.4	96.2	92.9	93.0	92.0	94.9	94.5
All students	95.1	91.7	94.8	94.7	92.0	91.9	91.6	87.6	93.7

(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. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.42.

Table 4A.18

Table 4A.18 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3
Male students	%	93.8 ± 0.4	93.8 ± 0.5	84.4 ± 0.9	87.0 ± 1.0	89.6 ± 1.3	92.0 ± 1.4	92.2 ± 2.1	60.1 ± 6.8	90.3 ± 0.3
Female students	%	96.5 ± 0.3	96.8 ± 0.3	90.0 ± 0.7	91.9 ± 0.8	93.5 ± 0.9	93.7 ± 1.2	96.6 ± 1.1	65.5 ± 6.5	94.1 ± 0.2
Indigenous students (e)	%	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
Non Indigenous students (e)	%	95.7 ± 0.2	95.6 ± 0.3	88.7 ± 0.6	92.1 ± 0.6	92.5 ± 0.9	93.0 ± 1.0	94.8 ± 1.4	88.2 ± 2.8	93.5 ± 0.2
LBOTE students (f)	%	94.5 ± 0.6	94.2 ± 0.6	77.2 ± 3.2	88.0 ± 2.1	85.5 ± 4.3	88.9 ± 5.4	87.8 ± 6.4	35.7 ± 7.7	90.4 ± 0.7
2009										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	95.6 ± 0.8	95.2 ± 0.6	92.0 ± 1.6	91.1 ± 1.6	93.6 ± 1.4	93.3 ± 1.5	94.7 ± 1.7	68.5 ± 6.6	93.7 ± 1.0
Male students	%	94.2 ± 1.1	93.7 ± 0.9	89.7 ± 2.0	88.7 ± 1.9	91.8 ± 1.8	91.1 ± 2.1	93.2 ± 2.3	64.1 ± 6.9	92.0 ± 1.2
Female students	%	97.0 ± 0.6	96.8 ± 0.5	94.4 ± 1.3	93.7 ± 1.4	95.4 ± 1.2	95.8 ± 1.2	96.3 ± 1.5	73.0 ± 6.7	95.6 ± 0.8
Indigenous students (e)	%	85.8 ± 3.0	87.2 ± 3.4	77.1 ± 4.9	66.3 ± 5.6	77.6 ± 5.8	87.0 ± 4.5	83.5 ± 7.8	39.9 ± 8.0	75.1 ± 3.7
Non Indigenous students (e)	%	96.0 ± 0.8	95.8 ± 0.6	93.1 ± 1.4	93.4 ± 1.3	94.2 ± 1.3	93.6 ± 1.5	95.1 ± 1.6	89.9 ± 2.8	94.8 ± 0.9
LBOTE students (f)	%	95.1 ± 0.9	94.1 ± 0.8	86.7 ± 2.8	89.2 ± 2.4	90.2 ± 2.8	85.6 ± 5.9	89.4 ± 5.1	38.1 ± 9.1	92.2 ± 1.1

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.6.

Table 4A.18

Table 4A.18 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<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>
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.44.

Table 4A.19

Table 4A.19 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 4m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3
Male students	%	92.1 ± 0.5	92.2 ± 0.5	84.3 ± 0.9	87.1 ± 1.0	88.2 ± 1.4	88.7 ± 1.9	93.5 ± 1.7	60.2 ± 6.4	89.3 ± 0.3
Female students	%	95.0 ± 0.4	95.2 ± 0.4	89.6 ± 0.7	91.1 ± 0.9	91.7 ± 1.1	90.7 ± 1.5	96.0 ± 1.2	65.1 ± 7.0	92.8 ± 0.3
Indigenous students (e)	%	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8
Non Indigenous students (e)	%	94.4 ± 0.3	94.0 ± 0.4	88.8 ± 0.6	92.2 ± 0.6	91.3 ± 1.0	90.7 ± 1.3	95.2 ± 1.1	88.9 ± 2.5	92.6 ± 0.2
LBOTE students (f)	%	91.2 ± 0.9	91.9 ± 0.7	74.2 ± 3.4	86.1 ± 2.1	81.3 ± 4.1	83.8 ± 6.0	88.8 ± 5.6	31.3 ± 8.1	87.5 ± 0.7
2009										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 5m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	93.7 ± 1.2	94.2 ± 0.9	88.9 ± 1.9	88.9 ± 1.8	91.0 ± 1.6	90.3 ± 2.1	94.0 ± 1.6	65.4 ± 6.6	91.7 ± 1.3
Male students	%	91.7 ± 1.4	92.6 ± 1.2	86.5 ± 2.2	86.5 ± 2.1	88.6 ± 2.0	86.9 ± 2.8	91.9 ± 2.2	62.3 ± 7.0	89.6 ± 1.5
Female students	%	95.7 ± 0.9	96.0 ± 0.7	91.5 ± 1.6	91.5 ± 1.6	93.5 ± 1.3	93.9 ± 1.7	96.1 ± 1.4	68.6 ± 6.8	93.9 ± 1.0
Indigenous students (e)	%	77.9 ± 3.8	84.8 ± 3.8	65.7 ± 5.0	56.2 ± 5.4	67.7 ± 6.3	79.0 ± 5.2	77.4 ± 9.4	31.0 ± 6.6	66.7 ± 3.8
Non Indigenous students (e)	%	94.3 ± 1.1	94.6 ± 0.9	90.6 ± 1.7	91.8 ± 1.5	91.9 ± 1.5	91.8 ± 1.7	94.4 ± 1.6	89.1 ± 2.7	93.1 ± 1.2
LBOTE students (f)	%	92.7 ± 1.4	92.6 ± 1.2	80.0 ± 3.5	86.4 ± 2.8	85.2 ± 3.2	91.2 ± 4.8	90.0 ± 4.4	27.2 ± 7.4	89.7 ± 1.4

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.7.

Table 4A.19

Table 4A.19 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<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>
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.45.

Table 4A.20

Table 4A.20 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 1m	12y, 0m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 5m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3
Male students	%	94.2 ± 0.5	94.7 ± 0.6	91.2 ± 0.6	91.0 ± 0.9	92.0 ± 1.0	93.0 ± 1.8	95.0 ± 2.0	65.5 ± 9.0	92.8 ± 0.3
Female students	%	96.7 ± 0.4	97.0 ± 0.4	94.6 ± 0.6	94.5 ± 0.7	94.8 ± 0.8	95.0 ± 1.5	97.6 ± 1.1	69.0 ± 9.9	95.6 ± 0.2
Indigenous students (e)	%	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
Non Indigenous students (e)	%	96.1 ± 0.4	96.1 ± 0.4	94.3 ± 0.4	95.0 ± 0.5	94.4 ± 0.7	94.4 ± 1.4	96.4 ± 1.4	93.5 ± 2.8	95.4 ± 0.2
LBOTE students (f)	%	94.0 ± 1.0	94.1 ± 0.8	82.4 ± 2.8	90.3 ± 2.0	85.3 ± 3.5	90.7 ± 4.9	95.2 ± 3.3	38.2 ± 13.1	90.8 ± 0.8
2009										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 0m	12y, 2m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 6m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	94.8 ± 1.1	95.4 ± 0.9	92.9 ± 1.3	92.1 ± 1.5	93.6 ± 1.4	92.6 ± 2.0	95.5 ± 1.7	70.9 ± 8.6	94.0 ± 1.1
Male students	%	93.1 ± 1.5	93.7 ± 1.3	90.7 ± 1.7	90.2 ± 1.8	91.7 ± 1.8	89.8 ± 2.8	94.1 ± 2.3	67.7 ± 8.9	92.1 ± 1.4
Female students	%	96.7 ± 0.8	97.2 ± 0.7	95.1 ± 1.0	94.2 ± 1.3	95.7 ± 1.1	95.4 ± 1.5	97.0 ± 1.5	74.2 ± 8.6	95.9 ± 0.8
Indigenous students (e)	%	81.2 ± 3.6	84.4 ± 4.4	74.0 ± 4.6	65.2 ± 6.1	71.5 ± 6.9	82.4 ± 5.2	86.5 ± 10.0	36.4 ± 10.2	73.2 ± 3.8
Non Indigenous students (e)	%	95.4 ± 1.0	95.7 ± 0.9	94.2 ± 1.1	94.3 ± 1.2	94.4 ± 1.3	93.6 ± 1.8	95.8 ± 1.7	92.4 ± 4.0	95.0 ± 1.0
LBOTE students (f)	%	94.1 ± 1.5	94.0 ± 1.4	85.4 ± 3.0	89.1 ± 2.9	87.4 ± 3.2	89.6 ± 7.6	91.9 ± 3.9	32.5 ± 13.6	91.7 ± 1.4

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.8.

Table 4A.20

Table 4A.20 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.46.

Table 4A.21

Table 4A.21 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4
Male students	%	93.1 ± 0.6	93.5 ± 0.7	88.6 ± 1.1	90.1 ± 1.3	90.4 ± 2.0	92.8 ± 2.0	95.4 ± 1.8	68.5 ± 8.3	91.5 ± 0.4
Female students	%	95.8 ± 0.5	95.8 ± 0.5	92.5 ± 0.8	93.5 ± 1.0	92.9 ± 1.7	93.2 ± 1.8	97.9 ± 1.1	71.4 ± 8.5	94.4 ± 0.3
Indigenous students (e)	%	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
Non Indigenous students (e)	%	95.1 ± 0.4	95.0 ± 0.5	92.0 ± 0.8	94.0 ± 0.9	93.5 ± 1.1	93.5 ± 1.4	96.9 ± 1.1	92.2 ± 2.3	94.2 ± 0.3
LBOTE students (f)	%	92.3 ± 1.1	92.8 ± 1.0	80.8 ± 3.7	89.6 ± 2.4	85.0 ± 4.8	87.3 ± 6.5	96.6 ± 2.6	46.2 ± 14.6	90.0 ± 0.8
2009										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	93.6 ± 1.4	94.3 ± 1.2	90.0 ± 1.8	89.9 ± 2.1	92.1 ± 2.0	91.2 ± 2.3	94.1 ± 2.4	69.1 ± 8.1	92.2 ± 1.4
Male students	%	91.4 ± 1.8	92.4 ± 1.6	87.1 ± 2.3	87.1 ± 2.6	89.7 ± 2.5	88.7 ± 2.9	92.6 ± 3.0	67.1 ± 8.2	89.9 ± 1.7
Female students	%	95.8 ± 1.0	96.3 ± 0.9	93.1 ± 1.5	93.0 ± 1.7	94.7 ± 1.5	93.8 ± 2.2	95.9 ± 2.1	71.3 ± 8.6	94.7 ± 1.0
Indigenous students (e)	%	78.2 ± 3.8	79.3 ± 4.8	64.5 ± 5.6	56.4 ± 6.9	67.6 ± 6.6	79.2 ± 6.2	78.1 ± 11.0	32.3 ± 8.6	67.0 ± 4.1
Non Indigenous students (e)	%	94.3 ± 1.3	94.7 ± 1.2	91.7 ± 1.6	92.4 ± 1.7	93.0 ± 1.8	92.5 ± 2.1	94.5 ± 2.3	90.7 ± 4.7	93.5 ± 1.3
LBOTE students (f)	%	91.5 ± 2.1	91.4 ± 1.9	78.9 ± 5.5	85.8 ± 4.0	84.1 ± 6.4	83.5 ± 8.1	89.9 ± 4.1	29.6 ± 12.5	88.8 ± 1.9

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.9.

Table 4A.21

Table 4A.21 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. 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.									
(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. The method used to identify Indigenous students varies across jurisdictions.									
(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.47.

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008									
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	np	63.5 ± 7.1	76.2 ± 2.1
Remote	75.5 ± 9.9	np	51.3 ± 10.5	51.8 ± 7.5	70.8 ± 14.9	np	..	43.4 ± 10.7	53.9 ± 5.5
Very remote	67.3 ± 13.7	..	40.3 ± 9.0	39.3 ± 8.1	60.3 ± 22.2	np	..	14.3 ± 5.3	30.5 ± 5.0
Total	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
Non-Indigenous students									
Metropolitan	96.0 ± 0.3	95.7 ± 0.4	89.6 ± 0.7	93.0 ± 0.7	92.8 ± 1.2	94.0 ± 1.6	94.8 ± 1.3	..	94.1 ± 0.3
Provincial	94.8 ± 0.5	95.2 ± 0.6	87.2 ± 0.9	90.0 ± 1.1	92.1 ± 1.2	92.3 ± 1.5	np	88.4 ± 3.3	92.3 ± 0.4
Remote	93.7 ± 4.0	96.4 ± 5.8	84.5 ± 3.4	88.5 ± 3.0	90.0 ± 4.1	94.0 ± 10.1	..	87.4 ± 6.0	88.1 ± 1.8
Very remote	95.0 ± 6.2	..	83.1 ± 6.4	88.7 ± 4.6	90.0 ± 7.7	np	..	88.2 ± 7.1	86.9 ± 3.3
Total	95.7 ± 0.2	95.6 ± 0.3	88.7 ± 0.6	92.1 ± 0.6	92.5 ± 0.9	93.0 ± 1.0	94.8 ± 1.4	88.2 ± 2.8	93.5 ± 0.2
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	np	82.8 ± 4.3	91.0 ± 0.4
Remote	86.7 ± 5.9	96.4 ± 6.0	76.3 ± 5.8	80.0 ± 4.5	88.7 ± 4.0	89.9 ± 8.1	..	69.9 ± 9.7	79.6 ± 2.9
Very remote	83.2 ± 9.9	..	58.7 ± 9.0	62.1 ± 8.3	75.1 ± 11.4	np	..	25.4 ± 10.7	51.1 ± 5.8
Total	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3
2009									
Indigenous students									
Metropolitan	88.8 ± 3.0	89.0 ± 4.4	80.5 ± 4.6	76.4 ± 5.6	83.5 ± 5.8	86.4 ± 7.5	84.1 ± 8.5	..	83.8 ± 3.3

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Provincial	84.3 ± 3.5	85.8 ± 4.7	80.7 ± 4.6	75.7 ± 7.5	75.2 ± 8.3	87.5 ± 5.0	np	68.4 ± 8.5	81.5 ± 3.4
Remote	75.4 ± 8.6	np	62.6 ± 12.3	55.0 ± 11.1	np	np	..	48.7 ± 16.8	58.4 ± 8.5
Very remote	71.9 ± 23.8	..	61.7 ± 11.8	51.3 ± 7.7	57.0 ± 17.7	np	..	24.6 ± 7.8	43.4 ± 7.3
Total	85.8 ± 3.0	87.2 ± 3.4	77.1 ± 4.9	66.3 ± 5.6	77.6 ± 5.8	87.0 ± 4.5	83.5 ± 7.8	39.9 ± 8.0	75.1 ± 3.7
Non-Indigenous students									
Metropolitan	96.2 ± 0.7	95.9 ± 0.6	93.5 ± 1.4	93.7 ± 1.3	94.5 ± 1.3	93.6 ± 2.1	95.1 ± 1.6	..	95.2 ± 0.8
Provincial	95.5 ± 1.0	95.4 ± 0.9	92.2 ± 1.8	92.6 ± 1.9	93.6 ± 1.9	93.7 ± 1.6	np	88.8 ± 3.5	94.1 ± 1.2
Remote	93.8 ± 3.4	98.9 ± 3.4	92.3 ± 3.3	92.2 ± 2.8	92.2 ± 4.4	90.2 ± 15.4	..	92.4 ± 3.3	92.5 ± 2.0
Very remote	98.6 ± 3.6	..	87.5 ± 6.8	91.0 ± 4.6	97.0 ± 4.0	93.9 ± 7.6	..	93.6 ± 3.6	91.0 ± 3.5
Total	96.0 ± 0.8	95.8 ± 0.6	93.1 ± 1.4	93.4 ± 1.3	94.2 ± 1.3	93.6 ± 1.5	95.1 ± 1.6	89.9 ± 2.8	94.8 ± 0.9
All students									
Metropolitan	96.0 ± 0.7	95.4 ± 0.6	93.0 ± 1.5	92.9 ± 1.4	94.2 ± 1.4	93.4 ± 2.0	94.8 ± 1.7	..	94.7 ± 0.9
Provincial	94.4 ± 1.2	94.7 ± 1.0	91.2 ± 1.9	90.8 ± 2.2	92.7 ± 2.0	93.4 ± 1.7	np	85.1 ± 4.2	93.0 ± 1.3
Remote	87.9 ± 4.7	98.9 ± 3.4	85.8 ± 6.0	83.5 ± 4.9	91.6 ± 4.6	90.5 ± 11.0	..	71.7 ± 13.2	83.9 ± 3.8
Very remote	86.8 ± 14.5	..	73.6 ± 8.0	68.0 ± 7.8	76.7 ± 13.8	93.7 ± 9.3	..	35.2 ± 12.7	61.1 ± 6.5
Total	95.6 ± 0.8	95.2 ± 0.6	92.0 ± 1.6	91.1 ± 1.6	93.6 ± 1.4	93.3 ± 1.5	94.7 ± 1.7	68.5 ± 6.6	93.7 ± 1.0
Year 5									
2008									
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	np	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	..	07.9 ± 4.2	21.7 ± 4.2
Total	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	94.4 ± 0.4	94.3 ± 0.5	89.5 ± 0.7	92.7 ± 0.8	91.5 ± 1.2	92.0 ± 2.0	95.2 ± 1.1	..	93.0 ± 0.3
Provincial	94.2 ± 0.6	93.3 ± 0.6	87.6 ± 0.8	90.6 ± 1.4	91.0 ± 1.3	89.8 ± 1.6	np	88.0 ± 2.9	91.6 ± 0.4
Remote	92.4 ± 3.4	95.9 ± 7.9	84.7 ± 3.1	90.6 ± 3.1	91.3 ± 3.5	88.3 ± 11.8	..	91.3 ± 4.6	89.4 ± 1.7
Very remote	98.2 ± 3.4	..	85.7 ± 4.5	89.5 ± 4.1	83.6 ± 12.1	np	..	91.1 ± 6.3	88.4 ± 2.7
Total	94.4 ± 0.3	94.0 ± 0.4	88.8 ± 0.6	92.2 ± 0.6	91.3 ± 1.0	90.7 ± 1.0	95.2 ± 1.1	88.9 ± 2.5	92.6 ± 0.2
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	np	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
Total	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3
2009									
Indigenous students									
Metropolitan	82.8 ± 3.5	86.1 ± 4.7	72.0 ± 5.1	67.2 ± 6.6	77.3 ± 6.5	78.3 ± 8.3	77.3 ± 9.7	..	76.7 ± 3.7
Provincial	76.4 ± 4.5	83.7 ± 5.0	71.2 ± 5.6	62.4 ± 7.2	65.4 ± 8.8	80.2 ± 5.9	np	68.1 ± 7.7	73.8 ± 3.9
Remote	56.4 ± 12.5	np	44.9 ± 13.9	55.2 ± 9.8	61.5 ± 25.8	np	..	35.3 ± 12.1	47.3 ± 7.3
Very remote	42.2 ± 23.7	..	36.8 ± 10.5	34.3 ± 7.8	30.1 ± 18.9	np	..	12.0 ± 4.7	26.4 ± 5.4
Total	77.9 ± 3.8	84.8 ± 3.8	65.7 ± 5.0	56.2 ± 5.4	67.7 ± 6.3	79.0 ± 5.2	77.4 ± 9.4	31.0 ± 6.6	66.7 ± 3.8
Non-Indigenous students									
Metropolitan	94.5 ± 1.1	94.9 ± 0.9	91.2 ± 1.7	92.3 ± 1.5	92.1 ± 1.6	93.1 ± 2.2	94.5 ± 1.6	..	93.5 ± 1.1
Provincial	93.9 ± 1.3	94.0 ± 1.1	89.4 ± 2.0	90.5 ± 2.1	91.2 ± 1.9	90.9 ± 2.2	np	88.8 ± 3.2	92.2 ± 1.4
Remote	91.8 ± 3.9	94.2 ± 8.5	87.2 ± 3.5	90.7 ± 2.8	91.9 ± 3.1	88.3 ± 13.3	..	89.2 ± 5.1	89.9 ± 2.3
Very remote	89.4 ± 9.4	..	86.0 ± 7.9	88.8 ± 4.5	85.2 ± 7.2	np	..	93.7 ± 6.0	88.0 ± 4.1

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	94.3 ± 1.1	94.6 ± 0.9	90.6 ± 1.7	91.8 ± 1.5	91.9 ± 1.5	91.8 ± 1.7	94.4 ± 1.6	89.1 ± 2.7	93.1 ± 1.2
All students									
Metropolitan	94.2 ± 1.1	94.5 ± 0.9	90.3 ± 1.8	91.1 ± 1.6	91.8 ± 1.6	91.5 ± 2.7	94.0 ± 1.6	..	93.0 ± 1.2
Provincial	92.3 ± 1.5	93.5 ± 1.2	87.9 ± 2.2	87.9 ± 2.5	90.0 ± 2.1	89.5 ± 2.4	np	84.9 ± 3.8	90.7 ± 1.6
Remote	79.4 ± 8.5	94.2 ± 8.5	77.9 ± 6.7	82.2 ± 4.7	90.1 ± 3.9	82.9 ± 17.6	..	64.5 ± 11.8	79.5 ± 3.8
Very remote	70.4 ± 21.1	..	59.3 ± 10.3	56.3 ± 9.6	58.6 ± 15.1	np	..	21.9 ± 11.5	49.1 ± 6.6
Total	93.7 ± 1.2	94.2 ± 0.9	88.9 ± 1.9	88.9 ± 1.8	91.0 ± 1.6	90.3 ± 2.1	94.0 ± 1.6	65.4 ± 6.6	91.7 ± 1.3
Year 7									
2008									
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	np	71.5 ± 8.5	79.6 ± 1.8
Remote	70.7 ± 15.7	np	57.7 ± 13.7	59.4 ± 8.7	np	np	..	45.5 ± 20.2	56.6 ± 7.7
Very remote	np	..	44.2 ± 10.9	36.9 ± 7.4	17.9 ± 12.5	np	..	13.7 ± 4.5	28.0 ± 4.8
Total	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
Non-Indigenous students									
Metropolitan	96.1 ± 0.4	96.3 ± 0.5	94.5 ± 0.5	95.4 ± 0.7	94.7 ± 0.9	95.1 ± 1.6	96.4 ± 1.4	..	95.7 ± 0.2
Provincial	96.1 ± 0.4	95.7 ± 0.8	94.1 ± 0.6	94.4 ± 0.9	93.9 ± 1.0	93.8 ± 2.1	np	92.3 ± 3.5	95.1 ± 0.3
Remote	88.6 ± 6.7	97.9 ± 3.4	91.1 ± 2.6	93.3 ± 2.3	93.8 ± 2.7	86.8 ± 8.9	..	96.6 ± 3.4	93.0 ± 1.4
Very remote	87.0 ± 19.6	..	91.3 ± 4.1	91.0 ± 3.4	90.6 ± 6.7	np	..	95.3 ± 5.1	91.6 ± 2.5
Total	96.1 ± 0.4	96.1 ± 0.4	94.3 ± 0.4	95.0 ± 0.5	94.4 ± 0.7	94.4 ± 1.4	96.4 ± 1.4	93.5 ± 2.8	95.4 ± 0.2
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	np	88.4 ± 4.9	93.9 ± 0.4

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Remote	80.1 ± 10.8	97.9 ± 3.8	83.9 ± 5.7	85.1 ± 4.2	91.5 ± 3.2	88.4 ± 5.9	..	75.2 ± 16.4	83.9 ± 3.4
Very remote	72.2 ± 23.1	..	62.9 ± 10.4	61.6 ± 8.3	51.6 ± 17.2	np	..	23.5 ± 11.7	49.2 ± 6.4
Total	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3
2009									
Indigenous students									
Metropolitan	85.5 ± 3.5	87.7 ± 5.0	80.4 ± 4.2	80.1 ± 6.8	77.1 ± 5.8	81.8 ± 8.8	86.5 ± 10.0	..	82.8 ± 3.3
Provincial	78.9 ± 4.4	81.4 ± 5.5	78.0 ± 5.5	68.9 ± 7.3	74.9 ± 10.2	82.8 ± 6.1	np	68.7 ± 11.6	77.7 ± 4.1
Remote	65.4 ± 16.3	np	58.0 ± 10.9	63.3 ± 12.3	83.5 ± 18.2	np	..	37.9 ± 16.4	54.1 ± 8.8
Very remote	np	..	46.8 ± 10.3	39.7 ± 9.4	32.2 ± 19.3	np	..	15.0 ± 6.7	32.3 ± 6.8
Total	81.2 ± 3.6	84.4 ± 4.4	74.0 ± 4.6	65.2 ± 6.1	71.5 ± 6.9	82.4 ± 5.2	86.5 ± 10.0	36.4 ± 10.2	73.2 ± 3.8
Non-Indigenous students									
Metropolitan	95.7 ± 1.0	95.9 ± 0.9	94.6 ± 1.1	94.5 ± 1.3	94.8 ± 1.3	94.5 ± 2.4	95.8 ± 1.7	..	95.4 ± 0.9
Provincial	94.8 ± 1.3	94.8 ± 1.3	93.5 ± 1.4	93.4 ± 2.0	93.6 ± 1.7	93.0 ± 2.1	np	91.5 ± 5.1	94.2 ± 1.2
Remote	91.9 ± 5.6	93.0 ± 8.1	91.1 ± 2.8	94.5 ± 2.7	93.5 ± 2.8	91.3 ± 4.0	..	95.4 ± 2.3	93.1 ± 1.8
Very remote	96.3 ± 8.5	..	88.1 ± 4.9	94.7 ± 4.8	89.5 ± 8.7	np	..	92.2 ± 8.3	90.7 ± 3.4
Total	95.4 ± 1.0	95.7 ± 0.9	94.2 ± 1.1	94.3 ± 1.2	94.4 ± 1.3	93.6 ± 1.8	95.8 ± 1.7	92.4 ± 4.0	95.0 ± 1.0
All students									
Metropolitan	95.4 ± 1.1	95.7 ± 0.9	93.9 ± 1.2	93.9 ± 1.4	94.4 ± 1.4	93.2 ± 2.9	95.5 ± 1.7	..	95.0 ± 1.0
Provincial	93.3 ± 1.5	94.3 ± 1.4	92.3 ± 1.6	91.3 ± 2.2	92.7 ± 1.9	92.1 ± 2.3	np	87.5 ± 5.4	92.9 ± 1.4
Remote	81.5 ± 11.3	93.1 ± 8.0	82.7 ± 5.6	87.2 ± 4.6	93.0 ± 2.9	88.1 ± 4.9	..	68.7 ± 16.9	83.1 ± 4.2
Very remote	69.7 ± 27.8	..	65.1 ± 9.2	60.5 ± 9.5	60.7 ± 20.3	92.7 ± 10.1	..	27.8 ± 13.5	53.9 ± 6.9
Total	94.8 ± 1.1	95.4 ± 0.9	92.9 ± 1.3	92.1 ± 1.5	93.6 ± 1.4	92.6 ± 2.0	95.5 ± 1.7	70.9 ± 8.6	94.0 ± 1.1
Year 9									
2008									

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	np	60.3 ± 10.5	75.3 ± 2.4
Remote	58.5 ± 20.8	np	62.3 ± 14.3	59.1 ± 11.3	np	np	..	50.0 ± 22.8	57.4 ± 9.7
Very remote	np	..	37.4 ± 14.9	39.0 ± 10.6	29.0 ± 16.5	np	..	13.6 ± 6.3	29.0 ± 6.9
Total	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
Non-Indigenous students									
Metropolitan	95.0 ± 0.5	95.1 ± 0.6	92.3 ± 1.0	94.3 ± 1.0	93.8 ± 1.4	93.9 ± 2.1	96.9 ± 1.1	..	94.4 ± 0.3
Provincial	95.4 ± 0.5	94.7 ± 0.8	91.4 ± 1.0	93.2 ± 1.7	92.7 ± 1.8	93.3 ± 1.8	np	92.2 ± 3.1	93.8 ± 0.4
Remote	91.2 ± 5.1	95.4 ± 6.9	89.3 ± 4.0	90.0 ± 4.0	93.9 ± 2.9	88.5 ± 10.1	..	92.0 ± 4.5	91.1 ± 1.9
Very remote	98.9 ± 4.5	..	90.4 ± 5.4	92.3 ± 4.8	96.0 ± 4.6	np	..	93.8 ± 5.1	92.7 ± 2.7
Total	95.1 ± 0.4	95.0 ± 0.5	92.0 ± 0.8	94.0 ± 0.9	93.5 ± 1.1	93.5 ± 1.4	96.9 ± 1.1	92.2 ± 2.3	94.2 ± 0.3
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	np	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
Very remote	89.3 ± 11.4	..	60.3 ± 16.5	59.7 ± 11.6	64.1 ± 17.1	np	..	25.4 ± 16.3	51.3 ± 8.6
Total	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4
2009									
Indigenous students									
Metropolitan	81.5 ± 3.8	79.2 ± 6.8	67.0 ± 7.3	68.0 ± 7.8	75.8 ± 7.1	76.7 ± 9.2	78.1 ± 11.0	..	74.1 ± 4.5
Provincial	77.2 ± 4.6	79.5 ± 5.5	67.0 ± 6.4	59.9 ± 9.3	71.2 ± 9.7	81.4 ± 7.5	np	49.8 ± 17.2	71.2 ± 4.7
Remote	61.5 ± 15.6	np	57.5 ± 14.2	53.3 ± 12.7	54.9 ± 15.5	np	..	34.5 ± 16.1	49.9 ± 8.9
Very remote	np	..	38.8 ± 11.2	31.3 ± 10.3	27.1 ± 17.4	np	..	11.7 ± 7.9	26.2 ± 6.2

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Total	78.2 ± 3.8	79.3 ± 4.8	64.5 ± 5.6	56.4 ± 6.9	67.6 ± 6.6	79.2 ± 6.2	78.1 ± 11.0	32.3 ± 8.6	67.0 ± 4.1
Non-Indigenous students									
Metropolitan	94.3 ± 1.3	94.7 ± 1.2	92.2 ± 1.6	92.8 ± 1.8	93.1 ± 2.1	92.6 ± 2.7	94.5 ± 2.3	..	93.7 ± 1.2
Provincial	94.1 ± 1.4	94.4 ± 1.4	90.7 ± 2.0	91.4 ± 2.7	92.7 ± 2.5	92.4 ± 2.5	np	89.6 ± 6.1	92.9 ± 1.5
Remote	89.4 ± 6.2	92.2 ± 8.5	87.6 ± 4.8	89.7 ± 4.0	92.7 ± 3.3	np	..	93.8 ± 3.6	90.5 ± 2.5
Very remote	90.0 ± 17.2	..	85.7 ± 5.9	85.9 ± 5.6	82.4 ± 10.2	np	..	95.6 ± 4.7	87.1 ± 4.3
Total	94.3 ± 1.3	94.7 ± 1.2	91.7 ± 1.6	92.4 ± 1.7	93.0 ± 1.8	92.5 ± 2.1	94.5 ± 2.3	90.7 ± 4.7	93.5 ± 1.3
All students									
Metropolitan	94.0 ± 1.4	94.4 ± 1.2	91.1 ± 1.8	91.8 ± 2.0	92.8 ± 2.1	91.2 ± 3.4	94.1 ± 2.4	..	93.1 ± 1.3
Provincial	92.7 ± 1.6	93.9 ± 1.5	88.7 ± 2.3	88.6 ± 3.3	91.8 ± 2.8	91.3 ± 2.7	np	80.7 ± 7.3	91.3 ± 1.6
Remote	77.0 ± 10.6	91.5 ± 8.2	79.6 ± 6.9	80.1 ± 7.0	89.6 ± 5.3	87.4 ± 4.6	..	67.1 ± 16.6	79.3 ± 4.8
Very remote	61.6 ± 27.8	..	59.6 ± 13.9	51.1 ± 13.4	54.0 ± 18.1	np	..	26.0 ± 17.2	48.4 ± 8.1
Total	93.6 ± 1.4	94.3 ± 1.2	90.0 ± 1.8	89.9 ± 2.1	92.1 ± 2.0	91.2 ± 2.3	94.1 ± 2.4	69.1 ± 8.1	92.2 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.10.

(b) Geolocation data are based on the MCEECDYA 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 and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(e) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

.. Not applicable. np Not published.

Table 4A.22

Table 4A.22 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished.) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.48.

Table 4A.23

Table 4A.23 Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	40.8 ± 2.2	31.7 ± 3.9	60.4 ± 3.6	67.0 ± 3.2	52.1 ± 4.8	28.1 ± 4.7	34.0 ± 11.0	84.0 ± 4.1	55.0 ± 1.9
<i>Below the national minimum standard</i>	%	16.5 ± 1.8	11.9 ± 2.5	33.8 ± 3.3	42.7 ± 3.7	28.6 ± 4.3	11.6 ± 4.1	15.1 ± 7.8	69.5 ± 6.2	31.7 ± 2.0
<i>At the national minimum standard</i>	%	24.3 ± 1.6	19.8 ± 3.6	26.6 ± 2.1	24.3 ± 2.4	23.5 ± 4.2	16.5 ± 5.0	18.9 ± 9.8	14.5 ± 3.1	23.3 ± 1.1
In the medium levels (d)	%	42.8 ± 1.9	45.4 ± 4.0	31.4 ± 2.5	25.2 ± 2.7	36.2 ± 4.8	42.0 ± 4.8	42.2 ± 11.0	13.3 ± 3.4	33.2 ± 1.4
In the high levels (e)	%	16.3 ± 1.7	23.1 ± 3.2	8.2 ± 2.0	7.7 ± 1.5	11.8 ± 3.2	29.9 ± 4.8	23.7 ± 8.1	2.7 ± 1.2	11.7 ± 0.9
		Non-Indigenous students								
At or below the national minimum standard	%	13.9 ± 0.6	12.3 ± 0.5	28.4 ± 1.0	21.5 ± 1.1	18.9 ± 1.3	19.6 ± 1.8	13.6 ± 2.0	27.4 ± 3.6	17.9 ± 0.4
In the medium levels (d)	%	40.7 ± 0.6	40.4 ± 0.6	43.3 ± 0.7	41.5 ± 0.8	41.4 ± 1.1	39.5 ± 1.9	36.5 ± 2.7	39.5 ± 3.2	41.2 ± 0.3
In the high levels (e)	%	45.5 ± 0.9	47.3 ± 0.9	28.2 ± 1.0	37.0 ± 1.3	39.5 ± 1.6	41.0 ± 2.7	50.0 ± 3.2	33.1 ± 3.8	40.9 ± 0.5
		All students								
At or below the national minimum standard	%	15.1 ± 0.6	12.8 ± 0.6	30.8 ± 1.1	25.0 ± 1.2	20.6 ± 1.5	20.2 ± 1.7	14.4 ± 2.1	52.2 ± 6.0	19.8 ± 0.4
In the medium levels (d)	%	40.6 ± 0.6	40.3 ± 0.6	42.5 ± 0.6	40.4 ± 0.8	41.2 ± 1.0	39.9 ± 1.7	36.5 ± 2.6	28.1 ± 3.6	40.7 ± 0.3
In the high levels (e)	%	44.3 ± 0.9	46.9 ± 0.9	26.8 ± 1.0	34.6 ± 1.3	38.1 ± 1.6	39.9 ± 2.5	49.1 ± 3.2	19.7 ± 3.3	39.5 ± 0.5

Table 4A.23

Table 4A.23 Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2009										
		Indigenous students								
At or below the national minimum standard	%	37.4 ± 4.3	30.0 ± 5.8	52.5 ± 4.9	62.7 ± 5.1	50.2 ± 7.1	35.4 ± 6.9	33.9 ± 10.5	81.1 ± 5.2	50.4 ± 4.0
<i>Below the national minimum standard</i>	%	14.2 ± 3.0	12.8 ± 2.9	22.9 ± 4.9	33.7 ± 5.7	22.5 ± 5.7	13.1 ± 4.1	16.4 ± 7.5	60.1 ± 8.2	24.9 ± 3.7
<i>At the national minimum standard</i>	%	23.2 ± 4.8	17.2 ± 5.8	29.6 ± 6.0	29.0 ± 6.4	27.7 ± 7.6	22.3 ± 7.2	17.5 ± 10.2	21.0 ± 5.8	25.5 ± 5.0
In the medium levels (d)	%	44.6 ± 4.9	46.6 ± 6.6	37.9 ± 4.9	30.3 ± 4.8	39.1 ± 7.2	42.7 ± 8.1	45.9 ± 14.1	15.9 ± 4.7	37.2 ± 4.3
In the high levels (e)	%	18.0 ± 3.0	23.5 ± 4.4	9.5 ± 2.0	7.0 ± 2.0	10.7 ± 3.3	21.9 ± 5.3	20.2 ± 12.7	3.0 ± 1.4	12.4 ± 1.9
		Non-Indigenous students								
At or below the national minimum standard	%	12.8 ± 1.9	11.4 ± 1.7	22.2 ± 3.0	19.1 ± 2.6	18.1 ± 2.7	18.1 ± 2.9	11.8 ± 2.7	26.0 ± 4.6	15.6 ± 2.1
In the medium levels (d)	%	39.0 ± 4.0	38.6 ± 4.0	46.2 ± 4.4	41.7 ± 4.1	45.0 ± 4.4	40.5 ± 4.3	35.6 ± 4.5	44.3 ± 5.4	41.1 ± 4.0
In the high levels (e)	%	48.1 ± 3.6	50.2 ± 3.7	31.5 ± 3.5	39.2 ± 3.6	37.0 ± 3.9	41.3 ± 4.2	52.6 ± 4.8	29.7 ± 4.6	43.4 ± 3.5
		All students								
At or below the national minimum standard	%	13.8 ± 2.0	12.0 ± 1.7	24.2 ± 3.1	22.7 ± 2.8	19.2 ± 2.8	19.2 ± 2.9	12.4 ± 2.7	49.4 ± 6.6	17.5 ± 2.2
In the medium levels (d)	%	39.2 ± 3.9	38.4 ± 4.0	45.7 ± 4.4	40.7 ± 4.1	44.7 ± 4.3	41.2 ± 4.2	35.9 ± 4.5	32.0 ± 4.9	40.8 ± 4.0
In the high levels (e)	%	47.0 ± 3.6	49.6 ± 3.7	30.1 ± 3.3	36.4 ± 3.4	36.1 ± 3.8	39.6 ± 4.1	51.8 ± 4.8	18.6 ± 3.9	41.8 ± 3.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

Table 4A.23

Table 4A.23 Proportions by achievement levels for reading, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.11.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.49.

Table 4A.24

Table 4A.24 Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2008											
		Indigenous students									
At or below the national minimum standard	%	46.2 ± 2.3	40.3 ± 4.6	62.0 ± 3.2	72.3 ± 3.2	62.2 ± 4.9	33.9 ± 5.1	42.7 ± 12.1	85.7 ± 3.7	59.1 ± 1.6	
<i>Below the national minimum standard</i>	%	22.4 ± 2.0	17.0 ± 3.1	37.1 ± 3.3	48.2 ± 3.4	39.4 ± 6.0	15.5 ± 4.4	18.9 ± 7.7	74.2 ± 5.9	36.5 ± 1.8	
<i>At the national minimum standard</i>	%	23.8 ± 1.9	23.3 ± 4.6	24.9 ± 1.9	24.1 ± 2.8	22.8 ± 4.7	18.4 ± 5.2	23.8 ± 11.3	11.5 ± 2.8	22.6 ± 1.1	
In the medium levels (d)	%	45.2 ± 2.0	46.8 ± 4.3	32.7 ± 2.5	24.2 ± 3.2	32.4 ± 5.0	49.1 ± 5.9	48.6 ± 11.8	12.5 ± 3.3	34.4 ± 1.4	
In the high levels (e)	%	8.6 ± 1.2	12.8 ± 3.1	5.4 ± 1.4	3.5 ± 1.1	5.4 ± 2.5	16.9 ± 4.8	8.8 ± 5.8	1.8 ± 0.9	6.5 ± 0.6	
		Non-Indigenous students									
At or below the national minimum standard	%	17.3 ± 0.7	17.0 ± 0.7	27.8 ± 1.0	22.3 ± 1.1	23.0 ± 1.5	24.3 ± 2.2	14.4 ± 2.0	26.6 ± 3.3	20.4 ± 0.4	
In the medium levels (d)	%	49.7 ± 0.6	51.5 ± 0.6	50.9 ± 0.7	52.5 ± 0.9	53.4 ± 1.2	50.1 ± 1.6	49.5 ± 2.5	50.3 ± 2.8	50.9 ± 0.3	
In the high levels (e)	%	33.0 ± 1.0	31.5 ± 0.9	21.2 ± 0.9	25.2 ± 1.2	23.6 ± 1.4	25.7 ± 2.4	36.1 ± 3.3	23.2 ± 3.0	28.6 ± 0.5	
		All students									
At or below the national minimum standard	%	18.6 ± 0.7	17.5 ± 0.7	30.3 ± 1.1	26.2 ± 1.3	24.7 ± 1.6	25.9 ± 2.2	15.2 ± 2.2	51.1 ± 5.8	22.5 ± 0.4	
In the medium levels (d)	%	49.4 ± 0.6	51.3 ± 0.6	49.6 ± 0.7	50.4 ± 0.9	52.5 ± 1.2	49.8 ± 1.5	49.5 ± 2.5	34.7 ± 4.1	50.0 ± 0.3	
In the high levels (e)	%	32.1 ± 0.9	31.2 ± 0.9	20.1 ± 0.9	23.4 ± 1.1	22.7 ± 1.4	24.3 ± 2.2	35.4 ± 3.3	14.3 ± 2.5	27.4 ± 0.5	

Table 4A.24

Table 4A.24 Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2009											
		Indigenous students									
At or below the national minimum standard	%	46.6 ± 4.2	37.5 ± 5.4	59.9 ± 4.7	69.4 ± 4.2	56.7 ± 5.8	45.5 ± 6.4	43.2 ± 9.4	83.1 ± 4.4	57.1 ± 3.6	
<i>Below the national minimum standard</i>	%	22.1 ± 3.7	15.2 ± 3.5	34.4 ± 5.0	43.7 ± 5.4	32.3 ± 6.2	21.0 ± 5.2	22.6 ± 8.6	69.0 ± 6.9	33.3 ± 3.8	
<i>At the national minimum standard</i>	%	24.5 ± 4.9	22.3 ± 5.8	25.5 ± 5.5	25.7 ± 5.8	24.4 ± 6.3	24.5 ± 6.4	20.6 ± 9.4	14.1 ± 4.4	23.8 ± 4.7	
In the medium levels (d)	%	41.6 ± 4.6	48.0 ± 6.0	33.5 ± 4.6	25.6 ± 4.1	36.9 ± 5.5	41.1 ± 6.5	33.6 ± 11.8	14.3 ± 4.0	34.4 ± 3.8	
In the high levels (e)	%	11.7 ± 2.5	14.5 ± 3.9	6.6 ± 1.7	5.0 ± 1.5	6.4 ± 2.7	13.4 ± 3.8	23.1 ± 10.3	2.6 ± 1.3	8.5 ± 1.6	
		Non-Indigenous students									
At or below the national minimum standard	%	16.7 ± 2.3	15.6 ± 2.2	25.2 ± 3.0	21.7 ± 2.8	22.4 ± 3.1	21.7 ± 3.5	14.2 ± 2.8	26.0 ± 4.5	19.3 ± 2.4	
In the medium levels (d)	%	44.6 ± 4.4	47.0 ± 4.6	47.6 ± 4.5	47.1 ± 4.5	49.2 ± 4.6	44.9 ± 4.9	43.7 ± 5.1	47.4 ± 5.5	46.4 ± 4.4	
In the high levels (e)	%	38.6 ± 3.9	37.3 ± 4.1	27.2 ± 3.5	31.2 ± 3.8	28.5 ± 3.7	33.3 ± 4.2	42.2 ± 5.3	26.6 ± 4.9	34.3 ± 3.7	
		All students									
At or below the national minimum standard	%	17.9 ± 2.3	16.1 ± 2.2	27.6 ± 3.0	25.8 ± 2.9	23.6 ± 3.2	24.5 ± 3.7	14.9 ± 2.9	49.3 ± 6.4	21.2 ± 2.5	
In the medium levels (d)	%	44.3 ± 4.4	47.0 ± 4.6	46.7 ± 4.4	45.5 ± 4.3	48.7 ± 4.5	44.8 ± 4.7	43.3 ± 5.0	33.7 ± 5.1	45.8 ± 4.4	
In the high levels (e)	%	37.6 ± 3.8	37.0 ± 4.1	25.8 ± 3.4	28.7 ± 3.6	27.8 ± 3.6	30.8 ± 4.1	41.7 ± 5.2	17.2 ± 3.8	33.1 ± 3.6	

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

Table 4A.24

Table 4A.24 Proportions by achievement levels for reading, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.12.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.50.

Table 4A.25

Table 4A.25 Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	46.4 ± 2.5	45.8 ± 4.2	55.1 ± 3.9	67.0 ± 3.1	61.0 ± 4.8	29.3 ± 5.6	28.7 ± 11.5	82.3 ± 5.8	55.8 ± 1.9
<i>Below the national minimum standard</i>	%	17.5 ± 1.7	14.6 ± 3.0	25.2 ± 3.2	36.6 ± 3.7	30.4 ± 5.9	11.0 ± 3.5	5.7 ± 4.4	67.5 ± 8.7	28.1 ± 2.0
<i>At the national minimum standard</i>	%	28.9 ± 2.0	31.2 ± 3.6	29.9 ± 2.2	30.4 ± 2.5	30.6 ± 4.7	18.3 ± 4.5	23.0 ± 10.9	14.8 ± 3.8	27.7 ± 1.1
In the medium levels (d)	%	46.4 ± 2.3	48.7 ± 4.2	39.5 ± 2.6	30.2 ± 2.9	35.1 ± 4.7	55.5 ± 4.7	55.4 ± 11.7	15.7 ± 5.2	38.7 ± 1.5
In the high levels (e)	%	7.1 ± 1.0	5.5 ± 2.2	5.4 ± 2.2	2.8 ± 1.0	3.9 ± 1.7	15.3 ± 4.0	15.8 ± 8.5	1.9 ± 1.1	5.5 ± 0.8
		Non-Indigenous students								
At or below the national minimum standard	%	16.7 ± 0.9	15.8 ± 1.0	20.9 ± 0.9	19.7 ± 1.3	19.7 ± 1.4	20.4 ± 3.3	13.1 ± 3.1	23.4 ± 5.5	17.9 ± 0.5
In the medium levels (d)	%	54.7 ± 1.1	57.5 ± 0.9	57.7 ± 0.7	58.2 ± 0.9	57.0 ± 1.1	54.6 ± 2.4	49.7 ± 3.6	53.5 ± 3.4	56.5 ± 0.5
In the high levels (e)	%	28.5 ± 1.6	26.6 ± 1.4	21.4 ± 1.0	22.0 ± 1.3	23.3 ± 1.5	25.1 ± 3.7	37.1 ± 5.6	23.1 ± 5.2	25.6 ± 0.7
		All students								
At or below the national minimum standard	%	18.1 ± 1.0	16.4 ± 1.1	23.2 ± 1.0	23.3 ± 1.4	21.4 ± 1.5	21.2 ± 3.3	13.5 ± 3.1	48.9 ± 8.6	19.9 ± 0.5
In the medium levels (d)	%	54.1 ± 1.0	57.3 ± 0.9	56.4 ± 0.7	56.3 ± 1.0	56.2 ± 1.1	54.9 ± 2.2	49.9 ± 3.6	37.1 ± 5.8	55.4 ± 0.5
In the high levels (e)	%	27.8 ± 1.6	26.3 ± 1.4	20.3 ± 0.9	20.4 ± 1.2	22.4 ± 1.5	23.9 ± 3.3	36.5 ± 5.5	14.0 ± 4.0	24.6 ± 0.7

Table 4A.25

Table 4A.25 Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2009											
		Indigenous students									
At or below the national minimum standard	%	46.8 ± 4.6	41.7 ± 6.1	55.4 ± 4.7	64.5 ± 5.2	57.9 ± 6.1	43.6 ± 7.3	38.3 ± 14.5	82.1 ± 6.8	54.3 ± 3.8	
<i>Below the national minimum standard</i>	%	18.8 ± 3.6	15.7 ± 4.3	26.0 ± 4.6	34.9 ± 6.1	28.5 ± 7.0	17.6 ± 5.2	13.5 ± 9.8	63.5 ± 10.2	26.8 ± 3.8	
<i>At the national minimum standard</i>	%	28.0 ± 5.2	26.0 ± 6.8	29.4 ± 5.5	29.6 ± 6.4	29.4 ± 6.7	26.0 ± 6.5	24.8 ± 11.9	18.6 ± 5.8	27.5 ± 4.9	
In the medium levels (d)	%	44.7 ± 4.6	50.8 ± 6.2	39.2 ± 4.6	32.1 ± 5.1	36.8 ± 5.8	46.8 ± 7.2	52.2 ± 13.8	15.8 ± 6.3	39.3 ± 3.9	
In the high levels (e)	%	8.5 ± 2.2	7.6 ± 2.7	5.4 ± 1.6	3.5 ± 1.5	5.3 ± 2.3	9.4 ± 3.4	9.4 ± 7.3	2.0 ± 1.2	6.3 ± 1.4	
		Non-Indigenous students									
At or below the national minimum standard	%	16.8 ± 2.5	15.6 ± 2.5	19.9 ± 2.8	18.9 ± 2.9	19.2 ± 2.9	20.5 ± 4.0	13.3 ± 3.6	24.3 ± 6.3	17.5 ± 2.5	
In the medium levels (d)	%	51.9 ± 4.2	54.8 ± 4.3	55.9 ± 4.2	53.7 ± 4.4	55.3 ± 4.2	52.7 ± 4.6	49.0 ± 5.5	51.9 ± 5.7	53.9 ± 4.2	
In the high levels (e)	%	31.4 ± 3.8	29.5 ± 3.9	24.2 ± 3.5	27.4 ± 3.8	25.4 ± 3.6	26.7 ± 5.0	37.7 ± 6.7	23.7 ± 6.0	28.6 ± 3.5	
		All students									
At or below the national minimum standard	%	18.0 ± 2.6	16.0 ± 2.5	22.3 ± 2.9	22.3 ± 3.0	20.5 ± 2.9	22.6 ± 4.3	14.0 ± 3.7	46.3 ± 8.4	19.2 ± 2.5	
In the medium levels (d)	%	51.5 ± 4.2	54.8 ± 4.3	54.8 ± 4.2	52.3 ± 4.3	54.6 ± 4.2	52.4 ± 4.4	49.1 ± 5.4	38.2 ± 6.6	53.1 ± 4.1	
In the high levels (e)	%	30.5 ± 3.8	29.2 ± 3.9	23.0 ± 3.3	25.4 ± 3.6	24.9 ± 3.5	25.0 ± 4.6	36.8 ± 6.7	15.6 ± 4.3	27.6 ± 3.4	

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.25

Table 4A.25 Proportions by achievement levels for reading, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.13.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.51.

Table 4A.26

Table 4A.26 Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2008											
Indigenous students	At or below the national minimum standard	%	51.5 ± 3.0	50.8 ± 4.8	60.9 ± 4.8	70.6 ± 3.3	67.7 ± 7.0	31.6 ± 5.4	37.2 ± 11.1	80.6 ± 5.7	59.8 ± 2.1
	Below the national minimum standard	%	17.6 ± 2.1	20.0 ± 3.4	30.0 ± 3.9	37.2 ± 3.9	37.5 ± 6.3	9.3 ± 3.7	15.8 ± 9.0	62.2 ± 9.7	29.4 ± 2.1
	At the national minimum standard	%	33.9 ± 2.2	30.8 ± 4.3	30.9 ± 2.5	33.4 ± 2.9	30.2 ± 5.1	22.3 ± 4.5	21.4 ± 10.3	18.4 ± 4.7	30.4 ± 1.3
	In the medium levels (d)	%	43.3 ± 3.1	44.7 ± 4.5	34.9 ± 3.1	27.7 ± 3.0	28.9 ± 6.8	52.2 ± 5.4	52.0 ± 13.1	17.6 ± 5.3	35.8 ± 1.7
	In the high levels (e)	%	5.2 ± 1.1	4.4 ± 1.9	4.2 ± 2.3	1.8 ± 0.7	3.5 ± 2.1	16.2 ± 4.6	10.8 ± 7.4	1.9 ± 1.1	4.4 ± 0.9
Non-Indigenous students											
Non-Indigenous students	At or below the national minimum standard	%	21.4 ± 1.1	20.5 ± 1.2	26.8 ± 1.5	24.4 ± 2.2	23.6 ± 2.3	23.9 ± 3.4	15.1 ± 3.4	25.2 ± 4.1	22.7 ± 0.7
	In the medium levels (d)	%	55.3 ± 1.0	57.8 ± 1.0	55.8 ± 0.9	57.5 ± 1.4	57.8 ± 1.4	54.1 ± 1.9	52.2 ± 3.6	55.1 ± 3.2	56.4 ± 0.5
	In the high levels (e)	%	23.4 ± 1.5	21.7 ± 1.6	17.3 ± 1.4	18.0 ± 2.1	18.7 ± 2.1	22.0 ± 3.4	32.8 ± 5.6	19.7 ± 4.6	20.9 ± 0.8
All students											
All students	At or below the national minimum standard	%	22.8 ± 1.1	21.1 ± 1.3	29.3 ± 1.6	27.8 ± 2.4	26.1 ± 2.7	24.9 ± 3.4	15.7 ± 3.5	47.8 ± 7.6	24.7 ± 0.7
	In the medium levels (d)	%	54.7 ± 1.0	57.5 ± 1.0	54.4 ± 0.9	55.6 ± 1.5	56.4 ± 1.7	53.9 ± 1.8	52.1 ± 3.6	39.8 ± 5.3	55.3 ± 0.5
	In the high levels (e)	%	22.5 ± 1.5	21.4 ± 1.6	16.3 ± 1.3	16.5 ± 1.9	17.5 ± 2.1	21.2 ± 3.2	32.2 ± 5.6	12.4 ± 3.6	20.0 ± 0.7

Table 4A.26

Table 4A.26 Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2009										
		Indigenous students								
At or below the national minimum standard	%	51.0 ± 5.1	49.3 ± 6.1	64.7 ± 4.9	71.8 ± 5.1	61.6 ± 6.9	49.2 ± 7.5	44.3 ± 12.8	83.6 ± 5.8	60.8 ± 4.2
<i>Below the national minimum standard</i>	%	20.9 ± 3.8	20.7 ± 4.6	35.5 ± 5.6	43.6 ± 6.9	32.4 ± 6.7	20.8 ± 6.3	22.0 ± 10.0	67.7 ± 8.9	33.0 ± 4.1
<i>At the national minimum standard</i>	%	29.1 ± 5.8	28.6 ± 6.6	29.2 ± 6.0	28.2 ± 6.7	29.2 ± 7.6	28.4 ± 7.7	22.3 ± 11.9	15.9 ± 5.8	27.8 ± 5.5
In the medium levels (d)	%	43.4 ± 5.1	45.7 ± 6.1	32.5 ± 4.9	25.7 ± 4.8	35.7 ± 6.7	41.2 ± 7.4	48.4 ± 13.6	14.8 ± 5.5	35.2 ± 4.2
In the high levels (e)	%	5.6 ± 1.7	5.0 ± 2.2	2.9 ± 1.1	2.4 ± 1.1	2.7 ± 2.1	9.6 ± 3.8	7.4 ± 6.6	1.5 ± 1.4	4.0 ± 1.1
		Non-Indigenous students								
At or below the national minimum standard	%	20.0 ± 3.0	18.9 ± 3.1	25.5 ± 3.7	23.5 ± 3.8	22.7 ± 4.0	22.7 ± 4.2	16.0 ± 4.2	25.1 ± 7.0	21.4 ± 3.0
In the medium levels (d)	%	55.4 ± 4.5	58.0 ± 4.5	56.9 ± 4.4	56.7 ± 4.5	58.1 ± 4.6	55.0 ± 4.8	53.1 ± 5.5	53.6 ± 5.5	56.6 ± 4.4
In the high levels (e)	%	24.6 ± 3.9	23.2 ± 3.9	17.5 ± 3.3	19.8 ± 3.9	19.2 ± 4.0	22.2 ± 4.9	30.9 ± 6.4	21.4 ± 5.8	21.9 ± 3.5
		All students								
At or below the national minimum standard	%	21.2 ± 3.1	19.3 ± 3.1	28.1 ± 3.7	27.1 ± 3.9	24.0 ± 4.1	25.2 ± 4.5	16.5 ± 4.3	46.6 ± 7.9	23.3 ± 3.1
In the medium levels (d)	%	55.0 ± 4.5	57.7 ± 4.5	55.3 ± 4.4	54.7 ± 4.4	57.3 ± 4.6	54.0 ± 4.8	53.0 ± 5.4	39.2 ± 6.1	55.6 ± 4.3
In the high levels (e)	%	23.8 ± 3.8	23.0 ± 3.9	16.6 ± 3.2	18.2 ± 3.6	18.7 ± 3.9	20.8 ± 4.6	30.3 ± 6.3	14.2 ± 4.2	21.1 ± 3.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

Table 4A.26 Proportions by achievement levels for reading, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
(b)	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. The method used to identify Indigenous students varies across jurisdictions.										
(c)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.14.										
(d)	The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.										
(e)	The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.										
Source:	MCEETYA (2008 and unpublished), <i>National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy</i> , Melbourne; MCEECDYA (2009 and unpublished), <i>2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy</i> , Melbourne; 2011 Report, table 4A.52.										

Table 4A.27

Table 4A.27 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Year 3										
Indigenous	no.	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
Non-Indigenous	no.	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
All students	no.	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
Year 5										
Indigenous	no.	432.8 ± 3.5	449.7 ± 6.3	404.4 ± 6.4	381.3 ± 5.8	405.9 ± 9.8	456.6 ± 9.8	441.9 ± 16.7	307.3 ± 17.7	403.4 ± 4.1
Non-Indigenous	no.	497.4 ± 1.8	497.3 ± 1.6	470.9 ± 2.2	481.4 ± 2.4	481.0 ± 2.8	480.1 ± 4.9	504.9 ± 5.5	474.5 ± 6.9	488.7 ± 1.0
All students	no.	494.7 ± 1.9	496.7 ± 1.6	466.1 ± 2.3	473.6 ± 2.8	477.9 ± 3.0	476.4 ± 4.9	503.3 ± 5.6	405.1 ± 18.0	484.4 ± 1.1
Year 7										
Indigenous	no.	486.5 ± 3.5	488.8 ± 5.5	472.4 ± 7.6	450.0 ± 5.7	464.9 ± 8.7	513.8 ± 8.3	519.4 ± 16.5	386.1 ± 17.6	466.5 ± 4.2
Non-Indigenous	no.	544.9 ± 2.9	543.9 ± 2.6	532.3 ± 2.0	533.2 ± 2.6	536.4 ± 2.7	536.6 ± 7.5	559.2 ± 10.2	531.0 ± 10.8	540.2 ± 1.3
All students	no.	542.5 ± 3.0	543.0 ± 2.6	528.1 ± 2.1	527.0 ± 2.8	533.5 ± 2.9	534.2 ± 7.2	558.2 ± 10.1	468.4 ± 21.9	536.5 ± 1.4
Year 9										
Indigenous	no.	531.7 ± 3.6	536.0 ± 6.0	514.2 ± 9.3	498.3 ± 5.7	506.3 ± 10.1	564.9 ± 9.4	552.8 ± 17.7	446.5 ± 23.3	513.8 ± 4.6
Non-Indigenous	no.	585.5 ± 2.8	585.2 ± 2.9	572.2 ± 3.1	575.6 ± 4.4	578.5 ± 4.6	580.9 ± 7.4	603.1 ± 9.8	578.1 ± 9.7	581.3 ± 1.5
All students	no.	583.1 ± 2.8	584.6 ± 3.0	568.2 ± 3.3	569.8 ± 4.6	574.9 ± 5.0	578.8 ± 7.3	601.9 ± 10.0	524.2 ± 21.6	578.0 ± 1.5
2009										
Year 3										
Indigenous	no.	355.6 ± 8.6	375.3 ± 10.9	327.9 ± 8.9	304.4 ± 9.7	329.5 ± 11.6	365.4 ± 12.9	361.6 ± 19.7	239.4 ± 20.1	327.4 ± 8.7
Non-Indigenous	no.	425.0 ± 7.9	431.0 ± 7.9	390.0 ± 8.0	403.8 ± 8.2	401.6 ± 8.3	408.2 ± 9.4	435.7 ± 9.8	383.2 ± 10.5	415.0 ± 7.7
All students	no.	422.3 ± 7.9	430.4 ± 7.9	385.9 ± 8.0	395.5 ± 8.3	399.0 ± 8.3	404.7 ± 9.2	433.6 ± 9.9	322.2 ± 19.1	410.8 ± 7.7
Year 5										

Table 4A.27

Table 4A.27 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous	no.	438.0 ± 8.4	458.7 ± 9.6	413.3 ± 9.3	391.4 ± 9.7	414.1 ± 12.5	442.1 ± 11.0	458.5 ± 21.3	333.1 ± 16.5	414.4 ± 8.2
Non-Indigenous	no.	506.0 ± 7.7	506.9 ± 7.6	482.3 ± 7.7	490.7 ± 7.9	486.9 ± 8.0	493.7 ± 9.0	514.1 ± 9.7	480.8 ± 10.4	498.1 ± 7.5
All students	no.	503.4 ± 7.7	506.3 ± 7.6	477.8 ± 7.7	482.2 ± 8.0	484.3 ± 8.1	487.2 ± 9.1	512.7 ± 9.8	420.6 ± 17.7	493.9 ± 7.5
Year 7										
Indigenous	no.	488.6 ± 7.9	494.2 ± 8.7	474.6 ± 8.1	456.8 ± 9.5	469.4 ± 10.9	492.0 ± 11.2	501.0 ± 17.7	404.3 ± 18.2	473.2 ± 7.4
Non-Indigenous	no.	548.2 ± 7.3	547.8 ± 7.2	536.9 ± 7.0	541.3 ± 7.4	538.9 ± 7.3	538.6 ± 10.1	559.9 ± 11.5	532.5 ± 12.0	544.4 ± 6.9
All students	no.	545.9 ± 7.3	547.1 ± 7.2	532.8 ± 7.0	534.6 ± 7.4	536.8 ± 7.4	534.3 ± 10.1	558.3 ± 11.6	483.0 ± 18.7	541.1 ± 6.9
Year 9										
Indigenous	no.	530.7 ± 8.2	535.0 ± 9.3	506.4 ± 9.8	493.6 ± 10.5	511.3 ± 11.3	537.6 ± 11.6	540.1 ± 18.6	434.7 ± 23.2	510.2 ± 8.3
Non-Indigenous	no.	587.8 ± 7.7	588.4 ± 7.8	574.7 ± 7.8	579.4 ± 8.5	579.6 ± 8.7	582.3 ± 9.9	600.2 ± 11.2	580.2 ± 13.3	583.8 ± 7.4
All students	no.	585.4 ± 7.7	588.0 ± 7.8	570.4 ± 7.8	573.1 ± 8.6	577.4 ± 8.8	577.7 ± 10.1	598.9 ± 11.2	526.3 ± 20.5	580.5 ± 7.4

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.16. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.15.

Source: MCEETYA 2008, *National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.53.

Table 4A.28

Table 4A.28 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2009 (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)						
NSW	97.2 ± 0.2	96.2 ± 0.3	98.2 ± 0.2	90.8 ± 1.3	97.5 ± 0.2	96.8 ± 0.3
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	96.3 ± 0.3	95.0 ± 0.5	97.8 ± 0.3	90.7 ± 2.4	96.9 ± 0.3	95.6 ± 0.5
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	93.9 ± 0.5	91.5 ± 0.6	96.3 ± 0.3	80.2 ± 2.6	94.8 ± 0.4	89.1 ± 1.9
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	95.1 ± 0.6	93.4 ± 0.8	96.9 ± 0.5	74.1 ± 3.7	96.9 ± 0.4	92.8 ± 1.8
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	96.0 ± 0.6	94.4 ± 0.8	97.6 ± 0.5	81.7 ± 5.0	96.5 ± 0.6	93.1 ± 2.3
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	96.5 ± 0.6	95.0 ± 1.0	98.2 ± 0.6	93.6 ± 2.7	96.5 ± 0.7	90.1 ± 4.7
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	95.9 ± 1.5	94.3 ± 2.1	97.5 ± 1.3	88.2 ± 7.9	96.1 ± 1.4	91.1 ± 4.6
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	74.0 ± 6.3	69.3 ± 6.8	78.7 ± 6.1	45.4 ± 7.7	95.2 ± 1.8	42.7 ± 8.7
1. 8yrs 6mths						
2. 3yrs 4mths						
Australia	95.7 ± 0.2	94.1 ± 0.3	97.3 ± 0.2	79.9 ± 1.8	96.6 ± 0.1	94.2 ± 0.5
1. 8yrs 6mths						
2. 3yrs 1mth						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. 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.
- (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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.28 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.54.

Table 4A.29

Table 4A.29 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2009 (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	95.0 ± 0.3	92.8 ± 0.4	97.3 ± 0.2	81.5 ± 1.9	95.6 ± 0.3	95.5 ± 0.5
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	94.7 ± 0.4	92.5 ± 0.5	97.0 ± 0.3	84.1 ± 3.6	95.1 ± 0.3	94.4 ± 0.5
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	90.0 ± 0.6	86.5 ± 0.8	93.7 ± 0.5	68.9 ± 3.1	91.5 ± 0.5	84.5 ± 2.4
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	91.7 ± 0.7	88.9 ± 0.9	94.7 ± 0.7	62.0 ± 4.0	94.3 ± 0.5	89.7 ± 2.2
1. 10yrs 5mths						
2. 5yrs 4mths						
SA	93.1 ± 0.7	90.2 ± 1.1	96.1 ± 0.6	73.4 ± 4.9	93.9 ± 0.7	90.3 ± 2.4
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	91.4 ± 1.3	87.4 ± 2.0	95.6 ± 0.9	84.5 ± 4.0	92.4 ± 1.3	89.6 ± 5.2
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	93.9 ± 1.3	91.4 ± 2.1	96.5 ± 1.2	79.4 ± 9.1	94.3 ± 1.3	91.0 ± 4.2
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	66.2 ± 6.4	62.4 ± 6.9	70.4 ± 6.6	32.1 ± 6.4	89.9 ± 2.3	28.5 ± 7.5
1. 10yrs 6mths						
2. 5yrs 4mths						
Australia	93.0 ± 0.2	90.3 ± 0.3	95.8 ± 0.2	70.1 ± 1.7	94.2 ± 0.2	92.4 ± 0.5
1. 10yrs 6mths						
2. 5yrs 1mth						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. 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.
- (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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.29 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.55.

Table 4A.30

Table 4A.30 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2009 (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)						
NSW	93.7 ± 0.5	90.8 ± 0.8	96.7 ± 0.3	77.2 ± 2.2	94.4 ± 0.4	94.3 ± 1.0
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	93.7 ± 0.5	90.7 ± 0.8	96.9 ± 0.4	80.1 ± 3.3	94.0 ± 0.5	93.7 ± 0.8
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	91.3 ± 0.5	87.8 ± 0.8	94.9 ± 0.5	71.8 ± 2.9	92.7 ± 0.4	85.9 ± 2.5
1. 12yrs 0mths						
2. 6yrs 4mths						
WA	91.3 ± 0.9	88.2 ± 1.2	94.7 ± 0.9	62.5 ± 4.9	93.5 ± 0.7	89.4 ± 2.2
1. 12yrs 2mths						
2. 6yrs 4mths						
SA	93.2 ± 0.7	90.3 ± 1.1	96.2 ± 0.6	73.0 ± 5.5	93.9 ± 0.7	89.6 ± 2.4
1. 12yrs 6mths						
2. 7yrs 4mths						
Tasmania	88.5 ± 2.0	83.4 ± 3.0	93.9 ± 1.5	76.5 ± 5.2	89.6 ± 1.8	86.6 ± 9.1
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	93.2 ± 2.1	90.0 ± 3.1	96.5 ± 1.6	76.0 ± 10.2	93.6 ± 2.0	90.7 ± 4.2
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	66.7 ± 8.5	61.2 ± 8.8	72.3 ± 8.6	30.8 ± 9.2	89.2 ± 3.9	28.1 ± 14.0
1. 12yrs 5mths						
2. 7yrs 4mths						
Australia	92.5 ± 0.3	89.4 ± 0.4	95.8 ± 0.2	69.9 ± 1.8	93.7 ± 0.2	91.8 ± 0.7
1. 12yrs 6mths						
2. 7yrs 0mths						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. 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.
- (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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.30 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.56.

Table 4A.31

Table 4A.31 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2009 (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	89.0 ± 0.7	84.4 ± 1.1	93.8 ± 0.5	67.1 ± 2.6	89.9 ± 0.7	89.2 ± 1.3
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	90.3 ± 0.8	85.9 ± 1.2	94.9 ± 0.6	68.6 ± 5.1	90.8 ± 0.7	89.3 ± 1.3
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	85.4 ± 1.1	79.5 ± 1.5	91.5 ± 0.9	59.5 ± 3.8	87.1 ± 0.9	78.9 ± 5.2
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	86.1 ± 1.6	80.8 ± 2.2	91.9 ± 1.2	50.1 ± 4.7	88.7 ± 1.3	83.6 ± 3.8
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	87.9 ± 1.8	83.1 ± 2.6	93.0 ± 1.3	56.4 ± 6.6	89.0 ± 1.7	82.5 ± 6.3
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	83.3 ± 2.6	76.2 ± 3.6	90.9 ± 2.1	72.4 ± 5.8	84.6 ± 2.4	79.1 ± 7.9
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	89.4 ± 2.7	85.4 ± 3.9	93.8 ± 2.2	71.3 ± 10.8	89.8 ± 2.6	87.8 ± 4.0
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	63.1 ± 8.3	58.4 ± 8.7	68.3 ± 8.8	26.3 ± 7.0	84.8 ± 5.2	27.7 ± 13.1
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	87.8 ± 0.5	82.8 ± 0.7	93.0 ± 0.4	59.0 ± 1.9	89.2 ± 0.4	86.8 ± 1.0
1. 14yrs 5mths						
2. 9yrs 0mths						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.31 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.57.

Table 4A.32

Table 4A.32 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, 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
Metropolitan	92.3 ± 2.1	90.2 ± 4.1	84.1 ± 2.4	83.7 ± 4.1	86.7 ± 4.6	91.9 ± 4.2	87.1 ± 8.4	..	87.7 ± 1.6
Provincial	90.2 ± 1.9	91.2 ± 3.1	83.4 ± 3.0	84.5 ± 4.7	80.4 ± 7.9	94.7 ± 3.4	np	81.7 ± 7.1	87.3 ± 1.3
Remote	87.9 ± 6.1	np	63.7 ± 15.6	67.3 ± 11.2	np	np	..	53.3 ± 18.4	65.3 ± 8.9
Very remote	72.9 ± 18.5	..	65.7 ± 9.3	56.1 ± 7.5	60.0 ± 17.2	np	..	27.4 ± 6.2	47.0 ± 5.5
Total	90.8 ± 1.3	90.7 ± 2.4	80.2 ± 2.6	74.1 ± 3.7	81.7 ± 5.0	93.6 ± 2.7	88.2 ± 7.9	45.4 ± 7.7	79.9 ± 1.8
Non-Indigenous students									
Metropolitan	97.5 ± 0.2	96.9 ± 0.4	95.1 ± 0.5	96.9 ± 0.5	96.6 ± 0.7	96.9 ± 1.1	96.1 ± 1.4	..	96.7 ± 0.2
Provincial	97.4 ± 0.4	96.7 ± 0.5	94.4 ± 0.7	97.0 ± 0.9	96.3 ± 0.8	96.3 ± 0.9	np	95.1 ± 2.5	96.3 ± 0.3
Remote	97.3 ± 2.3	100.0 ± -	94.9 ± 2.2	96.7 ± 1.5	96.9 ± 2.0	92.5 ± 10.2	..	95.2 ± 2.1	96.1 ± 0.9
Very remote	99.6 ± 2.2	..	91.5 ± 5.9	95.8 ± 2.8	97.2 ± 4.5	99.4 ± 3.2	..	96.4 ± 3.0	94.7 ± 2.4
Total	97.5 ± 0.2	96.9 ± 0.3	94.8 ± 0.4	96.9 ± 0.4	96.5 ± 0.6	96.5 ± 0.7	96.1 ± 1.4	95.2 ± 1.8	96.6 ± 0.1
All students									
Metropolitan	97.4 ± 0.2	96.4 ± 0.4	94.6 ± 0.5	96.3 ± 0.6	96.3 ± 0.7	96.8 ± 1.0	95.9 ± 1.5	..	96.3 ± 0.2
Provincial	96.7 ± 0.4	96.1 ± 0.6	93.5 ± 0.7	95.7 ± 0.9	95.5 ± 1.0	96.3 ± 0.8	np	92.7 ± 2.8	95.5 ± 0.3
Remote	94.4 ± 2.8	99.3 ± 3.2	88.0 ± 5.9	90.1 ± 3.8	96.5 ± 2.2	94.4 ± 8.1	..	75.5 ± 13.4	88.6 ± 3.1
Very remote	88.3 ± 12.0	..	77.6 ± 7.1	72.9 ± 7.3	79.3 ± 12.2	99.4 ± 3.0	..	38.1 ± 11.6	64.9 ± 5.6
Total	97.2 ± 0.2	96.3 ± 0.3	93.9 ± 0.5	95.1 ± 0.6	96.0 ± 0.6	96.5 ± 0.6	95.9 ± 1.5	74.0 ± 6.3	95.7 ± 0.2
Year 5									
Indigenous students									
Metropolitan	86.8 ± 2.0	86.4 ± 4.1	74.9 ± 3.6	72.4 ± 5.3	81.0 ± 4.8	86.0 ± 7.6	80.2 ± 9.2	..	80.3 ± 1.6
Provincial	79.0 ± 2.8	82.1 ± 5.1	73.2 ± 4.0	70.0 ± 6.4	74.2 ± 8.3	84.6 ± 4.9	np	70.4 ± 6.5	76.6 ± 1.8
Remote	65.0 ± 11.3	np	50.4 ± 15.4	61.8 ± 10.9	66.0 ± 26.3	np	..	40.8 ± 13.9	53.5 ± 7.7
Very remote	53.5 ± 27.2	..	43.9 ± 10.9	38.6 ± 7.8	37.3 ± 22.9	np	..	10.5 ± 3.6	29.5 ± 5.1
Total	81.5 ± 1.9	84.1 ± 3.6	68.9 ± 3.1	62.0 ± 4.0	73.4 ± 4.9	84.5 ± 4.0	79.4 ± 9.1	32.1 ± 6.4	70.1 ± 1.7

Table 4A.32

Table 4A.32 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	96.0 ± 0.3	95.5 ± 0.4	92.2 ± 0.6	94.5 ± 0.7	94.4 ± 0.8	93.6 ± 2.0	94.3 ± 1.3	..	94.8 ± 0.2
Provincial	94.5 ± 0.5	94.0 ± 0.6	90.0 ± 0.8	93.6 ± 1.0	92.2 ± 1.3	91.4 ± 1.5	np	90.2 ± 2.6	92.9 ± 0.3
Remote	95.6 ± 3.4	99.6 ± 2.5	89.4 ± 2.6	93.1 ± 2.2	94.9 ± 2.6	96.1 ± 6.0	..	88.1 ± 5.4	92.3 ± 1.4
Very remote	93.8 ± 6.0	..	89.8 ± 6.2	92.1 ± 4.4	87.4 ± 11.0	np	..	94.2 ± 5.3	91.2 ± 3.2
Total	95.6 ± 0.3	95.1 ± 0.3	91.5 ± 0.5	94.3 ± 0.5	93.9 ± 0.7	92.4 ± 1.3	94.3 ± 1.3	89.9 ± 2.3	94.2 ± 0.2
All students									
Metropolitan	95.7 ± 0.3	95.1 ± 0.4	91.4 ± 0.7	93.5 ± 0.7	94.1 ± 0.8	92.9 ± 1.9	93.9 ± 1.3	..	94.3 ± 0.2
Provincial	93.0 ± 0.7	93.5 ± 0.6	88.6 ± 0.9	91.5 ± 1.3	91.4 ± 1.4	90.3 ± 1.6	np	86.4 ± 3.3	91.6 ± 0.4
Remote	84.9 ± 6.7	99.6 ± 2.5	80.8 ± 6.2	86.0 ± 4.3	93.2 ± 4.1	89.2 ± 7.9	..	66.2 ± 11.9	82.8 ± 3.1
Very remote	77.5 ± 18.4	..	64.8 ± 9.9	60.2 ± 9.4	63.2 ± 20.1	np	..	20.6 ± 11.6	52.3 ± 6.2
Total	95.0 ± 0.3	94.7 ± 0.4	90.0 ± 0.6	91.7 ± 0.7	93.1 ± 0.7	91.4 ± 1.3	93.9 ± 1.3	66.2 ± 6.4	93.0 ± 0.2
Year 7									
Indigenous students									
Metropolitan	81.6 ± 3.0	82.3 ± 4.3	78.2 ± 2.5	78.2 ± 4.7	78.2 ± 5.6	75.9 ± 9.7	76.0 ± 10.2	..	79.7 ± 1.5
Provincial	74.8 ± 2.8	78.1 ± 4.7	74.6 ± 4.1	70.3 ± 7.7	76.0 ± 7.7	77.4 ± 7.0	np	64.1 ± 10.2	74.3 ± 1.9
Remote	59.2 ± 12.6	np	56.0 ± 13.3	56.4 ± 10.7	89.4 ± 12.5	np	..	31.9 ± 14.3	49.5 ± 7.9
Very remote	np	..	48.1 ± 11.1	34.0 ± 10.6	34.9 ± 21.2	np	..	9.0 ± 5.3	29.5 ± 6.2
Total	77.2 ± 2.2	80.1 ± 3.3	71.8 ± 2.9	62.5 ± 4.9	73.0 ± 5.5	76.5 ± 5.2	76.0 ± 10.2	30.8 ± 9.2	69.9 ± 1.8
Non-Indigenous students									
Metropolitan	95.0 ± 0.5	94.6 ± 0.6	93.3 ± 0.5	93.7 ± 0.9	94.6 ± 0.8	90.5 ± 3.2	93.6 ± 2.0	..	94.3 ± 0.3
Provincial	92.7 ± 0.8	92.3 ± 1.0	91.4 ± 0.8	93.0 ± 1.3	92.2 ± 1.2	88.9 ± 2.2	np	88.4 ± 5.2	92.0 ± 0.4
Remote	90.2 ± 6.5	90.2 ± 11.6	89.1 ± 3.0	92.7 ± 2.2	92.8 ± 3.1	91.3 ± 3.0	..	90.4 ± 3.9	91.1 ± 1.4
Very remote	86.9 ± 25.9	..	89.0 ± 4.3	93.3 ± 4.6	86.5 ± 10.0	np	..	94.0 ± 7.6	90.2 ± 3.2
Total	94.4 ± 0.4	94.0 ± 0.5	92.7 ± 0.4	93.5 ± 0.7	93.9 ± 0.7	89.6 ± 1.8	93.6 ± 2.0	89.2 ± 3.9	93.7 ± 0.2

Table 4A.32

Table 4A.32 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All students									
Metropolitan	94.6 ± 0.6	94.4 ± 0.6	92.6 ± 0.6	93.0 ± 0.9	94.2 ± 0.8	89.4 ± 3.6	93.2 ± 2.1	..	93.9 ± 0.3
Provincial	91.1 ± 1.0	91.8 ± 1.0	90.1 ± 0.9	91.1 ± 1.7	91.4 ± 1.3	87.9 ± 2.3	np	83.8 ± 5.1	90.7 ± 0.5
Remote	77.6 ± 10.7	90.3 ± 11.5	80.7 ± 6.2	84.8 ± 4.2	92.6 ± 3.0	83.4 ± 6.8	..	63.3 ± 17.0	80.4 ± 3.9
Very remote	64.4 ± 32.3	..	66.3 ± 9.4	57.8 ± 10.6	60.1 ± 20.0	86.7 ± 9.2	..	23.3 ± 13.8	52.2 ± 6.7
Total	93.7 ± 0.5	93.7 ± 0.5	91.3 ± 0.5	91.3 ± 0.9	93.2 ± 0.7	88.5 ± 2.0	93.2 ± 2.1	66.7 ± 8.5	92.5 ± 0.3
Year 9									
Indigenous students									
Metropolitan	73.1 ± 3.2	67.9 ± 7.4	63.4 ± 6.0	61.5 ± 5.8	65.0 ± 8.3	71.8 ± 9.2	71.3 ± 10.8	..	67.4 ± 3.0
Provincial	64.1 ± 3.7	69.1 ± 6.3	61.3 ± 5.2	55.7 ± 7.6	55.6 ± 9.8	72.7 ± 7.8	np	45.3 ± 10.1	61.8 ± 2.6
Remote	44.2 ± 13.9	np	46.0 ± 13.0	40.9 ± 13.1	47.7 ± 17.2	np	..	24.8 ± 13.5	38.3 ± 7.3
Very remote	np	..	31.7 ± 11.3	28.2 ± 10.1	23.5 ± 15.9	np	..	6.9 ± 6.2	21.4 ± 5.8
Total	67.1 ± 2.6	68.6 ± 5.1	59.5 ± 3.8	50.1 ± 4.7	56.4 ± 6.6	72.4 ± 5.8	71.3 ± 10.8	26.3 ± 7.0	59.0 ± 1.9
Non-Indigenous students									
Metropolitan	90.6 ± 0.8	91.5 ± 0.9	88.1 ± 1.2	89.6 ± 1.6	89.9 ± 2.1	86.2 ± 3.7	89.8 ± 2.6	..	90.1 ± 0.5
Provincial	87.8 ± 1.0	88.6 ± 1.3	85.0 ± 1.4	86.6 ± 2.8	86.6 ± 2.8	83.2 ± 3.0	np	84.1 ± 6.5	86.9 ± 0.6
Remote	78.7 ± 7.7	93.3 ± 7.4	81.0 ± 4.6	82.7 ± 3.9	87.5 ± 3.9	np	..	86.6 ± 7.2	83.9 ± 2.3
Very remote	73.0 ± 36.5	..	72.2 ± 8.3	83.0 ± 6.0	85.0 ± 8.4	np	..	88.5 ± 14.1	79.3 ± 5.5
Total	89.9 ± 0.7	90.8 ± 0.7	87.1 ± 0.9	88.7 ± 1.3	89.0 ± 1.7	84.6 ± 2.4	89.8 ± 2.6	84.8 ± 5.2	89.2 ± 0.4
All students									
Metropolitan	90.2 ± 0.8	91.1 ± 0.9	87.0 ± 1.3	88.5 ± 1.7	89.4 ± 2.2	84.8 ± 4.2	89.4 ± 2.7	..	89.4 ± 0.5
Provincial	85.7 ± 1.2	88.0 ± 1.4	83.0 ± 1.5	84.0 ± 3.1	85.3 ± 3.3	82.2 ± 3.3	np	75.4 ± 6.9	85.0 ± 0.7
Remote	63.4 ± 11.4	93.5 ± 7.3	71.7 ± 7.0	71.9 ± 7.5	84.5 ± 5.4	81.5 ± 7.4	..	58.6 ± 18.1	71.3 ± 4.6
Very remote	48.8 ± 34.0	..	49.7 ± 11.3	48.4 ± 13.5	53.0 ± 20.9	np	..	20.8 ± 16.6	42.7 ± 7.6
Total	89.0 ± 0.7	90.3 ± 0.8	85.4 ± 1.1	86.1 ± 1.6	87.9 ± 1.8	83.3 ± 2.6	89.4 ± 2.7	63.1 ± 8.3	87.8 ± 0.5

Table 4A.32

Table 4A.32 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(b) Geolocation data are based on the MCEECDYA 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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(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. The method used to identify Indigenous students varies across jurisdictions.

.. Not applicable. **np** Not published.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.58.

Table 4A.33

Table 4A.33 Proportions by achievement levels for writing, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
At or below the national minimum standard	%	26.0 ± 2.0	21.7 ± 3.4	40.7 ± 3.1	49.9 ± 4.2	39.9 ± 5.8	20.5 ± 4.5	24.9 ± 10.6	74.0 ± 5.9	39.3 ± 1.8
<i>Below the national minimum standard</i>	%	9.2 ± 1.3	9.3 ± 1.6	19.7 ± 2.6	25.9 ± 3.7	18.4 ± 5.0	6.5 ± 2.3	11.8 ± 6.7	54.6 ± 7.9	20.1 ± 1.8
<i>At the national minimum standard</i>	%	16.8 ± 1.7	12.4 ± 2.6	21.0 ± 1.6	24.0 ± 2.4	21.5 ± 4.3	14.0 ± 4.2	13.1 ± 8.8	19.4 ± 4.1	19.2 ± 1.0
In the medium levels (d)	%	54.3 ± 1.9	53.1 ± 4.3	45.7 ± 2.7	43.1 ± 3.9	47.1 ± 4.9	56.1 ± 6.3	55.1 ± 12.4	22.6 ± 5.1	46.3 ± 1.5
In the high levels (e)	%	19.8 ± 1.6	25.2 ± 4.1	13.6 ± 1.7	6.9 ± 1.6	13.1 ± 3.2	23.5 ± 4.5	20.0 ± 9.3	3.4 ± 1.4	14.5 ± 0.9
At or below the national minimum standard	%	7.0 ± 0.4	6.9 ± 0.4	14.0 ± 0.7	9.5 ± 0.8	9.8 ± 1.0	10.6 ± 1.5	8.5 ± 1.9	13.3 ± 2.7	9.1 ± 0.3
In the medium levels (d)	%	40.9 ± 0.7	42.2 ± 0.7	50.3 ± 0.7	50.1 ± 1.1	46.8 ± 1.5	49.1 ± 2.0	43.7 ± 2.5	53.2 ± 3.3	44.9 ± 0.4
In the high levels (e)	%	52.1 ± 0.9	50.9 ± 0.9	35.7 ± 1.1	40.3 ± 1.4	43.4 ± 1.8	40.3 ± 2.6	47.8 ± 3.3	33.6 ± 4.1	46.1 ± 0.5
At or below the national minimum standard	%	7.8 ± 0.4	7.5 ± 0.4	15.8 ± 0.8	12.7 ± 1.0	10.9 ± 1.1	11.1 ± 1.4	9.0 ± 2.0	39.1 ± 6.7	10.6 ± 0.3
In the medium levels (d)	%	41.3 ± 0.7	42.2 ± 0.7	50.1 ± 0.7	50.0 ± 1.0	46.8 ± 1.5	50.1 ± 1.9	43.9 ± 2.5	40.0 ± 4.3	44.9 ± 0.4
In the high levels (e)	%	50.8 ± 0.9	50.4 ± 0.9	34.1 ± 1.1	37.3 ± 1.4	42.3 ± 1.8	38.9 ± 2.5	47.1 ± 3.3	20.8 ± 3.9	44.5 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.33 Proportions by achievement levels for writing, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.59.

Table 4A.34 Proportions by achievement levels for writing, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.60.

Table 4A.35

Table 4A.35 Proportions by achievement levels for writing, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	49.7 ± 2.4	46.9 ± 4.4	53.2 ± 2.7	61.6 ± 4.1	53.2 ± 6.1	48.7 ± 6.7	52.2 ± 14.5	83.0 ± 6.4	55.0 ± 1.7
<i>Below the national minimum standard</i>	%	22.8 ± 2.0	19.9 ± 3.2	28.2 ± 2.9	37.5 ± 5.0	27.0 ± 5.6	23.5 ± 5.3	24.0 ± 10.2	69.2 ± 9.3	30.2 ± 1.8
<i>At the national minimum standard</i>	%	26.9 ± 1.8	27.0 ± 3.9	25.0 ± 1.8	24.1 ± 3.9	26.2 ± 4.7	25.2 ± 6.2	28.2 ± 16.4	13.8 ± 4.3	24.8 ± 1.2
In the medium levels (d)	%	45.1 ± 2.1	44.8 ± 4.1	40.8 ± 2.6	33.9 ± 4.1	41.6 ± 6.6	43.1 ± 5.6	43.4 ± 14.0	14.9 ± 5.5	39.7 ± 1.6
In the high levels (e)	%	5.2 ± 1.0	8.3 ± 2.5	6.0 ± 1.0	4.5 ± 1.5	5.2 ± 2.2	8.1 ± 2.9	4.4 ± 6.9	2.1 ± 1.3	5.4 ± 0.6
	Non-Indigenous students									
At or below the national minimum standard	%	19.1 ± 1.0	18.4 ± 1.1	22.0 ± 0.9	19.1 ± 1.3	18.8 ± 1.3	29.2 ± 3.4	19.0 ± 3.6	29.5 ± 5.4	19.8 ± 0.5
In the medium levels (d)	%	58.1 ± 0.9	54.6 ± 0.8	56.6 ± 0.6	55.5 ± 1.2	56.2 ± 1.1	51.1 ± 2.2	54.6 ± 2.8	52.4 ± 3.6	56.2 ± 0.4
In the high levels (e)	%	22.8 ± 1.3	27.0 ± 1.4	21.3 ± 0.8	25.4 ± 1.5	25.0 ± 1.5	19.6 ± 3.2	26.4 ± 4.2	18.1 ± 3.3	23.9 ± 0.6
	All students									
At or below the national minimum standard	%	20.3 ± 1.0	18.8 ± 1.1	24.1 ± 0.9	22.4 ± 1.5	19.9 ± 1.4	30.8 ± 3.7	19.9 ± 3.8	49.9 ± 7.7	21.5 ± 0.5
In the medium levels (d)	%	57.5 ± 0.9	54.4 ± 0.8	55.5 ± 0.6	54.0 ± 1.1	55.7 ± 1.1	50.8 ± 2.2	54.4 ± 2.7	37.9 ± 5.6	55.5 ± 0.4
In the high levels (e)	%	22.2 ± 1.3	26.8 ± 1.4	20.4 ± 0.8	23.6 ± 1.4	24.4 ± 1.5	18.5 ± 2.8	25.7 ± 4.2	12.1 ± 2.8	23.1 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.35 Proportions by achievement levels for writing, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.61.

Table 4A.36

Table 4A.36 Proportions by achievement levels for writing, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	62.8 ± 2.5	58.7 ± 6.1	66.9 ± 3.1	74.7 ± 3.4	70.8 ± 4.5	54.5 ± 6.5	55.0 ± 11.1	86.9 ± 4.2	67.3 ± 1.6
<i>Below the national minimum standard</i>	%	33.0 ± 2.6	31.4 ± 5.0	40.5 ± 3.8	49.9 ± 4.8	43.7 ± 6.7	27.6 ± 5.8	28.8 ± 10.1	73.7 ± 7.2	41.0 ± 2.0
<i>At the national minimum standard</i>	%	29.8 ± 1.6	27.3 ± 5.0	26.4 ± 2.3	24.8 ± 3.4	27.1 ± 5.6	26.9 ± 4.9	26.2 ± 12.5	13.2 ± 3.9	26.3 ± 1.1
In the medium levels (d)	%	33.2 ± 2.1	35.3 ± 5.5	29.5 ± 2.8	22.9 ± 3.1	25.7 ± 4.2	35.7 ± 5.6	37.4 ± 8.4	11.3 ± 3.7	28.9 ± 1.4
In the high levels (e)	%	4.1 ± 0.9	5.9 ± 2.5	3.6 ± 0.8	2.4 ± 1.0	3.5 ± 1.7	9.8 ± 3.4	7.5 ± 7.2	1.8 ± 1.0	3.9 ± 0.5
	Non-Indigenous students									
At or below the national minimum standard	%	29.6 ± 1.3	25.9 ± 1.4	33.6 ± 1.5	29.6 ± 2.3	28.8 ± 2.8	35.8 ± 3.8	26.5 ± 4.4	34.7 ± 6.4	29.5 ± 0.7
In the medium levels (d)	%	51.2 ± 0.8	49.6 ± 0.8	49.1 ± 0.9	49.8 ± 1.3	50.2 ± 1.5	44.0 ± 2.0	50.9 ± 2.3	44.6 ± 3.9	49.9 ± 0.4
In the high levels (e)	%	19.3 ± 1.2	24.6 ± 1.5	17.2 ± 1.2	20.7 ± 2.0	21.0 ± 2.3	20.1 ± 3.0	22.6 ± 3.6	20.6 ± 3.8	20.5 ± 0.7
	All students									
At or below the national minimum standard	%	30.9 ± 1.3	26.4 ± 1.4	35.7 ± 1.6	32.8 ± 2.5	30.2 ± 2.9	37.8 ± 3.9	27.2 ± 4.5	54.0 ± 7.5	31.3 ± 0.8
In the medium levels (d)	%	50.5 ± 0.8	49.4 ± 0.8	47.9 ± 0.9	47.9 ± 1.4	49.4 ± 1.6	43.3 ± 2.1	50.6 ± 2.2	32.4 ± 4.9	49.0 ± 0.4
In the high levels (e)	%	18.6 ± 1.2	24.3 ± 1.5	16.3 ± 1.1	19.2 ± 1.9	20.5 ± 2.3	18.9 ± 2.8	22.3 ± 3.5	13.6 ± 3.1	19.7 ± 0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.36 Proportions by achievement levels for writing, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.62.

Table 4A.37

Table 4A.37 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		Mean scale score								
Year 3										
	Indigenous students	no. 368.5 ± 3.3	384.7 ± 6.3	339.1 ± 6.3	318.1 ± 7.0	342.2 ± 9.4	379.8 ± 7.4	373.3 ± 16.6	256.0 ± 17.1	340.2 ± 4.2
	Non-Indigenous students	no. 426.8 ± 1.4	428.0 ± 1.2	399.8 ± 1.9	410.2 ± 2.2	413.8 ± 2.7	408.8 ± 4.0	423.1 ± 4.6	398.8 ± 5.7	418.3 ± 0.8
	All students	no. 424.5 ± 1.4	427.5 ± 1.3	395.8 ± 2.0	402.4 ± 2.5	411.2 ± 2.8	406.8 ± 3.8	421.6 ± 4.8	337.7 ± 16.9	414.5 ± 0.9
Year 5										
	Indigenous students	no. 435.3 ± 3.7	454.3 ± 6.2	411.2 ± 6.0	392.9 ± 7.1	419.9 ± 9.9	446.3 ± 7.4	439.5 ± 14.6	322.6 ± 16.8	412.1 ± 3.7
	Non-Indigenous students	no. 495.1 ± 1.5	498.0 ± 1.4	470.9 ± 1.8	486.4 ± 2.2	484.4 ± 2.6	477.3 ± 4.0	490.8 ± 4.9	470.3 ± 7.7	488.5 ± 0.8
	All students	no. 492.7 ± 1.5	497.5 ± 1.4	467.0 ± 1.9	478.6 ± 2.5	482.1 ± 2.7	473.5 ± 4.1	489.5 ± 5.0	409.4 ± 17.0	484.7 ± 0.9
Year 7										
	Indigenous students	no. 474.9 ± 4.0	485.5 ± 6.6	466.6 ± 6.5	447.2 ± 9.5	465.9 ± 12.5	480.7 ± 10.1	474.0 ± 17.6	365.6 ± 24.3	460.2 ± 4.1
	Non-Indigenous students	no. 535.1 ± 2.6	541.9 ± 2.7	530.1 ± 1.9	538.5 ± 2.9	538.8 ± 3.0	520.0 ± 7.6	540.5 ± 8.5	517.1 ± 8.7	536.0 ± 1.3
	All students	no. 532.7 ± 2.6	541.2 ± 2.8	526.0 ± 2.0	531.1 ± 3.2	536.4 ± 3.1	516.7 ± 7.6	538.7 ± 8.8	458.7 ± 21.8	532.4 ± 1.3
Year 9										
	Indigenous students	no. 506.7 ± 4.8	517.3 ± 7.9	488.4 ± 10.4	472.8 ± 10.0	486.7 ± 11.3	524.6 ± 11.1	527.7 ± 19.0	400.9 ± 23.8	488.4 ± 4.9
	Non-Indigenous students	no. 570.9 ± 2.9	582.7 ± 3.3	563.7 ± 3.1	573.0 ± 5.0	574.2 ± 5.9	563.1 ± 8.1	579.1 ± 8.7	566.8 ± 11.7	572.8 ± 1.6
	All students	no. 568.3 ± 2.9	581.9 ± 3.3	559.0 ± 3.4	565.8 ± 5.3	571.4 ± 6.1	559.2 ± 8.1	578.0 ± 8.8	505.0 ± 23.3	568.9 ± 1.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.37

Table 4A.37 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.63.

Table 4A.38

Table 4A.38 Exempt, absent and withdrawn, and assessed students in writing assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<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>
Year 3										
Indigenous students										
Exempt		2.0	5.6	2.6	1.1	2.2	2.9	4.9	1.4	2.3
Absent/withdrawn		5.4	8.9	5.7	14.0	20.3	4.0	5.9	9.4	8.1
Assessed		92.6	85.5	91.7	84.9	77.6	93.2	89.2	89.2	89.7
Non-Indigenous students										
Exempt		1.3	2.5	1.9	1.3	1.7	1.3	2.9	2.0	1.8
Absent/withdrawn		2.2	4.7	2.7	2.9	4.8	2.2	4.6	2.6	3.2
Assessed		96.5	92.9	95.5	95.8	93.6	96.5	92.5	95.4	95.0
All students										
Exempt		1.3	3.0	1.9	1.3	1.7	1.3	2.9	1.7	1.9
Absent/withdrawn		2.4	5.1	2.9	3.7	5.4	2.3	4.6	5.5	3.6
Assessed		96.3	91.9	95.2	94.9	92.9	96.4	92.5	92.8	94.5
Year 5										
Indigenous students										
Exempt		1.6	5.9	3.0	1.6	2.5	1.7	4.7	1.6	2.4
Absent/withdrawn		4.9	10.8	5.6	10.6	16.4	4.7	8.4	6.6	7.1
Assessed		93.5	83.3	91.4	87.8	81.1	93.5	86.9	91.8	90.5
Non-Indigenous students										
Exempt		1.1	2.3	1.7	1.3	1.7	1.3	2.1	2.2	1.6
Absent/withdrawn		1.9	4.7	2.4	2.3	4.1	2.3	3.1	1.6	3.0
Assessed		96.9	93.0	95.9	96.4	94.3	96.4	94.8	96.2	95.4
All students										
Exempt		1.2	2.6	1.8	1.3	1.7	1.3	2.2	2.1	1.7
Absent/withdrawn		2.1	4.9	2.6	3.0	4.6	2.5	3.2	3.8	3.2
Assessed		96.8	92.5	95.6	95.7	93.7	96.1	94.6	94.2	95.1
Year 7										
Indigenous students										
Exempt		1.3	2.6	2.4	1.5	2.8	0.9	1.1	0.4	1.8
Absent/withdrawn		8.4	16.0	6.6	14.1	14.9	9.1	17.9	10.5	9.5
Assessed		90.3	81.4	91.0	84.5	82.4	90.0	81.1	89.0	88.8
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.4	1.3	0.9	1.5	1.9	1.2
Absent/withdrawn		2.3	4.8	2.6	2.5	3.7	3.8	4.2	3.2	3.2
Assessed		97.1	93.7	95.8	96.1	95.0	95.3	94.3	94.9	95.6
All students										
Exempt		0.7	1.7	1.6	1.3	1.4	1.0	1.5	1.2	1.3
Absent/withdrawn		2.6	5.2	2.9	3.3	4.2	4.3	4.5	5.9	3.6
Assessed		96.8	93.2	95.5	95.4	94.4	94.7	94.0	92.8	95.2

Table 4A.38

Table 4A.38 Exempt, absent and withdrawn, and assessed students in writing assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<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>
Year 9										
Indigenous students										
Exempt		1.6	4.1	2.4	1.9	1.3	0.8	3.9	1.5	2.0
Absent/withdrawn		15.3	22.6	13.4	26.1	29.4	16.3	20.4	21.6	17.9
Assessed		83.2	73.3	84.2	72.0	69.4	82.9	75.7	76.9	80.1
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.5	1.4	0.9	1.9	2.1	1.2
Absent/withdrawn		3.9	7.5	4.5	3.6	7.2	7.0	6.8	4.0	5.3
Assessed		95.4	91.1	93.9	94.9	91.4	92.1	91.3	93.9	93.5
All students										
Exempt		0.7	1.7	1.6	1.5	1.4	0.9	2.0	1.9	1.3
Absent/withdrawn		4.5	8.1	5.1	5.0	8.1	8.0	7.2	10.5	6.0
Assessed		94.8	90.2	93.3	93.5	90.5	91.1	90.9	87.6	92.7

- (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 considered 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) 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. The method used to identify Indigenous students varies across jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.64.

Table 4A.39

Table 4A.39 Participation rate in writing assessment, 2009, by Indigenous status (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students	94.6	91.1	94.3	86.0	79.7	96.0	94.1	90.6	91.9
Non-Indigenous students	97.8	95.3	97.3	97.1	95.2	97.8	95.4	97.4	96.8
All students	97.6	94.9	97.1	96.3	94.6	97.7	95.4	94.5	96.4
Year 5									
Indigenous students	95.1	89.2	94.4	89.4	83.6	95.3	91.6	93.4	92.9
Non-Indigenous students	98.1	95.3	97.6	97.7	95.9	97.7	96.9	98.4	97.0
All students	97.9	95.1	97.4	97.0	95.4	97.5	96.8	96.2	96.8
Year 7									
Indigenous students	91.6	84.0	93.4	85.9	85.1	90.9	82.1	89.5	90.5
Non-Indigenous students	97.7	95.2	97.4	97.5	96.3	96.2	95.8	96.8	96.8
All students	97.4	94.8	97.1	96.7	95.8	95.7	95.5	94.1	96.4
Year 9									
Indigenous students	84.7	77.4	86.6	73.9	70.6	83.7	79.6	78.4	82.1
Non-Indigenous students	96.1	92.5	95.5	96.4	92.8	93.0	93.2	96.0	94.7
All students	95.5	91.9	94.9	95.0	91.9	92.0	92.8	89.5	94.0

(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. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEECDYA (2009), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.65.

Table 4A.40

Table 4A.40 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2
Male students	%	96.5 ± 0.3	94.8 ± 0.5	89.7 ± 0.7	93.3 ± 0.8	93.4 ± 1.0	95.8 ± 0.9	94.4 ± 1.8	70.4 ± 6.6	93.7 ± 0.3
Female students	%	98.6 ± 0.2	97.8 ± 0.3	95.2 ± 0.6	96.9 ± 0.5	96.6 ± 0.7	98.5 ± 0.5	98.3 ± 0.7	77.0 ± 6.1	97.1 ± 0.2
Indigenous students (e)	%	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
Non Indigenous students (e)	%	97.9 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	97.0 ± 0.4	95.7 ± 0.7	97.5 ± 0.6	96.6 ± 1.1	95.2 ± 1.4	96.4 ± 0.2
LBOTE students (f)	%	97.2 ± 0.4	95.6 ± 0.6	84.6 ± 2.8	93.3 ± 1.7	90.0 ± 4.0	91.7 ± 4.3	91.6 ± 6.1	47.6 ± 8.7	93.6 ± 0.6
2009										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	97.2 ± 0.2	96.3 ± 0.3	93.9 ± 0.5	95.1 ± 0.6	96.0 ± 0.6	96.5 ± 0.6	95.9 ± 1.5	74.0 ± 6.3	95.7 ± 0.2
Male students	%	96.2 ± 1.3	95.0 ± 2.4	91.5 ± 2.6	93.4 ± 3.7	94.4 ± 5.0	95.0 ± 2.7	94.3 ± 7.9	69.3 ± 7.7	94.1 ± 1.8
Female students	%	98.2 ± 0.2	97.8 ± 0.3	96.3 ± 0.4	96.9 ± 0.4	97.6 ± 0.6	98.2 ± 0.7	97.5 ± 1.4	78.7 ± 1.8	97.3 ± 0.1
Indigenous students (e)	%	90.8 ± 1.3	90.7 ± 2.4	80.2 ± 2.6	74.1 ± 3.7	81.7 ± 5.0	93.6 ± 2.7	88.2 ± 7.9	45.4 ± 7.7	79.9 ± 1.8
Non Indigenous students (e)	%	97.5 ± 0.2	96.9 ± 0.3	94.8 ± 0.4	96.9 ± 0.4	96.5 ± 0.6	96.5 ± 0.7	96.1 ± 1.4	95.2 ± 1.8	96.6 ± 0.1
LBOTE students (f)	%	96.8 ± 0.3	95.6 ± 0.5	89.1 ± 1.9	92.8 ± 1.8	93.1 ± 2.3	90.1 ± 4.7	91.1 ± 4.6	42.7 ± 8.7	94.2 ± 0.5

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

Table 4A.40

Table 4A.40 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(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.

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.67.

Table 4A.41

Table 4A.41 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 4m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2
Male students	%	93.1 ± 0.4	91.4 ± 0.6	85.5 ± 0.8	87.8 ± 1.0	88.8 ± 1.2	89.5 ± 1.6	92.7 ± 2.0	62.4 ± 6.4	89.8 ± 0.3
Female students	%	97.3 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	94.5 ± 0.7	94.6 ± 0.9	95.9 ± 0.9	97.1 ± 1.1	70.6 ± 6.4	95.5 ± 0.2
Indigenous students (e)	%	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7
Non Indigenous students (e)	%	95.9 ± 0.3	94.3 ± 0.4	90.8 ± 0.5	93.7 ± 0.5	92.8 ± 0.8	93.8 ± 1.0	95.3 ± 1.2	90.2 ± 2.2	93.9 ± 0.2
LBOTE students (f)	%	95.1 ± 0.5	93.6 ± 0.6	82.2 ± 2.7	89.9 ± 1.8	86.2 ± 3.9	85.9 ± 5.2	91.7 ± 5.3	37.6 ± 8.1	91.1 ± 0.6
2009										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 5m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	95.0 ± 0.3	94.7 ± 0.4	90.0 ± 0.6	91.7 ± 0.7	93.1 ± 0.7	91.4 ± 1.3	93.9 ± 1.3	66.2 ± 6.4	93.0 ± 0.2
Male students	%	92.8 ± 0.4	92.5 ± 0.5	86.5 ± 0.8	88.9 ± 0.9	90.2 ± 1.1	87.4 ± 2.0	91.4 ± 2.1	62.4 ± 6.9	90.3 ± 0.3
Female students	%	97.3 ± 0.2	97.0 ± 0.3	93.7 ± 0.5	94.7 ± 0.7	96.1 ± 0.6	95.6 ± 0.9	96.5 ± 1.2	70.4 ± 6.6	95.8 ± 0.2
Indigenous students (e)	%	81.5 ± 1.9	84.1 ± 3.6	68.9 ± 3.1	62.0 ± 4.0	73.4 ± 4.9	84.5 ± 4.0	79.4 ± 9.1	32.1 ± 6.4	70.1 ± 1.7
Non Indigenous students (e)	%	95.6 ± 0.3	95.1 ± 0.3	91.5 ± 0.5	94.3 ± 0.5	93.9 ± 0.7	92.4 ± 1.3	94.3 ± 1.3	89.9 ± 2.3	94.2 ± 0.2
LBOTE students (f)	%	95.5 ± 0.5	94.4 ± 0.5	84.5 ± 2.4	89.7 ± 2.2	90.3 ± 2.4	89.6 ± 5.2	91.0 ± 4.2	28.5 ± 7.5	92.4 ± 0.5

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

Table 4A.41

Table 4A.41 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

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

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.68.

Table 4A.42

Table 4A.42 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 1m	12y, 0m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 5m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3
Male students	%	90.6 ± 0.7	90.4 ± 0.8	86.0 ± 0.8	86.6 ± 1.2	89.6 ± 1.1	85.2 ± 3.1	90.2 ± 3.1	59.3 ± 9.1	88.6 ± 0.4
Female students	%	96.5 ± 0.3	96.5 ± 0.4	93.9 ± 0.6	93.9 ± 0.8	95.2 ± 0.7	95.1 ± 1.2	96.8 ± 1.4	68.4 ± 9.8	95.3 ± 0.2
Indigenous students (e)	%	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0
Non Indigenous students (e)	%	94.3 ± 0.4	93.8 ± 0.5	91.2 ± 0.5	92.6 ± 0.7	93.4 ± 0.7	91.2 ± 1.7	93.6 ± 2.1	89.2 ± 3.3	93.2 ± 0.2
LBOTE students (f)	%	94.0 ± 0.9	93.2 ± 0.9	82.7 ± 2.7	88.5 ± 2.2	86.1 ± 3.4	85.4 ± 5.7	93.9 ± 3.0	37.9 ± 13.2	90.3 ± 0.8
2009										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 0m	12y, 2m	12y, 6m	12y, 10m	12y, 8m	12y, 5m	12y, 6m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	93.7 ± 0.5	93.7 ± 0.5	91.3 ± 0.5	91.3 ± 0.9	93.2 ± 0.7	88.5 ± 2.0	93.2 ± 2.1	66.7 ± 8.5	92.5 ± 0.3
Male students	%	90.8 ± 0.8	90.7 ± 0.8	87.8 ± 0.8	88.2 ± 1.2	90.3 ± 1.1	83.4 ± 3.0	90.0 ± 3.1	61.2 ± 8.8	89.4 ± 0.4
Female students	%	96.7 ± 0.3	96.9 ± 0.4	94.9 ± 0.5	94.7 ± 0.9	96.2 ± 0.6	93.9 ± 1.5	96.5 ± 1.6	72.3 ± 8.6	95.8 ± 0.2
Indigenous students (e)	%	77.2 ± 2.2	80.1 ± 3.3	71.8 ± 2.9	62.5 ± 4.9	73.0 ± 5.5	76.5 ± 5.2	76.0 ± 10.2	30.8 ± 9.2	69.9 ± 1.8
Non Indigenous students (e)	%	94.4 ± 0.4	94.0 ± 0.5	92.7 ± 0.4	93.5 ± 0.7	93.9 ± 0.7	89.6 ± 1.8	93.6 ± 2.0	89.2 ± 3.9	93.7 ± 0.2
LBOTE students (f)	%	94.3 ± 1.0	93.7 ± 0.8	85.9 ± 2.5	89.4 ± 2.2	89.6 ± 2.4	86.6 ± 9.1	90.7 ± 4.2	28.1 ± 14.0	91.8 ± 0.7

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

Table 4A.42

Table 4A.42 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

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

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.69.

Table 4A.43

Table 4A.43 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5
Male students	%	84.2 ± 1.0	85.8 ± 1.1	77.7 ± 1.6	80.0 ± 2.1	82.4 ± 2.5	78.4 ± 3.6	83.0 ± 4.9	57.1 ± 7.9	82.2 ± 0.7
Female students	%	93.8 ± 0.5	94.5 ± 0.6	90.1 ± 1.0	91.3 ± 1.3	92.0 ± 1.8	90.3 ± 2.3	94.7 ± 2.0	69.9 ± 8.0	92.5 ± 0.4
Indigenous students (e)	%	67.7 ± 2.4	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0
Non Indigenous students (e)	%	90.0 ± 0.6	90.6 ± 0.7	85.3 ± 1.1	88.2 ± 1.3	88.9 ± 1.5	85.7 ± 2.4	89.3 ± 3.0	84.6 ± 2.8	88.8 ± 0.4
LBOTE students (f)	%	89.0 ± 1.3	89.7 ± 1.2	77.3 ± 3.8	85.2 ± 2.5	83.5 ± 4.7	75.7 ± 7.0	88.2 ± 5.5	43.6 ± 13.8	86.7 ± 0.9
2009										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	89.0 ± 0.7	90.3 ± 0.8	85.4 ± 1.1	86.1 ± 1.6	87.9 ± 1.8	83.3 ± 2.6	89.4 ± 2.7	63.1 ± 8.3	87.8 ± 0.5
Male students	%	84.4 ± 1.1	85.9 ± 1.2	79.5 ± 1.5	80.8 ± 2.2	83.1 ± 2.6	76.2 ± 3.6	85.4 ± 3.9	58.4 ± 8.7	82.8 ± 0.7
Female students	%	93.8 ± 0.5	94.9 ± 0.6	91.5 ± 0.9	91.9 ± 1.2	93.0 ± 1.3	90.9 ± 2.1	93.8 ± 2.2	68.3 ± 8.8	93.0 ± 0.4
Indigenous students (e)	%	67.1 ± 2.6	68.6 ± 5.1	59.5 ± 3.8	50.1 ± 4.7	56.4 ± 6.6	72.4 ± 5.8	71.3 ± 10.8	26.3 ± 7.0	59.0 ± 1.9
Non Indigenous students (e)	%	89.9 ± 0.7	90.8 ± 0.7	87.1 ± 0.9	88.7 ± 1.3	89.0 ± 1.7	84.6 ± 2.4	89.8 ± 2.6	84.8 ± 5.2	89.2 ± 0.4
LBOTE students (f)	%	89.2 ± 1.3	89.3 ± 1.3	78.9 ± 5.2	83.6 ± 3.8	82.5 ± 6.3	79.1 ± 7.9	87.8 ± 4.0	27.7 ± 13.1	86.8 ± 1.0

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

Table 4A.43

Table 4A.43 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 and 2009 (per cent) (a), (b)

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(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.

(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. The method used to identify Indigenous students varies across jurisdictions.

(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.70.

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008									
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	np	82.8 ± 6.6	86.2 ± 1.9
Remote	83.7 ± 10.6	np	62.8 ± 11.8	69.4 ± 10.0	85.4 ± 16.5	np	..	64.1 ± 12.0	69.0 ± 5.8
Very remote	93.6 ± 6.7	..	61.2 ± 10.5	51.0 ± 7.1	50.8 ± 29.6	np	..	28.0 ± 7.3	45.0 ± 5.7
Total	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
Non-Indigenous students									
Metropolitan	98.0 ± 0.2	96.6 ± 0.4	93.9 ± 0.7	97.2 ± 0.4	95.7 ± 0.9	97.6 ± 0.7	96.6 ± 1.1	..	96.5 ± 0.2
Provincial	97.7 ± 0.3	96.5 ± 0.5	93.2 ± 0.6	96.5 ± 0.7	96.0 ± 0.8	97.5 ± 0.8	np	95.3 ± 1.6	96.1 ± 0.3
Remote	97.1 ± 3.0	97.1 ± 4.7	92.2 ± 2.4	96.6 ± 1.3	94.9 ± 2.4	93.5 ± 12.5	..	95.0 ± 2.9	94.9 ± 1.0
Very remote	97.1 ± 5.6	..	91.1 ± 4.9	94.4 ± 2.9	96.6 ± 4.0	np	..	94.8 ± 5.2	93.5 ± 2.5
Total	97.9 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	97.0 ± 0.4	95.7 ± 0.7	97.5 ± 0.6	96.6 ± 1.1	95.2 ± 1.4	96.4 ± 0.2
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	np	91.9 ± 2.8	95.3 ± 0.3
Remote	91.8 ± 5.2	97.1 ± 4.9	84.9 ± 5.3	90.2 ± 3.7	94.4 ± 2.5	95.5 ± 8.7	..	82.5 ± 7.9	88.5 ± 2.4
Very remote	95.9 ± 4.4	..	74.0 ± 8.0	70.6 ± 7.7	75.6 ± 16.4	np	..	38.0 ± 11.3	62.7 ± 5.7
Total	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2
2009									
Indigenous students									
Metropolitan	92.3 ± 2.1	90.2 ± 4.1	84.1 ± 2.4	83.7 ± 4.1	86.7 ± 4.6	91.9 ± 4.2	87.1 ± 8.4	..	87.7 ± 1.6

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Provincial	90.2 ± 1.9	91.2 ± 3.1	83.4 ± 3.0	84.5 ± 4.7	80.4 ± 7.9	94.7 ± 3.4	np	81.7 ± 7.1	87.3 ± 1.3
Remote	87.9 ± 6.1	np	63.7 ± 15.6	67.3 ± 11.2	np	np	..	53.3 ± 18.4	65.3 ± 8.9
Very remote	72.9 ± 18.5	..	65.7 ± 9.3	56.1 ± 7.5	60.0 ± 17.2	np	..	27.4 ± 6.2	47.0 ± 5.5
Total	90.8 ± 1.3	90.7 ± 2.4	80.2 ± 2.6	74.1 ± 3.7	81.7 ± 5.0	93.6 ± 2.7	88.2 ± 7.9	45.4 ± 7.7	79.9 ± 1.8
Non-Indigenous students									
Metropolitan	97.5 ± 0.2	96.9 ± 0.4	95.1 ± 0.5	96.9 ± 0.5	96.6 ± 0.7	96.9 ± 1.1	96.1 ± 1.4	..	96.7 ± 0.2
Provincial	97.4 ± 0.4	96.7 ± 0.5	94.4 ± 0.7	97.0 ± 0.9	96.3 ± 0.8	96.3 ± 0.9	np	95.1 ± 2.5	96.3 ± 0.3
Remote	97.3 ± 2.3	100.0	94.9 ± 2.2	96.7 ± 1.5	96.9 ± 2.0	92.5 ± 10.2	..	95.2 ± 2.1	96.1 ± 0.9
Very remote	99.6 ± 2.2	..	91.5 ± 5.9	95.8 ± 2.8	97.2 ± 4.5	99.4 ± 3.2	..	96.4 ± 3.0	94.7 ± 2.4
Total	97.5 ± 0.2	96.9 ± 0.3	94.8 ± 0.4	96.9 ± 0.4	96.5 ± 0.6	96.5 ± 0.7	96.1 ± 1.4	95.2 ± 1.8	96.6 ± 0.1
All students									
Metropolitan	97.4 ± 0.2	96.4 ± 0.4	94.6 ± 0.5	96.3 ± 0.6	96.3 ± 0.7	96.8 ± 1.0	95.9 ± 1.5	..	96.3 ± 0.2
Provincial	96.7 ± 0.4	96.1 ± 0.6	93.5 ± 0.7	95.7 ± 0.9	95.5 ± 1.0	96.3 ± 0.8	np	92.7 ± 2.8	95.5 ± 0.3
Remote	94.4 ± 2.8	99.3 ± 3.2	88.0 ± 5.9	90.1 ± 3.8	96.5 ± 2.2	94.4 ± 8.1	..	75.5 ± 13.4	88.6 ± 3.1
Very remote	88.3 ± 12.0	..	77.6 ± 7.1	72.9 ± 7.3	79.3 ± 12.2	99.4 ± 3.0	..	38.1 ± 11.6	64.9 ± 5.6
Total	97.2 ± 0.2	96.3 ± 0.3	93.9 ± 0.5	95.1 ± 0.6	96.0 ± 0.6	96.5 ± 0.6	95.9 ± 1.5	74.0 ± 6.3	95.7 ± 0.2
Year 5									
2008									
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	np	65.8 ± 7.1	76.0 ± 2.0
Remote	65.9 ± 13.1	np	58.7 ± 13.8	57.4 ± 9.0	np	np	..	51.9 ± 9.7	58.1 ± 5.8
Very remote	55.4 ± 27.8	..	50.2 ± 9.0	41.1 ± 7.4	35.1 ± 21.7	np	..	13.6 ± 4.6	31.6 ± 4.7
Total	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	94.6 ± 0.4	91.5 ± 0.6	94.1 ± 0.6	93.0 ± 1.1	93.9 ± 1.4	95.3 ± 1.1	..	94.4 ± 0.2
Provincial	95.0 ± 0.5	93.3 ± 0.6	89.7 ± 0.9	92.7 ± 1.0	92.5 ± 1.2	93.8 ± 1.4	np	89.6 ± 2.5	92.8 ± 0.3
Remote	93.5 ± 4.2	95.2 ± 6.8	88.5 ± 2.7	92.9 ± 2.0	92.4 ± 3.4	93.5 ± 10.2	..	92.8 ± 4.3	91.7 ± 1.3
Very remote	96.6 ± 5.9	..	87.9 ± 4.5	92.0 ± 3.7	91.1 ± 8.3	np	..	89.9 ± 6.0	90.3 ± 2.4
Total	95.9 ± 0.3	94.3 ± 0.4	90.8 ± 0.5	93.7 ± 0.5	92.8 ± 0.8	93.8 ± 1.0	95.3 ± 1.2	90.2 ± 2.2	93.9 ± 0.2
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	np	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
Total	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2
2009									
Indigenous students									
Metropolitan	86.8 ± 2.0	86.4 ± 4.1	74.9 ± 3.6	72.4 ± 5.3	81.0 ± 4.8	86.0 ± 7.6	80.2 ± 9.2	..	80.3 ± 1.6
Provincial	79.0 ± 2.8	82.1 ± 5.1	73.2 ± 4.0	70.0 ± 6.4	74.2 ± 8.3	84.6 ± 4.9	np	70.4 ± 6.5	76.6 ± 1.8
Remote	65.0 ± 11.3	np	50.4 ± 15.4	61.8 ± 10.9	66.0 ± 26.3	np	..	40.8 ± 13.9	53.5 ± 7.7
Very remote	53.5 ± 27.2	..	43.9 ± 10.9	38.6 ± 7.8	37.3 ± 22.9	np	..	10.5 ± 3.6	29.5 ± 5.1
Total	81.5 ± 1.9	84.1 ± 3.6	68.9 ± 3.1	62.0 ± 4.0	73.4 ± 4.9	84.5 ± 4.0	79.4 ± 9.1	32.1 ± 6.4	70.1 ± 1.7
Non-Indigenous students									
Metropolitan	96.0 ± 0.3	95.5 ± 0.4	92.2 ± 0.6	94.5 ± 0.7	94.4 ± 0.8	93.6 ± 2.0	94.3 ± 1.3	..	94.8 ± 0.2
Provincial	94.5 ± 0.5	94.0 ± 0.6	90.0 ± 0.8	93.6 ± 1.0	92.2 ± 1.3	91.4 ± 1.5	np	90.2 ± 2.6	92.9 ± 0.3
Remote	95.6 ± 3.4	99.6 ± 2.5	89.4 ± 2.6	93.1 ± 2.2	94.9 ± 2.6	96.1 ± 6.0	..	88.1 ± 5.4	92.3 ± 1.4
Very remote	93.8 ± 6.0	..	89.8 ± 6.2	92.1 ± 4.4	87.4 ± 11.0	np	..	94.2 ± 5.3	91.2 ± 3.2

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.6 ± 0.3	95.1 ± 0.3	91.5 ± 0.5	94.3 ± 0.5	93.9 ± 0.7	92.4 ± 1.3	94.3 ± 1.3	89.9 ± 2.3	94.2 ± 0.2
All students									
Metropolitan	95.7 ± 0.3	95.1 ± 0.4	91.4 ± 0.7	93.5 ± 0.7	94.1 ± 0.8	92.9 ± 1.9	93.9 ± 1.3	..	94.3 ± 0.2
Provincial	93.0 ± 0.7	93.5 ± 0.6	88.6 ± 0.9	91.5 ± 1.3	91.4 ± 1.4	90.3 ± 1.6	np	86.4 ± 3.3	91.6 ± 0.4
Remote	84.9 ± 6.7	99.6 ± 2.5	80.8 ± 6.2	86.0 ± 4.3	93.2 ± 4.1	89.2 ± 7.9	..	66.2 ± 11.9	82.8 ± 3.1
Very remote	77.5 ± 18.4	..	64.8 ± 9.9	60.2 ± 9.4	63.2 ± 20.1	np	..	20.6 ± 11.6	52.3 ± 6.2
Total	95.0 ± 0.3	94.7 ± 0.4	90.0 ± 0.6	91.7 ± 0.7	93.1 ± 0.7	91.4 ± 1.3	93.9 ± 1.3	66.2 ± 6.4	93.0 ± 0.2
Year 7									
2008									
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	..	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	np	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	54.0 ± 7.8
Very remote	np	..	49.8 ± 10.6	34.7 ± 8.6	25.9 ± 18.4	np	..	12.4 ± 5.7	28.5 ± 5.9
Total	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0
Non-Indigenous students									
Metropolitan	94.8 ± 0.5	94.5 ± 0.6	91.6 ± 0.7	93.2 ± 0.9	93.7 ± 1.0	92.6 ± 2.0	93.6 ± 2.0	..	93.8 ± 0.3
Provincial	92.9 ± 0.7	91.9 ± 1.0	90.8 ± 0.9	91.1 ± 1.2	92.7 ± 1.2	90.2 ± 2.7	np	88.1 ± 4.0	91.8 ± 0.4
Remote	83.6 ± 8.3	97.9 ± 3.4	88.1 ± 3.5	89.3 ± 2.2	93.3 ± 2.0	82.6 ± 3.1	..	93.2 ± 5.4	90.0 ± 1.6
Very remote	82.7 ± 21.9	..	86.0 ± 5.0	90.3 ± 4.9	86.8 ± 9.8	np	..	86.7 ± 7.6	87.3 ± 3.2
Total	94.3 ± 0.4	93.8 ± 0.5	91.2 ± 0.5	92.6 ± 0.7	93.4 ± 0.7	91.2 ± 1.7	93.6 ± 2.1	89.2 ± 3.3	93.2 ± 0.2
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	..	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	np	83.8 ± 5.5	90.4 ± 0.5

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	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	48.1 ± 6.5
Total	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3
2009									
Indigenous students									
Metropolitan	81.6 ± 3.0	82.3 ± 4.3	78.2 ± 2.5	78.2 ± 4.7	78.2 ± 5.6	75.9 ± 9.7	76.0 ± 10.2	..	79.7 ± 1.5
Provincial	74.8 ± 2.8	78.1 ± 4.7	74.6 ± 4.1	70.3 ± 7.7	76.0 ± 7.7	77.4 ± 7.0	np	64.1 ± 10.2	74.3 ± 1.9
Remote	59.2 ± 12.6	np	56.0 ± 13.3	56.4 ± 10.7	89.4 ± 12.5	np	..	31.9 ± 14.3	49.5 ± 7.9
Very remote	np	..	48.1 ± 11.1	34.0 ± 10.6	34.9 ± 21.2	np	..	09.0 ± 5.3	29.5 ± 6.2
Total	77.2 ± 2.2	80.1 ± 3.3	71.8 ± 2.9	62.5 ± 4.9	73.0 ± 5.5	76.5 ± 5.2	76.0 ± 10.2	30.8 ± 9.2	69.9 ± 1.8
Non-Indigenous students									
Metropolitan	95.0 ± 0.5	94.6 ± 0.6	93.3 ± 0.5	93.7 ± 0.9	94.6 ± 0.8	90.5 ± 3.2	93.6 ± 2.0	..	94.3 ± 0.3
Provincial	92.7 ± 0.8	92.3 ± 1.0	91.4 ± 0.8	93.0 ± 1.3	92.2 ± 1.2	88.9 ± 2.2	np	88.4 ± 5.2	92.0 ± 0.4
Remote	90.2 ± 6.5	90.2 ± 11.6	89.1 ± 3.0	92.7 ± 2.2	92.8 ± 3.1	91.3 ± 3.0	..	90.4 ± 3.9	91.1 ± 1.4
Very remote	86.9 ± 25.9	..	89.0 ± 4.3	93.3 ± 4.6	86.5 ± 10.0	np	..	94.0 ± 7.6	90.2 ± 3.2
Total	94.4 ± 0.4	94.0 ± 0.5	92.7 ± 0.4	93.5 ± 0.7	93.9 ± 0.7	89.6 ± 1.8	93.6 ± 2.0	89.2 ± 3.9	93.7 ± 0.2
All students									
Metropolitan	94.6 ± 0.6	94.4 ± 0.6	92.6 ± 0.6	93.0 ± 0.9	94.2 ± 0.8	89.4 ± 3.6	93.2 ± 2.1	..	93.9 ± 0.3
Provincial	91.1 ± 1.0	91.8 ± 1.0	90.1 ± 0.9	91.1 ± 1.7	91.4 ± 1.3	87.9 ± 2.3	np	83.8 ± 5.1	90.7 ± 0.5
Remote	77.6 ± 10.7	90.3 ± 11.5	80.7 ± 6.2	84.8 ± 4.2	92.6 ± 3.0	83.4 ± 6.8	..	63.3 ± 17.0	80.4 ± 3.9
Very remote	64.4 ± 32.3	..	66.3 ± 9.4	57.8 ± 10.6	60.1 ± 20.0	86.7 ± 9.2	..	23.3 ± 13.8	52.2 ± 6.7
Total	93.7 ± 0.5	93.7 ± 0.5	91.3 ± 0.5	91.3 ± 0.9	93.2 ± 0.7	88.5 ± 2.0	93.2 ± 2.1	66.7 ± 8.5	92.5 ± 0.3
Year 9									
2008									

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	..	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	np	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	44.4 ± 8.0
Very remote	np ± np	..	33.1 ± 13.9	27.6 ± 9.7	25.5 ± 16.5	np	..	13.7 ± 7.6	23.8 ± 6.0
Total	67.7	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0
Non-Indigenous students									
Metropolitan	90.5 ± 0.8	91.3 ± 0.8	86.6 ± 1.3	89.3 ± 1.5	90.0 ± 1.9	87.2 ± 3.7	89.3 ± 3.0	..	89.7 ± 0.5
Provincial	88.4 ± 0.9	88.5 ± 1.2	82.5 ± 1.5	84.6 ± 2.9	86.3 ± 2.1	84.7 ± 2.8	np	84.2 ± 3.2	86.4 ± 0.7
Remote	81.8 ± 7.0	96.4 ± 4.7	80.2 ± 4.3	84.3 ± 5.2	85.1 ± 4.5	61.5 ± 10.1	..	85.7 ± 6.3	83.6 ± 2.5
Very remote	93.7 ± 6.9	..	78.6 ± 7.4	84.5 ± 5.5	85.1 ± 12.9	np	..	85.7 ± 7.4	83.4 ± 4.2
Total	90.0 ± 0.6	90.6 ± 0.7	85.3 ± 1.1	88.2 ± 1.3	88.9 ± 1.5	85.7 ± 2.4	89.3 ± 3.0	84.6 ± 2.8	88.8 ± 0.4
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	..	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	np	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	73.3 ± 4.5
Very remote	70.1 ± 21.7	..	52.8 ± 14.7	49.1 ± 12.3	55.6 ± 17.2	np	..	24.5 ± 14.8	44.3 ± 7.7
Total	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5
2009									
Indigenous students									
Metropolitan	73.1 ± 3.2	67.9 ± 7.4	63.4 ± 6.0	61.5 ± 5.8	65.0 ± 8.3	71.8 ± 9.2	71.3 ± 10.8	..	67.4 ± 3.0
Provincial	64.1 ± 3.7	69.1 ± 6.3	61.3 ± 5.2	55.7 ± 7.6	55.6 ± 9.8	72.7 ± 7.8	np	45.3 ± 10.1	61.8 ± 2.6
Remote	44.2 ± 13.9	np	46.0 ± 13.0	40.9 ± 13.1	47.7 ± 17.2	np	..	24.8 ± 13.5	38.3 ± 7.3
Very remote	np	..	31.7 ± 11.3	28.2 ± 10.1	23.5 ± 15.9	np	..	06.9 ± 6.2	21.4 ± 5.8

Table 4A.44

Table 4A.44 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	67.1 ± 2.6	68.6 ± 5.1	59.5 ± 3.8	50.1 ± 4.7	56.4 ± 6.6	72.4 ± 5.8	71.3 ± 10.8	26.3 ± 7.0	59.0 ± 1.9
Non-Indigenous students									
Metropolitan	90.6 ± 0.8	91.5 ± 0.9	88.1 ± 1.2	89.6 ± 1.6	89.9 ± 2.1	86.2 ± 3.7	89.8 ± 2.6	..	90.1 ± 0.5
Provincial	87.8 ± 1.0	88.6 ± 1.3	85.0 ± 1.4	86.6 ± 2.8	86.6 ± 2.8	83.2 ± 3.0	np	84.1 ± 6.5	86.9 ± 0.6
Remote	78.7 ± 7.7	93.3 ± 7.4	81.0 ± 4.6	82.7 ± 3.9	87.5 ± 3.9	np	..	86.6 ± 7.2	83.9 ± 2.3
Very remote	73.0 ± 36.5	..	72.2 ± 8.3	83.0 ± 6.0	85.0 ± 8.4	np	..	88.5 ± 14.1	79.3 ± 5.5
Total	89.9 ± 0.7	90.8 ± 0.7	87.1 ± 0.9	88.7 ± 1.3	89.0 ± 1.7	84.6 ± 2.4	89.8 ± 2.6	84.8 ± 5.2	89.2 ± 0.4
All students									
Metropolitan	90.2 ± 0.8	91.1 ± 0.9	87.0 ± 1.3	88.5 ± 1.7	89.4 ± 2.2	84.8 ± 4.2	89.4 ± 2.7	..	89.4 ± 0.5
Provincial	85.7 ± 1.2	88.0 ± 1.4	83.0 ± 1.5	84.0 ± 3.1	85.3 ± 3.3	82.2 ± 3.3	np	75.4 ± 6.9	85.0 ± 0.7
Remote	63.4 ± 11.4	93.5 ± 7.3	71.7 ± 7.0	71.9 ± 7.5	84.5 ± 5.4	81.5 ± 7.4	..	58.6 ± 18.1	71.3 ± 4.6
Very remote	48.8 ± 34.0	..	49.7 ± 11.3	48.4 ± 13.5	53.0 ± 20.9	np	..	20.8 ± 16.6	42.7 ± 7.6
Total	89.0 ± 0.7	90.3 ± 0.8	85.4 ± 1.1	86.1 ± 1.6	87.9 ± 1.8	83.3 ± 2.6	89.4 ± 2.7	63.1 ± 8.3	87.8 ± 0.5

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

(b) Geolocation data are based on the MCEECDYA 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 and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(e) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

.. Not applicable. np Not published.

Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.71.

Table 4A.45

Table 4A.45 Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	24.3 ± 2.2	20.8 ± 3.3	42.6 ± 3.5	51.1 ± 3.7	35.3 ± 5.2	14.8 ± 4.3	25.0 ± 11.7	72.6 ± 6.0	39.3 ± 1.9
<i>Below the national minimum standard</i>	%	9.1 ± 1.3	7.9 ± 1.8	22.8 ± 3.0	28.0 ± 3.5	17.5 ± 4.7	5.8 ± 2.4	10.4 ± 6.6	53.4 ± 7.6	21.3 ± 1.8
<i>At the national minimum standard</i>	%	15.2 ± 1.7	12.9 ± 2.7	19.8 ± 1.9	23.1 ± 2.4	17.8 ± 4.7	9.0 ± 3.8	14.6 ± 12.1	19.2 ± 3.7	18.0 ± 0.9
In the medium levels (d)	%	53.1 ± 1.9	53.4 ± 4.4	43.2 ± 2.7	40.0 ± 3.2	49.1 ± 5.0	55.9 ± 6.1	50.3 ± 12.1	23.6 ± 5.0	44.8 ± 1.5
In the high levels (e)	%	22.5 ± 2.2	25.7 ± 4.1	14.2 ± 2.5	8.9 ± 1.8	15.7 ± 3.7	29.3 ± 5.3	24.7 ± 10.3	3.9 ± 1.6	16.0 ± 1.3
		Non-Indigenous students								
At or below the national minimum standard	%	6.1 ± 0.3	8.3 ± 0.4	16.0 ± 0.8	10.0 ± 0.7	9.9 ± 1.0	6.7 ± 1.0	7.6 ± 1.4	14.0 ± 2.5	9.5 ± 0.3
In the medium levels (d)	%	40.0 ± 0.8	41.9 ± 0.8	49.3 ± 0.7	52.6 ± 1.1	45.2 ± 1.4	46.9 ± 2.2	42.4 ± 2.6	51.5 ± 3.5	44.3 ± 0.4
In the high levels (e)	%	53.8 ± 0.9	49.9 ± 0.9	34.8 ± 1.0	37.3 ± 1.4	44.9 ± 1.8	46.3 ± 2.5	50.0 ± 3.2	34.6 ± 3.7	46.2 ± 0.5
		All students								
At or below the national minimum standard	%	7.0 ± 0.4	8.8 ± 0.5	17.8 ± 0.9	13.1 ± 0.9	11.2 ± 1.1	7.9 ± 1.1	8.2 ± 1.6	39.7 ± 6.5	11.2 ± 0.3
In the medium levels (d)	%	40.4 ± 0.7	41.9 ± 0.8	48.9 ± 0.7	51.7 ± 1.1	45.5 ± 1.4	47.7 ± 1.8	42.7 ± 2.5	39.3 ± 4.1	44.3 ± 0.4
In the high levels (e)	%	52.4 ± 0.9	49.3 ± 0.9	33.3 ± 1.0	35.1 ± 1.4	43.3 ± 1.8	44.4 ± 2.3	49.1 ± 3.2	21.0 ± 3.5	44.6 ± 0.5
2009										
		Indigenous students								
At or below the national minimum standard	%	26.0 ± 2.0	21.7 ± 3.4	40.7 ± 3.1	49.9 ± 4.2	39.9 ± 5.8	20.5 ± 4.5	24.9 ± 10.6	74.0 ± 5.9	39.3 ± 1.8

Table 4A.45

Table 4A.45 Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	9.2 ± 1.3	9.3 ± 1.6	19.7 ± 2.6	25.9 ± 3.7	18.4 ± 5.0	6.5 ± 2.3	11.8 ± 6.7	54.6 ± 7.9	20.1 ± 1.8
<i>At the national minimum standard</i>	%	16.8 ± 1.7	12.4 ± 2.6	21.0 ± 1.6	24.0 ± 2.4	21.5 ± 4.3	14.0 ± 4.2	13.1 ± 8.8	19.4 ± 4.1	19.2 ± 1.0
In the medium levels (d)	%	54.3 ± 1.9	53.1 ± 4.3	45.7 ± 2.7	43.1 ± 3.9	47.1 ± 4.9	56.1 ± 6.3	55.1 ± 12.4	22.6 ± 5.1	46.3 ± 1.5
In the high levels (e)	%	19.8 ± 1.6	25.2 ± 4.1	13.6 ± 1.8	6.9 ± 1.6	13.1 ± 3.2	23.5 ± 4.5	20.0 ± 9.3	3.4 ± 1.4	14.5 ± 0.9
Non-Indigenous students										
At or below the national minimum standard	%	7.0 ± 0.4	6.9 ± 0.4	14.0 ± 0.7	9.5 ± 0.8	9.8 ± 1.0	10.6 ± 1.5	8.5 ± 1.9	13.3 ± 2.7	9.1 ± 0.3
In the medium levels (d)	%	40.9 ± 0.8	42.2 ± 0.7	50.3 ± 0.7	50.1 ± 1.1	46.8 ± 1.5	49.1 ± 2.0	43.7 ± 2.5	53.2 ± 3.3	44.9 ± 0.4
In the high levels (e)	%	52.1 ± 0.9	50.9 ± 0.9	35.7 ± 1.1	40.3 ± 1.4	43.4 ± 1.8	40.3 ± 2.6	47.8 ± 3.3	33.6 ± 4.1	46.1 ± 0.6
All students										
At or below the national minimum standard	%	7.8 ± 0.4	7.5 ± 0.4	15.8 ± 0.8	12.7 ± 1.0	10.9 ± 1.1	11.1 ± 1.4	9.0 ± 2.0	39.1 ± 6.7	10.6 ± 0.3
In the medium levels (d)	%	41.3 ± 0.7	42.2 ± 0.7	50.1 ± 0.7	50.0 ± 1.0	46.8 ± 1.5	50.1 ± 1.9	43.9 ± 2.5	40.0 ± 4.3	44.9 ± 0.4
In the high levels (e)	%	50.8 ± 0.9	50.4 ± 0.9	34.1 ± 1.1	37.3 ± 1.4	42.3 ± 1.8	38.9 ± 2.5	47.1 ± 3.3	20.8 ± 3.9	44.5 ± 0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(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 medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Table 4A.45

Table 4A.45 Proportions by achievement levels for writing, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.72.</i>									

Table 4A.46

Table 4A.46 Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	41.4 ± 2.3	35.7 ± 3.6	51.8 ± 3.2	66.3 ± 3.1	54.7 ± 5.2	36.6 ± 5.4	40.8 ± 11.8	81.7 ± 4.6	52.7 ± 1.7
<i>Below the national minimum standard</i>	%	18.3 ± 1.9	17.3 ± 2.7	28.0 ± 2.8	40.9 ± 3.4	31.0 ± 5.1	16.2 ± 3.5	17.9 ± 8.6	67.3 ± 6.3	30.3 ± 1.7
<i>At the national minimum standard</i>	%	23.1 ± 2.0	18.4 ± 2.9	23.8 ± 1.9	25.4 ± 3.0	23.7 ± 4.3	20.4 ± 5.0	22.9 ± 10.4	14.4 ± 3.0	22.4 ± 1.0
In the medium levels (d)	%	50.3 ± 2.1	49.4 ± 3.7	41.9 ± 2.5	30.4 ± 3.1	40.3 ± 5.0	51.9 ± 5.7	52.0 ± 14.3	16.5 ± 4.3	40.8 ± 1.5
In the high levels (e)	%	8.3 ± 1.0	14.8 ± 2.9	6.3 ± 1.6	3.3 ± 1.0	5.0 ± 2.6	11.6 ± 3.9	7.3 ± 7.4	1.9 ± 1.2	6.6 ± 0.7
							Non-Indigenous students			
At or below the national minimum standard	%	13.5 ± 0.5	14.9 ± 0.6	23.6 ± 0.9	20.0 ± 1.0	19.8 ± 1.4	19.6 ± 2.2	15.0 ± 2.2	26.0 ± 3.8	17.3 ± 0.3
In the medium levels (d)	%	55.9 ± 0.6	51.6 ± 0.6	56.5 ± 0.6	58.9 ± 0.8	57.0 ± 1.0	57.4 ± 1.9	58.2 ± 2.0	54.7 ± 2.7	55.4 ± 0.3
In the high levels (e)	%	30.5 ± 0.9	33.6 ± 0.8	19.8 ± 0.8	21.1 ± 1.0	23.1 ± 1.4	22.9 ± 2.3	26.7 ± 2.6	19.3 ± 3.2	27.3 ± 0.5
							All students			
At or below the national minimum standard	%	14.7 ± 0.6	15.4 ± 0.6	25.7 ± 1.0	23.8 ± 1.2	21.5 ± 1.5	21.8 ± 2.2	15.8 ± 2.3	49.2 ± 6.0	19.2 ± 0.4
In the medium levels (d)	%	55.6 ± 0.6	51.4 ± 0.5	55.5 ± 0.6	56.6 ± 0.8	56.3 ± 1.1	56.7 ± 1.8	58.0 ± 2.0	38.6 ± 4.4	54.6 ± 0.3
In the high levels (e)	%	29.6 ± 0.9	33.3 ± 0.8	18.8 ± 0.8	19.6 ± 1.0	22.2 ± 1.4	21.4 ± 2.1	26.2 ± 2.5	12.2 ± 2.5	26.2 ± 0.4
2009										
At or below the national minimum standard	%	41.7 ± 2.4	35.2 ± 4.1	54.8 ± 2.9	62.9 ± 3.3	50.4 ± 4.8	37.7 ± 5.6	44.7 ± 11.7	82.4 ± 4.3	52.4 ± 1.6

Table 4A.46

Table 4A.46 Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	17.5 ± 1.8	15.9 ± 3.2	31.1 ± 3.2	38.0 ± 3.9	26.6 ± 4.8	15.5 ± 3.9	20.6 ± 8.4	67.9 ± 6.8	29.9 ± 1.7
<i>At the national minimum standard</i>	%	23.2 ± 1.8	19.3 ± 4.0	23.7 ± 2.2	24.9 ± 2.9	23.8 ± 3.2	22.2 ± 4.8	24.1 ± 11.6	14.5 ± 3.4	22.5 ± 1.1
In the medium levels (d)	%	51.5 ± 2.2	54.3 ± 3.7	40.2 ± 2.9	34.0 ± 3.3	44.4 ± 4.8	52.0 ± 5.4	45.8 ± 12.5	16.0 ± 4.0	42.1 ± 1.5
In the high levels (e)	%	6.7 ± 1.0	10.4 ± 2.5	4.9 ± 1.0	3.0 ± 1.2	5.2 ± 2.8	10.2 ± 2.9	9.5 ± 6.2	1.6 ± 0.9	5.5 ± 0.6
		Non-Indigenous students								
At or below the national minimum standard	%	13.7 ± 0.5	13.8 ± 0.6	23.7 ± 1.0	17.7 ± 1.0	18.2 ± 1.2	21.7 ± 2.1	16.5 ± 2.5	25.3 ± 4.5	16.8 ± 0.4
In the medium levels (d)	%	58.4 ± 0.6	57.4 ± 0.6	59.3 ± 0.7	58.2 ± 1.0	59.2 ± 1.0	57.7 ± 1.6	57.9 ± 2.0	56.6 ± 4.1	58.4 ± 0.3
In the high levels (e)	%	28.0 ± 0.9	28.8 ± 0.8	17.0 ± 0.8	24.0 ± 1.2	22.7 ± 1.3	20.6 ± 1.9	25.7 ± 2.7	18.0 ± 3.9	24.8 ± 0.4
		All students								
At or below the national minimum standard	%	14.9 ± 0.6	14.4 ± 0.6	25.7 ± 1.0	21.4 ± 1.2	19.3 ± 1.3	23.5 ± 2.2	17.2 ± 2.6	48.9 ± 6.2	18.6 ± 0.4
In the medium levels (d)	%	58.1 ± 0.6	57.2 ± 0.6	58.1 ± 0.7	56.4 ± 1.0	58.6 ± 1.0	57.3 ± 1.5	57.6 ± 1.9	40.0 ± 4.7	57.5 ± 0.3
In the high levels (e)	%	27.1 ± 0.9	28.5 ± 0.8	16.2 ± 0.7	22.2 ± 1.2	22.0 ± 1.3	19.1 ± 1.7	25.2 ± 2.6	11.1 ± 2.8	23.9 ± 0.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(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 medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Table 4A.46

Table 4A.46 Proportions by achievement levels for writing, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.73.</i>									

Table 4A.47

Table 4A.47 Proportions by achievement levels for writing, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	50.5 ± 2.5	45.0 ± 4.7	52.0 ± 3.4	67.1 ± 3.3	54.8 ± 6.0	45.3 ± 6.2	41.3 ± 18.6	82.7 ± 5.9	56.4 ± 1.8
<i>Below the national minimum standard</i>	%	23.0 ± 2.0	22.4 ± 3.6	27.7 ± 3.0	40.1 ± 3.8	32.5 ± 5.6	18.0 ± 4.6	15.8 ± 9.8	70.0 ± 8.8	32.1 ± 2.0
<i>At the national minimum standard</i>	%	27.5 ± 1.9	22.6 ± 3.7	24.3 ± 2.3	27.0 ± 2.8	22.3 ± 4.8	27.3 ± 5.4	25.5 ± 20.4	12.7 ± 4.0	24.3 ± 1.2
In the medium levels (d)	%	43.3 ± 2.3	45.5 ± 4.4	40.8 ± 2.3	30.7 ± 3.1	39.0 ± 5.8	45.4 ± 5.0	54.9 ± 19.9	15.0 ± 5.1	37.8 ± 1.4
In the high levels (e)	%	6.2 ± 1.0	9.5 ± 2.7	7.2 ± 2.0	2.4 ± 1.1	6.2 ± 2.4	9.2 ± 3.3	3.7 ± 5.1	2.4 ± 1.4	5.9 ± 0.8
		Non-Indigenous students								
At or below the national minimum standard	%	18.8 ± 0.9	17.0 ± 1.0	23.9 ± 0.9	22.7 ± 1.3	18.8 ± 1.3	25.1 ± 3.3	19.4 ± 4.0	27.8 ± 5.9	20.0 ± 0.5
In the medium levels (d)	%	56.2 ± 1.0	50.1 ± 0.8	55.1 ± 0.6	55.4 ± 1.2	54.8 ± 1.2	53.8 ± 1.8	57.4 ± 2.5	48.5 ± 2.8	54.1 ± 0.4
In the high levels (e)	%	24.9 ± 1.5	32.8 ± 1.4	21.0 ± 0.8	21.8 ± 1.4	26.4 ± 1.5	21.1 ± 3.1	23.3 ± 4.2	23.8 ± 5.2	25.9 ± 0.7
		All students								
At or below the national minimum standard	%	20.3 ± 1.0	17.6 ± 1.0	25.9 ± 1.0	26.1 ± 1.4	20.2 ± 1.4	27.4 ± 3.6	19.9 ± 4.1	51.5 ± 8.5	21.9 ± 0.5
In the medium levels (d)	%	55.5 ± 0.9	49.9 ± 0.8	54.0 ± 0.6	53.7 ± 1.2	54.1 ± 1.2	52.9 ± 2.0	57.4 ± 2.6	34.1 ± 5.4	53.3 ± 0.4
In the high levels (e)	%	24.2 ± 1.4	32.3 ± 1.4	20.1 ± 0.8	20.3 ± 1.3	25.5 ± 1.5	19.7 ± 2.9	22.8 ± 4.2	14.5 ± 4.0	24.7 ± 0.6
2009										
At or below the national minimum standard	%	49.7 ± 2.4	46.9 ± 4.4	53.2 ± 2.7	61.6 ± 4.1	53.2 ± 6.1	48.7 ± 6.7	52.2 ± 14.5	83.0 ± 6.4	55.0 ± 1.7
		Indigenous students								

Table 4A.47

Table 4A.47 Proportions by achievement levels for writing, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
<i>Below the national minimum standard</i>	%	22.8 ± 2.0	19.9 ± 3.2	28.2 ± 2.9	37.5 ± 5.0	27.0 ± 5.6	23.5 ± 5.3	24.0 ± 10.2	69.2 ± 9.3	30.2 ± 1.8	
<i>At the national minimum standard</i>	%	26.9 ± 1.8	27.0 ± 3.9	25.0 ± 1.8	24.1 ± 3.9	26.2 ± 4.7	25.2 ± 6.2	28.2 ± 16.4	13.8 ± 4.3	24.8 ± 1.2	
In the medium levels (d)	%	45.1 ± 2.1	44.8 ± 4.1	40.8 ± 2.6	33.9 ± 4.1	41.6 ± 6.6	43.1 ± 5.6	43.4 ± 14.0	14.9 ± 5.5	39.7 ± 1.6	
In the high levels (e)	%	5.2 ± 1.0	8.3 ± 2.5	6.0 ± 1.0	4.5 ± 1.5	5.2 ± 2.3	8.1 ± 2.9	4.4 ± 6.9	2.1 ± 1.3	5.4 ± 0.6	
		Non-Indigenous students									
At or below the national minimum standard	%	19.1 ± 1.0	18.4 ± 1.1	22.0 ± 0.9	19.1 ± 1.3	18.8 ± 1.3	29.2 ± 3.4	19.0 ± 3.6	29.5 ± 5.4	19.8 ± 0.5	
In the medium levels (d)	%	58.1 ± 0.9	54.6 ± 0.8	56.6 ± 0.6	55.5 ± 1.2	56.2 ± 1.1	51.1 ± 2.2	54.6 ± 2.8	52.4 ± 3.6	56.2 ± 0.4	
In the high levels (e)	%	22.8 ± 1.3	27.0 ± 1.4	21.3 ± 0.8	25.4 ± 1.5	25.0 ± 1.5	19.6 ± 3.2	26.4 ± 4.2	18.1 ± 3.3	23.9 ± 0.6	
		All students									
At or below the national minimum standard	%	20.3 ± 1.0	18.8 ± 1.1	24.1 ± 0.9	22.4 ± 1.5	19.9 ± 1.4	30.8 ± 3.7	19.9 ± 3.8	49.9 ± 7.7	21.5 ± 0.5	
In the medium levels (d)	%	57.5 ± 0.9	54.4 ± 0.8	55.5 ± 0.6	54.0 ± 1.1	55.7 ± 1.1	50.8 ± 2.2	54.4 ± 2.7	37.9 ± 5.6	55.5 ± 0.4	
In the high levels (e)	%	22.2 ± 1.3	26.8 ± 1.4	20.4 ± 0.8	23.6 ± 1.4	24.4 ± 1.5	18.5 ± 2.8	25.7 ± 4.2	12.1 ± 2.8	23.1 ± 0.6	

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(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 medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Table 4A.47

Table 4A.47 Proportions by achievement levels for writing, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.74.</i>									

Table 4A.48

Table 4A.48 Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
At or below the national minimum standard	%	61.3 ± 2.5	54.7 ± 5.5	62.6 ± 4.5	75.0 ± 3.0	67.1 ± 6.2	58.1 ± 6.6	52.2 ± 15.5	82.2 ± 5.2	65.2 ± 2.0
<i>Below the national minimum standard</i>	%	32.3 ± 2.4	31.1 ± 4.9	38.2 ± 4.0	50.1 ± 3.7	42.6 ± 6.5	31.1 ± 5.8	26.6 ± 11.2	67.2 ± 8.3	40.3 ± 2.0
<i>At the national minimum standard</i>	%	29.0 ± 2.3	23.6 ± 4.8	24.4 ± 2.3	24.9 ± 2.4	24.5 ± 4.5	27.0 ± 5.2	25.6 ± 13.8	15.0 ± 3.7	24.9 ± 1.4
In the medium levels (d)	%	33.9 ± 2.3	36.0 ± 4.5	31.5 ± 3.0	23.0 ± 2.7	28.5 ± 5.8	34.0 ± 5.8	38.8 ± 11.7	15.9 ± 4.6	29.8 ± 1.7
In the high levels (e)	%	4.8 ± 0.9	9.3 ± 2.6	6.0 ± 2.3	2.1 ± 0.8	4.5 ± 2.1	7.9 ± 3.1	9.0 ± 9.0	1.8 ± 1.2	4.9 ± 0.8
		Non-Indigenous students								
At or below the national minimum standard	%	29.2 ± 1.3	23.9 ± 1.3	35.0 ± 1.6	31.2 ± 2.3	28.4 ± 2.5	34.9 ± 3.8	28.1 ± 5.2	33.5 ± 4.5	29.3 ± 0.7
In the medium levels (d)	%	50.9 ± 0.8	47.1 ± 0.8	47.9 ± 0.9	49.3 ± 1.2	50.4 ± 1.4	47.1 ± 2.2	50.9 ± 3.0	43.8 ± 2.7	49.0 ± 0.4
In the high levels (e)	%	20.0 ± 1.3	28.9 ± 1.5	16.9 ± 1.1	19.4 ± 1.9	21.4 ± 2.0	18.0 ± 3.0	21.1 ± 4.3	22.8 ± 4.4	21.7 ± 0.7
		All students								
At or below the national minimum standard	%	30.6 ± 1.3	24.6 ± 1.3	37.0 ± 1.6	34.5 ± 2.4	30.3 ± 2.8	37.1 ± 4.1	28.7 ± 5.3	53.4 ± 7.2	31.3 ± 0.8
In the medium levels (d)	%	50.1 ± 0.8	47.0 ± 0.8	46.9 ± 0.9	47.6 ± 1.2	49.3 ± 1.6	45.9 ± 2.3	50.5 ± 3.0	32.3 ± 4.3	48.1 ± 0.4
In the high levels (e)	%	19.3 ± 1.2	28.5 ± 1.5	16.2 ± 1.1	17.9 ± 1.8	20.3 ± 2.0	17.0 ± 2.7	20.7 ± 4.3	14.2 ± 3.8	20.8 ± 0.7
2009										
At or below the national minimum standard	%	62.8 ± 2.5	58.7 ± 6.1	66.9 ± 3.1	74.7 ± 3.4	70.8 ± 4.5	54.5 ± 6.5	55.0 ± 11.1	86.9 ± 4.2	67.3 ± 1.6

Table 4A.48

Table 4A.48 Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	33.0 ± 2.6	31.4 ± 5.0	40.5 ± 3.8	49.9 ± 4.8	43.7 ± 6.7	27.6 ± 5.8	28.8 ± 10.1	73.7 ± 7.2	41.0 ± 2.0
<i>At the national minimum standard</i>	%	29.8 ± 1.6	27.3 ± 5.0	26.4 ± 2.3	24.8 ± 3.4	27.1 ± 5.6	26.9 ± 4.9	26.2 ± 12.5	13.2 ± 3.9	26.3 ± 1.1
In the medium levels (d)	%	33.2 ± 2.1	35.3 ± 5.5	29.5 ± 2.8	22.9 ± 3.1	25.7 ± 4.2	35.7 ± 5.6	37.4 ± 8.4	11.3 ± 3.7	28.9 ± 1.4
In the high levels (e)	%	4.1 ± 0.9	5.9 ± 2.5	3.6 ± 0.8	2.4 ± 1.0	3.5 ± 1.7	9.8 ± 3.4	7.5 ± 7.2	1.8 ± 1.0	3.9 ± 0.5
		Non-Indigenous students								
At or below the national minimum standard	%	29.6 ± 1.3	25.9 ± 1.4	33.6 ± 1.6	29.6 ± 2.3	28.8 ± 2.8	35.8 ± 3.8	26.5 ± 4.4	34.7 ± 6.4	29.5 ± 0.7
In the medium levels (d)	%	51.2 ± 0.8	49.6 ± 0.8	49.1 ± 0.9	49.8 ± 1.3	50.2 ± 1.5	44.0 ± 2.0	50.9 ± 2.3	44.6 ± 4.0	49.9 ± 0.4
In the high levels (e)	%	19.3 ± 1.2	24.6 ± 1.5	17.2 ± 1.2	20.7 ± 2.0	21.0 ± 2.3	20.1 ± 3.0	22.6 ± 3.6	20.6 ± 3.8	20.5 ± 0.7
		All students								
At or below the national minimum standard	%	30.9 ± 1.3	26.4 ± 1.4	35.7 ± 1.6	32.8 ± 2.5	30.2 ± 2.9	37.8 ± 3.9	27.2 ± 4.5	54.0 ± 7.5	31.3 ± 0.8
In the medium levels (d)	%	50.5 ± 0.8	49.4 ± 0.8	47.9 ± 0.9	47.9 ± 1.4	49.4 ± 1.6	43.3 ± 2.1	50.6 ± 2.2	32.4 ± 4.9	49.0 ± 0.4
In the high levels (e)	%	18.6 ± 1.2	24.3 ± 1.5	16.3 ± 1.1	19.2 ± 1.9	20.5 ± 2.3	18.9 ± 2.8	22.3 ± 3.5	13.6 ± 3.1	19.7 ± 0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(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 medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Table 4A.48 Proportions by achievement levels for writing, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Source: MCEETYA (2008 and unpublished), National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; MCEECDYA (2009 and unpublished.) 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.75.</i>									

Table 4A.49

Table 4A.49 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

		Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		Mean scale score									
2008											
Year 3											
	Indigenous	no.	370.6 ± 3.7	383.9 ± 5.9	334.6 ± 8.2	314.0 ± 7.9	354.7 ± 9.7	388.1 ± 8.3	374.0 ± 17.1	258.2 ± 16.1	339.3 ± 4.5
	Non-Indigenous	no.	430.1 ± 1.4	426.4 ± 1.4	396.2 ± 2.2	405.2 ± 2.1	418.2 ± 2.5	419.5 ± 3.5	424.7 ± 4.5	398.3 ± 5.8	418.2 ± 0.9
	All students	no.	427.6 ± 1.5	425.8 ± 1.4	391.8 ± 2.4	398.1 ± 2.5	415.1 ± 2.7	415.7 ± 3.5	423.2 ± 4.6	337.4 ± 16.5	414.2 ± 1.0
Year 5											
	Indigenous	no.	436.4 ± 3.7	454.4 ± 6.4	416.2 ± 6.5	386.7 ± 6.5	413.4 ± 10.7	447.7 ± 8.5	442.9 ± 14.9	325.4 ± 17.0	411.2 ± 4.1
	Non-Indigenous	no.	498.0 ± 1.5	503.1 ± 1.5	473.1 ± 1.9	478.9 ± 2.1	483.9 ± 2.7	481.9 ± 4.3	492.0 ± 4.6	471.2 ± 7.3	490.6 ± 0.9
	All students	no.	495.4 ± 1.6	502.4 ± 1.5	468.9 ± 2.1	471.7 ± 2.5	480.8 ± 2.9	477.3 ± 4.4	490.7 ± 4.7	410.9 ± 16.7	486.5 ± 1.0
Year 7											
	Indigenous	no.	474.4 ± 3.9	486.6 ± 7.4	468.6 ± 8.2	437.2 ± 7.5	464.1 ± 11.4	485.7 ± 10.6	485.8 ± 17.2	362.2 ± 24.0	455.9 ± 5.0
	Non-Indigenous	no.	538.1 ± 2.8	550.7 ± 2.9	526.8 ± 2.2	529.4 ± 2.8	541.1 ± 3.0	525.3 ± 7.6	535.5 ± 9.3	526.1 ± 12.5	537.9 ± 1.4
	All students	no.	535.3 ± 2.9	549.7 ± 3.0	522.7 ± 2.3	522.5 ± 3.1	538.1 ± 3.2	520.6 ± 7.8	534.3 ± 9.4	455.0 ± 26.2	533.7 ± 1.5
Year 9											
	Indigenous	no.	508.3 ± 4.4	525.9 ± 9.5	497.3 ± 11.3	470.7 ± 7.7	490.7 ± 14.5	515.7 ± 11.5	515.7 ± 29.2	417.0 ± 25.9	491.3 ± 5.4
	Non-Indigenous	no.	572.2 ± 3.0	589.9 ± 3.5	559.6 ± 3.5	567.8 ± 5.0	574.8 ± 5.2	561.7 ± 8.1	572.2 ± 11.5	569.2 ± 12.1	573.6 ± 1.7
	All students	no.	569.4 ± 3.1	588.9 ± 3.6	555.3 ± 3.7	560.8 ± 5.2	571.2 ± 5.6	557.2 ± 8.6	571.0 ± 11.7	506.9 ± 25.2	569.4 ± 1.8
2009											
Year 3											
	Indigenous	no.	368.5 ± 3.3	384.7 ± 6.3	339.1 ± 6.3	318.1 ± 7.0	342.2 ± 9.4	379.8 ± 7.4	373.3 ± 16.6	256.0 ± 17.1	340.2 ± 4.2

Table 4A.49

Table 4A.49 Mean scale scores for writing, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	Non-Indigenous	no. 426.8 ± 1.4	428.0 ± 1.2	399.8 ± 1.9	410.2 ± 2.2	413.8 ± 2.7	408.8 ± 4.0	423.1 ± 4.6	398.8 ± 5.7	418.3 ± 0.8
	All students	no. 424.5 ± 1.4	427.5 ± 1.3	395.8 ± 2.0	402.4 ± 2.5	411.2 ± 2.8	406.8 ± 3.8	421.6 ± 4.8	337.7 ± 16.9	414.5 ± 0.9
Year 5										
	Indigenous	no. 435.3 ± 3.7	454.3 ± 6.2	411.2 ± 6.0	392.9 ± 7.1	419.9 ± 9.9	446.3 ± 7.4	439.5 ± 14.6	322.6 ± 16.8	412.1 ± 3.7
	Non-Indigenous	no. 495.1 ± 1.5	498.0 ± 1.4	470.9 ± 1.8	486.4 ± 2.2	484.4 ± 2.6	477.3 ± 4.0	490.8 ± 4.9	470.3 ± 7.7	488.5 ± 0.8
	All students	no. 492.7 ± 1.5	497.5 ± 1.4	467.0 ± 1.9	478.6 ± 2.5	482.1 ± 2.7	473.5 ± 4.1	489.5 ± 5.0	409.4 ± 17.0	484.7 ± 0.9
Year 7										
	Indigenous	no. 474.9 ± 4.0	485.5 ± 6.6	466.6 ± 6.5	447.2 ± 9.5	465.9 ± 12.5	480.7 ± 10.1	474.0 ± 17.6	365.6 ± 24.3	460.2 ± 4.1
	Non-Indigenous	no. 535.1 ± 2.6	541.9 ± 2.7	530.1 ± 1.9	538.5 ± 2.9	538.8 ± 3.0	520.0 ± 7.6	540.5 ± 8.5	517.1 ± 8.7	536.0 ± 1.3
	All students	no. 532.7 ± 2.6	541.2 ± 2.8	526.0 ± 2.0	531.1 ± 3.2	536.4 ± 3.1	516.7 ± 7.6	538.7 ± 8.8	458.7 ± 21.8	532.4 ± 1.3
Year 9										
	Indigenous	no. 506.7 ± 4.8	517.3 ± 7.9	488.4 ± 10.4	472.8 ± 10.0	486.7 ± 11.3	524.6 ± 11.1	527.7 ± 19.0	400.9 ± 23.8	488.4 ± 4.9
	Non-Indigenous	no. 570.9 ± 2.9	582.7 ± 3.3	563.7 ± 3.1	573.0 ± 5.0	574.2 ± 5.9	563.1 ± 8.1	579.1 ± 8.7	566.8 ± 11.7	572.8 ± 1.6
	All students	no. 568.3 ± 2.9	581.9 ± 3.3	559.0 ± 3.4	565.8 ± 5.3	571.4 ± 6.1	559.2 ± 8.1	578.0 ± 8.8	505.0 ± 23.3	568.9 ± 1.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.38. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEETYA 2008, *National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.76.

Table 4A.50

Table 4A.50 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2009 (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	95.5 ± 0.3	95.2 ± 0.3	95.8 ± 0.3	84.1 ± 1.7	96.0 ± 0.3	95.2 ± 0.5
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	95.6 ± 0.4	94.9 ± 0.5	96.4 ± 0.3	89.4 ± 3.1	96.1 ± 0.3	94.3 ± 0.6
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	92.3 ± 0.5	91.8 ± 0.6	92.9 ± 0.6	74.0 ± 2.8	93.6 ± 0.4	86.1 ± 2.4
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	92.3 ± 0.7	91.8 ± 0.8	92.8 ± 0.8	68.8 ± 3.5	94.5 ± 0.6	89.9 ± 2.1
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	92.7 ± 0.8	92.5 ± 1.0	92.9 ± 0.9	71.5 ± 4.8	93.5 ± 0.8	88.4 ± 2.7
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	93.9 ± 0.9	93.5 ± 1.2	94.3 ± 1.2	87.7 ± 3.4	94.4 ± 1.0	83.8 ± 6.3
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	94.8 ± 1.5	94.0 ± 2.1	95.6 ± 1.4	83.3 ± 8.3	95.1 ± 1.5	89.4 ± 5.0
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	70.4 ± 6.3	69.0 ± 6.7	71.9 ± 6.4	41.0 ± 7.3	92.4 ± 2.1	38.1 ± 8.6
1. 8yrs 6mths						
2. 3yrs 4mths						
Australia	94.0 ± 0.2	93.5 ± 0.3	94.5 ± 0.2	74.0 ± 1.7	95.2 ± 0.2	92.3 ± 0.6
1. 8yrs 6mths						
2. 3yrs 1mth						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.50 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2009 (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. The method used to identify Indigenous students varies across jurisdictions.

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.77.

Table 4A.51

Table 4A.51 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2009 (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)						
NSW	95.5 ± 0.3	95.3 ± 0.4	95.7 ± 0.3	82.5 ± 2.3	96.1 ± 0.3	95.6 ± 0.5
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	95.5 ± 0.3	95.1 ± 0.5	95.8 ± 0.3	86.9 ± 3.4	95.9 ± 0.3	94.3 ± 0.5
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	92.6 ± 0.5	92.8 ± 0.6	92.5 ± 0.6	73.9 ± 2.9	94.0 ± 0.4	86.8 ± 2.4
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	92.8 ± 0.7	92.9 ± 0.8	92.6 ± 0.8	67.4 ± 3.5	95.0 ± 0.6	90.5 ± 2.1
1. 10yrs 5mths						
2. 5yrs 4mths						
SA	93.3 ± 0.8	93.4 ± 0.9	93.2 ± 0.9	73.5 ± 4.7	94.1 ± 0.7	89.2 ± 2.5
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	93.2 ± 1.2	92.6 ± 1.5	93.8 ± 1.4	85.7 ± 4.5	94.1 ± 1.2	90.6 ± 4.2
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	95.5 ± 1.2	95.2 ± 1.5	95.7 ± 1.3	83.6 ± 8.9	95.8 ± 1.2	92.6 ± 4.1
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	73.5 ± 5.8	73.3 ± 6.4	73.8 ± 6.0	45.5 ± 7.1	92.9 ± 1.9	41.3 ± 7.7
1. 10yrs 6mths						
2. 5yrs 4mths						
Australia	94.2 ± 0.2	94.0 ± 0.3	94.3 ± 0.2	74.2 ± 1.7	95.3 ± 0.2	92.9 ± 0.5
1. 10yrs 6mths						
2. 5yrs 1mth						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.

(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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.51 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2009 (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)						

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.78.

Table 4A.52

Table 4A.52 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2009 (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 ± 0.4	95.0 ± 0.5	95.3 ± 0.5	80.4 ± 2.1	95.8 ± 0.4	95.7 ± 0.8
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	96.0 ± 0.4	95.7 ± 0.6	96.4 ± 0.4	85.4 ± 3.4	96.3 ± 0.4	95.5 ± 0.7
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	94.8 ± 0.4	94.5 ± 0.5	95.0 ± 0.5	78.5 ± 2.5	95.9 ± 0.3	90.1 ± 2.1
1. 12yrs 0mths						
2. 6yrs 4mths						
WA	93.6 ± 0.8	93.7 ± 0.9	93.4 ± 0.9	71.7 ± 4.5	95.4 ± 0.7	92.1 ± 2.1
1. 12yrs 2mths						
2. 6yrs 4mths						
SA	94.2 ± 0.7	94.3 ± 0.8	94.2 ± 0.8	73.6 ± 5.5	95.0 ± 0.6	90.0 ± 2.5
1. 12yrs 6mths						
2. 7yrs 4mths						
Tasmania	93.0 ± 1.4	92.7 ± 1.7	93.4 ± 1.6	82.9 ± 4.2	93.9 ± 1.3	90.0 ± 6.5
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	95.7 ± 1.6	95.3 ± 1.9	96.0 ± 1.8	84.0 ± 8.2	95.9 ± 1.6	93.8 ± 3.4
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	74.8 ± 7.5	74.8 ± 7.5	74.7 ± 7.8	44.2 ± 8.8	93.8 ± 3.6	42.6 ± 12.6
1. 12yrs 5mths						
2. 7yrs 4mths						
Australia	94.8 ± 0.3	94.7 ± 0.3	95.0 ± 0.3	75.8 ± 1.6	95.8 ± 0.2	93.9 ± 0.6
1. 12yrs 6mths						
2. 7yrs 0mths						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.
- (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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.52 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2009 (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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(f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.79.

Table 4A.53

Table 4A.53 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2009 (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	95.5 ± 0.4	95.3 ± 0.5	95.6 ± 0.5	80.9 ± 2.0	96.1 ± 0.4	95.8 ± 0.8
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	96.3 ± 0.5	96.0 ± 0.6	96.6 ± 0.5	83.8 ± 4.0	96.7 ± 0.4	95.7 ± 0.7
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	94.5 ± 0.6	94.1 ± 0.7	94.9 ± 0.6	76.5 ± 3.4	95.7 ± 0.5	88.4 ± 4.0
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	93.5 ± 1.1	93.1 ± 1.2	94.0 ± 1.1	67.4 ± 4.2	95.5 ± 0.8	91.9 ± 3.1
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	94.7 ± 1.2	94.6 ± 1.4	94.8 ± 1.2	76.0 ± 4.5	95.4 ± 1.1	90.7 ± 6.2
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	93.7 ± 1.4	93.6 ± 1.5	93.7 ± 1.7	84.8 ± 4.2	94.6 ± 1.3	89.5 ± 7.8
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	95.4 ± 2.1	95.6 ± 2.4	95.1 ± 2.2	81.9 ± 10.5	95.7 ± 2.0	93.5 ± 3.4
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	76.2 ± 7.0	77.4 ± 7.1	74.9 ± 7.7	45.2 ± 8.3	94.4 ± 3.5	44.4 ± 12.8
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	95.0 ± 0.3	94.7 ± 0.3	95.2 ± 0.3	75.0 ± 1.8	96.0 ± 0.2	93.9 ± 0.7
1. 14yrs 5mths						
2. 9yrs 0mths						

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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.
- (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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.53 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2009 (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)						

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

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.80.

Table 4A.54

Table 4A.54 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students									
Metropolitan	87.2 ± 2.4	90.4 ± 3.9	79.6 ± 3.3	79.4 ± 4.2	78.3 ± 5.4	86.8 ± 7.6	83.4 ± 8.5	..	83.0 ± 1.5
Provincial	82.8 ± 2.1	88.5 ± 4.0	77.1 ± 3.7	78.5 ± 4.8	68.2 ± 8.4	88.3 ± 4.1	np	74.4 ± 6.7	80.5 ± 1.5
Remote	71.7 ± 9.5	np	58.8 ± 11.2	61.0 ± 8.7	np	np	..	49.5 ± 17.5	58.7 ± 7.7
Very remote	70.5 ± 17.4	..	52.5 ± 6.3	50.6 ± 6.3	47.8 ± 15.5	np	..	23.8 ± 6.5	40.1 ± 4.9
Total	84.1 ± 1.7	89.4 ± 3.1	74.0 ± 2.8	68.8 ± 3.5	71.5 ± 4.8	87.7 ± 3.4	83.3 ± 8.3	41.0 ± 7.3	74.0 ± 1.7
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	96.1 ± 0.4	94.1 ± 0.5	94.7 ± 0.7	93.8 ± 1.0	94.1 ± 1.9	95.1 ± 1.5	..	95.4 ± 0.2
Provincial	95.4 ± 0.5	96.1 ± 0.5	92.6 ± 0.7	94.1 ± 1.0	93.0 ± 1.2	94.5 ± 1.1	np	91.5 ± 2.7	94.5 ± 0.3
Remote	95.3 ± 3.4	97.0 ± 5.8	94.1 ± 2.5	93.7 ± 2.4	92.4 ± 3.7	93.3 ± 10.2	..	94.1 ± 3.1	93.8 ± 1.3
Very remote	96.5 ± 6.1	..	87.2 ± 6.8	92.4 ± 4.4	94.2 ± 5.7	100.0 ± -	..	96.4 ± 3.9	91.5 ± 3.1
Total	96.0 ± 0.3	96.1 ± 0.3	93.6 ± 0.4	94.5 ± 0.6	93.5 ± 0.8	94.4 ± 1.0	95.1 ± 1.5	92.4 ± 2.1	95.2 ± 0.2
All students									
Metropolitan	96.0 ± 0.3	95.6 ± 0.5	93.4 ± 0.6	93.9 ± 0.7	93.4 ± 1.0	93.8 ± 1.8	94.8 ± 1.6	..	94.9 ± 0.2
Provincial	94.2 ± 0.6	95.5 ± 0.6	91.3 ± 0.9	92.4 ± 1.2	91.7 ± 1.4	94.0 ± 1.2	np	88.3 ± 3.1	93.4 ± 0.3
Remote	87.7 ± 4.8	97.0 ± 5.7	86.3 ± 5.6	85.8 ± 4.1	91.8 ± 4.0	93.2 ± 8.0	..	73.2 ± 13.4	85.1 ± 3.2
Very remote	84.9 ± 13.8	..	68.6 ± 6.8	67.7 ± 7.2	70.5 ± 13.9	100.0 ± -	..	35.1 ± 12.6	59.2 ± 5.6
Total	95.5 ± 0.3	95.6 ± 0.4	92.3 ± 0.5	92.3 ± 0.7	92.7 ± 0.8	93.9 ± 0.9	94.8 ± 1.5	70.4 ± 6.3	94.0 ± 0.2
Year 5									
Indigenous students									
Metropolitan	87.3 ± 2.1	88.1 ± 4.2	79.9 ± 3.0	79.2 ± 3.8	82.0 ± 5.4	82.4 ± 8.3	83.1 ± 9.6	..	83.2 ± 1.5
Provincial	80.4 ± 3.5	85.8 ± 4.2	78.5 ± 3.8	74.1 ± 5.5	69.4 ± 7.6	87.9 ± 4.1	np	81.0 ± 5.6	79.8 ± 2.0
Remote	66.8 ± 11.3	np	52.7 ± 12.2	61.5 ± 8.2	66.5 ± 18.7	np	..	50.7 ± 15.0	57.3 ± 6.5
Very remote	57.0 ± 26.0	..	49.8 ± 10.3	47.1 ± 7.5	47.2 ± 18.7	np	..	26.8 ± 6.6	40.3 ± 4.9

Table 4A.54

Table 4A.54 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	82.5 ± 2.3	86.9 ± 3.4	73.9 ± 2.9	67.4 ± 3.5	73.5 ± 4.7	85.7 ± 4.5	83.6 ± 8.9	45.5 ± 7.1	74.2 ± 1.7
Non-Indigenous students									
Metropolitan	96.3 ± 0.3	96.0 ± 0.4	94.5 ± 0.5	95.3 ± 0.7	94.1 ± 0.9	95.1 ± 1.8	95.8 ± 1.2	..	95.6 ± 0.2
Provincial	95.5 ± 0.5	95.3 ± 0.5	93.0 ± 0.7	94.2 ± 1.1	93.9 ± 1.2	93.3 ± 1.6	np	92.8 ± 2.2	94.5 ± 0.3
Remote	95.3 ± 3.5	97.5 ± 5.4	91.4 ± 2.2	94.2 ± 2.1	94.7 ± 2.3	95.7 ± 6.9	..	92.0 ± 4.1	93.5 ± 1.2
Very remote	92.4 ± 5.9	..	90.4 ± 6.1	94.6 ± 2.8	91.7 ± 5.5	np	..	97.0 ± 4.0	92.8 ± 3.1
Total	96.1 ± 0.3	95.9 ± 0.3	94.0 ± 0.4	95.0 ± 0.6	94.1 ± 0.7	94.1 ± 1.2	95.8 ± 1.2	92.9 ± 1.9	95.3 ± 0.2
All students									
Metropolitan	96.1 ± 0.3	95.7 ± 0.4	93.8 ± 0.6	94.5 ± 0.7	93.8 ± 0.9	93.8 ± 1.9	95.5 ± 1.2	..	95.2 ± 0.2
Provincial	94.1 ± 0.7	94.9 ± 0.6	91.8 ± 0.9	92.3 ± 1.3	92.7 ± 1.3	92.8 ± 1.5	np	90.6 ± 2.5	93.4 ± 0.4
Remote	85.3 ± 6.9	97.5 ± 5.4	82.9 ± 5.5	86.5 ± 4.1	93.0 ± 3.1	90.6 ± 11.6	..	73.1 ± 11.4	84.6 ± 2.8
Very remote	78.1 ± 17.1	..	68.3 ± 8.9	65.7 ± 8.7	71.0 ± 14.1	np	..	35.3 ± 11.2	59.5 ± 5.6
Total	95.5 ± 0.3	95.5 ± 0.3	92.6 ± 0.5	92.8 ± 0.7	93.3 ± 0.8	93.2 ± 1.2	95.5 ± 1.2	73.5 ± 5.8	94.2 ± 0.2
Year 7									
Indigenous students									
Metropolitan	84.6 ± 2.5	89.5 ± 4.3	82.9 ± 2.4	82.6 ± 5.9	78.6 ± 5.1	81.4 ± 6.4	84.0 ± 8.2	..	83.7 ± 1.5
Provincial	78.1 ± 3.2	81.8 ± 4.6	83.4 ± 3.1	77.7 ± 6.6	75.8 ± 8.4	83.7 ± 5.7	np	72.5 ± 10.7	79.7 ± 2.0
Remote	65.7 ± 13.5	np	65.3 ± 11.8	66.7 ± 11.7	np	np	..	43.1 ± 13.6	58.7 ± 7.1
Very remote	np	..	54.6 ± 9.5	51.8 ± 9.6	43.8 ± 22.0	np	..	26.9 ± 8.6	42.3 ± 5.8
Total	80.4 ± 2.1	85.4 ± 3.4	78.5 ± 2.5	71.7 ± 4.5	73.6 ± 5.5	82.9 ± 4.2	84.0 ± 8.2	44.2 ± 8.8	75.8 ± 1.6
Non-Indigenous students									
Metropolitan	96.1 ± 0.5	96.5 ± 0.5	96.1 ± 0.4	95.6 ± 0.8	95.0 ± 0.8	94.6 ± 2.0	95.9 ± 1.6	..	96.1 ± 0.3
Provincial	95.0 ± 0.6	95.8 ± 0.7	95.5 ± 0.6	94.8 ± 1.1	94.8 ± 1.1	93.4 ± 1.7	np	92.7 ± 4.7	95.2 ± 0.3
Remote	92.7 ± 5.5	96.5 ± 7.0	93.4 ± 2.4	95.2 ± 2.1	95.1 ± 2.4	89.2 ± 4.6	..	97.0 ± 2.7	94.6 ± 1.2
Very remote	93.8 ± 11.8	..	93.0 ± 4.2	95.1 ± 5.5	92.0 ± 7.4	np	..	96.9 ± 4.8	94.0 ± 2.9

Table 4A.54

Table 4A.54 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.8 ± 0.4	96.3 ± 0.4	95.9 ± 0.3	95.4 ± 0.7	95.0 ± 0.6	93.9 ± 1.3	95.9 ± 1.6	93.8 ± 3.6	95.8 ± 0.2
All students									
Metropolitan	95.8 ± 0.5	96.3 ± 0.5	95.5 ± 0.5	95.0 ± 0.8	94.7 ± 0.9	93.5 ± 2.3	95.7 ± 1.6	..	95.7 ± 0.3
Provincial	93.4 ± 0.8	95.2 ± 0.8	94.6 ± 0.7	93.3 ± 1.4	93.9 ± 1.3	92.7 ± 1.8	np	89.0 ± 5.1	94.0 ± 0.4
Remote	81.9 ± 10.3	96.6 ± 6.9	86.3 ± 5.3	88.3 ± 4.1	94.3 ± 2.3	88.9 ± 3.8	..	72.1 ± 15.3	85.3 ± 3.4
Very remote	64.7 ± 32.7	..	71.7 ± 8.0	66.7 ± 8.8	67.5 ± 19.0	97.0 ± 7.1	..	38.6 ± 13.2	61.2 ± 5.8
Total	95.1 ± 0.4	96.0 ± 0.4	94.8 ± 0.4	93.6 ± 0.8	94.2 ± 0.7	93.0 ± 1.4	95.7 ± 1.6	74.8 ± 7.5	94.8 ± 0.3
Year 9									
Indigenous students									
Metropolitan	83.6 ± 2.5	84.0 ± 5.6	77.9 ± 5.5	77.1 ± 4.5	80.5 ± 6.1	83.4 ± 8.7	81.9 ± 10.5	..	80.7 ± 2.4
Provincial	80.5 ± 3.0	83.7 ± 5.6	80.3 ± 3.6	72.8 ± 6.9	76.7 ± 9.5	85.1 ± 5.0	np	61.3 ± 11.9	78.8 ± 2.4
Remote	64.2 ± 15.2	np	65.8 ± 12.0	61.3 ± 11.9	75.7 ± 9.1	np	..	49.1 ± 19.0	60.0 ± 8.2
Very remote	np	..	53.3 ± 12.7	46.5 ± 10.2	53.2 ± 17.8	np	..	24.8 ± 8.8	40.9 ± 6.5
Total	80.9 ± 2.0	83.8 ± 4.0	76.5 ± 3.4	67.4 ± 4.2	76.0 ± 4.5	84.8 ± 4.2	81.9 ± 10.5	45.2 ± 8.3	75.0 ± 1.8
Non-Indigenous students									
Metropolitan	96.3 ± 0.5	96.8 ± 0.5	95.9 ± 0.6	95.7 ± 1.0	95.4 ± 1.5	94.4 ± 1.8	95.7 ± 2.0	..	96.2 ± 0.3
Provincial	95.7 ± 0.5	96.4 ± 0.7	95.3 ± 0.7	95.2 ± 1.5	95.2 ± 1.4	94.8 ± 1.7	np	93.7 ± 4.5	95.6 ± 0.3
Remote	94.6 ± 4.8	98.8 ± 3.5	94.2 ± 2.4	93.7 ± 2.8	96.5 ± 2.4	np	..	97.0 ± 2.9	95.0 ± 1.4
Very remote	93.0 ± 12.7	..	92.4 ± 3.9	92.2 ± 5.3	93.2 ± 6.3	np	..	94.8 ± 4.6	92.9 ± 2.5
Total	96.1 ± 0.4	96.7 ± 0.4	95.7 ± 0.5	95.5 ± 0.8	95.4 ± 1.1	94.6 ± 1.3	95.7 ± 2.0	94.4 ± 3.5	96.0 ± 0.2
All students									
Metropolitan	95.9 ± 0.5	96.5 ± 0.6	95.1 ± 0.7	94.9 ± 1.1	95.1 ± 1.5	93.3 ± 2.4	95.4 ± 2.1	..	95.7 ± 0.3
Provincial	94.3 ± 0.7	96.0 ± 0.8	94.0 ± 0.9	93.1 ± 1.9	94.4 ± 1.8	94.0 ± 1.8	np	86.4 ± 5.8	94.3 ± 0.5
Remote	80.9 ± 10.7	98.1 ± 3.9	86.6 ± 5.2	85.2 ± 6.5	94.7 ± 3.6	93.7 ± 2.2	..	75.6 ± 15.3	85.3 ± 3.9
Very remote	64.2 ± 27.2	..	70.6 ± 11.1	62.6 ± 11.8	72.5 ± 15.6	np	..	36.7 ± 15.4	59.7 ± 7.0

Table 4A.54

Table 4A.54 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, 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	95.5 ± 0.4	96.3 ± 0.5	94.5 ± 0.6	93.5 ± 1.1	94.7 ± 1.2	93.7 ± 1.4	95.4 ± 2.1	76.2 ± 7.0	95.0 ± 0.3

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

(b) Geolocation data are based on the MCEECDYA 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) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(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. The method used to identify Indigenous students varies across jurisdictions.

.. Not applicable. **np** Not published.

Source: MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.81.

Table 4A.55

Table 4A.55 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Q/ld	WA	SA	Tas	ACT	NT	Aust
Indigenous students										
At or below the national minimum standard	%	40.2 ± 2.2	28.7 ± 3.9	56.0 ± 2.9	62.1 ± 3.5	58.5 ± 4.8	35.1 ± 6.4	36.7 ± 10.3	79.4 ± 5.3	52.3 ± 1.7
<i>Below the national minimum standard</i>	%	15.9 ± 1.7	10.6 ± 2.5	26.0 ± 2.9	31.2 ± 3.6	28.6 ± 4.7	12.3 ± 3.1	16.7 ± 7.4	59.0 ± 7.5	26.0 ± 1.8
<i>At the national minimum standard</i>	%	24.3 ± 2.0	18.1 ± 3.3	30.0 ± 2.7	30.9 ± 2.9	29.9 ± 5.0	22.8 ± 5.4	20.0 ± 9.3	20.4 ± 4.2	26.3 ± 1.1
In the medium levels (d)	%	47.5 ± 1.9	53.5 ± 4.2	38.7 ± 2.6	34.1 ± 3.5	36.0 ± 4.3	47.9 ± 6.1	53.5 ± 11.2	18.0 ± 4.6	39.6 ± 1.4
In the high levels (e)	%	12.3 ± 1.4	17.7 ± 3.3	5.4 ± 1.1	3.8 ± 1.2	5.5 ± 2.0	17.1 ± 4.9	9.8 ± 6.6	2.6 ± 1.2	8.1 ± 0.7
Non-Indigenous students										
At or below the national minimum standard	%	13.2 ± 0.6	11.8 ± 0.6	22.0 ± 0.9	18.6 ± 1.0	20.6 ± 1.3	18.5 ± 2.1	12.6 ± 2.1	23.0 ± 3.4	16.0 ± 0.4
In the medium levels (d)	%	47.1 ± 0.7	48.0 ± 0.7	55.7 ± 0.6	53.2 ± 1.0	53.7 ± 1.0	48.2 ± 2.1	47.7 ± 2.7	56.0 ± 3.6	50.3 ± 0.4
In the high levels (e)	%	39.5 ± 0.9	40.2 ± 1.0	22.3 ± 0.9	28.1 ± 1.3	25.7 ± 1.5	33.3 ± 2.6	39.6 ± 3.4	21.0 ± 3.2	33.8 ± 0.5
All students										
At or below the national minimum standard	%	14.4 ± 0.6	12.4 ± 0.6	24.3 ± 1.0	22.3 ± 1.2	22.1 ± 1.4	19.8 ± 2.1	13.3 ± 2.2	47.0 ± 6.2	17.8 ± 0.4
In the medium levels (d)	%	47.1 ± 0.7	47.8 ± 0.7	54.5 ± 0.7	51.7 ± 0.9	53.0 ± 1.0	48.8 ± 2.0	47.9 ± 2.7	39.4 ± 4.6	49.6 ± 0.4
In the high levels (e)	%	38.5 ± 0.9	39.7 ± 1.0	21.1 ± 0.9	25.9 ± 1.3	24.9 ± 1.4	31.4 ± 2.3	38.8 ± 3.4	13.6 ± 2.9	32.5 ± 0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.55 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: *Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.82.

Table 4A.56

Table 4A.56 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
At or below the national minimum standard	%	43.3 ± 2.6	37.3 ± 4.4	58.7 ± 2.9	66.3 ± 3.4	58.5 ± 5.5	42.3 ± 6.3	41.9 ± 10.9	80.0 ± 4.6	55.0 ± 1.7
<i>Below the national minimum standard</i>	%	17.5 ± 2.3	13.1 ± 2.9	26.1 ± 3.0	32.6 ± 3.5	26.5 ± 4.6	14.2 ± 4.5	16.5 ± 8.3	54.5 ± 7.5	25.8 ± 1.7
<i>At the national minimum standard</i>	%	25.8 ± 1.8	24.2 ± 3.8	32.6 ± 2.1	33.7 ± 3.3	32.0 ± 5.1	28.1 ± 6.2	25.4 ± 13.3	25.5 ± 4.5	29.2 ± 1.1
In the medium levels (d)	%	48.2 ± 2.3	54.2 ± 4.3	38.0 ± 2.6	31.4 ± 3.1	38.7 ± 5.5	50.6 ± 5.9	49.9 ± 11.1	18.9 ± 4.5	40.0 ± 1.5
In the high levels (e)	%	8.5 ± 1.3	8.4 ± 2.1	3.4 ± 0.7	2.3 ± 0.8	2.7 ± 1.4	7.0 ± 2.6	8.2 ± 6.6	1.2 ± 0.9	5.1 ± 0.5
At or below the national minimum standard	%	14.5 ± 0.6	14.6 ± 0.6	22.5 ± 0.9	20.2 ± 1.1	23.4 ± 1.4	22.1 ± 2.3	14.3 ± 2.3	24.8 ± 3.4	17.7 ± 0.4
In the medium levels (d)	%	51.6 ± 0.7	57.2 ± 0.7	60.3 ± 0.6	59.9 ± 1.0	60.2 ± 1.0	58.1 ± 1.9	57.1 ± 2.5	59.4 ± 3.0	56.6 ± 0.4
In the high levels (e)	%	33.9 ± 1.1	28.2 ± 0.9	17.2 ± 0.8	19.9 ± 1.2	16.4 ± 1.2	19.8 ± 2.2	28.6 ± 3.2	15.8 ± 3.5	25.8 ± 0.5
At or below the national minimum standard	%	15.7 ± 0.6	15.2 ± 0.6	24.8 ± 1.0	24.0 ± 1.3	24.7 ± 1.5	24.6 ± 2.4	15.1 ± 2.4	47.0 ± 6.0	19.6 ± 0.4
In the medium levels (d)	%	51.4 ± 0.7	57.0 ± 0.7	58.9 ± 0.7	57.7 ± 1.0	59.4 ± 1.0	57.4 ± 1.9	56.8 ± 2.4	42.7 ± 4.7	55.7 ± 0.4
In the high levels (e)	%	32.8 ± 1.0	27.9 ± 0.9	16.3 ± 0.8	18.3 ± 1.1	16.0 ± 1.2	18.0 ± 2.1	28.1 ± 3.2	10.2 ± 2.6	24.7 ± 0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.56 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.83.

Table 4A.57

Table 4A.57 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		Indigenous students								
At or below the national minimum standard	%	51.0 ± 2.8	42.8 ± 4.9	52.1 ± 2.9	63.3 ± 3.9	60.0 ± 5.7	44.4 ± 5.6	42.5 ± 13.0	81.9 ± 6.4	54.8 ± 1.7
<i>Below the national minimum standard</i>	%	19.6 ± 2.1	14.6 ± 3.2	21.6 ± 2.5	28.3 ± 4.5	26.4 ± 5.4	17.0 ± 4.3	16.0 ± 8.1	55.8 ± 8.9	24.2 ± 1.7
<i>At the national minimum standard</i>	%	31.4 ± 2.2	28.2 ± 4.3	30.5 ± 1.9	35.0 ± 3.8	33.6 ± 4.5	27.4 ± 4.5	26.5 ± 9.8	26.1 ± 4.0	30.6 ± 1.3
In the medium levels (d)	%	42.2 ± 2.2	50.5 ± 5.6	42.4 ± 2.6	32.8 ± 3.9	37.0 ± 5.7	47.5 ± 4.8	53.5 ± 13.2	17.0 ± 5.7	39.7 ± 1.4
In the high levels (e)	%	6.8 ± 1.6	6.7 ± 2.3	5.6 ± 1.0	3.8 ± 1.8	2.9 ± 1.5	8.0 ± 2.5	4.0 ± 4.3	1.1 ± 1.0	5.4 ± 0.6
		Non-Indigenous students								
At or below the national minimum standard	%	17.1 ± 1.0	15.1 ± 1.0	16.5 ± 0.8	17.6 ± 1.4	20.4 ± 1.4	23.4 ± 3.1	15.6 ± 3.5	23.6 ± 5.2	16.9 ± 0.5
In the medium levels (d)	%	50.8 ± 1.2	55.2 ± 1.1	56.7 ± 0.7	55.6 ± 1.3	57.8 ± 1.2	56.6 ± 1.7	53.5 ± 3.6	59.1 ± 3.9	54.3 ± 0.5
In the high levels (e)	%	32.1 ± 1.8	29.8 ± 1.6	26.8 ± 1.1	26.7 ± 1.8	21.8 ± 1.5	20.1 ± 3.1	30.9 ± 5.8	17.4 ± 4.4	28.8 ± 0.8
		All students								
At or below the national minimum standard	%	18.6 ± 1.1	15.5 ± 1.0	18.8 ± 0.9	21.2 ± 1.6	21.7 ± 1.5	25.2 ± 3.4	16.3 ± 3.6	45.9 ± 8.0	18.6 ± 0.5
In the medium levels (d)	%	50.3 ± 1.1	55.0 ± 1.1	55.8 ± 0.7	54.1 ± 1.2	57.1 ± 1.2	55.9 ± 1.8	53.6 ± 3.5	42.5 ± 5.9	53.6 ± 0.5
In the high levels (e)	%	31.2 ± 1.7	29.4 ± 1.6	25.4 ± 1.1	24.7 ± 1.7	21.2 ± 1.5	18.9 ± 2.7	30.1 ± 5.7	11.5 ± 3.4	27.7 ± 0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.57 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2009 (per cent) (a), (b), (c)

<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>
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(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished), 2009 *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.84.

Table 4A.58

Table 4A.58 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous students									
At or below the national minimum standard	%	51.9 ± 2.7	46.0 ± 4.5	59.0 ± 3.2	67.0 ± 4.1	61.9 ± 6.1	46.1 ± 5.4	44.3 ± 12.7	80.6 ± 5.4	58.2 ± 1.7
<i>Below the national minimum standard</i>	%	19.2 ± 2.0	16.2 ± 3.6	23.4 ± 3.4	32.6 ± 4.1	24.0 ± 4.6	15.2 ± 4.2	18.1 ± 9.3	54.8 ± 8.4	25.0 ± 1.8
<i>At the national minimum standard</i>	%	32.7 ± 2.0	29.8 ± 3.7	35.6 ± 1.9	34.4 ± 3.7	37.9 ± 5.4	30.9 ± 4.6	26.2 ± 9.9	25.8 ± 5.0	33.2 ± 1.1
In the medium levels (d)	%	42.7 ± 2.4	48.9 ± 4.7	37.9 ± 2.9	30.6 ± 4.0	36.6 ± 6.2	47.8 ± 4.9	50.1 ± 11.5	18.8 ± 5.4	38.0 ± 1.5
In the high levels (e)	%	5.5 ± 1.3	5.1 ± 1.7	3.0 ± 0.7	2.4 ± 0.9	1.6 ± 1.3	6.1 ± 2.7	5.7 ± 4.4	0.6 ± 0.6	3.8 ± 0.5
	Non-Indigenous students									
At or below the national minimum standard	%	17.5 ± 1.1	15.0 ± 1.1	19.5 ± 1.3	19.3 ± 2.1	21.3 ± 2.6	22.9 ± 3.3	16.0 ± 3.5	22.0 ± 5.1	17.9 ± 0.6
In the medium levels (d)	%	52.6 ± 1.2	58.9 ± 1.3	61.2 ± 1.0	58.3 ± 1.7	60.2 ± 1.9	59.8 ± 2.0	54.0 ± 3.7	60.1 ± 3.7	57.4 ± 0.6
In the high levels (e)	%	29.8 ± 1.8	26.1 ± 1.8	19.2 ± 1.6	22.4 ± 2.7	18.5 ± 2.7	17.4 ± 3.3	30.1 ± 5.6	18.0 ± 5.0	24.7 ± 0.9
	All students									
At or below the national minimum standard	%	18.9 ± 1.1	15.4 ± 1.1	22.0 ± 1.5	22.8 ± 2.3	22.7 ± 2.8	25.3 ± 3.5	16.5 ± 3.7	43.6 ± 7.5	19.8 ± 0.7
In the medium levels (d)	%	52.2 ± 1.2	58.5 ± 1.2	59.7 ± 1.0	56.5 ± 1.6	59.2 ± 1.9	58.7 ± 2.0	53.9 ± 3.7	44.6 ± 6.0	56.4 ± 0.6
In the high levels (e)	%	28.9 ± 1.7	26.1 ± 1.8	18.3 ± 1.6	20.6 ± 2.5	18.0 ± 2.7	16.0 ± 3.1	29.6 ± 5.5	11.7 ± 3.4	23.8 ± 0.9

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

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

Table 4A.58 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Source: MCEECDYA (2009 and unpublished), 2009 *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.85.

Table 4A.59

Table 4A.59 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score										
Year 3										
Indigenous students	no.	344.4 ± 3.4	369.1 ± 6.1	317.2 ± 4.3	304.1 ± 5.3	312.4 ± 7.6	358.6 ± 8.5	344.9 ± 14.2	251.7 ± 16.3	320.5 ± 3.6
Non-Indigenous students	no.	407.7 ± 1.7	411.3 ± 1.6	376.4 ± 1.8	386.6 ± 2.4	381.8 ± 2.8	393.8 ± 4.8	409.8 ± 5.5	374.4 ± 5.7	397.7 ± 1.0
All students	no.	405.3 ± 1.7	410.8 ± 1.6	372.4 ± 1.9	379.7 ± 2.6	379.2 ± 2.9	390.0 ± 4.4	408.0 ± 5.5	322.4 ± 15.1	393.9 ± 1.0
Year 5										
Indigenous students	no.	439.5 ± 3.6	453.0 ± 5.5	417.0 ± 4.4	403.7 ± 4.8	415.6 ± 6.9	440.2 ± 7.1	443.2 ± 13.1	367.5 ± 11.1	420.5 ± 2.7
Non-Indigenous students	no.	503.9 ± 2.0	496.6 ± 1.5	474.1 ± 1.7	479.4 ± 2.2	472.4 ± 2.5	477.4 ± 4.4	497.1 ± 5.5	471.4 ± 6.2	490.3 ± 1.0
All students	no.	501.3 ± 2.0	496.1 ± 1.5	470.4 ± 1.8	472.9 ± 2.4	470.4 ± 2.6	472.8 ± 4.5	495.8 ± 5.6	429.6 ± 11.8	486.8 ± 1.0
Year 7										
Indigenous students	no.	482.2 ± 4.5	492.4 ± 5.1	480.1 ± 4.3	462.8 ± 6.1	466.8 ± 7.1	490.3 ± 7.7	487.3 ± 15.5	421.3 ± 12.8	474.4 ± 2.7
Non-Indigenous students	no.	551.8 ± 3.7	550.0 ± 2.9	543.9 ± 2.0	542.8 ± 3.2	534.0 ± 3.0	528.4 ± 6.6	551.2 ± 10.3	525.1 ± 7.7	547.0 ± 1.6
All students	no.	549.1 ± 3.7	549.2 ± 2.9	539.7 ± 2.1	536.3 ± 3.3	532.0 ± 3.1	525.1 ± 6.4	549.4 ± 10.4	485.2 ± 14.2	543.6 ± 1.6
Year 9										
Indigenous students	no.	532.0 ± 4.1	540.6 ± 5.6	520.4 ± 5.5	506.9 ± 6.5	515.7 ± 6.9	539.3 ± 7.4	540.9 ± 17.3	471.3 ± 14.5	520.2 ± 3.0
Non-Indigenous students	no.	599.3 ± 3.5	597.0 ± 3.3	583.5 ± 3.0	587.8 ± 5.0	580.8 ± 5.4	577.3 ± 6.7	601.7 ± 9.7	579.8 ± 9.8	592.4 ± 1.7
All students	no.	596.6 ± 3.5	596.8 ± 3.3	579.6 ± 3.1	581.5 ± 5.1	578.7 ± 5.6	572.9 ± 6.7	600.4 ± 9.7	539.7 ± 14.2	589.1 ± 1.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.59

Table 4A.59 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2009 (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7).

Source: MCEECDYA (2009 and unpublished), 2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy, Melbourne; 2011 Report, table 4A.86.

Table 4A.60

Table 4A.60 Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2009 (per cent) (a), (b), (c)

	<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>
Year 3										
Indigenous students										
Exempt		2.0	5.6	2.3	1.1	2.2	2.9	4.9	1.4	2.1
Absent/withdrawn		6.2	10.5	7.7	16.6	17.3	4.2	7.8	13.8	9.7
Assessed		91.9	83.9	90.0	82.3	80.6	93.0	87.3	84.8	88.1
Non-Indigenous students										
Exempt		1.2	2.4	1.6	1.2	1.6	1.3	2.8	1.8	1.7
Absent/withdrawn		2.7	5.1	3.1	3.0	4.8	2.8	5.0	3.5	3.6
Assessed		96.0	92.4	95.3	95.8	93.5	95.9	92.2	94.8	94.7
All students										
Exempt		1.3	2.9	1.6	1.3	1.6	1.3	2.8	1.6	1.8
Absent/withdrawn		2.9	5.6	3.4	4.0	5.3	2.9	5.0	7.8	4.0
Assessed		95.8	91.5	95.0	94.7	93.0	95.8	92.1	90.6	94.2
Year 5										
Indigenous students										
Exempt		1.5	5.9	2.8	1.6	2.3	1.7	4.7	1.6	2.3
Absent/withdrawn		6.5	11.4	7.0	13.7	13.0	6.5	10.3	10.2	8.7
Assessed		92.0	82.7	90.2	84.7	84.7	91.8	85.0	88.2	89.0
Non-Indigenous students										
Exempt		1.1	2.2	1.6	1.3	1.6	1.3	2.0	2.2	1.6
Absent/withdrawn		2.4	5.0	2.8	2.5	4.1	2.8	3.9	2.1	3.3
Assessed		96.5	92.8	95.7	96.2	94.2	95.9	94.1	95.7	95.1
All students										
Exempt		1.1	2.6	1.6	1.3	1.7	1.3	2.1	2.0	1.7
Absent/withdrawn		2.6	5.2	3.0	3.3	4.5	3.1	4.0	5.5	3.6
Assessed		96.3	92.2	95.3	95.4	93.8	95.6	93.9	92.5	94.7
Year 7										
Indigenous students										
Exempt		1.3	2.5	2.3	1.5	2.8	0.9	1.1	0.4	1.7
Absent/withdrawn		10.3	14.1	6.8	15.6	12.6	11.6	26.3	13.1	10.5
Assessed		88.4	83.4	90.9	82.9	84.6	87.5	72.6	86.4	87.8
Non-Indigenous students										
Exempt		0.7	1.5	1.4	1.3	1.3	0.9	1.5	1.8	1.2
Absent/withdrawn		3.0	5.0	2.9	2.8	4.0	4.1	4.9	4.0	3.6
Assessed		96.3	93.5	95.7	95.9	94.7	95.0	93.7	94.2	95.2
All students										
Exempt		0.7	1.6	1.4	1.3	1.3	1.0	1.4	1.2	1.2
Absent/withdrawn		3.4	5.4	3.1	3.8	4.4	4.8	5.3	7.4	4.0
Assessed		95.9	93.0	95.4	95.0	94.3	94.2	93.3	91.4	94.8

Table 4A.60

Table 4A.60 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2009 (per cent)**
(a), (b), (c)

	<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>
Year 9										
Indigenous students										
Exempt		1.6	4.3	2.1	2.2	1.3	0.8	3.9	1.6	2.0
Absent/withdrawn		18.4	23.0	14.8	28.7	29.5	16.7	23.3	24.8	20.0
Assessed		80.1	72.7	83.1	69.1	69.2	82.4	72.8	73.6	78.1
Non-Indigenous students										
Exempt		0.7	1.5	1.5	1.5	1.4	0.9	2.0	2.2	1.2
Absent/withdrawn		5.1	7.9	5.2	3.7	7.6	7.4	7.3	5.4	6.0
Assessed		94.2	90.6	93.4	94.8	91.0	91.7	90.7	92.4	92.8
All students										
Exempt		0.7	1.7	1.5	1.5	1.4	0.9	2.0	2.0	1.3
Absent/withdrawn		5.7	8.6	5.8	5.3	8.5	8.3	7.7	12.5	6.7
Assessed		93.5	89.7	92.7	93.2	90.1	90.8	90.3	85.5	92.0

- (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 considered 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) 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. The method used to identify Indigenous students varies across jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.87.

Table 4A.61

Table 4A.61 Participation rate in numeracy assessment, 2009, by Indigenous status (per cent) (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 3									
Indigenous students	93.8	89.5	92.3	83.4	82.7	95.8	92.2	86.2	90.3
Non-Indigenous students	97.3	94.9	96.9	97.0	95.2	97.2	95.0	96.5	96.4
All students	97.1	94.4	96.6	96.0	94.7	97.1	95.0	92.2	96.0
Year 5									
Indigenous students	93.5	88.6	93.0	86.3	87.0	93.5	89.7	89.8	91.3
Non-Indigenous students	97.6	95.0	97.2	97.5	95.9	97.2	96.1	97.9	96.7
All students	97.4	94.8	97.0	96.7	95.5	96.9	96.0	94.5	96.4
Year 7									
Indigenous students	89.7	85.9	93.2	84.4	87.4	88.4	73.7	86.9	89.5
Non-Indigenous students	97.0	95.0	97.1	97.2	96.0	95.9	95.1	96.0	96.4
All students	96.6	94.6	96.9	96.2	95.6	95.2	94.7	92.6	96.0
Year 9									
Indigenous students	81.6	77.0	85.2	71.3	70.5	83.3	76.7	75.2	80.0
Non-Indigenous students	94.9	92.1	94.8	96.3	92.4	92.6	92.7	94.6	94.0
All students	94.3	91.4	94.2	94.7	91.5	91.7	92.3	87.5	93.3

(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. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: MCEECDYA (2009), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.88.

Table 4A.62

Table 4A.62 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2
Male students	%	96.7 ± 0.3	95.8 ± 0.5	91.5 ± 0.7	94.0 ± 0.8	93.1 ± 1.0	96.6 ± 0.8	95.4 ± 1.7	76.8 ± 5.8	94.6 ± 0.2
Female students	%	97.1 ± 0.3	97.2 ± 0.3	92.5 ± 0.6	94.9 ± 0.6	94.4 ± 0.8	96.8 ± 0.8	97.3 ± 1.0	77.1 ± 5.6	95.5 ± 0.2
Indigenous students (e)	%	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7
Non Indigenous students (e)	%	97.3 ± 0.2	96.8 ± 0.3	93.3 ± 0.5	96.1 ± 0.6	94.6 ± 0.8	96.8 ± 0.6	96.7 ± 1.1	96.5 ± 1.3	96.0 ± 0.2
LBOTE students (f)	%	96.4 ± 0.5	95.4 ± 0.6	83.2 ± 2.7	93.0 ± 1.7	89.1 ± 4.1	90.3 ± 4.5	90.4 ± 6.4	51.2 ± 8.0	93.0 ± 0.6
2009										
Average age (c)	Years	8y, 7m	8y, 9m	8y, 1m	8y, 5m	8y, 7m	8y, 11m	8y, 8m	8y, 6m	8y, 6m
Years of schooling (d)	Years	3y, 4m	3y, 4m	2y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 4m	3y, 1m
All students	%	95.5 ± 1.1	95.6 ± 0.8	92.3 ± 1.9	92.3 ± 1.8	92.7 ± 1.9	93.9 ± 1.7	94.8 ± 1.7	70.4 ± 7.0	94.0 ± 1.3
Male students	%	95.2 ± 1.1	94.9 ± 0.8	91.8 ± 2.0	91.8 ± 1.9	92.5 ± 2.0	93.5 ± 1.8	94.0 ± 2.2	69.0 ± 7.3	93.5 ± 1.3
Female students	%	95.8 ± 1.1	96.4 ± 0.8	92.9 ± 1.9	92.8 ± 1.8	92.9 ± 1.9	94.3 ± 1.8	95.6 ± 1.6	71.9 ± 7.0	94.5 ± 1.3
Indigenous students (e)	%	84.1 ± 3.8	89.4 ± 3.6	74.0 ± 5.6	68.8 ± 6.2	71.5 ± 7.1	87.7 ± 4.6	83.3 ± 8.7	41.0 ± 8.5	74.0 ± 4.5
Non Indigenous students (e)	%	96.0 ± 1.0	96.1 ± 0.7	93.6 ± 1.7	94.5 ± 1.5	93.5 ± 1.7	94.4 ± 1.6	95.1 ± 1.6	92.4 ± 2.8	95.2 ± 1.1
LBOTE students (f)	%	95.2 ± 1.1	94.3 ± 1.0	86.1 ± 3.2	89.9 ± 2.7	88.4 ± 3.3	83.8 ± 6.5	89.4 ± 5.1	38.1 ± 9.4	92.3 ± 1.3

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.50.

Table 4A.62

Table 4A.62 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.									
(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. The method used to identify Indigenous students varies across jurisdictions.									
(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.90.

Table 4A.63

Table 4A.63 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 4m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	94.4 ± 0.3	94.6 ± 0.3	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2
Male students	%	94.6 ± 0.4	94.5 ± 0.5	90.7 ± 0.6	91.5 ± 0.9	91.1 ± 1.1	91.8 ± 1.4	94.6 ± 1.4	70.2 ± 5.7	92.8 ± 0.3
Female students	%	94.2 ± 0.4	94.8 ± 0.5	90.1 ± 0.7	90.7 ± 0.9	89.9 ± 1.1	92.4 ± 1.3	95.2 ± 1.4	67.9 ± 6.3	92.5 ± 0.3
Indigenous students (e)	%	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7
Non Indigenous students (e)	%	95.2 ± 0.3	95.0 ± 0.3	92.0 ± 0.5	93.7 ± 0.6	91.7 ± 0.9	92.9 ± 1.1	95.3 ± 1.1	91.6 ± 2.2	94.0 ± 0.2
LBOTE students (f)	%	94.4 ± 0.7	93.5 ± 0.6	81.0 ± 3.1	89.7 ± 2.0	84.9 ± 3.9	83.9 ± 6.8	90.3 ± 5.7	40.5 ± 7.7	90.7 ± 0.7
2009										
Average age (c)	Years	10y, 7m	10y, 9m	10y, 1m	10y, 5m	10y, 7m	10y, 11m	10y, 8m	10y, 6m	10y, 6m
Years of schooling (d)	Years	5y, 4m	5y, 4m	4y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 4m	5y, 1m
All students	%	95.5 ± 1.1	95.5 ± 0.8	92.6 ± 1.8	92.8 ± 1.8	93.3 ± 1.8	93.2 ± 2.1	95.5 ± 1.5	73.5 ± 6.6	94.2 ± 1.3
Male students	%	95.3 ± 1.1	95.1 ± 0.8	92.8 ± 1.7	92.9 ± 1.8	93.4 ± 1.7	92.6 ± 2.3	95.2 ± 1.8	73.3 ± 7.1	94.0 ± 1.2
Female students	%	95.7 ± 1.1	95.8 ± 1.0	92.5 ± 1.9	92.6 ± 2.0	93.2 ± 2.0	93.8 ± 2.1	95.7 ± 1.6	73.8 ± 6.7	94.3 ± 1.4
Indigenous students (e)	%	82.5 ± 4.0	86.9 ± 4.1	73.9 ± 5.6	67.4 ± 6.3	73.5 ± 7.0	85.7 ± 5.5	83.6 ± 9.7	45.5 ± 8.9	74.2 ± 4.5
Non Indigenous students (e)	%	96.1 ± 1.0	95.9 ± 0.8	94.0 ± 1.5	95.0 ± 1.4	94.1 ± 1.6	94.1 ± 1.9	95.8 ± 1.4	92.9 ± 2.5	95.3 ± 1.1
LBOTE students (f)	%	95.6 ± 1.1	94.3 ± 1.0	86.8 ± 3.3	90.5 ± 2.6	89.2 ± 3.2	90.6 ± 4.4	92.6 ± 4.2	41.3 ± 9.4	92.9 ± 1.3

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.51.

Table 4A.63

Table 4A.63 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.									
(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. The method used to identify Indigenous students varies across jurisdictions.									
(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.91.

Table 4A.64

Table 4A.64 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 1m	12y, 0m	12y, 6m	12y, 10m	12y, 8m	12y, 6m	12y, 5m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2
Male students	%	96.1 ± 0.4	96.5 ± 0.5	94.9 ± 0.4	95.0 ± 0.7	94.7 ± 0.9	94.6 ± 1.6	96.9 ± 1.4	76.1 ± 7.0	95.4 ± 0.2
Female students	%	95.9 ± 0.4	96.5 ± 0.4	94.8 ± 0.5	94.5 ± 0.7	94.4 ± 0.8	95.9 ± 1.4	97.4 ± 1.3	75.7 ± 7.7	95.3 ± 0.2
Indigenous students (e)	%	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	50.2 ± 7.4	78.6 ± 1.7
Non Indigenous students (e)	%	96.6 ± 0.3	96.8 ± 0.4	95.9 ± 0.3	96.5 ± 0.4	95.4 ± 0.7	95.5 ± 1.2	97.3 ± 1.1	95.6 ± 2.0	96.4 ± 0.2
LBOTE students (f)	%	96.0 ± 0.8	95.8 ± 0.7	88.6 ± 2.2	93.3 ± 1.7	88.7 ± 3.3	93.5 ± 4.6	97.3 ± 1.9	54.2 ± 10.9	93.6 ± 0.6
2009										
Average age (c)	Years	12y, 7m	12y, 9m	12y, 0m	12y, 2m	12y, 6m	12y, 10m	12y, 8m	12y, 5m	12y, 6m
Years of schooling (d)	Years	7y, 4m	7y, 4m	6y, 4m	6y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 4m	7y, 0m
All students	%	95.1 ± 1.1	96.0 ± 0.9	94.8 ± 1.1	93.6 ± 1.5	94.2 ± 1.4	93.0 ± 2.1	95.7 ± 1.8	74.8 ± 8.0	94.8 ± 1.1
Male students	%	95.0 ± 1.2	95.7 ± 0.9	94.5 ± 1.1	93.7 ± 1.5	94.3 ± 1.4	92.7 ± 2.3	95.3 ± 2.1	74.8 ± 8.0	94.7 ± 1.0
Female students	%	95.3 ± 1.2	96.4 ± 0.9	95.0 ± 1.1	93.4 ± 1.7	94.2 ± 1.6	93.4 ± 2.3	96.0 ± 1.9	74.7 ± 8.3	95.0 ± 1.1
Indigenous students (e)	%	80.4 ± 4.0	85.4 ± 4.3	78.5 ± 4.4	71.7 ± 6.8	73.6 ± 6.9	82.9 ± 5.0	84.0 ± 8.4	44.2 ± 10.1	75.8 ± 4.0
Non Indigenous students (e)	%	95.8 ± 1.0	96.3 ± 0.8	95.9 ± 0.9	95.4 ± 1.2	95.0 ± 1.3	93.9 ± 1.9	95.9 ± 1.7	93.8 ± 3.8	95.8 ± 0.9
LBOTE students (f)	%	95.7 ± 1.3	95.5 ± 1.1	90.1 ± 2.5	92.1 ± 2.4	90.0 ± 2.9	90.0 ± 6.8	93.8 ± 3.6	42.6 ± 13.5	93.9 ± 1.2

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.52.

Table 4A.64

Table 4A.64 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.									
(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. The method used to identify Indigenous students varies across jurisdictions.									
(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.92.

Table 4A.65

Table 4A.65 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3
Male students	%	94.7 ± 0.5	95.1 ± 0.6	92.3 ± 0.9	92.5 ± 1.2	92.4 ± 1.8	92.6 ± 2.0	96.6 ± 1.7	74.5 ± 7.6	93.7 ± 0.4
Female students	%	94.6 ± 0.5	95.2 ± 0.6	92.5 ± 0.8	92.1 ± 1.2	91.6 ± 1.8	92.0 ± 1.8	96.6 ± 1.3	73.6 ± 8.0	93.6 ± 0.4
Indigenous students (e)	%	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0
Non Indigenous students (e)	%	95.4 ± 0.4	95.5 ± 0.5	93.8 ± 0.7	94.3 ± 0.9	93.7 ± 1.1	93.1 ± 1.5	96.9 ± 1.1	93.6 ± 2.6	94.8 ± 0.3
LBOTE students (f)	%	95.2 ± 0.8	94.8 ± 0.9	86.9 ± 3.3	92.2 ± 2.0	88.0 ± 4.5	90.8 ± 5.3	97.6 ± 2.5	56.6 ± 13.4	93.0 ± 0.7
2009										
Average age (c)	Years	14y, 7m	14y, 9m	14y, 1m	14y, 0m	14y, 6m	14y, 10m	14y, 8m	14y, 5m	14y, 5m
Years of schooling (d)	Years	9y, 4m	9y, 4m	8y, 4m	8y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 4m	9y, 0m
All students	%	95.5 ± 1.0	96.3 ± 0.8	94.5 ± 1.2	93.5 ± 1.5	94.7 ± 1.5	93.7 ± 1.9	95.4 ± 2.2	76.2 ± 7.4	95.0 ± 1.0
Male students	%	95.3 ± 1.1	96.0 ± 0.8	94.1 ± 1.2	93.1 ± 1.7	94.6 ± 1.7	93.6 ± 2.0	95.6 ± 2.5	77.4 ± 7.4	94.7 ± 1.0
Female students	%	95.6 ± 1.0	96.6 ± 0.8	94.9 ± 1.2	94.0 ± 1.5	94.8 ± 1.6	93.7 ± 2.1	95.1 ± 2.3	74.9 ± 8.0	95.2 ± 1.0
Indigenous students (e)	%	80.9 ± 3.6	83.8 ± 4.6	76.5 ± 4.9	67.4 ± 5.9	76.0 ± 5.9	84.8 ± 5.2	81.9 ± 10.9	45.2 ± 9.3	75.0 ± 3.8
Non Indigenous students (e)	%	96.1 ± 0.9	96.7 ± 0.7	95.7 ± 1.0	95.5 ± 1.2	95.4 ± 1.4	94.6 ± 1.7	95.7 ± 2.1	94.4 ± 3.6	96.0 ± 0.8
LBOTE students (f)	%	95.8 ± 1.2	95.7 ± 1.0	88.4 ± 4.2	91.9 ± 3.3	90.7 ± 6.3	89.5 ± 7.9	93.5 ± 3.4	44.4 ± 13.4	93.9 ± 1.2

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). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.53.

Table 4A.65

Table 4A.65 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 and 2009 (per cent) (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. 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.									
(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. The method used to identify Indigenous students varies across jurisdictions.									
(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), *2008 National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.93.

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

Year 3	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008									
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	np	86.7 ± 5.0	85.5 ± 1.7
Remote	80.9 ± 9.3	np	59.8 ± 11.6	75.3 ± 7.8	82.7 ± 16.3	np	..	68.3 ± 10.9	70.4 ± 5.5
Very remote	83.6 ± 13.6	..	51.4 ± 10.0	58.5 ± 7.5	68.3 ± 22.3	np	..	35.0 ± 7.0	47.5 ± 5.2
Total	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7
Non-Indigenous students									
Metropolitan	97.5 ± 0.2	96.7 ± 0.4	93.7 ± 0.5	96.4 ± 0.6	94.6 ± 1.0	96.8 ± 1.0	96.7 ± 1.1	..	96.2 ± 0.2
Provincial	97.0 ± 0.4	97.0 ± 0.5	92.8 ± 0.7	95.1 ± 1.0	94.8 ± 1.0	96.8 ± 0.8	np	96.4 ± 1.6	95.7 ± 0.3
Remote	97.2 ± 2.8	98.2 ± 3.5	91.7 ± 2.8	95.7 ± 1.7	93.4 ± 3.1	98.5 ± 4.4	..	96.6 ± 2.7	94.5 ± 1.2
Very remote	96.1 ± 5.5	..	90.4 ± 6.1	95.1 ± 3.0	92.9 ± 6.5	np	..	97.0 ± 2.7	93.4 ± 2.8
Total	97.3 ± 0.2	96.8 ± 0.3	93.3 ± 0.5	96.1 ± 0.6	94.6 ± 0.8	96.8 ± 0.6	96.7 ± 1.1	96.5 ± 1.3	96.0 ± 0.2
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	np	93.5 ± 2.8	94.8 ± 0.3
Remote	91.0 ± 5.1	98.2 ± 3.7	83.8 ± 5.4	90.9 ± 3.0	92.8 ± 3.1	96.4 ± 5.6	..	85.3 ± 6.8	88.5 ± 2.2
Very remote	90.3 ± 8.7	..	68.2 ± 8.9	75.3 ± 6.7	80.0 ± 11.3	np	..	44.5 ± 10.2	64.4 ± 5.2
Total	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2
2009									
Indigenous students									
Metropolitan	87.2 ± 4.0	90.4 ± 4.3	79.6 ± 5.5	79.4 ± 6.2	78.3 ± 7.3	86.8 ± 8.1	83.4 ± 8.9	..	83.0 ± 4.0

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Provincial	82.8 ± 4.1	88.5 ± 4.5	77.1 ± 5.9	78.5 ± 6.8	68.2 ± 9.9	88.3 ± 5.2	np	74.4 ± 8.0	80.5 ± 4.1
Remote	71.7 ± 10.6	np	58.8 ± 12.7	61.0 ± 10.6	np	np	..	49.5 ± 18.0	58.7 ± 9.2
Very remote	70.5 ± 17.8	..	52.5 ± 9.3	50.6 ± 8.5	47.8 ± 17.3	np	..	23.8 ± 7.9	40.1 ± 7.3
Total	84.1 ± 3.8	89.4 ± 3.6	74.0 ± 5.6	68.8 ± 6.2	71.5 ± 7.1	87.7 ± 4.6	83.3 ± 8.7	41.0 ± 8.5	74.0 ± 4.5
Non-Indigenous students									
Metropolitan	96.2 ± 0.9	96.1 ± 0.7	94.1 ± 1.6	94.7 ± 1.4	93.8 ± 1.8	94.1 ± 2.3	95.1 ± 1.7	..	95.4 ± 1.0
Provincial	95.4 ± 1.3	96.1 ± 1.0	92.6 ± 2.1	94.1 ± 1.9	93.0 ± 2.1	94.5 ± 1.7	np	91.5 ± 3.4	94.5 ± 1.4
Remote	95.3 ± 3.8	97.0 ± 5.9	94.1 ± 3.0	93.7 ± 3.0	92.4 ± 4.3	93.3 ± 10.6	..	94.1 ± 3.5	93.8 ± 2.2
Very remote	96.5 ± 6.3	..	87.2 ± 7.3	92.4 ± 4.9	94.2 ± 6.2	100.0 ± 0.0	..	96.4 ± 4.2	91.5 ± 3.8
Total	96.0 ± 1.0	96.1 ± 0.7	93.6 ± 1.7	94.5 ± 1.5	93.5 ± 1.7	94.4 ± 1.6	95.1 ± 1.6	92.4 ± 2.8	95.2 ± 1.1
All students									
Metropolitan	96.0 ± 1.0	95.6 ± 0.8	93.4 ± 1.7	93.9 ± 1.6	93.4 ± 1.8	93.8 ± 2.2	94.8 ± 1.7	..	94.9 ± 1.1
Provincial	94.2 ± 1.5	95.5 ± 1.0	91.3 ± 2.4	92.4 ± 2.2	91.7 ± 2.3	94.0 ± 1.8	np	88.3 ± 3.9	93.4 ± 1.6
Remote	87.7 ± 5.5	97.0 ± 5.8	86.3 ± 6.2	85.8 ± 5.0	91.8 ± 4.5	93.2 ± 8.3	..	73.2 ± 13.7	85.1 ± 4.1
Very remote	84.9 ± 14.0	..	68.6 ± 8.4	67.7 ± 8.4	70.5 ± 14.7	100.0 ± 0.3	..	35.1 ± 13.2	59.2 ± 7.0
Total	95.5 ± 1.1	95.6 ± 0.8	92.3 ± 1.9	92.3 ± 1.8	92.7 ± 1.9	93.9 ± 1.7	94.8 ± 1.7	70.4 ± 7.0	94.0 ± 1.3
Year 5									
2008									
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	np	70.6 ± 6.8	75.7 ± 2.1
Remote	58.8 ± 13.7	np	51.7 ± 11.8	59.5 ± 8.1	np	np	..	54.9 ± 12.0	56.3 ± 5.8
Very remote	52.1 ± 25.5	..	43.3 ± 9.4	39.8 ± 8.2	49.3 ± 19.6	np	..	20.3 ± 5.5	32.9 ± 4.3
Total	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous students									
Metropolitan	95.4 ± 0.4	95.1 ± 0.4	92.4 ± 0.6	94.2 ± 0.7	91.8 ± 1.2	93.5 ± 1.9	95.3 ± 1.1	..	94.4 ± 0.2
Provincial	94.6 ± 0.5	94.5 ± 0.6	91.7 ± 0.8	92.0 ± 1.2	91.5 ± 1.3	92.5 ± 1.6	np	91.1 ± 2.8	93.4 ± 0.3
Remote	93.7 ± 4.2	100.0 ± 0.0	89.9 ± 2.3	91.9 ± 2.6	92.3 ± 3.7	92.2 ± 12.7	..	92.6 ± 4.1	91.8 ± 1.3
Very remote	97.2 ± 3.8	..	91.1 ± 4.5	92.7 ± 3.9	88.6 ± 8.6	np	..	93.0 ± 5.9	92.2 ± 2.3
Total	95.2 ± 0.3	95.0 ± 0.3	92.0 ± 0.5	93.7 ± 0.6	91.7 ± 0.9	92.9 ± 1.1	95.3 ± 1.1	91.6 ± 2.2	94.0 ± 0.2
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	np	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
Total	94.4 ± 0.3	94.6 ± 0.3	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2
2009									
Indigenous students									
Metropolitan	87.3 ± 3.4	88.1 ± 4.6	79.9 ± 5.3	79.2 ± 6.2	82.0 ± 7.0	82.4 ± 9.0	83.1 ± 10.4	..	83.2 ± 3.9
Provincial	80.4 ± 5.0	85.8 ± 5.0	78.5 ± 5.6	74.1 ± 7.6	69.4 ± 9.5	87.9 ± 5.0	np	81.0 ± 6.5	79.8 ± 4.3
Remote	66.8 ± 12.9	np	52.7 ± 13.6	61.5 ± 10.0	66.5 ± 19.7	np	..	50.7 ± 16.1	57.3 ± 8.7
Very remote	57.0 ± 27.2	..	49.8 ± 12.7	47.1 ± 9.4	47.2 ± 20.3	np	..	26.8 ± 9.1	40.3 ± 8.2
Total	82.5 ± 4.0	86.9 ± 4.1	73.9 ± 5.6	67.4 ± 6.3	73.5 ± 7.0	85.7 ± 5.5	83.6 ± 9.7	45.5 ± 8.9	74.2 ± 4.5
Non-Indigenous students									
Metropolitan	96.3 ± 0.9	96.0 ± 0.8	94.5 ± 1.5	95.3 ± 1.4	94.1 ± 1.7	95.1 ± 2.3	95.8 ± 1.4	..	95.6 ± 1.0
Provincial	95.5 ± 1.3	95.3 ± 1.1	93.0 ± 1.8	94.2 ± 2.0	93.9 ± 2.0	93.3 ± 2.2	np	92.8 ± 2.8	94.5 ± 1.4
Remote	95.3 ± 3.8	97.5 ± 5.4	91.4 ± 3.1	94.2 ± 2.6	94.7 ± 2.9	95.7 ± 7.0	..	92.0 ± 4.4	93.5 ± 2.1
Very remote	92.4 ± 6.0	..	90.4 ± 6.4	94.6 ± 3.3	91.7 ± 5.7	np	..	97.0 ± 4.1	92.8 ± 3.4

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total	96.1 ± 1.0	95.9 ± 0.8	94.0 ± 1.5	95.0 ± 1.4	94.1 ± 1.6	94.1 ± 1.9	95.8 ± 1.4	92.9 ± 2.5	95.3 ± 1.1
All students									
Metropolitan	96.1 ± 1.0	95.7 ± 0.8	93.8 ± 1.6	94.5 ± 1.6	93.8 ± 1.7	93.8 ± 2.5	95.5 ± 1.5	..	95.2 ± 1.1
Provincial	94.1 ± 1.5	94.9 ± 1.1	91.8 ± 2.1	92.3 ± 2.4	92.7 ± 2.3	92.8 ± 2.3	np	90.6 ± 3.2	93.4 ± 1.6
Remote	85.3 ± 7.5	97.5 ± 5.4	82.9 ± 6.3	86.5 ± 4.9	93.0 ± 3.7	90.6 ± 11.9	..	73.1 ± 11.9	84.6 ± 3.9
Very remote	78.1 ± 17.4	..	68.3 ± 10.1	65.7 ± 9.5	71.0 ± 14.7	np	..	35.3 ± 12.5	59.5 ± 7.2
Total	95.5 ± 1.1	95.5 ± 0.8	92.6 ± 1.8	92.8 ± 1.8	93.3 ± 1.8	93.2 ± 2.1	95.5 ± 1.5	73.5 ± 6.6	94.2 ± 1.3
Year 7									
2008									
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	np	80.2 ± 6.9	83.9 ± 1.6
Remote	73.2 ± 12.2	np	69.2 ± 12.7	68.9 ± 9.6	np	np	..	62.7 ± 15.0	67.8 ± 6.7
Very remote	np	..	59.0 ± 10.0	53.8 ± 8.6	48.0 ± 18.1	np	..	34.9 ± 6.0	46.4 ± 5.6
Total	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	50.2 ± 7.4	78.6 ± 1.7
Non-Indigenous students									
Metropolitan	96.7 ± 0.4	97.0 ± 0.5	96.0 ± 0.4	96.6 ± 0.6	95.4 ± 0.9	95.9 ± 1.5	97.3 ± 1.1	..	96.5 ± 0.2
Provincial	96.2 ± 0.4	96.4 ± 0.7	95.9 ± 0.5	96.2 ± 0.8	95.4 ± 1.0	95.3 ± 1.8	np	94.8 ± 2.5	96.1 ± 0.3
Remote	90.6 ± 6.7	97.9 ± 3.4	94.4 ± 2.0	95.3 ± 1.8	96.1 ± 1.8	87.9 ± 5.1	..	98.4 ± 1.8	95.3 ± 1.1
Very remote	94.6 ± 10.7	..	94.5 ± 2.9	94.1 ± 3.3	93.5 ± 7.2	np	..	95.1 ± 3.6	94.4 ± 1.8
Total	96.6 ± 0.3	96.8 ± 0.4	95.9 ± 0.3	96.5 ± 0.4	95.4 ± 0.7	95.5 ± 1.2	97.3 ± 1.1	95.6 ± 2.0	96.4 ± 0.2
All students									
Metropolitan	96.4 ± 0.4	96.7 ± 0.5	95.6 ± 0.4	96.0 ± 0.6	94.9 ± 0.9	95.4 ± 1.7	97.1 ± 1.2	..	96.2 ± 0.2
Provincial	95.0 ± 0.6	96.1 ± 0.7	94.9 ± 0.6	95.0 ± 1.0	94.4 ± 1.1	95.2 ± 1.8	np	91.9 ± 3.6	95.1 ± 0.3

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Remote	82.4 ± 8.9	97.9 ± 3.8	89.0 ± 4.6	88.9 ± 3.8	93.9 ± 2.4	90.2 ± 4.5	..	83.4 ± 11.7	88.4 ± 2.7
Very remote	74.7 ± 25.9	..	73.2 ± 8.6	71.9 ± 7.2	67.0 ± 15.8	np	..	42.0 ± 9.9	62.2 ± 5.7
Total	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2
2009									
Indigenous students									
Metropolitan	84.6 ± 3.7	89.5 ± 4.7	82.9 ± 4.0	82.6 ± 7.3	78.6 ± 6.3	81.4 ± 7.2	84.0 ± 8.4	..	83.7 ± 3.3
Provincial	78.1 ± 4.9	81.8 ± 5.7	83.4 ± 4.3	77.7 ± 8.2	75.8 ± 9.4	83.7 ± 6.3	np	72.5 ± 11.4	79.7 ± 4.0
Remote	65.7 ± 14.4	np	65.3 ± 13.1	66.7 ± 13.0	np	np	..	43.1 ± 14.7	58.7 ± 8.9
Very remote	np	..	54.6 ± 11.5	51.8 ± 11.6	43.8 ± 22.9	np	..	26.9 ± 10.2	42.3 ± 8.4
Total	80.4 ± 4.0	85.4 ± 4.3	78.5 ± 4.4	71.7 ± 6.8	73.6 ± 6.9	82.9 ± 5.0	84.0 ± 8.4	44.2 ± 10.1	75.8 ± 4.0
Non-Indigenous students									
Metropolitan	96.1 ± 1.0	96.5 ± 0.8	96.1 ± 0.9	95.6 ± 1.2	95.0 ± 1.4	94.6 ± 2.4	95.9 ± 1.7	..	96.1 ± 0.9
Provincial	95.0 ± 1.3	95.8 ± 1.2	95.5 ± 1.1	94.8 ± 1.7	94.8 ± 1.8	93.4 ± 2.3	np	92.7 ± 5.0	95.2 ± 1.2
Remote	92.7 ± 5.7	96.5 ± 7.2	93.4 ± 2.8	95.2 ± 2.5	95.1 ± 2.8	89.2 ± 5.3	..	97.0 ± 2.9	94.6 ± 1.8
Very remote	93.8 ± 12.1	..	93.0 ± 4.5	95.1 ± 5.7	92.0 ± 7.6	np	..	96.9 ± 5.3	94.0 ± 3.4
Total	95.8 ± 1.0	96.3 ± 0.8	95.9 ± 0.9	95.4 ± 1.2	95.0 ± 1.3	93.9 ± 1.9	95.9 ± 1.7	93.8 ± 3.8	95.8 ± 0.9
All students									
Metropolitan	95.8 ± 1.0	96.3 ± 0.8	95.5 ± 1.0	95.0 ± 1.3	94.7 ± 1.4	93.5 ± 2.7	95.7 ± 1.8	..	95.7 ± 0.9
Provincial	93.4 ± 1.6	95.2 ± 1.3	94.6 ± 1.3	93.3 ± 2.1	93.9 ± 2.0	92.7 ± 2.5	np	89.0 ± 5.4	94.0 ± 1.4
Remote	81.9 ± 10.7	96.6 ± 7.1	86.3 ± 5.8	88.3 ± 4.7	94.3 ± 2.9	88.9 ± 4.7	..	72.1 ± 15.6	85.3 ± 4.1
Very remote	64.7 ± 33.1	..	71.7 ± 9.1	66.7 ± 9.9	67.5 ± 19.4	97.0 ± 7.9	..	38.6 ± 14.1	61.2 ± 7.3
Total	95.1 ± 1.1	96.0 ± 0.9	94.8 ± 1.1	93.6 ± 1.5	94.2 ± 1.4	93.0 ± 2.1	95.7 ± 1.8	74.8 ± 8.0	94.8 ± 1.1
Year 9									
2008									

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	np	66.2 ± 8.6	76.2 ± 2.2
Remote	56.7 ± 19.4	np	67.2 ± 11.4	60.1 ± 9.0	np	np	..	56.0 ± 21.1	60.4 ± 8.1
Very remote	np	..	44.3 ± 16.2	50.2 ± 9.6	36.9 ± 19.3	np	..	24.8 ± 8.5	38.2 ± 7.2
Total	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0
Non-Indigenous students									
Metropolitan	95.5 ± 0.5	95.7 ± 0.6	94.1 ± 0.8	94.8 ± 1.0	94.0 ± 1.3	93.1 ± 2.9	96.9 ± 1.1	..	95.1 ± 0.3
Provincial	95.1 ± 0.6	95.1 ± 0.8	93.3 ± 0.9	92.8 ± 2.1	93.0 ± 1.7	93.1 ± 1.7	np	93.0 ± 3.2	94.2 ± 0.4
Remote	93.8 ± 3.2	97.5 ± 3.8	91.3 ± 2.7	91.6 ± 3.7	93.5 ± 3.0	83.1 ± 16.1	..	95.2 ± 3.4	92.6 ± 1.7
Very remote	99.4 ± 2.9	- ± -	92.4 ± 5.6	94.4 ± 3.5	97.1 ± 5.2	np	..	95.4 ± 3.2	94.5 ± 2.5
Total	95.4 ± 0.4	95.5 ± 0.5	93.8 ± 0.7	94.3 ± 0.9	93.7 ± 1.1	93.1 ± 1.5	96.9 ± 1.1	93.6 ± 2.6	94.8 ± 0.3
All students									
Metropolitan	95.1 ± 0.5	95.4 ± 0.7	93.2 ± 1.0	93.8 ± 1.2	92.5 ± 2.3	91.5 ± 3.5	96.6 ± 1.2	..	94.4 ± 0.4
Provincial	93.8 ± 0.7	94.5 ± 0.9	91.7 ± 1.0	91.0 ± 2.5	91.5 ± 2.1	93.1 ± 1.8	np	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
Very remote	81.9 ± 19.5	..	65.1 ± 15.6	67.0 ± 9.8	67.9 ± 17.1	np	..	35.3 ± 15.5	57.8 ± 8.0
Total	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3
2009									
Indigenous students									
Metropolitan	83.6 ± 3.7	84.0 ± 6.0	77.9 ± 6.5	77.1 ± 6.0	80.5 ± 7.1	83.4 ± 9.5	81.9 ± 10.9	..	80.7 ± 4.0
Provincial	80.5 ± 4.2	83.7 ± 6.2	80.3 ± 4.9	72.8 ± 7.8	76.7 ± 10.1	85.1 ± 5.6	np	61.3 ± 12.5	78.8 ± 4.0
Remote	64.2 ± 16.3	np	65.8 ± 13.1	61.3 ± 12.7	75.7 ± 9.8	np	..	49.1 ± 19.5	60.0 ± 9.4
Very remote	np	..	53.3 ± 13.9	46.5 ± 11.6	53.2 ± 18.8	np	..	24.8 ± 9.9	40.9 ± 8.2

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Total	80.9 ± 3.6	83.8 ± 4.6	76.5 ± 4.9	67.4 ± 5.9	76.0 ± 5.9	84.8 ± 5.2	81.9 ± 10.9	45.2 ± 9.3	75.0 ± 3.8
Non-Indigenous students									
Metropolitan	96.3 ± 0.9	96.8 ± 0.8	95.9 ± 1.0	95.7 ± 1.3	95.4 ± 1.7	94.4 ± 2.1	95.7 ± 2.1	..	96.2 ± 0.8
Provincial	95.7 ± 1.1	96.4 ± 1.0	95.3 ± 1.2	95.2 ± 1.9	95.2 ± 1.8	94.8 ± 2.1	np	93.7 ± 4.6	95.6 ± 1.0
Remote	94.6 ± 5.2	98.8 ± 3.6	94.2 ± 2.8	93.7 ± 3.2	96.5 ± 2.5	np	..	97.0 ± 3.1	95.0 ± 1.8
Very remote	93.0 ± 12.8	..	92.4 ± 4.7	92.2 ± 5.8	93.2 ± 6.7	np	..	94.8 ± 4.8	92.9 ± 3.2
Total	96.1 ± 0.9	96.7 ± 0.7	95.7 ± 1.0	95.5 ± 1.2	95.4 ± 1.4	94.6 ± 1.7	95.7 ± 2.1	94.4 ± 3.6	96.0 ± 0.8
All students									
Metropolitan	95.9 ± 1.0	96.5 ± 0.8	95.1 ± 1.2	94.9 ± 1.4	95.1 ± 1.8	93.3 ± 2.7	95.4 ± 2.2	..	95.7 ± 0.9
Provincial	94.3 ± 1.4	96.0 ± 1.1	94.0 ± 1.4	93.1 ± 2.4	94.4 ± 2.2	94.0 ± 2.2	np	86.4 ± 6.0	94.3 ± 1.2
Remote	80.9 ± 11.3	98.1 ± 4.1	86.6 ± 5.7	85.2 ± 6.9	94.7 ± 3.7	93.7 ± 4.0	..	75.6 ± 15.5	85.3 ± 4.4
Very remote	64.2 ± 27.2	..	70.6 ± 11.9	62.6 ± 12.5	72.5 ± 16.2	np	..	36.7 ± 15.9	59.7 ± 8.0
Total	95.5 ± 1.0	96.3 ± 0.8	94.5 ± 1.2	93.5 ± 1.5	94.7 ± 1.5	93.7 ± 1.9	95.4 ± 2.2	76.2 ± 7.4	95.0 ± 1.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.54.

(b) Geolocation data are based on the MCEECDYA 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 and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. The method used to identify Indigenous students varies across jurisdictions.

(e) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

.. Not applicable. np Not published.

Table 4A.66

Table 4A.66 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 and 2009 (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished.) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.94.

Table 4A.67

Table 4A.67 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2008											
Indigenous students	At or below the national minimum standard	%	35.3 ± 2.3	21.7 ± 4.3	56.8 ± 3.6	57.2 ± 4.2	49.1 ± 5.1	21.3 ± 4.8	33.8 ± 15.7	74.2 ± 5.1	48.9 ± 1.8
	Below the national minimum standard	%	11.4 ± 1.4	7.0 ± 1.7	24.6 ± 3.2	24.5 ± 3.4	20.9 ± 4.2	5.5 ± 2.8	11.6 ± 9.2	47.5 ± 7.1	21.4 ± 1.7
	At the national minimum standard	%	23.9 ± 2.0	14.7 ± 3.3	32.2 ± 2.2	32.7 ± 2.9	28.2 ± 4.6	15.8 ± 3.9	22.2 ± 11.8	26.7 ± 3.9	27.5 ± 1.0
	In the medium levels (d)	%	52.2 ± 2.2	57.3 ± 5.4	38.7 ± 2.9	38.6 ± 4.0	44.4 ± 5.1	56.1 ± 5.2	54.6 ± 17.5	24.1 ± 4.8	43.0 ± 1.5
	In the high levels (e)	%	12.5 ± 1.3	21.0 ± 4.2	4.7 ± 1.7	4.2 ± 1.1	6.6 ± 2.1	22.7 ± 4.8	11.6 ± 6.4	1.7 ± 0.8	8.2 ± 0.8
Non-Indigenous students											
Indigenous students	At or below the national minimum standard	%	10.8 ± 0.5	08.8 ± 0.4	23.2 ± 1.0	16.1 ± 1.0	16.4 ± 1.2	13.0 ± 1.6	10.5 ± 1.8	15.8 ± 3.1	13.9 ± 0.3
	In the medium levels (d)	%	48.1 ± 0.7	48.1 ± 0.7	56.7 ± 0.8	56.6 ± 0.9	54.7 ± 1.2	51.7 ± 2.6	47.6 ± 2.7	57.8 ± 3.3	51.3 ± 0.4
	In the high levels (e)	%	41.2 ± 0.9	43.0 ± 0.9	20.2 ± 0.9	27.3 ± 1.2	28.9 ± 1.6	35.4 ± 3.1	41.8 ± 3.2	26.3 ± 3.5	34.8 ± 0.5
All students											
Indigenous students	At or below the national minimum standard	%	11.9 ± 0.5	09.3 ± 0.5	25.6 ± 1.1	19.3 ± 1.2	18.1 ± 1.3	13.5 ± 1.6	11.3 ± 1.9	41.4 ± 6.1	15.8 ± 0.4
	In the medium levels (d)	%	48.1 ± 0.7	48.1 ± 0.7	55.3 ± 0.8	55.3 ± 0.9	54.2 ± 1.2	52.3 ± 2.2	47.7 ± 2.8	43.0 ± 4.4	50.9 ± 0.4
	In the high levels (e)	%	40.0 ± 0.9	42.6 ± 0.9	19.0 ± 0.9	25.5 ± 1.2	27.7 ± 1.6	34.3 ± 2.6	41.1 ± 3.2	15.5 ± 2.8	33.5 ± 0.5

2009

Table 4A.67

Table 4A.67 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust		
At or below the national minimum standard	%	40.2 ± 5.6	28.7 ± 5.9	56.0 ± 6.1	62.1 ± 6.4	58.5 ± 6.7	35.1 ± 8.0	36.7 ± 11.7	79.4 ± 6.1	52.3 ± 5.1	
<i>Below the national minimum standard</i>	%	15.9 ± 3.7	10.6 ± 3.1	26.0 ± 5.6	31.2 ± 6.2	28.6 ± 7.0	12.3 ± 4.3	16.7 ± 8.0	59.0 ± 8.7	26.0 ± 4.5	
<i>At the national minimum standard</i>	%	24.3 ± 6.4	18.1 ± 5.8	30.0 ± 7.6	30.9 ± 7.9	29.9 ± 8.6	22.8 ± 7.8	20.0 ± 11.2	20.4 ± 6.6	26.3 ± 6.4	
In the medium levels (d)	%	47.5 ± 6.0	53.5 ± 6.8	38.7 ± 6.1	34.1 ± 6.4	36.0 ± 6.5	47.9 ± 8.4	53.5 ± 12.8	18.0 ± 5.5	39.6 ± 5.4	
In the high levels (e)	%	12.3 ± 3.0	17.7 ± 4.5	5.4 ± 1.8	3.8 ± 1.6	5.5 ± 2.5	17.1 ± 5.9	9.8 ± 7.1	2.6 ± 1.4	8.1 ± 1.9	
				Non-Indigenous students							
At or below the national minimum standard	%	13.2 ± 2.6	11.8 ± 2.4	22.0 ± 4.1	18.6 ± 3.6	20.6 ± 3.9	18.5 ± 3.8	12.6 ± 3.0	23.0 ± 5.1	16.0 ± 3.0	
In the medium levels (d)	%	47.1 ± 5.5	48.0 ± 5.7	55.7 ± 5.8	53.2 ± 5.7	53.7 ± 5.7	48.2 ± 5.8	47.7 ± 6.2	56.0 ± 6.8	50.3 ± 5.5	
In the high levels (e)	%	39.5 ± 4.9	40.2 ± 5.3	22.3 ± 4.3	28.1 ± 4.6	25.7 ± 4.6	33.3 ± 5.2	39.6 ± 6.2	21.0 ± 5.3	33.8 ± 4.7	
				All students							
At or below the national minimum standard	%	14.4 ± 2.7	12.4 ± 2.4	24.3 ± 4.2	22.3 ± 3.8	22.1 ± 3.9	19.8 ± 4.0	13.3 ± 3.1	47.0 ± 7.1	17.8 ± 3.1	
In the medium levels (d)	%	47.1 ± 5.4	47.8 ± 5.7	54.5 ± 5.7	51.7 ± 5.5	53.0 ± 5.7	48.8 ± 5.8	47.9 ± 6.2	39.4 ± 6.3	49.6 ± 5.5	
In the high levels (e)	%	38.5 ± 4.8	39.7 ± 5.2	21.1 ± 4.1	25.9 ± 4.3	24.9 ± 4.5	31.4 ± 5.0	38.8 ± 6.2	13.6 ± 4.0	32.5 ± 4.6	

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.55.

Table 4A.67 Proportions by achievement levels for numeracy, year 3, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.95.

Table 4A.68

Table 4A.68 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2008											
At or below the national minimum standard	%	52.7 ± 2.5	44.4 ± 4.3	64.5 ± 3.1	72.4 ± 3.0	Indigenous students					62.3 ± 1.6
						65.3 ± 4.9	35.9 ± 6.0	56.3 ± 11.6	85.1 ± 3.9	85.1 ± 3.9	
						Below the national minimum standard					
						31.5 ± 5.2	12.2 ± 3.9	17.8 ± 8.0	61.7 ± 6.5	30.8 ± 1.7	
						At the national minimum standard					
						33.8 ± 5.5	23.7 ± 5.5	38.5 ± 9.5	23.4 ± 4.3	31.5 ± 1.1	
In the medium levels (d)	%	42.2 ± 2.2	48.5 ± 4.9	33.0 ± 2.6	25.9 ± 3.0	Indigenous students					34.4 ± 1.4
						32.5 ± 4.8	56.0 ± 5.3	40.2 ± 11.5	14.4 ± 3.9	14.4 ± 3.9	
In the high levels (e)	%	5.0 ± 0.9	7.1 ± 2.3	2.6 ± 0.9	1.7 ± 0.7	Indigenous students					3.4 ± 0.4
						2.1 ± 1.3	8.2 ± 2.9	3.6 ± 4.7	0.4 ± 0.5	0.4 ± 0.5	
Non-Indigenous students											
At or below the national minimum standard	%	19.1 ± 0.7	18.4 ± 0.7	28.6 ± 1.1	26.2 ± 1.3	Non-Indigenous students					22.6 ± 0.4
						29.4 ± 1.7	26.8 ± 2.5	19.1 ± 2.4	30.5 ± 4.0	30.5 ± 4.0	
In the medium levels (d)	%	53.1 ± 0.7	55.4 ± 0.7	58.4 ± 0.7	59.0 ± 0.9	Non-Indigenous students					55.8 ± 0.4
						57.1 ± 1.2	57.2 ± 1.9	57.1 ± 2.1	57.7 ± 3.4	57.7 ± 3.4	
In the high levels (e)	%	27.8 ± 1.0	26.1 ± 0.9	13.0 ± 0.8	14.8 ± 1.1	Non-Indigenous students					21.6 ± 0.5
						13.4 ± 1.2	15.9 ± 2.2	23.8 ± 3.1	11.9 ± 2.7	11.9 ± 2.7	
All students											
At or below the national minimum standard	%	20.6 ± 0.8	19.0 ± 0.7	31.3 ± 1.2	29.8 ± 1.5	All students					24.8 ± 0.5
						31.3 ± 1.8	28.5 ± 2.5	20.0 ± 2.5	53.4 ± 5.6	53.4 ± 5.6	
In the medium levels (d)	%	52.4 ± 0.7	55.2 ± 0.6	56.6 ± 0.8	56.6 ± 1.0	All students					54.6 ± 0.4
						55.9 ± 1.3	56.5 ± 1.8	56.8 ± 2.0	39.3 ± 4.6	39.3 ± 4.6	
In the high levels (e)	%	27.0 ± 1.0	25.8 ± 0.9	12.2 ± 0.7	13.8 ± 1.0	All students					20.6 ± 0.5
						12.7 ± 1.1	15.0 ± 2.0	23.2 ± 3.1	7.2 ± 1.8	7.2 ± 1.8	
2009											
At or below the national minimum standard	%	43.3 ± 6.0	37.3 ± 7.0	58.7 ± 6.1	66.3 ± 6.0	Indigenous students					55.0 ± 5.4
						58.5 ± 7.6	42.3 ± 8.6	41.9 ± 12.4	80.0 ± 5.8	80.0 ± 5.8	

Table 4A.68

Table 4A.68 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
<i>Below the national minimum standard</i>	%	17.5 ± 4.0	13.1 ± 3.7	26.1 ± 5.6	32.6 ± 6.3	26.5 ± 6.9	14.2 ± 5.5	16.5 ± 9.1	54.5 ± 9.2	25.8 ± 4.5
<i>At the national minimum standard</i>	%	25.8 ± 6.5	24.2 ± 6.9	32.6 ± 7.4	33.7 ± 7.9	32.0 ± 8.8	28.1 ± 9.0	25.4 ± 15.0	25.5 ± 7.7	29.2 ± 6.6
In the medium levels (d)	%	48.2 ± 6.2	54.2 ± 7.3	38.0 ± 6.1	31.4 ± 6.0	38.7 ± 7.6	50.6 ± 8.5	49.9 ± 12.8	18.9 ± 5.7	40.0 ± 5.5
In the high levels (e)	%	8.5 ± 2.4	8.4 ± 3.2	3.4 ± 1.3	2.3 ± 1.1	2.7 ± 1.7	7.0 ± 3.0	8.2 ± 7.0	1.2 ± 1.0	5.1 ± 1.4
Non-Indigenous students										
At or below the national minimum standard	%	14.5 ± 2.9	14.6 ± 3.1	22.5 ± 4.3	20.2 ± 4.0	23.4 ± 4.7	22.1 ± 4.5	14.3 ± 3.8	24.8 ± 5.5	17.7 ± 3.4
In the medium levels (d)	%	51.6 ± 5.3	57.2 ± 5.6	60.3 ± 5.6	59.9 ± 5.6	60.2 ± 5.8	58.1 ± 5.8	57.1 ± 5.9	59.4 ± 6.3	56.6 ± 5.4
In the high levels (e)	%	33.9 ± 4.5	28.2 ± 4.7	17.2 ± 3.7	19.9 ± 4.1	16.4 ± 3.8	19.8 ± 4.3	28.6 ± 5.6	15.8 ± 4.9	25.8 ± 4.2
All students										
At or below the national minimum standard	%	15.7 ± 3.0	15.2 ± 3.1	24.8 ± 4.4	24.0 ± 4.2	24.7 ± 4.7	24.6 ± 4.8	15.1 ± 3.8	47.0 ± 7.2	19.6 ± 3.5
In the medium levels (d)	%	51.4 ± 5.2	57.0 ± 5.5	58.9 ± 5.5	57.7 ± 5.5	59.4 ± 5.8	57.4 ± 5.8	56.8 ± 5.9	42.7 ± 6.5	55.7 ± 5.3
In the high levels (e)	%	32.8 ± 4.4	27.9 ± 4.6	16.3 ± 3.5	18.3 ± 3.8	16.0 ± 3.7	18.0 ± 4.0	28.1 ± 5.5	10.2 ± 3.4	24.7 ± 4.0

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.56.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 5 students this includes level 7 and level 8 and above.

Table 4A.68

Table 4A.68 Proportions by achievement levels for numeracy, year 5, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished.) *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.96.

Table 4A.69

Table 4A.69 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
		Indigenous students								
At or below the national minimum standard	%	50.1 ± 2.5	45.9 ± 4.7	51.5 ± 3.9	62.7 ± 3.6	62.2 ± 5.5	30.9 ± 5.8	37.2 ± 11.1	79.3 ± 5.8	55.1 ± 1.8
<i>Below the national minimum standard</i>	%	15.5 ± 2.1	12.0 ± 2.9	18.2 ± 2.7	25.8 ± 3.9	24.1 ± 5.2	7.6 ± 2.7	9.6 ± 7.1	49.8 ± 7.5	21.4 ± 1.7
<i>At the national minimum standard</i>	%	34.6 ± 2.2	33.9 ± 4.5	33.3 ± 2.9	36.9 ± 3.7	38.1 ± 4.7	23.3 ± 5.5	27.6 ± 9.9	29.5 ± 4.3	33.7 ± 1.2
In the medium levels (d)	%	42.2 ± 2.2	47.4 ± 4.5	40.8 ± 2.7	34.0 ± 3.4	34.2 ± 5.2	55.4 ± 5.2	49.9 ± 12.6	18.7 ± 5.2	38.5 ± 1.4
In the high levels (e)	%	7.7 ± 1.2	6.6 ± 2.0	7.7 ± 2.8	3.2 ± 1.0	3.6 ± 1.7	13.7 ± 3.6	12.9 ± 8.8	1.9 ± 1.1	6.4 ± 1.0
		Non-Indigenous students								
At or below the national minimum standard	%	17.0 ± 1.0	15.1 ± 1.0	18.0 ± 0.8	19.1 ± 1.3	20.4 ± 1.5	20.7 ± 3.4	13.9 ± 3.0	20.9 ± 4.5	17.2 ± 0.5
In the medium levels (d)	%	49.6 ± 1.1	53.0 ± 1.0	54.5 ± 0.7	55.3 ± 1.0	54.8 ± 1.0	54.9 ± 2.2	51.4 ± 3.5	56.2 ± 3.0	52.7 ± 0.5
In the high levels (e)	%	33.4 ± 1.7	31.9 ± 1.7	27.5 ± 1.1	25.5 ± 1.5	24.8 ± 1.7	24.4 ± 3.6	34.7 ± 5.6	22.8 ± 4.9	30.1 ± 0.8
		All students								
At or below the national minimum standard	%	18.5 ± 1.0	15.7 ± 1.0	20.3 ± 1.0	22.5 ± 1.4	22.2 ± 1.5	22.0 ± 3.5	14.5 ± 3.0	46.1 ± 8.5	19.2 ± 0.5
In the medium levels (d)	%	49.1 ± 1.1	52.8 ± 1.0	53.6 ± 0.7	53.9 ± 1.0	54.0 ± 1.1	54.8 ± 2.1	51.3 ± 3.4	40.3 ± 5.8	51.8 ± 0.5
In the high levels (e)	%	32.5 ± 1.7	31.5 ± 1.7	26.1 ± 1.1	23.6 ± 1.4	23.8 ± 1.6	23.2 ± 3.2	34.2 ± 5.5	13.6 ± 3.7	28.9 ± 0.8
2009										
		Indigenous students								

Table 4A.69

Table 4A.69 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
At or below the national minimum standard	%	51.0 ± 5.2	42.8 ± 6.8	52.1 ± 5.1	63.3 ± 5.4	60.0 ± 7.3	44.4 ± 7.2	42.5 ± 14.1	81.9 ± 6.8	54.8 ± 4.4
<i>Below the national minimum standard</i>	%	19.6 ± 3.9	14.6 ± 4.1	21.6 ± 4.4	28.3 ± 6.8	26.4 ± 6.8	17.0 ± 5.1	16.0 ± 8.3	55.8 ± 10.2	24.2 ± 4.0
<i>At the national minimum standard</i>	%	31.4 ± 5.9	28.2 ± 6.9	30.5 ± 5.7	35.0 ± 7.4	33.6 ± 7.5	27.4 ± 6.9	26.5 ± 11.4	26.1 ± 6.8	30.6 ± 5.6
In the medium levels (d)	%	42.2 ± 5.0	50.5 ± 7.6	42.4 ± 5.0	32.8 ± 5.5	37.0 ± 7.2	47.5 ± 6.7	53.5 ± 14.3	17.0 ± 6.1	39.7 ± 4.4
In the high levels (e)	%	6.8 ± 2.0	6.7 ± 3.0	5.6 ± 1.6	3.8 ± 2.0	2.9 ± 1.7	8.0 ± 2.8	4.0 ± 4.5	1.1 ± 1.1	5.4 ± 1.3
		Non-Indigenous students								
At or below the national minimum standard	%	17.1 ± 2.7	15.1 ± 2.6	16.5 ± 2.7	17.6 ± 3.0	20.4 ± 3.4	23.4 ± 4.5	15.6 ± 4.3	23.6 ± 6.2	16.9 ± 2.6
In the medium levels (d)	%	50.8 ± 4.2	55.2 ± 4.3	56.7 ± 4.3	55.6 ± 4.4	57.8 ± 4.4	56.6 ± 4.5	53.5 ± 5.5	59.1 ± 5.9	54.3 ± 4.2
In the high levels (e)	%	32.1 ± 3.7	29.8 ± 3.9	26.8 ± 3.6	26.7 ± 3.8	21.8 ± 3.5	20.1 ± 4.1	30.9 ± 6.7	17.4 ± 5.2	28.8 ± 3.4
		All students								
At or below the national minimum standard	%	18.6 ± 2.8	15.5 ± 2.7	18.8 ± 2.9	21.2 ± 3.2	21.7 ± 3.4	25.2 ± 4.7	16.3 ± 4.4	45.9 ± 8.5	18.6 ± 2.7
In the medium levels (d)	%	50.3 ± 4.2	55.0 ± 4.3	55.8 ± 4.3	54.1 ± 4.3	57.1 ± 4.4	55.9 ± 4.6	53.6 ± 5.4	42.5 ± 6.9	53.6 ± 4.1
In the high levels (e)	%	31.2 ± 3.6	29.4 ± 3.8	25.4 ± 3.5	24.7 ± 3.6	21.2 ± 3.4	18.9 ± 3.9	30.1 ± 6.6	11.5 ± 3.9	27.7 ± 3.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.57.

Table 4A.69

Table 4A.69 Proportions by achievement levels for numeracy, year 7, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished.) 2009 *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.97.

Table 4A.70

Table 4A.70 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
2008											
Indigenous students	At or below the national minimum standard	%	54.9 ± 2.4	56.0 ± 4.5	61.7 ± 5.0	71.7 ± 3.3	69.5 ± 6.4	39.3 ± 6.7	44.0 ± 11.6	81.1 ± 5.3	61.9 ± 2.1
	<i>Below the national minimum standard</i>	%	19.7 ± 2.1	21.6 ± 4.0	26.8 ± 3.6	33.8 ± 3.7	31.3 ± 5.9	11.4 ± 3.7	16.2 ± 11.1	53.9 ± 9.4	27.5 ± 2.0
	<i>At the national minimum standard</i>	%	35.2 ± 2.2	34.4 ± 3.8	34.9 ± 2.9	37.9 ± 3.0	38.2 ± 6.4	27.9 ± 5.2	27.8 ± 12.3	27.2 ± 5.5	34.4 ± 1.4
	In the medium levels (d)	%	39.8 ± 2.2	39.7 ± 4.6	34.5 ± 3.2	27.0 ± 3.2	28.6 ± 5.9	50.4 ± 6.2	45.9 ± 11.1	17.7 ± 5.1	34.2 ± 1.6
	In the high levels (e)	%	5.3 ± 0.9	4.3 ± 1.9	3.7 ± 2.5	1.3 ± 0.8	2.0 ± 1.7	10.1 ± 3.5	10.1 ± 6.2	1.1 ± 0.9	3.8 ± 0.9
Non-Indigenous students											
Non-Indigenous students	At or below the national minimum standard	%	20.8 ± 1.1	19.4 ± 1.3	25.4 ± 1.6	25.0 ± 2.4	25.7 ± 2.6	29.2 ± 3.8	17.8 ± 3.8	25.0 ± 5.2	22.4 ± 0.7
	In the medium levels (d)	%	50.8 ± 1.1	56.0 ± 1.2	56.9 ± 0.9	55.9 ± 1.5	57.4 ± 1.8	54.5 ± 2.2	53.2 ± 3.0	57.0 ± 5.1	54.6 ± 0.6
	In the high levels (e)	%	28.3 ± 1.7	24.7 ± 1.9	17.6 ± 1.5	19.0 ± 2.4	16.8 ± 2.4	16.4 ± 3.0	29.0 ± 5.3	18.0 ± 5.3	23.2 ± 0.9
	At or below the national minimum standard	%	22.4 ± 1.2	20.1 ± 1.3	28.0 ± 1.7	28.4 ± 2.6	28.3 ± 3.0	30.2 ± 4.0	18.5 ± 3.9	47.9 ± 7.7	24.3 ± 0.7
	In the medium levels (d)	%	50.3 ± 1.0	55.6 ± 1.2	55.4 ± 1.0	54.2 ± 1.5	55.9 ± 1.9	53.9 ± 2.2	53.0 ± 3.0	41.0 ± 5.7	53.5 ± 0.6
In the high levels (e)	%	27.5 ± 1.7	24.4 ± 1.8	16.6 ± 1.5	17.4 ± 2.2	15.8 ± 2.3	15.9 ± 2.9	28.5 ± 5.3	11.0 ± 4.0	22.1 ± 0.9	
All students											
2009											
Indigenous students	At or below the national minimum standard	%	51.9 ± 5.1	46.0 ± 6.5	59.0 ± 5.4	67.0 ± 5.5	61.9 ± 7.8	46.1 ± 6.8	44.3 ± 13.7	80.6 ± 5.9	58.2 ± 4.5
	In the high levels (e)	%	51.9 ± 5.1	46.0 ± 6.5	59.0 ± 5.4	67.0 ± 5.5	61.9 ± 7.8	46.1 ± 6.8	44.3 ± 13.7	80.6 ± 5.9	58.2 ± 4.5

Table 4A.70

Table 4A.70 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Below the national minimum standard</i>	%	19.2 ± 3.6	16.2 ± 4.3	23.4 ± 5.0	32.6 ± 5.9	24.0 ± 6.0	15.2 ± 5.2	18.1 ± 9.8	54.8 ± 9.5	25.0 ± 3.8
<i>At the national minimum standard</i>	%	32.7 ± 5.8	29.8 ± 6.5	35.6 ± 6.1	34.4 ± 6.9	37.9 ± 8.3	30.9 ± 7.0	26.2 ± 11.7	25.8 ± 7.1	33.2 ± 5.6
In the medium levels (d)	%	42.7 ± 5.0	48.9 ± 6.6	37.9 ± 5.2	30.6 ± 5.4	36.6 ± 7.8	47.8 ± 6.6	50.1 ± 12.7	18.8 ± 5.9	38.0 ± 4.4
In the high levels (e)	%	5.5 ± 1.6	5.1 ± 2.0	3.0 ± 1.0	2.4 ± 1.1	1.6 ± 1.4	6.1 ± 3.1	5.7 ± 4.5	0.6 ± 0.7	3.8 ± 0.9
Non-Indigenous students										
At or below the national minimum standard	%	17.5 ± 2.8	15.0 ± 2.7	19.5 ± 3.3	19.3 ± 3.5	21.3 ± 4.2	22.9 ± 4.7	16.0 ± 4.2	22.0 ± 6.1	17.9 ± 2.8
In the medium levels (d)	%	52.6 ± 3.9	58.9 ± 4.1	61.2 ± 4.2	58.3 ± 4.2	60.2 ± 4.5	59.8 ± 4.5	54.0 ± 5.4	60.1 ± 5.5	57.4 ± 3.9
In the high levels (e)	%	29.8 ± 3.4	26.1 ± 3.7	19.2 ± 3.3	22.4 ± 3.9	18.5 ± 3.8	17.4 ± 4.2	30.1 ± 6.4	18.0 ± 5.6	24.7 ± 3.1
All students										
At or below the national minimum standard	%	18.9 ± 2.9	15.4 ± 2.7	22.0 ± 3.5	22.8 ± 3.7	22.7 ± 4.3	25.3 ± 4.9	16.5 ± 4.4	43.6 ± 8.0	19.8 ± 2.9
In the medium levels (d)	%	52.2 ± 3.9	58.5 ± 4.1	59.7 ± 4.1	56.5 ± 4.1	59.2 ± 4.5	58.7 ± 4.5	53.9 ± 5.3	44.6 ± 6.9	56.4 ± 3.9
In the high levels (e)	%	28.9 ± 3.3	26.1 ± 3.7	18.3 ± 3.2	20.6 ± 3.6	18.0 ± 3.7	16.0 ± 3.9	29.6 ± 6.3	11.7 ± 3.8	23.8 ± 3.0

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.58.

(d) The medium levels are defined as two NAPLAN achievement bands above the minimum standard for the year level.

(e) The high levels are defined as the top two NAPLAN achievement bands. For Year 9 students this includes level 9 and level 10.

Table 4A.70

Table 4A.70 Proportions by achievement levels for numeracy, year 9, by Indigenous status, 2008 and 2009 (per cent) (a), (b), (c)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: MCEETYA (2008 and unpublished), *National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.98.

Table 4A.71

Table 4A.71 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score										
2008										
Year 3										
Indigenous	no.	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
Non-Indigenous	no.	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
All students	no.	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
Year 5										
Indigenous	no.	424.9 ± 3.2	440.6 ± 5.4	406.8 ± 5.2	393.0 ± 4.6	409.1 ± 6.8	447.4 ± 7.6	428.5 ± 14.0	355.9 ± 10.0	408.0 ± 2.8
Non-Indigenous	no.	490.5 ± 1.9	490.3 ± 1.6	462.3 ± 1.9	466.5 ± 2.3	462.9 ± 2.7	467.5 ± 4.5	485.3 ± 5.6	459.4 ± 5.4	479.5 ± 1.0
All students	no.	487.8 ± 2.0	489.7 ± 1.7	458.2 ± 2.1	460.7 ± 2.5	460.4 ± 2.8	464.6 ± 4.4	483.8 ± 5.8	416.3 ± 11.0	475.9 ± 1.1
Year 7										
Indigenous	no.	485.6 ± 3.5	492.9 ± 5.7	483.2 ± 7.6	463.2 ± 5.2	468.7 ± 7.0	512.3 ± 7.6	504.7 ± 14.3	428.3 ± 11.3	476.2 ± 3.4
Non-Indigenous	no.	554.1 ± 3.7	553.2 ± 3.0	543.2 ± 2.2	539.5 ± 2.8	539.2 ± 3.1	536.9 ± 7.5	557.5 ± 10.1	534.2 ± 9.3	548.6 ± 1.6
All students	no.	551.3 ± 3.7	552.3 ± 3.1	539.0 ± 2.3	533.7 ± 3.0	536.2 ± 3.3	533.8 ± 7.3	556.2 ± 10.1	488.1 ± 15.8	545.0 ± 1.6
Year 9										
Indigenous	no.	528.3 ± 3.5	530.2 ± 6.1	515.9 ± 9.1	500.6 ± 5.3	508.8 ± 8.2	551.0 ± 9.5	546.5 ± 14.6	470.5 ± 15.9	515.1 ± 4.0
Non-Indigenous	no.	594.3 ± 3.5	591.5 ± 3.6	574.7 ± 3.3	576.4 ± 5.1	574.6 ± 5.1	570.2 ± 7.2	596.0 ± 10.2	575.4 ± 10.6	585.7 ± 1.8
All students	no.	591.4 ± 3.5	590.7 ± 3.7	570.7 ± 3.5	570.7 ± 5.2	571.1 ± 5.4	568.0 ± 7.2	594.9 ± 10.3	532.6 ± 17.2	582.2 ± 1.8
2009										
Year 3										

Table 4A.71

Table 4A.71 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous	no.	344.4 ± 10.0	369.1 ± 11.2	317.2 ± 10.3	304.1 ± 10.8	312.4 ± 12.1	358.6 ± 12.7	344.9 ± 17.0	251.7 ± 18.8	320.5 ± 10.1
Non-Indigenous	no.	407.7 ± 9.6	411.3 ± 9.6	376.4 ± 9.6	386.6 ± 9.7	381.8 ± 9.8	393.8 ± 10.5	409.8 ± 10.9	374.4 ± 11.0	397.7 ± 9.5
All students	no.	405.3 ± 9.6	410.8 ± 9.6	372.4 ± 9.6	379.7 ± 9.8	379.2 ± 9.8	390.0 ± 10.4	408.0 ± 10.9	322.4 ± 17.8	393.9 ± 9.5
Year 5										
Indigenous	no.	439.5 ± 9.3	453.0 ± 10.3	417.0 ± 9.7	403.7 ± 9.9	415.6 ± 11.1	440.2 ± 11.1	443.2 ± 15.7	367.5 ± 14.1	420.5 ± 9.0
Non-Indigenous	no.	503.9 ± 8.9	496.6 ± 8.8	474.1 ± 8.8	479.4 ± 8.9	472.4 ± 9.0	477.4 ± 9.7	497.1 ± 10.2	471.4 ± 10.6	490.3 ± 8.7
All students	no.	501.3 ± 8.9	496.1 ± 8.8	470.4 ± 8.8	472.9 ± 9.0	470.4 ± 9.0	472.8 ± 9.7	495.8 ± 10.3	429.6 ± 14.6	486.8 ± 8.7
Year 7										
Indigenous	no.	482.2 ± 8.2	492.4 ± 8.6	480.1 ± 8.1	462.8 ± 9.2	466.8 ± 9.9	490.3 ± 10.3	487.3 ± 16.9	421.3 ± 14.5	474.4 ± 7.4
Non-Indigenous	no.	551.8 ± 7.8	550.0 ± 7.5	543.9 ± 7.2	542.8 ± 7.6	534.0 ± 7.5	528.4 ± 9.5	551.2 ± 12.4	525.1 ± 10.4	547.0 ± 7.1
All students	no.	549.1 ± 7.8	549.2 ± 7.5	539.7 ± 7.2	536.3 ± 7.6	532.0 ± 7.5	525.1 ± 9.4	549.4 ± 12.4	485.2 ± 15.8	543.6 ± 7.1
Year 9										
Indigenous	no.	532.0 ± 7.7	540.6 ± 8.6	520.4 ± 8.5	506.9 ± 9.1	515.7 ± 9.4	539.3 ± 9.8	540.9 ± 18.4	471.3 ± 15.9	520.2 ± 7.1
Non-Indigenous	no.	599.3 ± 7.4	597.0 ± 7.3	583.5 ± 7.2	587.8 ± 8.2	580.8 ± 8.4	577.3 ± 9.3	601.7 ± 11.6	579.8 ± 11.7	592.4 ± 6.7
All students	no.	596.6 ± 7.4	596.8 ± 7.3	579.6 ± 7.2	581.5 ± 8.3	578.7 ± 8.6	572.9 ± 9.3	600.4 ± 11.7	539.7 ± 15.6	589.1 ± 6.7

(a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.60. Readers are urged to be cautious when comparing results.

(b) 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. The method used to identify Indigenous students varies across jurisdictions.

Table 4A.71

Table 4A.71 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2008 and 2009 (a), (b), (c)**

<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>
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(c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 \pm 2.7). Confidence intervals for 2009 in this table are equated to 2008 data to enable comparisons to be made, and differ from those in table 4A.59.

Source: MCEETYA 2008, *National Assessment Program — Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; MCEECDYA (2009 and unpublished), *2009 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne; 2011 Report, table 4A.99.

Table 4A.72 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>
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
Non-Indigenous students	54.7 ± 2.2
LBOTE students (d)	na
2009	
Male students	52.3 ± 2.6
Female students	51.7 ± 2.6
Indigenous students	19.6 ± 6.0
Non-Indigenous students	53.9 ± 2.3
LBOTE students	48.9 ± 4.9

(a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable 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) Results for 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.

(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: ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney; 2011 Report, table 4A.102.

Table 4A.73

Table 4A.73 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.73

Table 4A.73 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
LBOTE 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; 2011 Report, table 4A.105.

Table 4A.74

Table 4A.74 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by student characteristics, Australia, 2005 and 2008 (per cent) (a), (b)

	Year 10		
	2005	2008	2005
Male students	45.4 ± 4.9	52.3 ± 3.0	59.6 ± 4.2
Female students	52.0 ± 4.1	61.8 ± 3.6	62.9 ± 3.5
Indigenous students	29.9 ± 12.9	24.2 ± 6.1	35.0 ± 11.5
Non-Indigenous students	50.1 ± 3.1	59.2 ± 2.8	62.3 ± 3.1
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	58.6 ± 5.6
Geographic location:			
Metropolitan	51.9 ± 3.8	61.3 ± 3.3	62.8 ± 4.1
Provincial	42.7 ± 5.5	47.6 ± 5.7	58.6 ± 5.7
Remote	32.6 ± 18.9	38.3 ± 12.7	45.8 ± 9.7
Parental occupation:			
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	75.4 ± 5.4
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	65.7 ± 4.0
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	75.1 ± 5.8
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	48.8 ± 7.0
All students	48.6 ± 3.0	56.7 ± 2.8	61.2 ± 3.1

(a) National minimum such as those set in literacy and numeracy have not been set for ICT literacy 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). This is a challenging but reasonable 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).

Source: MCEECDYA (2010), *National Assessment Program ICT Literacy Years 6 and 10 Report 2008*, Melbourne; 2011 Report, table 4A.107.

Table 4A.75

Table 4A.75 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group, (per cent) (a), (b), (c)

	<i>Aust</i>
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (d)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Non-Indigenous students (e)	69.9 ± 2.5
Geographically remote students (f)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (d)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Non-Indigenous students (e)	70.6 ± 1.8
Geographically remote students (f)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (d)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Non-Indigenous students (e)	66.5 ± 1.8
Geographically remote students (f)	48.9 ± 15.7
2009	
All students	65.3 ± 1.8
Male students	57.8 ± 2.3
Female students	72.5 ± 2.2
Students from low socioeconomic families (d)	46.9 ± 2.5
Indigenous students	34.7 ± 5.4
Non-Indigenous students (e)	66.3 ± 1.7
Geographically remote students (f)	48.6 ± 8.7

Table 4A.75 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group, (per cent) (a), (b), (c)

Aust

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).
- (c) Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (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. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA 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); 2011 Report, table 4A.109.

Table 4A.76 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (d)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Non-Indigenous students (e)	67.9 ± 1.8
Geographically remote students (f)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (d)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Non-Indigenous students (e)	67.5 ± 1.8
Geographically remote students (f)	44.0 ± 11.4
2009	
All students	63.9 ± 1.9
Male students	65.5 ± 2.4
Female students	62.3 ± 2.4
Students from low socioeconomic families (d)	44.7 ± 2.5
Indigenous students	34.5 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
Geographically remote students (f)	42.7 ± 14.7

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

(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) Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Table 4A.76 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b), (c)

Aust

- (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. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA 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); 2011 Report, table 4A.113.

Table 4A.77 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2006	
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (d)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Non-Indigenous students (e)	67.9 ± 1.7
Geographically remote students (f)	47.8 ± 12.9
2009	
All students	67.5 ± 1.7
Male students	66.6 ± 2.2
Female students	68.3 ± 2.1
Students from low socioeconomic families (d)	49.4 ± 2.5
Indigenous students	37.8 ± 5.4
Non-Indigenous students (e)	68.5 ± 1.7
Geographically remote students (f)	48.6 ± 10.8

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. For further information on PISA 2000, PISA 2003, PISA 2006 and PISA 2009, see <http://www.acer.edu.au/ozpisa/reports>.

(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) Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

(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. The measure in this table refers to the lowest ESCS quartile.

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

(f) The MCEECDYA 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); 2011 Report, table 4A.116.

Table 4A.78

Table 4A.78 Proportion of children aged 6–15 years enrolled in school, by Indigenous status

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
2008										
Number of children aged 6–15 years enrolled in school (a)	no.	37 640	7 456	37 214	19 158	7 034	4 233	998	13 189	126 922
	no.	38 873	8 369	37 816	17 474	6 985	4 579	1 050	14 873	130 061
	%	96.8	89.1	98.4	109.6	100.7	92.4	95.0	88.7	97.6
Proportion of 6–15 year old population enrolled in school										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	843 908	651 635	536 324	265 879	189 789	61 725	44 594	18 425	2 612 279
	no.	858 027	655 867	543 831	269 552	190 857	61 386	40 822	19 085	2 639 385
	%	98.4	99.4	98.6	98.6	99.4	100.6	109.2	96.5	99.0
Proportion of 6–15 year old population enrolled in school										
Number of children aged 6–15 years enrolled in school (a)	no.	881 548	659 091	573 538	285 037	196 823	65 958	45 592	31 614	2 739 201
	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9
Proportion of 6–15 year old population enrolled in school										
2009										
Number of children aged 6–15 years enrolled in school (f)	no.	39 000	7 740	38 386	19 152	7 232	4 537	1 053	12 853	129 953
	no.	38 471	8 330	37 911	17 406	7 009	4 498	1 035	15 033	129 693
	%	101.4	92.9	101.3	110.0	103.2	100.9	101.7	85.5	100.2
Proportion of 6–15 year old population enrolled in school										
Non-Indigenous children										

Table 4A.78

Table 4A.78 Proportion of children aged 6–15 years enrolled in school, by Indigenous status

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
Number of children aged 6–15 years enrolled in school (d) (f)	no.	841 550	653 912	541 098	269 193	188 742	60 797	44 789	18 674	2 618 755
Total 6–15 year old population (c) (e)	no.	858 655	658 262	549 194	273 946	190 206	60 914	40 985	19 192	2 651 354
Proportion of 6–15 year old population enrolled in school	%	98.0	99.3	98.5	98.3	99.2	99.8	109.3	97.3	98.8
All children										
Number of children aged 6–15 years enrolled in school (f)	no.	880 550	661 652	579 484	288 345	195 974	65 334	45 842	31 527	2 748 708
Total 6–15 year old population (c)	no.	897 126	666 592	587 105	291 352	197 215	65 412	42 020	34 225	2 781 047
Proportion of 6–15 year old population enrolled in school	%	98.2	99.3	98.7	99.0	99.4	99.9	109.1	92.1	98.8

(a) Includes children enrolled full-time or part-time in 2008. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census and adjusted for net undercount. The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2006 Census and the relatively small sample size of the Post Enumeration Survey to adjust for that undercoverage means the estimates should be interpreted with caution. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and ABS population statistics can also result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021 (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

(f) Includes children enrolled full-time or part-time in 2009. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

Table 4A.78

Table 4A.78 Proportion of children aged 6–15 years enrolled in school, by Indigenous status

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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Source: ABS (unpublished) Schools Australia, 2008, Cat. no. 4221.0; ABS (unpublished) Population by age and sex, Australian states and territories, June 2008, Cat. no. 3201.0; ABS (unpublished) Schools Australia 2009, Cat. no. 4221.0; ABS (unpublished) Population by age and sex, Australian states and territories, June 2009, Cat. no. 3201.0; ABS (unpublished) Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021, Cat. no. 3238.0; 2011 Report, table 4A.122.

Table 4A.79

Table 4A.79 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2009 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas (d)</i>	<i>(e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
All students (f)										
Government schools										
To year 10	96.5	99.4	102.1	103.5	102.5		98.9	98.6	95.1	99.6
To year 11	80.6	90.3	91.9	102.0	99.6		74.0	123.3	82.7	89.3
To year 12 (total)	66.3	73.2	72.8	69.2	69.1		61.3	99.5	61.2	70.1
To year 12 (male)	60.5	67.0	68.9	62.8	61.5		53.7	94.7	53.3	64.4
To year 12 (female)	72.5	80.1	76.9	76.3	77.6		69.1	104.8	70.8	76.3
All schools										
To year 10	97.2	100.0	101.4	102.5	102.8		99.7	99.3	88.0	99.8
To year 11	82.3	93.3	94.8	99.3	102.0		76.3	101.3	71.7	90.8
To year 12 (total)	71.3	80.2	79.6	75.0	78.5		63.8	86.9	54.8	76.0
To year 12 (male)	66.3	74.0	76.1	69.0	71.9		57.8	84.5	51.0	70.8
To year 12 (female)	76.5	86.7	83.1	81.4	85.4		70.0	89.5	58.9	81.4
Indigenous students (e), (f)										
Government schools										
To year 10	84.1	80.3	94.1	90.6	93.2		105.5	91.5	75.3	88.5
To year 11	51.6	58.0	74.8	82.0	77.4		60.0	67.1	58.2	65.9
To year 12 (total)	33.1	38.4	52.9	37.6	50.8		39.7	71.4	37.1	41.9
To year 12 (male)	29.6	29.5	48.3	36.7	44.7		26.5	70.6	28.0	37.1
To year 12 (female)	36.9	47.7	57.5	38.6	57.3		54.5	72.4	48.9	47.2
All schools										
To year 10	87.6	80.4	97.8	91.2	98.0		107.3	97.4	75.0	90.9
To year 11	54.5	63.2	81.8	85.3	79.9		64.4	64.9	52.6	69.5
To year 12 (total)	36.7	43.4	58.0	39.7	56.0		39.7	69.5	34.5	45.4
To year 12 (male)	33.3	35.8	53.6	39.3	53.3		27.4	69.0	30.1	41.5
To year 12 (female)	40.4	50.9	62.5	40.2	58.8		53.5	70.0	39.2	49.5
Non-Indigenous students (f)										
Government schools										
To year 10	97.2	99.7	102.8	104.8	102.9		98.2	98.8	111.9	100.3
To year 11	82.3	90.8	93.4	104.0	100.7		75.3	125.0	102.6	90.7
To year 12 (total)	68.2	73.7	74.4	72.2	70.1		63.2	100.2	76.3	71.8
To year 12 (male)	62.2	67.5	70.5	65.3	62.4		56.2	95.3	69.9	66.0
To year 12 (female)	74.5	80.6	78.5	79.8	78.7		70.3	105.6	83.7	78.0
All schools										
To year 10	97.6	100.2	101.7	103.3	103.0		99.2	99.3	97.1	100.1
To year 11	83.4	93.6	95.6	100.3	102.8		77.2	102.0	85.1	91.8
To year 12 (total)	72.6	80.5	81.0	77.3	79.3		65.4	87.2	66.2	77.3
To year 12 (male)	67.6	74.3	77.5	71.0	72.5		59.9	84.8	62.5	72.1
To year 12 (female)	77.8	87.0	84.5	84.1	86.4		71.0	89.8	70.2	82.7

Table 4A.79 Apparent retention rates of full time secondary students to years 10, 11 and 12, 2009 (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 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia 2009*; 2011 Report, table 4A.125.

Table 4A.80

Table 4A.80 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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2000	96.5	97.5	100.3	99.7	94.5	96.9	98.1	80.1	97.6
2001	97.0	98.2	100.1	100.8	94.8	98.1	99.3	81.9	98.1
2002	97.2	97.8	100.5	100.2	95.0	100.1	100.1	78.4	98.1
2003	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
2004	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
2005	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
Indigenous students									
2000	80.7	85.2	92.7	85.8	74.0	95.3	88.1	48.6	83.0
2001	83.1	83.4	91.9	89.7	78.0	105.1	84.1	57.7	85.7
2002	83.7	81.5	93.3	89.8	77.1	108.3	118.3	61.3	86.4
2003	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
2004	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
2005	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
Non-Indigenous students									
2000	96.9	97.6	100.6	100.5	95.1	97.0	98.2	91.5	98.0
2001	97.3	98.3	100.5	101.3	95.2	97.7	99.6	90.5	98.4
2002	97.6	97.9	100.8	100.8	95.5	99.7	99.9	84.6	98.5
2003	97.6	98.2	101.1	100.7	98.5	98.5	99.4	93.7	98.9
2004	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
2005	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
Year 7 or 8 to year 12									
All students									
2000	67.5	77.2	77.3	71.3	65.4	69.5	87.1	49.7	72.3
2001	68.2	79.3	79.0	72.0	66.4	68.7	89.3	50.9	73.4
2002	69.9	80.9	81.3	73.7	66.7	72.6	88.1	53.0	75.1
2003	70.5	81.4	81.5	71.2	67.1	74.9	89.7	56.3	75.4

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Table 4A.80

Table 4A.80 **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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004	71.1	81.1	81.2	72.6	68.0	76.4	88.5	59.0	75.7
2005	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
Indigenous students									
2000	33.9	33.7	52.3	23.1	24.2	44.0	61.4	18.9	36.4
2001	30.3	36.5	52.1	23.3	31.0	47.6	47.5	18.6	35.7
2002	30.6	34.8	55.9	24.9	32.0	56.8	69.5	20.0	38.0
2003	31.9	37.1	55.9	26.3	28.5	55.8	67.1	25.6	39.1
2004	31.7	36.5	56.7	27.0	34.1	59.0	88.3	30.2	39.8
2005	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
Non-Indigenous students									
2000	68.3	77.5	78.4	73.7	66.3	70.8	87.4	59.6	73.3
2001	69.1	79.5	80.2	74.4	67.2	69.6	89.8	62.5	74.5
2002	70.9	81.2	82.5	76.2	67.6	73.5	88.3	65.0	76.3
2003	71.5	81.7	82.8	73.5	68.1	76.0	90.1	67.1	76.5
2004	72.3	81.4	82.4	75.1	69.0	77.3	88.5	69.3	76.9
2005	72.3	80.9	81.3	75.1	71.8	68.2	87.9	66.7	76.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
Year 10 to year 12									
All students									
2000	69.8	79.7	78.7	71.6	69.5	71.6	88.7	62.2	74.4
2001	70.3	81.6	79.7	71.9	69.6	70.5	93.3	64.9	75.4
2002	72.4	82.9	81.1	73.9	70.6	75.0	89.8	66.2	77.0
2003	72.7	82.9	81.5	70.6	70.8	76.4	90.3	68.7	76.9
2004	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
2005	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7

SCHOOL
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Table 4A.80

Table 4A.80 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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2000	39.9	37.9	58.4	28.1	37.2	41.2	70.0	35.7	43.8
2001	37.1	44.0	59.1	26.9	42.8	41.2	53.8	42.9	43.6
2002	38.0	40.9	60.3	29.0	43.3	59.7	78.8	41.1	45.8
2003	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
2004	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	46.0
2005	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
Non-Indigenous students									
2000	70.4	79.9	79.5	73.3	70.0	73.3	88.9	67.4	75.2
2001	71.0	81.8	80.6	73.9	70.1	72.1	93.7	68.7	76.2
2002	73.2	83.1	82.0	75.9	71.1	75.8	89.9	71.0	77.8
2003	73.4	83.1	82.4	72.5	71.5	77.8	90.5	74.2	77.7
2004	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
2005	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 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. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. 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.

Table 4A.80 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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: ABS 2001, *Schools Australia 2000*, Cat. no. 4221.0; ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0; ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; 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 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2011 Report, table 4A.127.

Table 4A.81

Table 4A.81 **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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2000	94.6	95.9	99.9	99.0	91.9	96.8	97.8	86.3	96.3
2001	95.4	96.9	99.5	100.0	91.8	97.5	100.0	87.7	96.8
2002	95.9	96.4	100.3	98.7	92.2	99.4	99.7	79.3	96.9
2003	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
2004	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
2005	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
Indigenous students									
2000	78.9	83.2	87.8	84.1	72.0	98.8	84.9	62.6	82.3
2001	80.5	78.8	85.7	84.9	77.1	106.8	79.4	73.6	83.4
2002	81.6	77.2	89.4	85.5	77.4	106.3	122.2	73.4	84.7
2003	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
2004	79.9	78.0	87.2	86.9	79.7	104.1	108.2	85.7	84.8
2005	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
Non-Indigenous students									
2000	95.2	96.1	100.7	100.0	92.7	96.7	98.0	93.2	96.8
2001	96.0	97.1	100.4	101.0	92.3	96.9	100.5	91.5	97.4
2002	96.5	96.6	101.0	99.7	92.8	98.9	99.3	81.1	97.4
2003	96.7	96.4	101.2	99.1	96.2	96.9	100.1	94.3	97.8
2004	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
2005	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
Year 7 or 8 to year 12									
All students									
2000	61.0	71.1	72.2	66.0	56.2	69.8	104.8	58.9	66.6
2001	62.0	73.7	73.6	65.9	57.4	68.5	107.6	59.7	67.8
2002	63.8	74.4	76.5	69.0	56.9	72.9	98.7	63.1	69.5
2003	65.0	74.9	76.1	64.8	56.8	74.5	101.0	69.0	69.6

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Table 4A.81

Table 4A.81 **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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004	65.8	74.4	75.3	65.9	58.0	76.0	100.5	72.0	69.9
2005	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
Indigenous students									
2000	31.8	30.0	48.7	22.3	22.1	44.5	66.7	30.8	35.3
2001	28.4	32.1	48.2	18.0	29.7	48.7	38.8	25.7	33.5
2002	29.0	32.1	51.7	20.4	30.0	55.2	64.2	23.6	35.5
2003	29.2	34.5	50.6	21.6	25.4	55.8	69.8	38.1	36.4
2004	29.9	33.8	51.3	23.7	31.4	60.2	106.7	41.7	37.3
2005	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
Non-Indigenous students									
2000	61.9	71.4	73.5	68.7	57.3	71.4	105.3	64.6	67.7
2001	63.1	74.0	75.1	68.9	58.3	69.5	108.8	68.3	69.1
2002	65.0	74.8	78.0	72.3	57.9	74.2	99.4	74.7	70.9
2003	66.3	75.3	77.7	67.6	57.8	75.8	101.7	77.4	71.0
2004	67.3	74.9	76.7	69.0	59.0	77.1	100.4	80.9	71.3
2005	67.4	74.4	74.6	68.7	62.8	67.0	100.2	77.6	70.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
Year 10 to year 12									
All students									
2000	64.2	74.4	73.9	67.3	61.9	71.6	105.0	69.9	69.6
2001	65.1	76.8	74.8	67.0	61.7	70.5	112.1	70.6	70.6
2002	67.4	77.5	76.5	69.7	61.9	75.3	101.0	73.1	72.2
2003	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
2004	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
2005	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4

Table 4A.81

Table 4A.81 **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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2000	38.6	34.7	55.5	26.9	34.9	40.9	80.0	52.9	42.4
2001	35.4	40.7	55.7	21.0	41.4	41.6	50.0	47.4	40.5
2002	36.8	38.6	58.9	24.3	41.7	55.9	75.6	37.7	43.1
2003	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
2004	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
2005	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
Non-Indigenous students									
2000	64.9	74.7	74.8	69.3	62.5	73.7	105.3	72.2	70.4
2001	65.9	77.1	75.8	69.6	62.2	72.4	113.0	74.1	71.5
2002	68.3	77.8	77.4	72.3	62.4	76.7	101.4	80.1	73.2
2003	69.1	77.6	77.4	67.0	62.6	78.2	101.3	84.6	72.9
2004	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
2005	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 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. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. 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.

Table 4A.81 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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: ABS 2001, *Schools Australia 2000*, Cat. no. 4221.0; ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0; ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; 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 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2011 Report, table 4A.128.

Table 4A.82

Table 4A.82 **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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2000	100.3	100.2	100.8	101.2	99.8	97.0	98.5	68.4	100.0
2001	100.0	100.3	101.2	102.3	101.0	99.6	98.5	71.5	100.3
2002	99.6	99.9	100.8	102.9	100.8	101.8	100.7	76.7	100.2
2003	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	100.5
2004	98.6	99.9	102.4	103.7	102.7	103.3	97.3	75.1	100.4
2005	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
Indigenous students									
2000	101.8	111.1	116.4	96.3	106.9	68.9	116.7	30.7	87.5
2001	109.2	136.4	126.6	115.9	87.5	93.0	100.0	39.6	98.4
2002	106.4	128.6	109.6	115.2	74.0	125.0	106.7	44.9	95.9
2003	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	86.8
2004	94.5	118.4	102.9	106.9	104.0	141.9	70.6	31.8	92.0
2005	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
Non-Indigenous students									
2000	100.3	100.2	100.5	101.3	99.7	97.6	98.4	87.6	100.2
2001	100.0	100.2	100.6	102.0	101.1	99.8	98.5	88.2	100.3
2002	99.6	99.9	100.6	102.7	101.0	101.4	100.6	92.6	100.3
2003	99.1	100.9	101.1	103.6	102.8	102.3	98.7	92.5	100.7
2004	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
2005	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
Year 7 or 8 to year 12									
All students									
2000	81.6	87.6	87.4	82.6	85.0	68.8	62.5	31.2	83.4
2001	81.5	88.7	89.3	85.1	85.1	69.3	65.6	35.3	84.4
2002	82.4	91.7	90.6	83.1	86.7	71.8	74.0	34.1	85.9
2003	81.1	92.1	91.7	83.8	88.8	75.9	75.2	33.3	86.1

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Table 4A.82

Table 4A.82 **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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004	81.0	91.9	92.2	84.9	88.4	77.3	73.1	33.1	86.3
2005	80.6	91.0	92.5	85.2	88.4	70.9	73.3	39.0	85.8
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
Indigenous students									
2000	59.3	76.0	69.3	27.0	60.0	40.0	46.7	9.1	42.2
2001	53.3	109.5	71.3	56.4	47.1	40.9	90.0	11.7	48.2
2002	50.0	70.4	76.2	52.4	65.5	68.9	116.7	15.4	52.9
2003	59.7	66.7	85.8	51.4	62.5	55.8	57.9	11.4	54.7
2004	51.2	65.7	79.5	46.2	60.0	50.0	33.3	14.4	53.3
2005	47.3	70.0	74.2	53.8	51.9	60.5	35.3	25.3	53.9
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
Non-Indigenous students									
2000	81.7	87.6	87.8	84.0	85.1	69.4	62.6	46.0	84.0
2001	81.6	88.7	89.7	85.7	85.3	69.9	65.5	49.3	84.9
2002	82.6	91.7	90.9	83.7	86.8	71.9	73.9	43.6	86.3
2003	81.2	92.1	91.8	84.5	89.0	76.4	75.3	44.7	86.6
2004	81.2	91.9	92.6	85.7	88.6	77.8	73.4	42.4	86.7
2005	80.9	91.0	92.9	86.0	88.7	71.1	73.6	45.3	86.3
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
Year 10 to year 12									
All students									
2000	81.2	88.3	87.8	80.2	84.1	71.6	65.2	43.9	83.6
2001	80.9	89.6	89.1	81.9	85.0	70.5	68.7	52.1	84.5
2002	82.1	91.5	89.8	82.1	86.9	74.1	75.2	49.8	85.9
2003	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
2004	81.3	91.9	91.5	82.4	87.7	75.9	72.6	43.1	86.1
2005	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2

Table 4A.82

Table 4A.82 **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)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2000	51.6	65.5	70.7	34.3	62.5	43.2	46.7	18.6	50.8
2001	54.7	71.9	75.0	60.8	59.3	39.1	64.3	35.5	61.5
2002	49.1	63.3	65.5	54.3	61.3	100.0	100.0	50.0	60.4
2003	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
2004	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
Non-Indigenous students									
2000	81.4	88.3	88.2	81.1	84.2	72.2	65.4	53.5	84.0
2001	81.1	89.6	89.3	82.3	85.1	71.3	68.7	55.8	84.7
2002	82.3	91.5	90.5	82.6	87.0	73.6	75.1	49.8	86.2
2003	81.2	91.9	91.2	82.9	88.0	76.6	76.5	50.6	86.3
2004	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
2005	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 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. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. 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.

Table 4A.82 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)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: ABS 2001, *Schools Australia 2000*, Cat. no. 4221.0; ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0; ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; 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 2010, *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years); 2011 Report, table 4A.129.

Table 4A.83

Table 4A.83 Proportion of 17-19 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)
Indigenous population										
17-19 year old population who have completed year 10 or above (c)	no.	6 095	1 317	5 832	2 544	1 191	949	205	1 263	19 402
Total 17-19 year old population (d)	no.	7 468	1 561	6 590	3 030	1 430	1 031	223	2 541	23 886
Proportion of 17-19 year old population who have completed year 10 or above	%	81.6	84.4	88.5	84.0	83.3	92.0	91.9	49.7	81.2
Non-Indigenous population										
17-19 year old population who have completed year 10 or above (c)	no.	220 023	174 268	133 126	70 611	52 324	15 999	13 136	4 025	683 558
Total 17-19 year old population (d)	no.	227 708	180 740	137 053	71 943	54 010	16 453	13 398	4 160	705 511
Proportion of 17-19 year old population who have completed year 10 or above	%	96.6	96.4	97.1	98.1	96.9	97.2	98.0	96.8	96.9
Total population (e)										
17-19 year old population who have completed year 10 or above (b)	no.	229 142	177 962	140 322	73 968	54 051	17 177	13 457	5 338	711 469
Total 17-19 year old population (c)	no.	238 341	184 819	145 071	75 809	56 002	17 718	13 755	6 760	738 333
Proportion of 17-19 year old population who have completed year 10 or above	%	96.1	96.3	96.7	97.6	96.5	96.9	97.8	79.0	96.4

(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.

(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.

Table 4A.83

Table 4A.83 Proportion of 17-19 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)
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(e) 'Total population' includes those for whom Indigenous status is unknown.

Source: ABS (unpublished) 2006 Census of Population and Housing; 2011 Report, table 4A.132.

Table 4A.84

Table 4A.84 Student attendance rates, government schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	88	85	80	78	80	88	75
Non-Indigenous	94	94	94	94	94	94	93	91	89	89	91	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	88	89	89	89	89	86	82	81	81	82	82
Non-Indigenous	93	94	94	94	94	94	93	91	90	90	89	89
Total	93	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	86	87	87	87	87	87	82	78	76	89	94
Non-Indigenous	93	93	93	93	93	93	93	91	88	87	86	93
Total	92	92	93	93	93	93	92	90	88	86	86	93
WA												
Indigenous	80	80	81	82	82	81	82	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	89	88	na	na
Total	92	93	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	81	81	82	83	83	83	82	77	71	69	80	71
Non-Indigenous	92	93	93	93	93	92	92	90	88	86	92	89
Total	92	92	92	92	92	92	92	89	87	85	92	89
Tas												
Indigenous	92	93	93	93	92	92	88	87	81	78	na	na
Non-Indigenous	94	94	95	95	95	94	92	90	88	87	na	na
Total	94	94	95	94	95	94	92	90	88	86	na	na

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Table 4A.84

Table 4A.84 Student attendance rates, government schools, by Indigenous status, 2009 (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	88	90	89	86	79	80	74	75	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	87	87	na	na
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Indigenous	71	73	74	75	76	75	72	67	66	67	78	85
Non-Indigenous	93	93	93	93	93	93	93	90	89	89	74	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

(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 and are therefore not comparable.

na Not available.

Source: ACARA (unpublished); 2011 Report, table 4A.136

Table 4A.85

Table 4A.85 Student attendance rates, independent schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	88	93	91	89	91	91	90	84	80	82	91
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	92	88
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Indigenous	91	92	88	95	94	96	82	86	87	81	95	83
Non-Indigenous	93	94	95	94	94	94	95	94	93	93	94	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Indigenous	83	83	85	83	88	84	88	86	86	81	81	76
Non-Indigenous	93	92	93	93	94	93	93	92	91	92	91	92
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Indigenous	80	83	78	85	81	81	84	82	83	79	62	40
Non-Indigenous	93	94	95	94	95	94	94	95	95	93	94	67
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Indigenous	87	84	86	84	88	88	87	85	77	78	98	75
Non-Indigenous	93	93	93	94	94	93	94	93	93	92	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Indigenous	95	96	94	97	95	93	96	92	94	93	na	na
Non-Indigenous	94	95	95	96	94	95	96	94	94	94	78	93
Total	94	95	95	96	94	95	96	94	94	94	78	93

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Table 4A.85

Table 4A.85 Student attendance rates, independent schools, by Indigenous status, 2009 (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	83	88	97	87	85	98	90	69	90	71	na	na
Non-Indigenous	93	95	94	94	95	93	95	94	94	94	na	na
Total	93	95	94	94	95	93	95	94	94	94	80	na
NT												
Indigenous	52	70	73	64	64	68	81	85	84	83	na	73
Non-Indigenous	92	92	93	94	94	94	93	91	93	92	na	na
Total	86	89	90	89	89	92	91	90	90	90	na	73

(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 and are therefore not comparable.

na Not available.

Source: ACARA (unpublished); 2011 Report, table 4A.138.

Table 4A.86

Table 4A.86 Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	89	88	89	88	90	88	85	86	78	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Indigenous	91	91	92	89	90	91	85	86	85	88	na	na
Non-Indigenous	93	93	94	93	94	93	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Indigenous	89	89	89	88	90	92	87	89	88	88	94	69
Non-Indigenous	93	94	94	93	94	93	94	93	92	91	91	38
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Indigenous	72	78	69	76	78	73	73	85	80	79	52	na
Non-Indigenous	92	94	94	94	94	94	94	95	94	93	91	68
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Indigenous	92	95	94	92	91	91	91	86	90	90	95	na
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	93	95
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Indigenous	93	92	94	96	96	95	95	97	92	93	98	96
Non-Indigenous	95	95	96	95	95	94	95	94	93	93	97	94
Total	95	95	96	95	95	94	95	94	93	93	97	94

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Table 4A.86

Table 4A.86 Student attendance rates, Catholic schools, by Indigenous status, 2009 (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	82	88	88	91	93	89	88	86	91	na	na
Non-Indigenous	94	93	94	93	94	94	93	91	91	90	na	na
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Indigenous	89	88	88	89	87	91	91	88	91	89	na	na
Non-Indigenous	63	64	70	69	71	65	75	67	71	69	na	na
Total	77	76	81	81	81	80	85	81	83	81	na	na

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

na Not available.

Source: ACARA (unpublished) ; 2011 Report, table 4A.140.