4 School education

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' prefix (for example, in this chapter, table 4A.1). As the data are directly sourced from the 2013 Report, the Compendium also notes where the original table, figure or text in the 2013 Report can be found. For example, where the Compendium refers to '2013 Report, p. 4.1', this is page 1 of chapter 4 of the 2013 Report, and '2013 Report, table 4A.1' is table 1 of attachment 4A of the 2013 Report. A list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the full 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 2013* (2013 Report) reports on the performance of government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Data are reported for Indigenous Australians for a subset of the performance indicators reported in that chapter — those data are compiled and presented here.

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).

Data in this chapter mostly relate to the 2011 calendar year and the 2010-11 financial year.

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 area
- 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 2013 Report contains the following data items for Indigenous Australians:

- real and nominal Australian, State and Territory government recurrent expenditure ($'000) Australian Government specific purpose payments for schools
- number and proportion of full time students
- reading performance in National Assessment Program – Literacy and Numeracy (NAPLAN) testing
- persuasive writing performance in NAPLAN testing
- numeracy performance in NAPLAN testing
- participation NAPLAN testing

- science literacy performance in the National Assessment Program (NAP) testing
- civics and citizenship performance (NAP testing)
- information and communication technologies literacy performance (NAP testing)
- Programme for International Student Assessment (PISA) assessment results
- Trends in International Mathematics and Science Study (TIMSS). assessment results
- 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
- student attendance rate.

Special needs groups

Some groups of students in school education have been identified as having special needs. These special needs groups include:

- Indigenous students
- students from language backgrounds other than English (LBOTE)
- students with disabilities
- geographically remote students
- students from families of low socioeconomic status.

Government schools provide education for a high proportion of students from special needs groups. In 2011, 85.2 per cent of Indigenous students attended government schools (table 4A.25). Further information on student body mix in government, non-government and all schools is in tables 4A.28–30. Care needs to be taken in interpreting this information because definitions of special needs students may differ across states and territories.

Indigenous full time students, 2011

The number and proportion of full time students that are Indigenous varies greatly across jurisdictions (table 4.1). In all jurisdictions, the proportion of full time Indigenous students was much higher in government schools than in non-government schools. Nationally, the proportion of full time students who were

Indigenous was 6.2 per cent in government schools and 2.0 per cent in non-government schools in 2011 (table 4.1).

Table 4.1 **Indigenous full time students, 2011**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous full time students (000)[a]									
Government schools	45.1	9.2	41.4	19.5	8.6	4.7	1.1	13.1	142.7
Non-government schools	7.1	1.4	7.5	3.6	1.1	0.9	0.3	2.9	24.9
All schools[b]	52.2	10.6	48.9	23.1	9.8	5.5	1.4	16.1	167.5
Indigenous full time students as a proportion of all full time students (%)									
Government schools	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Non-government schools	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
All schools	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8	4.8

[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. [b] Totals may not add as a result of rounding.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.25; 2013 Report, table 4.5, p. 4.11.

Framework of performance indicators

The School education performance indicator framework outlined in figure 4.1 identifies the performance indicators reported in the 2013 Report. Data for Indigenous Australians 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 2013 Report, they might include references to data not reported for Indigenous Australians and therefore not included in this Compendium.

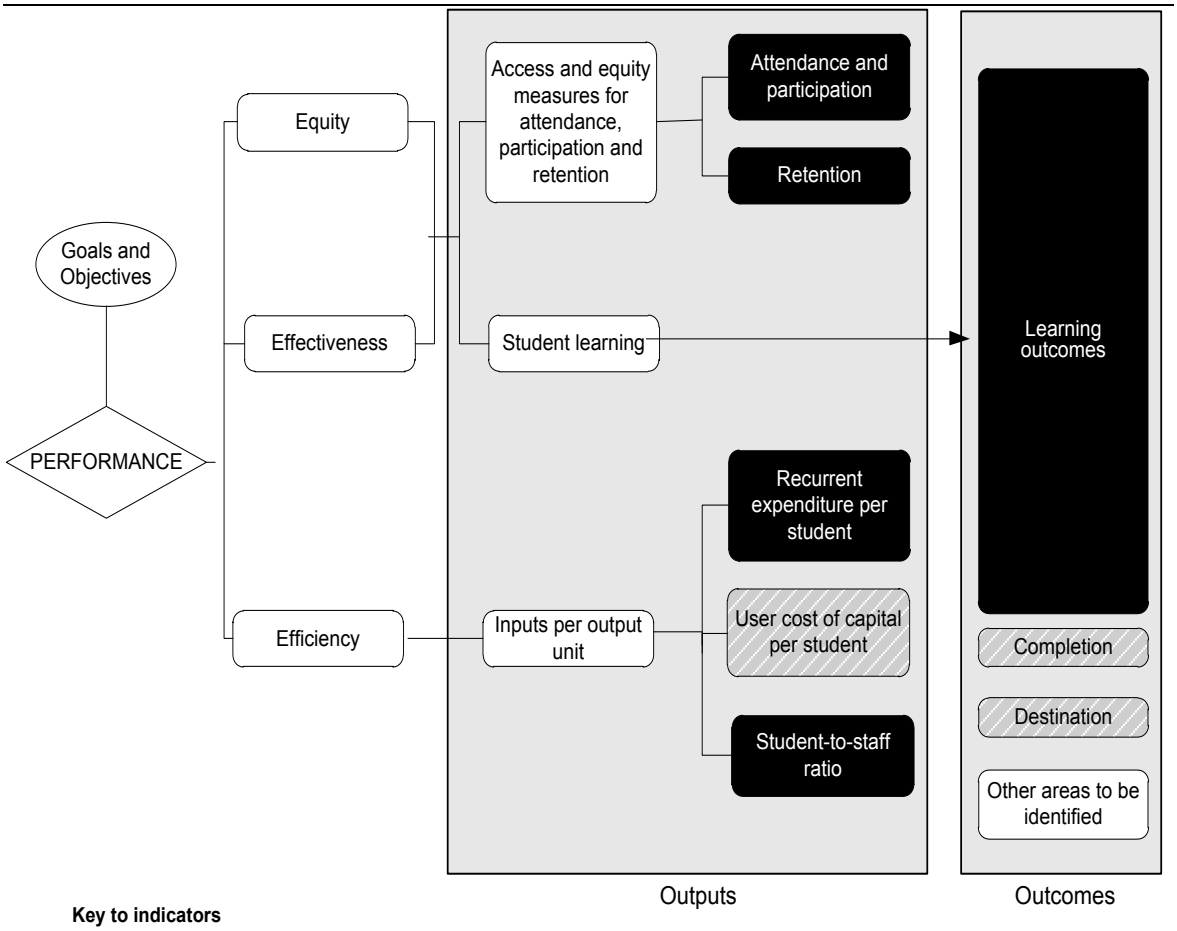
The National Education Agreement (NEA) covers the area of school education, and education and training indicators in the National Indigenous Reform Agreement (NIRA) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. Both agreements include sets of performance indicators, for which the Steering Committee collates performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with school education performance indicators in the NEA. The NEA was reviewed in 2011 and 2012 resulting in changes that will be included in the 2014 Report.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education (figure 4.1). Chapter 1 discusses data comparability from a Report-wide perspective (see 2013 Report, section 1.6).

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Results are also affected by the broader education environment (for example, availability of employment and further educational alternatives and population movements).

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).

Figure 4.1 **School education performance indicator framework**



Source: 2013 Report, figure 4.4, p. 4.17.

Equity and effectiveness

Attendance and participation

'Attendance and participation' is an indicator of governments' objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning to complete school education to year 12 or its equivalent (box 4.1). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways.

In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education (box 4.1).

Box 4.1 Attendance and participation

'Attendance and participation' is defined by four measures

Attendance

- 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. A high student attendance rate is desirable.

  Data on student attendance are collected for each State and Territory by school sector (government, Catholic and independent), sex, year level (1–10) and Indigenous status (Indigenous and non-Indigenous students).

  Data for this measure are not directly comparable.

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

Participation

- 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.
- 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.

  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.

(Continued next page)

Box 4.1 **(continued)**

These measures do 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 Child care, education and training sector overview.

- The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above.

Data for these three measures are comparable and complete.

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.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

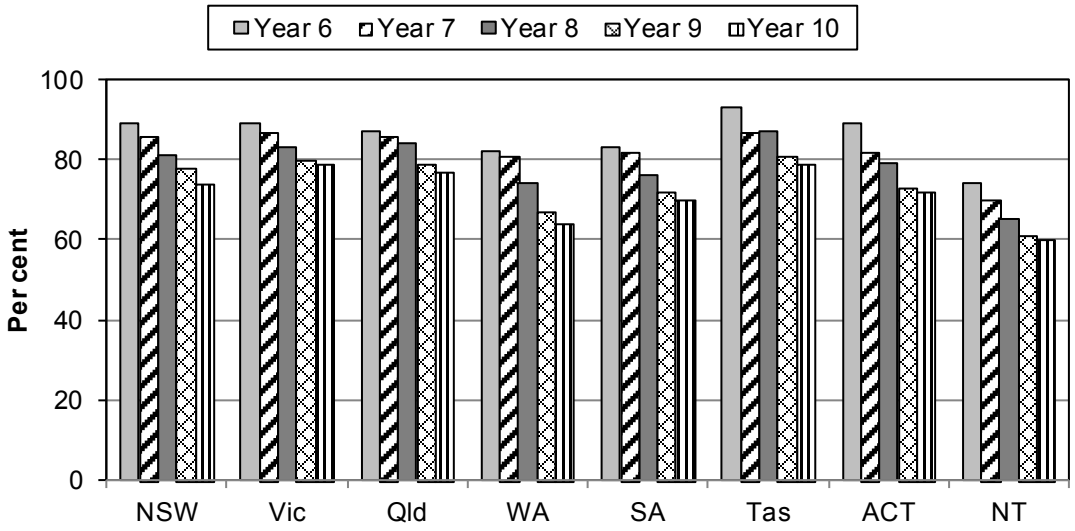
Attendance

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.

For all students in 2011, attendance was relatively stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (2013 Report, tables 4A.114–119).

For government schools, the total student attendance rate ranged from 76 per cent to 94 per cent across year levels and jurisdictions (2013 Report, figure 4.5 and table 4A.114). Non-Indigenous students in government schools had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.2 and table 4A.115). The differences varied across states and territories.

Figure 4.2 **Student attendance rate, Indigenous students, government schools, 2011**[a]



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 therefore are not comparable.

Source: ACARA (unpublished); table 4A.115; 2013 Report, figure 4.6, p. 4.21.

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 complete education to year 12 or its equivalent (box 4.2).

Box 4.2 **Retention**

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (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.

Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

A higher or increasing apparent retention rate suggests that a larger proportion 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.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, not by tracking the retention of individual students. 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 and complete.

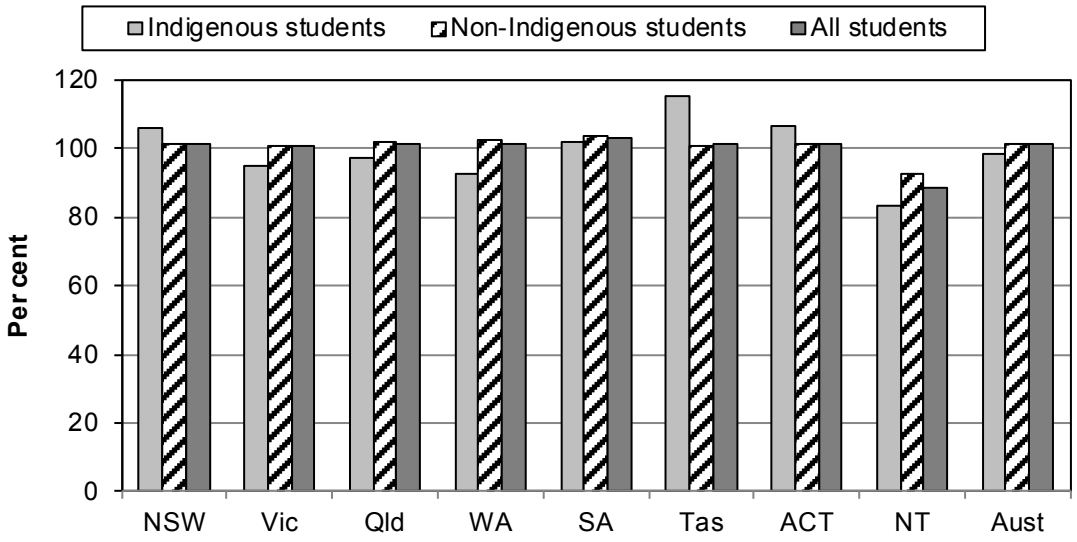
Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

In most jurisdictions, in 2011, apparent retention rates from the commencement of secondary school at year 7 or 8 (2013 Report, figure 4.1 shows the starting years across jurisdictions) to year 10, were 100 per cent to 102 per cent, with a national rate of 101.1 per cent (figure 4.3). High rates are to be expected, because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than

those for non-Indigenous students and all students in most jurisdictions, with a national retention rate for Indigenous students of 98.7 per cent, 2.6 percentage points lower than that for non-Indigenous students and 2.4 percentage points lower than that for all students (figure 4.3).

Figure 4.3 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2011**[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 (see 2013 Report, figure 4.11). [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 (2013 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. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions. 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'.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.104; 2013 Report, figure 4.10, p. 4.26.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (2013 Report, figure 4.1 shows the differences across jurisdictions) to year 10 for all full time students was 98.5 per cent in 2003, rising to 99.1 per cent in 2007 and 101.1 per cent in 2011 (2013 Report, figure 4.11). Data for intervening years and by Indigenous status are in table 4A.106. Data for government schools and non-government schools are in tables 4A.107 and 4A.108.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 12, for all full time students was 75.4 per cent in 2003, rising to 79.3 per cent in 2011 (figure 4.12). Data for intervening years and by Indigenous status are in

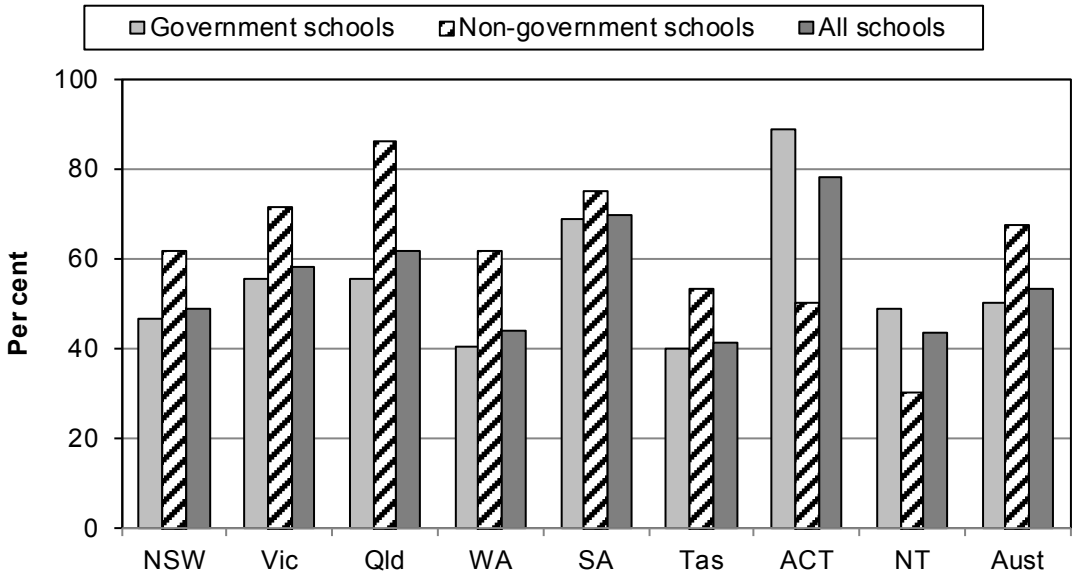
table 4A.106. Data for government schools and non-government schools are in tables 4A.107 and 4A.108.

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 2011 as a proportion of the number of full time school students enrolled in year 10 in 2009.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2011 were consistently lower than rates for all students (2013 Report, figure 4.13) but varied across jurisdictions (2013 Report, figure 4.14). In interpreting Indigenous apparent retention rates, it should be noted that, nationally, 1.3 per cent of Indigenous students left school before year 10 (2013 Report, figure 4.10 and table 4A.104), and so are not included in the base year for retention from year 10 to year 12. Further, Indigenous students made up 6.2 per cent of all students in government schools compared with 2.0 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 2011 was 53.5 per cent (figure 4.4), compared with 80.6 per cent for non-Indigenous students (table 4A.106). However, Indigenous retention from year 10 to year 12 for all schools has risen from 45.7 per cent in 2003 to 53.5 per cent in 2011, with the gap between Indigenous students and non-Indigenous students decreasing from 32.0 percentage points in 2003 to 27.1 percentage points in 2011 (table 4A.106).

Figure 4.4 **Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2011**[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 (see tables 4A.106–108). [b] The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (2013 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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; tables 4A.106–108; 2013 Report, figure 4.14, p. 4.30.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 have risen slightly from 76.9 per cent in 2003 to 79.5 per cent in 2011 (2013 Report, figure 4.15). Data for intervening years and by Indigenous status are in table 4A.106. Data for government schools and non-government schools are in tables 4A.107 and 4A.108.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (2013 Report, see chapter 1, section 1.5).

Nationally comparable learning outcomes

Learning outcomes measure students' attainment of a range of skills, in literacy and numeracy and in areas such as science literacy, information and communication technology, and civics and citizenship.

The ‘learning outcomes’ indicator examines outcomes in these areas and draws on two main sources of information:

- the NAPLAN and NAP sample assessments. These are SCSEEC-endorsed tests developed to measure student performance in relation to the National Goals for Schooling
- Australia’s participation in two international tests — the Organisation for Economic Co-operation and Development’s PISA and TIMSS.

National Assessment Program

This chapter reports proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard, and mean scale score learning outcomes, for reading, persuasive writing and numeracy performance in 2011, including by Indigenous status and geolocation. Data comparing a range of outcomes from 2008 to 2011 for reading and numeracy are also included in the chapter.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2011). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2011.

Detailed NAPLAN data for 2011, including outcomes by socio-economic status, are included in the attachment tables (2013 Report, tables 4A.32–39 for reading performance, 2013 Report, tables 4A.50–57 for persuasive writing performance and 2013 Report, tables 4A.58–65 for numeracy performance). More detailed NAPLAN time series data for 2008, 2009 and 2010 are included in 2013 Report, tables 4A.40–48 for reading performance, and 2013 Report, tables 4A.66–74 for numeracy performance. In 2011, NAPLAN writing testing changed from narrative to persuasive writing, leading to a break in the time series. No NAPLAN data for narrative writing prior to 2011 are included in this Report. Data on narrative writing for 2008, 2009 and 2010 are included in earlier reports.

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports years 6 and 10 information and communication technologies literacy performance data for 2005, 2008 and 2011 (2011 data are available for the first time in this Report). The attachment tables include additional data on information and communication technologies literacy performance (2013 Report, tables 4A.82–83); year 6 science literacy performance for 2006 and 2009

(2013 Report, tables 4A.76–78); and year 6 and year 10 civics and citizenship literacy performance for 2004, 2007 and 2010 (2013 Report, tables 4A.79–81).

International tests

This chapter reports outcomes of:

- the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8. Data from the 2011 test are included for the first time in this Report, as well as data from 2003 and 2007 (2013 Report, tables 4A.96–100)
- PISA triennial assessments in reading literacy, mathematical literacy and scientific literacy. The attachment tables include additional information on the most recent PISA data (2009) (2013 Report, tables 4A.84–95).

Interpreting learning outcomes data

To assist with making comparisons between jurisdictions, where appropriate, 95 per cent confidence intervals are presented in charts and attachment tables. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 per cent with a confidence interval of ± 2.0, for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 per cent and 82 per cent. Each learning outcomes proportion can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 per cent and another's from 77–81 per cent, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. A statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9. Assessed students include all students who attempt the test and exempt students. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were either absent or withdrawn. A higher or increasing proportion of students

participating in NAPLAN testing suggests an improvement in that aspect of educational participation. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2011 are in tables 4A.39, 4A.57 and 4A.65 respectively. Participation in the 2011 NAPLAN tests, by Indigenous status, for reading, writing and numeracy are included in tables 4A.38, 4A.56 and 4A.64 respectively. In all domains and year levels, a lower proportion of Indigenous students than non-Indigenous or all students participated in NAPLAN testing.

Learning outcomes

'Learning outcomes' is an indicator of governments' objective that all students should attain a range of skills, including: English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy, information and communications technologies and civics and citizenship (box 4.3).

Box 4.3 **Learning outcomes**

'Learning outcomes' is defined by five measures:

- the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socioeconomic status and MCEECDYA categories of geolocation (2013 Report, section 4.1 identifies the profile of equity groups in each State and Territory).
- the mean scale score achieved by years 3, 5, 7 and 9 students in NAPLAN assessment for reading, persuasive writing and numeracy for a given year reported by Indigenous status. This Report also includes a time series for student 'gain' for the cohort (between year 3 in 2009 and year 5 in 2011) based on the mean scale score outcomes for reading and numeracy.
- the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship, information and communication technologies and science literacy (year 6 only). National data from the triennial National Assessment Program tests are reported by sex, Indigenous status, LBOTE status, MCEECDYA categories of geolocation and socioeconomic status
- the proportion of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (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). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation
- the proportion of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported 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, or a high or increasing mean scale score for learning outcomes is desirable.

Data for this indicator are comparable and complete.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

NAPLAN Reading

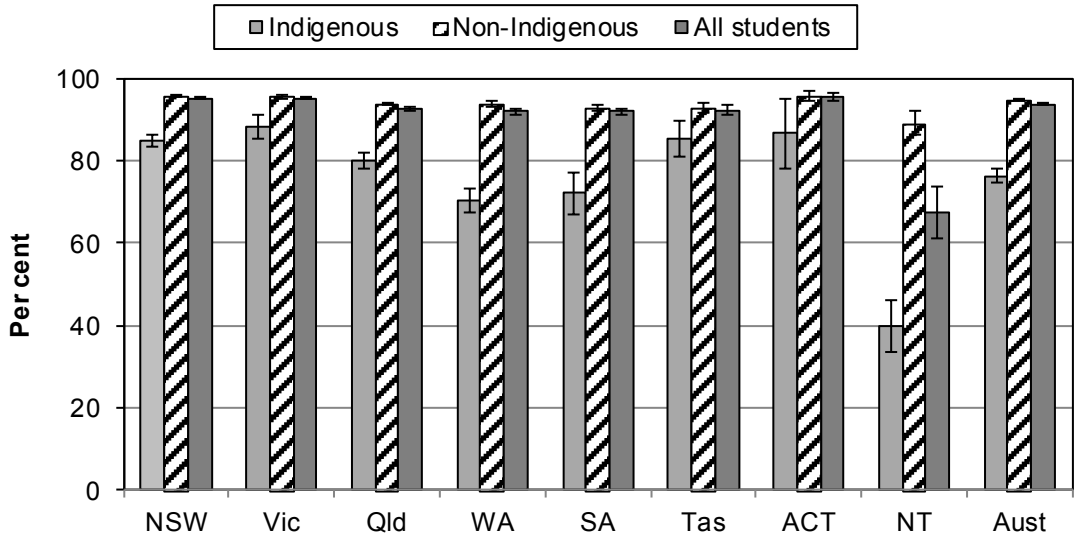
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including male,

female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in 2013 Report, tables 4A.32–49.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2011 was 93.6–94.0 per cent nationally. The proportion of Indigenous students (74.6–78.0 per cent) was significantly lower than for non-Indigenous students (94.7–95.1 per cent) (figure 4.5). These proportions varied across jurisdictions.

Figure 4.5 **Proportion of year 3 students achieving at or above the reading national minimum standard, 2011[a, b]**

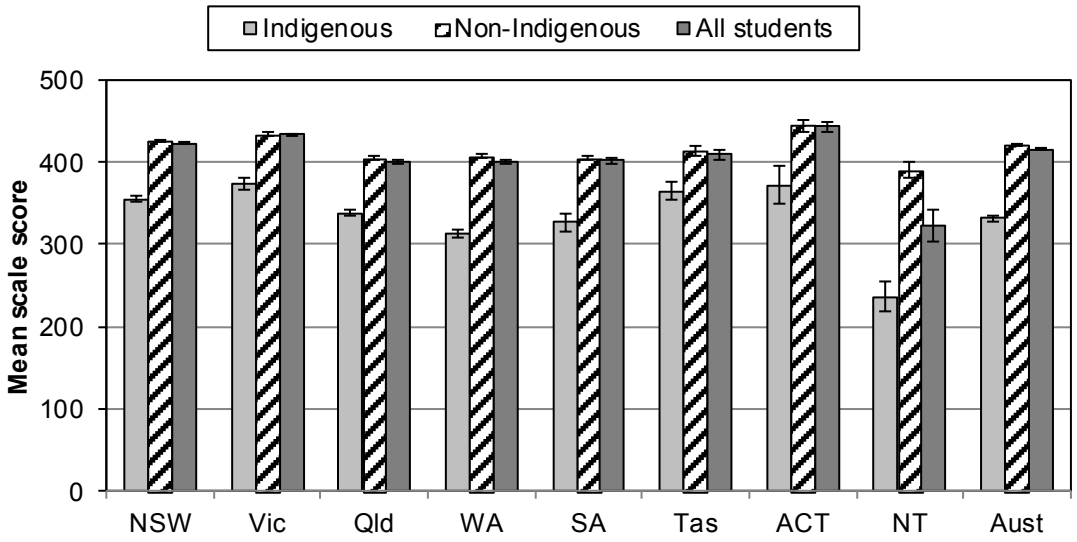


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32; 2013 Report, figure 4.23, p. 4.47.

The mean scale score for year 3 reading in 2011 for all students was 414.5–416.9 nationally. The mean scale score for Indigenous students (327.6–335.6) was significantly lower than for non-Indigenous students (419.3–421.5) (figure 4.6). Mean scale scores varied across jurisdictions.

Figure 4.6 **Mean scale scores for year 3 students, reading, 2011**[a, b]

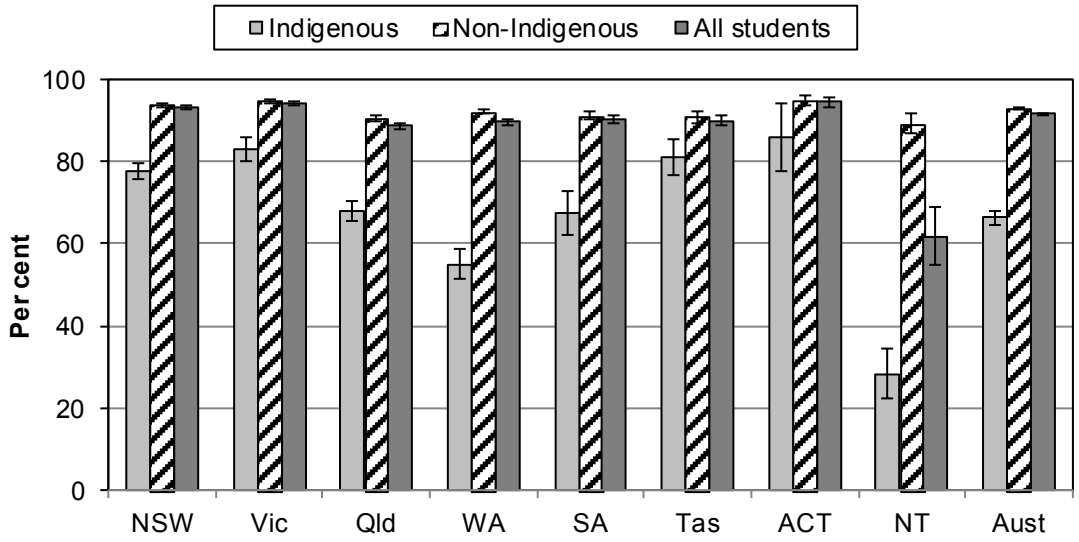


[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see table 4A.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35; 2013 Report, figure 4.24, p. 4.48.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2011 was 91.2–91.8 per cent nationally. The proportion of Indigenous students (64.7–68.1 per cent) was significantly lower than for non-Indigenous students (92.7–93.1 per cent) (figure 4.7). These proportions varied across jurisdictions.

Figure 4.7 **Proportion of year 5 students achieving at or above the reading national minimum standard, 2011[a, b]**

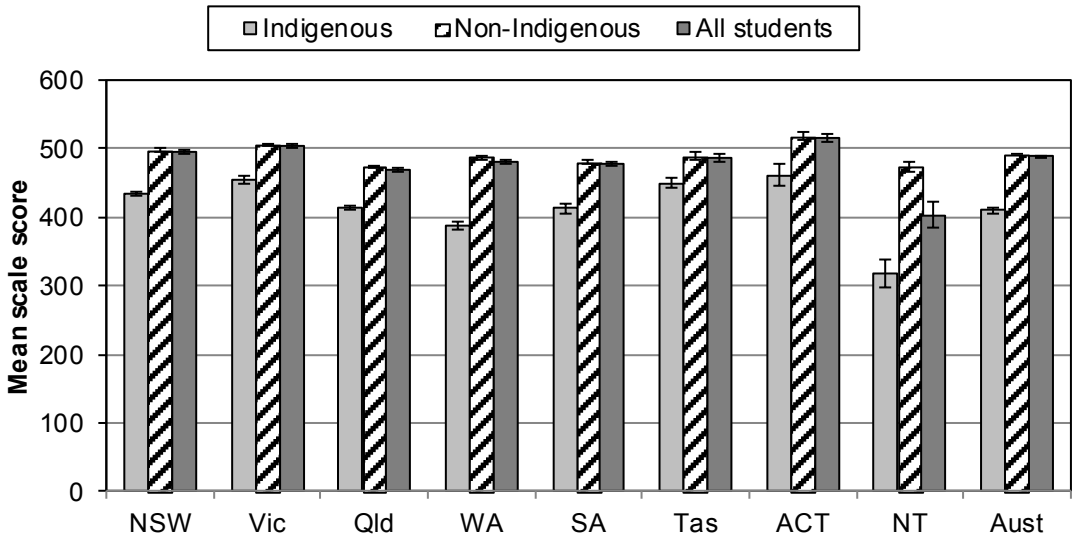


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32; 2013 Report, figure 4.25, p. 4.49.

The mean scale score for year 5 reading in 2011 for all students was 487.0–489.2 nationally. The mean scale score for Indigenous students (405.7–413.9) was significantly lower than for non-Indigenous students (491.3–493.3) (figure 4.8). Mean scale scores varied across jurisdictions.

Figure 4.8 **Mean scale scores for year 5 students, reading, 2011[a, b]**

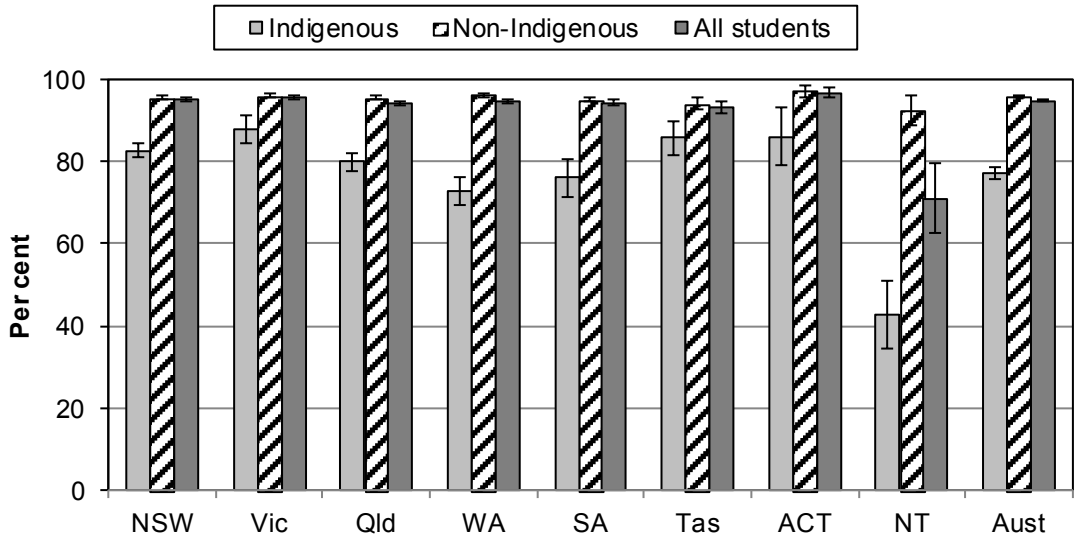


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35; 2013 Report, figure 4.26, p. 4.50.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2011 was 94.4–95.0 per cent nationally. The proportion of Indigenous students (75.7–78.5 per cent) was significantly lower than for non-Indigenous students (95.5–95.9 per cent) (figure 4.9). These proportions varied across jurisdictions.

Figure 4.9 **Proportion of year 7 students achieving at or above the reading national minimum standard, 2011[a, b]**

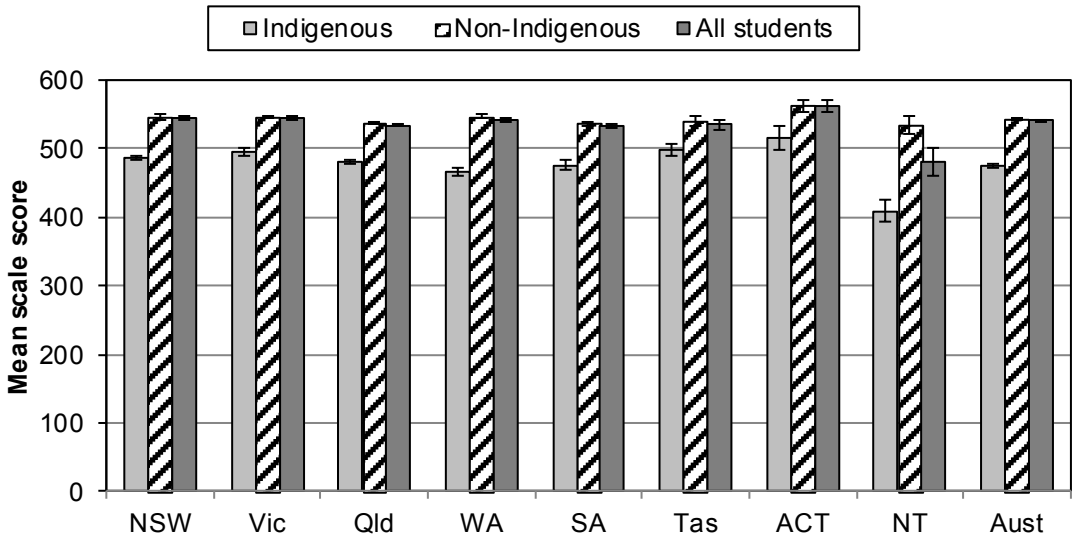


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32; 2013 Report, figure 4.27, p. 4.51.

The mean scale score for year 7 reading in 2011 for all students was 538.9–541.5 nationally. The mean scale score for Indigenous students (472.7–477.9) was significantly lower than for non-Indigenous students (542.4–545.0) (figure 4.10). Mean scale scores varied across jurisdictions.

Figure 4.10 **Mean scale scores for year 7 students, reading, 2011[a, b]**

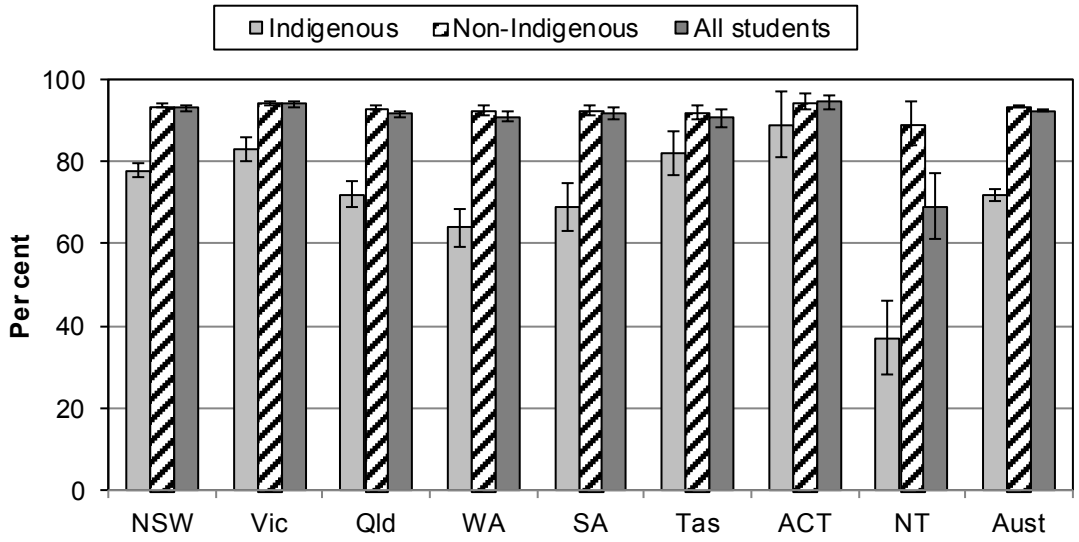


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35; 2013 Report, figure 4.28, p. 4.52.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2011 was 92.1–92.7 per cent nationally. The proportion of Indigenous students (70.3–73.5 per cent) was significantly lower than for non-Indigenous students (93.2–93.8 per cent) (figure 4.11). These proportions varied across jurisdictions.

Figure 4.11 **Proportion of year 9 students achieving at or above the reading national minimum standard, 2011[a, b]**

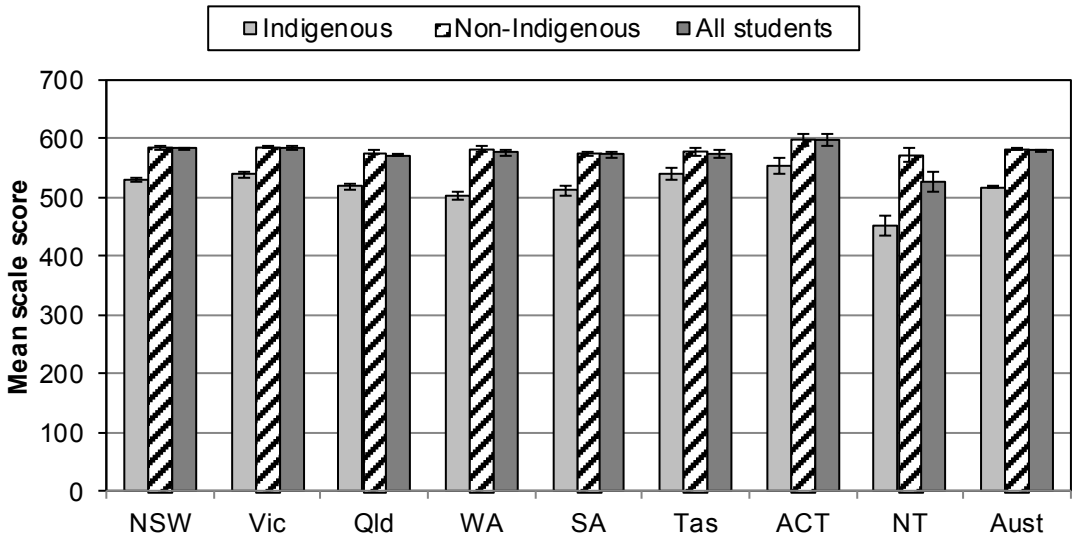


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32; 2013 Report, figure 4.29, p. 4.53.

The mean scale score for year 9 reading in 2011 for all students was 578.0–581.0 nationally. The mean scale score for Indigenous students (515.4–520.8) was significantly lower than for non-Indigenous students (581.0–584.0) (figure 4.12). Mean scale scores varied across jurisdictions.

Figure 4.12 **Mean scale scores for year 9 students, reading, 2011**[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.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35; 2013 Report, figure 4.30, p. 4.54.

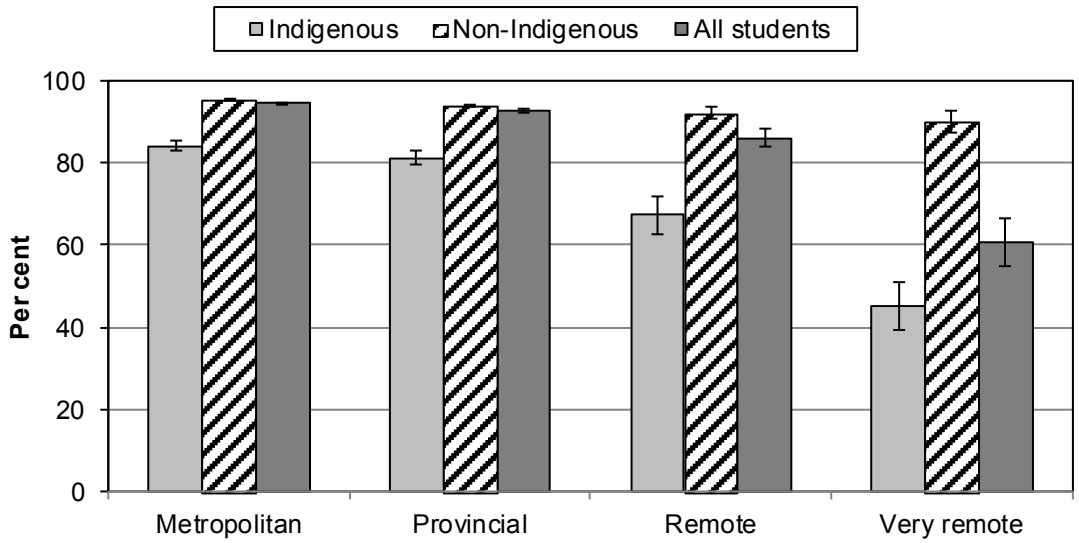
Geolocation

Nationally, in 2011, reading outcomes tended to decline with remoteness. In year 3, for example, 94.6–95.0 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, higher than the proportions of provincial students (92.4–93.2 per cent), remote students (83.8–88.2 per cent) and very remote students (55.0–66.4 per cent) (figure 4.13).

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

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.33. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.36.

Figure 4.13 **National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2011[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.33.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.33; 2013 Report, figure 4.31, p. 4.55.

Socio economic status

State and territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2011 are included in 2013 Report, tables 4A.34 and 4A.37. Data for 2010 were included in the 2012 Report.

Time series analysis of NAPLAN reading outcomes — Statistical significance of differences between years

Nationally, there was a statistically significant increase in the proportions of year 3 students achieving at or above the national minimum standard for reading, from 2008 to 2011. Over this period there was also a statistically significant increase in year 3 mean scale scores for reading on a national basis (table 4.2).

There was a statistically significant increase in the proportions at and above national minimum standard for year 3 Indigenous students and non-Indigenous students from 2008 to 2011. There was also a statistically significant increase in the mean scale score for both Indigenous students and non-Indigenous students (table 4.2).

Table 4.2 provides a summary of differences in achievement for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.40–47. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Table 4.2 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 3 reading, and statistical significance of differences, Australia[a, b]

	Year				*Statistical significance of difference in average achievement*				
	2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Indigenous students									
Mean scale score	313.7 ± 4.9	327.4 ± 4.2	330.8 ± 4.3	331.6 ± 4.0	↑	↑	●	↑	●
At or above NMS	68.3 ± 2.0	75.1 ± 1.7	75.1 ± 1.7	76.3 ± 1.7	↑	↑	●	↑	●
Non-Indigenous students									
Mean scale score	405.0 ± 1.1	415.0 ± 1.1	418.6 ± 1.0	420.4 ±1.1	↑	↑	●	↑	●
At or above NMS	93.5 ± 0.2	94.8 ± 0.2	95.0 ± 0.2	94.9 ± 0.2	↑	↑	●	↑	●
All students									
Mean scale score	**400.5 ±1.2**	**410.8 ±1.2**	**414.3 ±1.1**	**415.7 ±1.2**	↑	↑	●	↑	●
At or above NMS	**92.1 ± 0.3**	**93.7 ± 0.2**	**93.9 ± 0.2**	**93.8 ± 0.2**	↑	↑	●	↑	●

NMS = National Minimum Standard. ↑= Average achievement significantly higher, statistically ● = No significant difference, statistically.

a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See 2013 Report, section A.5 of the statistical appendix for more information on confidence intervals. **b** For further information and caveats see table 4A.48.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney; table 4A.48; 2013 Report, table 4.7, p. 4.56.

Analysis of NAPLAN mean scale score data for the years 2009 and 2011 enables comparisons of outcomes for the same cohort of students over time (box 4.4). This chapter reports on gains in reading and numeracy from year 3 in 2009 to year 5 in 2011. Student gain for other cohorts (year 5 in 2009 to year 7 in 2011 and year 7 in 2009 to year 9 in 2011) are included in attachment tables. Data for cohort gain from 2008 to 2010 were included in the 2012 Report.

Box 4.4 **Achievement and gain**

For national reporting purposes, gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2009 and 2011. The cohorts between the two years are not matched — that is, there will be differences between the exact composition of the student body in any given State or Territory.

A feature of gain in NAPLAN performance is that the size of the gain tends to be associated with the level of prior performance: the lower the prior performance, the more likely the possibility of greater gain. Further, for literacy and numeracy, student gain is greater in the early years. Few of the differences across states and territories in the gains made between 2009 and 2011 are statistically significant. This report includes confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period.

Source: ACARA (2011).

From year 3 in 2009 to year 5 in 2011, the gain in reading mean scale score was between 68.1 and 86.5 points nationally. For Indigenous students, the gain was between 71.6 and 93.2 points and for non-Indigenous students, it was between 68.2 and 86.4 points. These gains varied across jurisdictions (table 4.3). Data for years 5–7 and years 7–9 gain are in table 4A.49.

Table 4.3 **Gain in mean scale score for reading: year 3 (2009) to year 5 (2011)[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students									
2009 Year 3	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
2011 Year 5	434.4 ± 3.7	455.1 ± 6.0	413.7 ± 4.0	387.7 ± 6.1	412.9 ± 7.7	449.0 ± 7.6	461.0 ± 16.1	317.7 ± 21.0	409.8 ± 4.1
Gain 2009-2011	**78.8 ± 10.5**	**79.8 ± 13.3**	**85.8 ± 10.8**	**83.3 ± 12.4**	**83.4 ± 14.7**	**83.6 ± 15.7**	**99.4 ± 25.9**	**78.3 ± 29.4**	**82.4 ± 10.8**
Non-Indigenous students									
2009 Year 3	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
2011 Year 5	498.0 ± 1.9	504.3 ± 1.7	474.2 ± 2.0	487.2 ± 2.7	480.6 ± 3.1	488.9 ± 5.5	517.5 ± 6.2	473.7 ± 6.9	492.3 ± 1.0
Gain 2009-2011	**73.0 ± 9.4**	**73.3 ± 9.4**	**84.2 ± 9.5**	**83.4 ± 9.8**	**79.0 ± 10.1**	**80.7 ± 11.9**	**81.8 ± 12.5**	**90.5 ± 13.5**	**77.3 ± 9.1**
All students									
2009 Year 3	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
2011 Year 5	495.4 ± 2.0	503.7 ± 1.8	469.4 ± 2.1	480.2 ± 3.0	478.0 ± 3.2	485.9 ± 5.6	516.3 ± 6.3	403.3 ± 19.8	488.1 ± 1.1
Gain 2009-2011	**73.1 ± 9.4**	**73.3 ± 9.4**	**83.5 ± 9.5**	**84.7 ± 10.0**	**79.0 ± 10.1**	**81.2 ± 11.8**	**82.7 ± 12.6**	**81.1 ± 27.9**	**77.3 ± 9.2**

a The mean scale scores for 2009 and 2011 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2009 to 2011 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. **b** The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2011 and unpublished) *2011 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.49; 2013 Report, table 4.8, p. 4.58.

NAPLAN Numeracy

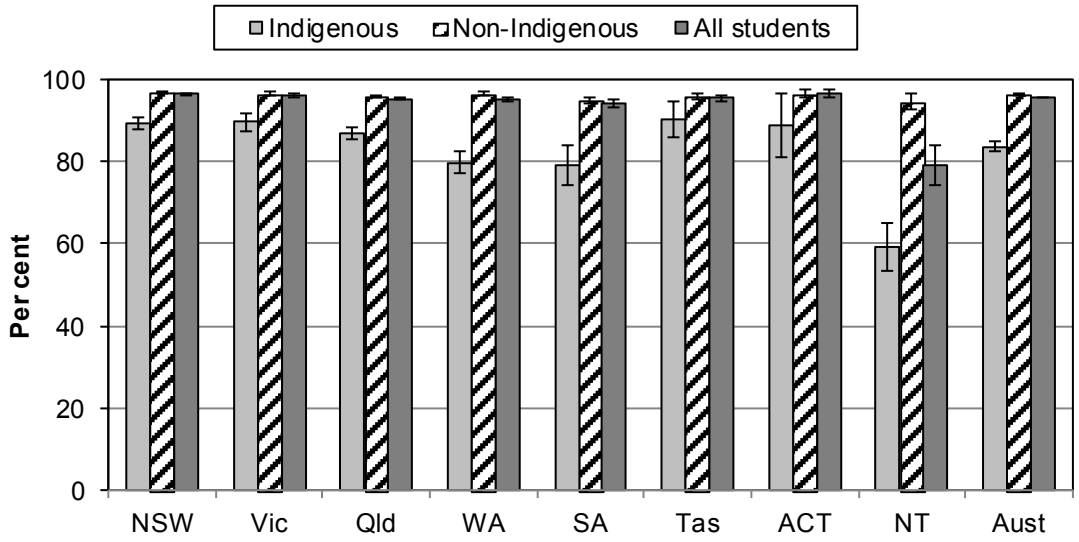
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups, including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in 2013 Report, tables 4A.58–75.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2011 was 95.4–95.8 per cent nationally. The proportion of

Indigenous students (82.3–84.9 per cent) was significantly lower than for non-Indigenous students (96.3–96.5 per cent) (figure 4.14). These proportions varied across jurisdictions.

Figure 4.14 **Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2011[a, b]**

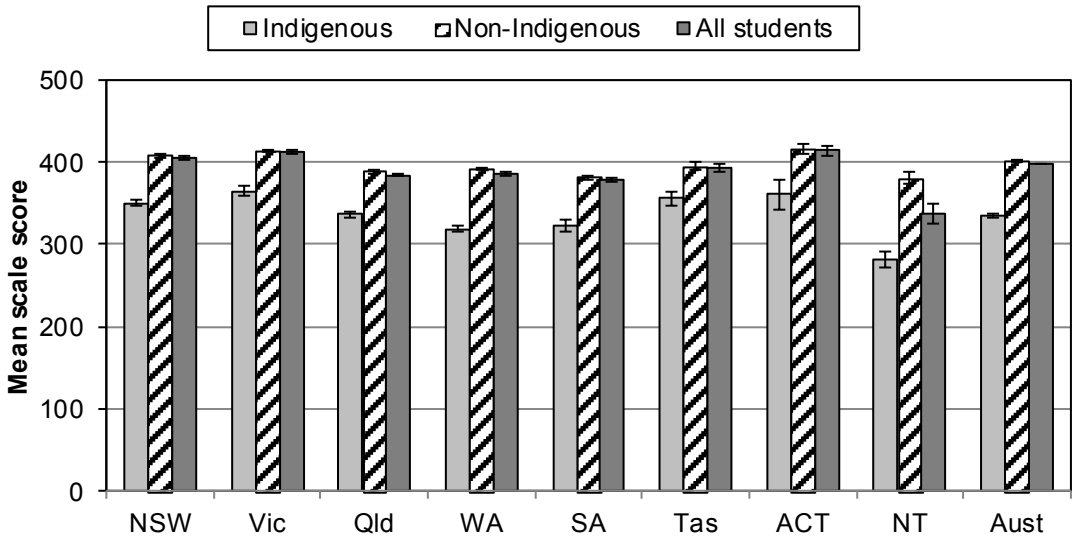


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58; 2013 Report, figure 4.32, p. 4.59.

Nationally in 2011, the mean scale score for year 3 numeracy for all students was 397.2–399.0. The mean scale score for Indigenous students (332.0–336.8) was significantly lower than for non-Indigenous students (400.8–402.6). Mean scale scores varied across jurisdictions (figure 4.15).

Figure 4.15 **Mean scale scores for year 3 students, numeracy, 2011**[a, b]

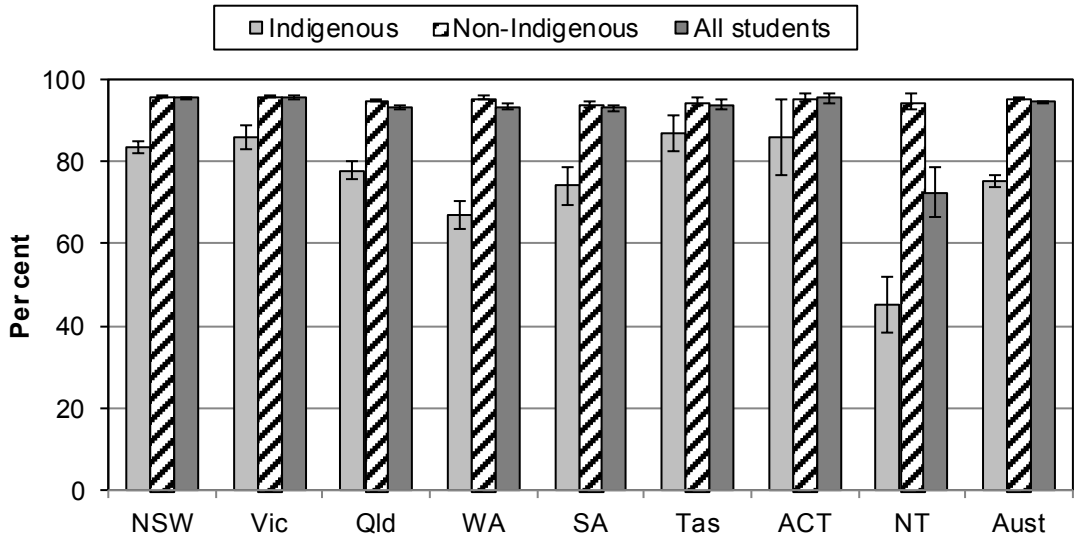


[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see table 4A.61.

Source: ACARA (2011 and unpublished) *2011 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.61; 2013 Report, figure 4.33, p. 4.60.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2011 was 94.2–94.6 per cent nationally. The proportion of Indigenous students (73.7–76.7 per cent) was significantly lower than for non-Indigenous students (95.3–95.7 per cent) (figure 4.16). These proportions varied across jurisdictions.

Figure 4.16 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2011[a, b]**

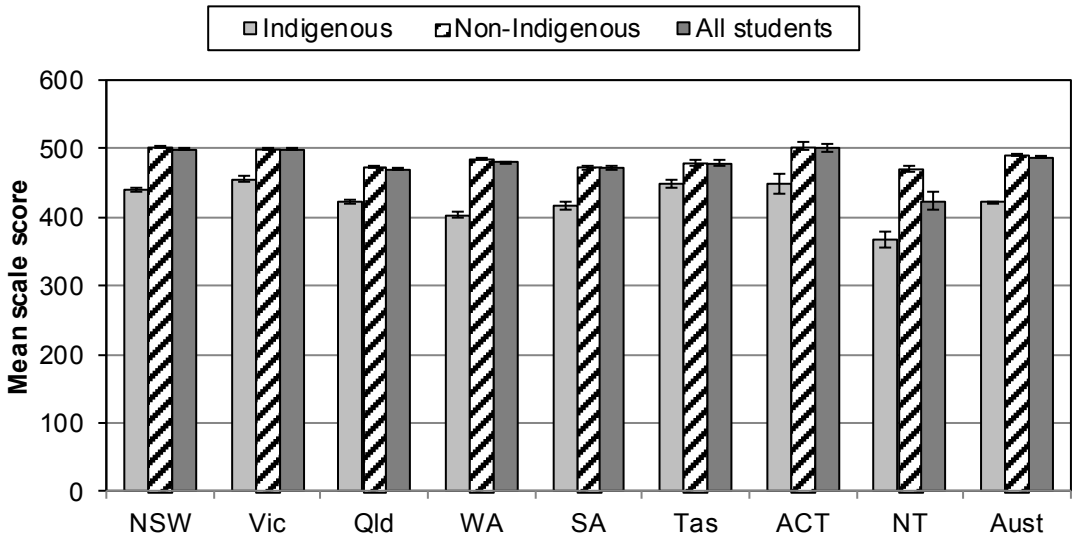


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58; 2013 Report, figure 4.34, p. 4.61.

Nationally in 2011, the mean scale score for year 5 numeracy for all students was 486.7–488.9. The mean scale score for Indigenous students (418.4–423.8) was significantly lower than for non-Indigenous students (490.3–492.3) (figure 4.17). Mean scale scores varied across jurisdictions.

Figure 4.17 **Mean scale scores for year 5 students, numeracy, 2011**[a, b]

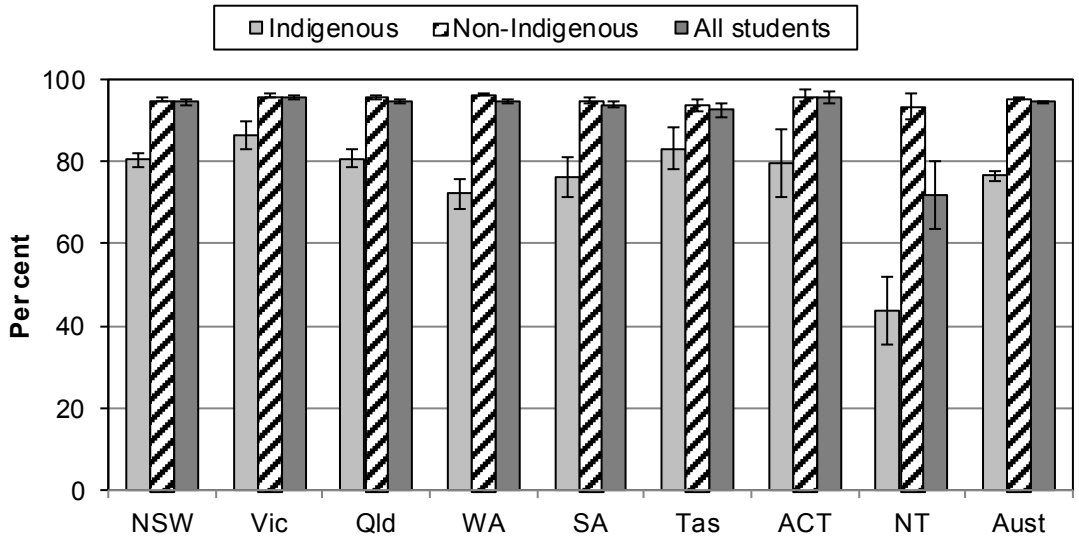


[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see table 4A.61.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.61; 2013 Report, figure 4.35, p. 4.62.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2011 was 94.3–94.7 per cent nationally. The proportion of Indigenous students (75.1–77.9 per cent) was significantly lower than for non-Indigenous students (95.3–95.7 per cent) (figure 4.18). These proportions varied across jurisdictions.

Figure 4.18 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2011[a, b]**

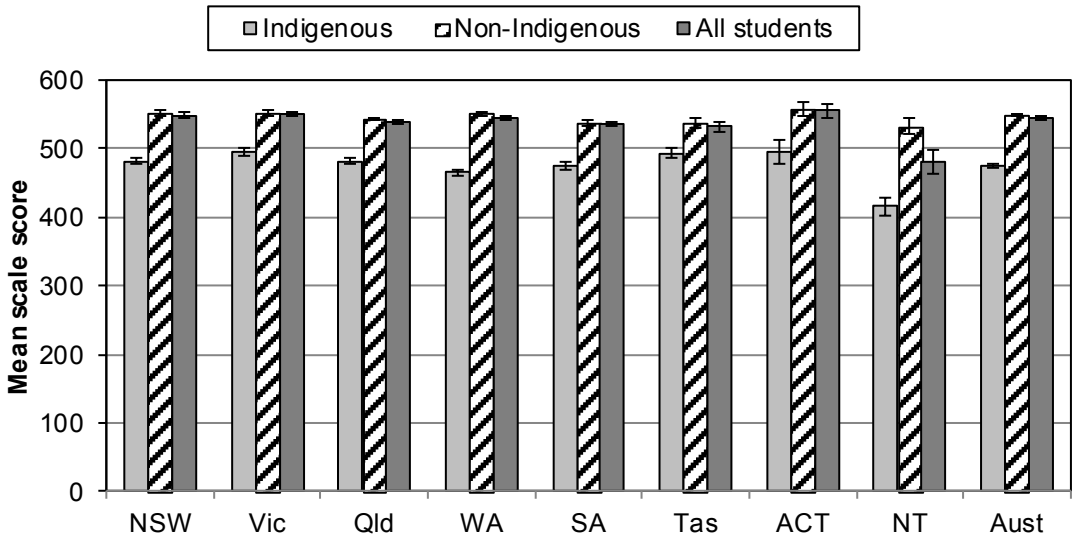


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58; 2013 Report, figure 4.36, p. 4.63.

Nationally in 2011, the mean scale score for year 7 numeracy for all students was 543.0–546.2. The mean scale score Indigenous students (472.4–477.2) was significantly lower than for non-Indigenous students (546.9–550.1) (figure 4.19). Mean scale scores varied across jurisdictions.

Figure 4.19 **Mean scale scores for year 7 students, numeracy, 2011**[a, b]

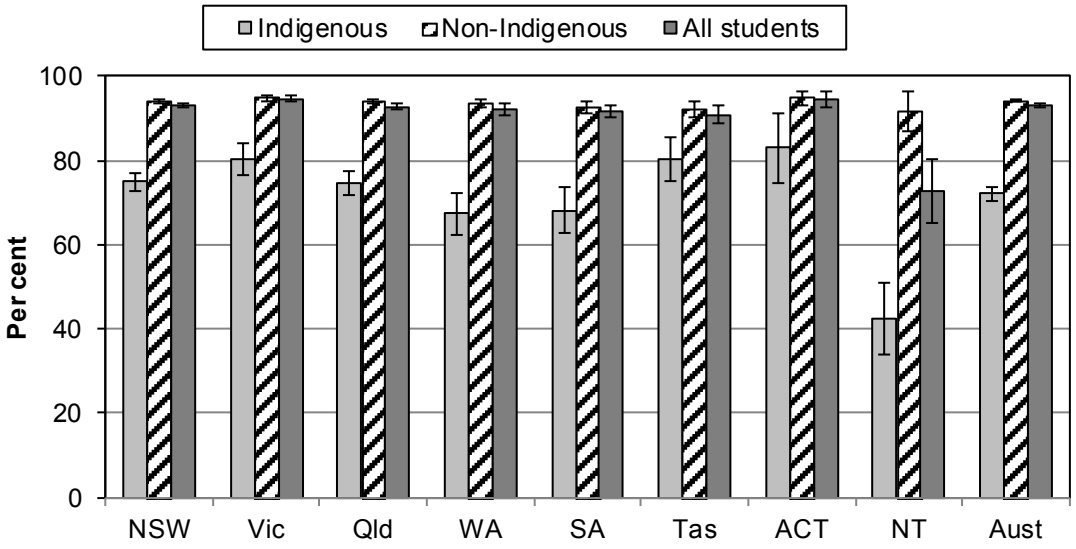


[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see table 4A.61.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.61; 2013 Report, figure 4.37, p. 4.64.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2011 was 92.7–93.3 per cent nationally. The proportion of Indigenous students (70.4–73.6 per cent) was significantly lower than for non-Indigenous students (93.8–94.4 per cent) (figure 4.20). These proportions varied across jurisdictions.

Figure 4.20 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2011[a, b]**

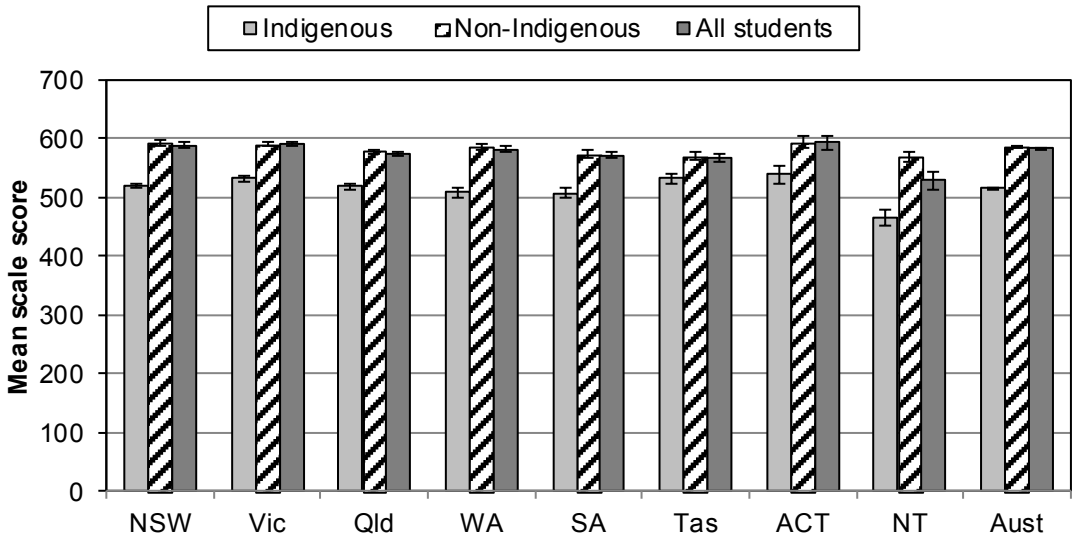


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58; 2013 Report, figure 4.38, p. 4.65.

Nationally in 2011, the mean scale score for year 9 numeracy for all students was 581.5–585.3. The mean scale score for Indigenous students (513.5–518.1) was significantly lower than for non-Indigenous students (584.8–588.6) (figure 4.21). Mean scale scores varied across jurisdictions.

Figure 4.21 **Mean scale scores for year 9 students, numeracy, 2011**[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.61.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.61; 2013 Report, figure 4.39, p. 4.66.

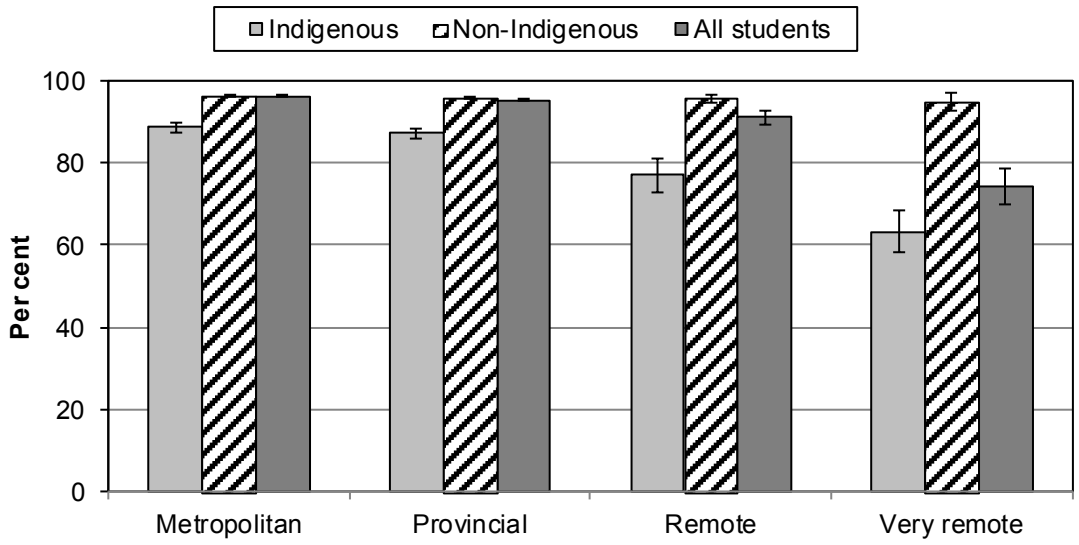
Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 96.0–96.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (94.9–95.5 per cent), remote students (89.4–92.8 per cent) and very remote students (69.9–78.5 per cent) (figure 4.22).

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. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.59. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.62.

Figure 4.22 **National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2011[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.59.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.59; 2013 Report, figure 4.40, p. 4.67.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2011 are included in 2013 Report, tables 4A.60 and 4A.63. Data for 2010 were included in the 2012 Report.

Time series analysis of NAPLAN numeracy outcomes — Statistical significance of differences between years

Nationally, there was no statistically significant difference in the proportions of year 3 students achieving at or above the national minimum standard for numeracy, from 2008 to 2011. Over this period there was no statistically significant difference in year 3 mean scale scores for numeracy on a national basis (table 4.4).

There was no statistically significant difference in the mean scale score for year 3 Indigenous students and non-Indigenous students from 2008 to 2011. For Indigenous students there was a statistically significant increase in the proportions at and above national minimum standard, and for non-Indigenous students, no

statistically significant difference in the proportions at and above national minimum standard from 2008 to 2011 (table 4.4).

Table 4.4 provides a summary of differences in achievement for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally. Data for states and territories are in tables 4A.66–73. Data for years 5, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included in attachment tables 4A.66–74.

Table 4.4 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 3 numeracy, and statistical significance of differences, 2008, 2009, 2010 and 2011, Australia[a, b]

	Year				*Statistical significance of difference in average achievement*				
	2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Indigenous students									
Mean scale score	327.6 ± 3.3	320.5 ± 3.6	325.3 ± 3.1	334.4 ± 2.4	●	●	●	●	↑
At or above NMS	78.6 ± 1.7	74.0 ± 1.7	76.6 ± 1.7	83.6 ± 1.3	●	●	●	↑	↑
Non-Indigenous students									
Mean scale score	400.5 ± 1.0	397.7 ± 1.0	399.0 ± 0.9	401.7 ± 0.9	●	●	●	●	●
At or above NMS	96.0 ± 0.2	95.2 ± 0.2	95.3 ± 0.2	96.4 ± 0.1	●	●	●	●	↑
All students									
Mean scale score	**396.9 ± 1.0**	**393.9 ± 1.0**	**395.4 ± 1.0**	**398.1 ± 0.9**	●	●	●	●	●
At or above NMS	**95.0 ± 0.2**	**94.0 ± 0.2**	**94.3 ± 0.2**	**95.6 ± 0.2**	●	●	●	●	↑

NMS = National Minimum Standard. ↑= Average achievement significantly higher, statistically ● = No significant difference, statistically.

a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section A.5 of the statistical appendix for more information on confidence intervals. **b** For further information and caveats see table 4A.74.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney; ACARA (unpublished); table 4A.74; 2013 Report, table 4.9, p. 4.68.

From year 3 in 2009 to year 5 in 2011, the gain in numeracy mean scale score was between 87.5 and 100.3 points nationally. For Indigenous students, the gain was between 92.9 and 108.3 points and for non-Indigenous students, it was between 87.2 and 100.0 points. These gains varied across jurisdictions (table 4.5). Data for years 5–7 and years 7–9 gain are in table 4A.75. Data for cohort gain from 2008 to 2010 were included in the 2012 Report.

Table 4.5 **Gain in mean scale score for numeracy: year 3 (2009) to year 5 (2011)[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students									
2009 Year 3	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
2011 Year 5	439.8 ± 3.2	455.1 ± 5.0	421.8 ± 3.2	402.7 ± 4.9	415.5 ± 6.0	447.9 ± 6.2	448.1 ± 14.0	366.5 ± 11.2	421.1 ± 2.7
Gain 2009-2011	**95.4 ± 7.8**	**86.0 ± 10.0**	**104.6 ± 8.2**	**98.6 ± 9.5**	**103.1 ± 11.5**	**89.3 ± 12.2**	**103.2 ± 20.9**	**114.8 ± 20.7**	**100.6 ± 7.7**
Non-Indigenous students									
2009 Year 3	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
2011 Year 5	501.8 ± 2.0	499.8 ± 1.6	474.4 ± 1.7	485.1 ± 2.5	473.0 ± 2.7	480.2 ± 4.4	502.9 ± 5.5	470.1 ± 5.0	491.3 ± 1.0
Gain 2009-2011	**94.1 ± 6.7**	**88.5 ± 6.6**	**98.0 ± 6.7**	**98.5 ± 7.1**	**91.2 ± 7.3**	**86.4 ± 9.0**	**93.1 ± 10.0**	**95.7 ± 9.8**	**93.6 ± 6.4**
All students									
2009 Year 3	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
2011 Year 5	499.3 ± 2.0	499.2 ± 1.6	470.3 ± 1.9	479.2 ± 2.7	470.9 ± 2.8	478.2 ± 4.6	502.0 ± 5.7	423.6 ± 12.2	487.8 ± 1.1
Gain 2009-2011	**94.0 ± 6.8**	**88.4 ± 6.6**	**97.9 ± 6.8**	**99.5 ± 7.3**	**91.7 ± 7.4**	**88.2 ± 8.9**	**94.0 ± 10.1**	**101.2 ± 20.3**	**93.9 ± 6.4**

a The mean scale scores for 2009 and 2011 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2009 to 2011 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. **b** The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

Source: ACARA (2011 and unpublished) *2011 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.75; 2013 Report, table 4.10, p. 4.69.

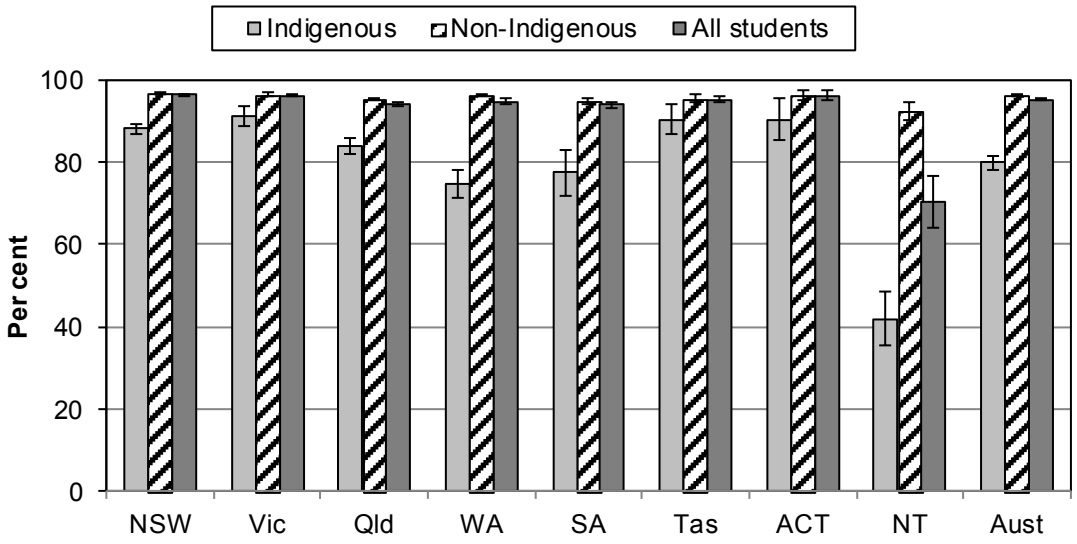
NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive writing domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including

male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) for 2011 are included in 2013 Report, tables 4A.50–57. Because of the change in NAPLAN testing from narrative to persuasive writing in 2011, no NAPLAN data prior to 2011 are included in this Report, but data for 2008, 2009 and 2010 are included in earlier reports.

The proportion of year 3 students who achieved at or above the persuasive writing national minimum standard in 2011 was 95.1–95.5 per cent nationally. The proportion of Indigenous students (78.3–81.5 per cent) was significantly lower than for non-Indigenous students (96.0–96.4 per cent). These proportions varied across jurisdictions (figure 4.23).

Figure 4.23 **Proportion of year 3 students achieving at or above the persuasive writing national minimum standard, 2011[a, b]**

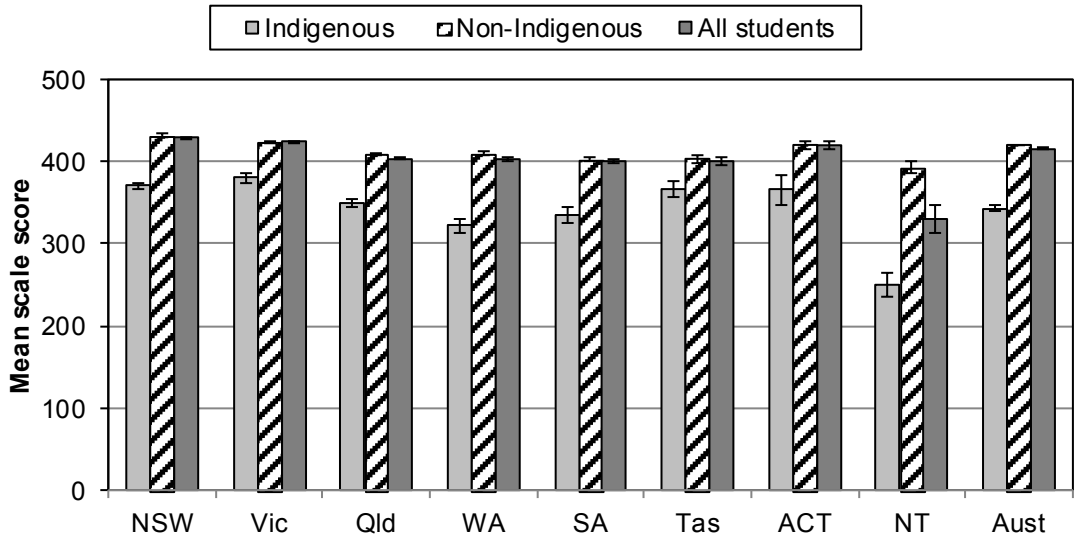


[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see table 4A.50.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.50; 2013 Report, figure 4.41, p. 4.70.

Nationally in 2011, the mean scale score for year 3 writing for all students was 415.0–416.8. The mean scale score for Indigenous students (339.5–347.5) was significantly lower than for non-Indigenous students (419.3–420.9). Mean scale scores varied across jurisdictions (figure 4.24).

Figure 4.24 **Mean scale scores for year 3 students, persuasive writing, 2011**[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: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.53; 2013 Report, figure 4.42, p. 4.71.

Data for years 5, 7 and 9, and outcomes by equity group, geolocation, parental education and parental occupation are in 2013 Report, tables 4A.50–55.

National Assessment Program

National Assessment Program – Information and communications technologies (ICT)

The triennial National Years 6 and 10 ICT assessment was conducted for the first time in 2005 and repeated in 2008 and 2011. In 2011, 5710 year 6 students and 5313 year 10 students from 649 government and non-government schools from all states and territories participated in the national ICT assessment (ACARA 2012a).

Nationally in 2011, the proportion of participating students who achieved at or above the proficient standard in ICT performance in 2011 was 60.0–64.0 per cent for year 6 students and 62.7–67.3 per cent for year 10 students. These proportions varied across jurisdictions (2013 Report, figure 4.43).

Nationally in 2011:

- 22.6–39.4 per cent of Indigenous year 6 students achieved at the proficient standard or above in ICT performance, significantly lower than the proportion for non-Indigenous students (61.9–66.1 per cent) (table 4A.83)
- 24.5–47.5 per cent of Indigenous year 10 students achieved at the proficient standard or above in ICT performance, significantly lower than the proportion for non-Indigenous students (63.7–68.3 per cent) (table 4A.83).

TIMSS assessment

TIMSS assessments are conducted each four years (box 4.5). Data from the 2011 TIMSS are included for the first time in this Report.

Box 4.5 Trends in International Mathematics and Science Study

The TIMSS provides learning outcomes data for students in year 4 and year 8 in two assessment domains: mathematics achievement and science achievement. In 2011, 600 000 students from 52 countries participated in the TIMSS assessment. From Australia, this included over 13 700 students from 555 schools.

The attachment tables (2013 Report, tables 4A.96–100) contain detailed results for the 2003, 2007 and 2011 TIMSS assessments. Further information on TIMSS is available at the TIMSS website: http://www.acer.edu.au/timss.

Source: Australian Council for Educational Research (ACER) (2012)

Mathematics achievement

In TIMSS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) in mathematics achievement was 67.5–72.9 per cent, compared to 67.2–73.8 in 2007. The proportion of tested Australian year 8 students who achieved at or above the intermediate international level in mathematics achievement was 58.2–67.6 per cent in 2011, compared to 57.1–64.5 in 2007 (2013 Report, figure 4.44 and 2013 Report, tables 4A.96–97). These outcomes varied across jurisdictions.

- The proportion who achieved at or above the intermediate international benchmark in mathematics achievement in TIMSS 2011 on a national basis was 37.3–54.1 per cent for year 4 Indigenous students, compared with 70.2–75.2 per cent for year 4 non-Indigenous students; and 25.5–38.1 per cent for year 8 Indigenous students, compared with 60.1–70.1 per cent for year 8 non-Indigenous students (table 4A.100).

Science achievement

In TIMSS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark in science achievement was 69.1–74.1 per cent, compared to 73.3–79.5 in 2007. The proportion of tested Australian year 8 students who achieved at or above the intermediate international benchmark in science achievement in 2011 was 66.4–74.2 per cent, compared to 66.6–73.2 in 2007 (2013 Report, figure 4.45 and 2013 Report, tables 4A.98-99). These outcomes varied across jurisdictions.

- The proportion who achieved at or above the intermediate international benchmark in science achievement in TIMSS 2011 on a national basis was 38.8–55.0 per cent for year 4 Indigenous students, compared with 72.0–76.6 per cent for year 4 non-Indigenous students; and 36.1–48.3 per cent for year 8 Indigenous students, compared with 68.3–76.3 per cent for year 8 non-Indigenous students (table 4A.100).

Other outcomes

Completion

'Completion' is an indicator of governments' objective 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 4.6).

Box 4.6 **Completion**

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

Year 12 completion rate

- 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 that 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.

Year 10 completion rate

- the number of people aged 17–19 years who have completed year 10 or above, divided by the total population aged 17–19 years, by Indigenous status.

  Data for this measure are comparable and complete

A high or increasing completion rate against each of these measures suggests an improvement in educational outcomes.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Year 10 completion rate

The proportion of the Indigenous population aged 17–19 years who had completed year 10 or above in 2008 was 83.2 per cent nationally, compared to 96.6 per cent of the non-Indigenous population aged 17–19 years (table 4A.111). These data, derived from the National Aboriginal and Torres Strait Islander Social Survey and the Survey of Education and Work (SEW), are not directly comparable with the rates derived from the 2006 Census of Population and Housing that were published in the 2011 Report.

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II; and the proportions of the 20–24 and 20–64 year old Indigenous and low socioeconomic status populations having

attained at least a year 12 or equivalent or AQF Certificate II (2013 Report, tables BA.28–30).

Future directions in performance reporting

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2012 NAPLAN was released in September 2012 (ACARA 2012b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2014 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. A definition of students with disability for nationally comparable reporting on students' outcomes is under development.

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.
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.
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' prefix (for example, table 4A.1 is table 1 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 2013 Report. Table numbers refer to the 2013 Report, for example, a reference to '2013 Report, table 4A.15' refers to attachment table 15 of attachment 4A of the 2013 Report.

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

Data in this Compendium 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.7 **Real and nominal Australian, State and Territory government recurrent expenditure ($'000) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					Real expenditure (2010-11 $) (d)				
Government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2006-07	930 827	623 296	564 841	287 518	208 819	72 875	39 552	67 449	2 795 176
2007-08	909 172	632 019	589 334	274 812	208 955	73 114	37 648	71 067	2 796 121
2008-09	1 197 672	864 368	738 875	370 487	278 001	97 125	56 434	80 955	3 683 918
2009-10	1 263 924	851 978	728 522	371 818	291 192	105 516	53 774	110 067	3 776 790
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
State and territory government recurrent expenditure (including UCC) (i)									
2006-07	9 309 562	6 159 651	5 995 387	3 528 240	2 110 767	769 408	529 775	514 232	28 917 023
2007-08	9 310 224	6 276 803	6 138 236	3 841 252	2 118 783	754 538	582 686	529 860	29 552 383
2008-09	9 253 947	6 261 835	6 122 565	3 858 601	1 994 002	738 967	581 685	541 160	29 352 763
2009-10	9 809 982	6 578 486	6 584 314	4 061 878	2 153 010	779 820	603 196	535 225	31 105 913
2010-11	9 439 374	6 399 441	6 492 392	3 982 555	2 285 019	776 613	631 353	551 349	30 558 097
Australian, State and Territory government recurrent expenditure (including UCC)									
2006-07	**10 240 389**	**6 782 947**	**6 560 228**	**3 815 758**	**2 319 586**	**842 283**	**569 327**	**581 681**	**31 712 198**
2007-08	**10 219 396**	**6 908 822**	**6 727 570**	**4 116 064**	**2 327 738**	**827 652**	**620 334**	**600 928**	**32 348 505**
2008-09	**10 451 620**	**7 126 203**	**6 861 440**	**4 229 088**	**2 272 003**	**836 092**	**638 119**	**622 115**	**33 036 680**
2009-10	**11 073 906**	**7 430 464**	**7 312 836**	**4 433 696**	**2 444 202**	**885 336**	**656 970**	**645 292**	**34 882 703**
2010-11	**10 747 152**	**7 265 393**	**7 277 000**	**4 361 699**	**2 585 332**	**885 316**	**686 619**	**662 118**	**34 470 630**
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2006-07	2 025 585	1 600 185	1 210 787	610 164	492 754	128 367	123 550	51 165	6 242 557
2007-08	1 976 801	1 611 119	1 212 326	621 336	489 726	130 795	120 102	59 463	6 221 669
2008-09	1 951 839	1 558 429	1 226 641	647 937	489 623	129 320	116 763	75 013	6 195 566
2009-10	2 140 225	1 781 892	1 375 206	706 660	539 634	145 608	130 705	83 230	6 903 159
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208

Table 4A.7 **Real and nominal Australian, State and Territory government recurrent expenditure ($'000) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
State and territory government recurrent expenditure									
2006-07	866 531	428 004	512 028	272 405	143 556	47 934	45 252	56 044	2 371 753
2007-08	873 236	447 724	517 003	288 355	147 340	48 826	46 895	32 209	2 401 588
2008-09	853 654	503 382	532 002	298 000	145 989	49 212	45 751	33 093	2 461 084
2009-10	861 595	504 153	548 670	325 830	152 648	50 669	49 287	34 584	2 527 435
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	45 830	64 985	2 700 078
Australian, State and Territory government recurrent expenditure									
2006-07	**2 892 117**	**2 028 188**	**1 722 815**	**882 568**	**636 310**	**176 302**	**168 802**	**107 209**	**8 614 310**
2007-08	**2 850 037**	**2 058 844**	**1 729 329**	**909 691**	**637 065**	**179 621**	**166 998**	**91 672**	**8 623 257**
2008-09	**2 805 494**	**2 061 812**	**1 758 643**	**945 937**	**635 612**	**178 532**	**162 514**	**108 106**	**8 656 650**
2009-10	**3 001 820**	**2 286 045**	**1 923 875**	**1 032 489**	**692 281**	**196 276**	**179 993**	**117 814**	**9 430 594**
2010-11	**3 061 490**	**2 367 033**	**2 043 378**	**1 107 241**	**727 330**	**202 396**	**180 824**	**147 593**	**9 837 286**
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h)									
2006-07	2 956 412	2 223 481	1 775 628	897 682	701 572	201 243	163 102	118 614	9 037 733
2007-08	2 885 973	2 243 138	1 801 660	896 148	698 681	203 909	157 750	130 531	9 017 791
2008-09	3 149 512	2 422 798	1 965 516	1 018 424	767 624	226 445	173 197	155 968	9 879 484
2009-10	3 404 149	2 633 870	2 103 727	1 078 477	830 826	251 124	184 479	193 297	10 679 949
2010-11	3 516 712	2 689 759	2 228 311	1 103 490	870 214	257 618	190 260	193 377	11 049 741
State and territory government recurrent expenditure (including UCC for government schools)									
2006-07	10 176 093	6 587 655	6 507 414	3 800 645	2 254 323	817 342	575 027	570 276	31 288 776
2007-08	10 183 460	6 724 527	6 655 239	4 129 607	2 266 122	803 364	629 582	562 069	31 953 971
2008-09	10 107 602	6 765 217	6 654 567	4 156 601	2 139 991	788 179	627 436	574 253	31 813 846
2009-10	10 671 577	7 082 640	7 132 984	4 387 708	2 305 658	830 488	652 483	569 809	33 633 348
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	677 183	616 334	33 258 175
Australian, State and Territory government recurrent expenditure (including UCC)									
2006-07	**13 132 505**	**8 811 136**	**8 283 042**	**4 698 326**	**2 955 896**	**1 018 585**	**738 129**	**688 890**	**40 326 509**

Table 4A.7 **Real and nominal Australian, State and Territory government recurrent expenditure ($'000) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
2007-08	**13 069 433**	**8 967 666**	**8 456 899**	**5 025 755**	**2 964 803**	**1 007 273**	**787 332**	**692 600**	**40 971 762**
2008-09	**13 257 113**	**9 188 015**	**8 620 083**	**5 175 025**	**2 907 616**	**1 014 625**	**800 633**	**730 221**	**41 693 330**
2009-10	**14 075 726**	**9 716 509**	**9 236 711**	**5 466 186**	**3 136 484**	**1 081 612**	**836 963**	**763 106**	**44 313 297**
2010-11	**13 808 642**	**9 632 426**	**9 320 378**	**5 468 940**	**3 312 662**	**1 087 712**	**867 443**	**809 711**	**44 307 916**
					Nominal expenditure				
Government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f)									
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
State and territory government recurrent expenditure (including UCC) (i)									
2006-07	7 903 818	5 229 544	5 090 083	2 995 476	1 792 041	653 227	449 779	436 583	24 550 552
2007-08	8 276 789	5 580 078	5 456 892	3 414 873	1 883 598	670 785	518 008	471 046	26 272 069
2008-09	8 643 187	5 848 554	5 718 476	3 603 933	1 862 398	690 195	543 294	505 443	27 415 480
2009-10	9 250 813	6 203 513	6 209 008	3 830 351	2 030 289	735 370	568 814	504 718	29 332 876
2010-11	9 439 374	6 399 441	6 492 392	3 982 555	2 285 019	776 613	631 353	551 349	30 558 097
Australian, State and Territory government recurrent expenditure (including UCC)									
2006-07	**8 694 090**	**5 758 722**	**5 569 633**	**3 239 579**	**1 969 328**	**715 098**	**483 359**	**493 847**	**26 923 656**
2007-08	**9 085 043**	**6 141 943**	**5 980 810**	**3 659 181**	**2 069 359**	**735 783**	**551 477**	**534 225**	**28 757 821**
2008-09	**9 761 813**	**6 655 874**	**6 408 585**	**3 949 968**	**2 122 051**	**780 910**	**596 003**	**581 055**	**30 856 259**
2009-10	**10 442 693**	**7 006 928**	**6 896 004**	**4 180 975**	**2 304 883**	**834 872**	**619 523**	**608 511**	**32 894 389**
2010-11	**10 747 152**	**7 265 393**	**7 277 000**	**4 361 699**	**2 585 332**	**885 316**	**686 619**	**662 118**	**34 470 630**
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f)									

Table 4A.7 **Real and nominal Australian, State and Territory government recurrent expenditure ($'000) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
State and territory government recurrent expenditure									
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	38 419	47 582	2 013 619
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	41 690	28 634	2 135 011
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	42 731	30 909	2 298 652
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	46 478	32 613	2 383 371
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	45 830	64 985	2 700 078
Australian, State and Territory government recurrent expenditure									
2006-07	**2 455 407**	**1 721 932**	**1 462 670**	**749 300**	**540 227**	**149 680**	**143 313**	**91 021**	**7 313 550**
2007-08	**2 533 683**	**1 830 312**	**1 537 373**	**808 715**	**566 351**	**159 683**	**148 461**	**81 497**	**7 666 075**
2008-09	**2 620 331**	**1 925 732**	**1 642 573**	**883 505**	**593 662**	**166 749**	**151 788**	**100 971**	**8 085 311**
2009-10	**2 830 716**	**2 155 741**	**1 814 214**	**973 638**	**652 821**	**185 088**	**169 733**	**111 099**	**8 893 050**
2010-11	**3 061 490**	**2 367 033**	**2 043 378**	**1 107 241**	**727 330**	**202 396**	**180 824**	**147 593**	**9 837 286**
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f)									
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438
2009-10	3 210 112	2 483 739	1 983 815	1 017 004	783 469	236 810	173 964	182 279	10 071 192
2010-11	3 516 712	2 689 759	2 228 311	1 103 490	870 214	257 618	190 260	193 377	11 049 741
State and territory government recurrent expenditure (including UCC for government schools)									
2006-07	8 639 503	5 592 919	5 524 795	3 226 747	1 913 920	693 923	488 198	484 165	26 564 171
2007-08	9 053 096	5 978 105	5 916 507	3 671 220	2 014 583	714 191	559 698	499 679	28 407 080

Table 4A.7 **Real and nominal Australian, State and Territory government recurrent expenditure ($'000) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
2008-09	9 440 500	6 318 713	6 215 366	3 882 265	1 998 752	736 160	586 025	536 352	29 714 132
2009-10	10 063 297	6 678 929	6 726 404	4 137 609	2 174 235	783 151	615 292	537 330	31 716 247
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	677 183	616 334	33 258 175
Australian, State and Territory government recurrent expenditure (including UCC for government schools)									
2006-07	**11 149 497**	**7 480 654**	**7 032 303**	**3 988 879**	**2 509 555**	**864 778**	**626 672**	**584 868**	**34 237 206**
2007-08	**11 618 726**	**7 972 255**	**7 518 183**	**4 467 896**	**2 635 710**	**895 466**	**699 938**	**615 721**	**36 423 896**
2008-09	**12 382 144**	**8 581 606**	**8 051 158**	**4 833 473**	**2 715 713**	**947 660**	**747 791**	**682 026**	**38 941 570**
2009-10	**13 273 409**	**9 162 668**	**8 710 219**	**5 154 613**	**2 957 704**	**1 019 961**	**789 256**	**719 609**	**41 787 439**
2010-11	**13 808 642**	**9 632 426**	**9 320 378**	**5 468 940**	**3 312 662**	**1 087 712**	**867 443**	**809 711**	**44 307 916**

(a) This table integrates information from tables 4A.8 and 4A.9, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

(b) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.

(c) In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services have been included in the 2011-12 costs (these costs have not been included in prior years) and the non-government share of corporate costs have been included in the 2011-12 costs (these have not been included in prior years). The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of $9.7m. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.

(d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2010-11 = 100 (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details.

Table 4A.7 **Real and nominal Australian, State and Territory government recurrent expenditure ($'000) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

(e) The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.

(f) Includes recurrent, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.

(g) For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.8) are regarded as being expended in the year of allocation.

(h) Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.8.

(i) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

Source : DEEWR (unpublished); Standing Council on Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table AA.51.

Table 4A.8 **Australian Government specific purpose payments for schools, 2010-11 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools										
Recurrent expenditure										
National Schools SPP (d)	$'000	1 184 739	824 052	704 375	356 959	269 063	95 814	53 083	62 634	3 550 719
National Partnership payments										
Smarter Schools National Partnership										
Improving teacher quality	$'000	9 065	5 361	4 615	2 315	1 615	577	365	318	24 231
Literacy and numeracy	$'000	38 076	7 191	48 022	8 841	9 471	3 096	1 408	2 677	118 782
Low SES school communities	$'000	75 898	29 348	27 596	11 029	20 164	9 216	410	7 450	181 111
Closing the gap - Northern Territory										
Quality teaching, accelerated literacy	$'000	–	–	–	–	–	–	–	16 290	16 290
Supporting remote schools – additional teachers	$'000	–	–	–	–	–	–	–	21 400	21 400
Total recurrent	**$'000**	**1 307 778**	**865 952**	**784 608**	**379 144**	**300 313**	**108 703**	**55 266**	**110 769**	**3 912 533**
Capital expenditure (e)										
National Partnership payments										
Building the Education Revolution (e)										
National Building and Jobs Plan										
Primary schools for the 21st century	$'000	1 173 616	842 459	683 554	437 369	341 141	113 105	58 421	64 574	3 714 239
Digital education revolution (e)	$'000	20 122	14 781	13 586	6 311	4 682	1 697	1 095	672	62 946
Trade Training centres in schools	$'000	72 818	9 944	35 972	23 880	36 921	8 560	24	2 487	190 606
Closing the gap - Northern Territory:										
Teacher Housing	$'000	–	–	–	–	–	–	–	3 600	3 600
Supporting remote schools – additional teachers	$'000	–	–	–	–	–	–	–	7 800	7 800
Total capital	**$'000**	**1 266 556**	**867 184**	**733 112**	**467 560**	**382 744**	**123 362**	**59 540**	**79 133**	**3 979 191**
Total recurrent and capital	**$'000**	**2 574 334**	**1 733 136**	**1 517 720**	**846 704**	**683 057**	**232 065**	**114 806**	**189 902**	**7 891 724**

Table 4A.8 **Australian Government specific purpose payments for schools, 2010-11 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Non-government schools										
Recurrent expenditure										
National Schools SPP (d)	$'000	2 193 195	1 810 052	1 438 773	718 692	562 697	148 317	134 238	79 644	7 085 608
Smarter Schools National Partnership										
Improving teacher quality	$'000	1 821	3 285	2 095	1 129	870	230	243	97	9 770
Literacy and numeracy	$'000	8 738	2 200	500	2 331	4 665	–	513	733	19 680
Low SES school communities	$'000	5 180	8 270	2 335	2 194	1 669	368	–	2 134	22 150
Total recurrent	**$'000**	**2 208 934**	**1 823 807**	**1 443 703**	**724 346**	**569 901**	**148 915**	**134 994**	**82 608**	**7 137 208**
Capital expenditure (e)										
National Partnership payments										
National Building and Jobs Plan - Building the education revolution (e)										
Primary Schools for the 21st Century	$'000	530 497	409 843	299 922	191 147	126 316	35 311	31 054	21 037	1 645 127
Digital Education Revolution (e)	$'000	11 598	8 984	7 662	4 075	2 859	725	807	290	37 000
Trade Training Centres in Schools	$'000	30 926	2 800	9 308	7 471	2 993	1 495	11 875	1 500	68 368
Closing the gap - Northern Territory: Teacher Housing	$'000	–	–	–	–	–	–	–	516	516
Total capital	**$'000**	**573 021**	**421 627**	**316 892**	**202 693**	**132 168**	**37 531**	**43 736**	**23 343**	**1 751 011**
Total recurrent and capital	**$'000**	2 781 955	2 245 434	1 760 595	927 039	702 069	186 446	178 730	105 951	8 888 219
All schools										
Total recurrent (f)	***$'000***	**3 516 712**	**2 689 759**	**2 228 311**	**1 103 490**	**870 214**	**257 618**	**190 260**	**193 377**	**11 049 741**
Total recurrent and capital	**$'000**	**5 356 289**	**3 978 570**	**3 278 315**	**1 773 743**	**1 385 126**	**418 511**	**293 536**	**295 853**	**16 779 943**

(a) Includes payments provided under the following: *Schools Assistance Act* 2008: National Education Agreement; *Federal Financial Relations Act* 2009; *Annual Appropriations Act* Bill No.2; Partnership Arrangements Between the Commonwealth and State and Territory Governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territories. Some additional Australian Government funding is provided through annual appropriations.

(b) In earlier reports, these data were included in table 4A.11.

Table 4A.8 **Australian Government specific purpose payments for schools, 2010-11 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(c) For the purpose of the Report, Australian Government allocations to states and territories (also see table 4A.7) are regarded as being expended in the year of allocation.

(d) The National Schools specific purpose payment for government schools does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments, including those for the non-government sector, are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.

(e) Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Funding for the National Partnerships 'Building the Education Revolution' and 'Digital Education Revolution' is regarded as 'recurrent' expenditure according to accounting standards employed by some states and territories but is regarded as 'capital'expenditure by the Australian Government due to the nature of the expenditure. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.

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

– Nil or rounded to zero.

Source : Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); State and Territory governments (unpublished).

Table 4A.25 **Indigenous full time students, 2011 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total Indigenous students (b)										
Government schools	no.	45 081	9 184	41 405	19 484	8 630	4 690	1 104	13 105	142 683
Non-government schools	no.	7 111	1 441	7 460	3 630	1 134	856	284	2 948	24 864
All schools	no.	52 192	10 625	48 865	23 114	9 764	5 546	1 388	16 053	167 547
Total students										
Government schools	no.	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
Non-government schools	no.	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
All schools	no.	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
Indigenous students as a proportion of all students										
Government schools	%	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Non-government schools	%	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
All schools	%	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8	4.8

(a) Student numbers are full time students, not full time equivalent students.

(b) 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 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra.

Table 4A.28 **Student body mix, government schools (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
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
2010								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.8	1.6	8.3	8.2	5.1	8.1	3.1	44.8
Students with disabilities (b)	6.2	6.1	4.9	3.8	9.3	5.4	5.3	10.2
Seniority profile (c)	11.3	12.3	12.8	12.7	13.3	12.0	16.5	9.7
Government students as % of all students (d)	66.2	63.3	67.0	65.3	64.0	70.9	57.2	73.9
2011								
LBOTE (a)	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5
Indigenous students	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1
Students with disabilities (b)	6.4	6.1	5.1	3.9	9.2	5.5	5.3	8.9
Seniority profile (c)	11.5	12.4	12.8	12.7	13.7	12.5	16.6	9.8
Government students as % of all students (d)	66.0	63.1	66.7	65.0	63.9	70.7	56.9	73.9

(a) Refer to footnotes for table 4A.26. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.27.

(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.

Source : ABS 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra; DEEWR (unpublished).

Table 4A.29 **Student body mix, non-government schools (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6
Students with disabilities (b)	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5
Seniority profile (c)	14.3	16.1	16.8	16.5	15.8	13.6	13.8	9.1
Non-government students as % of all students	33.5	35.7	31.4	33.4	34.8	28.0	41.7	24.4
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
2010								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.7	0.4	3.1	2.9	1.1	3.4	1.1	28.7
Students with disabilities (b)	3.9	3.0	2.4	2.3	3.5	2.4	1.8	3.5
Seniority profile (c)	14.5	16.1	17.0	17.1	16.3	13.3	14.1	9.6
Non-government students as % of all students (d)	33.8	36.7	33.0	34.7	36.0	29.1	42.8	26.1
2011								
LBOTE (a)	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8
Indigenous students	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8
Students with disabilities (b)	4.1	3.3	2.5	2.5	3.6	2.8	2.0	3.9
Seniority profile (c)	14.6	16.0	17.0	16.9	16.6	13.5	14.2	9.7
Non-government students as % of all students (d)	34.0	36.9	33.3	35.0	36.1	29.3	43.1	26.1

(a) Refer to footnotes for table 4A.26. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.27.

(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.

Source : ABS 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra; DEEWR (unpublished).

Table 4A.30 **Student body mix, all schools (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
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
2010								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.4	1.2	6.6	6.4	3.7	6.7	2.2	40.6
Students with disabilities (b)	5.4	5.0	4.1	3.2	7.2	4.5	3.8	8.4
Seniority profile (c)	12.4	13.7	14.2	14.2	14.3	12.4	15.5	9.7
2011								
LBOTE (a)	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6
Indigenous students	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8
Students with disabilities (b)	5.6	5.0	4.3	3.4	7.2	4.7	3.9	7.6
Seniority profile (c)	12.6	13.7	14.2	14.2	14.7	12.8	15.5	9.8

(a) Refer to footnotes for table 4A.26. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.27.

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

na Not available.

Source : ABS 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra; DEEWR (unpublished).

Table 4A.32 **Proportion of students who achieved at or above the national minimum standard for reading, 2011 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Average age (c)	*8 y 7 m*	*8 y 9 m*	*8 y 5 m*	*8 y 5 m*	*8 y 7 m*	*8 y 11 m*	*8 y 8 m*	*8 y 6 m*	*8 y 7 m*
Years of schooling (c)	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*
All students	95.2 ± 0.3	95.3 ± 0.4	92.8 ± 0.5	92.1 ± 0.7	92.0 ± 0.9	92.4 ± 1.2	95.6 ± 1.2	67.6 ± 6.3	93.8 ± 0.2
Indigenous students (d)	85.0 ± 1.5	88.2 ± 2.8	80.0 ± 2.0	70.4 ± 3.0	72.2 ± 5.1	85.5 ± 4.3	86.8 ± 8.5	39.9 ± 6.5	76.3 ± 1.7
Non-Indigenous students	95.8 ± 0.3	95.7 ± 0.4	93.9 ± 0.4	93.8 ± 0.6	92.8 ± 0.8	93.0 ± 1.1	95.8 ± 1.2	89.3 ± 2.7	94.9 ± 0.2
LBOTE students (e)	94.9 ± 0.5	94.0 ± 0.7	88.7 ± 1.7	90.8 ± 1.6	89.6 ± 2.0	88.0 ± 4.4	92.9 ± 3.3	46.3 ± 7.7	92.1 ± 0.6
Male students	93.7 ± 0.4	94.0 ± 0.5	90.8 ± 0.7	90.1 ± 0.9	89.6 ± 1.3	90.1 ± 1.6	94.0 ± 1.7	64.2 ± 6.8	92.1 ± 0.3
Female students	96.9 ± 0.3	96.7 ± 0.3	94.8 ± 0.4	94.1 ± 0.7	94.4 ± 0.8	94.7 ± 1.1	97.2 ± 1.0	71.1 ± 6.1	95.6 ± 0.2
Year 5									
Average age (c)	*10 y 7 m*	*10 y 9 m*	*10 y 1 m*	*10 y 5 m*	*10 y 7 m*	*10 y 11 m*	*10 y 8 m*	*10 y 6 m*	*10 y 6 m*
Years of schooling (c)	*5 y 4 m*	*5 y 4 m*	*4 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 1 m*
All students	93.1 ± 0.4	94.3 ± 0.4	88.6 ± 0.7	89.7 ± 0.8	90.1 ± 1.0	90.0 ± 1.3	94.5 ± 1.3	61.8 ± 7.1	91.5 ± 0.3
Indigenous students (d)	77.8 ± 1.9	83.1 ± 3.0	68.0 ± 2.4	55.0 ± 3.6	67.4 ± 5.3	81.1 ± 4.3	86.0 ± 8.1	28.5 ± 6.2	66.4 ± 1.7
Non-Indigenous students	93.8 ± 0.4	94.7 ± 0.4	90.4 ± 0.6	92.2 ± 0.6	91.1 ± 1.0	90.8 ± 1.3	94.7 ± 1.2	89.1 ± 2.4	92.9 ± 0.2
LBOTE students (e)	92.4 ± 0.7	92.5 ± 0.7	82.2 ± 2.7	86.6 ± 1.8	86.4 ± 2.4	83.2 ± 6.8	91.1 ± 2.7	34.9 ± 7.6	89.1 ± 0.6
Male students	91.5 ± 0.6	92.7 ± 0.6	86.0 ± 0.9	87.5 ± 1.0	88.0 ± 1.3	88.1 ± 1.9	92.9 ± 2.0	58.0 ± 7.4	89.5 ± 0.4
Female students	94.8 ± 0.4	96.0 ± 0.4	91.4 ± 0.6	91.9 ± 0.8	92.3 ± 1.0	92.2 ± 1.5	96.1 ± 1.2	65.6 ± 7.2	93.5 ± 0.3
Year 7									
Average age (c)	*12 y 7 m*	*12 y 9 m*	*12 y 1 m*	*12 y 5 m*	*12 y 7 m*	*12 y 11 m*	*12 y 8 m*	*12 y 6 m*	*12 y 6 m*
Years of schooling (c)	*7 y 4 m*	*7 y 4 m*	*6 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 1 m*
All students	95.0 ± 0.4	95.8 ± 0.5	94.3 ± 0.5	94.7 ± 0.6	94.2 ± 0.7	93.2 ± 1.6	96.8 ± 1.3	71.0 ± 8.4	94.7 ± 0.3
Indigenous students (d)	82.6 ± 1.7	87.8 ± 3.2	79.9 ± 2.3	72.6 ± 3.4	76.1 ± 4.6	85.7 ± 4.1	86.1 ± 6.9	42.9 ± 8.3	77.1 ± 1.4
Non-Indigenous students	95.6 ± 0.4	96.1 ± 0.5	95.5 ± 0.4	96.3 ± 0.5	95.0 ± 0.6	94.1 ± 1.5	97.1 ± 1.3	92.4 ± 3.7	95.7 ± 0.2

Table 4A.32 **Proportion of students who achieved at or above the national minimum standard for reading, 2011 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
LBOTE students (e)	94.1 ± 0.9	93.8 ± 0.9	88.7 ± 2.1	91.9 ± 1.6	91.6 ± 1.7	83.3 ± 7.4	95.6 ± 2.3	46.3 ± 11.6	92.0 ± 0.6
Male students	93.6 ± 0.6	94.6 ± 0.7	93.0 ± 0.6	93.6 ± 0.8	92.9 ± 0.9	91.3 ± 2.1	95.8 ± 1.9	69.2 ± 9.0	93.4 ± 0.3
Female students	96.4 ± 0.4	97.0 ± 0.4	95.7 ± 0.4	95.9 ± 0.6	95.6 ± 0.7	95.2 ± 1.5	97.8 ± 1.0	72.9 ± 8.2	96.0 ± 0.2
Year 9									
Average age (c)	*14 y 7 m*	*14 y 9 m*	*14 y 1 m*	*14 y 2 m*	*14 y 6 m*	*14 y 10 m*	*14 y 8 m*	*14 y 6 m*	*14 y 6 m*
Years of schooling (c)	*9 y 4 m*	*9 y 4 m*	*8 y 4 m*	*8 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 1 m*
All students	93.0 ± 0.6	94.0 ± 0.6	91.6 ± 0.8	90.9 ± 1.3	91.6 ± 1.4	90.6 ± 2.1	94.4 ± 1.9	69.1 ± 8.1	92.4 ± 0.3
Indigenous students (d)	77.9 ± 1.9	83.2 ± 2.9	72.1 ± 3.0	63.9 ± 4.6	69.1 ± 5.8	82.2 ± 5.3	89.0 ± 8.0	37.2 ± 9.1	71.9 ± 1.6
Non-Indigenous students	93.7 ± 0.5	94.2 ± 0.6	93.1 ± 0.6	92.6 ± 1.2	92.5 ± 1.4	91.9 ± 1.7	94.6 ± 1.8	89.3 ± 5.1	93.5 ± 0.3
LBOTE students (e)	91.2 ± 1.2	91.0 ± 1.2	84.8 ± 3.4	86.8 ± 3.7	84.9 ± 5.3	84.3 ± 9.3	90.1 ± 3.8	44.7 ± 12.9	89.0 ± 0.9
Male students	91.5 ± 0.7	92.8 ± 0.8	89.6 ± 1.0	89.5 ± 1.7	90.0 ± 1.8	88.8 ± 2.5	92.9 ± 2.5	65.8 ± 8.6	90.9 ± 0.4
Female students	94.5 ± 0.6	95.4 ± 0.5	93.6 ± 0.7	92.5 ± 1.3	93.3 ± 1.3	92.5 ± 2.0	96.0 ± 1.7	72.5 ± 8.1	94.0 ± 0.3

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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(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.39. 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. 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.

(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.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.33 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	87.1 ± 2.1	90.6 ± 4.1	83.4 ± 2.3	77.3 ± 3.4	79.4 ± 5.0	83.8 ± 6.7	88.6 ± 8.3	..	84.2 ± 1.4
Provincial	84.1 ± 2.1	86.1 ± 3.7	80.7 ± 3.2	75.6 ± 5.0	70.5 ± 9.2	86.5 ± 5.8	np	68.5 ± 7.6	81.3 ± 1.5
Remote	78.4 ± 8.1	np	70.5 ± 9.4	64.8 ± 9.0	np	np	..	59.3 ± 11.4	67.3 ± 4.6
Very remote	58.8 ± 12.2	..	67.7 ± 5.8	58.6 ± 7.0	48.3 ± 17.1	np	..	25.2 ± 5.9	45.3 ± 5.9
Total	**85.0 ± 1.5**	**88.2 ± 2.8**	**80.0 ± 2.0**	**70.4 ± 3.0**	**72.2 ± 5.1**	**85.5 ± 4.3**	**86.8 ± 8.5**	**39.9 ± 6.5**	**76.3 ± 1.7**
Non-Indigenous students									
Metropolitan	96.0 ± 0.4	95.8 ± 0.4	94.4 ± 0.5	94.2 ± 0.7	93.2 ± 1.0	93.1 ± 1.8	95.8 ± 1.2	..	95.2 ± 0.2
Provincial	94.9 ± 0.6	95.3 ± 0.6	92.9 ± 0.7	92.8 ± 1.3	92.1 ± 1.2	92.9 ± 1.3	np	88.1 ± 3.4	93.9 ± 0.3
Remote	94.6 ± 4.1	97.4 ± 5.8	92.5 ± 2.1	91.5 ± 2.9	90.9 ± 4.2	90.6 ± 5.4	..	92.4 ± 4.2	92.1 ± 1.4
Very remote	91.6 ± 10.8	..	88.8 ± 4.0	90.6 ± 4.5	89.4 ± 7.8	np	..	92.9 ± 4.9	90.2 ± 2.7
Total	**95.8 ± 0.3**	**95.7 ± 0.4**	**93.9 ± 0.4**	**93.8 ± 0.6**	**92.8 ± 0.8**	**93.0 ± 1.1**	**95.8 ± 1.2**	**89.3 ± 2.7**	**94.9 ± 0.2**
All students									
Metropolitan	95.7 ± 0.4	95.5 ± 0.5	93.8 ± 0.6	93.5 ± 0.7	92.8 ± 1.0	92.4 ± 2.0	95.6 ± 1.2	..	94.8 ± 0.2
Provincial	93.8 ± 0.6	94.8 ± 0.6	91.7 ± 0.8	91.4 ± 1.5	90.9 ± 1.4	92.4 ± 1.3	np	84.6 ± 4.1	92.8 ± 0.4
Remote	88.3 ± 4.5	97.5 ± 5.5	87.1 ± 3.8	85.7 ± 4.0	89.8 ± 4.6	90.1 ± 6.5	..	78.9 ± 8.6	86.0 ± 2.2
Very remote	76.5 ± 12.2	..	76.9 ± 4.8	73.3 ± 6.3	69.5 ± 11.6	np	..	33.5 ± 10.1	60.7 ± 5.7
Total	**95.2 ± 0.3**	**95.3 ± 0.4**	**92.8 ± 0.5**	**92.1 ± 0.7**	**92.0 ± 0.9**	**92.4 ± 1.2**	**95.6 ± 1.2**	**67.6 ± 6.3**	**93.8 ± 0.2**
Year 5									
Indigenous students									
Metropolitan	81.3 ± 2.4	86.5 ± 3.7	73.5 ± 3.2	69.0 ± 5.1	74.3 ± 5.4	81.8 ± 7.5	85.7 ± 9.0	..	76.7 ± 1.8
Provincial	76.9 ± 2.6	80.3 ± 4.3	69.9 ± 3.8	65.3 ± 5.7	66.5 ± 10.1	80.4 ± 5.0	np	66.9 ± 7.4	73.4 ± 1.8
Remote	60.7 ± 10.9	np	46.0 ± 10.3	47.1 ± 9.5	np	np	..	47.0 ± 11.6	49.4 ± 5.8
Very remote	46.4 ± 22.3	..	46.2 ± 7.0	32.3 ± 5.8	42.5 ± 15.9	np	..	10.8 ± 5.1	26.4 ± 4.3

Table 4A.33 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**77.8 ± 1.9**	**83.1 ± 3.0**	**68.0 ± 2.4**	**55.0 ± 3.6**	**67.4 ± 5.3**	**81.1 ± 4.3**	**86.0 ± 8.1**	**28.5 ± 6.2**	**66.4 ± 1.7**
Non-Indigenous students									
Metropolitan	94.0 ± 0.4	94.9 ± 0.5	91.3 ± 0.7	92.9 ± 0.7	91.6 ± 1.2	91.5 ± 2.2	94.7 ± 1.2	..	93.4 ± 0.3
Provincial	93.1 ± 0.6	93.9 ± 0.7	88.5 ± 1.0	90.7 ± 1.3	90.1 ± 1.5	90.3 ± 1.7	np	87.8 ± 3.0	91.6 ± 0.4
Remote	90.8 ± 4.0	95.4 ± 7.2	87.7 ± 3.8	90.6 ± 2.5	87.1 ± 4.5	90.5 ± 13.5	..	92.8 ± 2.8	89.7 ± 1.6
Very remote	96.1 ± 9.2	..	85.3 ± 4.8	84.9 ± 6.2	88.7 ± 8.7	np	..	92.3 ± 9.0	86.6 ± 3.5
Total	**93.8 ± 0.4**	**94.7 ± 0.4**	**90.4 ± 0.6**	**92.2 ± 0.6**	**91.1 ± 1.0**	**90.8 ± 1.3**	**94.7 ± 1.2**	**89.1 ± 2.4**	**92.9 ± 0.2**
All students									
Metropolitan	93.7 ± 0.4	94.7 ± 0.5	90.2 ± 0.8	92.0 ± 0.8	91.0 ± 1.2	90.7 ± 2.2	94.5 ± 1.3	..	92.9 ± 0.3
Provincial	91.5 ± 0.7	93.4 ± 0.8	86.6 ± 1.1	88.8 ± 1.5	88.8 ± 1.6	89.7 ± 1.7	np	84.0 ± 3.8	90.1 ± 0.5
Remote	80.6 ± 6.5	95.4 ± 7.0	77.5 ± 6.2	81.2 ± 5.0	86.2 ± 4.8	88.7 ± 12.7	..	74.6 ± 9.5	80.2 ± 2.9
Very remote	73.7 ± 23.3	..	63.6 ± 7.4	56.0 ± 9.5	67.4 ± 12.0	np	..	19.2 ± 11.6	47.0 ± 6.3
Total	**93.1 ± 0.4**	**94.3 ± 0.4**	**88.6 ± 0.7**	**89.7 ± 0.8**	**90.1 ± 1.0**	**90.0 ± 1.3**	**94.5 ± 1.3**	**61.8 ± 7.1**	**91.5 ± 0.3**
Year 7									
Indigenous students									
Metropolitan	86.1 ± 2.2	89.6 ± 4.6	84.3 ± 2.3	82.6 ± 3.7	82.4 ± 5.0	84.6 ± 9.0	86.1 ± 6.9	..	85.0 ± 1.3
Provincial	81.3 ± 2.1	86.2 ± 4.2	82.4 ± 3.8	80.3 ± 4.5	75.6 ± 7.1	86.4 ± 5.0	np	76.7 ± 7.0	81.8 ± 1.6
Remote	63.8 ± 11.2	np	65.7 ± 12.0	71.5 ± 8.4	81.0 ± 15.9	np	..	49.9 ± 12.3	63.4 ± 6.1
Very remote	np	..	59.0 ± 7.4	50.0 ± 7.0	42.9 ± 17.0	np	..	24.8 ± 6.6	42.5 ± 5.1
Total	**82.6 ± 1.7**	**87.8 ± 3.2**	**79.9 ± 2.3**	**72.6 ± 3.4**	**76.1 ± 4.6**	**85.7 ± 4.1**	**86.1 ± 6.9**	**42.9 ± 8.3**	**77.1 ± 1.4**
Non-Indigenous students									
Metropolitan	95.6 ± 0.5	96.2 ± 0.6	95.7 ± 0.5	96.5 ± 0.6	95.1 ± 0.7	93.5 ± 2.6	97.1 ± 1.3	..	95.9 ± 0.3
Provincial	95.4 ± 0.6	95.7 ± 0.7	95.1 ± 0.6	96.1 ± 0.8	94.7 ± 1.1	94.5 ± 1.7	np	91.8 ± 4.6	95.3 ± 0.3
Remote	94.1 ± 4.0	100.0	94.6 ± 1.6	95.9 ± 1.8	95.4 ± 2.8	np	..	94.6 ± 4.7	95.3 ± 1.0
Very remote	95.9 ± 8.1	..	92.9 ± 4.2	92.5 ± 4.3	93.8 ± 6.0	np	..	93.3 ± 6.3	93.2 ± 2.3

Table 4A.33 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**95.6 ± 0.4**	**96.1 ± 0.5**	**95.5 ± 0.4**	**96.3 ± 0.5**	**95.0 ± 0.6**	**94.1 ± 1.5**	**97.1 ± 1.3**	**92.4 ± 3.7**	**95.7 ± 0.2**
All students									
Metropolitan	95.4 ± 0.5	96.0 ± 0.6	95.1 ± 0.5	95.9 ± 0.6	94.7 ± 0.8	92.6 ± 3.1	96.8 ± 1.3	..	95.5 ± 0.3
Provincial	93.9 ± 0.7	95.2 ± 0.7	93.9 ± 0.7	95.0 ± 1.0	93.7 ± 1.2	93.6 ± 1.7	np	88.4 ± 5.0	94.1 ± 0.4
Remote	80.0 ± 8.0	100.0	87.3 ± 5.0	90.5 ± 3.3	94.5 ± 3.2	np	..	71.0 ± 14.4	86.5 ± 3.3
Very remote	80.0 ± 19.2	..	73.8 ± 6.7	67.3 ± 7.9	69.1 ± 14.6	np	..	31.7 ± 9.2	59.7 ± 5.4
Total	**95.0 ± 0.4**	**95.8 ± 0.5**	**94.3 ± 0.5**	**94.7 ± 0.6**	**94.2 ± 0.7**	**93.2 ± 1.6**	**96.8 ± 1.3**	**71.0 ± 8.4**	**94.7 ± 0.3**
Year 9									
Indigenous students									
Metropolitan	81.2 ± 2.4	83.5 ± 5.2	75.7 ± 3.9	73.1 ± 6.2	75.6 ± 7.0	80.6 ± 7.8	89.0 ± 8.0	..	78.4 ± 2.0
Provincial	76.4 ± 2.7	83.0 ± 4.3	72.8 ± 4.3	66.9 ± 8.7	70.2 ± 8.8	83.7 ± 6.6	np	67.3 ± 9.6	75.0 ± 2.3
Remote	64.1 ± 11.8	np	58.1 ± 17.1	57.2 ± 10.1	np	np	..	42.3 ± 15.1	54.6 ± 8.0
Very remote	np	..	47.5 ± 11.2	41.7 ± 11.6	30.6 ± 19.3	np	..	13.4 ± 5.3	29.3 ± 6.8
Total	**77.9 ± 1.9**	**83.2 ± 2.9**	**72.1 ± 3.0**	**63.9 ± 4.6**	**69.1 ± 5.8**	**82.2 ± 5.3**	**89.0 ± 8.0**	**37.2 ± 9.1**	**71.9 ± 1.6**
Non-Indigenous students									
Metropolitan	93.7 ± 0.7	94.4 ± 0.7	93.4 ± 0.8	93.0 ± 1.4	92.5 ± 1.8	92.5 ± 2.7	94.6 ± 1.8	..	93.7 ± 0.4
Provincial	93.7 ± 0.7	93.9 ± 0.9	92.5 ± 0.9	91.7 ± 2.2	92.2 ± 1.7	91.4 ± 2.2	np	88.3 ± 6.3	93.0 ± 0.4
Remote	90.4 ± 5.6	95.9 ± 6.0	89.6 ± 3.8	88.7 ± 4.5	94.0 ± 3.5	87.7 ± 10.6	..	94.1 ± 4.3	91.5 ± 1.9
Very remote	95.9 ± 5.1	..	88.9 ± 4.8	86.8 ± 8.1	93.5 ± 6.9	np	..	85.4 ± 5.8	89.5 ± 3.1
Total	**93.7 ± 0.5**	**94.2 ± 0.6**	**93.1 ± 0.6**	**92.6 ± 1.2**	**92.5 ± 1.4**	**91.9 ± 1.7**	**94.6 ± 1.8**	**89.3 ± 5.1**	**93.5 ± 0.3**
All students									
Metropolitan	93.4 ± 0.7	94.2 ± 0.7	92.4 ± 1.0	92.4 ± 1.5	92.0 ± 1.9	91.0 ± 3.3	94.4 ± 1.9	..	93.2 ± 0.4
Provincial	91.9 ± 0.8	93.5 ± 0.9	90.7 ± 1.1	90.0 ± 2.7	91.1 ± 2.0	90.3 ± 2.6	np	83.1 ± 6.1	91.5 ± 0.5
Remote	78.7 ± 9.7	95.6 ± 6.1	81.0 ± 8.3	81.7 ± 6.3	92.1 ± 4.1	83.0 ± 10.6	..	72.2 ± 15.6	82.1 ± 4.2
Very remote	65.1 ± 31.0	..	66.0 ± 11.6	61.9 ± 12.6	64.3 ± 20.6	np	..	22.5 ± 11.8	50.5 ± 8.0

Table 4A.33 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**93.0 ± 0.6**	**94.0 ± 0.6**	**91.6 ± 0.8**	**90.9 ± 1.3**	**91.6 ± 1.4**	**90.6 ± 2.1**	**94.4 ± 1.9**	**69.1 ± 8.1**	**92.4 ± 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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.

(c) Insufficient 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.39. 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.

(f) Data for 2008, 2009 and 2010 were included in earlier Reports.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.35 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students	355.1 ± 3.6	374.0 ± 6.5	338.1 ± 4.1	313.2 ± 5.3	326.7 ± 10.2	365.3 ± 10.7	371.9 ± 23.1	236.0 ± 18.2	331.6 ± 4.0
Non-Indigenous students	426.2 ± 2.0	434.3 ± 1.9	405.4 ± 2.2	407.4 ± 2.9	405.4 ± 3.5	413.7 ± 6.1	444.4 ± 6.7	391.0 ± 9.4	420.4 ± 1.1
All students	**423.1 ± 2.0**	**433.5 ± 1.9**	**399.9 ± 2.3**	**400.3 ± 3.1**	**402.2 ± 3.6**	**410.1 ± 6.1**	**443.0 ± 6.8**	**322.6 ± 18.9**	**415.7 ± 1.2**
Year 5									
Indigenous students	434.4 ± 3.7	455.1 ± 6.0	413.7 ± 4.0	387.7 ± 6.1	412.9 ± 7.7	449.0 ± 7.6	461.0 ± 16.1	317.7 ± 21.0	409.8 ± 4.1
Non-Indigenous students	498.0 ± 1.9	504.3 ± 1.7	474.2 ± 2.0	487.2 ± 2.7	480.6 ± 3.1	488.9 ± 5.5	517.5 ± 6.2	473.7 ± 6.9	492.3 ± 1.0
All students	**495.4 ± 2.0**	**503.7 ± 1.8**	**469.4 ± 2.1**	**480.2 ± 3.0**	**478.0 ± 3.2**	**485.9 ± 5.6**	**516.3 ± 6.3**	**403.3 ± 19.8**	**488.1 ± 1.1**
Year 7									
Indigenous students	485.7 ± 3.1	495.4 ± 5.2	480.0 ± 3.6	466.0 ± 4.9	476.2 ± 6.3	498.4 ± 7.8	514.6 ± 16.9	408.7 ± 16.5	475.3 ± 2.6
Non-Indigenous students	546.0 ± 3.0	545.7 ± 2.6	537.8 ± 1.9	547.0 ± 3.0	536.1 ± 2.8	539.1 ± 6.9	563.0 ± 8.3	534.8 ± 13.0	543.7 ± 1.3
All students	**543.5 ± 3.0**	**544.8 ± 2.6**	**533.5 ± 2.0**	**541.3 ± 3.2**	**533.8 ± 2.9**	**534.5 ± 7.4**	**561.8 ± 8.5**	**480.2 ± 19.3**	**540.2 ± 1.3**
Year 9									
Indigenous students	529.0 ± 3.1	539.1 ± 4.7	518.5 ± 4.3	504.0 ± 7.1	512.3 ± 7.9	540.7 ± 9.1	554.2 ± 13.7	452.5 ± 17.3	518.1 ± 2.7
Non-Indigenous students	585.4 ± 2.8	585.6 ± 2.8	576.5 ± 2.9	581.8 ± 4.7	574.8 ± 4.5	578.5 ± 7.0	599.1 ± 9.7	572.7 ± 10.5	582.5 ± 1.5
All students	**583.0 ± 2.8**	**585.0 ± 2.8**	**572.4 ± 3.0**	**577.3 ± 5.0**	**572.9 ± 4.7**	**574.1 ± 7.4**	**597.9 ± 9.8**	**525.8 ± 16.8**	**579.5 ± 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.39. 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.

(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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.36 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	366.3 ± 4.5	381.2 ± 8.4	349.0 ± 6.0	330.4 ± 7.1	344.0 ± 9.4	357.2 ± 14.4	376.8 ± 23.4	..	354.8 ± 3.1
Provincial	348.6 ± 5.5	367.9 ± 9.1	340.0 ± 6.5	323.4 ± 10.1	323.1 ± 19.2	369.2 ± 14.6	np	314.6 ± 15.7	343.7 ± 3.7
Remote	329.1 ± 16.0	np	309.2 ± 15.5	298.7 ± 13.1	np	np	..	286.4 ± 25.7	304.1 ± 9.5
Very remote	290.1 ± 30.2	..	299.8 ± 8.1	287.2 ± 11.5	269.5 ± 30.9	np	..	197.2 ± 21.4	248.9 ± 14.9
Total	**355.1 ± 3.6**	**374.0 ± 6.5**	**338.1 ± 4.1**	**313.2 ± 5.3**	**326.7 ± 10.2**	**365.3 ± 10.7**	**371.9 ± 23.1**	**236.0 ± 18.2**	**331.6 ± 4.0**
Non-Indigenous students									
Metropolitan	430.5 ± 2.4	438.2 ± 2.3	410.8 ± 2.8	412.3 ± 3.6	410.5 ± 4.3	419.7 ± 11.0	444.4 ± 6.7	..	425.7 ± 1.3
Provincial	411.7 ± 2.6	421.9 ± 2.7	393.5 ± 2.8	393.7 ± 4.6	393.5 ± 5.2	409.3 ± 6.7	np	387.9 ± 11.5	406.7 ± 1.5
Remote	403.3 ± 22.8	429.3 ± 24.6	385.9 ± 7.6	391.8 ± 9.6	386.4 ± 16.0	390.6 ± 20.9	..	400.8 ± 18.9	391.9 ± 5.7
Very remote	399.1 ± 18.6	..	375.7 ± 13.0	385.0 ± 10.4	376.7 ± 27.3	np	..	392.9 ± 13.8	383.3 ± 7.4
Total	**426.2 ± 2.0**	**434.3 ± 1.9**	**405.4 ± 2.2**	**407.4 ± 2.9**	**405.4 ± 3.5**	**413.7 ± 6.1**	**444.4 ± 6.7**	**391.0 ± 9.4**	**420.4 ± 1.1**
All students									
Metropolitan	429.0 ± 2.4	437.7 ± 2.3	407.2 ± 3.0	408.7 ± 3.7	408.5 ± 4.3	415.3 ± 11.2	443.2 ± 6.8	..	423.6 ± 1.4
Provincial	405.2 ± 2.8	420.3 ± 2.8	388.1 ± 2.9	388.0 ± 5.1	389.8 ± 5.4	406.4 ± 6.6	np	374.8 ± 13.5	401.6 ± 1.6
Remote	374.9 ± 18.2	425.1 ± 25.7	367.0 ± 10.5	371.8 ± 12.1	382.3 ± 17.1	390.6 ± 24.2	..	354.1 ± 28.8	370.5 ± 7.1
Very remote	348.7 ± 35.8	..	332.8 ± 12.6	332.4 ± 14.8	326.4 ± 29.8	np	..	221.7 ± 30.2	295.5 ± 15.0
Total	**423.1 ± 2.0**	**433.5 ± 1.9**	**399.9 ± 2.3**	**400.3 ± 3.1**	**402.2 ± 3.6**	**410.1 ± 6.1**	**443.0 ± 6.8**	**322.6 ± 18.9**	**415.7 ± 1.2**
Year 5									
Indigenous students									
Metropolitan	442.9 ± 4.0	464.3 ± 9.0	423.4 ± 5.4	410.9 ± 6.3	425.7 ± 8.7	450.1 ± 12.9	464.8 ± 16.2	..	432.2 ± 3.0
Provincial	431.3 ± 5.8	447.2 ± 7.3	416.2 ± 5.9	405.3 ± 8.3	410.5 ± 16.2	448.3 ± 9.8	np	414.6 ± 11.7	425.0 ± 3.4
Remote	402.9 ± 15.6	np	375.9 ± 14.8	377.4 ± 14.1	np	np	..	373.3 ± 24.7	380.6 ± 9.3
Very remote	358.2 ± 62.6	..	378.5 ± 10.0	348.4 ± 9.2	371.2 ± 18.9	np	..	272.2 ± 23.4	321.6 ± 15.4

Table 4A.36 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**434.4 ± 3.7**	**455.1 ± 6.0**	**413.7 ± 4.0**	**387.7 ± 6.1**	**412.9 ± 7.7**	**449.0 ± 7.6**	**461.0 ± 16.1**	**317.7 ± 21.0**	**409.8 ± 4.1**
Non-Indigenous students									
Metropolitan	500.9 ± 2.4	507.1 ± 2.2	478.9 ± 2.6	492.5 ± 3.3	485.3 ± 3.9	494.9 ± 9.7	517.5 ± 6.2	..	496.6 ± 1.3
Provincial	488.5 ± 2.2	495.4 ± 2.4	464.1 ± 2.5	473.5 ± 3.9	469.8 ± 4.1	484.0 ± 6.1	np	469.7 ± 7.6	481.4 ± 1.3
Remote	476.1 ± 15.3	499.5 ± 24.0	453.8 ± 7.4	473.8 ± 7.7	457.4 ± 10.1	495.6 ± 33.6	..	483.5 ± 14.4	468.3 ± 5.1
Very remote	494.7 ± 30.7	..	454.5 ± 14.5	456.8 ± 9.9	467.8 ± 29.8	np	..	487.3 ± 18.3	462.5 ± 9.2
Total	**498.0 ± 1.9**	**504.3 ± 1.7**	**474.2 ± 2.0**	**487.2 ± 2.7**	**480.6 ± 3.1**	**488.9 ± 5.5**	**517.5 ± 6.2**	**473.7 ± 6.9**	**492.3 ± 1.0**
All students									
Metropolitan	499.8 ± 2.4	506.8 ± 2.2	475.7 ± 2.8	489.2 ± 3.5	483.7 ± 4.0	491.3 ± 9.8	516.5 ± 6.3	..	494.8 ± 1.3
Provincial	482.9 ± 2.5	494.2 ± 2.5	459.4 ± 2.7	468.4 ± 4.4	466.7 ± 4.4	481.8 ± 6.5	np	459.6 ± 8.8	477.1 ± 1.5
Remote	452.3 ± 15.8	499.4 ± 23.7	434.8 ± 11.3	453.4 ± 11.6	454.7 ± 10.3	487.6 ± 30.3	..	440.7 ± 25.5	448.0 ± 6.8
Very remote	433.2 ± 68.0	..	412.2 ± 14.9	397.5 ± 17.7	424.5 ± 23.8	np	..	294.3 ± 34.9	369.9 ± 17.0
Total	**495.4 ± 2.0**	**503.7 ± 1.8**	**469.4 ± 2.1**	**480.2 ± 3.0**	**478.0 ± 3.2**	**485.9 ± 5.6**	**516.3 ± 6.3**	**403.3 ± 19.8**	**488.1 ± 1.1**
Year 7									
Indigenous students									
Metropolitan	495.5 ± 4.1	498.0 ± 7.8	488.9 ± 4.3	483.0 ± 5.5	486.7 ± 6.9	491.2 ± 15.7	514.6 ± 16.9	..	491.5 ± 2.4
Provincial	480.2 ± 4.1	493.1 ± 6.2	484.0 ± 5.4	477.5 ± 7.1	477.2 ± 10.6	502.4 ± 8.6	np	478.5 ± 11.8	483.2 ± 2.6
Remote	453.1 ± 13.5	np	452.5 ± 14.9	462.3 ± 11.5	474.5 ± 19.4	np	..	422.1 ± 20.8	448.0 ± 8.6
Very remote	np	..	439.7 ± 7.7	430.7 ± 8.7	420.8 ± 15.8	np	..	372.2 ± 15.8	410.2 ± 9.4
Total	**485.7 ± 3.1**	**495.4 ± 5.2**	**480.0 ± 3.6**	**466.0 ± 4.9**	**476.2 ± 6.3**	**498.4 ± 7.8**	**514.6 ± 16.9**	**408.7 ± 16.5**	**475.3 ± 2.6**
Non-Indigenous students									
Metropolitan	548.8 ± 3.8	548.8 ± 3.2	540.8 ± 2.5	550.3 ± 3.8	539.1 ± 3.5	545.3 ± 11.3	563.0 ± 8.3	..	547.0 ± 1.7
Provincial	537.1 ± 2.8	536.1 ± 3.3	531.7 ± 2.0	537.5 ± 3.4	528.8 ± 3.9	534.4 ± 8.4	np	533.0 ± 15.1	534.9 ± 1.4
Remote	522.9 ± 14.7	561.7 ± 19.0	516.0 ± 5.0	540.3 ± 6.1	527.5 ± 9.4	np	..	539.0 ± 27.5	530.7 ± 5.0
Very remote	543.4 ± 39.4	..	517.6 ± 10.7	534.1 ± 12.2	518.6 ± 17.4	np	..	551.1 ± 25.3	527.2 ± 7.9

Table 4A.36 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**546.0 ± 3.0**	**545.7 ± 2.6**	**537.8 ± 1.9**	**547.0 ± 3.0**	**536.1 ± 2.8**	**539.1 ± 6.9**	**563.0 ± 8.3**	**534.8 ± 13.0**	**543.7 ± 1.3**
All students									
Metropolitan	547.8 ± 3.8	548.2 ± 3.2	538.1 ± 2.6	547.3 ± 3.9	537.6 ± 3.6	539.3 ± 12.7	561.8 ± 8.5	..	545.4 ± 1.7
Provincial	531.2 ± 3.2	534.7 ± 3.4	527.3 ± 2.3	533.2 ± 3.8	526.2 ± 4.0	530.9 ± 8.8	np	521.5 ± 15.0	530.7 ± 1.5
Remote	489.7 ± 16.8	559.5 ± 18.6	500.2 ± 9.7	523.4 ± 9.2	524.9 ± 10.1	np	..	478.2 ± 38.3	508.3 ± 8.2
Very remote	497.8 ± 61.6	..	473.5 ± 12.8	472.9 ± 16.7	471.0 ± 24.0	np	..	389.9 ± 22.2	450.0 ± 11.7
Total	**543.5 ± 3.0**	**544.8 ± 2.6**	**533.5 ± 2.0**	**541.3 ± 3.2**	**533.8 ± 2.9**	**534.5 ± 7.4**	**561.8 ± 8.5**	**480.2 ± 19.3**	**540.2 ± 1.3**
Year 9									
Indigenous students									
Metropolitan	536.1 ± 3.9	542.0 ± 8.2	525.0 ± 5.8	518.3 ± 9.9	522.7 ± 9.5	536.7 ± 14.9	554.2 ± 13.7	..	530.3 ± 3.2
Provincial	525.4 ± 4.3	536.6 ± 6.2	518.5 ± 5.9	508.3 ± 13.8	510.9 ± 12.5	544.2 ± 11.0	np	506.6 ± 12.8	522.8 ± 3.2
Remote	500.2 ± 11.8	np	494.6 ± 21.5	494.0 ± 14.9	np	np	..	470.6 ± 19.9	489.2 ± 10.0
Very remote	np	..	478.9 ± 15.6	470.7 ± 20.2	458.3 ± 32.2	np	..	405.2 ± 16.7	441.8 ± 13.9
Total	**529.0 ± 3.1**	**539.1 ± 4.7**	**518.5 ± 4.3**	**504.0 ± 7.1**	**512.3 ± 7.9**	**540.7 ± 9.1**	**554.2 ± 13.7**	**452.5 ± 17.3**	**518.1 ± 2.7**
Non-Indigenous students									
Metropolitan	587.6 ± 3.6	587.8 ± 3.5	579.7 ± 3.9	585.3 ± 5.7	577.6 ± 5.9	584.6 ± 12.2	599.1 ± 9.7	..	585.4 ± 1.9
Provincial	578.6 ± 2.9	578.7 ± 3.7	569.8 ± 3.1	572.9 ± 7.4	566.8 ± 5.5	573.6 ± 7.6	np	570.4 ± 11.7	574.9 ± 1.7
Remote	557.4 ± 13.2	630.3 ± 54.3	550.7 ± 6.7	563.4 ± 7.4	573.6 ± 9.5	554.2 ± 8.5	..	584.2 ± 22.5	569.0 ± 9.0
Very remote	577.2 ± 9.8	..	551.3 ± 11.0	549.7 ± 12.9	577.9 ± 25.3	np	..	559.7 ± 9.7	559.9 ± 8.0
Total	**585.4 ± 2.8**	**585.6 ± 2.8**	**576.5 ± 2.9**	**581.8 ± 4.7**	**574.8 ± 4.5**	**578.5 ± 7.0**	**599.1 ± 9.7**	**572.7 ± 10.5**	**582.5 ± 1.5**
All students									
Metropolitan	586.4 ± 3.6	587.4 ± 3.5	576.7 ± 4.0	583.1 ± 6.0	576.5 ± 6.0	579.4 ± 13.3	597.9 ± 9.8	..	583.8 ± 1.9
Provincial	573.3 ± 3.2	577.6 ± 3.7	565.0 ± 3.3	568.0 ± 8.3	564.2 ± 6.1	570.2 ± 8.2	np	555.2 ± 11.1	570.9 ± 1.8
Remote	531.7 ± 13.8	629.2 ± 54.9	535.5 ± 13.1	547.4 ± 12.4	569.9 ± 12.0	545.4 ± 9.7	..	535.9 ± 35.0	548.8 ± 10.5
Very remote	517.5 ± 58.4	..	511.5 ± 19.6	506.4 ± 21.7	522.9 ± 35.8	np	..	425.5 ± 26.9	483.6 ± 15.8

Table 4A.36 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**583.0 ± 2.8**	**585.0 ± 2.8**	**572.4 ± 3.0**	**577.3 ± 5.0**	**572.9 ± 4.7**	**574.1 ± 7.4**	**597.9 ± 9.8**	**525.8 ± 16.8**	**579.5 ± 1.5**

(a) 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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.

(c) Insufficient 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.39. 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.

(f) Data for 2010 were included in the 2012 Report.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.38 **Participation rate in reading assessment, 2011, by Indigenous status (per cent) (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3										
Indigenous students		93.9	88.1	93.2	85.0	80.8	95.2	87.4	80.5	90.1
Non-Indigenous students		97.4	95.0	96.3	96.2	94.3	97.5	93.5	95.8	96.2
All students		**97.3**	**94.6**	**96.0**	**95.4**	**93.5**	**96.5**	**93.2**	**88.1**	**95.7**
Year 5										
Indigenous students		94.4	90.3	93.2	85.8	85.0	96.6	93.0	80.7	90.8
Non-Indigenous students		97.9	95.6	96.5	96.8	95.5	97.3	95.8	95.8	96.7
All students		**97.7**	**95.2**	**96.2**	**96.1**	**94.9**	**96.5**	**95.6**	**88.5**	**96.2**
Year 7										
Indigenous students		91.2	87.5	92.7	83.5	88.5	89.1	85.1	76.1	88.8
Non-Indigenous students		97.4	95.3	96.8	96.7	95.9	96.5	95.7	96.6	96.5
All students		**97.1**	**95.0**	**96.5**	**95.9**	**95.4**	**94.9**	**95.4**	**87.4**	**96.0**
Year 9										
Indigenous students		81.4	70.7	84.2	69.6	70.7	81.5	69.5	69.5	79.0
Non-Indigenous students		95.5	91.8	93.6	95.3	91.7	92.3	92.5	95.3	93.7
All students		**94.8**	**91.2**	**92.9**	**93.8**	**90.8**	**90.6**	**91.9**	**85.5**	**92.9**

(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. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011,* ACARA, Sydney.

Table 4A.39 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Exempt	2.6	5.0	2.0	1.2	5.2	1.8	2.9	1.6	2.4
Absent	4.4	9.1	5.3	14.3	13.9	4.1	2.9	18.8	8.3
Withdrawn	1.7	2.8	1.6	0.7	5.3	0.7	9.7	0.6	1.7
Assessed	91.3	83.1	91.1	83.8	75.6	93.4	84.5	79.0	87.6
Non-Indigenous students									
Exempt	1.5	2.5	1.7	1.4	2.2	1.6	2.2	2.7	1.9
Absent	1.7	3.0	2.1	2.7	2.6	2.1	2.2	3.0	2.3
Withdrawn	0.8	1.9	1.6	1.1	3.0	0.5	4.3	1.2	1.5
Assessed	96.0	92.6	94.6	94.8	92.2	95.8	91.3	93.1	94.3
All students									
Exempt	1.6	2.8	1.7	1.4	2.4	1.6	2.2	2.2	2.0
Absent	1.8	3.3	2.3	3.5	3.3	2.3	2.3	10.4	2.7
Withdrawn	0.9	2.1	1.6	1.1	3.3	1.2	4.5	1.5	1.6
Assessed	95.7	91.8	94.4	94.0	91.0	94.9	91.0	85.9	93.7
Year 5									
Indigenous students									
Exempt	2.5	6.5	2.2	1.4	3.1	3.6	5.0	2.1	2.5
Absent	4.5	7.3	5.7	13.4	11.2	2.5	3.0	18.6	8.0
Withdrawn	1.1	2.4	1.1	0.8	3.8	0.8	4.0	0.7	1.3
Assessed	91.9	83.8	91.0	84.4	81.9	93.1	88.0	78.6	88.2
Non-Indigenous students									
Exempt	1.4	2.4	1.6	1.3	1.8	1.1	2.8	2.2	1.7
Absent	1.6	3.0	2.1	2.4	2.6	2.2	2.1	3.6	2.2
Withdrawn	0.5	1.4	1.4	0.8	2.0	0.5	2.2	0.6	1.1
Assessed	96.5	93.2	94.9	95.5	93.6	96.2	92.9	93.6	95.0
All students									
Exempt	1.5	2.6	1.6	1.3	2.0	1.3	2.9	2.1	1.8
Absent	1.7	3.2	2.4	3.1	3.0	2.3	2.1	10.7	2.6
Withdrawn	0.6	1.6	1.4	0.8	2.1	1.2	2.3	0.8	1.2
Assessed	96.2	92.6	94.6	94.8	92.9	95.2	92.7	86.4	94.4
Year 7									
Indigenous students									
Exempt	2.0	3.3	2.1	1.9	3.9	1.9	3.5	1.9	2.2
Absent	8.3	11.6	6.0	15.9	8.8	10.3	10.5	23.6	10.3
Withdrawn	0.4	0.9	1.3	0.6	2.7	0.6	4.4	0.2	0.9
Assessed	89.3	84.2	90.6	81.6	84.6	87.2	81.6	74.3	86.6
Non-Indigenous students									
Exempt	1.2	1.8	1.6	1.1	1.8	1.6	1.3	2.8	1.5

Table 4A.39 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Absent	2.3	4.0	2.2	2.7	2.6	3.1	2.9	3.0	2.8
Withdrawn	0.3	0.7	1.1	0.6	1.5	0.3	1.4	0.4	0.7
Assessed	96.2	93.5	95.1	95.6	94.1	95.0	94.4	93.8	95.0
All students									
Exempt	1.2	1.9	1.6	1.2	1.9	1.6	1.4	2.3	1.6
Absent	2.6	4.3	2.5	3.6	3.0	4.1	3.2	12.0	3.3
Withdrawn	0.3	0.7	1.1	0.6	1.6	1.0	1.5	0.6	0.7
Assessed	95.9	93.1	94.8	94.6	93.5	93.3	93.9	85.1	94.4
Year 9									
Indigenous students									
Exempt	2.0	3.1	2.2	1.5	2.3	1.7	2.9	1.6	2.1
Absent	18.1	26.7	13.3	29.7	27.2	17.9	26.7	29.7	19.5
Withdrawn	0.5	2.6	2.5	0.7	2.1	0.6	3.8	0.8	1.5
Assessed	79.4	67.6	82.0	68.1	68.4	79.8	66.6	67.9	76.9
Non-Indigenous students									
Exempt	1.1	1.9	1.3	1.6	1.7	1.3	1.3	2.7	1.5
Absent	4.2	7.4	4.5	4.3	7.1	7.2	6.0	4.6	5.4
Withdrawn	0.3	0.9	1.9	0.4	1.2	0.5	1.5	0.1	0.9
Assessed	94.4	89.8	92.3	93.7	90.0	91.0	91.2	92.6	92.2
All students									
Exempt	1.2	2.0	1.4	1.6	1.8	1.3	1.4	2.2	1.5
Absent	4.9	7.8	5.1	5.8	7.9	8.2	6.5	13.9	6.2
Withdrawn	0.3	0.9	2.0	0.4	1.3	1.2	1.6	0.6	1.0
Assessed	93.6	89.3	91.5	92.2	89.0	89.3	90.5	83.3	91.3

(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. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011,* ACARA, Sydney.

Table 4A.40 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	412.3 ± 1.8	422.3 ± 1.9	421.7 ± 1.8	423.1 ± 2.0	↑	↑	•	↑	•
At or above NMS	%	95.1 ± 0.3	95.6 ± 0.3	95.3 ± 0.3	95.2 ± 0.3	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	347.5 ± 3.6	355.6 ± 3.8	357.8 ± 3.9	355.1 ± 3.6	•	↑	•	•	•
At or above NMS	%	83.5 ± 1.8	85.8 ± 1.7	85.5 ± 1.6	85.0 ± 1.5	•	•	•	•	•
Non-Indigenous students										
Mean scale score	no.	414.9 ± 1.7	425.0 ± 1.9	424.4 ± 1.8	426.2 ± 2.0	↑	↑	•	↑	•
At or above NMS	%	95.7 ± 0.2	96.0 ± 0.2	95.7 ± 0.3	95.8 ± 0.3	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	94.5 ± 0.6	95.1 ± 0.5	94.5 ± 0.6	94.9 ± 0.5	•	•	•	•	•
Male students										
At or above NMS	%	93.8 ± 0.4	94.2 ± 0.4	94.0 ± 0.4	93.7 ± 0.4	•	•	•	•	•
Female students										
At or above NMS	%	96.5 ± 0.3	97.0 ± 0.2	96.6 ± 0.3	96.9 ± 0.3	•	•	•	•	•
Year 5										
All students										
Mean scale score	no.	494.7 ± 1.9	503.4 ± 1.9	496.2 ± 1.9	495.4 ± 2.0	↑	•	•	•	•
At or above NMS	%	93.5 ± 0.4	93.7 ± 0.4	93.0 ± 0.4	93.1 ± 0.4	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	432.8 ± 3.5	438.0 ± 4.0	433.3 ± 3.4	434.4 ± 3.7	•	•	•	•	•
At or above NMS	%	77.6 ± 2.0	77.9 ± 2.0	77.7 ± 1.9	77.8 ± 1.9	•	•	•	•	•
Non-Indigenous students										

Table 4A.40 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Mean scale score	no.	497.4 Q1 1.8	506.0 ± 1.9	498.7 ± 1.9	498.0 ± 1.9	↑	•	•	•	•
At or above NMS	%	94.4 ± 0.3	94.3 ± 0.3	93.7 ± 0.4	93.8 ± 0.4	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	91.2 ± 0.9	92.7 ± 0.7	92.2 ± 0.7	92.4 ± 0.7	•	•	•	•	•
Male students										
At or above NMS	%	92.1 ± 0.5	91.7 ± 0.5	91.3 ± 0.5	91.5 ± 0.6	•	•	•	•	•
Female students										
At or above NMS	%	95.0 ± 0.4	95.7 ± 0.3	94.8 ± 0.4	94.8 ± 0.4	•	•	•	•	•
Year 7										
All students										
Mean scale score	no.	542.5 ± 3.0	545.9 ± 2.9	548.6 ± 3.0	543.5 ± 3.0	•	•	•	•	•
At or above NMS	%	95.4 ± 0.4	94.8 ± 0.5	95.0 ± 0.4	95.0 ± 0.4	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	486.5 ± 3.5	488.6 ± 4.1	488.3 ± 3.1	485.7 ± 3.1	•	•	•	•	•
At or above NMS	%	82.4 ± 1.8	81.2 ± 1.9	82.8 ± 1.8	82.6 ± 1.7	•	•	•	•	•
Non-Indigenous students										
Mean scale score	no.	544.9 ± 2.9	548.2 ± 2.9	551.2 ± 3.0	546.0 ± 3.0	•	•	•	•	•
At or above NMS	%	96.1 ± 0.4	95.4 ± 0.4	95.6 ± 0.4	95.6 ± 0.4	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	94.0 ± 1.0	94.1 ± 0.9	93.8 ± 1.0	94.1 ± 0.9	•	•	•	•	•
Male students										
At or above NMS	%	94.2 ± 0.5	93.1 ± 0.6	93.7 ± 0.6	93.6 ± 0.6	•	•	•	•	•
Female students										
At or above NMS	%	96.7 ± 0.4	96.7 ± 0.4	96.4 ± 0.4	96.4 ± 0.4	•	•	•	•	•

Table 4A.40 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 9										
All students										
Mean scale score	no.	583.1 ± 2.8	585.4 ± 2.7	578.2 ± 2.8	583.0 ± 2.8	●	●	●	●	●
At or above NMS	%	94.4 ± 0.5	93.6 ± 0.5	91.2 ± 0.6	93.0 ± 0.6	●	↓	↓	↓	↑
Indigenous students (c)										
Mean scale score	no.	531.7 ± 3.6	530.7 ± 3.9	518.4 ± 3.6	529.0 ± 3.1	●	↓	↓	●	↑
At or above NMS	%	82.3 ± 2.2	78.2 ± 2.2	71.2 ± 2.2	77.9 ± 1.9	●	↓	↓	↓	↑
Non-Indigenous students										
Mean scale score	no.	585.5 ± 2.8	587.8 ± 2.7	580.8 ± 2.8	585.4 ± 2.8	●	●	●	●	●
At or above NMS	%	95.1 ± 0.4	94.3 ± 0.5	92.1 ± 0.6	93.7 ± 0.5	●	↓	↓	↓	↑
LBOTE students (d)										
At or above NMS	%	92.3 ± 1.1	91.5 ± 1.3	89.2 ± 1.4	91.2 ± 1.2	●	↓	●	●	●
Male students										
At or above NMS	%	93.1 ± 0.6	91.4 ± 0.8	88.9 ± 0.9	91.5 ± 0.7	●	↓	●	●	↑
Female students										
At or above NMS	%	95.8 ± 0.5	95.8 ± 0.5	93.6 ± 0.6	94.5 ± 0.6	●	↓	↓	↓	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

Table 4A.40 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.41 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	419.9 ± 1.6	430.4 ± 1.9	430.6 ± 1.8	433.5 ± 1.9	↑	↑	•	↑	•
At or above NMS	%	95.2 ± 0.2	95.2 ± 0.4	95.4 ± 0.4	95.3 ± 0.4	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	368.9 ± 6.3	375.3 ± 7.7	374.3 ± 6.5	374.0 ± 6.5	•	•	•	•	•
At or above NMS	%	88.1 ± 2.8	87.2 ± 3.0	87.0 ± 2.5	88.2 ± 2.8	•	•	•	•	•
Non-Indigenous students										
Mean scale score	no.	420.6 ± 1.6	431.0 ± 1.9	431.2 ± 1.8	434.3 ± 1.9	↑	↑	•	↑	•
At or above NMS	%	95.6 ± 0.3	95.8 ± 0.3	95.9 ± 0.3	95.7 ± 0.4	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	94.2 ± 0.6	94.1 ± 0.6	94.4 ± 0.6	94.0 ± 0.7	•	•	•	•	•
Male students										
At or above NMS	%	93.8 ± 0.5	93.7 ± 0.5	94.0 ± 0.5	94.0 ± 0.5	•	•	•	•	•
Female students										
At or above NMS	%	96.8 ± 0.3	96.8 ± 0.3	96.8 ± 0.3	96.7 ± 0.3	•	•	•	•	•
Year 5										
All students										
Mean scale score	no.	496.7 ± 1.6	506.3 ± 1.6	502.2 ± 1.7	503.7 ± 1.8	↑	•	•	•	•
At or above NMS	%	93.7 ± 0.3	94.2 ± 0.4	94.2 ± 0.4	94.3 ± 0.4	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	449.7 ± 6.3	458.7 ± 6.0	454.4 ± 6.5	455.1 ± 6.0	•	•	•	•	•
At or above NMS	%	83.0 ± 3.3	84.8 ± 3.1	84.8 ± 3.1	83.1 ± 3.0	•	•	•	•	•

Table 4A.41 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	497.3 ± 1.6	506.9 ± 1.6	502.7 ± 1.7	504.3 ± 1.7	↑	●	●	●	●
At or above NMS	%	94.0 ± 0.4	94.6 ± 0.4	94.6 ± 0.4	94.7 ± 0.4	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	91.9 ± 0.7	92.6 ± 0.7	93.3 ± 0.7	92.5 ± 0.7	●	↑	●	●	●
Male students										
At or above NMS	%	92.2 ± 0.5	92.6 ± 0.6	92.6 ± 0.6	92.7 ± 0.6	●	●	●	●	●
Female students										
At or above NMS	%	95.2 ± 0.4	96.0 ± 0.3	96.0 ± 0.4	96.0 ± 0.4	●	●	●	●	●
Year 7										
All students										
Mean scale score	no.	543.0 ± 2.6	547.1 ± 2.7	553.3 ± 2.8	544.8 ± 2.6	●	↑	●	●	↓
At or above NMS	%	95.8 ± 0.3	95.4 ± 0.5	96.2 ± 0.4	95.8 ± 0.5	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	488.8 ± 5.5	494.2 ± 5.5	504.9 ± 5.3	495.4 ± 5.2	●	↑	●	●	↓
At or above NMS	%	85.5 ± 3.2	84.4 ± 3.4	87.7 ± 2.9	87.8 ± 3.2	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	543.9 ± 2.6	547.8 ± 2.6	554.0 ± 2.7	545.7 ± 2.6	●	↑	●	●	↓
At or above NMS	%	96.1 ± 0.4	95.7 ± 0.5	96.5 ± 0.4	96.1 ± 0.5	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	94.1 ± 0.8	94.0 ± 0.9	94.7 ± 0.7	93.8 ± 0.9	●	●	●	●	●
Male students										
At or above NMS	%	94.7 ± 0.6	93.7 ± 0.7	95.0 ± 0.6	94.6 ± 0.7	●	●	●	●	●

Table 4A.41 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	97.0 ± 0.4	97.2 ± 0.4	97.5 ± 0.3	97.0 ± 0.4	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	584.6 ± 3.0	588.0 ± 2.8	582.1 ± 2.9	585.0 ± 2.8	●	●	●	●	●
At or above NMS	%	94.7 ± 0.4	94.3 ± 0.6	93.3 ± 0.7	94.0 ± 0.6	●	↓	●	●	●
Indigenous students (c)										
Mean scale score	no.	536.0 ± 6.0	535.0 ± 5.8	526.2 ± 5.9	539.1 ± 4.7	●	●	●	●	↑
At or above NMS	%	79.9 ± 4.1	79.3 ± 3.8	76.6 ± 3.8	83.2 ± 2.9	●	●	●	●	↑
Non-Indigenous students										
Mean scale score	no.	585.2 ± 2.9	588.4 ± 2.8	582.8 ± 2.8	585.6 ± 2.8	●	●	●	●	●
At or above NMS	%	95.0 ± 0.5	94.7 ± 0.5	93.7 ± 0.6	94.2 ± 0.6	●	↓	●	●	●
LBOTE students (d)										
At or above NMS	%	92.8 ± 1.0	91.4 ± 1.2	90.6 ± 1.4	91.0 ± 1.2	●	↓	●	●	●
Male students										
At or above NMS	%	93.5 ± 0.7	92.4 ± 0.8	91.5 ± 0.9	92.8 ± 0.8	●	↓	●	●	●
Female students										
At or above NMS	%	95.8 ± 0.5	96.3 ± 0.5	95.2 ± 0.6	95.4 ± 0.5	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.41 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.42 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	371.1 ± 2.6	385.9 ± 2.3	393.0 ± 2.4	399.9 ± 2.3	↑	↑	●	↑	●
At or above NMS	%	87.1 ± 0.7	92.0 ± 0.5	92.1 ± 0.6	92.8 ± 0.5	↑	↑	●	↑	●
Indigenous students (c)										
Mean scale score	no.	309.5 ± 7.6	327.9 ± 4.5	333.2 ± 4.4	338.1 ± 4.1	↑	↑	●	↑	●
At or above NMS	%	66.2 ± 3.3	77.1 ± 2.8	77.4 ± 2.2	80.0 ± 2.0	↑	↑	●	↑	●
Non-Indigenous students										
Mean scale score	no.	375.9 ± 2.4	390.0 ± 2.1	397.7 ± 2.3	405.4 ± 2.2	↑	↑	●	↑	●
At or above NMS	%	88.7 ± 0.6	93.1 ± 0.4	93.2 ± 0.5	93.9 ± 0.4	↑	↑	●	↑	●
LBOTE students (d)										
At or above NMS	%	77.2 ± 3.2	86.7 ± 2.0	87.0 ± 2.4	88.7 ± 1.7	↑	↑	●	↑	●
Male students										
At or above NMS	%	84.4 ± 0.9	89.7 ± 0.7	90.2 ± 0.7	90.8 ± 0.7	↑	↑	●	↑	●
Female students										
At or above NMS	%	90.0 ± 0.7	94.4 ± 0.5	94.2 ± 0.6	94.8 ± 0.4	↑	↑	●	↑	●
Year 5										
All students										
Mean scale score	no.	466.1 ± 2.3	477.8 ± 2.2	468.7 ± 2.1	469.4 ± 2.1	↑	●	●	●	●
At or above NMS	%	86.9 ± 0.7	88.9 ± 0.7	88.2 ± 0.7	88.6 ± 0.7	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	404.4 ± 6.4	413.3 ± 5.6	411.3 ± 4.7	413.7 ± 4.0	●	●	●	●	●
At or above NMS	%	62.9 ± 3.2	65.7 ± 3.1	66.4 ± 3.0	68.0 ± 2.4	●	●	●	●	●

Table 4A.42 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	470.9 ± 2.2	482.3 ± 2.1	473.4 ± 1.9	474.2 ± 2.0	↑	●	●	●	●
At or above NMS	%	88.8 ± 0.6	90.6 ± 0.6	90.0 ± 0.6	90.4 ± 0.6	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	74.2 ± 3.4	80.0 ± 2.7	78.8 ± 3.4	82.2 ± 2.7	↑	●	●	↑	●
Male students										
At or above NMS	%	84.3 ± 0.9	86.5 ± 0.8	85.7 ± 0.9	86.0 ± 0.9	●	●	●	●	●
Female students										
At or above NMS	%	89.6 ± 0.7	91.5 ± 0.7	90.9 ± 0.8	91.4 ± 0.6	↑	●	●	↑	●
Year 7										
All students										
Mean scale score	no.	528.1 ± 2.1	532.8 ± 2.0	537.5 ± 1.9	533.5 ± 2.0	●	↑	●	●	●
At or above NMS	%	92.9 ± 0.5	92.9 ± 0.5	94.6 ± 0.4	94.3 ± 0.5	●	↑	↑	↑	●
Indigenous students (c)										
Mean scale score	no.	472.4 ± 7.6	474.6 ± 4.5	480.8 ± 3.8	480.0 ± 3.6	●	●	●	●	●
At or above NMS	%	74.8 ± 3.2	74.0 ± 2.7	80.5 ± 2.3	79.9 ± 2.3	●	↑	↑	↑	●
Non-Indigenous students										
Mean scale score	no.	532.3 ± 2.0	536.9 ± 1.9	541.9 ± 1.8	537.8 ± 1.9	●	↑	●	●	●
At or above NMS	%	94.3 ± 0.4	94.2 ± 0.4	95.7 ± 0.3	95.5 ± 0.4	●	↑	↑	↑	●
LBOTE students (d)										
At or above NMS	%	82.4 ± 2.8	85.4 ± 2.5	85.9 ± 2.6	88.7 ± 2.1	●	●	●	↑	●
Male students										
At or above NMS	%	91.2 ± 0.6	90.7 ± 0.7	93.0 ± 0.6	93.0 ± 0.6	●	↑	↑	↑	●

Table 4A.42 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	94.6 ± 0.6	95.1 ± 0.4	96.2 ± 0.4	95.7 ± 0.4	●	↑	●	↑	●
Year 9										
All students										
Mean scale score	no.	568.2 ± 3.3	570.4 ± 3.0	564.9 ± 3.1	572.4 ± 3.0	●	●	●	●	↑
At or above NMS	%	90.5 ± 0.9	90.0 ± 0.9	89.5 ± 0.9	91.6 ± 0.8	●	●	●	●	↑
Indigenous students (c)										
Mean scale score	no.	514.2 ± 9.3	506.4 ± 6.6	508.5 ± 4.2	518.5 ± 4.3	●	●	●	●	↑
At or above NMS	%	70.0 ± 4.0	64.5 ± 3.8	65.8 ± 3.0	72.1 ± 3.0	●	●	●	●	↑
Non-Indigenous students										
Mean scale score	no.	572.2 ± 3.1	574.7 ± 2.9	568.9 ± 3.0	576.5 ± 2.9	●	●	●	●	↑
At or above NMS	%	92.0 ± 0.8	91.7 ± 0.7	91.2 ± 0.8	93.1 ± 0.6	●	●	●	●	↑
LBOTE students (d)										
At or above NMS	%	80.8 ± 3.7	78.9 ± 5.1	77.2 ± 4.8	84.8 ± 3.4	●	●	●	●	↑
Male students										
At or above NMS	%	88.6 ± 1.1	87.1 ± 1.2	86.7 ± 1.1	89.6 ± 1.0	●	●	●	●	↑
Female students										
At or above NMS	%	92.5 ± 0.8	93.1 ± 0.8	92.4 ± 0.8	93.6 ± 0.7	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.42 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.43 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	386.7 ± 3.1	395.5 ± 3.2	398.7 ± 3.2	400.3 ± 3.1	●	↑	●	↑	●
At or above NMS	%	89.4 ± 0.8	91.1 ± 0.8	91.7 ± 0.7	92.1 ± 0.7	●	↑	●	↑	●
Indigenous students (c)										
Mean scale score	no.	292.7 ± 7.1	304.4 ± 6.0	308.4 ± 6.8	313.2 ± 5.3	●	↑	●	↑	●
At or above NMS	%	57.3 ± 3.7	66.3 ± 3.8	67.4 ± 3.5	70.4 ± 3.0	↑	↑	●	↑	●
Non-Indigenous students										
Mean scale score	no.	394.5 ± 2.7	403.8 ± 2.9	407.0 ± 2.9	407.4 ± 2.9	↑	↑	●	↑	●
At or above NMS	%	92.1 ± 0.6	93.4 ± 0.6	93.9 ± 0.6	93.8 ± 0.6	●	↑	●	↑	●
LBOTE students (d)										
At or above NMS	%	88.0 ± 2.1	89.2 ± 1.9	89.8 ± 1.7	90.8 ± 1.6	●	●	●	●	●
Male students										
At or above NMS	%	87.0 ± 1.0	88.7 ± 1.0	90.1 ± 0.9	90.1 ± 0.9	●	↑	●	↑	●
Female students										
At or above NMS	%	91.9 ± 0.8	93.7 ± 0.7	93.3 ± 0.8	94.1 ± 0.7	●	↑	●	↑	●
Year 5										
All students										
Mean scale score	no.	473.6 ± 2.8	482.2 ± 2.9	477.5 ± 2.8	480.2 ± 3.0	↑	●	●	●	●
At or above NMS	%	89.1 ± 0.9	88.9 ± 0.8	89.1 ± 0.9	89.7 ± 0.8	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	381.3 ± 5.8	391.4 ± 6.2	387.3 ± 6.1	387.7 ± 6.1	●	●	●	●	●

Table 4A.43 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	51.8 ± 3.4	56.2 ± 3.6	54.1 ± 3.8	55.0 ± 3.6	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	481.4 ± 2.4	490.7 ± 2.6	484.5 ± 2.6	487.2 ± 2.7	↑	●	●	●	●
At or above NMS	%	92.2 ± 0.6	91.8 ± 0.6	91.8 ± 0.6	92.2 ± 0.6	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	86.1 ± 2.1	86.4 ± 2.3	87.1 ± 2.0	86.6 ± 1.8	●	●	●	●	●
Male students										
At or above NMS	%	87.1 ± 1.0	86.5 ± 1.0	86.6 ± 1.1	87.5 ± 1.0	●	●	●	●	●
Female students										
At or above NMS	%	91.1 ± 0.9	91.5 ± 0.9	91.7 ± 0.9	91.9 ± 0.8	●	●	●	●	●
Year 7										
All students										
Mean scale score	no.	527.0 ± 2.8	534.6 ± 3.2	544.5 ± 3.0	541.3 ± 3.2	●	↑	↑	↑	●
At or above NMS	%	92.7 ± 0.8	92.1 ± 0.9	94.3 ± 0.7	94.7 ± 0.6	●	↑	↑	↑	●
Indigenous students (c)										
Mean scale score	no.	450.0 ± 5.7	456.8 ± 6.7	463.5 ± 5.8	466.0 ± 4.9	●	↑	●	↑	●
At or above NMS	%	63.4 ± 3.7	65.2 ± 4.5	69.9 ± 3.8	72.6 ± 3.4	●	↑	●	↑	●
Non-Indigenous students										
Mean scale score	no.	533.2 ± 2.6	541.3 ± 3.0	550.3 ± 2.8	547.0 ± 3.0	↑	↑	●	↑	●
At or above NMS	%	95.0 ± 0.5	94.3 ± 0.7	96.0 ± 0.5	96.3 ± 0.5	●	↑	↑	↑	●
LBOTE students (d)										
At or above NMS	%	90.3 ± 2.0	89.1 ± 2.5	90.9 ± 2.0	91.9 ± 1.6	●	●	●	●	●
Male students										

Table 4A.43 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	91.0 ± 0.9	90.2 ± 1.1	93.0 ± 0.9	93.6 ± 0.8	●	↑	↑	↑	●
Female students										
At or above NMS	%	94.5 ± 0.7	94.2 ± 0.9	95.7 ± 0.6	95.9 ± 0.6	●	↑	●	↑	●
Year 9										
All students										
Mean scale score	no.	569.8 ± 4.6	573.1 ± 4.6	565.7 ± 4.6	577.3 ± 5.0	●	●	●	●	↑
At or above NMS	%	91.8 ± 1.1	89.9 ± 1.3	89.3 ± 1.4	90.9 ± 1.3	●	↓	●	●	●
Indigenous students (c)										
Mean scale score	no.	498.3 ± 5.7	493.6 ± 7.6	490.9 ± 6.5	504.0 ± 7.1	●	●	●	●	↑
At or above NMS	%	62.8 ± 3.9	56.4 ± 5.4	54.7 ± 4.6	63.9 ± 4.6	●	↓	●	●	↑
Non-Indigenous students										
Mean scale score	no.	575.6 ± 4.4	579.4 ± 4.4	571.0 ± 4.4	581.8 ± 4.7	●	●	●	●	↑
At or above NMS	%	94.0 ± 0.9	92.4 ± 1.1	91.6 ± 1.1	92.6 ± 1.2	●	↓	●	●	●
LBOTE students (d)										
At or above NMS	%	89.6 ± 2.4	85.8 ± 3.6	85.1 ± 3.3	86.8 ± 3.7	●	↓	●	●	●
Male students										
At or above NMS	%	90.1 ± 1.3	87.1 ± 1.7	86.9 ± 1.7	89.5 ± 1.7	↓	↓	●	●	●
Female students										
At or above NMS	%	93.5 ± 1.0	93.0 ± 1.2	91.9 ± 1.2	92.5 ± 1.3	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

Table 4A.43 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	400.5 ± 3.3	399.0 ± 3.3	401.6 ± 3.3	402.2 ± 3.6	●	●	●	●	●
At or above NMS	%	91.5 ± 1.0	93.6 ± 0.7	93.2 ± 0.8	92.0 ± 0.9	↑	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	329.7 ± 8.7	329.5 ± 8.7	330.4 ± 9.3	326.7 ± 10.2	●	●	●	●	●
At or above NMS	%	71.5 ± 4.4	77.6 ± 4.3	74.9 ± 4.6	72.2 ± 5.1	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	403.9 ± 3.1	401.6 ± 3.2	404.2 ± 3.2	405.4 ± 3.5	●	●	●	●	●
At or above NMS	%	92.5 ± 0.9	94.2 ± 0.7	93.9 ± 0.8	92.8 ± 0.8	↑	●	●	●	●
LBOTE students (d)										
At or above NMS	%	85.5 ± 4.3	90.2 ± 2.4	88.8 ± 2.6	89.6 ± 2.0	●	●	●	●	●
Male students										
At or above NMS	%	89.6 ± 1.3	91.8 ± 1.0	91.5 ± 1.1	89.6 ± 1.3	●	●	●	●	●
Female students										
At or above NMS	%	93.5 ± 0.9	95.4 ± 0.7	94.8 ± 0.7	94.4 ± 0.8	↑	●	●	●	●
Year 5										
All students										
Mean scale score	no.	477.9 ± 3.0	484.3 ± 3.1	476.5 ± 3.0	478.0 ± 3.2	●	●	●	●	●
At or above NMS	%	89.9 ± 1.1	91.0 ± 0.9	90.1 ± 1.0	90.1 ± 1.0	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	405.9 ± 9.8	414.1 ± 10.1	408.8 ± 7.5	412.9 ± 7.7	●	●	●	●	●
At or above NMS	%	60.6 ± 5.9	67.7 ± 5.2	66.3 ± 4.8	67.4 ± 5.3	●	●	●	●	●

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	481.0 ± 2.8	486.9 ± 3.0	479.1 ± 2.9	480.6 ± 3.1	●	●	●	●	●
At or above NMS	%	91.3 ± 1.0	91.9 ± 0.8	91.0 ± 1.0	91.1 ± 1.0	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	81.3 ± 4.1	85.2 ± 2.7	85.0 ± 2.7	86.4 ± 2.4	●	●	●	↑	●
Male students										
At or above NMS	%	88.2 ± 1.4	88.6 ± 1.1	87.9 ± 1.3	88.0 ± 1.3	●	●	●	●	●
Female students										
At or above NMS	%	91.7 ± 1.1	93.5 ± 0.8	92.4 ± 0.9	92.3 ± 1.0	↑	●	●	●	●
Year 7										
All students										
Mean scale score	no.	533.5 ± 2.9	536.8 ± 3.0	543.2 ± 2.8	533.8 ± 2.9	●	↑	●	●	↓
At or above NMS	%	93.4 ± 0.8	93.6 ± 0.8	95.3 ± 0.7	94.2 ± 0.7	●	↑	↑	●	●
Indigenous students (c)										
Mean scale score	no.	464.9 ± 8.7	469.4 ± 8.6	482.3 ± 7.5	476.2 ± 6.3	●	↑	●	●	●
At or above NMS	%	69.6 ± 5.9	71.5 ± 5.7	78.4 ± 4.9	76.1 ± 4.6	●	↑	●	●	●
Non-Indigenous students										
Mean scale score	no.	536.4 ± 2.7	538.9 ± 2.9	545.3 ± 2.8	536.1 ± 2.8	●	↑	●	●	↓
At or above NMS	%	94.4 ± 0.7	94.4 ± 0.7	95.9 ± 0.6	95.0 ± 0.6	●	↑	●	●	●
LBOTE students (d)										
At or above NMS	%	85.3 ± 3.5	87.4 ± 2.8	90.8 ± 2.1	91.6 ± 1.7	●	↑	●	↑	●
Male students										
At or above NMS	%	92.0 ± 1.0	91.7 ± 1.1	94.1 ± 0.8	92.9 ± 0.9	●	↑	↑	●	●

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	94.8 ± 0.8	95.7 ± 0.7	96.5 ± 0.7	95.6 ± 0.7	●	↑	●	●	●
Year 9										
All students										
Mean scale score	no.	574.9 ± 5.0	577.4 ± 4.9	567.1 ± 5.1	572.9 ± 4.7	●	●	●	●	●
At or above NMS	%	91.7 ± 1.8	92.1 ± 1.4	89.9 ± 1.6	91.6 ± 1.4	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	506.3 ± 10.1	511.3 ± 8.7	496.1 ± 7.4	512.3 ± 7.9	●	●	↓	●	↑
At or above NMS	%	62.5 ± 6.5	67.6 ± 5.3	58.6 ± 6.0	69.1 ± 5.8	●	●	●	●	↑
Non-Indigenous students										
Mean scale score	no.	578.5 ± 4.6	579.6 ± 4.7	569.3 ± 4.9	574.8 ± 4.5	●	↓	●	●	●
At or above NMS	%	93.5 ± 1.1	93.0 ± 1.3	90.9 ± 1.5	92.5 ± 1.4	●	↓	●	●	●
LBOTE students (d)										
At or above NMS	%	85.0 ± 4.8	84.1 ± 6.2	80.8 ± 5.4	84.9 ± 5.3	●	●	●	●	●
Male students										
At or above NMS	%	90.4 ± 2.0	89.7 ± 1.8	87.2 ± 2.0	90.0 ± 1.8	●	●	●	●	●
Female students										
At or above NMS	%	92.9 ± 1.7	94.7 ± 1.1	92.7 ± 1.5	93.3 ± 1.3	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	401.2 ± 4.9	404.7 ± 5.2	414.0 ± 5.6	410.1 ± 6.1	●	↑	●	●	●
At or above NMS	%	92.8 ± 1.0	93.3 ± 1.0	93.8 ± 1.0	92.4 ± 1.2	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	376.6 ± 9.4	365.4 ± 10.4	376.5 ± 11.1	365.3 ± 10.7	●	●	●	●	●
At or above NMS	%	88.4 ± 4.1	87.0 ± 3.9	87.7 ± 4.8	85.5 ± 4.3	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	403.4 ± 5.2	408.2 ± 5.4	416.5 ± 5.4	413.7 ± 6.1	●	↑	●	●	●
At or above NMS	%	93.0 ± 1.0	93.6 ± 1.0	94.3 ± 1.0	93.0 ± 1.1	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	88.9 ± 5.4	85.6 ± 5.7	92.5 ± 4.2	88.0 ± 4.4	●	●	●	●	●
Male students										
At or above NMS	%	92.0 ± 1.4	91.1 ± 1.5	91.9 ± 1.5	90.1 ± 1.6	●	●	●	●	●
Female students										
At or above NMS	%	93.7 ± 1.2	95.8 ± 0.9	95.8 ± 1.1	94.7 ± 1.1	↑	↑	●	●	●
Year 5										
All students										
Mean scale score	no.	476.4 ± 4.9	487.2 ± 5.3	484.6 ± 5.5	485.9 ± 5.6	↑	●	●	●	●
At or above NMS	%	89.7 ± 1.4	90.3 ± 1.4	90.7 ± 1.3	90.0 ± 1.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	456.6 ± 9.8	442.1 ± 8.1	451.9 ± 8.8	449.0 ± 7.6	●	●	●	●	●
At or above NMS	%	84.5 ± 4.5	79.0 ± 4.3	84.3 ± 4.2	81.1 ± 4.3	●	●	●	●	●

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	480.1 ± 4.9	493.7 ± 5.1	488.0 ± 5.3	488.9 ± 5.5	↑	•	•	•	•
At or above NMS	%	90.7 ± 1.3	91.8 ± 1.3	91.5 ± 1.3	90.8 ± 1.3	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	83.8 ± 6.0	91.2 ± 4.7	87.5 ± 7.0	83.2 ± 6.8	•	•	•	•	•
Male students										
At or above NMS	%	88.7 ± 1.9	86.9 ± 2.1	88.6 ± 1.7	88.1 ± 1.9	•	•	•	•	•
Female students										
At or above NMS	%	90.7 ± 1.5	93.9 ± 1.2	93.0 ± 1.3	92.2 ± 1.5	↑	•	•	•	•
Year 7										
All students										
Mean scale score	no.	534.2 ± 7.2	534.3 ± 7.5	541.8 ± 7.5	534.5 ± 7.4	•	•	•	•	•
At or above NMS	%	93.9 ± 1.5	92.6 ± 1.6	94.3 ± 1.4	93.2 ± 1.6	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	513.8 ± 8.3	492.0 ± 8.9	502.9 ± 8.7	498.4 ± 7.8	↓	•	•	↓	•
At or above NMS	%	89.0 ± 3.5	82.4 ± 4.3	86.5 ± 3.5	85.7 ± 4.1	↓	•	•	•	•
Non-Indigenous students										
Mean scale score	no.	536.6 ± 7.5	538.6 ± 7.6	546.7 ± 7.1	539.1 ± 6.9	•	•	•	•	•
At or above NMS	%	94.4 ± 1.4	93.6 ± 1.3	95.4 ± 1.2	94.1 ± 1.5	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	90.7 ± 4.9	89.6 ± 7.6	87.9 ± 7.6	83.3 ± 7.4	•	•	•	•	•
Male students										
At or above NMS	%	93.0 ± 1.8	89.8 ± 2.2	92.4 ± 1.9	91.3 ± 2.1	•	•	•	•	•

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	95.0 ± 1.5	95.4 ± 1.2	96.3 ± 1.2	95.2 ± 1.5	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	578.8 ± 7.3	577.7 ± 7.0	569.9 ± 7.5	574.1 ± 7.4	●	●	●	●	●
At or above NMS	%	93.0 ± 1.7	91.2 ± 1.7	90.2 ± 2.2	90.6 ± 2.1	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	564.9 ± 9.4	537.6 ± 9.0	531.4 ± 9.1	540.7 ± 9.1	↓	↓	●	↓	●
At or above NMS	%	90.7 ± 3.7	79.2 ± 5.3	79.8 ± 5.8	82.2 ± 5.3	↓	↓	●	↓	●
Non-Indigenous students										
Mean scale score	no.	580.9 ± 7.4	582.3 ± 6.8	574.4 ± 6.8	578.5 ± 7.0	●	●	●	●	●
At or above NMS	%	93.5 ± 1.4	92.5 ± 1.5	91.8 ± 1.9	91.9 ± 1.7	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	87.3 ± 6.5	83.5 ± 7.8	84.4 ± 7.9	84.3 ± 9.3	●	●	●	●	●
Male students										
At or above NMS	%	92.8 ± 2.0	88.7 ± 2.1	87.0 ± 3.0	88.8 ± 2.5	↓	↓	●	↓	●
Female students										
At or above NMS	%	93.2 ± 1.8	93.8 ± 1.9	93.6 ± 1.9	92.5 ± 2.0	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	421.0 ± 5.9	433.6 ± 6.2	439.1 ± 6.6	443.0 ± 6.8	↑	↑	●	↑	●
At or above NMS	%	94.4 ± 1.5	94.7 ± 1.6	95.7 ± 1.1	95.6 ± 1.2	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	359.5 ± 17.6	361.6 ± 18.2	374.8 ± 20.6	371.9 ± 23.1	●	●	●	●	●
At or above NMS	%	84.9 ± 8.1	83.5 ± 7.5	83.0 ± 9.0	86.8 ± 8.5	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	422.8 ± 5.7	435.7 ± 6.1	440.5 ± 6.5	444.4 ± 6.7	↑	↑	●	↑	●
At or above NMS	%	94.8 ± 1.4	95.1 ± 1.5	96.0 ± 1.1	95.8 ± 1.2	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	87.8 ± 6.4	89.4 ± 5.0	92.7 ± 2.8	92.9 ± 3.3	●	●	●	●	●
Male students										
At or above NMS	%	92.2 ± 2.1	93.2 ± 2.2	94.6 ± 1.5	94.0 ± 1.7	●	●	●	●	●
Female students										
At or above NMS	%	96.6 ± 1.1	96.3 ± 1.4	96.8 ± 1.1	97.2 ± 1.0	●	●	●	●	●
Year 5										
All students										
Mean scale score	no.	503.3 ± 5.6	512.7 ± 6.4	508.6 ± 5.5	516.3 ± 6.3	●	●	●	↑	●
At or above NMS	%	94.8 ± 1.2	94.0 ± 1.4	94.2 ± 1.4	94.5 ± 1.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	441.9 ± 16.7	458.5 ± 20.0	430.6 ± 14.7	461.0 ± 16.1	●	●	↓	●	↑

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	81.1 ± 8.0	77.4 ± 9.0	78.9 ± 9.0	86.0 ± 8.1	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	504.9 ± 5.5	514.1 ± 6.3	510.4 ± 5.4	517.5 ± 6.2	●	●	●	↑	●
At or above NMS	%	95.2 ± 1.1	94.4 ± 1.4	94.5 ± 1.3	94.7 ± 1.2	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	88.8 ± 5.6	90.0 ± 4.2	89.7 ± 3.6	91.1 ± 2.7	●	●	●	●	●
Male students										
At or above NMS	%	93.5 ± 1.7	91.9 ± 2.0	92.6 ± 2.0	92.9 ± 2.0	●	●	●	●	●
Female students										
At or above NMS	%	96.0 ± 1.2	96.1 ± 1.3	95.9 ± 1.3	96.1 ± 1.2	●	●	●	●	●
Year 7										
All students										
Mean scale score	no.	558.2 ± 10.1	558.3 ± 9.5	567.3 ± 8.5	561.8 ± 8.5	●	●	●	●	●
At or above NMS	%	96.3 ± 1.4	95.5 ± 1.6	96.9 ± 1.2	96.8 ± 1.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	519.4 ± 16.5	501.0 ± 16.3	511.3 ± 16.4	514.6 ± 16.9	●	●	●	●	●
At or above NMS	%	94.3 ± 4.8	86.5 ± 9.7	88.5 ± 6.2	86.1 ± 6.9	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	559.2 ± 10.2	559.9 ± 9.3	568.8 ± 8.4	563.0 ± 8.3	●	●	●	●	●
At or above NMS	%	96.4 ± 1.4	95.8 ± 1.5	97.1 ± 1.2	97.1 ± 1.3	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	95.2 ± 3.3	91.9 ± 3.7	94.5 ± 2.7	95.6 ± 2.3	●	●	●	●	●
Male students										

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	95.0 ± 2.0	94.1 ± 2.2	95.9 ± 1.9	95.8 ± 1.9	●	●	●	●	●
Female students										
At or above NMS	%	97.6 ± 1.1	97.0 ± 1.5	97.9 ± 1.0	97.8 ± 1.0	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	601.9 ± 10.0	598.9 ± 8.5	594.8 ± 9.2	597.9 ± 9.8	●	●	●	●	●
At or above NMS	%	96.6 ± 1.3	94.1 ± 2.2	93.7 ± 1.9	94.4 ± 1.9	●	↓	●	●	●
Indigenous students (c)										
Mean scale score	no.	552.8 ± 17.7	540.1 ± 17.1	550.1 ± 19.1	554.2 ± 13.7	●	●	●	●	●
At or above NMS	%	84.2 ± 9.0	78.1 ± 10.6	84.0 ± 10.4	89.0 ± 8.0	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	603.1 ± 9.8	600.2 ± 8.5	595.7 ± 9.2	599.1 ± 9.7	●	●	●	●	●
At or above NMS	%	96.9 ± 1.1	94.5 ± 2.1	93.9 ± 1.8	94.6 ± 1.8	●	↓	●	↓	●
LBOTE students (d)										
At or above NMS	%	96.6 ± 2.6	89.9 ± 3.9	89.4 ± 3.9	90.1 ± 3.8	↓	↓	●	↓	●
Male students										
At or above NMS	%	95.4 ± 1.8	92.6 ± 2.8	91.9 ± 2.5	92.9 ± 2.5	●	↓	●	●	●
Female students										
At or above NMS	%	97.9 ± 1.1	95.9 ± 2.0	95.5 ± 1.8	96.0 ± 1.7	●	↓	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	306.6 ± 19.9	322.2 ± 17.5	328.7 ± 18.0	322.6 ± 18.9	●	●	●	●	●
At or above NMS	%	62.7 ± 6.5	68.5 ± 6.1	69.7 ± 5.9	67.6 ± 6.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	208.1 ± 19.5	239.4 ± 18.6	246.3 ± 17.6	236.0 ± 18.2	↑	↑	●	●	●
At or above NMS	%	30.4 ± 6.0	39.9 ± 7.0	43.0 ± 6.5	39.9 ± 6.5	●	↑	●	●	●
Non-Indigenous students										
Mean scale score	no.	382.5 ± 8.1	383.2 ± 7.3	392.0 ± 7.8	391.0 ± 9.4	●	●	●	●	●
At or above NMS	%	88.2 ± 2.8	89.9 ± 2.3	90.7 ± 2.1	89.3 ± 2.7	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	35.7 ± 7.7	38.1 ± 8.4	44.3 ± 8.1	46.3 ± 7.7	●	●	●	●	●
Male students										
At or above NMS	%	60.1 ± 6.8	64.1 ± 6.4	66.4 ± 6.6	64.2 ± 6.8	●	●	●	●	●
Female students										
At or above NMS	%	65.5 ± 6.5	73.0 ± 6.3	73.2 ± 5.7	71.1 ± 6.1	●	●	●	●	●
Year 5										
All students										
Mean scale score	no.	405.1 ± 18.0	420.6 ± 16.0	412.1 ± 18.1	403.3 ± 19.8	●	●	●	●	●
At or above NMS	%	62.5 ± 6.6	65.4 ± 6.3	64.4 ± 6.8	61.8 ± 7.1	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	307.3 ± 17.7	333.1 ± 14.7	326.7 ± 18.8	317.7 ± 21.0	↑	●	●	●	●
At or above NMS	%	25.8 ± 5.7	31.0 ± 6.0	31.3 ± 6.4	28.5 ± 6.2	●	●	●	●	●

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	474.5 ± 6.9	480.8 ± 7.2	475.4 ± 6.1	473.7 ± 6.9	•	•	•	•	•
At or above NMS	%	88.9 ± 2.5	89.1 ± 2.2	89.4 ± 2.3	89.1 ± 2.4	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	31.3 ± 8.1	27.2 ± 7.0	33.3 ± 8.4	34.9 ± 7.6	•	•	•	•	•
Male students										
At or above NMS	%	60.2 ± 6.4	62.3 ± 6.6	62.3 ± 6.9	58.0 ± 7.4	•	•	•	•	•
Female students										
At or above NMS	%	65.1 ± 7.0	68.6 ± 6.5	66.6 ± 7.2	65.6 ± 7.2	•	•	•	•	•
Year 7										
All students										
Mean scale score	no.	468.4 ± 21.9	483.0 ± 17.4	487.7 ± 19.1	480.2 ± 19.3	•	•	•	•	•
At or above NMS	%	67.1 ± 9.4	70.9 ± 8.3	71.5 ± 8.2	71.0 ± 8.4	•	•	•	•	•
Indigenous students (c)										
Mean scale score	no.	386.1 ± 17.6	404.3 ± 16.9	412.4 ± 16.6	408.7 ± 16.5	•	↑	•	•	•
At or above NMS	%	32.4 ± 8.6	36.4 ± 9.5	40.4 ± 9.3	42.9 ± 8.3	•	•	•	•	•
Non-Indigenous students										
Mean scale score	no.	531.0 ± 10.8	532.5 ± 10.0	539.2 ± 10.6	534.8 ± 13.0	•	•	•	•	•
At or above NMS	%	93.5 ± 2.8	92.4 ± 3.7	93.1 ± 4.0	92.4 ± 3.7	•	•	•	•	•
LBOTE students (d)										
At or above NMS	%	38.2 ± 13.1	32.5 ± 13.1	36.1 ± 12.3	46.3 ± 11.6	•	•	•	•	•
Male students										
At or above NMS	%	65.5 ± 9.0	67.7 ± 8.6	69.0 ± 8.4	69.2 ± 9.0	•	•	•	•	•

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	69.0 ± 9.9	74.2 ± 8.4	74.2 ± 8.3	72.9 ± 8.2	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	524.2 ± 21.6	526.3 ± 19.2	523.6 ± 17.8	525.8 ± 16.8	●	●	●	●	●
At or above NMS	%	69.9 ± 8.3	69.1 ± 7.9	68.1 ± 8.5	69.1 ± 8.1	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	446.5 ± 23.3	434.7 ± 22.0	445.1 ± 15.6	452.5 ± 17.3	●	●	●	●	●
At or above NMS	%	37.9 ± 9.6	32.3 ± 8.2	32.1 ± 8.5	37.2 ± 9.1	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	578.1 ± 9.7	580.2 ± 11.1	572.7 ± 9.2	572.7 ± 10.5	●	●	●	●	●
At or above NMS	%	92.2 ± 2.3	90.7 ± 4.5	91.1 ± 4.1	89.3 ± 5.1	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	46.2 ± 14.6	29.6 ± 12.3	34.7 ± 11.6	44.7 ± 12.9	●	●	●	●	●
Male students										
At or above NMS	%	68.5 ± 8.3	67.1 ± 7.9	65.4 ± 8.9	65.8 ± 8.6	●	●	●	●	●
Female students										
At or above NMS	%	71.4 ± 8.5	71.3 ± 8.5	71.1 ± 8.5	72.5 ± 8.1	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	400.5 ± 1.2	410.8 ± 1.2	414.3 ± 1.1	415.7 ± 1.2	↑	↑	●	↑	●
At or above NMS	%	92.1 ± 0.3	93.7 ± 0.2	93.9 ± 0.2	93.8 ± 0.2	↑	↑	●	↑	●
Indigenous students (c)										
Mean scale score	no.	313.7 ± 4.9	327.4 ± 4.2	330.8 ± 4.3	331.6 ± 4.0	↑	↑	●	↑	●
At or above NMS	%	68.3 ± 2.0	75.1 ± 1.7	75.1 ± 1.7	76.3 ± 1.7	↑	↑	●	↑	●
Non-Indigenous students										
Mean scale score	no.	405.0 ± 1.1	415.0 ± 1.1	418.6 ± 1.0	420.4 ± 1.1	↑	↑	●	↑	●
At or above NMS	%	93.5 ± 0.2	94.8 ± 0.2	95.0 ± 0.2	94.9 ± 0.2	↑	↑	●	↑	●
LBOTE students (d)										
At or above NMS	%	90.4 ± 0.7	92.2 ± 0.6	92.3 ± 0.5	92.1 ± 0.6	↑	↑	●	↑	●
Male students										
At or above NMS	%	90.3 ± 0.3	92.0 ± 0.3	92.4 ± 0.3	92.1 ± 0.3	↑	↑	●	↑	●
Female students										
At or above NMS	%	94.1 ± 0.2	95.6 ± 0.2	95.5 ± 0.2	95.6 ± 0.2	↑	↑	●	↑	●
Year 5										
All students										
Mean scale score	no.	484.4 ± 1.1	493.9 ± 1.1	487.4 ± 1.1	488.1 ± 1.1	↑	●	●	●	●
At or above NMS	%	91.0 ± 0.3	91.7 ± 0.3	91.3 ± 0.3	91.5 ± 0.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	403.4 ± 4.1	414.4 ± 3.5	409.6 ± 3.8	409.8 ± 4.1	↑	●	●	●	●
At or above NMS	%	63.4 ± 1.8	66.7 ± 1.7	66.2 ± 1.8	66.4 ± 1.7	●	●	●	●	●

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	488.7 ± 1.0	498.1 ± 1.0	491.4 ± 1.0	492.3 ± 1.0	↑	●	●	●	●
At or above NMS	%	92.6 ± 0.2	93.1 ± 0.2	92.7 ± 0.2	92.9 ± 0.2	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	87.5 ± 0.7	89.7 ± 0.6	89.4 ± 0.6	89.1 ± 0.6	↑	↑	●	↑	●
Male students										
At or above NMS	%	89.3 ± 0.3	89.6 ± 0.3	89.3 ± 0.3	89.5 ± 0.4	●	●	●	●	●
Female students										
At or above NMS	%	92.8 ± 0.3	93.9 ± 0.3	93.4 ± 0.3	93.5 ± 0.3	↑	●	●	●	●
Year 7										
All students										
Mean scale score	no.	536.5 ± 1.4	541.1 ± 1.4	546.0 ± 1.4	540.2 ± 1.3	●	↑	●	●	↓
At or above NMS	%	94.2 ± 0.3	94.0 ± 0.3	94.9 ± 0.2	94.7 ± 0.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	466.5 ± 4.2	473.2 ± 3.1	477.0 ± 2.8	475.3 ± 2.6	●	↑	●	↑	●
At or above NMS	%	71.9 ± 2.0	73.2 ± 1.7	76.6 ± 1.6	77.1 ± 1.4	●	↑	●	↑	●
Non-Indigenous students										
Mean scale score	no.	540.2 ± 1.3	544.4 ± 1.3	549.6 ± 1.3	543.7 ± 1.3	●	↑	●	●	↓
At or above NMS	%	95.4 ± 0.2	95.0 ± 0.2	95.9 ± 0.2	95.7 ± 0.2	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	90.8 ± 0.8	91.7 ± 0.7	92.0 ± 0.7	92.0 ± 0.6	●	●	●	●	●
Male students										
At or above NMS	%	92.8 ± 0.3	92.1 ± 0.4	93.5 ± 0.3	93.4 ± 0.3	●	●	●	●	●

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	95.6 ± 0.2	95.9 ± 0.2	96.3 ± 0.2	96.0 ± 0.2	●	↑	●	●	●
Year 9										
All students										
Mean scale score	no.	578.0 ± 1.5	580.5 ± 1.5	573.7 ± 1.5	579.5 ± 1.5	●	●	●	●	↑
At or above NMS	%	92.9 ± 0.4	92.2 ± 0.4	90.8 ± 0.4	92.4 ± 0.3	●	↓	●	●	↑
Indigenous students (c)										
Mean scale score	no.	513.8 ± 4.6	510.2 ± 4.0	505.6 ± 2.9	518.1 ± 2.7	●	↓	●	●	↑
At or above NMS	%	70.7 ± 2.1	67.0 ± 2.1	64.2 ± 1.9	71.9 ± 1.6	●	↓	●	●	↑
Non-Indigenous students										
Mean scale score	no.	581.3 ± 1.5	583.8 ± 1.4	577.1 ± 1.5	582.5 ± 1.5	●	●	●	●	●
At or above NMS	%	94.2 ± 0.3	93.5 ± 0.3	92.2 ± 0.3	93.5 ± 0.3	●	↓	●	●	↑
LBOTE students (d)										
At or above NMS	%	90.0 ± 0.8	88.8 ± 1.0	87.1 ± 1.0	89.0 ± 0.9	●	↓	●	●	↑
Male students										
At or above NMS	%	91.5 ± 0.4	89.9 ± 0.5	88.5 ± 0.5	90.9 ± 0.4	●	↓	●	●	↑
Female students										
At or above NMS	%	94.4 ± 0.3	94.7 ± 0.3	93.3 ± 0.4	94.0 ± 0.3	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.49 **Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3 - Year 5									
All students									
2009 Year 3	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
2011 Year 5	495.4 ± 2.0	503.7 ± 1.8	469.4 ± 2.1	480.2 ± 3.0	478.0 ± 3.2	485.9 ± 5.6	516.3 ± 6.3	403.3 ± 19.8	488.1 ± 1.1
Gain 2009-2011	73.1 ± 9.4	73.3 ± 9.4	83.5 ± 9.5	84.7 ± 10.0	79.0 ± 10.1	81.2 ± 11.8	82.7 ± 12.6	81.1 ± 27.9	77.3 ± 9.2
Indigenous students (d)									
2009 Year 3	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
2011 Year 5	434.4 ± 3.7	455.1 ± 6.0	413.7 ± 4.0	387.7 ± 6.1	412.9 ± 7.7	449.0 ± 7.6	461.0 ± 16.1	317.7 ± 21.0	409.8 ± 4.1
Gain 2009-2011	78.8 ± 10.5	79.8 ± 13.3	85.8 ± 10.8	83.3 ± 12.4	83.4 ± 14.7	83.6 ± 15.7	99.4 ± 25.9	78.3 ± 29.4	82.4 ± 10.8
Non-Indigenous students									
2009 Year 3	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
2011 Year 5	498.0 ± 1.9	504.3 ± 1.7	474.2 ± 2.0	487.2 ± 2.7	480.6 ± 3.1	488.9 ± 5.5	517.5 ± 6.2	473.7 ± 6.9	492.3 ± 1.0
Gain 2009-2011	73.0 ± 9.4	73.3 ± 9.4	84.2 ± 9.5	83.4 ± 9.8	79.0 ± 10.1	80.7 ± 11.9	81.8 ± 12.5	90.5 ± 13.5	77.3 ± 9.1
Year 5 - Year 7									
All students									
2009 Year 5	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
2011 Year 7	543.5 ± 3.0	544.8 ± 2.6	533.5 ± 2.0	541.3 ± 3.2	533.8 ± 2.9	534.5 ± 7.4	561.8 ± 8.5	480.2 ± 19.3	540.2 ± 1.3
Gain 2009-2011	40.1 ± 8.2	38.5 ± 8.0	55.7 ± 7.9	59.1 ± 8.5	49.5 ± 8.5	47.3 ± 11.7	49.1 ± 12.9	59.6 ± 26.2	46.3 ± 7.6
Indigenous students (d)									
2009 Year 5	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
2011 Year 7	485.7 ± 3.1	495.4 ± 5.2	480.0 ± 3.6	466.0 ± 4.9	476.2 ± 6.3	498.4 ± 7.8	514.6 ± 16.9	408.7 ± 16.5	475.3 ± 2.6
Gain 2009-2011	47.7 ± 8.9	36.7 ± 10.9	66.7 ± 9.9	74.6 ± 10.8	62.1 ± 14.0	56.3 ± 13.5	56.1 ± 27.2	75.6 ± 23.3	60.9 ± 8.6
Non-Indigenous students									
2009 Year 5	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
2011 Year 7	546.0 ± 3.0	545.7 ± 2.6	537.8 ± 1.9	547.0 ± 3.0	536.1 ± 2.8	539.1 ± 6.9	563.0 ± 8.3	534.8 ± 13.0	543.7 ± 1.3
Gain 2009-2011	40.0 ± 8.2	38.8 ± 8.0	55.5 ± 7.9	56.3 ± 8.4	49.2 ± 8.4	45.4 ± 11.3	48.9 ± 12.7	54.0 ± 16.6	45.6 ± 7.5

Table 4A.49 **Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 7 - Year 9									
All students									
2009 Year 7	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
2011 Year 9	583.0 ± 2.8	585.0 ± 2.8	572.4 ± 3.0	577.3 ± 5.0	572.9 ± 4.7	574.1 ± 7.4	597.9 ± 9.8	525.8 ± 16.8	579.5 ± 1.5
Gain 2009-2011	37.1 ± 6.8	37.9 ± 6.7	39.6 ± 6.6	42.7 ± 8.1	36.1 ± 7.8	39.8 ± 11.9	39.6 ± 14.7	42.8 ± 24.8	38.4 ± 5.8
Indigenous students (d)									
2009 Year 7	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
2011 Year 9	529.0 ± 3.1	539.1 ± 4.7	518.5 ± 4.3	504.0 ± 7.1	512.3 ± 7.9	540.7 ± 9.1	554.2 ± 13.7	452.5 ± 17.3	518.1 ± 2.7
Gain 2009-2011	40.4 ± 7.5	44.9 ± 9.1	43.9 ± 8.3	47.2 ± 11.2	42.9 ± 12.9	48.7 ± 13.9	53.2 ± 22.0	48.2 ± 24.8	44.9 ± 6.8
Non-Indigenous students									
2009 Year 7	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
2011 Year 9	585.4 ± 2.8	585.6 ± 2.8	576.5 ± 2.9	581.8 ± 4.7	574.8 ± 4.5	578.5 ± 7.0	599.1 ± 9.7	572.7 ± 10.5	582.5 ± 1.5
Gain 2009-2011	37.2 ± 6.8	37.8 ± 6.7	39.6 ± 6.5	40.5 ± 7.8	35.9 ± 7.6	39.9 ± 11.7	39.2 ± 14.5	40.2 ± 15.5	38.1 ± 5.8

(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. Readers are urged to be cautious when comparing results.

(b) The mean scale scores for 2009 and 2011 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2009 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section A.5 of the statistical appendix for more information on confidence intervals.

(c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

(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.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.50 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2011 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Average age (c)	*8 y 7 m*	*8 y 9 m*	*8 y 5 m*	*8 y 5 m*	*8 y 7 m*	*8 y 11 m*	*8 y 8 m*	*8 y 6 m*	*8 y 7 m*
Years of schooling (c)	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*
All students	96.5 ± 0.3	96.2 ± 0.3	94.3 ± 0.4	94.8 ± 0.6	94.1 ± 0.7	95.2 ± 0.8	96.2 ± 1.1	70.4 ± 6.2	95.3 ± 0.2
Indigenous students (d)	88.1 ± 1.3	91.3 ± 2.3	84.0 ± 1.8	74.6 ± 3.4	77.5 ± 5.5	90.4 ± 3.7	90.5 ± 5.3	42.0 ± 6.5	79.9 ± 1.6
Non-Indigenous students	96.9 ± 0.2	96.6 ± 0.3	95.3 ± 0.4	96.3 ± 0.4	94.9 ± 0.7	95.6 ± 0.8	96.3 ± 1.1	92.6 ± 2.2	96.2 ± 0.2
LBOTE students (e)	96.7 ± 0.4	95.6 ± 0.6	91.0 ± 1.6	93.3 ± 1.5	92.3 ± 1.9	90.1 ± 3.5	94.0 ± 3.1	48.2 ± 7.8	93.9 ± 0.5
Male students	95.0 ± 0.4	94.9 ± 0.5	92.1 ± 0.6	92.9 ± 0.8	92.1 ± 1.0	93.2 ± 1.3	94.5 ± 1.6	66.1 ± 7.0	93.5 ± 0.3
Female students	98.0 ± 0.2	97.7 ± 0.3	96.7 ± 0.3	96.7 ± 0.5	96.3 ± 0.6	97.3 ± 0.6	98.0 ± 0.8	74.7 ± 5.9	97.1 ± 0.2
Year 5									
Average age (c)	*10 y 7 m*	*10 y 9 m*	*10 y 1 m*	*10 y 5 m*	*10 y 7 m*	*10 y 11 m*	*10 y 8 m*	*10 y 6 m*	*10 y 6 m*
Years of schooling (c)	*5 y 4 m*	*5 y 4 m*	*4 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 1 m*
All students	95.0 ± 0.3	94.4 ± 0.4	90.2 ± 0.6	90.5 ± 0.8	90.3 ± 1.0	90.3 ± 1.4	93.7 ± 1.4	61.7 ± 7.2	92.5 ± 0.3
Indigenous students (d)	81.8 ± 1.7	83.3 ± 3.1	72.1 ± 2.3	56.4 ± 4.0	65.5 ± 5.5	79.6 ± 4.3	87.0 ± 7.3	29.1 ± 6.2	68.9 ± 1.8
Non-Indigenous students	95.7 ± 0.3	94.7 ± 0.4	91.7 ± 0.5	93.0 ± 0.6	91.4 ± 0.9	91.1 ± 1.4	93.9 ± 1.3	88.7 ± 2.7	93.9 ± 0.2
LBOTE students (e)	96.0 ± 0.4	94.2 ± 0.6	85.6 ± 2.3	89.9 ± 1.7	88.8 ± 2.4	84.9 ± 5.3	92.4 ± 2.9	35.7 ± 7.8	92.0 ± 0.6
Male students	92.9 ± 0.4	92.1 ± 0.6	86.1 ± 0.9	87.2 ± 1.1	86.7 ± 1.5	86.4 ± 2.1	90.9 ± 2.3	55.9 ± 7.5	89.6 ± 0.3
Female students	97.3 ± 0.2	96.8 ± 0.3	94.4 ± 0.5	94.0 ± 0.8	94.2 ± 0.8	94.5 ± 1.1	96.6 ± 1.0	67.4 ± 7.2	95.5 ± 0.2
Year 7									
Average age (c)	*12 y 7 m*	*12 y 9 m*	*12 y 1 m*	*12 y 5 m*	*12 y 7 m*	*12 y 11 m*	*12 y 8 m*	*12 y 6 m*	*12 y 6 m*
Years of schooling (c)	*7 y 4 m*	*7 y 4 m*	*6 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 1 m*
All students	92.1 ± 0.6	91.6 ± 0.7	91.6 ± 0.5	91.3 ± 0.9	91.2 ± 0.9	84.3 ± 3.0	91.8 ± 2.5	59.2 ± 9.4	91.1 ± 0.3
Indigenous students (d)	72.5 ± 2.3	74.0 ± 3.7	74.0 ± 2.5	60.7 ± 4.1	64.3 ± 5.5	69.5 ± 6.3	69.3 ± 11.6	26.0 ± 7.5	66.9 ± 1.6
Non-Indigenous students	93.0 ± 0.5	92.1 ± 0.7	93.0 ± 0.4	93.5 ± 0.6	92.4 ± 0.8	86.1 ± 2.6	92.4 ± 2.4	84.8 ± 5.0	92.6 ± 0.3
LBOTE students (e)	93.7 ± 0.9	91.7 ± 1.1	87.9 ± 2.2	89.9 ± 1.7	90.2 ± 1.9	78.8 ± 8.6	92.1 ± 2.8	35.3 ± 12.9	90.6 ± 0.7

Table 4A.50 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2011 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Male students	88.5 ± 0.9	87.8 ± 1.1	88.2 ± 0.8	88.2 ± 1.2	87.7 ± 1.3	77.3 ± 4.2	88.3 ± 3.8	53.7 ± 9.8	87.5 ± 0.5
Female students	95.8 ± 0.4	95.6 ± 0.5	95.1 ± 0.4	94.6 ± 0.7	94.8 ± 0.7	91.7 ± 2.2	95.4 ± 1.8	65.3 ± 9.8	95.0 ± 0.3
Year 9									
Average age (c)	*14 y 7 m*	*14 y 9 m*	*14 y 1 m*	*14 y 2 m*	*14 y 6 m*	*14 y 10 m*	*14 y 8 m*	*14 y 6 m*	*14 y 6 m*
Years of schooling (c)	*9 y 4 m*	*9 y 4 m*	*8 y 4 m*	*8 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 1 m*
All students	84.9 ± 1.0	87.5 ± 0.9	85.0 ± 1.1	83.1 ± 2.0	82.2 ± 2.4	77.0 ± 3.9	85.5 ± 3.4	57.5 ± 8.5	84.8 ± 0.6
Indigenous students (d)	55.9 ± 2.5	66.7 ± 4.6	60.8 ± 3.1	47.4 ± 5.2	48.7 ± 6.1	60.0 ± 6.8	62.7 ± 13.4	22.5 ± 6.7	55.0 ± 1.7
Non-Indigenous students	86.3 ± 0.9	88.0 ± 0.9	86.9 ± 1.0	85.4 ± 1.7	83.3 ± 2.2	79.5 ± 3.5	86.1 ± 3.3	79.6 ± 5.8	86.4 ± 0.5
LBOTE students (e)	88.0 ± 1.4	88.5 ± 1.4	81.4 ± 3.7	83.1 ± 3.8	79.3 ± 5.4	74.8 ± 11.4	83.1 ± 4.7	37.3 ± 13.1	85.7 ± 1.0
Male students	79.1 ± 1.5	82.5 ± 1.4	78.8 ± 1.6	77.6 ± 2.8	75.8 ± 3.1	68.5 ± 4.8	78.5 ± 5.0	50.2 ± 8.6	79.0 ± 0.8
Female students	91.0 ± 0.8	92.9 ± 0.7	91.4 ± 0.9	89.3 ± 1.6	89.0 ± 1.9	86.0 ± 3.5	92.8 ± 2.5	65.1 ± 8.6	91.0 ± 0.4

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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(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.57. 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. 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.

(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.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.51 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	90.0 ± 1.7	92.4 ± 3.0	87.2 ± 1.8	84.2 ± 3.8	85.7 ± 4.3	88.0 ± 5.6	90.7 ± 5.7	..	88.1 ± 1.2
Provincial	87.4 ± 1.9	90.3 ± 3.2	85.0 ± 3.0	82.7 ± 4.2	81.1 ± 7.8	91.9 ± 5.0	np	75.9 ± 6.7	85.9 ± 1.4
Remote	83.2 ± 6.0	np	75.4 ± 7.0	67.9 ± 8.5	np	np	..	59.5 ± 11.2	70.0 ± 4.5
Very remote	60.8 ± 22.5	..	71.5 ± 10.1	56.9 ± 8.5	40.9 ± 18.3	np	..	26.2 ± 5.1	46.0 ± 6.3
Total	**88.1 ± 1.3**	**91.3 ± 2.3**	**84.0 ± 1.8**	**74.6 ± 3.4**	**77.5 ± 5.5**	**90.4 ± 3.7**	**90.5 ± 5.3**	**42.0 ± 6.5**	**79.9 ± 1.6**
Non-Indigenous students									
Metropolitan	97.2 ± 0.3	96.7 ± 0.4	95.4 ± 0.4	96.5 ± 0.5	94.8 ± 0.8	95.8 ± 1.3	96.3 ± 1.1	..	96.4 ± 0.2
Provincial	96.2 ± 0.4	96.5 ± 0.5	94.9 ± 0.6	96.1 ± 0.9	95.4 ± 0.9	95.4 ± 0.9	np	92.0 ± 2.9	95.8 ± 0.3
Remote	94.2 ± 3.6	100.0 ± 0.0	94.9 ± 1.7	94.8 ± 2.0	92.7 ± 2.9	98.1 ± 3.1	..	94.4 ± 3.2	94.6 ± 1.1
Very remote	98.9 ± 4.3	..	91.6 ± 3.4	93.5 ± 2.8	96.2 ± 5.0	np	..	92.9 ± 4.5	93.3 ± 1.8
Total	**96.9 ± 0.2**	**96.6 ± 0.3**	**95.3 ± 0.4**	**96.3 ± 0.4**	**94.9 ± 0.7**	**95.6 ± 0.8**	**96.3 ± 1.1**	**92.6 ± 2.2**	**96.2 ± 0.2**
All students									
Metropolitan	96.9 ± 0.3	96.3 ± 0.4	95.0 ± 0.5	96.1 ± 0.5	94.5 ± 0.9	95.3 ± 1.4	96.2 ± 1.1	..	96.1 ± 0.2
Provincial	95.3 ± 0.5	96.0 ± 0.5	93.9 ± 0.7	95.0 ± 1.0	94.6 ± 1.1	95.1 ± 0.9	np	89.1 ± 3.2	94.9 ± 0.3
Remote	90.0 ± 3.9	99.6 ± 2.2	90.1 ± 3.0	89.0 ± 3.5	91.0 ± 3.7	97.1 ± 3.1	..	80.2 ± 8.6	88.6 ± 2.0
Very remote	81.3 ± 15.1	..	80.3 ± 6.3	73.7 ± 7.3	69.6 ± 15.7	np	..	34.5 ± 9.5	62.3 ± 5.8
Total	**96.5 ± 0.3**	**96.2 ± 0.3**	**94.3 ± 0.4**	**94.8 ± 0.6**	**94.1 ± 0.7**	**95.2 ± 0.8**	**96.2 ± 1.1**	**70.4 ± 6.2**	**95.3 ± 0.2**
Year 5									
Indigenous students									
Metropolitan	85.8 ± 1.9	87.6 ± 4.4	77.3 ± 2.7	68.9 ± 4.3	74.8 ± 6.1	81.1 ± 6.1	87.6 ± 7.8	..	79.8 ± 1.5
Provincial	80.2 ± 2.4	79.9 ± 5.1	73.2 ± 3.7	68.9 ± 6.5	66.0 ± 8.3	78.4 ± 5.9	np	69.8 ± 8.0	75.9 ± 1.9
Remote	64.8 ± 9.9	np	50.2 ± 13.4	48.1 ± 9.8	np	np	..	44.4 ± 10.7	50.7 ± 6.1
Very remote	54.0 ± 27.5	..	54.1 ± 7.3	34.2 ± 7.0	27.9 ± 13.7	np	..	11.4 ± 3.8	28.4 ± 4.8

Table 4A.51 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**81.8 ± 1.7**	**83.3 ± 3.1**	**72.1 ± 2.3**	**56.4 ± 4.0**	**65.5 ± 5.5**	**79.6 ± 4.3**	**87.0 ± 7.3**	**29.1 ± 6.2**	**68.9 ± 1.8**
Non-Indigenous students									
Metropolitan	96.1 ± 0.3	95.2 ± 0.4	92.5 ± 0.6	93.9 ± 0.6	92.2 ± 1.2	92.2 ± 1.9	93.9 ± 1.3	..	94.6 ± 0.2
Provincial	94.3 ± 0.6	93.2 ± 0.7	89.8 ± 0.9	90.9 ± 1.3	89.6 ± 1.4	90.3 ± 1.8	np	88.4 ± 3.0	92.1 ± 0.4
Remote	92.6 ± 4.6	92.1 ± 7.4	92.0 ± 3.0	90.9 ± 3.1	87.0 ± 3.8	90.5 ± 9.5	..	89.1 ± 6.0	90.5 ± 1.7
Very remote	96.7 ± 6.9	..	90.1 ± 4.8	85.1 ± 5.4	82.9 ± 7.2	np	..	91.4 ± 9.2	88.1 ± 3.1
Total	**95.7 ± 0.3**	**94.7 ± 0.4**	**91.7 ± 0.5**	**93.0 ± 0.6**	**91.4 ± 0.9**	**91.1 ± 1.4**	**93.9 ± 1.3**	**88.7 ± 2.7**	**93.9 ± 0.2**
All students									
Metropolitan	95.8 ± 0.3	94.9 ± 0.5	91.6 ± 0.7	92.9 ± 0.7	91.7 ± 1.2	91.4 ± 1.9	93.7 ± 1.4	..	94.1 ± 0.2
Provincial	92.9 ± 0.7	92.6 ± 0.8	88.2 ± 1.0	89.3 ± 1.5	88.3 ± 1.7	89.4 ± 1.9	np	84.8 ± 3.8	90.7 ± 0.5
Remote	83.1 ± 6.5	91.9 ± 7.5	81.8 ± 6.5	81.7 ± 5.5	85.8 ± 4.2	88.4 ± 11.6	..	71.4 ± 9.9	81.1 ± 3.1
Very remote	77.5 ± 22.7	..	70.1 ± 6.8	57.2 ± 9.5	57.4 ± 13.8	np	..	19.5 ± 11.4	48.8 ± 6.4
Total	**95.0 ± 0.3**	**94.4 ± 0.4**	**90.2 ± 0.6**	**90.5 ± 0.8**	**90.3 ± 1.0**	**90.3 ± 1.4**	**93.7 ± 1.4**	**61.7 ± 7.2**	**92.5 ± 0.3**
Year 7									
Indigenous students									
Metropolitan	78.6 ± 2.7	77.6 ± 5.4	79.6 ± 2.8	72.6 ± 4.3	72.4 ± 6.2	66.4 ± 11.6	69.3 ± 11.6	..	77.2 ± 1.6
Provincial	69.8 ± 3.5	70.8 ± 4.6	76.3 ± 3.8	69.4 ± 7.6	64.3 ± 8.9	71.6 ± 6.5	np	61.7 ± 9.3	71.1 ± 2.0
Remote	42.6 ± 13.7	np	53.3 ± 13.4	57.7 ± 10.6	66.7 ± 16.4	np	..	31.4 ± 9.7	47.4 ± 6.4
Very remote	np	..	51.4 ± 10.0	35.6 ± 8.1	21.3 ± 13.9	np	..	7.8 ± 2.9	28.4 ± 5.4
Total	**72.5 ± 2.3**	**74.0 ± 3.7**	**74.0 ± 2.5**	**60.7 ± 4.1**	**64.3 ± 5.5**	**69.5 ± 6.3**	**69.3 ± 11.6**	**26.0 ± 7.5**	**66.9 ± 1.6**
Non-Indigenous students									
Metropolitan	93.9 ± 0.6	93.3 ± 0.7	93.6 ± 0.5	94.0 ± 0.7	93.1 ± 0.9	87.2 ± 4.4	92.4 ± 2.4	..	93.5 ± 0.3
Provincial	90.4 ± 1.0	88.4 ± 1.3	91.7 ± 0.7	92.6 ± 1.0	90.4 ± 1.5	85.4 ± 3.2	np	85.0 ± 6.1	90.1 ± 0.5
Remote	87.5 ± 6.4	96.7 ± 4.9	89.4 ± 2.4	92.1 ± 2.3	91.5 ± 3.6	np	..	85.5 ± 6.9	90.2 ± 1.5
Very remote	92.2 ± 10.0	..	90.1 ± 5.1	87.2 ± 6.9	82.5 ± 10.1	np	..	78.8 ± 7.4	87.6 ± 3.8

Table 4A.51 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**93.0 ± 0.5**	**92.1 ± 0.7**	**93.0 ± 0.4**	**93.5 ± 0.6**	**92.4 ± 0.8**	**86.1 ± 2.6**	**92.4 ± 2.4**	**84.8 ± 5.0**	**92.6 ± 0.3**
All students									
Metropolitan	93.5 ± 0.6	92.9 ± 0.7	92.9 ± 0.6	93.1 ± 0.8	92.5 ± 1.0	84.8 ± 5.4	91.8 ± 2.5	..	92.9 ± 0.3
Provincial	88.2 ± 1.2	87.7 ± 1.4	90.2 ± 0.9	90.9 ± 1.3	89.0 ± 1.7	84.1 ± 3.3	np	79.8 ± 6.7	88.4 ± 0.6
Remote	66.5 ± 12.3	95.5 ± 6.3	80.3 ± 6.3	84.6 ± 4.5	89.8 ± 4.0	np	..	57.7 ± 16.0	78.5 ± 4.2
Very remote	69.6 ± 27.1	..	68.2 ± 8.4	56.6 ± 10.0	52.8 ± 18.2	np	..	14.1 ± 7.1	48.2 ± 6.3
Total	**92.1 ± 0.6**	**91.6 ± 0.7**	**91.6 ± 0.5**	**91.3 ± 0.9**	**91.2 ± 0.9**	**84.3 ± 3.0**	**91.8 ± 2.5**	**59.2 ± 9.4**	**91.1 ± 0.3**
Year 9									
Indigenous students									
Metropolitan	62.0 ± 3.7	71.0 ± 6.1	66.7 ± 3.8	57.1 ± 8.4	53.6 ± 7.0	54.1 ± 11.3	62.7 ± 13.4	..	63.4 ± 2.2
Provincial	52.5 ± 3.6	62.7 ± 7.4	59.2 ± 5.0	45.2 ± 11.0	47.8 ± 10.9	64.2 ± 9.0	np	44.0 ± 9.4	55.0 ± 2.5
Remote	30.0 ± 11.8	np	39.1 ± 14.1	40.1 ± 8.2	np	np	..	24.1 ± 10.2	33.8 ± 6.0
Very remote	np	..	35.4 ± 12.7	33.3 ± 11.7	25.3 ± 19.7	np	..	6.7 ± 4.2	20.6 ± 6.4
Total	**55.9 ± 2.5**	**66.7 ± 4.6**	**60.8 ± 3.1**	**47.4 ± 5.2**	**48.7 ± 6.1**	**60.0 ± 6.8**	**62.7 ± 13.4**	**22.5 ± 6.7**	**55.0 ± 1.7**
Non-Indigenous students									
Metropolitan	87.9 ± 1.0	89.7 ± 1.0	88.3 ± 1.2	86.7 ± 2.0	84.6 ± 2.9	81.2 ± 6.1	86.1 ± 3.3	..	88.0 ± 0.6
Provincial	81.1 ± 1.6	82.7 ± 1.8	83.9 ± 1.4	82.0 ± 3.8	79.7 ± 2.9	78.1 ± 3.9	np	79.3 ± 7.3	82.0 ± 0.9
Remote	68.6 ± 9.0	91.5 ± 11.2	76.5 ± 7.0	76.6 ± 6.3	81.4 ± 5.6	64.1 ± 8.7	..	82.0 ± 7.7	78.6 ± 3.3
Very remote	80.0 ± 14.1	..	77.2 ± 6.6	73.8 ± 9.4	85.3 ± 10.3	np	..	74.9 ± 12.3	78.2 ± 4.0
Total	**86.3 ± 0.9**	**88.0 ± 0.9**	**86.9 ± 1.0**	**85.4 ± 1.7**	**83.3 ± 2.2**	**79.5 ± 3.5**	**86.1 ± 3.3**	**79.6 ± 5.8**	**86.4 ± 0.5**
All students									
Metropolitan	87.3 ± 1.1	89.4 ± 1.0	87.1 ± 1.3	85.7 ± 2.1	84.0 ± 3.0	78.3 ± 7.1	85.5 ± 3.4	..	87.3 ± 0.6
Provincial	78.3 ± 1.8	82.0 ± 1.9	81.6 ± 1.7	79.2 ± 4.6	78.2 ± 3.3	76.1 ± 4.2	np	71.3 ± 7.2	79.8 ± 1.0
Remote	51.2 ± 10.9	91.5 ± 11.1	66.3 ± 10.7	68.5 ± 8.2	79.5 ± 7.3	57.4 ± 9.7	..	57.3 ± 17.8	67.3 ± 5.3
Very remote	48.1 ± 31.8	..	54.1 ± 12.2	51.5 ± 12.7	56.2 ± 20.4	np	..	15.1 ± 12.7	40.7 ± 8.0

Table 4A.51 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**84.9 ± 1.0**	**87.5 ± 0.9**	**85.0 ± 1.1**	**83.1 ± 2.0**	**82.2 ± 2.4**	**77.0 ± 3.9**	**85.5 ± 3.4**	**57.5 ± 8.5**	**84.8 ± 0.6**

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.

(c) Insufficient 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.57. 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.

(f) Data for 2008, 2009 and 2010 were included in earlier Reports.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.53 **Mean scale scores for persuasive persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students	370.6 ± 4.0	380.0 ± 5.5	349.9 ± 4.6	321.9 ± 7.4	335.3 ± 10.5	366.7 ± 9.7	366.1 ± 17.7	250.9 ± 14.2	343.5 ± 4.0
Non-Indigenous students	432.1 ± 1.4	424.5 ± 1.4	408.9 ± 1.9	410.3 ± 2.2	402.6 ± 2.7	403.6 ± 4.5	420.9 ± 4.9	393.4 ± 8.1	420.1 ± 0.8
All students	**429.2 ± 1.5**	**423.6 ± 1.4**	**404.1 ± 2.1**	**403.9 ± 2.5**	**400.1 ± 2.9**	**400.7 ± 4.5**	**419.7 ± 5.0**	**330.0 ± 17.2**	**415.9 ± 0.9**
Year 5									
Indigenous students	436.2 ± 3.5	448.4 ± 5.5	416.5 ± 4.9	379.8 ± 7.9	399.2 ± 9.6	433.6 ± 6.4	448.9 ± 17.0	314.3 ± 16.0	408.1 ± 4.0
Non-Indigenous students	495.1 ± 1.5	493.6 ± 1.5	475.6 ± 1.9	479.3 ± 2.4	472.2 ± 3.1	468.1 ± 4.9	496.0 ± 5.6	464.8 ± 6.6	486.7 ± 0.9
All students	**492.6 ± 1.5**	**492.8 ± 1.5**	**470.9 ± 2.0**	**472.2 ± 2.8**	**469.7 ± 3.2**	**465.2 ± 4.8**	**495.0 ± 5.5**	**396.5 ± 18.2**	**482.6 ± 1.0**
Year 7									
Indigenous students	464.0 ± 4.0	474.1 ± 7.2	474.1 ± 5.5	442.6 ± 8.1	450.7 ± 11.9	464.6 ± 11.8	478.9 ± 21.8	350.6 ± 21.5	454.5 ± 3.9
Non-Indigenous students	530.4 ± 2.9	534.3 ± 3.0	537.6 ± 2.0	535.9 ± 3.0	531.6 ± 3.4	512.7 ± 8.3	537.0 ± 9.8	520.9 ± 16.2	533.2 ± 1.4
All students	**527.5 ± 3.0**	**533.3 ± 3.1**	**532.9 ± 2.2**	**529.5 ± 3.3**	**528.8 ± 3.6**	**507.5 ± 9.0**	**535.7 ± 10.0**	**446.3 ± 27.5**	**529.1 ± 1.4**
Year 9									
Indigenous students	487.6 ± 4.6	512.2 ± 7.0	498.2 ± 6.8	465.2 ± 12.1	472.6 ± 11.4	499.7 ± 12.3	500.4 ± 25.0	384.5 ± 24.6	483.0 ± 4.0
Non-Indigenous students	566.3 ± 3.5	579.7 ± 3.8	569.5 ± 3.7	568.0 ± 6.1	562.7 ± 6.9	552.0 ± 10.3	576.9 ± 12.2	561.5 ± 11.3	570.2 ± 1.9
All students	**562.8 ± 3.6**	**578.5 ± 3.9**	**564.4 ± 3.9**	**561.8 ± 6.6**	**560.3 ± 7.1**	**545.8 ± 11.0**	**574.9 ± 12.5**	**491.9 ± 24.9**	**565.9 ± 2.0**

(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.57. 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.

(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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011,* ACARA, Sydney.

Table 4A.54 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	381.5 ± 4.9	385.8 ± 6.7	361.8 ± 5.6	345.4 ± 7.6	352.5 ± 9.0	366.1 ± 17.2	368.0 ± 18.5	..	367.4 ± 3.1
Provincial	364.6 ± 6.0	375.3 ± 8.5	351.4 ± 7.3	343.2 ± 10.4	340.9 ± 13.4	367.0 ± 12.1	np	329.9 ± 14.4	357.1 ± 3.8
Remote	346.6 ± 14.7	np	317.5 ± 15.0	298.4 ± 16.9	np	np	..	289.7 ± 23.8	309.4 ± 9.9
Very remote	292.9 ± 39.0	..	310.6 ± 21.5	281.7 ± 17.6	260.6 ± 35.5	np	..	215.2 ± 11.3	258.1 ± 13.5
Total	**370.6 ± 4.0**	**380.0 ± 5.5**	**349.9 ± 4.6**	**321.9 ± 7.4**	**335.3 ± 10.5**	**366.7 ± 9.7**	**366.1 ± 17.7**	**250.9 ± 14.2**	**343.5 ± 4.0**
Non-Indigenous students									
Metropolitan	437.0 ± 1.5	429.0 ± 1.6	413.4 ± 2.3	414.5 ± 2.6	406.4 ± 3.3	408.3 ± 7.9	420.9 ± 4.9	..	425.3 ± 1.0
Provincial	415.3 ± 2.3	410.3 ± 2.0	399.5 ± 2.6	400.1 ± 3.5	394.0 ± 4.3	400.2 ± 5.1	np	393.7 ± 9.6	406.5 ± 1.2
Remote	404.6 ± 20.6	406.1 ± 20.2	390.6 ± 8.1	392.7 ± 9.4	388.2 ± 13.2	391.2 ± 21.8	..	395.4 ± 17.9	392.8 ± 5.2
Very remote	407.7 ± 19.9	..	375.8 ± 12.3	385.3 ± 11.7	375.2 ± 15.0	np	..	383.3 ± 11.9	382.0 ± 7.0
Total	**432.1 ± 1.4**	**424.5 ± 1.4**	**408.9 ± 1.9**	**410.3 ± 2.2**	**402.6 ± 2.7**	**403.6 ± 4.5**	**420.9 ± 4.9**	**393.4 ± 8.1**	**420.1 ± 0.8**
All students									
Metropolitan	435.6 ± 1.6	428.3 ± 1.6	410.4 ± 2.5	411.6 ± 2.7	405.0 ± 3.4	405.3 ± 8.3	419.8 ± 5.0	..	423.5 ± 1.0
Provincial	409.9 ± 2.6	409.0 ± 2.1	394.7 ± 2.9	395.6 ± 4.1	391.3 ± 4.6	397.5 ± 5.0	np	381.9 ± 11.4	402.4 ± 1.3
Remote	382.1 ± 17.5	403.5 ± 19.2	372.5 ± 10.0	372.4 ± 12.4	383.9 ± 14.6	388.4 ± 23.4	..	351.8 ± 27.3	372.4 ± 6.8
Very remote	354.8 ± 45.6	..	339.0 ± 15.4	329.4 ± 19.1	321.2 ± 34.1	np	..	235.8 ± 23.2	300.9 ± 14.0
Total	**429.2 ± 1.5**	**423.6 ± 1.4**	**404.1 ± 2.1**	**403.9 ± 2.5**	**400.1 ± 2.9**	**400.7 ± 4.5**	**419.7 ± 5.0**	**330.0 ± 17.2**	**415.9 ± 0.9**
Year 5									
Indigenous students									
Metropolitan	450.1 ± 4.0	455.1 ± 7.2	428.9 ± 6.1	406.2 ± 7.2	416.5 ± 10.8	434.0 ± 9.1	452.5 ± 17.3	..	434.2 ± 3.1
Provincial	428.8 ± 5.1	442.7 ± 8.3	417.8 ± 7.2	404.3 ± 11.3	399.1 ± 15.5	433.8 ± 8.9	np	411.9 ± 14.3	422.7 ± 3.4
Remote	397.8 ± 14.7	np	363.0 ± 26.2	368.3 ± 17.9	np	np	..	357.9 ± 22.9	369.4 ± 11.3
Very remote	367.0 ± 60.4	..	381.4 ± 12.6	330.9 ± 16.1	331.8 ± 29.0	np	..	271.7 ± 12.3	316.1 ± 12.4

Table 4A.54 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**436.2 ± 3.5**	**448.4 ± 5.5**	**416.5 ± 4.9**	**379.8 ± 7.9**	**399.2 ± 9.6**	**433.6 ± 6.4**	**448.9 ± 17.0**	**314.3 ± 16.0**	**408.1 ± 4.0**
Non-Indigenous students									
Metropolitan	500.6 ± 1.7	499.2 ± 1.7	480.8 ± 2.4	485.2 ± 2.8	477.7 ± 3.8	473.5 ± 8.2	496.0 ± 5.6	..	492.7 ± 1.0
Provincial	477.2 ± 1.9	476.5 ± 2.3	463.7 ± 2.5	464.1 ± 4.0	459.7 ± 4.5	463.8 ± 5.8	np	464.3 ± 7.4	470.7 ± 1.2
Remote	465.5 ± 14.8	462.4 ± 22.5	462.0 ± 6.7	463.8 ± 7.6	446.7 ± 12.3	471.7 ± 19.7	..	463.3 ± 16.5	460.8 ± 4.8
Very remote	488.6 ± 21.5	..	456.0 ± 10.7	447.0 ± 12.2	443.6 ± 24.0	np	..	475.8 ± 19.4	455.1 ± 8.1
Total	**495.1 ± 1.5**	**493.6 ± 1.5**	**475.6 ± 1.9**	**479.3 ± 2.4**	**472.2 ± 3.1**	**468.1 ± 4.9**	**496.0 ± 5.6**	**464.8 ± 6.6**	**486.7 ± 0.9**
All students									
Metropolitan	499.4 ± 1.7	498.6 ± 1.7	477.8 ± 2.5	481.9 ± 3.0	476.4 ± 3.9	470.9 ± 8.1	495.2 ± 5.5	..	491.0 ± 1.1
Provincial	472.4 ± 2.1	475.4 ± 2.4	459.3 ± 2.8	459.6 ± 4.3	456.5 ± 4.8	461.0 ± 5.8	np	454.2 ± 8.4	466.9 ± 1.3
Remote	442.5 ± 15.9	461.9 ± 22.2	437.9 ± 14.2	443.7 ± 12.0	444.5 ± 12.8	464.2 ± 20.9	..	422.3 ± 24.3	439.5 ± 7.0
Very remote	433.8 ± 61.1	..	414.6 ± 14.1	383.4 ± 21.5	391.7 ± 28.4	np	..	292.3 ± 29.5	363.4 ± 15.6
Total	**492.6 ± 1.5**	**492.8 ± 1.5**	**470.9 ± 2.0**	**472.2 ± 2.8**	**469.7 ± 3.2**	**465.2 ± 4.8**	**495.0 ± 5.5**	**396.5 ± 18.2**	**482.6 ± 1.0**
Year 7									
Indigenous students									
Metropolitan	477.7 ± 4.8	482.7 ± 10.3	488.1 ± 5.5	469.5 ± 7.2	470.0 ± 10.2	458.2 ± 22.9	478.9 ± 21.8	..	479.7 ± 3.0
Provincial	456.6 ± 5.5	466.3 ± 9.2	478.3 ± 7.9	459.6 ± 11.5	453.7 ± 14.9	469.2 ± 12.1	np	451.9 ± 20.0	464.2 ± 3.7
Remote	414.2 ± 25.8	np	426.4 ± 29.3	434.3 ± 25.0	463.7 ± 30.1	np	..	362.9 ± 24.2	410.6 ± 16.6
Very remote	np	..	420.9 ± 21.4	389.7 ± 17.1	337.8 ± 47.2	np	..	300.6 ± 13.8	361.4 ± 14.9
Total	**464.0 ± 4.0**	**474.1 ± 7.2**	**474.1 ± 5.5**	**442.6 ± 8.1**	**450.7 ± 11.9**	**464.6 ± 11.8**	**478.9 ± 21.8**	**350.6 ± 21.5**	**454.5 ± 3.9**
Non-Indigenous students									
Metropolitan	536.7 ± 3.5	541.5 ± 3.4	542.6 ± 2.6	540.4 ± 3.7	537.7 ± 4.1	521.2 ± 14.8	537.0 ± 9.8	..	539.4 ± 1.6
Provincial	510.2 ± 3.2	512.6 ± 4.4	526.9 ± 2.6	523.4 ± 3.7	517.0 ± 5.2	506.1 ± 8.9	np	525.2 ± 20.3	516.4 ± 1.8
Remote	490.4 ± 7.7	536.5 ± 19.6	514.3 ± 7.1	528.5 ± 7.1	515.4 ± 10.8	np	..	509.4 ± 20.2	517.9 ± 4.7
Very remote	531.8 ± 57.9	..	511.1 ± 12.7	506.3 ± 12.5	492.1 ± 28.2	np	..	490.5 ± 13.3	507.2 ± 9.1

Table 4A.54 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**530.4 ± 2.9**	**534.3 ± 3.0**	**537.6 ± 2.0**	**535.9 ± 3.0**	**531.6 ± 3.4**	**512.7 ± 8.3**	**537.0 ± 9.8**	**520.9 ± 16.2**	**533.2 ± 1.4**
All students									
Metropolitan	535.4 ± 3.5	540.8 ± 3.4	539.8 ± 2.7	537.3 ± 3.9	536.1 ± 4.3	514.3 ± 16.8	535.7 ± 10.0	..	537.6 ± 1.7
Provincial	504.6 ± 3.5	511.0 ± 4.5	522.3 ± 2.9	518.7 ± 4.1	513.7 ± 5.4	502.5 ± 9.1	np	509.3 ± 20.7	512.1 ± 1.9
Remote	455.1 ± 21.0	532.8 ± 19.9	492.3 ± 14.9	508.3 ± 11.9	513.4 ± 11.5	np	..	433.8 ± 45.3	488.9 ± 11.2
Very remote	474.7 ± 82.2	..	460.0 ± 19.0	437.6 ± 21.4	419.3 ± 47.6	np	..	317.0 ± 22.0	410.1 ± 16.3
Total	**527.5 ± 3.0**	**533.3 ± 3.1**	**532.9 ± 2.2**	**529.5 ± 3.3**	**528.8 ± 3.6**	**507.5 ± 9.0**	**535.7 ± 10.0**	**446.3 ± 27.5**	**529.1 ± 1.4**
Year 9									
Indigenous students									
Metropolitan	499.8 ± 5.9	522.2 ± 11.1	513.8 ± 7.9	487.5 ± 17.6	487.1 ± 13.7	487.2 ± 22.6	500.4 ± 25.0	..	505.0 ± 4.1
Provincial	480.8 ± 6.5	502.9 ± 8.6	490.8 ± 11.6	461.5 ± 22.9	470.8 ± 14.5	508.5 ± 14.4	np	463.6 ± 21.2	484.8 ± 5.0
Remote	440.2 ± 21.5	np	446.9 ± 31.8	448.5 ± 16.9	np	np	..	398.9 ± 33.3	433.7 ± 16.1
Very remote	np	..	445.4 ± 28.3	431.1 ± 31.1	394.5 ± 48.9	np	..	321.3 ± 19.3	381.5 ± 22.5
Total	**487.6 ± 4.6**	**512.2 ± 7.0**	**498.2 ± 6.8**	**465.2 ± 12.1**	**472.6 ± 11.4**	**499.7 ± 12.3**	**500.4 ± 25.0**	**384.5 ± 24.6**	**483.0 ± 4.0**
Non-Indigenous students									
Metropolitan	573.3 ± 4.2	587.8 ± 4.4	575.9 ± 4.7	574.1 ± 7.2	569.2 ± 8.8	562.5 ± 18.5	576.9 ± 12.2	..	577.4 ± 2.3
Provincial	543.9 ± 4.5	555.3 ± 5.8	555.2 ± 4.4	551.9 ± 10.6	545.3 ± 8.5	543.7 ± 10.7	np	561.2 ± 13.9	550.4 ± 2.6
Remote	511.1 ± 16.3	625.6 ± 64.4	530.6 ± 13.0	535.4 ± 10.8	548.4 ± 13.0	521.6 ± 7.7	..	566.5 ± 18.8	545.2 ± 11.3
Very remote	543.3 ± 16.7	..	533.2 ± 8.1	524.6 ± 16.6	567.1 ± 26.4	np	..	542.8 ± 34.1	540.2 ± 9.1
Total	**566.3 ± 3.5**	**579.7 ± 3.8**	**569.5 ± 3.7**	**568.0 ± 6.1**	**562.7 ± 6.9**	**552.0 ± 10.3**	**576.9 ± 12.2**	**561.5 ± 11.3**	**570.2 ± 1.9**
All students									
Metropolitan	571.5 ± 4.2	587.0 ± 4.4	572.5 ± 4.9	571.2 ± 7.5	568.0 ± 9.1	554.9 ± 20.5	574.9 ± 12.5	..	575.3 ± 2.4
Provincial	537.6 ± 4.8	553.6 ± 5.8	549.2 ± 4.8	544.7 ± 12.2	542.0 ± 9.0	539.0 ± 11.0	np	538.2 ± 15.2	545.1 ± 2.7
Remote	479.4 ± 19.5	624.8 ± 64.6	507.9 ± 21.6	515.5 ± 16.9	544.6 ± 16.4	508.0 ± 8.4	..	494.8 ± 46.9	516.7 ± 14.0
Very remote	474.3 ± 62.7	..	484.9 ± 25.4	472.6 ± 30.1	486.4 ± 55.7	np	..	348.0 ± 41.9	436.3 ± 23.7

Table 4A.54 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**562.8 ± 3.6**	**578.5 ± 3.9**	**564.4 ± 3.9**	**561.8 ± 6.6**	**560.3 ± 7.1**	**545.8 ± 11.0**	**574.9 ± 12.5**	**491.9 ± 24.9**	**565.9 ± 2.0**

(a) 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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.

(c) Insufficient 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.57. 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.

(f) Data for 2010 were included in the 2012 Report.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.56 **Participation rate in persuasive writing assessment, 2011, by Indigenous status (per cent) (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3										
Indigenous students		93.3	88.6	92.4	85.4	79.8	94.9	86.4	82.1	89.8
Non-Indigenous students		97.4	95.0	96.0	96.3	94.3	97.4	93.6	96.1	96.1
All students		**97.2**	**94.5**	**95.7**	**95.5**	**93.4**	**96.5**	**93.3**	**88.8**	**95.6**
Year 5										
Indigenous students		94.1	89.5	93.1	85.1	84.4	96.2	94.0	82.6	90.7
Non-Indigenous students		97.8	95.6	96.3	96.8	95.5	97.3	95.7	96.0	96.6
All students		**97.6**	**95.2**	**96.0**	**96.0**	**94.9**	**96.5**	**95.6**	**89.4**	**96.2**
Year 7										
Indigenous students		91.0	87.1	92.6	83.4	89.4	90.6	86.8	78.6	89.0
Non-Indigenous students		97.6	95.6	96.6	96.7	96.1	96.3	95.7	97.0	96.6
All students		**97.3**	**95.3**	**96.3**	**95.8**	**95.6**	**95.0**	**95.5**	**88.9**	**96.2**
Year 9										
Indigenous students		81.0	72.9	83.8	70.2	73.8	82.6	74.3	72.2	79.4
Non-Indigenous students		95.8	92.4	93.8	95.6	92.5	92.8	92.3	95.7	94.1
All students		**95.1**	**91.9**	**93.1**	**94.1**	**91.6**	**91.1**	**91.8**	**86.5**	**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. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.57 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Exempt	2.6	5.0	2.0	1.3	5.2	1.8	2.9	1.7	2.4
Absent	4.9	8.6	6.0	13.9	14.8	4.4	3.9	17.3	8.5
Withdrawn	1.8	2.8	1.5	0.7	5.3	0.7	9.7	0.6	1.7
Assessed	90.7	83.6	90.5	84.1	74.7	93.1	83.5	80.4	87.4
Non-Indigenous students									
Exempt	1.5	2.5	1.7	1.4	2.2	1.6	2.1	2.7	1.9
Absent	1.8	3.1	2.4	2.7	2.7	2.1	2.2	2.8	2.4
Withdrawn	0.9	1.9	1.6	1.1	3.0	0.5	4.3	1.2	1.5
Assessed	95.8	92.5	94.3	94.8	92.1	95.8	91.4	93.3	94.2
All students									
Exempt	1.6	2.8	1.7	1.4	2.4	1.6	2.1	2.2	2.0
Absent	1.9	3.3	2.7	3.4	3.4	2.3	2.2	9.7	2.8
Withdrawn	0.9	2.1	1.6	1.1	3.3	1.2	4.5	1.5	1.6
Assessed	95.6	91.8	94.0	94.1	90.9	94.9	91.2	86.6	93.6
Year 5									
Indigenous students									
Exempt	2.6	6.3	2.3	1.4	2.9	3.6	5.0	2.1	2.6
Absent	4.8	8.3	5.8	14.0	11.5	2.9	2.0	16.7	8.1
Withdrawn	1.1	2.2	1.1	0.9	4.1	0.8	4.0	0.7	1.3
Assessed	91.5	83.2	90.8	83.7	81.5	92.7	89.0	80.5	88.0
Non-Indigenous students									
Exempt	1.4	2.4	1.6	1.3	1.9	1.1	2.8	2.2	1.8
Absent	1.6	2.9	2.3	2.4	2.6	2.2	2.1	3.4	2.3
Withdrawn	0.6	1.5	1.4	0.8	1.9	0.5	2.2	0.6	1.1
Assessed	96.4	93.2	94.7	95.5	93.6	96.2	92.9	93.8	94.8
All students									
Exempt	1.5	2.7	1.7	1.3	2.0	1.3	2.9	2.1	1.8
Absent	1.8	3.2	2.6	3.2	3.0	2.3	2.1	9.8	2.6
Withdrawn	0.6	1.6	1.4	0.8	2.1	1.2	2.3	0.8	1.2
Assessed	96.1	92.5	94.3	94.7	92.9	95.2	92.7	87.3	94.4
Year 7									
Indigenous students									
Exempt	2.0	3.3	2.1	1.8	3.9	1.9	3.5	1.9	2.2
Absent	8.6	12.0	6.2	16.0	8.0	8.8	8.8	21.2	10.1
Withdrawn	0.4	0.9	1.3	0.6	2.5	0.6	4.4	0.2	0.9
Assessed	89.0	83.8	90.4	81.6	85.6	88.7	83.3	76.7	86.8
Non-Indigenous students									
Exempt	1.2	1.8	1.6	1.2	1.8	1.6	1.3	2.8	1.5

Table 4A.57 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Absent	2.1	3.7	2.3	2.7	2.4	3.3	3.0	2.6	2.7
Withdrawn	0.3	0.7	1.1	0.6	1.4	0.3	1.3	0.4	0.7
Assessed	96.4	93.8	95.0	95.5	94.4	94.8	94.4	94.2	95.1
All students									
Exempt	1.2	1.9	1.7	1.2	1.9	1.6	1.4	2.3	1.6
Absent	2.4	4.0	2.6	3.6	2.8	4.0	3.1	10.5	3.1
Withdrawn	0.3	0.7	1.1	0.6	1.5	1.0	1.4	0.6	0.7
Assessed	96.1	93.4	94.6	94.6	93.8	93.4	94.1	86.6	94.6
Year 9									
Indigenous students									
Exempt	2.0	3.2	2.2	1.5	2.3	1.7	1.9	1.6	2.1
Absent	18.5	24.6	13.8	29.1	24.1	16.8	21.9	27.0	19.2
Withdrawn	0.5	2.4	2.4	0.7	2.1	0.6	3.8	0.8	1.4
Assessed	79.0	69.8	81.6	68.7	71.5	80.9	72.4	70.6	77.3
Non-Indigenous students									
Exempt	1.1	1.9	1.3	1.6	1.7	1.3	1.3	2.8	1.5
Absent	3.9	6.8	4.3	4.1	6.3	6.6	6.1	4.1	5.0
Withdrawn	0.3	0.8	1.9	0.4	1.2	0.5	1.5	0.1	0.9
Assessed	94.7	90.5	92.5	93.9	90.8	91.6	91.1	93.0	92.6
All students									
Exempt	1.2	2.0	1.4	1.6	1.8	1.3	1.4	2.2	1.5
Absent	4.6	7.2	4.9	5.5	7.1	7.7	6.5	12.9	5.8
Withdrawn	0.3	0.9	1.9	0.4	1.3	1.2	1.6	0.6	0.9
Assessed	93.9	89.9	91.8	92.5	89.8	89.8	90.5	84.3	91.8

(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. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.58 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2011 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Average age (c)	*8 y 7 m*	*8 y 9 m*	*8 y 5 m*	*8 y 5 m*	*8 y 7 m*	*8 y 11 m*	*8 y 8 m*	*8 y 6 m*	*8 y 7 m*
Years of schooling (c)	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*	*3 y 4 m*
All students	96.5 ± 0.3	96.2 ± 0.4	95.2 ± 0.3	95.3 ± 0.5	94.1 ± 0.8	95.4 ± 0.9	96.5 ± 1.1	79.1 ± 4.7	95.6 ± 0.2
Indigenous students (d)	89.2 ± 1.4	89.6 ± 2.3	86.9 ± 1.3	79.8 ± 2.5	79.0 ± 4.8	90.2 ± 4.5	88.9 ± 7.7	59.3 ± 5.8	83.6 ± 1.3
Non-Indigenous students	96.8 ± 0.3	96.6 ± 0.3	96.0 ± 0.3	96.5 ± 0.4	94.7 ± 0.7	95.9 ± 0.8	96.6 ± 1.1	94.5 ± 2.0	96.4 ± 0.1
LBOTE students (e)	96.3 ± 0.5	95.0 ± 0.6	92.7 ± 1.3	93.8 ± 1.5	91.6 ± 2.0	91.5 ± 3.7	93.9 ± 3.1	62.7 ± 6.2	94.2 ± 0.4
Male students	96.1 ± 0.3	95.6 ± 0.5	95.1 ± 0.4	95.0 ± 0.6	93.6 ± 0.9	95.1 ± 1.1	96.0 ± 1.5	78.4 ± 5.1	95.2 ± 0.2
Female students	96.9 ± 0.3	96.8 ± 0.3	95.4 ± 0.4	95.6 ± 0.6	94.5 ± 1.0	95.8 ± 1.1	96.9 ± 1.1	79.8 ± 4.7	96.0 ± 0.2
Year 5									
Average age (c)	*10 y 7 m*	*10 y 9 m*	*10 y 1 m*	*10 y 5 m*	*10 y 7 m*	*10 y 11 m*	*10 y 8 m*	*10 y 6 m*	*10 y 6 m*
Years of schooling (c)	*5 y 4 m*	*5 y 4 m*	*4 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 4 m*	*5 y 1 m*
All students	95.4 ± 0.3	95.6 ± 0.4	93.4 ± 0.5	93.4 ± 0.6	93.1 ± 0.8	93.9 ± 1.0	95.4 ± 1.3	72.5 ± 6.2	94.4 ± 0.2
Indigenous students (d)	83.4 ± 1.6	86.1 ± 2.9	77.8 ± 2.1	67.0 ± 3.5	74.2 ± 4.6	86.9 ± 4.4	86.0 ± 9.1	45.2 ± 6.6	75.2 ± 1.5
Non-Indigenous students	96.0 ± 0.3	95.9 ± 0.3	94.8 ± 0.4	95.4 ± 0.5	94.0 ± 0.8	94.5 ± 1.0	95.6 ± 1.2	94.6 ± 1.9	95.5 ± 0.2
LBOTE students (e)	95.8 ± 0.4	94.6 ± 0.6	89.0 ± 2.0	91.3 ± 1.6	90.0 ± 2.2	87.5 ± 5.2	92.9 ± 2.8	50.0 ± 7.6	92.9 ± 0.5
Male students	95.2 ± 0.4	95.1 ± 0.5	93.2 ± 0.6	93.4 ± 0.7	92.9 ± 1.0	94.0 ± 1.1	94.6 ± 1.8	72.1 ± 6.7	94.1 ± 0.3
Female students	95.6 ± 0.3	96.1 ± 0.3	93.6 ± 0.5	93.5 ± 0.7	93.4 ± 0.9	93.8 ± 1.5	96.2 ± 1.3	72.9 ± 6.3	94.6 ± 0.2
Year 7									
Average age (c)	*12 y 7 m*	*12 y 9 m*	*12 y 1 m*	*12 y 5 m*	*12 y 7 m*	*12 y 11 m*	*12 y 8 m*	*12 y 6 m*	*12 y 6 m*
Years of schooling (c)	*7 y 4 m*	*7 y 4 m*	*6 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 4 m*	*7 y 1 m*
All students	94.4 ± 0.5	95.8 ± 0.5	94.6 ± 0.4	94.7 ± 0.6	93.9 ± 0.7	92.6 ± 1.7	95.7 ± 1.5	71.7 ± 8.3	94.5 ± 0.2
Indigenous students (d)	80.5 ± 1.7	86.3 ± 3.3	80.7 ± 2.2	72.2 ± 3.6	76.4 ± 4.8	83.2 ± 5.1	79.6 ± 8.3	43.8 ± 8.4	76.5 ± 1.4
Non-Indigenous students	95.1 ± 0.4	96.1 ± 0.4	95.7 ± 0.4	96.3 ± 0.4	94.7 ± 0.7	93.8 ± 1.5	96.1 ± 1.5	93.3 ± 3.2	95.5 ± 0.2
LBOTE students (e)	94.5 ± 0.8	94.4 ± 0.9	90.5 ± 1.9	92.6 ± 1.5	91.7 ± 1.6	85.2 ± 7.6	95.4 ± 2.2	49.1 ± 11.6	92.7 ± 0.6

Table 4A.58 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2011 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Male students	94.1 ± 0.6	95.5 ± 0.6	94.5 ± 0.5	94.6 ± 0.7	93.8 ± 0.9	91.7 ± 2.1	95.4 ± 2.1	71.4 ± 8.7	94.3 ± 0.3
Female students	94.6 ± 0.5	96.1 ± 0.4	94.7 ± 0.5	94.8 ± 0.7	94.1 ± 0.9	93.6 ± 1.7	95.9 ± 1.4	72.0 ± 8.3	94.7 ± 0.3
Year 9									
Average age (c)	*14 y 7 m*	*14 y 9 m*	*14 y 1 m*	*14 y 2 m*	*14 y 6 m*	*14 y 10 m*	*14 y 8 m*	*14 y 6 m*	*14 y 6 m*
Years of schooling (c)	*9 y 4 m*	*9 y 4 m*	*8 y 4 m*	*8 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 4 m*	*9 y 1 m*
All students	93.0 ± 0.6	94.6 ± 0.6	92.8 ± 0.7	92.1 ± 1.2	91.7 ± 1.5	90.9 ± 2.0	94.6 ± 1.8	72.6 ± 7.7	93.0 ± 0.3
Indigenous students (d)	74.9 ± 2.2	80.3 ± 3.8	74.5 ± 2.7	67.3 ± 5.1	68.2 ± 5.6	80.3 ± 5.4	83.0 ± 8.2	42.4 ± 8.6	72.0 ± 1.6
Non-Indigenous students	93.9 ± 0.5	94.8 ± 0.6	94.2 ± 0.5	93.6 ± 1.1	92.6 ± 1.4	92.1 ± 1.8	94.9 ± 1.7	91.7 ± 4.7	94.1 ± 0.3
LBOTE students (e)	93.4 ± 1.0	93.5 ± 1.0	88.4 ± 3.0	90.1 ± 3.3	88.0 ± 5.3	87.7 ± 8.8	92.7 ± 3.0	52.3 ± 12.7	91.6 ± 0.8
Male students	93.1 ± 0.6	94.6 ± 0.7	92.5 ± 0.8	92.1 ± 1.5	91.7 ± 1.7	90.9 ± 2.2	94.7 ± 2.1	72.2 ± 8.0	93.0 ± 0.4
Female students	92.9 ± 0.7	94.5 ± 0.6	93.1 ± 0.7	92.0 ± 1.3	91.7 ± 1.5	90.8 ± 2.3	94.5 ± 2.2	73.0 ± 7.7	93.0 ± 0.4

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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(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.65. 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. 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.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.59 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	90.4 ± 1.5	91.4 ± 3.5	88.1 ± 1.7	85.3 ± 4.0	86.6 ± 4.3	87.1 ± 8.9	89.7 ± 7.9	..	88.6 ± 1.1
Provincial	88.8 ± 2.0	88.0 ± 3.4	87.2 ± 2.4	84.5 ± 4.3	75.5 ± 8.9	92.1 ± 4.3	np	83.5 ± 5.8	87.2 ± 1.1
Remote	86.2 ± 7.1	np	79.9 ± 7.0	75.3 ± 7.3	np	np	..	70.3 ± 9.9	77.0 ± 4.3
Very remote	71.3 ± 12.7	..	84.3 ± 4.1	69.9 ± 7.3	58.9 ± 17.3	np	..	48.5 ± 6.3	63.3 ± 5.2
Total	**89.2 ± 1.4**	**89.6 ± 2.3**	**86.9 ± 1.3**	**79.8 ± 2.5**	**79.0 ± 4.8**	**90.2 ± 4.5**	**88.9 ± 7.7**	**59.3 ± 5.8**	**83.6 ± 1.3**
Non-Indigenous students									
Metropolitan	97.0 ± 0.3	96.6 ± 0.4	96.2 ± 0.4	96.7 ± 0.5	94.7 ± 0.9	95.9 ± 1.2	96.6 ± 1.1	..	96.5 ± 0.2
Provincial	96.4 ± 0.5	96.6 ± 0.5	95.5 ± 0.5	96.2 ± 0.8	94.9 ± 1.1	95.8 ± 1.0	np	93.6 ± 2.6	96.0 ± 0.2
Remote	96.4 ± 3.3	99.3 ± 3.3	96.0 ± 1.7	95.4 ± 1.7	94.5 ± 3.0	95.6 ± 4.3	..	96.3 ± 2.7	95.7 ± 1.1
Very remote	99.3 ± 3.2	..	94.6 ± 3.5	93.2 ± 3.6	95.0 ± 5.6	np	..	97.8 ± 2.6	94.9 ± 2.0
Total	**96.8 ± 0.3**	**96.6 ± 0.3**	**96.0 ± 0.3**	**96.5 ± 0.4**	**94.7 ± 0.7**	**95.9 ± 0.8**	**96.6 ± 1.1**	**94.5 ± 2.0**	**96.4 ± 0.1**
All students									
Metropolitan	96.8 ± 0.3	96.2 ± 0.4	95.7 ± 0.4	96.2 ± 0.6	94.4 ± 1.0	95.3 ± 1.5	96.5 ± 1.1	..	96.2 ± 0.2
Provincial	95.6 ± 0.5	96.0 ± 0.6	94.6 ± 0.6	95.2 ± 0.9	93.9 ± 1.1	95.5 ± 1.1	np	91.8 ± 2.9	95.2 ± 0.3
Remote	92.5 ± 3.5	99.3 ± 3.1	92.0 ± 2.9	91.0 ± 2.8	93.3 ± 3.4	94.9 ± 5.3	..	85.8 ± 6.5	91.1 ± 1.7
Very remote	86.3 ± 9.7	..	88.8 ± 3.3	80.6 ± 5.2	76.9 ± 12.3	np	..	54.9 ± 7.9	74.2 ± 4.3
Total	**96.5 ± 0.3**	**96.2 ± 0.4**	**95.2 ± 0.3**	**95.3 ± 0.5**	**94.1 ± 0.8**	**95.4 ± 0.9**	**96.5 ± 1.1**	**79.1 ± 4.7**	**95.6 ± 0.2**
Year 5									
Indigenous students									
Metropolitan	86.8 ± 1.8	88.3 ± 3.7	82.3 ± 2.6	79.5 ± 4.5	79.9 ± 4.7	87.0 ± 6.2	86.1 ± 8.1	..	83.8 ± 1.3
Provincial	82.6 ± 2.3	84.3 ± 4.6	78.4 ± 3.4	75.4 ± 5.8	74.8 ± 8.9	86.6 ± 5.6	np	78.6 ± 6.8	80.6 ± 1.6
Remote	64.5 ± 9.0	np	61.8 ± 9.7	63.1 ± 9.9	np	np	..	60.9 ± 10.3	62.8 ± 4.8
Very remote	52.0 ± 27.2	..	61.9 ± 8.3	45.7 ± 6.8	49.4 ± 14.9	np	..	29.9 ± 6.8	42.4 ± 4.9

Table 4A.59 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**83.4 ± 1.6**	**86.1 ± 2.9**	**77.8 ± 2.1**	**67.0 ± 3.5**	**74.2 ± 4.6**	**86.9 ± 4.4**	**86.0 ± 9.1**	**45.2 ± 6.6**	**75.2 ± 1.5**
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	96.1 ± 0.4	95.2 ± 0.5	95.7 ± 0.6	94.1 ± 1.0	94.7 ± 1.7	95.6 ± 1.2	..	95.7 ± 0.2
Provincial	95.3 ± 0.5	95.4 ± 0.6	93.9 ± 0.7	94.8 ± 0.9	93.6 ± 1.3	94.5 ± 1.2	np	93.8 ± 2.5	94.8 ± 0.3
Remote	94.5 ± 3.3	97.5 ± 4.0	93.8 ± 2.4	94.6 ± 2.0	93.6 ± 3.3	88.5 ± 14.4	..	97.0 ± 1.8	94.5 ± 1.1
Very remote	94.8 ± 9.8	..	92.3 ± 4.9	91.1 ± 5.0	92.6 ± 5.1	np	..	96.8 ± 5.8	92.4 ± 3.1
Total	**96.0 ± 0.3**	**95.9 ± 0.3**	**94.8 ± 0.4**	**95.4 ± 0.5**	**94.0 ± 0.8**	**94.5 ± 1.0**	**95.6 ± 1.2**	**94.6 ± 1.9**	**95.5 ± 0.2**
All students									
Metropolitan	95.9 ± 0.3	95.8 ± 0.4	94.4 ± 0.6	95.1 ± 0.6	93.6 ± 1.0	94.1 ± 1.7	95.4 ± 1.2	..	95.3 ± 0.2
Provincial	94.0 ± 0.6	94.9 ± 0.7	92.4 ± 0.8	93.3 ± 1.2	92.6 ± 1.4	93.9 ± 1.2	np	91.1 ± 3.2	93.6 ± 0.3
Remote	84.3 ± 5.6	97.5 ± 4.0	86.0 ± 4.7	87.8 ± 4.2	92.7 ± 3.2	88.1 ± 13.1	..	82.8 ± 7.3	87.0 ± 2.2
Very remote	75.5 ± 21.8	..	75.4 ± 6.5	66.2 ± 8.4	72.5 ± 11.3	np	..	37.0 ± 10.5	59.6 ± 5.6
Total	**95.4 ± 0.3**	**95.6 ± 0.4**	**93.4 ± 0.5**	**93.4 ± 0.6**	**93.1 ± 0.8**	**93.9 ± 1.0**	**95.4 ± 1.3**	**72.5 ± 6.2**	**94.4 ± 0.2**
Year 7									
Indigenous students									
Metropolitan	84.4 ± 2.2	88.1 ± 4.8	85.4 ± 2.3	83.2 ± 3.5	81.7 ± 5.3	79.0 ± 10.4	79.6 ± 8.3	..	84.5 ± 1.3
Provincial	78.9 ± 2.4	84.7 ± 4.1	83.4 ± 3.2	82.0 ± 4.2	77.3 ± 7.1	85.9 ± 4.5	np	79.4 ± 6.0	81.3 ± 1.5
Remote	61.9 ± 9.8	np	62.5 ± 11.1	70.4 ± 8.9	73.8 ± 17.5	np	..	50.1 ± 12.3	61.7 ± 5.4
Very remote	np	..	59.0 ± 8.3	46.5 ± 7.4	47.8 ± 18.1	np	..	25.2 ± 6.0	41.6 ± 4.7
Total	**80.5 ± 1.7**	**86.3 ± 3.3**	**80.7 ± 2.2**	**72.2 ± 3.6**	**76.4 ± 4.8**	**83.2 ± 5.1**	**79.6 ± 8.3**	**43.8 ± 8.4**	**76.5 ± 1.4**
Non-Indigenous students									
Metropolitan	95.3 ± 0.5	96.2 ± 0.5	95.9 ± 0.5	96.5 ± 0.5	94.8 ± 0.8	93.1 ± 2.4	96.1 ± 1.5	..	95.7 ± 0.3
Provincial	94.4 ± 0.6	95.7 ± 0.7	95.4 ± 0.6	96.2 ± 0.7	94.6 ± 1.0	94.3 ± 1.7	np	93.0 ± 4.0	95.1 ± 0.3
Remote	91.4 ± 5.0	100.0	94.4 ± 2.0	95.7 ± 1.7	94.8 ± 3.3	np	..	94.5 ± 4.2	94.9 ± 1.2
Very remote	93.1 ± 6.7	..	93.5 ± 4.6	91.9 ± 4.5	96.3 ± 5.1	np	..	94.8 ± 5.9	93.4 ± 2.6

Table 4A.59 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**95.1 ± 0.4**	**96.1 ± 0.4**	**95.7 ± 0.4**	**96.3 ± 0.4**	**94.7 ± 0.7**	**93.8 ± 1.5**	**96.1 ± 1.5**	**93.3 ± 3.2**	**95.5 ± 0.2**
All students									
Metropolitan	95.0 ± 0.5	96.0 ± 0.6	95.3 ± 0.5	95.9 ± 0.6	94.3 ± 0.9	91.7 ± 3.2	95.7 ± 1.5	..	95.3 ± 0.3
Provincial	92.8 ± 0.8	95.2 ± 0.8	94.3 ± 0.7	95.1 ± 0.9	93.7 ± 1.2	93.4 ± 1.8	np	89.6 ± 4.3	93.9 ± 0.4
Remote	77.4 ± 8.8	100.0	86.4 ± 5.0	90.3 ± 3.6	93.5 ± 4.0	np	..	71.1 ± 13.8	85.8 ± 3.2
Very remote	71.5 ± 23.5	..	74.0 ± 7.0	65.1 ± 8.7	72.1 ± 14.5	np	..	31.4 ± 8.8	58.9 ± 5.4
Total	**94.4 ± 0.5**	**95.8 ± 0.5**	**94.6 ± 0.4**	**94.7 ± 0.6**	**93.9 ± 0.7**	**92.6 ± 1.7**	**95.7 ± 1.5**	**71.7 ± 8.3**	**94.5 ± 0.2**
Year 9									
Indigenous students									
Metropolitan	79.4 ± 3.0	81.8 ± 5.8	78.6 ± 3.2	74.3 ± 7.3	73.5 ± 6.7	74.9 ± 9.7	83.0 ± 8.2	..	78.4 ± 2.1
Provincial	72.6 ± 3.2	78.9 ± 3.9	74.9 ± 4.0	71.6 ± 9.3	69.2 ± 9.7	83.9 ± 5.4	np	66.5 ± 8.3	73.9 ± 1.9
Remote	57.1 ± 15.5	np	60.2 ± 16.3	64.7 ± 10.4	np	np	..	52.9 ± 13.5	58.9 ± 7.2
Very remote	np	..	47.8 ± 10.6	45.1 ± 12.8	36.2 ± 16.6	np	..	20.3 ± 6.9	33.5 ± 6.5
Total	**74.9 ± 2.2**	**80.3 ± 3.8**	**74.5 ± 2.7**	**67.3 ± 5.1**	**68.2 ± 5.6**	**80.3 ± 5.4**	**83.0 ± 8.2**	**42.4 ± 8.6**	**72.0 ± 1.6**
Non-Indigenous students									
Metropolitan	94.2 ± 0.6	95.1 ± 0.7	94.5 ± 0.7	93.9 ± 1.3	92.8 ± 1.8	92.1 ± 2.4	94.9 ± 1.7	..	94.4 ± 0.4
Provincial	93.1 ± 0.8	94.1 ± 0.9	93.7 ± 0.8	93.3 ± 1.8	92.1 ± 1.8	92.1 ± 2.4	np	90.6 ± 5.8	93.4 ± 0.5
Remote	87.7 ± 6.7	95.6 ± 6.0	90.7 ± 3.5	90.0 ± 3.8	92.6 ± 3.9	92.8 ± 4.6	..	96.3 ± 4.1	91.9 ± 1.8
Very remote	88.8 ± 7.7	..	91.5 ± 4.0	84.4 ± 8.3	94.4 ± 5.6	np	..	90.1 ± 8.4	90.3 ± 3.1
Total	**93.9 ± 0.5**	**94.8 ± 0.6**	**94.2 ± 0.5**	**93.6 ± 1.1**	**92.6 ± 1.4**	**92.1 ± 1.8**	**94.9 ± 1.7**	**91.7 ± 4.7**	**94.1 ± 0.3**
All students									
Metropolitan	93.8 ± 0.6	94.9 ± 0.7	93.6 ± 0.8	93.2 ± 1.4	92.3 ± 1.9	90.4 ± 3.1	94.6 ± 1.8	..	93.9 ± 0.4
Provincial	91.1 ± 1.0	93.6 ± 0.9	92.0 ± 1.1	91.7 ± 2.4	91.0 ± 2.2	91.2 ± 2.5	np	85.0 ± 5.8	91.8 ± 0.6
Remote	74.3 ± 11.7	95.6 ± 6.0	82.4 ± 7.3	84.4 ± 5.7	90.8 ± 4.1	90.4 ± 2.6	..	77.4 ± 13.9	83.5 ± 3.8
Very remote	61.5 ± 29.7	..	67.4 ± 11.2	62.7 ± 12.4	66.3 ± 19.5	np	..	29.1 ± 12.3	53.4 ± 7.7

Table 4A.59 **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, 2011 (per cent) (a), (b), (c), (d), (e), (f)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**93.0 ± 0.6**	**94.6 ± 0.6**	**92.8 ± 0.7**	**92.1 ± 1.2**	**91.7 ± 1.5**	**90.9 ± 2.0**	**94.6 ± 1.8**	**72.6 ± 7.7**	**93.0 ± 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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.

(c) Insufficient 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.65. 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.

(f) Data for 2008, 2009 and 2010 were included in earlier Reports.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.61 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students	350.5 ± 3.1	365.3 ± 5.3	336.7 ± 2.9	318.9 ± 4.1	322.5 ± 7.6	356.2 ± 8.8	361.0 ± 18.1	282.5 ± 9.2	334.4 ± 2.4
Non-Indigenous students	408.0 ± 1.6	413.5 ± 1.6	388.9 ± 1.8	392.0 ± 2.3	381.9 ± 2.7	394.8 ± 4.7	415.5 ± 5.7	381.3 ± 7.5	401.7 ± 0.9
All students	**405.5 ± 1.7**	**412.8 ± 1.6**	**384.6 ± 1.9**	**386.6 ± 2.5**	**379.4 ± 2.7**	**392.3 ± 4.8**	**414.4 ± 5.8**	**337.8 ± 11.8**	**398.1 ± 0.9**
Year 5									
Indigenous students	439.8 ± 3.2	455.1 ± 5.0	421.8 ± 3.2	402.7 ± 4.9	415.5 ± 6.0	447.9 ± 6.2	448.1 ± 14.0	366.5 ± 11.2	421.1 ± 2.7
Non-Indigenous students	501.8 ± 2.0	499.8 ± 1.6	474.4 ± 1.7	485.1 ± 2.5	473.0 ± 2.7	480.2 ± 4.4	502.9 ± 5.5	470.1 ± 5.0	491.3 ± 1.0
All students	**499.3 ± 2.0**	**499.2 ± 1.6**	**470.3 ± 1.9**	**479.2 ± 2.7**	**470.9 ± 2.8**	**478.2 ± 4.6**	**502.0 ± 5.7**	**423.6 ± 12.2**	**487.8 ± 1.1**
Year 7									
Indigenous students	481.8 ± 3.3	494.4 ± 5.4	481.8 ± 3.8	465.1 ± 5.2	475.2 ± 6.7	493.6 ± 8.1	494.6 ± 17.2	416.0 ± 13.6	474.8 ± 2.4
Non-Indigenous students	551.7 ± 3.8	551.8 ± 3.0	543.2 ± 2.1	550.6 ± 3.2	537.3 ± 3.2	537.4 ± 6.6	557.2 ± 10.0	532.3 ± 11.7	548.5 ± 1.6
All students	**548.6 ± 3.8**	**550.9 ± 3.0**	**538.7 ± 2.2**	**544.6 ± 3.4**	**534.9 ± 3.3**	**532.2 ± 7.3**	**555.5 ± 10.2**	**481.3 ± 17.6**	**544.6 ± 1.6**
Year 9									
Indigenous students	521.6 ± 3.3	532.4 ± 5.1	518.4 ± 3.8	508.2 ± 7.0	507.6 ± 8.0	533.0 ± 8.5	538.7 ± 16.6	465.9 ± 13.5	515.8 ± 2.3
Non-Indigenous students	592.7 ± 3.7	590.6 ± 3.6	578.8 ± 3.3	586.9 ± 5.5	574.1 ± 5.4	571.1 ± 6.6	594.4 ± 10.2	569.4 ± 8.3	586.7 ± 1.9
All students	**589.5 ± 3.7**	**590.0 ± 3.6**	**574.4 ± 3.4**	**582.2 ± 5.8**	**572.0 ± 5.6**	**567.1 ± 7.1**	**593.0 ± 10.3**	**528.8 ± 14.5**	**583.4 ± 1.9**

(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.65. 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.

(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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table 4A.62 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	358.2 ± 3.7	370.7 ± 7.3	342.9 ± 4.3	333.3 ± 5.1	335.2 ± 6.6	348.4 ± 13.6	364.3 ± 18.6	..	348.5 ± 2.4
Provincial	346.6 ± 4.6	360.7 ± 6.9	337.4 ± 5.1	325.4 ± 7.8	317.3 ± 13.1	360.6 ± 11.6	np	327.9 ± 9.5	341.8 ± 2.8
Remote	328.2 ± 12.0	np	316.9 ± 11.3	307.1 ± 9.2	np	np	..	304.5 ± 13.7	313.0 ± 5.8
Very remote	300.5 ± 24.8	..	318.7 ± 7.1	298.9 ± 8.6	285.0 ± 26.5	np	..	262.1 ± 9.9	286.6 ± 7.8
Total	**350.5 ± 3.1**	**365.3 ± 5.3**	**336.7 ± 2.9**	**318.9 ± 4.1**	**322.5 ± 7.6**	**356.2 ± 8.8**	**361.0 ± 18.1**	**282.5 ± 9.2**	**334.4 ± 2.4**
Non-Indigenous students									
Metropolitan	411.8 ± 2.0	416.8 ± 1.9	392.8 ± 2.3	396.6 ± 2.9	385.6 ± 3.4	399.9 ± 8.2	415.5 ± 5.7	..	406.0 ± 1.1
Provincial	395.1 ± 2.0	402.9 ± 2.2	380.3 ± 2.1	379.6 ± 3.5	372.9 ± 3.7	391.0 ± 5.1	np	380.3 ± 9.6	390.3 ± 1.2
Remote	392.1 ± 20.7	408.8 ± 25.7	375.4 ± 7.1	378.1 ± 7.3	370.2 ± 10.8	373.8 ± 19.9	..	381.9 ± 12.6	378.1 ± 4.4
Very remote	391.6 ± 14.0	..	374.8 ± 11.3	370.8 ± 9.1	368.9 ± 16.8	np	..	390.3 ± 7.0	376.0 ± 6.1
Total	**408.0 ± 1.6**	**413.5 ± 1.6**	**388.9 ± 1.8**	**392.0 ± 2.3**	**381.9 ± 2.7**	**394.8 ± 4.7**	**415.5 ± 5.7**	**381.3 ± 7.5**	**401.7 ± 0.9**
All students									
Metropolitan	410.6 ± 2.0	416.4 ± 1.9	389.9 ± 2.4	393.8 ± 2.9	383.9 ± 3.4	396.4 ± 8.5	414.5 ± 5.8	..	404.3 ± 1.1
Provincial	390.1 ± 2.2	401.7 ± 2.2	375.9 ± 2.3	375.2 ± 3.9	370.1 ± 3.9	389.5 ± 5.4	np	370.9 ± 10.4	386.5 ± 1.3
Remote	367.8 ± 16.2	405.4 ± 25.0	360.9 ± 8.5	362.8 ± 9.0	366.4 ± 11.7	372.3 ± 21.0	..	350.8 ± 17.8	362.1 ± 5.1
Very remote	349.4 ± 29.7	..	343.1 ± 9.5	332.1 ± 11.4	328.6 ± 24.6	np	..	278.3 ± 17.4	317.6 ± 9.0
Total	**405.5 ± 1.7**	**412.8 ± 1.6**	**384.6 ± 1.9**	**386.6 ± 2.5**	**379.4 ± 2.7**	**392.3 ± 4.8**	**414.4 ± 5.8**	**337.8 ± 11.8**	**398.1 ± 0.9**
Year 5									
Indigenous students									
Metropolitan	449.4 ± 3.5	461.1 ± 7.2	430.4 ± 4.5	422.1 ± 6.0	424.5 ± 7.5	448.6 ± 11.3	452.0 ± 13.2	..	437.7 ± 2.6
Provincial	435.7 ± 4.7	449.9 ± 6.2	421.6 ± 4.7	414.9 ± 7.2	415.6 ± 11.0	447.7 ± 7.8	np	420.3 ± 7.2	429.9 ± 2.7
Remote	405.9 ± 12.0	np	394.4 ± 10.7	395.4 ± 11.3	np	np	..	395.6 ± 13.5	397.3 ± 6.0
Very remote	368.8 ± 62.2	..	395.7 ± 9.1	371.0 ± 7.6	381.2 ± 13.5	np	..	341.5 ± 12.0	363.5 ± 8.1

Table 4A.62 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**439.8 ± 3.2**	**455.1 ± 5.0**	**421.8 ± 3.2**	**402.7 ± 4.9**	**415.5 ± 6.0**	**447.9 ± 6.2**	**448.1 ± 14.0**	**366.5 ± 11.2**	**421.1 ± 2.7**
Non-Indigenous students									
Metropolitan	506.9 ± 2.4	503.4 ± 2.0	478.6 ± 2.3	490.6 ± 3.1	476.5 ± 3.4	484.4 ± 7.6	502.9 ± 5.5	..	496.3 ± 1.2
Provincial	485.0 ± 1.9	488.6 ± 2.2	465.2 ± 2.0	470.5 ± 3.3	465.0 ± 3.5	477.2 ± 4.9	np	468.4 ± 6.2	478.0 ± 1.1
Remote	475.4 ± 13.0	493.1 ± 26.1	458.0 ± 5.4	472.2 ± 6.8	457.2 ± 7.8	474.1 ± 29.2	..	474.1 ± 8.4	467.1 ± 3.9
Very remote	480.0 ± 19.9	..	459.9 ± 11.7	457.7 ± 8.7	459.2 ± 20.1	np	..	477.2 ± 8.0	461.6 ± 6.6
Total	**501.8 ± 2.0**	**499.8 ± 1.6**	**474.4 ± 1.7**	**485.1 ± 2.5**	**473.0 ± 2.7**	**480.2 ± 4.4**	**502.9 ± 5.5**	**470.1 ± 5.0**	**491.3 ± 1.0**
All students									
Metropolitan	505.8 ± 2.4	503.1 ± 2.0	475.8 ± 2.4	487.7 ± 3.2	475.1 ± 3.5	481.8 ± 7.6	502.1 ± 5.7	..	494.7 ± 1.3
Provincial	480.2 ± 2.0	487.6 ± 2.2	461.0 ± 2.2	466.4 ± 3.7	462.4 ± 3.7	475.8 ± 5.8	np	459.7 ± 6.8	474.4 ± 1.2
Remote	452.7 ± 12.9	493.4 ± 25.8	442.5 ± 8.6	456.0 ± 9.7	454.7 ± 8.2	468.3 ± 26.4	..	444.0 ± 15.4	450.9 ± 5.0
Very remote	429.9 ± 55.3	..	424.2 ± 12.6	410.1 ± 14.5	424.2 ± 18.6	np	..	356.0 ± 19.7	397.3 ± 10.5
Total	**499.3 ± 2.0**	**499.2 ± 1.6**	**470.3 ± 1.9**	**479.2 ± 2.7**	**470.9 ± 2.8**	**478.2 ± 4.6**	**502.0 ± 5.7**	**423.6 ± 12.2**	**487.8 ± 1.1**
Year 7									
Indigenous students									
Metropolitan	491.2 ± 4.3	498.0 ± 7.8	490.7 ± 4.5	484.5 ± 5.8	486.7 ± 7.7	485.7 ± 16.4	494.6 ± 17.2	..	490.3 ± 2.5
Provincial	477.2 ± 4.4	491.2 ± 6.7	487.2 ± 5.6	478.7 ± 6.3	474.6 ± 10.6	497.6 ± 7.4	np	477.2 ± 11.7	482.4 ± 2.7
Remote	446.2 ± 12.5	np	448.4 ± 14.4	460.4 ± 12.6	467.4 ± 24.8	np	..	426.9 ± 17.2	446.6 ± 7.7
Very remote	np	..	441.3 ± 9.9	424.8 ± 8.7	423.5 ± 18.2	np	..	384.3 ± 11.2	413.4 ± 7.6
Total	**481.8 ± 3.3**	**494.4 ± 5.4**	**481.8 ± 3.8**	**465.1 ± 5.2**	**475.2 ± 6.7**	**493.6 ± 8.1**	**494.6 ± 17.2**	**416.0 ± 13.6**	**474.8 ± 2.4**
Non-Indigenous students									
Metropolitan	557.1 ± 4.8	556.1 ± 3.7	546.7 ± 2.8	554.9 ± 4.1	540.3 ± 4.2	540.7 ± 10.7	557.2 ± 10.0	..	553.1 ± 2.0
Provincial	534.2 ± 2.9	538.8 ± 3.5	536.4 ± 2.3	538.9 ± 3.4	530.3 ± 4.1	535.0 ± 8.5	np	530.3 ± 13.4	535.9 ± 1.5
Remote	519.7 ± 15.5	564.7 ± 34.5	520.8 ± 5.9	540.3 ± 7.1	525.7 ± 12.1	np	..	537.4 ± 26.1	531.1 ± 5.4
Very remote	526.2 ± 37.0	..	517.8 ± 11.2	527.0 ± 12.8	518.0 ± 14.1	np	..	546.3 ± 16.2	523.6 ± 7.3

Table 4A.62 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**551.7 ± 3.8**	**551.8 ± 3.0**	**543.2 ± 2.1**	**550.6 ± 3.2**	**537.3 ± 3.2**	**537.4 ± 6.6**	**557.2 ± 10.0**	**532.3 ± 11.7**	**548.5 ± 1.6**
All students									
Metropolitan	555.6 ± 4.8	555.5 ± 3.7	543.7 ± 2.9	551.8 ± 4.2	538.8 ± 4.2	534.7 ± 12.5	555.5 ± 10.2	..	551.3 ± 2.0
Provincial	528.3 ± 3.3	537.3 ± 3.5	531.8 ± 2.5	534.5 ± 3.7	527.5 ± 4.3	530.6 ± 8.8	np	518.9 ± 13.6	531.6 ± 1.6
Remote	485.2 ± 18.1	564.0 ± 33.7	502.7 ± 10.4	523.0 ± 10.2	522.1 ± 12.7	np	..	479.3 ± 35.1	508.2 ± 8.2
Very remote	480.2 ± 61.4	..	474.5 ± 12.8	466.8 ± 16.9	471.6 ± 25.8	np	..	399.1 ± 18.5	450.7 ± 10.6
Total	**548.6 ± 3.8**	**550.9 ± 3.0**	**538.7 ± 2.2**	**544.6 ± 3.4**	**534.9 ± 3.3**	**532.2 ± 7.3**	**555.5 ± 10.2**	**481.3 ± 17.6**	**544.6 ± 1.6**
Year 9									
Indigenous students									
Metropolitan	529.5 ± 4.4	536.3 ± 8.1	524.9 ± 5.0	521.2 ± 11.3	515.9 ± 9.9	525.7 ± 14.2	538.7 ± 16.6	..	526.8 ± 3.0
Provincial	517.5 ± 4.5	528.9 ± 6.2	518.2 ± 5.4	513.8 ± 13.9	506.0 ± 12.9	538.2 ± 10.1	np	505.3 ± 12.9	518.5 ± 2.9
Remote	486.0 ± 15.3	np	493.0 ± 18.1	499.6 ± 13.3	np	np	..	481.6 ± 14.6	490.7 ± 8.1
Very remote	np	..	482.1 ± 13.5	474.7 ± 20.1	468.3 ± 28.5	np	..	430.2 ± 13.0	455.3 ± 10.6
Total	**521.6 ± 3.3**	**532.4 ± 5.1**	**518.4 ± 3.8**	**508.2 ± 7.0**	**507.6 ± 8.0**	**533.0 ± 8.5**	**538.7 ± 16.6**	**465.9 ± 13.5**	**515.8 ± 2.3**
Non-Indigenous students									
Metropolitan	598.2 ± 4.7	594.7 ± 4.5	582.6 ± 4.4	591.6 ± 6.6	578.1 ± 7.0	575.2 ± 11.6	594.4 ± 10.2	..	591.7 ± 2.4
Provincial	575.1 ± 3.1	578.2 ± 4.2	570.4 ± 3.3	575.0 ± 7.5	563.3 ± 5.8	567.9 ± 7.3	np	568.7 ± 8.9	573.4 ± 1.8
Remote	547.8 ± 18.4	641.4 ± 64.2	548.9 ± 5.7	561.1 ± 7.2	564.3 ± 10.5	553.3 ± 6.9	..	575.6 ± 22.6	564.7 ± 10.0
Very remote	568.7 ± 22.4	..	551.1 ± 8.4	540.7 ± 13.6	580.0 ± 32.6	np	..	553.8 ± 11.5	556.0 ± 7.8
Total	**592.7 ± 3.7**	**590.6 ± 3.6**	**578.8 ± 3.3**	**586.9 ± 5.5**	**574.1 ± 5.4**	**571.1 ± 6.6**	**594.4 ± 10.2**	**569.4 ± 8.3**	**586.7 ± 1.9**
All students									
Metropolitan	596.4 ± 4.7	594.3 ± 4.5	579.4 ± 4.5	589.3 ± 6.9	576.8 ± 7.2	570.0 ± 12.7	593.0 ± 10.3	..	589.8 ± 2.4
Provincial	569.3 ± 3.4	577.0 ± 4.2	565.6 ± 3.4	570.1 ± 8.4	560.7 ± 6.5	565.0 ± 7.8	np	553.8 ± 9.8	569.2 ± 1.9
Remote	520.3 ± 17.6	640.4 ± 64.8	533.8 ± 11.3	546.9 ± 11.6	561.0 ± 13.2	545.9 ± 8.7	..	535.1 ± 29.4	545.9 ± 10.3
Very remote	512.0 ± 64.3	..	513.1 ± 18.1	504.7 ± 20.5	526.8 ± 34.5	np	..	446.0 ± 21.6	490.8 ± 13.2

Table 4A.62 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2011 (score points) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**589.5 ± 3.7**	**590.0 ± 3.6**	**574.4 ± 3.4**	**582.2 ± 5.8**	**572.0 ± 5.6**	**567.1 ± 7.1**	**593.0 ± 10.3**	**528.8 ± 14.5**	**583.4 ± 1.9**

(a) 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), for the single reporting year (2011). See section A.5 of the statistical appendix for more information on confidence intervals.

(b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.

(c) Insufficient 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.65. 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.

(f) Data for 2010 were included in the 2012 Report.

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

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.64 **Participation rate in numeracy assessment, 2011, by Indigenous status (per cent) (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3										
Indigenous students		93.4	87.0	91.5	84.2	81.1	94.3	86.4	78.8	89.0
Non-Indigenous students		97.2	94.9	95.9	96.1	93.9	97.0	93.3	95.6	95.9
All students		**97.0**	**94.4**	**95.6**	**95.3**	**93.1**	**96.0**	**93.0**	**87.2**	**95.4**
Year 5										
Indigenous students		93.9	89.3	91.9	83.6	84.4	95.4	93.0	79.7	89.7
Non-Indigenous students		97.5	95.3	96.1	96.5	95.2	96.9	95.1	95.1	96.3
All students		**97.3**	**95.0**	**95.8**	**95.6**	**94.6**	**96.0**	**95.0**	**87.6**	**95.9**
Year 7										
Indigenous students		89.6	85.3	91.9	82.5	86.6	89.3	86.0	75.2	87.6
Non-Indigenous students		97.0	95.2	96.4	96.5	95.4	95.8	95.3	96.1	96.2
All students		**96.6**	**94.9**	**96.1**	**95.6**	**94.8**	**94.3**	**95.0**	**87.0**	**95.6**
Year 9										
Indigenous students		79.6	69.4	83.0	69.5	73.3	80.6	73.3	68.4	78.0
Non-Indigenous students		94.9	91.7	93.0	95.0	91.3	91.3	92.2	95.1	93.2
All students		**94.1**	**91.1**	**92.3**	**93.5**	**90.5**	**89.6**	**91.7**	**84.9**	**92.4**

(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. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011,* ACARA, Sydney.

Table 4A.65 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Exempt	2.5	5.0	1.9	1.3	5.0	1.8	2.9	1.7	2.3
Absent	5.0	10.2	7.0	15.1	14.1	5.1	3.9	20.6	9.4
Withdrawn	1.7	2.8	1.5	0.6	4.8	0.7	9.7	0.6	1.6
Assessed	90.8	82.0	89.6	83.0	76.1	92.4	83.5	77.1	86.7
Non-Indigenous students									
Exempt	1.5	2.4	1.6	1.3	2.1	1.5	2.1	2.6	1.8
Absent	2.0	3.3	2.6	2.9	3.2	2.6	2.5	3.3	2.6
Withdrawn	0.8	1.8	1.5	1.0	2.9	0.4	4.2	1.1	1.4
Assessed	95.7	92.5	94.3	94.8	91.8	95.5	91.2	93.0	94.2
All students									
Exempt	1.6	2.8	1.6	1.3	2.3	1.6	2.1	2.2	1.9
Absent	2.1	3.6	2.9	3.7	3.8	2.8	2.5	11.3	3.1
Withdrawn	0.9	2.0	1.5	1.0	3.1	1.2	4.4	1.5	1.5
Assessed	95.4	91.6	94.0	94.0	90.8	94.4	91.0	85.0	93.5
Year 5									
Indigenous students									
Exempt	2.5	6.3	2.1	1.4	2.9	3.6	5.0	2.0	2.5
Absent	4.9	8.4	7.0	15.6	12.1	3.8	3.0	19.6	9.1
Withdrawn	1.1	2.2	1.1	0.8	3.5	0.8	4.0	0.7	1.2
Assessed	91.5	83.1	89.8	82.2	81.5	91.8	88.0	77.7	87.2
Non-Indigenous students									
Exempt	1.4	2.4	1.5	1.2	1.8	1.1	2.8	2.0	1.7
Absent	2.0	3.3	2.5	2.8	2.9	2.6	2.7	4.3	2.6
Withdrawn	0.5	1.4	1.4	0.7	1.9	0.5	2.2	0.6	1.0
Assessed	96.1	92.9	94.6	95.3	93.4	95.8	92.3	93.1	94.7
All students									
Exempt	1.4	2.6	1.6	1.3	1.9	1.3	2.9	2.0	1.8
Absent	2.1	3.5	2.9	3.7	3.4	2.7	2.7	11.6	3.0
Withdrawn	0.5	1.5	1.3	0.7	2.0	1.2	2.2	0.8	1.1
Assessed	96.0	92.4	94.2	94.3	92.7	94.8	92.2	85.6	94.1
Year 7									
Indigenous students									
Exempt	1.9	3.3	2.1	1.8	3.7	1.9	3.5	1.9	2.2
Absent	9.9	13.7	6.9	17.0	10.8	10.0	9.6	24.5	11.5
Withdrawn	0.5	1.0	1.3	0.5	2.5	0.6	4.4	0.2	0.9
Assessed	87.7	82.0	89.7	80.7	83.0	87.5	82.5	73.4	85.4
Non-Indigenous students									
Exempt	1.2	1.7	1.5	1.1	1.8	1.5	1.3	2.7	1.5

Table 4A.65 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Absent	2.8	4.1	2.6	2.9	3.1	3.9	3.3	3.5	3.1
Withdrawn	0.3	0.7	1.0	0.5	1.5	0.3	1.4	0.4	0.7
Assessed	95.7	93.5	94.9	95.5	93.6	94.3	94.0	93.4	94.7
All students									
Exempt	1.2	1.9	1.6	1.2	1.9	1.6	1.4	2.3	1.5
Absent	3.1	4.4	2.9	3.9	3.6	4.8	3.5	12.4	3.6
Withdrawn	0.3	0.7	1.0	0.5	1.6	0.9	1.5	0.6	0.7
Assessed	95.4	93.0	94.5	94.4	92.9	92.7	93.6	84.7	94.2
Year 9									
Indigenous students									
Exempt	2.0	3.1	2.1	1.5	2.3	1.7	1.9	1.6	2.1
Absent	19.9	28.1	14.6	29.8	24.7	18.7	22.9	30.6	20.6
Withdrawn	0.5	2.4	2.4	0.7	2.0	0.6	3.8	0.9	1.5
Assessed	77.6	66.4	80.9	68.0	71.0	79.0	71.4	66.9	75.8
Non-Indigenous students									
Exempt	1.2	1.9	1.3	1.6	1.7	1.2	1.3	2.8	1.5
Absent	4.8	7.5	5.1	4.6	7.4	8.2	6.2	4.7	5.9
Withdrawn	0.3	0.9	1.9	0.4	1.3	0.5	1.6	0.1	0.9
Assessed	93.7	89.7	91.7	93.4	89.6	90.1	90.9	92.4	91.7
All students									
Exempt	1.2	2.0	1.4	1.6	1.8	1.2	1.3	2.2	1.5
Absent	5.6	7.9	5.8	6.1	8.2	9.3	6.6	14.5	6.6
Withdrawn	0.3	1.0	1.9	0.4	1.3	1.2	1.7	0.6	1.0
Assessed	92.9	89.1	90.9	91.9	88.7	88.3	90.4	82.7	90.9

(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. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011,* ACARA, Sydney.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	408.9 ± 1.6	405.3 ± 1.7	401.0 ± 1.7	405.5 ± 1.7	●	●	●	●	●
At or above NMS	%	96.9 ± 0.2	95.5 ± 0.3	95.0 ± 0.3	96.5 ± 0.3	↓	↓	●	●	↑
Indigenous students (c)										
Mean scale score	no.	350.3 ± 3.1	344.4 ± 3.4	342.5 ± 3.4	350.5 ± 3.1	●	●	●	●	↑
At or above NMS	%	88.6 ± 1.4	84.1 ± 1.7	83.9 ± 1.7	89.2 ± 1.4	↓	↓	●	●	↑
Non-Indigenous students										
Mean scale score	no.	411.3 ± 1.6	407.7 ± 1.7	403.5 ± 1.6	408.0 ± 1.6	●	●	●	●	●
At or above NMS	%	97.3 ± 0.2	96.0 ± 0.3	95.6 ± 0.3	96.8 ± 0.3	↓	↓	●	●	↑
LBOTE students (d)										
At or above NMS	%	96.4 ± 0.5	95.2 ± 0.5	94.4 ± 0.5	96.3 ± 0.5	●	↓	●	●	↑
Male students										
At or above NMS	%	96.7 ± 0.3	95.2 ± 0.3	94.5 ± 0.4	96.1 ± 0.3	↓	↓	●	●	↑
Female students										
At or above NMS	%	97.1 ± 0.3	95.8 ± 0.3	95.6 ± 0.3	96.9 ± 0.3	↓	↓	●	●	↑
Year 5										
All students										
Mean scale score	no.	487.8 ± 2.0	501.3 ± 2.0	498.4 ± 2.0	499.3 ± 2.0	↑	↑	●	↑	●
At or above NMS	%	94.4 ± 0.3	95.5 ± 0.3	94.7 ± 0.3	95.4 ± 0.3	●	●	●	↑	●
Indigenous students (c)										
Mean scale score	no.	424.9 ± 3.2	439.5 ± 3.6	435.8 ± 3.0	439.8 ± 3.2	↑	↑	●	↑	●
At or above NMS	%	78.9 ± 1.9	82.5 ± 2.3	80.9 ± 1.7	83.4 ± 1.6	●	●	●	↑	●

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	490.5 ± 1.9	503.9 ± 2.0	501.0 ± 1.9	501.8 ± 2.0	↑	↑	●	↑	●
At or above NMS	%	95.2 ± 0.3	96.1 ± 0.3	95.3 ± 0.3	96.0 ± 0.3	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	94.4 ± 0.7	95.6 ± 0.5	94.7 ± 0.5	95.8 ± 0.4	●	●	●	↑	↑
Male students										
At or above NMS	%	94.6 ± 0.4	95.3 ± 0.4	94.4 ± 0.4	95.2 ± 0.4	●	●	●	●	●
Female students										
At or above NMS	%	94.2 ± 0.4	95.7 ± 0.3	94.9 ± 0.3	95.6 ± 0.3	↑	●	●	↑	●
Year 7										
All students										
Mean scale score	no.	551.3 ± 3.7	549.1 ± 3.7	550.1 ± 3.7	548.6 ± 3.8	●	●	●	●	●
At or above NMS	%	96.0 ± 0.4	95.1 ± 0.4	94.9 ± 0.4	94.4 ± 0.5	●	↓	●	↓	●
Indigenous students (c)										
Mean scale score	no.	485.6 ± 3.5	482.2 ± 4.5	483.0 ± 3.1	481.8 ± 3.3	●	●	●	●	●
At or above NMS	%	84.5 ± 2.1	80.4 ± 2.1	80.8 ± 1.8	80.5 ± 1.7	●	↓	●	↓	●
Non-Indigenous students										
Mean scale score	no.	554.1 ± 3.7	551.8 ± 3.7	553.2 ± 3.7	551.7 ± 3.8	●	●	●	●	●
At or above NMS	%	96.6 ± 0.3	95.8 ± 0.4	95.6 ± 0.4	95.1 ± 0.4	●	↓	●	↓	●
LBOTE students (d)										
At or above NMS	%	96.0 ± 0.8	95.7 ± 0.8	95.0 ± 0.8	94.5 ± 0.8	●	●	●	↓	●
Male students										
At or above NMS	%	96.1 ± 0.4	95.0 ± 0.5	94.7 ± 0.5	94.1 ± 0.6	●	↓	●	↓	●

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	95.9 ± 0.4	95.3 ± 0.5	95.1 ± 0.5	94.6 ± 0.5	●	●	●	↓	●
Year 9										
All students										
Mean scale score	no.	591.4 ± 3.5	596.6 ± 3.5	591.5 ± 3.7	589.5 ± 3.7	●	●	●	●	●
At or above NMS	%	94.7 ± 0.4	95.5 ± 0.4	93.1 ± 0.6	93.0 ± 0.6	●	↓	↓	↓	●
Indigenous students (c)										
Mean scale score	no.	528.3 ± 3.5	532.0 ± 4.1	523.5 ± 3.9	521.6 ± 3.3	●	●	●	●	●
At or above NMS	%	80.3 ± 2.1	80.9 ± 2.0	74.9 ± 2.5	74.9 ± 2.2	●	↓	↓	↓	●
Non-Indigenous students										
Mean scale score	no.	594.3 ± 3.5	599.3 ± 3.5	594.6 ± 3.7	592.7 ± 3.7	●	●	●	●	●
At or above NMS	%	95.4 ± 0.4	96.1 ± 0.4	94.0 ± 0.5	93.9 ± 0.5	●	↓	↓	↓	●
LBOTE students (d)										
At or above NMS	%	95.2 ± 0.8	95.8 ± 0.8	93.4 ± 1.0	93.4 ± 1.0	●	↓	↓	↓	●
Male students										
At or above NMS	%	94.7 ± 0.5	95.3 ± 0.5	93.4 ± 0.6	93.1 ± 0.6	●	↓	↓	↓	●
Female students										
At or above NMS	%	94.6 ± 0.5	95.6 ± 0.5	92.8 ± 0.6	92.9 ± 0.7	●	↓	↓	↓	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, NSW (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	416.9 ± 1.4	410.8 ± 1.6	410.5 ± 1.6	412.8 ± 1.6	●	●	●	●	●
At or above NMS	%	96.5 ± 0.2	95.6 ± 0.4	95.4 ± 0.4	96.2 ± 0.4	↓	↓	●	●	↑
Indigenous students (c)										
Mean scale score	no.	376.9 ± 5.5	369.1 ± 6.1	359.4 ± 5.7	365.3 ± 5.3	●	↓	●	↓	●
At or above NMS	%	93.0 ± 2.2	89.4 ± 3.1	86.5 ± 2.4	89.6 ± 2.3	●	↓	●	●	●
Non-Indigenous students										
Mean scale score	no.	417.5 ± 1.4	411.3 ± 1.6	411.2 ± 1.6	413.5 ± 1.6	●	●	●	●	●
At or above NMS	%	96.8 ± 0.3	96.1 ± 0.3	95.9 ± 0.3	96.6 ± 0.3	●	↓	●	●	↑
LBOTE students (d)										
At or above NMS	%	95.4 ± 0.6	94.3 ± 0.6	94.3 ± 0.6	95.0 ± 0.6	●	↓	●	●	●
Male students										
At or above NMS	%	95.8 ± 0.5	94.9 ± 0.5	94.5 ± 0.5	95.6 ± 0.5	●	↓	●	●	↑
Female students										
At or above NMS	%	97.2 ± 0.3	96.4 ± 0.3	96.2 ± 0.3	96.8 ± 0.3	●	↓	●	●	↑
Year 5										
All students										
Mean scale score	no.	489.7 ± 1.7	496.1 ± 1.5	502.7 ± 1.6	499.2 ± 1.6	●	↑	●	↑	●
At or above NMS	%	94.6 ± 0.3	95.5 ± 0.3	95.7 ± 0.4	95.6 ± 0.4	↑	↑	●	↑	●
Indigenous students (c)										
Mean scale score	no.	440.6 ± 5.4	453.0 ± 5.5	457.0 ± 5.8	455.1 ± 5.0	↑	↑	●	↑	●
At or above NMS	%	83.3 ± 3.5	86.9 ± 3.4	87.4 ± 2.8	86.1 ± 2.9	●	●	●	●	●

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	490.3 ± 1.6	496.6 ± 1.5	503.2 ± 1.6	499.8 ± 1.6	●	↑	●	↑	●
At or above NMS	%	95.0 ± 0.3	95.9 ± 0.3	96.0 ± 0.4	95.9 ± 0.3	↑	↑	●	↑	●
LBOTE students (d)										
At or above NMS	%	93.5 ± 0.6	94.3 ± 0.5	95.1 ± 0.6	94.6 ± 0.6	●	↑	●	↑	●
Male students										
At or above NMS	%	94.5 ± 0.5	95.1 ± 0.5	95.1 ± 0.5	95.1 ± 0.5	●	●	●	●	●
Female students										
At or above NMS	%	94.8 ± 0.5	95.8 ± 0.3	96.2 ± 0.3	96.1 ± 0.3	●	↑	●	↑	●
Year 7										
All students										
Mean scale score	no.	552.3 ± 3.1	549.2 ± 2.9	553.6 ± 3.1	550.9 ± 3.0	●	●	●	●	●
At or above NMS	%	96.5 ± 0.3	96.0 ± 0.4	96.1 ± 0.4	95.8 ± 0.5	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	492.9 ± 5.7	492.4 ± 5.1	497.6 ± 5.6	494.4 ± 5.4	●	●	●	●	●
At or above NMS	%	87.9 ± 3.1	85.4 ± 3.4	85.5 ± 3.0	86.3 ± 3.3	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	553.2 ± 3.0	550.0 ± 2.9	554.3 ± 3.1	551.8 ± 3.0	●	●	●	●	●
At or above NMS	%	96.8 ± 0.4	96.3 ± 0.4	96.4 ± 0.4	96.1 ± 0.4	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	95.8 ± 0.7	95.5 ± 0.7	95.6 ± 0.7	94.4 ± 0.9	●	●	●	↓	●
Male students										
At or above NMS	%	96.5 ± 0.5	95.7 ± 0.6	95.8 ± 0.6	95.5 ± 0.6	●	●	●	↓	●

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	96.5 ± 0.4	96.4 ± 0.4	96.5 ± 0.4	96.1 ± 0.4	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	590.7 ± 3.7	596.8 ± 3.3	592.8 ± 3.6	590.0 ± 3.6	●	●	●	●	●
At or above NMS	%	95.2 ± 0.4	96.3 ± 0.5	94.8 ± 0.6	94.6 ± 0.6	↑	●	↓	●	●
Indigenous students (c)										
Mean scale score	no.	530.2 ± 6.1	540.6 ± 5.6	536.5 ± 5.8	532.4 ± 5.1	●	●	●	●	●
At or above NMS	%	78.4 ± 4.5	83.8 ± 4.0	80.9 ± 3.5	80.3 ± 3.8	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	591.5 ± 3.6	597.0 ± 3.3	593.6 ± 3.6	590.6 ± 3.6	●	●	●	●	●
At or above NMS	%	95.5 ± 0.5	96.7 ± 0.4	95.2 ± 0.5	94.8 ± 0.6	↑	●	↓	●	●
LBOTE students (d)										
At or above NMS	%	94.8 ± 0.9	95.7 ± 0.7	94.1 ± 1.0	93.5 ± 1.0	●	●	●	●	●
Male students										
At or above NMS	%	95.1 ± 0.6	96.0 ± 0.6	95.0 ± 0.7	94.6 ± 0.7	●	●	●	●	●
Female students										
At or above NMS	%	95.2 ± 0.6	96.6 ± 0.5	94.6 ± 0.6	94.5 ± 0.6	↑	●	↓	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Victoria (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	367.9 ± 2.2	372.4 ± 1.9	378.5 ± 2.1	384.6 ± 1.9	●	↑	●	↑	●
At or above NMS	%	92.0 ± 0.6	92.3 ± 0.5	93.4 ± 0.5	95.2 ± 0.3	●	●	●	↑	↑
Indigenous students (c)										
Mean scale score	no.	316.2 ± 6.4	317.2 ± 4.3	327.4 ± 4.1	336.7 ± 2.9	●	●	●	↑	↑
At or above NMS	%	75.5 ± 3.2	74.0 ± 2.8	79.7 ± 2.5	86.9 ± 1.3	●	●	●	↑	↑
Non-Indigenous students										
Mean scale score	no.	371.9 ± 2.1	376.4 ± 1.8	382.6 ± 2.0	388.9 ± 1.8	●	↑	●	↑	●
At or above NMS	%	93.3 ± 0.5	93.6 ± 0.4	94.5 ± 0.4	96.0 ± 0.3	●	●	●	↑	↑
LBOTE students (d)										
At or above NMS	%	83.2 ± 2.7	86.1 ± 2.4	87.7 ± 2.4	92.7 ± 1.3	●	↑	●	↑	↑
Male students										
At or above NMS	%	91.5 ± 0.7	91.8 ± 0.6	92.9 ± 0.6	95.1 ± 0.4	●	●	●	↑	↑
Female students										
At or above NMS	%	92.5 ± 0.6	92.9 ± 0.6	93.9 ± 0.6	95.4 ± 0.4	●	●	●	↑	↑
Year 5										
All students										
Mean scale score	no.	458.2 ± 2.1	470.4 ± 1.8	474.1 ± 1.9	470.3 ± 1.9	↑	↑	●	↑	●
At or above NMS	%	90.4 ± 0.6	92.6 ± 0.5	92.6 ± 0.5	93.4 ± 0.5	↑	↑	●	↑	●
Indigenous students (c)										
Mean scale score	no.	406.8 ± 5.2	417.0 ± 4.4	419.5 ± 4.5	421.8 ± 3.2	●	↑	●	↑	●
At or above NMS	%	69.5 ± 3.1	73.9 ± 2.9	73.5 ± 3.1	77.8 ± 2.1	●	●	●	↑	●

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	462.3 ± 1.9	474.1 ± 1.7	478.5 ± 1.8	474.4 ± 1.7	↑	↑	●	↑	●
At or above NMS	%	92.0 ± 0.5	94.0 ± 0.4	94.1 ± 0.4	94.8 ± 0.4	↑	↑	●	↑	●
LBOTE students (d)										
At or above NMS	%	81.0 ± 3.1	86.8 ± 2.4	84.6 ± 3.1	89.0 ± 2.0	↑	●	●	↑	↑
Male students										
At or above NMS	%	90.7 ± 0.6	92.8 ± 0.6	92.3 ± 0.7	93.2 ± 0.6	↑	●	●	↑	●
Female students										
At or above NMS	%	90.1 ± 0.7	92.5 ± 0.6	92.8 ± 0.6	93.6 ± 0.5	↑	↑	●	↑	●
Year 7										
All students										
Mean scale score	no.	539.0 ± 2.3	539.7 ± 2.1	546.2 ± 2.1	538.7 ± 2.2	●	↑	●	●	↓
At or above NMS	%	94.9 ± 0.4	94.8 ± 0.4	95.4 ± 0.4	94.6 ± 0.4	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	483.2 ± 7.6	480.1 ± 4.3	488.0 ± 4.0	481.8 ± 3.8	●	●	●	●	●
At or above NMS	%	81.8 ± 2.7	78.5 ± 2.5	82.5 ± 2.2	80.7 ± 2.2	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	543.2 ± 2.2	543.9 ± 2.0	550.7 ± 2.0	543.2 ± 2.1	●	↑	●	●	↓
At or above NMS	%	95.9 ± 0.3	95.9 ± 0.3	96.4 ± 0.3	95.7 ± 0.4	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	88.6 ± 2.2	90.1 ± 2.1	89.4 ± 2.4	90.5 ± 1.9	●	●	●	●	●
Male students										
At or above NMS	%	94.9 ± 0.4	94.5 ± 0.5	95.0 ± 0.5	94.5 ± 0.5	●	●	●	●	●

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	94.8 ± 0.5	95.0 ± 0.5	95.9 ± 0.4	94.7 ± 0.5	●	↑	●	●	↓
Year 9										
All students										
Mean scale score	no.	570.7 ± 3.5	579.6 ± 3.1	577.4 ± 3.2	574.4 ± 3.4	↑	●	●	●	●
At or above NMS	%	92.4 ± 0.8	94.5 ± 0.6	93.1 ± 0.7	92.8 ± 0.7	↑	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	515.9 ± 9.1	520.4 ± 5.5	521.6 ± 4.1	518.4 ± 3.8	●	●	●	●	●
At or above NMS	%	73.2 ± 3.6	76.5 ± 3.4	74.5 ± 2.9	74.5 ± 2.7	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	574.7 ± 3.3	583.5 ± 3.0	581.4 ± 3.1	578.8 ± 3.3	↑	●	●	●	●
At or above NMS	%	93.8 ± 0.7	95.7 ± 0.5	94.5 ± 0.6	94.2 ± 0.5	↑	●	●	●	●
LBOTE students (d)										
At or above NMS	%	86.9 ± 3.3	88.4 ± 4.0	85.4 ± 3.9	88.4 ± 3.0	●	●	●	●	●
Male students										
At or above NMS	%	92.3 ± 0.9	94.1 ± 0.7	93.2 ± 0.7	92.5 ± 0.8	↑	●	●	●	●
Female students										
At or above NMS	%	92.5 ± 0.8	94.9 ± 0.6	93.0 ± 0.7	93.1 ± 0.7	↑	●	↓	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Queensland (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	381.9 ± 2.4	379.7 ± 2.6	382.8 ± 2.6	386.6 ± 2.5	●	●	●	●	●
At or above NMS	%	94.5 ± 0.6	92.3 ± 0.7	93.5 ± 0.6	95.3 ± 0.5	↓	●	●	●	↑
Indigenous students (c)										
Mean scale score	no.	313.9 ± 5.1	304.1 ± 5.3	311.5 ± 5.3	318.9 ± 4.1	●	●	●	●	●
At or above NMS	%	75.5 ± 3.4	68.8 ± 3.5	73.7 ± 3.0	79.8 ± 2.5	●	●	●	●	↑
Non-Indigenous students										
Mean scale score	no.	387.4 ± 2.2	386.6 ± 2.4	389.3 ± 2.4	392.0 ± 2.3	●	●	●	●	●
At or above NMS	%	96.1 ± 0.6	94.5 ± 0.6	95.3 ± 0.5	96.5 ± 0.4	●	●	●	●	↑
LBOTE students (d)										
At or above NMS	%	93.0 ± 1.7	89.9 ± 2.1	90.9 ± 1.8	93.8 ± 1.5	●	●	●	●	↑
Male students										
At or above NMS	%	94.0 ± 0.8	91.8 ± 0.8	93.3 ± 0.7	95.0 ± 0.6	↓	●	●	●	↑
Female students										
At or above NMS	%	94.9 ± 0.6	92.8 ± 0.8	93.8 ± 0.8	95.6 ± 0.6	↓	●	●	●	↑
Year 5										
All students										
Mean scale score	no.	460.7 ± 2.5	472.9 ± 2.4	476.8 ± 2.6	479.2 ± 2.7	↑	↑	●	↑	●
At or above NMS	%	91.1 ± 0.8	92.8 ± 0.7	92.3 ± 0.8	93.4 ± 0.6	●	●	●	↑	●
Indigenous students (c)										
Mean scale score	no.	393.0 ± 4.6	403.7 ± 4.8	398.0 ± 6.0	402.7 ± 4.9	●	●	●	●	●
At or above NMS	%	61.6 ± 3.4	67.4 ± 3.5	61.9 ± 4.3	67.0 ± 3.5	●	●	●	●	●

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	466.5 ± 2.3	479.4 ± 2.2	483.0 ± 2.4	485.1 ± 2.5	↑	↑	●	↑	●
At or above NMS	%	93.7 ± 0.6	95.0 ± 0.6	94.6 ± 0.5	95.4 ± 0.5	●	●	●	↑	●
LBOTE students (d)										
At or above NMS	%	89.7 ± 2.0	90.5 ± 2.1	90.5 ± 1.8	91.3 ± 1.6	●	●	●	●	●
Male students										
At or above NMS	%	91.5 ± 0.9	92.9 ± 0.8	91.9 ± 0.9	93.4 ± 0.7	●	●	●	↑	●
Female students										
At or above NMS	%	90.7 ± 0.9	92.6 ± 0.8	92.7 ± 0.8	93.5 ± 0.7	●	↑	●	↑	●
Year 7										
All students										
Mean scale score	no.	533.7 ± 3.0	536.3 ± 3.3	545.8 ± 3.2	544.6 ± 3.4	●	↑	●	↑	●
At or above NMS	%	94.7 ± 0.6	93.6 ± 0.8	94.8 ± 0.6	94.7 ± 0.6	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	463.2 ± 5.2	462.8 ± 6.1	467.6 ± 6.0	465.1 ± 5.2	●	●	●	●	●
At or above NMS	%	74.2 ± 3.9	71.7 ± 4.5	72.4 ± 3.9	72.2 ± 3.6	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	539.5 ± 2.8	542.8 ± 3.2	551.4 ± 3.1	550.6 ± 3.2	●	↑	●	↑	●
At or above NMS	%	96.5 ± 0.4	95.4 ± 0.7	96.5 ± 0.5	96.3 ± 0.4	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	93.3 ± 1.7	92.1 ± 2.1	92.6 ± 1.8	92.6 ± 1.5	●	●	●	●	●
Male students										
At or above NMS	%	95.0 ± 0.7	93.7 ± 0.9	94.5 ± 0.8	94.6 ± 0.7	●	●	●	●	●

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	94.5 ± 0.7	93.4 ± 0.9	95.2 ± 0.7	94.8 ± 0.7	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	570.7 ± 5.2	581.5 ± 5.1	577.9 ± 5.1	582.2 ± 5.8	↑	●	●	↑	●
At or above NMS	%	92.3 ± 1.1	93.5 ± 1.1	92.0 ± 1.1	92.1 ± 1.2	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	500.6 ± 5.3	506.9 ± 6.5	502.6 ± 6.1	508.2 ± 7.0	●	●	●	●	●
At or above NMS	%	66.2 ± 3.7	67.4 ± 4.2	63.7 ± 4.6	67.3 ± 5.1	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	576.4 ± 5.1	587.8 ± 5.0	583.2 ± 4.9	586.9 ± 5.5	↑	●	●	↑	●
At or above NMS	%	94.3 ± 0.9	95.5 ± 0.8	93.9 ± 0.8	93.6 ± 1.1	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	92.2 ± 2.0	91.9 ± 3.1	90.3 ± 2.6	90.1 ± 3.3	●	●	●	●	●
Male students										
At or above NMS	%	92.5 ± 1.2	93.1 ± 1.2	92.5 ± 1.1	92.1 ± 1.5	●	●	●	●	●
Female students										
At or above NMS	%	92.1 ± 1.2	94.0 ± 1.1	91.6 ± 1.3	92.0 ± 1.3	●	●	↓	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Western Australia (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	388.8 ± 2.7	379.2 ± 2.9	379.9 ± 2.8	379.4 ± 2.7	●	●	●	↓	●
At or above NMS	%	93.8 ± 0.9	92.7 ± 0.8	93.2 ± 0.8	94.1 ± 0.8	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	330.7 ± 6.5	312.4 ± 7.6	321.3 ± 7.5	322.5 ± 7.6	↓	●	●	●	●
At or above NMS	%	79.2 ± 4.5	71.5 ± 4.8	75.8 ± 4.8	79.0 ± 4.8	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	391.7 ± 2.5	381.8 ± 2.8	382.0 ± 2.7	381.9 ± 2.7	●	↓	●	↓	●
At or above NMS	%	94.6 ± 0.8	93.5 ± 0.8	93.9 ± 0.8	94.7 ± 0.7	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	89.1 ± 4.1	88.4 ± 2.7	88.3 ± 2.5	91.6 ± 2.0	●	●	●	●	●
Male students										
At or above NMS	%	93.1 ± 1.0	92.5 ± 1.0	92.8 ± 1.1	93.6 ± 0.9	●	●	●	●	●
Female students										
At or above NMS	%	94.4 ± 0.8	92.9 ± 0.9	93.7 ± 0.8	94.5 ± 1.0	●	●	●	●	●
Year 5										
All students										
Mean scale score	no.	460.4 ± 2.8	470.4 ± 2.6	472.6 ± 2.8	470.9 ± 2.8	↑	↑	●	↑	●
At or above NMS	%	90.5 ± 1.0	93.3 ± 0.8	92.2 ± 0.9	93.1 ± 0.8	↑	●	●	↑	●
Indigenous students (c)										
Mean scale score	no.	409.1 ± 6.8	415.6 ± 6.9	406.9 ± 6.8	415.5 ± 6.0	●	●	●	●	●

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	68.5 ± 5.3	73.5 ± 4.7	68.6 ± 5.0	74.2 ± 4.6	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	462.9 ± 2.7	472.4 ± 2.5	475.2 ± 2.7	473.0 ± 2.7	↑	↑	●	↑	●
At or above NMS	%	91.7 ± 0.9	94.1 ± 0.7	93.2 ± 0.8	94.0 ± 0.8	↑	●	●	↑	●
LBOTE students (d)										
At or above NMS	%	84.9 ± 3.9	89.2 ± 2.5	87.9 ± 2.4	90.0 ± 2.2	●	●	●	↑	●
Male students										
At or above NMS	%	91.1 ± 1.1	93.4 ± 0.9	92.3 ± 1.0	92.9 ± 1.0	↑	●	●	●	●
Female students										
At or above NMS	%	89.9 ± 1.1	93.2 ± 0.9	92.1 ± 1.0	93.4 ± 0.9	↑	●	●	↑	●
Year 7										
All students										
Mean scale score	no.	536.2 ± 3.3	532.0 ± 3.1	538.5 ± 3.1	534.9 ± 3.3	●	●	●	●	●
At or above NMS	%	94.5 ± 0.8	94.2 ± 0.7	95.2 ± 0.7	93.9 ± 0.7	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	468.7 ± 7.0	466.8 ± 7.1	477.3 ± 6.9	475.2 ± 6.7	●	●	●	●	●
At or above NMS	%	75.9 ± 5.2	73.6 ± 5.5	77.9 ± 4.5	76.4 ± 4.8	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	539.2 ± 3.1	534.0 ± 3.0	540.7 ± 3.0	537.3 ± 3.2	●	●	●	●	●
At or above NMS	%	95.4 ± 0.7	95.0 ± 0.6	95.9 ± 0.6	94.7 ± 0.7	●	●	●	●	↓
LBOTE students (d)										
At or above NMS	%	88.7 ± 3.3	90.0 ± 2.5	91.8 ± 2.1	91.7 ± 1.6	●	●	●	●	●

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Male students										
At or above NMS	%	94.7 ± 0.9	94.3 ± 0.8	95.2 ± 0.8	93.8 ± 0.9	●	●	●	●	↓
Female students										
At or above NMS	%	94.4 ± 0.8	94.2 ± 0.8	95.2 ± 0.7	94.1 ± 0.9	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	571.1 ± 5.4	578.7 ± 5.6	573.1 ± 5.6	572.0 ± 5.6	●	●	●	●	●
At or above NMS	%	92.0 ± 1.8	94.7 ± 1.2	92.1 ± 1.4	91.7 ± 1.5	↑	●	↓	●	●
Indigenous students (c)										
Mean scale score	no.	508.8 ± 8.2	515.7 ± 6.9	506.1 ± 7.3	507.6 ± 8.0	●	●	●	●	●
At or above NMS	%	68.7 ± 6.0	76.0 ± 4.5	66.1 ± 6.2	68.2 ± 5.6	●	●	↓	●	●
Non-Indigenous students										
Mean scale score	no.	574.6 ± 5.1	580.8 ± 5.4	575.1 ± 5.5	574.1 ± 5.4	●	●	●	●	●
At or above NMS	%	93.7 ± 1.1	95.4 ± 1.1	93.0 ± 1.3	92.6 ± 1.4	●	●	↓	●	●
LBOTE students (d)										
At or above NMS	%	88.0 ± 4.5	90.7 ± 6.2	86.2 ± 4.7	88.0 ± 5.3	●	●	●	●	●
Male students										
At or above NMS	%	92.4 ± 1.8	94.6 ± 1.4	92.4 ± 1.6	91.7 ± 1.7	●	●	●	●	●
Female students										
At or above NMS	%	91.6 ± 1.8	94.8 ± 1.2	91.7 ± 1.6	91.7 ± 1.5	↑	●	↓	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, South Australia (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.71 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	399.9 ± 4.2	390.0 ± 4.4	393.4 ± 4.7	392.3 ± 4.8	●	●	●	●	●
At or above NMS	%	96.7 ± 0.6	93.9 ± 0.9	94.6 ± 1.0	95.4 ± 0.9	↓	↓	●	●	●
Indigenous students (c)										
Mean scale score	no.	377.1 ± 8.2	358.6 ± 8.5	359.2 ± 9.1	356.2 ± 8.8	↓	↓	●	↓	●
At or above NMS	%	94.5 ± 2.8	87.7 ± 3.4	89.0 ± 3.7	90.2 ± 4.5	↓	↓	●	●	●
Non-Indigenous students										
Mean scale score	no.	401.6 ± 4.5	393.8 ± 4.8	395.7 ± 4.6	394.8 ± 4.7	●	●	●	●	●
At or above NMS	%	96.8 ± 0.6	94.4 ± 1.0	95.1 ± 0.9	95.9 ± 0.8	↓	↓	●	●	●
LBOTE students (d)										
At or above NMS	%	90.3 ± 4.5	83.8 ± 6.3	92.2 ± 3.8	91.5 ± 3.7	●	●	↑	●	●
Male students										
At or above NMS	%	96.6 ± 0.8	93.5 ± 1.2	93.9 ± 1.4	95.1 ± 1.1	↓	↓	●	●	●
Female students										
At or above NMS	%	96.8 ± 0.8	94.3 ± 1.2	95.3 ± 1.1	95.8 ± 1.1	↓	●	●	●	●
Year 5										
All students										
Mean scale score	no.	464.6 ± 4.4	472.8 ± 4.5	479.4 ± 4.8	478.2 ± 4.6	●	↑	●	↑	●
At or above NMS	%	92.1 ± 1.2	93.2 ± 1.2	93.2 ± 1.1	93.9 ± 1.0	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	447.4 ± 7.6	440.2 ± 7.1	450.0 ± 8.0	447.9 ± 6.2	●	●	●	●	●
At or above NMS	%	87.8 ± 3.9	85.7 ± 4.5	86.6 ± 4.1	86.9 ± 4.4	●	●	●	●	●

Table 4A.71 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Non-Indigenous students										
Mean scale score	no.	467.5 ± 4.5	477.4 ± 4.4	482.8 ± 4.6	480.2 ± 4.4	●	↑	●	↑	●
At or above NMS	%	92.9 ± 1.1	94.1 ± 1.2	94.1 ± 1.0	94.5 ± 1.0	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	83.9 ± 6.8	90.6 ± 4.2	90.0 ± 5.6	87.5 ± 5.2	●	●	●	●	●
Male students										
At or above NMS	%	91.8 ± 1.4	92.6 ± 1.5	93.5 ± 1.3	94.0 ± 1.1	●	●	●	↑	●
Female students										
At or above NMS	%	92.4 ± 1.3	93.8 ± 1.4	93.0 ± 1.5	93.8 ± 1.5	●	●	●	●	●
Year 7										
All students										
Mean scale score	no.	533.8 ± 7.3	525.1 ± 6.4	530.6 ± 7.2	532.2 ± 7.3	●	●	●	●	●
At or above NMS	%	95.2 ± 1.3	93.0 ± 1.4	94.2 ± 1.4	92.6 ± 1.7	●	●	●	↓	●
Indigenous students (c)										
Mean scale score	no.	512.3 ± 7.6	490.3 ± 7.7	497.1 ± 7.3	493.6 ± 8.1	↓	↓	●	↓	●
At or above NMS	%	92.4 ± 2.7	82.9 ± 4.2	87.8 ± 3.4	83.2 ± 5.1	↓	●	●	↓	●
Non-Indigenous students										
Mean scale score	no.	536.9 ± 7.5	528.4 ± 6.6	535.0 ± 7.0	537.4 ± 6.6	●	●	●	●	●
At or above NMS	%	95.5 ± 1.2	93.9 ± 1.3	95.3 ± 1.2	93.8 ± 1.5	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	93.5 ± 4.6	90.0 ± 6.5	87.7 ± 6.7	85.2 ± 7.6	●	●	●	●	●
Male students										
At or above NMS	%	94.6 ± 1.6	92.7 ± 1.7	93.7 ± 1.7	91.7 ± 2.1	●	●	●	↓	●

Table 4A.71 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Female students										
At or above NMS	%	95.9 ± 1.4	93.4 ± 1.6	94.8 ± 1.5	93.6 ± 1.7	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	568.0 ± 7.2	572.9 ± 6.7	571.4 ± 6.8	567.1 ± 7.1	●	●	●	●	●
At or above NMS	%	92.3 ± 1.8	93.7 ± 1.4	92.4 ± 1.9	90.9 ± 2.0	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	551.0 ± 9.5	539.3 ± 7.4	538.4 ± 9.2	533.0 ± 8.5	●	●	●	↓	●
At or above NMS	%	88.5 ± 3.7	84.8 ± 4.2	84.9 ± 6.0	80.3 ± 5.4	●	●	●	↓	●
Non-Indigenous students										
Mean scale score	no.	570.2 ± 7.2	577.3 ± 6.7	575.8 ± 6.5	571.1 ± 6.6	●	●	●	●	●
At or above NMS	%	93.1 ± 1.5	94.6 ± 1.3	93.6 ± 1.8	92.1 ± 1.8	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	90.8 ± 5.3	89.5 ± 7.8	87.0 ± 6.1	87.7 ± 8.8	●	●	●	●	●
Male students										
At or above NMS	%	92.6 ± 2.0	93.6 ± 1.5	92.4 ± 2.2	90.9 ± 2.2	●	●	●	●	●
Female students										
At or above NMS	%	92.0 ± 1.8	93.7 ± 1.7	92.4 ± 2.1	90.8 ± 2.3	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

Table 4A.71 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Tasmania (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.72 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	411.5 ± 5.1	408.0 ± 5.5	412.6 ± 5.4	414.4 ± 5.8	●	●	●	●	●
At or above NMS	%	96.4 ± 1.2	94.8 ± 1.5	96.6 ± 1.0	96.5 ± 1.1	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	355.1 ± 16.2	344.9 ± 14.2	361.7 ± 15.9	361.0 ± 18.1	●	●	●	●	●
At or above NMS	%	88.4 ± 9.3	83.3 ± 8.3	84.4 ± 9.5	88.9 ± 7.7	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	413.1 ± 5.0	409.8 ± 5.5	413.8 ± 5.4	415.5 ± 5.7	●	●	●	●	●
At or above NMS	%	96.7 ± 1.1	95.1 ± 1.5	96.9 ± 1.0	96.6 ± 1.1	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	90.4 ± 6.4	89.4 ± 5.0	93.5 ± 2.7	93.9 ± 3.1	●	●	●	●	●
Male students										
At or above NMS	%	95.4 ± 1.7	94.0 ± 2.1	96.2 ± 1.3	96.0 ± 1.5	●	●	●	●	●
Female students										
At or above NMS	%	97.3 ± 1.0	95.6 ± 1.4	97.0 ± 1.1	96.9 ± 1.1	●	●	●	●	●
Year 5										
All students										
Mean scale score	no.	483.8 ± 5.8	495.8 ± 5.6	498.7 ± 5.1	502.0 ± 5.7	↑	↑	●	↑	●
At or above NMS	%	94.9 ± 1.2	95.5 ± 1.2	95.3 ± 1.3	95.4 ± 1.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	428.5 ± 14.0	443.2 ± 13.1	434.7 ± 12.8	448.1 ± 14.0	●	●	●	●	●

Table 4A.72 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	82.3 ± 8.5	83.6 ± 8.9	82.1 ± 8.7	86.0 ± 9.1	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	485.3 ± 5.6	497.1 ± 5.5	500.2 ± 5.0	502.9 ± 5.5	↑	↑	●	↑	●
At or above NMS	%	95.3 ± 1.1	95.8 ± 1.2	95.6 ± 1.3	95.6 ± 1.2	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	90.3 ± 5.7	92.6 ± 4.1	92.1 ± 3.4	92.9 ± 2.8	●	●	●	●	●
Male students										
At or above NMS	%	94.6 ± 1.4	95.2 ± 1.5	95.0 ± 1.8	94.6 ± 1.8	●	●	●	●	●
Female students										
At or above NMS	%	95.2 ± 1.4	95.7 ± 1.3	95.7 ± 1.4	96.2 ± 1.3	●	●	●	●	●
Year 7										
All students										
Mean scale score	no.	556.2 ± 10.1	549.4 ± 10.4	556.2 ± 8.8	555.5 ± 10.2	●	●	●	●	●
At or above NMS	%	97.1 ± 1.2	95.7 ± 1.6	96.8 ± 1.2	95.7 ± 1.5	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	504.7 ± 14.3	487.3 ± 15.5	498.4 ± 13.6	494.6 ± 17.2	●	●	●	●	●
At or above NMS	%	90.3 ± 7.6	84.0 ± 8.2	85.6 ± 7.3	79.6 ± 8.3	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	557.5 ± 10.1	551.2 ± 10.3	557.8 ± 8.8	557.2 ± 10.0	●	●	●	●	●
At or above NMS	%	97.3 ± 1.1	95.9 ± 1.6	97.1 ± 1.2	96.1 ± 1.5	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	97.3 ± 1.9	93.8 ± 3.4	95.3 ± 2.6	95.4 ± 2.2	●	●	●	●	●
Male students										

Table 4A.72 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	96.9 ± 1.4	95.3 ± 1.9	96.7 ± 1.7	95.4 ± 2.1	●	●	●	●	●
Female students										
At or above NMS	%	97.4 ± 1.3	96.0 ± 1.8	96.9 ± 1.3	95.9 ± 1.4	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	594.9 ± 10.3	600.4 ± 9.7	597.2 ± 10.3	593.0 ± 10.3	●	●	●	●	●
At or above NMS	%	96.6 ± 1.2	95.4 ± 2.1	94.7 ± 1.8	94.6 ± 1.8	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	546.5 ± 14.6	540.9 ± 17.3	547.2 ± 13.4	538.7 ± 16.6	●	●	●	●	●
At or above NMS	%	83.8 ± 11.1	81.9 ± 10.5	83.1 ± 8.9	83.0 ± 8.2	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	596.0 ± 10.2	601.7 ± 9.7	598.2 ± 10.3	594.4 ± 10.2	●	●	●	●	●
At or above NMS	%	96.9 ± 1.1	95.7 ± 2.0	95.0 ± 1.8	94.9 ± 1.7	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	97.6 ± 2.5	93.5 ± 3.4	93.2 ± 3.3	92.7 ± 3.0	●	↓	●	↓	●
Male students										
At or above NMS	%	96.6 ± 1.7	95.6 ± 2.4	94.6 ± 2.1	94.7 ± 2.1	●	●	●	●	●
Female students										
At or above NMS	%	96.6 ± 1.3	95.1 ± 2.2	94.8 ± 2.1	94.5 ± 2.2	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

Table 4A.72 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australian Capital Territory (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.73 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	338.4 ± 12.4	322.4 ± 15.1	329.4 ± 13.7	337.8 ± 11.8	●	●	●	●	●
At or above NMS	%	77.0 ± 5.6	70.4 ± 6.3	72.4 ± 5.9	79.1 ± 4.7	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	275.0 ± 11.0	251.7 ± 16.3	266.0 ± 11.9	282.5 ± 9.2	↓	●	●	●	↑
At or above NMS	%	52.4 ± 6.9	41.0 ± 7.3	46.1 ± 6.5	59.3 ± 5.8	↓	●	●	●	↑
Non-Indigenous students										
Mean scale score	no.	386.9 ± 5.9	374.4 ± 5.7	377.0 ± 5.6	381.3 ± 7.5	↓	●	●	●	●
At or above NMS	%	96.5 ± 1.3	92.4 ± 2.1	93.0 ± 1.9	94.5 ± 2.0	↓	↓	●	●	●
LBOTE students (d)										
At or above NMS	%	51.2 ± 8.0	38.1 ± 8.6	46.1 ± 8.4	62.7 ± 6.2	↓	●	●	↑	↑
Male students										
At or above NMS	%	76.8 ± 5.8	69.0 ± 6.7	70.5 ± 6.7	78.4 ± 5.1	●	●	●	●	●
Female students										
At or above NMS	%	77.1 ± 5.6	71.9 ± 6.4	74.5 ± 5.9	79.8 ± 4.7	●	●	●	●	●
Year 5										
All students										
Mean scale score	no.	416.3 ± 11.0	429.6 ± 11.8	421.5 ± 14.4	423.6 ± 12.2	●	●	●	●	●
At or above NMS	%	69.1 ± 5.9	73.5 ± 5.8	69.2 ± 6.7	72.5 ± 6.2	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	355.9 ± 10.0	367.5 ± 11.1	351.6 ± 13.0	366.5 ± 11.2	●	●	●	●	●

Table 4A.73 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	38.3 ± 6.3	45.5 ± 7.1	37.7 ± 6.8	45.2 ± 6.6	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	459.4 ± 5.4	471.4 ± 6.2	472.7 ± 5.0	470.1 ± 5.0	↑	↑	●	●	●
At or above NMS	%	91.6 ± 2.2	92.9 ± 1.9	93.1 ± 1.8	94.6 ± 1.9	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	40.5 ± 7.7	41.3 ± 7.7	39.4 ± 8.6	50.0 ± 7.6	●	●	●	●	●
Male students										
At or above NMS	%	70.2 ± 5.7	73.3 ± 6.4	69.8 ± 6.8	72.1 ± 6.7	●	●	●	●	●
Female students										
At or above NMS	%	67.9 ± 6.3	73.8 ± 6.0	68.5 ± 7.0	72.9 ± 6.3	●	●	●	●	●
Year 7										
All students										
Mean scale score	no.	488.1 ± 15.8	485.2 ± 14.2	486.6 ± 17.5	481.3 ± 17.6	●	●	●	●	●
At or above NMS	%	75.9 ± 7.2	74.8 ± 7.5	72.4 ± 7.9	71.7 ± 8.3	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	428.3 ± 11.3	421.3 ± 12.8	416.5 ± 13.8	416.0 ± 13.6	●	●	●	●	●
At or above NMS	%	50.2 ± 7.4	44.2 ± 8.8	41.8 ± 8.5	43.8 ± 8.4	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	534.2 ± 9.3	525.1 ± 7.7	534.1 ± 9.1	532.3 ± 11.7	●	●	●	●	●
At or above NMS	%	95.6 ± 2.0	93.8 ± 3.6	93.5 ± 4.2	93.3 ± 3.2	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	54.2 ± 10.9	42.6 ± 12.6	39.2 ± 11.3	49.1 ± 11.6	●	●	●	●	●
Male students										

Table 4A.73 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	76.1 ± 7.0	74.8 ± 7.5	71.7 ± 7.8	71.4 ± 8.7	●	●	●	●	●
Female students										
At or above NMS	%	75.7 ± 7.7	74.7 ± 7.8	73.1 ± 8.4	72.0 ± 8.3	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	532.6 ± 17.2	539.7 ± 14.2	529.9 ± 16.4	528.8 ± 14.5	●	●	●	●	●
At or above NMS	%	74.1 ± 7.5	76.2 ± 7.0	70.5 ± 8.0	72.6 ± 7.7	●	●	●	●	●
Indigenous students (c)										
Mean scale score	no.	470.5 ± 15.9	471.3 ± 14.5	456.9 ± 13.7	465.9 ± 13.5	●	●	●	●	●
At or above NMS	%	46.1 ± 9.3	45.2 ± 8.3	36.3 ± 8.0	42.4 ± 8.6	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	575.4 ± 10.6	579.8 ± 9.8	575.2 ± 8.4	569.4 ± 8.3	●	●	●	●	●
At or above NMS	%	93.6 ± 2.6	94.4 ± 3.5	92.5 ± 3.7	91.7 ± 4.7	●	●	●	●	●
LBOTE students (d)										
At or above NMS	%	56.6 ± 13.4	44.4 ± 12.8	40.1 ± 11.5	52.3 ± 12.7	●	●	●	●	●
Male students										
At or above NMS	%	74.5 ± 7.6	77.4 ± 7.1	70.0 ± 8.3	72.2 ± 8.0	●	●	●	●	●
Female students										
At or above NMS	%	73.6 ± 8.0	74.9 ± 7.7	71.2 ± 8.3	73.0 ± 7.7	●	●	●	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

Table 4A.73 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Northern Territory (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.74 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

		2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
						2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
Year 3										
All students										
Mean scale score	no.	396.9 ± 1.0	393.9 ± 1.0	395.4 ± 1.0	398.1 ± 0.9	●	●	●	●	●
At or above NMS	%	95.0 ± 0.2	94.0 ± 0.2	94.3 ± 0.2	95.6 ± 0.2	●	●	●	●	↑
Indigenous students (c)										
Mean scale score	no.	327.6 ± 3.3	320.5 ± 3.6	325.3 ± 3.1	334.4 ± 2.4	●	●	●	●	↑
At or above NMS	%	78.6 ± 1.7	74.0 ± 1.7	76.6 ± 1.7	83.6 ± 1.3	●	●	●	↑	↑
Non-Indigenous students										
Mean scale score	no.	400.5 ± 1.0	397.7 ± 1.0	399.0 ± 0.9	401.7 ± 0.9	●	●	●	●	●
At or above NMS	%	96.0 ± 0.2	95.2 ± 0.2	95.3 ± 0.2	96.4 ± 0.1	●	●	●	●	↑
LBOTE students (d)										
At or above NMS	%	93.0 ± 0.6	92.3 ± 0.6	92.3 ± 0.5	94.2 ± 0.4	●	●	●	↑	↑
Male students										
At or above NMS	%	94.6 ± 0.2	93.5 ± 0.3	93.7 ± 0.3	95.2 ± 0.2	●	●	●	●	↑
Female students										
At or above NMS	%	95.5 ± 0.2	94.5 ± 0.2	94.9 ± 0.2	96.0 ± 0.2	●	●	●	●	↑
Year 5										
All students										
Mean scale score	no.	475.9 ± 1.1	486.8 ± 1.0	488.8 ± 1.0	487.8 ± 1.1	↑	↑	●	↑	●
At or above NMS	%	92.7 ± 0.2	94.2 ± 0.2	93.7 ± 0.2	94.4 ± 0.2	↑	●	●	↑	●
Indigenous students (c)										
Mean scale score	no.	408.0 ± 2.8	420.5 ± 2.7	416.9 ± 3.1	421.1 ± 2.7	↑	●	●	↑	●

Table 4A.74 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	69.2 ± 1.7	74.2 ± 1.7	71.4 ± 1.9	75.2 ± 1.5	↑	●	●	↑	●
Non-Indigenous students										
Mean scale score	no.	479.5 ± 1.0	490.3 ± 1.0	492.6 ± 1.0	491.3 ± 1.0	↑	↑	●	↑	●
At or above NMS	%	94.0 ± 0.2	95.3 ± 0.2	95.0 ± 0.2	95.5 ± 0.2	↑	●	●	↑	●
LBOTE students (d)										
At or above NMS	%	90.7 ± 0.7	92.9 ± 0.5	92.1 ± 0.6	92.9 ± 0.5	↑	●	●	↑	●
Male students										
At or above NMS	%	92.8 ± 0.3	94.0 ± 0.3	93.4 ± 0.3	94.1 ± 0.3	●	●	●	↑	●
Female students										
At or above NMS	%	92.5 ± 0.3	94.3 ± 0.2	94.0 ± 0.2	94.6 ± 0.2	↑	↑	●	↑	●
Year 7										
All students										
Mean scale score	no.	545.0 ± 1.6	543.6 ± 1.6	547.8 ± 1.6	544.6 ± 1.6	●	●	●	●	●
At or above NMS	%	95.4 ± 0.2	94.8 ± 0.3	95.1 ± 0.2	94.5 ± 0.2	●	●	●	↓	●
Indigenous students (c)										
Mean scale score	no.	476.2 ± 3.4	474.4 ± 2.7	477.5 ± 2.6	474.8 ± 2.4	●	●	●	●	●
At or above NMS	%	78.6 ± 1.7	75.8 ± 1.6	77.0 ± 1.5	76.5 ± 1.4	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	548.6 ± 1.6	547.0 ± 1.6	551.4 ± 1.5	548.5 ± 1.6	●	●	●	●	●
At or above NMS	%	96.4 ± 0.2	95.8 ± 0.2	96.1 ± 0.2	95.5 ± 0.2	●	●	●	↓	●
LBOTE students (d)										
At or above NMS	%	93.6 ± 0.6	93.9 ± 0.6	93.3 ± 0.6	92.7 ± 0.6	●	●	●	●	●
Male students										

Table 4A.74 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

						Statistical significance of difference in average achievement				
		2008	*2009*	*2010*	*2011*	*2008 & 2009*	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*
At or above NMS	%	95.4 ± 0.2	94.7 ± 0.3	94.8 ± 0.3	94.3 ± 0.3	●	●	●	↓	●
Female students										
At or above NMS	%	95.3 ± 0.2	95.0 ± 0.3	95.4 ± 0.2	94.7 ± 0.3	●	●	●	●	●
Year 9										
All students										
Mean scale score	no.	582.2 ± 1.8	589.1 ± 1.7	585.1 ± 1.8	583.4 ± 1.9	●	●	●	●	●
At or above NMS	%	93.6 ± 0.3	95.0 ± 0.3	93.1 ± 0.3	93.0 ± 0.3	↑	●	↓	●	●
Indigenous students (c)										
Mean scale score	no.	515.1 ± 4.0	520.2 ± 3.0	515.2 ± 2.8	515.8 ± 2.3	●	●	●	●	●
At or above NMS	%	72.5 ± 2.0	75.0 ± 1.8	70.4 ± 1.9	72.0 ± 1.6	●	●	●	●	●
Non-Indigenous students										
Mean scale score	no.	585.7 ± 1.8	592.4 ± 1.7	588.5 ± 1.8	586.7 ± 1.9	●	●	●	●	●
At or above NMS	%	94.8 ± 0.3	96.0 ± 0.2	94.3 ± 0.3	94.1 ± 0.3	↑	●	↓	●	●
LBOTE students (d)										
At or above NMS	%	93.0 ± 0.7	93.9 ± 0.7	91.5 ± 0.8	91.6 ± 0.8	●	↓	↓	●	●
Male students										
At or above NMS	%	93.7 ± 0.4	94.7 ± 0.3	93.3 ± 0.4	93.0 ± 0.4	●	●	●	●	●
Female students										
At or above NMS	%	93.6 ± 0.4	95.2 ± 0.3	92.9 ± 0.4	93.0 ± 0.4	↑	●	↓	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

Table 4A.74 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2009, 2010 and 2011, Australia (a), (b)**

	2008	*2009*	*2010*	*2011*	*Statistical significance of difference in average achievement*				
					2008 & 2009	*2008 & 2010*	*2009 & 2010*	*2008 & 2011*	*2010 & 2011*

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section A.5 of the statistical appendix for more information on confidence intervals.

(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. Readers are urged to be cautious when comparing results.

(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.

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

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney; ACARA (unpublished).

Table 4A.75 **Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3 - Year 5									
All students									
2009 Year 3	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
2011 Year 5	499.3 ± 2.0	499.2 ± 1.6	470.3 ± 1.9	479.2 ± 2.7	470.9 ± 2.8	478.2 ± 4.6	502.0 ± 5.7	423.6 ± 12.2	487.8 ± 1.1
Gain 2009-2011	94.0 ± 6.8	88.4 ± 6.6	97.9 ± 6.8	99.5 ± 7.3	91.7 ± 7.4	88.2 ± 8.9	94.0 ± 10.1	101.2 ± 20.3	93.9 ± 6.4
Indigenous students (d)									
2009 Year 3	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
2011 Year 5	439.8 ± 3.2	455.1 ± 5.0	421.8 ± 3.2	402.7 ± 4.9	415.5 ± 6.0	447.9 ± 6.2	448.1 ± 14.0	366.5 ± 11.2	421.1 ± 2.7
Gain 2009-2011	95.4 ± 7.8	86.0 ± 10.0	104.6 ± 8.2	98.6 ± 9.5	103.1 ± 11.5	89.3 ± 12.2	103.2 ± 20.9	114.8 ± 20.7	100.6 ± 7.7
Non-Indigenous students									
2009 Year 3	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
2011 Year 5	501.8 ± 2.0	499.8 ± 1.6	474.4 ± 1.7	485.1 ± 2.5	473.0 ± 2.7	480.2 ± 4.4	502.9 ± 5.5	470.1 ± 5.0	491.3 ± 1.0
Gain 2009-2011	94.1 ± 6.7	88.5 ± 6.6	98.0 ± 6.7	98.5 ± 7.1	91.2 ± 7.3	86.4 ± 9.0	93.1 ± 10.0	95.7 ± 9.8	93.6 ± 6.4
Year 5 - Year 7									
All students									
2009 Year 5	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
2011 Year 7	548.6 ± 3.8	550.9 ± 3.0	538.7 ± 2.2	544.6 ± 3.4	534.9 ± 3.3	532.2 ± 7.3	555.5 ± 10.2	481.3 ± 17.6	544.6 ± 1.6
Gain 2009-2011	47.3 ± 8.1	54.8 ± 7.7	68.3 ± 7.4	71.7 ± 8.0	64.5 ± 8.0	59.4 ± 11.0	59.7 ± 13.5	51.7 ± 22.3	57.8 ± 7.1
Indigenous students (d)									
2009 Year 5	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
2011 Year 7	481.8 ± 3.3	494.4 ± 5.4	481.8 ± 3.8	465.1 ± 5.2	475.2 ± 6.7	493.6 ± 8.1	494.6 ± 17.2	416.0 ± 13.6	474.8 ± 2.4
Gain 2009-2011	42.3 ± 8.4	41.4 ± 10.4	64.8 ± 9.0	61.4 ± 9.9	59.6 ± 11.8	53.4 ± 12.7	51.4 ± 22.7	48.5 ± 18.8	54.3 ± 7.8
Non-Indigenous students									
2009 Year 5	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
2011 Year 7	551.7 ± 3.8	551.8 ± 3.0	543.2 ± 2.1	550.6 ± 3.2	537.3 ± 3.2	537.4 ± 6.6	557.2 ± 10.0	532.3 ± 11.7	548.5 ± 1.6
Gain 2009-2011	47.8 ± 8.1	55.2 ± 7.7	69.1 ± 7.4	71.2 ± 7.9	64.9 ± 8.0	60.0 ± 10.5	60.1 ± 13.3	60.9 ± 14.9	58.2 ± 7.1

Table 4A.75 **Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011 (score points) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 7 - Year 9									
All students									
2009 Year 7	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
2011 Year 9	589.5 ± 3.7	590.0 ± 3.6	574.4 ± 3.4	582.2 ± 5.8	572.0 ± 5.6	567.1 ± 7.1	593.0 ± 10.3	528.8 ± 14.5	583.4 ± 1.9
Gain 2009-2011	40.4 ± 8.3	40.8 ± 7.9	34.7 ± 7.6	45.9 ± 9.3	40.0 ± 9.1	42.0 ± 11.5	43.6 ± 16.0	43.6 ± 21.3	39.8 ± 6.9
Indigenous students (d)									
2009 Year 7	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
2011 Year 9	521.6 ± 3.3	532.4 ± 5.1	518.4 ± 3.8	508.2 ± 7.0	507.6 ± 8.0	533.0 ± 8.5	538.7 ± 16.6	465.9 ± 13.5	515.8 ± 2.3
Gain 2009-2011	39.4 ± 8.5	40.0 ± 9.7	38.3 ± 8.7	45.4 ± 11.3	40.8 ± 12.4	42.7 ± 13.2	51.4 ± 23.6	44.6 ± 19.7	41.4 ± 7.4
Non-Indigenous students									
2009 Year 7	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
2011 Year 9	592.7 ± 3.7	590.6 ± 3.6	578.8 ± 3.3	586.9 ± 5.5	574.1 ± 5.4	571.1 ± 6.6	594.4 ± 10.2	569.4 ± 8.3	586.7 ± 1.9
Gain 2009-2011	40.9 ± 8.3	40.6 ± 7.9	34.9 ± 7.5	44.1 ± 9.0	40.1 ± 8.9	42.7 ± 11.3	43.2 ± 15.9	44.3 ± 13.1	39.7 ± 6.9

(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. Readers are urged to be cautious when comparing results.

(b) The mean scale scores for 2009 and 2011 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2009 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section A.5 of the statistical appendix for more information on confidence intervals.

(c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

(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.

Source : ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table 4A.78 Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program, by equity group (per cent) (a), (b), (c)

	Aust
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

LBOTE = Language Background Other Than English.

(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) for the reporting year. They are not equated to other years in the table. See section A.5 of the statistical appendix for more information on confidence intervals.

(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.

Table 4A.81 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	Below level 1	*Level 1*	*Level 2*	*Level 3*	*Level 4* (d)	*Level 5*	*At or above proficient standard* (a)
2007							
Year 6							
Male students	13.7 ± 1.9	36.4 ± 2.6	40.9 ± 3.1	8.7 ± 1.6	0.3 ± 0.3	..	49.9 ± 3.3
Female students	8.8 ±1.6	34.0 ± 3.1	46.3 ± 3.1	10.7 ± 1.6	0.3 ± 0.3	..	57.2 ± 3.4
Indigenous students	37.0 ± 11.9	36.8 ± 11.1	23.4 ± 11.1	2.8 ± 4.5	–	..	26.2 ± 13.6
Non-Indigenous students	10.5 ± 1.4	35.8 ± 2.7	44.0 ± 2.7	9.4 ± 1.4	0.3 ± 0.2	..	53.7 ± 3.1
LBOTE students	13.7 ± 4.8	37.5 ± 6.1	40.2 ± 7.1	8.5 ± 3.6	0.1 ± 0.3	..	48.9 ± 7.8
All students	**11.3 ± 1.3**	**35.2 ± 2.4**	**43.5 ± 2.6**	**9.7 ± 1.1**	**0.3 ± 0.2**	**..**	**53.4 ± 2.8**
Year 10							
Male students	4.9 ± 1.8	18.5 ± 2.8	38.8 ± 3.1	32.2 ± 3.0	5.4 ± 1.7	0.2 ± 0.4	37.9 ± 3.7
Female students	2.7 ± 1.3	13.2 ± 2.5	39.0 ± 3.7	36.6 ± 2.9	8.3 ± 2.1	0.2 ± 0.3	45.1 ± 3.4
Indigenous students	14.1 ± 8.0	33.3 ± 10.6	34.1 ± 9.7	16.0 ± 8.8	2.5 ± 3.7	–	18.5 ± 8.1
Non-Indigenous students	3.3 ± 1.3	15.2 ± 2.1	39.1 ± 2.8	35.1 ± 2.1	7.0 ± 1.4	0.2 ± 0.2	42.3 ± 2.6
LBOTE students	6.3 ± 3.6	17.3 ± 4.3	37.0 ± 5.1	32.6 ± 4.4	6.5 ± 2.6	0.3 ± 0.6	39.4 ± 5.6
All students	**3.8 ± 1.4**	**15.8 ± 2.2**	**38.9 ± 2.8**	**34.4 ± 2.1**	**6.9 ± 1.4**	**0.2 ± 0.2**	**41.5 ± 2.6**
2010							
Year 6							
Male students	15 ± 2.2	36 ± 2.9	36 ± 3.4	12 ± 2.1	1 ± 0.7	..	49 ± 3.4
Female students	11 ± 1.9	34 ± 2.5	39 ± 2.5	14 ± 2.0	2 ± 0.8	..	55 ± 3.1
Indigenous students	48 ±11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ±1.5	1 ± 0.6	..	54 ± 2.6
All students	**13 ± 1.7**	**35 ± 1.9**	**38 ± 2.3**	**13 ± 1.4**	**1 ± 0.6**	**..**	**52 ± 2.4**
Year 10							
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5

Table 4A.81 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	Below level 1	*Level 1*	*Level 2*	*Level 3*	*Level 4* (d)	*Level 5*	*At or above proficient standard* (a)
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Indigenous students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8
All students	**5 ± 1.3**	**14 ± 2.0**	**32 ± 2.2**	**36 ± 2.5**	**12 ±1.9**	**1 ± 0.4**	**49 ± 3.7**

LBOTE = Language Background Other Than English.

(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) for the reporting year. They are not equated to other years in the table. See section A.5 of the statistical appendix for more information on confidence intervals.

(c) Data for 2004 were included in the 2011 Report.

(d) For year 6 includes achievement above level 4.

.. Not applicable. – Nil or rounded to zero. **na** not available.

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

Table 4A.83 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program, by student characteristics, Australia, 2005, 2008 and 2011 (per cent) (a), (b)**

	Year 6			Year 10		
	2005	*2008*	*2011*	*2005*	*2008*	*2011*
Male students	45 ± 4.9	52 ± 3.0	58 ± 2.7	60 ± 4.2	63 ± 3.9	62 ± 2.7
Female students	52 ± 4.1	62 ± 3.6	66 ± 2.5	63 ± 3.5	70 ± 3.2	67 ± 3.3
Indigenous students	30 ± 12.9	24 ± 6.1	31 ± 8.4	35 ± 11.5	32 ± 11.7	36 ± 11.5
Non-Indigenous students	50 ± 3.1	59 ± 2.8	64 ± 2.1	62 ± 3.1	68 ± 2.7	66 ± 2.3
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	66 ± 4.8	58.6 ± 5.6	64.0 ± 5.9	63 ± 5.1
Geographic location:						
Metropolitan	52 ± 3.8	61 ± 3.3	66 ± 2.3	63 ± 4.1	69 ± 3.3	67 ± 2.5
Provincial	43 ± 5.5	48 ± 5.7	51 ± 3.2	59 ± 5.7	62 ± 5.6	58 ± 4.9
Remote	33 ± 18.9	38 ± 12.7	45 ± 20.9	46 ± 9.7	45 ± 10.6	47 ± 15.7
Parental occupation:						
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	79 ± 3.7	75.4 ± 5.4	78.5 ± 3.6	78 ± 3.2
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	68 ± 3.8	65.7 ± 4.0	70.7 ± 4.0	69 ± 4.2
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	59 ± 4.2	75.1 ± 5.8	62.6 ± 4.6	63 ± 4.5
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	43 ± 6.6	48.8 ± 7.0	52.1 ± 6.0	57 ± 7.4
All students	**49 ± 3.0**	**57 ± 2.8**	**62 ± 2.0**	**61 ± 3.1**	**66 ± 3.0**	**65 ± 2.3**

LBOTE = Language Background Other Than English.

(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 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section A.5 of the statistical appendix for more information on confidence intervals.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011,* Sydney.

Table 4A.85 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)**

	Aust
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
Level 5 and Level 6	2.4 ± 1.2
Level 1 and below	38.8 ± 5.2
Non-Indigenous students (e)	66.3 ± 1.7
Level 5 and Level 6	13.1 ± 1.6
Level 1 and below	13.4 ± 1.1
Geographically remote students (f)	48.6 ± 8.7

Table 4A.85 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, 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 ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section A.5 of the statistical appendix for more information on confidence intervals.

(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).

Table 4A.89 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)**

	Aust
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 ± 5.1
Level 5 and Level 6	3.2 ± 1.5
Level 1 and below	40.4 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
Level 5 and Level 6	16.9 ± 1.8
Level 1 and below	15.1 ± 1.3
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) for the reporting year. They are not equated to other years in the table. See section A.5 of the statistical appendix for more information on confidence intervals.

(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.89 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, 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).

Table 4A.93 **Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)**

	Aust
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 ± 5.5
Level 5 and Level 6	2.9 ± 1.4
Level 1 and below	35.1 ± 5.3
Non-Indigenous students (e)	68.5 ± 1.7
Level 5 and Level 6	14.9 ± 1.7
Level 1 and below	11.8 ± 1.2
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) for the reporting year. They are not equated to other years in the table. See section A.5 of the statistical appendix for more information on confidence intervals.

(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.

Table 4A.93 **Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)**

Aust

(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).

Table 4A.100 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	Mathematics achievement	*Science achievement*
Year 4		
All students	70.2 ± 2.7	71.6 ± 2.5
By sex		
Male students	71.6 ± 3.2	71.5 ± 3.1
Female students	69.4 ± 3.0	72.4 ± 3.0
By Indigenous status		
Indigenous students	45.7 ± 8.4	46.9 ± 8.1
Non-Indigenous students (d)	72.7 ± 2.5	74.3 ± 2.3
By language background		
Speaks English at home	71.9 ± 2.5	74.3 ± 2.3
Language other than English spoken at home	65.8 ± 6.1	63.4 ± 5.6
By geographic location of school (e)		
Metropolitan	72.2 ± 2.8	73.3 ± 2.9
Provincial	65.6 ± 6.3	67.5 ± 4.9
Remote	49.3 ± 7.8	52.0 ± 12.5
Year 8		
All students	62.9 ± 4.7	70.3 ± 3.9
By sex		
Male students	64.4 ± 6.1	73.0 ± 4.4
Female students	61.8 ± 4.9	68.0 ± 4.7
By Indigenous status		
Indigenous students	31.8 ± 6.3	42.2 ± 6.1
Non-Indigenous students (d)	65.1 ± 5.0	72.3 ± 4.0
By language background		
Speaks English at home	61.7 ± 5.1	71.3 ± 4.1
Language other than English spoken at home	69.1 ± 6.2	68.1 ± 5.7
By geographic location of school (e)		
Metropolitan	66.4 ± 5.2	71.9 ± 4.4
Provincial	54.5 ± 9.2	67.0 ± 7.5
Remote	*40.3 ± 29.6*	*48.8 ± 32.1*
By level of parental education		
Completed a University degree	86.2 ± 4.7	89.5 ± 3.7
Completed Post-Secondary education but not University	63.0 ± 6.2	73.7 ± 4.8
Completed Upper Secondary Education	54.8 ± 8.5	61.9 ± 7.2
Did not complete Upper Secondary Education	26.8 ± 9.0	32.7 ± 11.0
Do not Know	61.7 ± 4.9	69.2 ± 4.2

Table 4A.100 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	Mathematics achievement	*Science achievement*

(a) These data are from assessments conducted for TIMSS 2011, which involved a sample assessment of 6146 year 4 Australian school students from 280 schools and 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see http://www.acer.edu.au/timss.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section A.5 of the statistical appendix for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

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

(e) The SCSEEC 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).

Table 4A.104 **Apparent retention rates of full time secondary students to years 10, 11 and 12, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA* (d)	*Tas* (d) (e)	*ACT* (e)	*NT*	*Aust*
All students (f)									
Government schools									
To year 10	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
To year 11	86.3	93.8	92.3	102.8	104.7	84.1	127.1	81.9	92.8
To year 12 (total)	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
To year 12 (male)	64.8	70.7	72.6	68.8	73.0	63.3	94.9	62.3	69.2
To year 12 (female)	76.3	83.0	80.6	81.6	90.3	76.7	106.2	65.1	80.6
All schools									
To year 10	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
To year 11	86.9	94.5	94.3	98.5	104.6	81.4	103.4	73.4	92.8
To year 12 (total)	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
To year 12 (male)	69.7	76.2	80.2	73.4	79.9	63.2	86.9	54.9	74.6
To year 12 (female)	79.7	88.1	86.0	83.7	93.1	77.1	91.9	55.8	84.3
Indigenous students (e), (f)									
Government schools									
To year 10	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
To year 11	66.9	71.5	72.3	71.8	86.6	60.3	118.9	57.0	70.0
To year 12 (total)	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
To year 12 (male)	33.6	41.3	51.0	34.9	63.3	36.9	64.7	37.1	41.7
To year 12 (female)	44.8	49.1	53.4	38.9	65.0	47.3	104.0	36.5	47.6
All schools									
To year 10	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
To year 11	69.5	76.4	78.4	77.1	88.4	60.8	96.4	55.1	73.3
To year 12 (total)	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
To year 12 (male)	36.7	44.8	59.5	38.8	69.0	37.9	70.0	34.5	46.1
To year 12 (female)	49.0	49.4	61.5	42.0	67.8	51.3	83.3	31.1	51.3
Non-Indigenous students (f)									
Government schools									
To year 10	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
To year 11	87.5	94.2	94.1	105.8	105.7	86.2	127.4	102.6	94.3
To year 12 (total)	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
To year 12 (male)	66.6	71.1	74.4	72.2	73.5	65.7	95.7	83.6	70.9
To year 12 (female)	78.2	83.5	83.1	85.8	91.5	79.8	106.3	89.7	82.8
All schools									
To year 10	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
To year 11	87.6	94.7	95.4	99.9	105.2	82.9	103.6	86.1	93.7
To year 12 (total)	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
To year 12 (male)	71.0	76.5	81.5	75.8	80.2	64.9	87.2	69.1	75.9
To year 12 (female)	80.9	88.6	87.7	86.4	93.9	79.0	92.0	73.0	85.8

(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.

Table 4A.104 **Apparent retention rates of full time secondary students to years 10, 11 and 12, 2011 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA* (d)	*Tas* (d) (e)	*ACT* (e)	*NT*	*Aust*

(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 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra.

Table 4A.106 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
Year 7 or 8 to year 10									
All students									
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
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
Indigenous students									
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
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
Non-Indigenous students									
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
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
Year 7 or 8 to year 12									
All students									
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
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

Table 4A.106 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
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
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
Indigenous students									
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
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
Non-Indigenous students									
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
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
Year 10 to year 12									
All students									
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
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
Indigenous students									
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

Table 4A.106 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
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
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
Non-Indigenous students									
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
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6

(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. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.

(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 since 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.

Source: ABS 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra.

Table 4A.107 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
Year 7 or 8 to year 10									
All students									
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
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
Indigenous students									
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
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
Non-Indigenous students									
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
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
Year 7 or 8 to year 12									
All students									
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
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

Table 4A.107 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
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
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
Indigenous students									
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
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
Non-Indigenous students									
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
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
Year 10 to year 12									
All students									
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
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
Indigenous students									
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

Table 4A.107 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
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
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
Non-Indigenous students									
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
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4

(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. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.

(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 since 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.

Source : ABS 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra.

Table 4A.108 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
Year 7 or 8 to year 10									
All students									
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
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
Indigenous students									
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
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
Non-Indigenous students									
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
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
Year 7 or 8 to year 12									
All students									
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
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

Table 4A.108 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
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
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
Indigenous students									
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
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
Non-Indigenous students									
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
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
Year 10 to year 12									
All students									
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
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
Indigenous students									
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

Table 4A.108 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (d)	*SA* (e)	*Tas* (e)	*ACT*	*NT*	*Aust*
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
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
Non-Indigenous students									
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
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0

(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. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.

(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 since 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.

Source : ABS 2012, *Schools Australia 2011* , Cat. no. 4221.0, Canberra.

Table 4A.111 **Proportion of 17-19 year old population having completed year 10 or above, by Indigenous status, 2008 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous population										
Indigenous persons aged 17-19 years completed Year 10	'000	7.9 ± 1.8	2.0 ± 0.3	7.4 ± 1.5	3.6 ± 0.8	1.9 ± 0.4	1.0 ± 0.3	0.3 ± 0.1	3.2 ± 0.6	27.3 ± 2.5
Proportion of Indigenous persons aged 17-19 years who completed Year 10	%	77 ± 10.8	89.1 ± 5.6	89.4 ± 8.3	90.3 ± 9.4	84.3 ± 14.1	82.4 ± 15.1	100 ± 0.0	74.7 ± 10.2	83.2 ± 4.5
Non-Indigenous population (b)										
Non-Indigenous persons aged 17-19 completed year 10	'000	260.7 ± 7.4	198.1 ± 8.0	158.4 ± 7.3	85.2 ± 4.5	60.8 ± 2.0	18.9 ± 0.9	13.3 ± 1.0	4.4 ± 1.2	799.8 ± 14.2
Proportion of non-Indigenous persons aged 17-19 years who completed Year 10	**%**	**97.1 ± 1.4**	**94.9 ± 2.2**	**96.3 ± 1.9**	**99.7 ± 0.6**	**97.6 ± 2.0**	**96.1 ± 3.2**	**95.8 ± 4.0**	**95.1 ± 4.4**	**96.6 ± 1.0**

(a) Persons who state their highest year of school completed as Year 10 or above.

(b) Data for 2006, based on the 2006 Census of Population and Housing, covering Indigenous, non-Indigenous and all students were included in the 2011 Report.

(c) The exclusion of people in very remote areas in SEW should have a negligible impact on non-Indigenous results for all states and territories.

Source: Indigenous data from ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008, and non-Indigenous data from ABS (unpublished) Survey of Education and Work, 2008.

Table 4A.115 **Student attendance rates, government schools, by Indigenous status, 2011 (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	90	90	90	90	89	86	81	78	74	87	74
Non-Indigenous	94	95	95	95	95	94	93	91	90	88	92	85
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**89**	**87**	**91**	**83**
Vic												
Indigenous	89	90	89	89	89	89	87	83	80	79	84	84
Non-Indigenous	94	94	94	94	94	94	93	91	90	90	89	89
Total	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**91**	**90**	**90**	**89**	**89**
Qld												
Indigenous	86	86	87	86	87	87	86	84	79	77	na	na
Non-Indigenous	92	93	93	93	93	93	93	91	89	87	na	na
Total	**92**	**92**	**92**	**92**	**93**	**92**	**92**	**91**	**88**	**87**	**na**	**na**
WA												
Indigenous	80	81	82	82	83	82	81	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	93	91	89	88	na	96
Total	**92**	**93**	**93**	**93**	**93**	**93**	**92**	**90**	**87**	**86**	**na**	**96**
SA												
Indigenous	80	82	81	82	82	83	82	76	72	70	81	74
Non-Indigenous	92	93	93	93	93	93	92	90	88	86	92	90
Total	**92**	**92**	**92**	**92**	**92**	**92**	**92**	**89**	**87**	**85**	**91**	**89**
Tas												
Indigenous	93	93	92	93	93	93	87	87	81	79	na	na
Non-Indigenous	94	94	94	94	94	94	93	90	89	87	na	na
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**88**	**86**	**na**	**na**

Table 4A.115 **Student attendance rates, government schools, by Indigenous status, 2011 (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	89	89	88	87	90	89	82	79	73	72	na	na
Non-Indigenous	93	94	94	93	93	93	91	89	87	86	na	na
Total	**93**	**93**	**94**	**93**	**93**	**93**	**91**	**89**	**87**	**86**	**na**	**na**
NT												
Indigenous	69	72	72	72	73	74	70	65	61	60	79	66
Non-Indigenous	92	93	93	93	92	93	92	90	88	85	92	90
Total	**81**	**83**	**83**	**83**	**83**	**84**	**81**	**79**	**77**	**76**	**84**	**89**

(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)

Table 4A.117 **Student attendance rates, independent schools, by Indigenous status, 2011 (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	87	90	90	89	89	92	91	90	87	83	91	88
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	94	93
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**94**	**93**
Vic												
Indigenous	95	95	94	93	92	93	83	84	87	87	na	72
Non-Indigenous	95	94	95	95	95	95	95	94	94	93	85	82
Total	**95**	**94**	**95**	**95**	**95**	**95**	**95**	**94**	**94**	**93**	**85**	**82**
Qld												
Indigenous	88	90	93	90	91	88	91	89	83	86	78	90
Non-Indigenous	94	94	95	95	95	94	95	94	94	92	91	84
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**93**	**92**	**90**	**84**
WA												
Indigenous	83	80	82	84	80	85	85	84	78	74	na	33
Non-Indigenous	93	94	95	94	95	95	95	94	93	93	92	36
Total	**93**	**94**	**94**	**94**	**95**	**94**	**95**	**94**	**93**	**93**	**92**	**35**
SA												
Indigenous	88	87	88	89	90	90	86	85	90	87	na	83
Non-Indigenous	95	95	95	94	95	94	94	94	94	93	90	81
Total	**95**	**95**	**95**	**94**	**95**	**94**	**94**	**94**	**94**	**93**	**90**	**81**
Tas												
Indigenous	91	97	95	93	97	91	92	91	88	87	na	na
Non-Indigenous	94	94	94	94	95	94	93	93	92	91	90	100
Total	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**93**	**92**	**91**	**90**	**100**

Table 4A.117 **Student attendance rates, independent schools, by Indigenous status, 2011 (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	95	96	94	93	90	99	95	91	100	98	na	na
Non-Indigenous	94	95	94	94	95	94	95	94	94	93	na	na
Total	**94**	**95**	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**na**	**na**
NT												
Indigenous	74	65	74	76	68	67	81	82	85	80	na	54
Non-Indigenous	93	94	94	93	95	92	95	93	93	92	na	na
Total	**91**	**90**	**91**	**91**	**90**	**88**	**91**	**90**	**91**	**88**	**na**	**54**

(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)

Table 4A.119 **Student attendance rates, Catholic schools, by Indigenous status, 2011 (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	90	91	91	90	87	89	87	85	na	na
Non-Indigenous	94	94	94	94	94	94	94	92	92	91	94	na
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**92**	**91**	**94**	**na**
Vic												
Indigenous	90	90	87	90	91	90	91	91	83	87	na	85
Non-Indigenous	94	94	95	94	95	94	94	93	93	92	90	80
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**93**	**92**	**90**	**80**
Qld												
Indigenous	89	89	91	90	90	90	92	91	89	86	na	58
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	90
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**na**	**73**
WA												
Indigenous	74	74	81	78	76	82	80	82	78	85	na	na
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	na	na
Total	**93**	**93**	**94**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**na**	**na**
SA												
Indigenous	92	92	90	91	87	92	92	87	85	89	na	na
Non-Indigenous	95	94	95	95	95	95	95	94	93	93	96	96
Total	**94**	**94**	**95**	**95**	**95**	**95**	**95**	**94**	**93**	**93**	**96**	**96**
Tas												
Indigenous	92	94	96	92	93	95	92	90	90	94	na	na
Non-Indigenous	94	94	94	94	94	94	94	93	92	92	na	na
Total	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**92**	**na**	**na**

Table 4A.119 **Student attendance rates, Catholic schools, by Indigenous status, 2011 (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	91	85	90	86	93	95	90	89	88	92	na	na
Non-Indigenous	94	93	94	94	94	94	94	91	91	90	na	na
Total	**94**	**93**	**94**	**94**	**94**	**94**	**94**	**91**	**91**	**90**	**na**	**na**
NT												
Indigenous	67	65	69	76	79	69	69	75	71	55	na	47
Non-Indigenous	91	91	91	92	91	90	88	89	87	87	na	na
Total	**82**	**79**	**83**	**86**	**87**	**83**	**81**	**84**	**82**	**74**	**na**	**47**

(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)