

## 6A Early school engagement and performance (preschool to year 3) — attachment

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Table 6A.1.1

**Table 6A.1.1 Total number of children enrolled in preschool, 2003**

	<i>Indigenous Enrolments</i>			<i>Total Enrolments</i>		
	<i>Government</i>	<i>Non-government</i>	<i>All schools</i>	<i>Government</i>	<i>Non-government</i>	<i>All schools</i>
NSW	348	2 361	2 709	3 784	67 919	71 703
Victoria	(a)	559	559	(a)	66 652	66 652
Queensland	(b)	896	896	(b)	15 153	15 153
WA	1 580	254	1 834	18 680	5 173	23 853
SA	967	147	1 114	17 810	2 474	20 284
Tasmania	324	7	331	5 100	1 363	6 463
ACT	72	1	73	3 634	387	4 021
NT	1 406	129	1 535	3 249	249	3 498
Australia (c)	4 697	4 354	9 051	52 257	159 370	211 627

(a) There are no government preschools in Victoria. All data for Victoria was collected via the Supplementary Non-Government Census and recorded under non-government.

(b) Queensland Government preschools only run programs for Year One Minus One (preschool). In 2003 information was only collected for Queensland children in Year One Minus Two (kindergarten), hence all data was collected via the Supplementary Census and is recorded under non-government.

(c) Australian totals exclude other territories.

Source: *National Indigenous Preschool Census 2003*, Data Analysis Australia, DEST.

Table 6A.1.2

**Table 6A.1.2 Indigenous children enrolled in preschool and participation rate (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(b)</i>
<b>2002</b>										
Children aged 3 years (c)										
Enrolled	no.	888	26	242	317	417	–	5	291	2 186
In population	no.	3 596	753	3 400	1 767	673	448	113	1 324	12 074
Participation rate	%	24.7	3.5	7.1	17.9	62.0	–	4.4	22.0	18.1
Children aged 4 years										
Enrolled	no.	1 441	323	405	1 462	584	118	39	911	5 283
In population	no.	3 686	727	3 377	1 702	661	427	106	1 222	11 908
Participation rate	%	39.1	44.4	12.0	85.9	88.4	27.6	36.8	74.5	44.4
Children aged 5 years (c)										
Enrolled	no.	345	181	216	96	34	131	39	218	1 260
In population	no.	3 686	724	3 532	1 630	630	434	95	1 369	12 100
Participation rate	%	9.4	25.0	6.1	5.9	5.4	30.2	41.1	15.9	10.4
Total preschool children aged 3–5 years										
Enrolled	no.	2 674	530	863	1 875	1 035	249	83	1 420	8 729
In population	no.	10 968	2 204	10 309	5 099	1 964	1 309	314	3 915	36 082
Participation rate	%	24.4	24.0	8.4	36.8	52.7	19.0	26.4	36.3	24.2
<b>2003</b>										
Children aged 3 years (c)										
Enrolled	no.	920	11	272	24	467	–	3	372	2 069
In population	no.	3 561	679	3 445	1 726	652	437	107	1 424	12 031
Participation rate	%	25.8	1.6	7.9	1.4	71.6	–	2.8	26.1	17.2
Children aged 4 years										
Enrolled	no.	1 406	399	401	1 758	609	160	25	903	5 661
In population	no.	3 596	732	3 407	1 763	689	442	112	1 324	12 065
Participation rate	%	39.1	54.5	11.8	99.7	88.4	36.2	22.3	68.2	46.9
Children aged 5 years (c)										
Enrolled	no.	367	209	220	52	38	171	44	240	1 341
In population	no.	3 687	716	3 401	1 683	661	427	103	1 223	11 901
Participation rate	%	10.0	29.2	6.5	3.1	5.7	40.0	42.7	19.6	11.3
Total preschool children aged 3–5 years										
Enrolled	no.	2 693	619	893	1 834	1 114	331	72	1 515	9 071
In population	no.	10 844	2 127	10 253	5 172	2 002	1 306	322	3 971	35 997
Participation rate	%	24.8	29.1	8.7	35.5	55.6	25.3	22.4	38.2	25.2

(a) There were 37 children enrolled in preschool in 2003 whose age was unknown – 16 in NSW, 1 in ACT, 20 in NT.

(b) Excluding other territories

(c) A small number of two year olds may be in the three year olds category and a small number of six year olds may be in the five year olds category.

– Nil or rounded to zero.

Source: *National Indigenous Preschool Census 2003*, Data Analysis Australia, DEST; ABS 2003 ERP (unpublished).

Table 6A.1.3

Table 6A.1.3 **Children enrolled in school and participation rate, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(b)</i>
<b>5 years old</b>										
Indigenous										
Male										
Enrolled	no.	1 452	191	675	935	290	80	30	499	4 152
In population	no.	1 875	355	1 719	881	328	220	47	606	6 031
Participation rate	%	77.4	53.8	39.3	106.1	88.4	36.4	63.8	82.3	68.8
Female										
Enrolled	no.	1 400	208	702	815	335	71	37	512	4 080
In population	no.	1 812	361	1 682	802	333	207	56	617	5 870
Participation rate	%	77.3	57.6	41.7	101.6	100.6	34.3	66.1	83.0	69.5
Total										
Enrolled	no.	2 852	399	1 377	1 750	625	151	67	1 011	8 232
In population	no.	3 687	716	3 401	1 683	661	427	103	1 223	11 901
Participation rate	%	77.4	55.7	40.5	104.0	94.6	35.4	65.0	82.7	69.2
Non-Indigenous										
Male										
Enrolled	no.	33 783	20 756	9 808	12 014	8 798	1 497	1 580	968	89 204
In population	no.	42 511	31 988	24 660	12 349	9 184	2 854	1 971	1 175	126 714
Participation rate	%	79.5	64.9	39.8	97.3	95.8	52.5	80.2	82.4	70.4
Female										
Enrolled	no.	34 946	21 338	10 789	11 347	8 548	1 534	1 653	878	91 033
In population	no.	40 516	30 071	23 491	11 680	8 845	2 693	1 986	977	120 276
Participation rate	%	86.3	71.0	45.9	97.1	96.6	57.0	83.2	89.9	75.7
Total										
Enrolled	no.	68 729	42 094	20 597	23 361	17 346	3 031	3 233	1 846	180 237
In population	no.	83 027	62 059	48 151	24 029	18 029	5 547	3 957	2 152	246 990
Participation rate	%	82.8	67.8	42.8	97.2	96.2	54.6	81.7	85.8	73.0
<b>6 years old</b>										

Table 6A.1.3

Table 6A.1.3 **Children enrolled in school and participation rate, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(b)</i>
<b>Indigenous</b>										
<b>Male</b>										
Enrolled	no.	1 659	296	1 610	900	304	181	46	629	5 615
In population	no.	1 841	354	1 794	840	311	219	54	693	6 106
Participation rate	%	90.1	83.6	89.7	107.1	97.7	82.6	85.2	90.8	92.0
<b>Female</b>										
Enrolled	no.	1 663	338	1 563	857	318	174	47	620	5 580
In population	no.	1 829	366	1 754	785	304	214	55	682	5 989
Participation rate	%	90.9	92.3	89.1	109.2	104.6	81.3	85.5	90.9	93.2
<b>Total</b>										
Enrolled	no.	3 322	634	3 173	1 757	622	355	93	1 239	11 195
In population	no.	3 670	720	3 548	1 625	615	433	109	1 375	12 095
Participation rate	%	90.5	88.1	89.4	108.1	101.1	82.0	85.3	90.1	92.6
<b>Non-Indigenous</b>										
<b>Male</b>										
Enrolled	no.	43 492	32 572	24 465	12 773	9 376	3 094	2 183	955	128 910
In population	no.	43 552	32 572	25 182	12 665	9 370	2 997	2 108	976	129 448
Participation rate	%	99.9	100.0	97.2	100.9	100.1	103.2	103.6	97.8	99.6
<b>Female</b>										
Enrolled	no.	41 277	30 503	23 731	11 954	8 948	2 980	2 110	924	122 427
In population	no.	41 420	30 703	23 824	11 922	9 014	2 894	1 983	904	122 690
Participation rate	%	99.7	99.3	99.6	100.3	99.3	103.0	106.4	102.2	99.8
<b>Total</b>										
Enrolled	no.	84 769	63 075	48 196	24 727	18 324	6 074	4 293	1 879	251 337
In population	no.	84 972	63 275	49 006	24 587	18 384	5 891	4 091	1 880	252 138
Participation rate	%	99.8	99.7	98.3	100.6	99.7	103.1	104.9	99.9	99.7

**7 years old****Indigenous**

Table 6A.1.3

Table 6A.1.3 **Children enrolled in school and participation rate, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(b)</i>
<b>Male</b>										
Enrolled	no.	1 799	282	1 759	997	313	184	44	610	5 988
In population	no.	1 962	367	1 864	913	332	230	62	751	6 481
Participation rate	%	91.7	76.8	94.4	109.2	94.3	80.0	71.0	81.2	92.4
<b>Female</b>										
Enrolled	no.	1 636	300	1 616	890	318	173	42	568	5 543
In population	no.	1 780	346	1 719	844	315	187	63	685	5 939
Participation rate	%	91.9	86.7	94.0	105.5	101.0	92.5	66.7	82.9	93.3
<b>Total</b>										
Enrolled	no.	3 435	582	3 375	1 887	631	357	86	1 178	11 531
In population	no.	3 742	713	3 583	1 757	647	417	125	1 436	12 420
Participation rate	%	91.8	81.6	94.2	107.4	97.5	85.6	68.8	82.0	92.8
<b>Non-Indigenous</b>										
<b>Male</b>										
Enrolled	no.	43 214	32 575	25 136	12 850	9 583	3 154	2 160	1 008	129 680
In population	no.	43 785	32 694	25 429	12 886	9 717	3 102	2 109	1 030	130 783
Participation rate	%	98.7	99.6	98.8	99.7	98.6	101.7	102.4	97.9	99.2
<b>Female</b>										
Enrolled	no.	41 174	30 655	24 235	11 887	9 084	2 989	2 087	911	123 022
In population	no.	41 569	30 826	24 344	12 122	9 146	2 966	1 997	959	123 952
Participation rate	%	99.0	99.4	99.6	98.1	99.3	100.8	104.5	95.0	99.2
<b>Total</b>										
Enrolled	no.	84 388	63 230	49 371	24 737	18 667	6 143	4 247	1 919	252 702
In population	no.	85 354	63 520	49 773	25 008	18 863	6 068	4 106	1 989	254 735
Participation rate	%	98.9	99.5	99.2	98.9	99.0	101.2	103.4	96.5	99.2

Table 6A.1.3

Table 6A.1.3 **Children enrolled in school and participation rate, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(b)</i>
<b>8 years old</b>										
Indigenous										
Male										
Enrolled	no.	1 770	335	1 689	907	338	238	60	623	5 960
In population	no.	1 962	393	1 832	916	340	264	67	731	6 505
Participation rate	%	90.2	85.2	92.2	99.0	99.4	90.2	89.6	85.2	91.6
Female										
Enrolled	no.	1 649	333	1 660	894	326	196	45	646	5 749
In population	no.	1 785	386	1 737	856	322	242	51	702	6 081
Participation rate	%	92.4	86.3	95.6	104.4	101.2	81.0	88.2	92.0	94.5
Total										
Enrolled	no.	3 419	668	3 349	1 801	664	434	105	1 269	11 709
In population	no.	3 747	779	3 569	1 772	662	506	118	1 433	12 586
Participation rate	%	91.2	85.8	93.8	101.6	100.3	85.8	89.0	88.6	93.0
Non-Indigenous										
Male										
Enrolled	no.	44 178	33 381	26 247	13 052	9 923	3 202	2 347	1 070	133 400
In population	no.	44 314	33 450	26 287	13 077	9 996	3 270	2 225	1 068	133 708
Participation rate	%	99.7	99.8	99.8	99.8	99.3	97.9	105.5	100.2	99.8
Female										
Enrolled	no.	42 163	31 584	24 573	12 297	9 298	3 119	2 126	935	126 095
In population	no.	42 444	31 928	24 755	12 448	9 420	3 068	2 092	931	127 106
Participation rate	%	99.3	98.9	99.3	98.8	98.7	101.7	101.6	100.4	99.2
Total										
Enrolled	no.	86 341	64 965	50 820	25 349	19 221	6 321	4 473	2 005	259 495
In population	no.	86 758	65 378	51 042	25 525	19 416	6 338	4 317	1 999	260 814
Participation rate	%	99.5	99.4	99.6	99.3	99.0	99.7	103.6	100.3	99.5
<b>Total (5–8 year old)</b>										

Table 6A.1.3

**Table 6A.1.3 Children enrolled in school and participation rate, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(b)</i>
Indigenous										
Enrolled	no.	13 028	2 283	11 274	7 195	2 542	1 297	351	4 697	42 667
In population	no.	14 846	2 928	14 101	6 837	2 585	1 783	455	5 467	49 002
Participation rate	%	87.8	78.0	80.0	105.2	98.3	72.7	77.1	85.9	87.1
Non-Indigenous										
Enrolled	no.	324 227	233 364	168 984	98 174	73 558	21 569	16 246	7 649	943 771
In population	no.	340 111	254 232	197 972	99 149	74 692	23 844	16 471	8 020	1 014 677
Participation rate	%	95.3	91.8	85.4	99.0	98.5	90.5	98.6	95.4	93.0

(a) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in participation rates when disaggregated by gender. Consequently, some estimates of participation were clearly inconsistent, being greater than 100 per cent, and as such these results should be viewed with care.

(b) Excluding other territories

Source: ABS *Schools Australia 2003*, Cat. no. 4221.0 (unpublished); ABS 2003 ERP (unpublished).



Table 6A.1.4

**Table 6A.1.4 Children enrolled in school and participation rate, 2002 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (b)</i>
<i>5 year olds</i>										
Indigenous										
Enrolled	no.	2 771	454	1 316	1 658	552	177	67	980	7 975
Participation rate	%	73.5	63.1	37.0	94.2	83.1	43.0	62.0	67.9	64.1
Non-Indigenous										
Enrolled	no.	69 346	43 029	19 906	23 639	17 493	3 331	3 389	1 784	181 903
Participation rate	%	81.3	68.3	41.6	96.3	93.0	54.6	81.4	85.4	72.2
<i>6 year olds</i>										
Indigenous										
Enrolled	no.	3 372	552	3 229	1 851	615	346	78	1 157	11 200
Participation rate	%	89.1	70.5	91.1	104.9	91.9	69.8	67.2	80.3	88.9
Non-Indigenous										
Enrolled	no.	84 338	62 765	47 997	24 658	18 694	6 115	4 217	2 000	250 784
Participation rate	%	97.0	96.9	97.7	98.0	96.8	97.0	97.6	95.0	97.2
<i>7 year olds</i>										
Indigenous										
Enrolled	no.	3 401	651	3 237	1 786	658	411	104	1 230	11 478
Participation rate	%	91.8	88.6	92.1	103.5	96.6	88.2	92.9	88.3	93.1
Non-Indigenous										
Enrolled	no.	86 490	64 724	50 002	25 206	19 067	6 267	4 510	2 034	258 300
Participation rate	%	99.3	99.4	101.7	99.3	100.1	99.5	104.5	97.1	99.9
<i>8 year olds</i>										
Indigenous										
Enrolled	no.	3 266	560	3 255	1 854	610	405	97	1 241	11 288
Participation rate	%	87.4	73.2	91.7	105.9	88.5	84.9	90.7	90.3	90.6
Non-Indigenous										
Enrolled	no.	86 457	65 186	50 128	25 324	19 081	6 288	4 487	1 953	258 904
Participation rate	%	98.6	100.6	101.4	99.0	98.3	100.7	104.1	95.0	99.7

(a) The participation rate was calculated using the ABS 2001 estimated resident population (ERP). There is a one year gap between the enrolment number data and the population data. Consequently, some estimates of participation were clearly inconsistent, being greater than 100 per cent, and as such these results should be viewed with care.

(b) Excluding other territories.

Source: ABS *Schools Australia 2002*, Cat. no. 4221.0 (unpublished); ABS 2001 ERP.

Table 6A.2.1

**Table 6A.2.1 Years of schooling and level of participation: Year 3 Reading, 2001**

	<i>Average age at time of testing (a)</i>	<i>Years at school (b)</i>	<i>Per cent of students assessed (c)</i>
NSW	8yrs,9mths	3yrs,7mths	94.3
Victoria	9yrs,0mths	3yrs,7mths	90.1
Queensland	8yrs,3mths	2yrs,8mths	96.0
WA	8yrs,2mths	2yrs,7mths	88.8
SA	8yrs,6mths	3yrs,3mths	94.3
Tasmania	9yrs, 2mths	3yrs,7mths	94.3
ACT	8yrs,10mths	3yrs,6mths	94.3
NT	8yrs,8mths	3yrs,3mths	83.8
Australia	..	..	92.9

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) Students from all schools who were assessed include exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on preliminary data for the *National Schools Statistics Collection*.

.. Not applicable.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.2

**Table 6A.2.2 Participation in Year 3 Reading, by school sector, 2001**

	<i>Proportion of assessed students (%)</i>			
	<i>Government school (a)</i>	<i>Non-government school (b)</i>	<i>Government school (c)</i>	<i>Non-government school (d)</i>
NSW	94.0	94.9	71.8	28.2
Victoria	90.2	89.9	69.8	30.2
Queensland	96.1	95.6	76.4	23.6
WA	88.3	90.3	74.8	25.2
SA	93.8	95.7	71.4	28.6
Tasmania	95.0	92.0	78.7	21.3
ACT	93.5	96.1	65.9	34.1
NT	82.4	89.4	77.9	22.1
Australia	92.8	93.3	72.6	27.4

(a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.

(b) Assessed students from non-government schools include exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.

(c) Assessed government school students compared with all assessed students.

(d) Assessed non-government school students compared with all assessed students.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.3

**Table 6A.2.3 Exemptions, absences and participation of equity groups: Year 3 Reading, 2001 (per cent)**

	<i>Students exempted from testing (a)</i>	<i>students absent or withdrawn (b)</i>	<i>Indigenous students (c)</i>	<i>LBOTE students (d)</i>
NSW	1.4	5.7	3.9	25.5
Victoria	1.9	9.4	0.8	16.8
Queensland	1.3	3.2	5.7	6.7
WA	0.8	11.2	4.3	12.1
SA	2.5	5.7	3.3	16.5
Tasmania	0.7	5.7	4.4	4.4
ACT	1.8	5.7	1.6	9.7
NT	1.2	10.1	24.8	23.8
Australia	1.5	6.7	3.7	16.9

(a) Students who were exempted from the testing program in the relevant state or territory. Exempted students were reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.

(b) Students who were absent or were withdrawn by parents/care-givers from the testing program were not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.

(c) Indigenous students include exempted students. The percentage of assessed Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.4

**Table 6A.2.4 Years of schooling and level of participation: Year 3 Reading, 2002**

	<i>Average age at time of testing (a)</i>	<i>Years at school (b)</i>	<i>Per cent of all students assessed (c)</i>	<i>Per cent of Indigenous students assessed</i>
NSW	8yrs,9mths	3yrs,7mths	94.8	3.9
Victoria	8yrs,11mths	3yrs,7mths	91.9	0.8
Queensland	8yrs,3mths	2yrs,8mths	96.9	6.1
WA	8yrs,2mths	2yrs,7mths	91.4	5.1
SA	8yrs,6mths	3yrs,3mths	94.3	2.8
Tasmania	9yrs, 3mths	3yrs,7mths	93.8	5.9
ACT	8yrs,10mths	3yrs,6mths	94.1	1.9
NT	8yrs,8mths	3yrs,3mths	83.5	25.7
Australia	..	..	94.0	2.9

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) Students from all schools who were assessed include exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on preliminary data for the *National Schools Statistics Collection*.

.. Not applicable.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.5

**Table 6A.2.5 Participation of Year 3 Reading, by school sector, 2002**

	<i>Proportion of assessed students (%)</i>			
	<i>Government school (a)</i>	<i>Non-government school (b)</i>	<i>Government school (c)</i>	<i>Non-government school (d)</i>
NSW	94.6	95.3	71.4	28.6
Victoria	91.7	92.4	69.6	30.4
Queensland	97.0	96.7	75.9	24.1
WA	90.5	94.2	73.7	26.3
SA	94.2	94.6	70.2	29.8
Tasmania	94.1	92.8	78.1	21.9
ACT	95.2	91.9	67.0	33.0
NT	83.3	84.2	80.6	19.4
Australia	93.8	94.4	72.2	27.8

- (a) Assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.
- (b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.6

**Table 6A.2.6 Exemptions, absences and participation of equity groups: Year 3 Reading, 2002 (per cent)**

	<i>Students exempted from testing (a)</i>	<i>Students absent or withdrawn (b)</i>	<i>Indigenous students (c)</i>	<i>LBOTE students (d)</i>
NSW	1.3	5.2	3.9	26.0
Victoria	2.0	8.0	0.8	19.9
Queensland	1.5	2.7	6.1	6.4
WA	0.7	8.6	5.1	12.9
SA	2.8	5.7	2.8	15.9
Tasmania	0.8	6.2	5.9	5.5
ACT	2.0	5.9	1.9	9.9
NT(e)	1.0	9.3	25.7	19.7
Australia	1.6	5.8	3.9	17.7

- (a) Exempted students were reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program were not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Indigenous students include exempted students. The percentage of assessed Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participant rates. However, in the NT, students are tested in years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12 rather than at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.7

**Table 6A.2.7 Proportion of year 3 Indigenous students who achieved the reading benchmark, 1999–2002 (per cent) (a)**

	1999	2000	2001	2002
Indigenous students	73.4 ± 6.2	76.9 ± 6.5	72.0 ± 4.8	76.7 ± 4.1
All Students	89.7 ± 2.5	92.5 ± 2.2	90.3 ± 2.0	92.3 ± 1.7

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.



Table 6A.2.8

**Table 6A.2.8 Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)**

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	92.1	90	94.1	78.2	91.1
1. 8 years, 9 months	± 1.8	± 2.4	± 1.6	± 4.5	± 1.8
2. 3 years, 7 months					
Victoria	92.0	90.4	93.7	77.9	90.2
1. 8 years, 11 months	± 1.9	± 2.4	± 1.9	± 5.4	± 2.4
2. 3 years, 7 months					
Queensland	92.6	91.3	94.3	81.8	90.2
1. 8 years, 3 months	± 1.7	± 2.1	± 1.5	± 3.7	± 2.1
2. 2 years, 8 months					
WA	95.4	94.3	96.4	82.7	94.4
1. 8 years, 2 months	± 1.0	± 1.3	± 0.9	± 3.7	± 1.4
2. 2 years, 7 months					
SA	89.3	86.9	91.9	62.1	88.4
1. 8 years, 6 months	± 1.8	± 2.3	± 1.7	± 5.4	± 2.0
2. 3 years, 3 months					
Tasmania	96.3	95.3	97.2	94.4	97.5
1. 9 years, 3 months	± 0.7	± 1.0	± 0.7	± 2.4	± 1.6
2. 3 years, 7 months					
ACT	95.7	94.6	96.8	85.2	93.5
1. 8 years, 10 months	± 0.7	± 1.0	± 0.6	± 6.2	± 1.5
2. 3 years, 6 months					
NT	74.2	71.7	76.6	39.9	37.4
1. 8 years, 8 months	± 1.8	± 2.5	± 2.4	± 3.4	± 3.8
2. 3 years, 6 months					
Australia	92.3	90.6	94.1	76.7	90.2
	± 1.7	± 2.2	± 1.5	± 4.1	± 2.0

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.9

**Table 6A.2.9 Years of schooling and level of participation: Year 3 Writing, 2001**

	<i>Average age at time of testing (a)</i>	<i>Years at school (b)</i>	<i>Proportion of students assessed (%) (c)</i>
NSW	8yrs,9mths	3yrs,7mths	91.2
Victoria	9yrs,0mths	3yrs,7mths	89.9
Queensland	8yrs,3mths	2yrs,8mths	95.7
WA	8yrs,2mths	2yrs,7mths	89.1
SA	8yrs,6mths	3yrs,3mths	92.6
Tasmania	9yrs, 2mths	3yrs,7mths	92.4
ACT	8yrs,10mths	3yrs,6mths	96.6
NT	8yrs,8mths	3yrs,3mths	76.5
Australia	..	..	91.6

- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.
- (c) Students from all schools who were assessed include exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on preliminary data for the *National Schools Statistics Collection*.
- .. Not applicable.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.10

**Table 6A.2.10 Participation by school sector: Year 3 Writing, 2001**

	<i>Proportion of assessed students (%)</i>			
	<i>Government school students (a)</i>	<i>Non-government school students (b)</i>	<i>Government school (c)</i>	<i>Non-government school (d)</i>
NSW	92.3	88.5	72.8	27.2
Victoria	89.9	89.7	69.8	30.2
Queensland	95.8	95.4	76.4	23.6
WA	88.7	90.2	74.9	25.1
SA	91.7	94.8	71.2	28.8
Tasmania	93.0	90.2	78.7	21.3
ACT	96.4	97.0	66.4	33.6
NT	75.2	81.5	77.9	22.1
Australia	91.9	90.8	73.0	27.0

- (a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.11

**Table 6A.2.11 Exemptions, absences and participation of equity groups: Year 3 Writing, 2001**

	<i>Exempted from testing (a)</i>	<i>Absent or withdrawn (b)</i>	<i>Indigenous students (c)</i>	<i>LBOTE students (d)</i>
	%	%	%	%
NSW	1.3	8.8	3.7	24.5
Victoria	1.9	9.6	0.8	16.9
Queensland	1.3	3.4	5.7	6.7
WA	0.8	10.9	4.6	12.2
SA	2.2	7.4	3.2	15.7
Tasmania	0.7	7.6	4.3	4.3
ACT	1.6	3.4	1.7	10.0
NT	1.5	11.7	18.7	18.0
Australia	1.5	8.0	3.6	16.4

- (a) Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students were absent or were withdrawn by parents/care-givers from the testing program. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Students were with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.12

**Table 6A.2.12 Years of schooling and level of participation: Year 3 Writing, 2002  
(a), (b), (c)**

	<i>Average age at time of testing (d)</i>	<i>Years at school (e)</i>	<i>All students assessed (%)</i>	<i>Indigenous students assessed (%)</i>
NSW	8yrs,9mths	3yrs,7mths	94.4	3.9
Victoria	8yrs,11mths	3yrs,7mths	91.6	0.8
Queensland	8yrs,3mths	2yrs,8mths	96.9	6.2
WA	8yrs,2mths	2yrs,7mths	90.5	4.9
SA	8yrs,6mths	3yrs,3mths	94.6	2.8
Tasmania	9yrs, 3mths	3yrs,7mths	92.4	5.7
ACT (f)	8yrs,10mths	3yrs,6mths	95.6	2.0
NT (g)	8yrs,8mths	3yrs,3mths	83.0	25.9
Australia	..	..	93.7	3.9

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent  $\pm$  2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(f) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

(g) National Schools Statistics Collection figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.13

**Table 6A.2.13 Participation in Year 3 Writing, by school sector, 2002**

	<i>Proportion of assessed students (%)</i>			
	<i>Government school (a)</i>	<i>Non-government school (b)</i>	<i>Government school (c)</i>	<i>Non-government school (d)</i>
NSW	94.2	94.9	71.4	28.6
Victoria	91.4	92.0	69.6	30.4
Queensland	97.0	96.6	75.9	24.1
WA	89.5	93.2	73.6	26.4
SA	94.6	94.8	70.2	29.8
Tasmania	92.5	91.9	77.9	22.1
ACT	96.5	93.7	66.9	33.1
NT	81.8	87.9	79.6	20.4
Australia	93.5	94.1	72.2	27.8

(a) Students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.

(b) Assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.

(c) The assessed government school students compared with all assessed students.

(d) The assessed non-government school students compared with all assessed students.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.14

**Table 6A.2.14 Exemptions, absences and participation of equity groups:  
Year 3 Writing, 2002 (per cent)**

	<i>Exempted from testing (a)</i>	<i>Absent or withdrawn (b)</i>	<i>Indigenous students (c)</i>	<i>LBOTE students (d)</i>
NSW	1.4	5.6	3.9	25.7
Victoria	2.0	8.3	0.8	19.9
Queensland	1.5	2.7	6.2	6.4
WA	0.7	9.5	4.9	12.6
SA	2.4	5.4	2.8	16.2
Tasmania	0.8	7.6	5.7	5.4
ACT	2.0	4.4	2.0	10.0
NT (e)	1.1	12.9	25.9	20.1
Australia	1.6	6.2	3.9	17.6

- (a) Exempted students were reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Indigenous students includes exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) National Schools Statistics Collection figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at year 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding up to 100.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.15

**Table 6A.2.15 Proportion of year 3 students who achieved the writing benchmark, 1999 (per cent) (a)**

<i>State/Territory</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (d)</i>	<i>LBOTE students (d)</i>
<i>1. Average age (b)</i>					
<i>2. Yrs of schooling (c)</i>					
NSW					
1. 8yrs 9mths	92.5 ± 2.1	91.0 ± 2.8	94.0 ± 1.9	80.4 ± 5.2	91.6 ± 2.6
2. 3yrs 7mths					
Victoria (e)					
1. 8yrs 11mths	97.4 ± 1.1	96.5 ± 1.6	98.3 ± 0.9	91.8 ± 4.0	96.9 ± 1.6
2. 3yrs 7mths					
Queensland (f)					
1. 8yrs 3mths	90.5 ± 2.5	89.2 ± 3.2	93.6 ± 2.4	82.9 ± 5.4	91.7 ± 4.5
2. 2yrs 8mths					
WA					
1. 8yrs 2mths	82.2 ± 2.7	78.1 ± 3.3	86.3 ± 2.6	52.3 ± 4.9	79.5 ± 3.1
2. 2yrs 7mths					
SA	na	na	na	na	na
Tasmania					
1. 9yrs 0mths	89.6 ± 1.8	86.0 ± 2.5	93.4 ± 1.5	84.3 ± 4.6	74.9 ± 9.4
2. 3yrs 7mths					
ACT					
1. 8yrs 8mths	86.7 ± 2.1	81.3 ± 3.1	92.3 ± 1.7	68.5 ± 12.0	81.1 ± 3.6
2. 3yrs 6mths					
NT					
1. 8yrs 8mths	63.9 ± 2.9	60.6 ± 3.5	68.8 ± 3.0	27.3 ± 3.4	21.0 ± 3.4
2. 3yrs 3mths					
Australia (g)	91.9 ± 1.8	90.0 ± 2.4	93.9 ± 1.6	66.9 ± 4.8	89.8 ± 2.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) The typical average age of students at the time of testing (expressed in years and months). Table 6A.2.10 contains more information.

(c) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(d) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions. The two categories are not mutually exclusive.

(e) Victoria 1999: data on exempt students was not available. As such, results do not include exempt students.

(f) Data from Queensland are based on a sample of approximately 10 per cent of year 3 students from government and non-government schools. Data from Queensland for the percentage of male, female, Indigenous and LBOTE students do not include students formally exempted from testing.

(g) Excludes data from South Australia.

**na** Not available.

Source: MCEETYA (unpublished).



Table 6A.2.16

**Table 6A.2.16 Proportion of year 3 students who achieved the writing benchmark, 2000 (per cent)(a)**

<i>State/Territory</i>					
<i>1. Average age (b)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (d)</i>	<i>LBOTE students (d)</i>
<i>2. Yrs of schooling (c)</i>					
<b>NSW</b>					
1. 8yrs 9mths	91.7 ± 2.3	89.7 ± 3.1	93.6 ± 2.0	79.0 ± 5.6.	91.0 ± 2.7
2. 3yrs 7mths					
<b>Victoria (e)</b>					
1. 8yrs 11mths	94.5 ± 2.6	92.9 ± 3.6	96.0 ± 2.2	87.8 ± 6.2	93.7 ± 3.7
2. 3yrs 7mths					
<b>Queensland (f)</b>					
1. 8yrs 4mths	88.2 ± 2.3	86.2 ± 3.1	90.7 ± 2.2	76.2 ± 5.3	88.0 ± 4.1
2. 2yrs 8mths					
<b>WA</b>					
1. 8yrs 2mths	79.9 ± 3.4	74.8 ± 4.2	85.2 ± 3.1	47.9 ± 5.2	76.9 ± 3.7
2. 2yrs 7mths					
<b>SA</b>					
1. 8yrs 6mths	87.8 ± 2.5	84.6 ± 3.3	91.3 ± 2.3	64.0 ± 7.9	85.0 ± 3.5
2. 3yrs 3mths					
<b>Tasmania</b>					
1. 9yrs 1mth	86.2 ± 1.6	81.1 ± 2.2	91.4 ± 1.5	75.1 ± 5.1	81.6 ± 5.0
2. 3yrs 8mths					
<b>ACT</b>					
1. 8yrs 8mths	89.9 ± 1.1	86.4 ± 1.7	93.6 ± 1.1	77.9 ± 8.8	80.6 ± 3.4
2. 3yrs 6mths					
<b>NT</b>					
1. 8yrs 8mths	68.4 ± 2.6	64.4 ± 3.2	72.6 ± 2.7	29.2 ± 3.4	41.1 ± 3.4
2. 3yrs 3mths					
<b>Australia</b>	<b>90.0 ± 2.6</b>	<b>87.4 ± 3.5</b>	<b>92.6 ± 2.2</b>	<b>65.0 ± 5.4</b>	<b>88.0 ± 3.2</b>

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

(b) The typical average age of students at the time of testing (expressed in years and months).

(c) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).

(d) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions. The two categories are not mutually exclusive.

(e) Victoria 2000: data on exempt students was not available. As such, results do not include exempt students.

(f) Data from Queensland are based on a sample of approximately 10 per cent of year 3 students from government and non-government schools.

Source: MCEETYA (unpublished).

Table 6A.2.17

**Table 6A.2.17 Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>					
<i>1 Average age (d)</i>					
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	89.9	87	92.7	73.1	89.3
1. 8 years, 9 months	± 2.9	± 3.8	± 2.4	± 6.2	± 3.0
2. 3 years, 7 months					
Victoria (g)	94.7	93.1	96.2	78.2	92.9
1. 9 years, 0 months	± 1.7	± 2.4	± 1.4	± 4.9	± 2.1
2. 3 years, 7 months					
Queensland	85.4	81.1	90.5	68.4	83.8
1. 8 years, 3 months	± 1.9	± 2.6	± 1.6	± 3.4	± 2.1
2. 2 years, 8 months					
WA	84.3	80	88.8	54.7	83.7
1. 8 years, 2 months	± 2.5	± 3.2	± 2.3	± 4.9	± 2.8
2. 2 years, 7 months					
SA	88.4	84.9	91.9	60.5	84.8
1. 8 years, 6 months	± 2.5	± 3.3	± 2.2	± 6.2	± 2.9
2. 3 years, 3 months					
Tasmania	91.8	88.7	94.9	89.4	90.2
1. 9 years, 2 months	± 1.6	± 2.2	± 1.4	± 3.9	± 3.9
2. 3 years, 7 months					
ACT (h)	93.3	90.7	96.1	87.4	90.4
1. 8 years, 10 months	± 1.3	± 1.9	± 1.0	± 6.2	± 2.5
2. 3 years, 6 months					
NT	79.1	75.8	82.5	48.4	51.1
1. 8 years, 10 months	± 1.3	± 3.4	± 2.7	± 4.9	± 4.4
2. 3 years, 6 months					
Australia	89.5	86.4	92.7	67.8	88.5
	± 2.3	± 3.0	± 1.9	± 4.9	± 2.7

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions. Hence, readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.
- (d) The typical average age of students at the time of testing (expressed in years and months).
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years' results.
- (h) ACT writing should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.18

**Table 6A.2.18 Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)**

<i>State/Territory</i>					
<i>1 Average age (d)</i>					
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	94.4	92.7	96.2	82.6	93.4
1. 8 years, 9 months	± 1.1	± 1.5	± 0.8	± 3.3	± 1.1
2. 3 years, 7 months					
Victoria	95.3	93.8	96.9	85.4	94.6
1. 8 years, 11 months	± 1.0	± 1.4	± 0.7	± 3.6	± 1.0
2. 3 years, 7 months					
Queensland	86.3	82.9	90.3	70.2	85.6
1. 8 years, 3 months	± 1.5	± 2.0	± 1.4	± 2.7	± 1.8
2. 2 years, 8 months					
WA	86.3	82.6	90.1	57	85
1. 8 years, 2 months	± 0.8	± 3.1	± 2.1	± 4.7	± 2.7
2. 2 years, 7 months					
SA	93	90.7	95.2	66.7	92.2
1. 8 years, 6 months	± 1.1	± 1.6	± 0.5	± 4.5	± 1.3
2. 3 years, 3 months					
Tasmania	91.8	89.2	94.5	84.2	94.1
1. 9 years, 3 months	± 1.7	± 2.3	± 1.5	± 4.7	± 2.7
2. 3 years, 7 months					
ACT (g)	91.2	87.2	95	76.7	90.1
1. 8 years, 10 months	± 1.6	± 2.5	± 1.2	± 8.7	± 2.5
2. 3 years, 6 months					
NT	72.2	69.3	75.2	38.3	34.9
1. 8 years, 8 months	± 2.6	± 3.3	± 2.8	± 3.8	± 4.0
2. 3 years, 6 months					
Australia	93.6	91.8	95.5	77.1	95
	± 1.2	± 1.8	± 1.1	± 3.5	± 1.3

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table C1, MCEETYA (2005). Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

(g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.19

Table 6A.2.19 **Years of schooling and level of participation: Year 3 Writing, 1999–2002**

	Average age at time of testing (a)				Years at school (b)				Per cent of students assessed (c)			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
NSW	8yrs,9mths	8yrs,9mths	8yrs,9mths	8yrs,9mths	3yrs,7mths	3yrs,7mths	3yrs,7mths	3yrs,7mths	47.3	65.4	91.2	94.4
Victoria	8yrs,11mths	8yrs,11mths	9yrs,0mths	8yrs,11mths	3yrs,7mths	3yrs,7mths	3yrs,7mths	3yrs,7mths	89.8	89.6	89.9	91.6
Queensland (d)	8yrs,3mths	8yrs,4mths	8yrs,3mths	8yrs,3mths	2yrs,8mths	2yrs,8mths	2yrs,8mths	2yrs,8mths	8.8	8.7	95.7	96.9
WA	8yrs,2mths	8yrs,2mths	8yrs,2mths	8yrs,2mths	2yrs,7mths	2yrs,7mths	2yrs,7mths	2yrs,7mths	88.4	90.0	89.1	90.5
SA	na	8yrs,6mths	8yrs,6mths	8yrs,6mths	na	na	3yrs,3mths	3yrs,3mths	na	na	92.6	95
Tasmania	9yrs, 0mths	9yrs,1mth	9yrs,2mths	9yrs,3mths	3yrs,7mths	3yrs,8mths	3yrs,7mths	3yrs,7mths	93.0	94.7	92.4	92.4
ACT	8yrs,8mths	8yrs,8mths	8yrs,10mths	8yrs,10mths	3yrs,6mths	3yrs,6mths	3yrs,6mths	3yrs,6mths	63.2	60.0	96.6	95.6
NT (e)	8yrs,8mths	8yrs,8mths	8yrs,10mths	8yrs,8mths	3yrs,3mths	3yrs,3mths	3yrs,3mths	3yrs,3mths	77.4	79.6	76.5	83.0
Australia	..	..	..	..	..	..	..	..	67.8	73.7	91.6	93.7

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) Students from all schools who were assessed include exempted students, except for Victoria, but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on data from the *National Schools Statistics Collection*.

(d) Queensland assessed a sample of students at the year 3 level. If population testing had been undertaken it is estimated that approximately 95 per cent of the year 3 students from both government and non-government schools would have been assessed.

(e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable. na Not available.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.20

Table 6A.2.20 **Participation in Year 3 Writing, by school sector, 1999–2002**

	Proportion of assessed students (%)															
	Government school (a)				Non-government school (b)				Government school (c)				Non-government school (d)			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
NSW	59.7	66.8	92.3	94.2	13.9	61.6	88.5	94.9	92.0	74.6	72.8	71.4	8.0	25.4	27.2	28.6
Victoria	88.1	88.2	89.9	91.4	94.1	93.0	89.7	92.0	70.2	70.1	69.8	69.6	29.8	29.9	30.2	30.4
Queensland (e)	8.9	8.7	95.8	97.0	8.2	8.7	95.4	96.6	77.9	76.6	76.4	75.9	21.1	23.4	23.6	24.1
WA	90.9	89.9	88.7	89.5	80.5	90.3	90.2	93.2	78.2	75.7	74.9	73.6	21.8	24.3	25.1	26.3
SA	na	50.2	91.7	94.6	na	36.7	94.8	94.8	na	78.1	71.2	70.2	na	21.9	28.8	29.8
Tasmania	96.5	95.0	93.0	92.5	81.3	93.4	90.2	91.9	80.0	79.0	78.7	77.9	20.0	21.0	21.3	21.9
ACT	94.4	89.2	96.4	96.5	0.0	0.0	97.0	93.7	100.0	100.0	66.4	66.9	0.0	0.0	33.6	33.3
NT	75.8	78.1	75.2	81.8	84.0	85.9	81.5	87.9	78.0	79.4	77.9	79.6	22.0	20.6	22.1	20.3
Australia	59.4	62.2	91.9	93.5	44.0	60.7	90.8	94.1	79.3	74.1	73.0	72.2	20.7	26.0	27.0	27.8

(a) Students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.

(b) Students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.

(c) Government school students compared with all assessed students.

(d) Non-government school students compared with all assessed students.

(e) In 1999 and 2000, Queensland assessed a sample of students at the year 3 level. If population testing had been undertaken, it is estimated that approximately 95 per cent of the year 3 students from both government and non-government schools would have been assessed. In 1999, data from Queensland for the relative proportion of assessed students from government and non-government schools do not include students formally exempted from testing.

na Not available.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.21

**Table 6A.2.21 Exemptions, absences and participation of equity groups: Year 3 Writing, 1999–2002 (per cent)**

	<i>Exempted from testing (a)</i>				<i>Absent or withdrawn (b)</i>				<i>Indigenous students (c)</i>				<i>LBOTE students (d)</i>			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
NSW (e)	0.7	0.8	1.3	1.4	52.7	34.6	8.8	5.6	1.9	2.4	3.7	3.9	10.6	15.6	24.5	25.7
Victoria	na	na	1.9	2.0	10.8	10.7	9.6	8.3	0.6	0.7	0.8	0.8	13.7	13.5	16.9	19.9
Queensland (f)	0.1	0.1	1.3	1.5	0.2	0.3	3.4	2.7	0.6	0.7	5.7	6.2	0.5	0.6	6.7	6.4
WA	0.5	1.0	0.8	0.7	11.6	10.0	10.9	9.5	5.0	4.7	4.6	4.9	13.8	13.3	12.2	12.6
SA	na	1.1	2.2	2.4	na	3.6	7.4	5.4	na	1.4	3.2	2.8	na	6.2	15.7	16.2
Tasmania	0.5	0.9	0.7	0.8	7.0	5.3	7.6	7.6	5.1	5.3	4.3	5.7	1.3	3.0	4.3	5.4
ACT	0.9	2.2	1.6	2.0	2.8	5.1	3.4	4.4	1.3	1.2	1.7	2.0	5.0	5.4	10.0	10.0
NT (g)	10.2	7.1	1.5	1.1	8.8	5.5	11.7	12.9	22.7	22.7	18.7	25.9	16.0	27.5	18.0	20.1
Australia	2.1	0.8	1.5	1.6	29.9	19.6	8.0	6.2	2.3	2.1	3.6	3.9	11.6	13.0	16.4	17.6

- (a) Exempted students were reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program were not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Indigenous students include exempted students. The percentage of assessed Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Students with a language background other than English (LBOTE) include exempted students. The percentage of assessed LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) In 1999 and 2000 the Writing tests in NSW were voluntary. This accounts for the unusually high percentage of NSW students absent or withdrawn.
- (f) In 1999 and 2000, Queensland assessed a sample of students at the year 3 level. In 1999, data from Queensland for the percentage of Indigenous and LBOTE students assessed do not include students formally exempted from testing.
- (g) National Schools Statistics Collection figures have been used for the total number of students in calculation of the preparation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This result percentages for NT not adding to 100.

na Not available.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.22

**Table 6A.2.22      Year 3 Indigenous students who achieved the writing benchmark, 1999–2002 (per cent) (a)**

	1999	2000	2001	2002
Indigenous students	66.9 ± 4.8	65.0 ± 5.4	67.8 ± 4.9	77.1 ± 3.5
All Students	91.9 ± 1.8	90.0 ± 2.6	89.5 ± 2.3	93.6 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.

Source: MCEETYA (unpublished); MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.23

**Table 6A.2.23 Years of schooling and level of participation: Year 3 Numeracy, 2001**

	<i>Average age at time of testing (a)</i>	<i>Years at school (b)</i>	<i>Per cent of students assessed (c)</i>
NSW	8yrs,9mths	3yrs,7mths	94.4
Victoria	9yrs,0mths	3yrs,7mths	90.7
Queensland	8yrs,3mths	2yrs,8mths	96.6
WA	8yrs,2mths	2yrs,7mths	90.5
SA	8yrs,6mths	3yrs,3mths	92.1
Tasmania	9yrs, 2mths	3yrs,7mths	93.3
ACT	8yrs,10mths	3yrs,6mths	96.9
NT	8yrs,8mths	3yrs,3mths	85.6
Australia	..	..	93.3

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) Students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on preliminary data for the *National Schools Statistics Collection*.

.. Not applicable.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.



Table 6A.2.24

**Table 6A.2.24 Years of schooling and level of participation: Year 3 Numeracy, 2002 (a), (b), (c)**

	<i>Average age at time of testing (d)</i>	<i>Years at school (e)</i>	<i>Students assessed (%) (f)</i>	<i>Indigenous students assessed (%) (f)</i>
NSW	8yrs,9mths	3yrs,7mths	94.8	3.9
Victoria	8yrs,11mths	3yrs,7mths	92.3	0.8
Queensland	8yrs,3mths	2yrs,8mths	97.4	6.2
WA	8yrs,2mths	2yrs,7mths	92.3	5.4
SA	8yrs,6mths	3yrs,3mths	94.5	2.9
Tasmania	9yrs,3mths	3yrs,7mths	94.4	5.9
ACT	8yrs,10mths	3yrs,6mths	96.2	2.0
NT (g)	8yrs,8mths	3yrs,3mths	86.3	28.7
Australia	..	..	94.4	4.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent  $\pm$  2.7 per cent.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions. Hence, readers are urged to be cautious when comparing results.

(c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(f) The percentage of students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on preliminary data for the *National Schools Statistics Collection*.

(g) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, student are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

.. Not applicable.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.25

**Table 6A.2.25 Participation by school sector: Year 3 Numeracy, 2001**

	<i>Proportion of assessed students (%)</i>			
	<i>Government school students (a)</i>	<i>Non-government school students (b)</i>	<i>Government school (c)</i>	<i>Non-government school (d)</i>
NSW	94.1	95.0	71.8	28.2
Victoria	90.9	90.4	69.8	30.2
Queensland	96.7	96.3	76.4	23.6
WA	90.3	91.4	75.0	25.0
SA	90.8	95.4	70.8	29.2
Tasmania	92.9	94.7	77.9	22.1
ACT	96.6	97.6	66.3	33.7
NT	84.4	90.3	78.1	21.9
Australia	93.1	93.7	72.6	27.4

- (a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.
- (b) Assessed students from non-government schools include exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.
- (c) Assessed government school students compared with all assessed students.
- (d) Assessed non-government school students compared with all assessed students.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.26

**Table 6A.2.26 Participation by school sector: Year 3 Numeracy, 2002**

	<i>Proportion of assessed students (%)</i>			
	<i>Government school (a)</i>	<i>Non-government school (b)</i>	<i>Government school (c)</i>	<i>Non-government school (d)</i>
NSW	94.6	95.3	71.4	28.6
Victoria	92.2	92.8	69.6	30.4
Queensland	97.4	97.2	75.9	24.1
WA	91.3	94.9	73.7	26.3
SA	94.4	94.8	70.2	29.8
Tasmania	94.7	93.3	78.1	21.9
ACT	96.9	94.7	66.7	33.3
NT	85.1	91.2	79.7	20.3
Australia	94.2	94.8	72.2	27.8

(a) Assessed students from government schools include exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on preliminary data for the *National Schools Statistics Collection*.

(b) Assessed students from non-government schools include exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on preliminary data for the *National Schools Statistics Collection*.

(c) Assessed government school students compared with all assessed students.

(d) Assessed non-government school students compared with all assessed students.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.27

**Table 6A.2.27 Exemptions, absences and participation of equity groups: Year 3 Numeracy, 2001 (per cent)**

	<i>Exempted from testing (a)</i>	<i>Absent or withdrawn (b)</i>	<i>Indigenous students (c)</i>	<i>LBOTE students (d)</i>
NSW	1.4	5.6	3.9	25.5
Victoria	1.9	8.8	0.8	17.0
Queensland	1.2	2.5	5.9	6.8
WA	0.8	9.5	5.0	12.5
SA	2.5	7.9	3.3	15.4
Tasmania	0.7	6.7	4.4	4.4
ACT	1.7	3.1	1.7	10.1
NT	1.1	8.9	26.1	25.0
Australia	1.5	6.4	3.8	16.9

- (a) Exempted students were reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program were not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant state and territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

Source: MCEETYA, *National Report on Schooling in Australia 2001: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.28

**Table 6A.2.28 Exemptions, absences and participation of equity groups: Year 3 Numeracy, 2002 (per cent)**

	<i>Exempted from testing (a)</i>	<i>Absent or withdrawn (b)</i>	<i>Indigenous students (c)</i>	<i>LBOTE students (d)</i>
NSW	1.3	5.2	3.9	26.0
Victoria	2.0	7.5	0.8	20.0
Queensland	1.5	2.2	6.2	6.4
WA	0.7	7.7	5.4	13.0
SA	2.8	5.5	2.9	15.9
Tasmania	0.8	5.6	5.9	5.5
ACT	2.0	3.8	2.0	10.1
NT (e)	0.8	7.9	28.7	22.5
Australia	1.5	5.5	4.0	17.8

- (a) Exempted students were reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant state and territory testing programs.
- (b) Students who were absent or were withdrawn by parents/care-givers from the testing program were not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on preliminary *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) Assessed Indigenous students include exempted students. The percentage of Indigenous students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) Assessed students with a language background other than English (LBOTE) include exempted students. The percentage of LBOTE students is calculated as a percentage of the total number of full-time government students based on preliminary figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant state or territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) National School Statistics Collection figures have been used for the total number of students in calculation of the participation rates. However, in the NT< students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.2.29

**Table 6A.2.29 Proportion of year 3 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)**

<i>State/Territory</i>					
<i>1 Average age (d)</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	95.3	94.7	95.9	85.3	94.1
1. 8 years, 9 months	± 0.7	± 0.8	± 0.7	± 2.2	± 0.7
2. 3 years, 7 months					
Victoria	92.0	91.8	92.1	76.8	89.8
1. 8 years, 11 months	± 1.7	± 1.7	± 1.9	± 4.8	± 1.9
2. 3 years, 7 months					
Queensland	91.8	92	92	76.6	89.4
1. 8 years, 3 months	± 1.5	± 1.6	± 1.8	± 3.9	± 2.0
2. 2 years, 8 months					
WA	88.6	88.5	88.5	64.9	85.8
1. 8 years, 2 months	± 2.3	± 2.4	± 2.6	± 5.2	± 2.6
2. 2 years, 7 months					
SA	91.2	90.4	92	66	89.5
1. 8 years, 6 months	± 1.2	± 1.3	± 1.3	± 4.5	± 1.5
2. 3 years, 3 months					
Tasmania	94.1	93.7	94.5	90.6	95.6
1. 9 years, 3 months	± 1.2	± 1.4	± 1.5	± 3.4	± 2.2
2. 3 years, 7 months					
ACT	95.4	94.6	96.2	84.9	92.4
1. 8 years, 10 months	± 0.8	± 1.0	± 0.9	± 6.5	± 1.9
2. 3 years, 6 months					
NT	89.1	87.8	90.5	73.1	70.4
1. 8 years, 8 months	± 1.8	± 2.2	± 1.9	± 4.2	± 4.6
2. 3 years, 6 months					
Australia	92.8	92.5	93.1	77.6	91.3
	± 1.3	± 1.4	± 1.5	± 3.6	± 1.4

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table C1. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.

(d) The typical average age of students at the time of testing, expressed in years and months.

(e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.

(f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 6A.2.30

**Table 6A.2.30 Proportion of year 3 Indigenous students who achieved the numeracy benchmark, 2000–2002 (per cent) (a), (b), (c)**

	2000	2001	2002
Indigenous students (d)	73.7 ± 7.1	80.2 ± 3.9	77.6 ± 3.6
All Students	92.7 ± 2.0	93.9 ± 1.2	92.8 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C1. Hence, readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating process, and may not reflect actual improvements in student performance.
- (d) The method used to identify Indigenous students and students with a language background other than English (LBOTE) varies between jurisdictions, as outlined in the explanatory notes.

Source: MCEETYA, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 6A.3.1

**Table 6A.3.1 Total children in need of immediate treatment and the state of their dental health, 2000 (a), (b)**

	<i>Metropolitan</i>		<i>Regional &amp; Remote</i>		<i>Australia</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
<i>Mean dmft score (for deciduous (infant) teeth)</i>						
4 year olds	7.11	5.04	8.10	6.31	7.73	5.02
5 year olds	5.62	4.60	5.60	5.30	5.62	4.75
6 year olds	4.80	4.44	5.54	5.17	5.50	4.59
7 year olds	4.62	3.53	4.67	4.12	4.65	3.63
8 year olds	5.38	3.36	4.18	3.76	4.42	3.44
9 year olds	3.16	2.84	3.67	3.15	3.40	2.90
10 year olds	2.50	2.10	2.23	2.84	2.34	2.25
11 year olds	0.80	1.10	1.41	1.39	1.22	1.15
12 year olds	0.50	0.47	0.49	0.60	0.49	0.49
<i>Mean DMFT score (for permanent (adult) teeth)</i>						
4 year olds	–	–	–	0.10	–	0.02
5 year olds	–	0.04	0.0	0.05	0.0	0.05
6 year olds	0.28	0.27	0.38	0.24	0.32	0.27
7 year olds	0.66	0.73	0.59	0.81	0.65	0.75
8 year olds	0.37	0.87	1.59	1.09	1.34	0.92
9 year olds	1.14	1.01	1.62	0.95	1.49	1.00
10 year olds	1.58	1.39	2.99	1.35	2.43	1.38
11 year olds	1.85	1.78	2.33	2.16	2.26	1.85
12 year olds	2.00	2.67	3.01	2.58	2.92	2.68
<i>Number of children with five or more decayed teeth</i>						
4 year olds	5	383	11	47	16	443
5 year olds	5	323	13	81	18	406
6 year olds	6	308	12	79	19	389
7 year olds	5	432	11	89	17	523
8 year olds	4	367	17	102	21	472
9 year olds	5	339	9	65	15	407
10 year olds	7	271	10	74	17	349
11 year olds	5	255	10	57	15	314
12 year olds	1	278	16	58	17	339
<i>Number of children with five or more decayed teeth (unweighted)</i>						
4 year olds	4	173	13	27	17	200
5 year olds	23	1561	60	390	83	1951
6 year olds	12	579	29	155	41	734
7 year olds	23	1991	52	408	75	2399
8 year olds	8	680	40	190	48	870
9 year olds	23	1411	40	273	63	1684
10 year olds	12	472	24	137	36	609
11 year olds	20	950	36	213	56	1163
12 year olds	2	397	28	85	30	482



Table 6A.3.1

**Table 6A.3.1 Total children in need of immediate treatment and the state of their dental health, 2000 (a), (b)**

	<i>Metropolitan</i>		<i>Regional &amp; Remote</i>		<i>Australia</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
<i>Proportion of children with five or more decayed teeth</i>						
4 year olds	95.1	48.6	73.5	59.1	79.6	48.2
5 year olds	42.6	39.4	50.1	45.7	49.2	40.8
6 year olds	55.4	38.5	54.1	42.4	55.5	39.4
7 year olds	48.3	28.7	48.3	34.2	48.3	29.6
8 year olds	37.5	27.7	50.5	28.6	47.9	28.0
9 year olds	26.3	19.1	34.8	19.9	32.2	19.3
10 year olds	33.3	17.7	41.2	21.5	38.1	18.3
11 year olds	15.0	9.8	25.9	17.5	21.4	11.2
12 year olds	–	12.6	18.1	9.7	16.6	12.2

(a) Data based on children from NSW and the NT only (no other states/territories collect data on indigenous status and immediate treatment needs).

(b) Data are weighted by state/territory ERP and within the NT are also weighted by sampling frame (Darwin/other) and time since last visit.

– Nil or rounded to zero.

Source: AIHW Dental Statistics and Research Unit (unpublished).

**Table 6A.3.2 Deciduous teeth caries experience of children aged 4-12 years in the NT, by Indigenous status, 2001 (a)**

	<i>Decayed (d)</i>		<i>Missing (m)</i>		<i>Filled (f)</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
Age	mean	mean	mean	mean	mean	mean
≤4	2.87	0.60	0.03(a)	0.02(a)	0.07(a)	0.18
5	2.78	1.03	0.05(a)	0.09	0.42	0.42
6	2.03	0.92	0.11(a)	0.08	0.63	0.67
7	2.14	0.74	0.06	0.06	0.74	0.92
8	1.86	0.62	0.15	0.11	0.84	1.08
9	1.36	0.51	0.12	0.04	0.62	0.98
10	0.99	0.30	0.02(a)	0.04	0.59	0.63
11	0.43	0.11	0.01(a)	0.01(a)	0.23	0.41
12	0.18	0.07	–	–	0.05	0.20

a) Relative standard error is greater than 40 per cent.

– Nil or rounded to zero.

Source: AIHW Dental Statistics and Research Unit, *Child Dental Health Survey, Northern Territory 2001*, Cat. no. DEN 134.

**Table 6A.3.3 Deciduous teeth caries experience of children aged 4-12 years in the NT, by Indigenous Status, 2001**

	<i>dmft</i>		<i>d/dmft</i>		<i>dmft = 0</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
Age	mean	mean	%	%	%	%
<-4	2.97	0.80	100.0	78.3	36.1	74.9
5	3.25	1.53	86.3	68.8	34.4	56.7
6	2.77	1.68	80.0	52.2	32.2	52.5
7	2.94	1.71	71.3	46.7	36.3	49.7
8	2.85	1.81	67.1	36.1	29.7	47.4
9	2.10	1.53	66.9	37.9	37.6	52.9
10	1.60	0.96	62.9	36.5	46.2	63.9
11	0.66	0.53	66.2	21.2	71.2	74.9
12	0.23	0.27	69.6	27.2	88.5	84.7

d=number of untreated decayed teeth; m=missing teeth; f=filled teeth; dmft=d+m+f refers to deciduous infant teeth; The indicator dmft=0 refers to caries free teeth and is used to refer to the number/proportion of teeth that are free of decay.

Source: AIHW Dental Statistics and Research Unit, *Child Dental Health Survey, Northern Territory 2001*, Cat. no. DEN 134.

**Table 6A.3.4 Permanent teeth caries experience of children aged 5-15 years in the NT, by Indigenous status, 2001 (a)**

	<i>Decayed (D)</i>		<i>Missing (M)</i>		<i>Filled (F)</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
Age	mean	mean	mean	mean	mean	mean
5	0.09(a)	–	–	–	0.01(a)	–
6	0.06	0.06	–	0.01	–	0.01
7	0.11	0.09	–	0.01	0.02(a)	0.03
8	0.31	0.12	0.02(a)	0.01	0.05	0.09
9	0.31	0.06	–	–	0.15	0.15
10	0.42	0.19	0.02(a)	0.04	0.16	0.20
11	0.58	0.19	0.03	0.02	0.22	0.25
12	0.60	0.19	0.05(a)	0.08	0.31	0.33
13	0.83	0.28	0.01(a)	0.12	0.14	0.39
14	2.03	0.32(a)	0.11(a)	–	0.16(a)	0.65
15	1.27	0.04(a)	0.05(a)	–	0.42(a)	0.41(a)

a) Relative standard error is greater than 40 per cent.

– Nil or rounded to zero.

Source: AIHW Dental Statistics and Research Unit, *Child Dental Health Survey, Northern Territory 2001*, Cat. no. DEN 134.

**Table 6A.3.5 Permanent teeth caries experience of children aged 5–15 years in the NT, by Indigenous status, 2001 (a)**

	<i>DMFT</i>		<i>D/DMFT</i>		<i>DMFT = 0</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
Age	mean	mean	%	%	%	%
5	0.1(a)	–	95.4	100.0	96.1	99.7
6	0.06	0.08	100.0	72.2	95.1	95.5
7	0.13	0.12	93.4	75.7	92.4	91.4
8	0.38	0.22	81.2	58.5	79.2	86.3
9	0.46	0.21	65.4	32.7	75.3	86.0
10	0.61	0.44	71.1	43.7	71.0	76.5
11	0.83	0.46	68.6	39.7	63.2	73.9
12	0.96	0.60	60.1	38.4	60.7	70.7
13	0.98	0.79	76.1	40.6	61.9	67.3
14	2.29	0.97	84.8	20.8(a)	44.1	53.9
15	1.74	0.45(a)	77.0	4.9(a)	46.3	71.7

a) Relative standard error is greater than 40 per cent

D=number of untreated decayed teeth; M=missing teeth; F= filled teeth; DMFT = D+M+F; The indicator DMFT=0 refers to caries free teeth and is used to refer to the number/proportion of teeth that are free of decay.

– Nil or rounded to zero.

Source: AIHW Dental Statistics and Research Unit, *Child Dental Health Survey, Northern Territory 2001*, Cat. no. DEN 134.

**Table 6A.3.6 Average number of teeth decayed or affected by previous decay for children aged 5–12 years, Victoria, by Indigenous status, 2001-03 (a) (b)**

	<i>Indigenous</i>				<i>Non-Indigenous</i>			
	dmft	d	DMFT	D	dmft	d	DMFT	D
Age								
5 (b)	2.89	2.79	–	–	1.83	1.40	0.04	0.03
6	4.90	4.19	0.12	0.12	1.97	1.38	0.09	0.08
7	3.75	2.44	0.52	0.44	2.20	1.28	0.27	0.22
8	3.15	1.69	0.51	0.42	2.26	1.05	0.43	0.32
9	3.67	1.85	1.29	0.67	2.18	0.94	0.58	0.38
10	2.31	1.07	0.83	0.60	1.74	0.74	0.67	0.39
11	0.70	0.37	1.63	1.14	1.08	0.45	0.81	0.47
12 (b)	0.58	0.42	2.46	1.75	0.67	0.30	0.95	0.51

(a) Data represents the average number of teeth affected per individual and the proportion of clients.

(b) Caution required in interpreting data due to small sample size.

D=number of untreated decayed teeth; M=missing teeth; F=filled teeth; DMFT=D+M+F (for permanent adult teeth); dmft refers to deciduous infant teeth and is derived in the same way as DMFT. The indicator DMFT=0 (dmft=0 for infant teeth) refers to caries free teeth and is used to refer to the number/proportion of teeth that are free of decay.

– Nil or rounded to zero.

Source: DHSV Clinical Analysis & Evaluation Unit, Victoria Government (unpublished).