

## 3A School education — attachment

Table 3A.1

Table 3A.1 Australian Government specific purpose payments for schools, 2002-03 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools										
General recurrent	\$'000	476 158	340 049	285 872	143 847	105 410	39 555	26 115	17 352	1 434 358
Targeted	\$'000	117 810	72 895	52 151	27 490	26 671	9 072	3 069	5 949	315 108
Indigenous programs	\$'000	25 616	5 965	25 028	18 581	8 509	2 799	1 128	26 009	113 636
Total recurrent	\$'000	619 585	418 909	363 051	189 918	140 591	51 426	30 312	49 311	1 863 102
Capital	\$'000	81 850	56 309	62 618	23 736	24 007	6 560	4 018	6 013	265 111
Total recurrent and capital	\$'000	701 435	475 218	425 669	213 653	164 598	57 986	34 330	55 323	2 128 213
FTE students (b)	no.	752 993	536 176	444 287	232 752	172 176	62 757	36 975	28 754	2266 868
\$/FTE student	\$	932	886	958	918	956	924	928	1 924	939
Non-government schools										
General recurrent	\$'000	1 164 932	941 736	645 771	339 203	268 646	70 346	74 902	29 573	3 535 108
Targeted	\$'000	60 500	49 268	21 955	13 021	13 197	2 513	2 463	1 792	164 709
Indigenous programs	\$'000	14 538	3 058	9 615	13 302	2 889	1 021	689	13 653	58 764
Total recurrent	\$'000	1 239 970	994 061	677 341	365 526	284 732	73 880	78 053	45 018	3 758 581
Capital	\$'000	31 306	25 290	16 332	9 000	6 998	2 067	2 089	793	93 875
Total recurrent and capital	\$'000	1 271 276	1 019 352	693 673	374 526	291 730	75 947	80 142	45 811	3 852 456
FTE students (b)	no.	354 586	282 720	182 238	102 945	80 138	21 092	23 513	8 531	1055 764
\$/FTE student	\$	3 585	3 606	3 806	3 638	3 640	3 601	3 408	5 370	3 649
Joint programs										
Total	\$'000	1 252	1 936	1 856	995	628	138	54	648	7 505
FTE students (b)	no.	1107 578	818 896	626 525	335 697	252 314	83 849	60 489	37 285	3322 632
\$/FTE student	\$	1	2	3	3	2	2	1	17	2

Table 3A.1

Table 3A.1 **Australian Government specific purpose payments for schools, 2002-03 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools										
Total recurrent	\$'000	1 860 806	1 414 907	1 042 248	556 438	425 950	125 444	108 418	94 977	5 629 188
Total recurrent and capital	\$'000	1 972 710	1 494 570	1 119 342	588 180	456 328	133 933	114 472	101 134	5 980 669
FTE students (b)	no.	1107 578	818 896	626 525	335 697	252 314	83 849	60 489	37 285	3322 632
\$/FTE student	\$	1 781	1 825	1 787	1 752	1 809	1 597	1 892	2 712	1 800

(a) Data include actual payments provided under the *States Grants (Primary and Secondary Assistance) Act 2000* and the *Indigenous Education (Targeted Assistance) Act 2000*. Additional Australian Government funding is provided through annual appropriations and non-programme items. Figures reported are based on accrual expenditure.

(b) Students are the full time equivalent average for 2002 and 2003.

Source: Derived from Department of Education, Science and Training (DEST) financial management system (unpublished); ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0, Canberra; 2005 Report, table 3A.6.

Table 3A.2

Table 3A.2 **Indigenous full time students, 2003**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total Indigenous students										
Government schools	no.	33 619	6 136	30 629	16 517	6 597	4 408	853	11 394	110 153
Non-government schools	no.	3 499	554	4 608	3 394	661	507	196	2 320	15 739
All schools	no.	37 118	6 690	35 237	19 911	7 258	4 915	1 049	13 714	125 892
Total non-Indigenous students										
Government schools	no.	716 261	529 214	414 396	213 791	161 253	56 749	35 742	17 073	2 144 479
Non-government schools	no.	353 957	283 199	180 138	100 348	80 304	20 712	23 375	6 216	1 048 249
All schools	no.	1 070 218	812 413	594 534	314 139	241 557	77 461	59 117	23 289	3 192 728
Total students										
Government schools	no.	749 880	535 350	445 025	230 308	167 850	61 157	36 595	28 467	2 254 632
Non-government schools	no.	357 456	283 753	184 746	103 742	80 965	21 219	23 571	8 536	1 063 988
All schools	no.	1 107 336	819 103	629 771	334 050	248 815	82 376	60 166	37 003	3 318 620
Indigenous students as a proportion of all students										
Government schools	%	4.5	1.1	6.9	7.2	3.9	7.2	2.3	40.0	4.9
Non-government schools	%	1.0	0.2	2.5	3.3	0.8	2.4	0.8	27.2	1.5
All schools	%	3.4	0.8	5.6	6.0	2.9	6.0	1.7	37.1	3.8
Indigenous students per 100 non-Indigenous students										
Government schools	no.	4.7	1.2	7.4	7.7	4.1	7.8	2.4	66.7	5.1
Non-government schools	no.	1.0	0.2	2.6	3.4	0.8	2.4	0.8	37.3	1.5
All schools	no.	3.5	0.8	5.9	6.3	3.0	6.3	1.8	58.9	3.9

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; 2005 Report, table 3A.14.

Table 3A.3

Table 3A.3 **Year 3 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>					
<i>1 Average age (d)</i>		<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	91.3	89.7	92.9	79.2	91.4
1. 8 years, 9 months	± 1.8	± 2.4	± 1.6	± 4.5	± 1.9
2. 3 years, 7 months					
Victoria (g)	89.0	86.5	91.4	64.3	86.0
1. 9 years, 0 months	± 2.2	± 2.7	± 2.1	± 5.3	± 2.7
2. 3 years, 7 months					
Queensland	89.0	87.1	91.5	71.6	87.4
1. 8 years, 3 months	± 2.5	± 3.0	± 2.2	± 5.1	± 2.9
2. 2 years, 8 months					
WA	95.0	93.9	96.1	83.5	94.5
1. 8 years, 2 months	± 1.5	± 1.9	± 1.4	± 5.1	± 1.8
2. 2 years, 7 months					
SA	87.7	85.0	90.4	61.7	84.5
1. 8 years, 6 months	± 2.5	± 3.0	± 2.3	± 5.9	± 2.6
2. 3 years, 3 months					
Tasmania	95.1	93.8	96.4	92.6	96.0
1. 9 years, 2 months	± 1.3	± 1.7	± 1.2	± 3.4	± 2.5
2. 3 years, 7 months					
ACT	95.1	93.2	97.1	89.8	92.4
1. 8 years, 10 months	± 0.8	± 1.3	± 0.7	± 4.9	± 2.0
2. 3 years, 6 months					
NT	68.0	64.1	72.3	29.2	34.7
1. 8 years, 10 months	± 2.2	± 2.9	± 2.7	± 3.3	± 3.6
2. 3 years, 6 months					
Australia	90.3	88.4	92.3	72.0	88.6
	± 2.0	± 2.6	± 1.9	± 4.8	± 2.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.10 contains details of test populations in all states and territories.

(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 3A.11. 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.

**Table 3A.3 Year 3 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

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- (d) The typical average age of students at the time of testing (expressed in years and months). Table 3A.9 contains more information.
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.9 contains more information.
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.11 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.19.

Table 3A.4

Table 3A.4 **Year 5 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>						
<i>1 Average age (d)</i>			<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>		<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	92.0		90.5	93.5	76.6	90.6
1. 10 years, 9 months	± 1.2		± 1.5	± 1.1	± 3.2	± 1.5
2. 5 years, 7 months						
Victoria (g)	90.9		88.7	93.1	71.7	87.8
1. 10 years, 11 months	± 1.2		± 1.7	± 1.1	± 4.0	± 2.0
2. 5 years, 7 months						
Queensland	83.0		80.1	86.3	57.3	76.0
1. 10 years, 4 months	± 1.6		± 2.0	± 1.5	± 3.4	± 2.4
2. 4 years, 8 months						
WA	94.5		93.2	95.9	77.9	92.2
1. 10 years, 2 months	± 1.0		± 1.3	± 0.9	± 4.3	± 1.7
2. 4 years, 7 months						
SA	89.0		86.5	91.6	62.9	87.0
1. 10 years, 6 months	± 1.3		± 1.7	± 1.3	± 4.5	± 1.8
2. 5 years, 3 months						
Tasmania	94.4		92.2	96.6	91.5	93.5
1. 11 years, 2 months	± 0.9		± 1.4	± 0.8	± 2.9	± 3.0
2. 5 years, 7 months						
ACT	94.6		92.9	96.4	82.3	91.9
1. 10 years, 8 months	± 0.8		± 0.8	± 0.7	± 7.9	± 2.4
2. 5 years, 6 months						
NT	71.5		71.0	72.2	34.5	34.4
1. 10 years, 8 months	± 2.2		± 2.7	± 2.7	± 3.6	± 3.6
2. 5 years, 3 months						
Australia	89.8		87.8	92.0	66.9	87.7
	± 1.3		± 1.6	± 1.2	± 3.6	± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.10 contains details of test populations in all states and territories.

(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 3A.11. 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.

**Table 3A.4 Year 5 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)**

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- (d) The typical average age of students at the time of testing (expressed in years and months). Table 3A.25 (2005 Report) contains more information.
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.9 contains more information.
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6. Table 3A.11 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.20.



Table 3A.5

Table 3A.5 **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>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	89.9	87.0	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	± 4.0	± 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	80.0	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	± 2.7	± 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). Table 3A.13 contains details of test populations in all states and territories.

(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 3A.14. 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.

**Table 3A.5 Year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

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- (d) The typical average age of students at the time of testing (expressed in years and months). Table 3A.12 contains more information.
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.12 contains more information.
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2005 Report). Table 3A.14 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.
- (h) 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 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.21.

Table 3A.6

Table 3A.6 **Year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>						
<i>1 Average age (d)</i>			<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>	<i>students</i>	<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	95.9	94.6	97.2	87.4	94.6	
1. 10 years, 9 months	± 0.9	± 1.4	± 0.7	± 3.1	± 1.1	
2. 5 years, 7 months						
Victoria (g)	92.4	89.6	95.3	75.4	91.4	
1. 10 years, 11 months	± 0.8	± 1.1	± 0.6	± 3.3	± 1.0	
2. 5 years, 7 months						
Queensland	95.8	94.5	97.7	87.5	94.3	
1. 10 years, 4 months	± 0.7	± 1.1	± 0.4	± 2.1	± 0.9	
2. 4 years, 8 months						
WA	89.4	85.6	93.2	63.8	86.7	
1. 10 years, 2 months	± 1.9	± 2.6	± 1.4	± 4.9	± 2.3	
2. 4 years, 7 months						
SA	95.0	93.3	96.8	80.0	93.7	
1. 10 years, 6 months	± 0.8	± 1.2	± 0.7	± 3.9	± 1.1	
2. 5 years, 3 months						
Tasmania	91.9	88.4	95.5	88.0	88.7	
1. 11 years, 2 months	± 1.3	± 1.9	± 1.1	± 3.6	± 4.2	
2. 5 years, 7 months						
ACT	90.6	87.0	94.4	66.9	88.0	
1. 10 years, 8 months	± 1.8	± 2.5	± 1.5	± 10.6	± 3.4	
2. 5 years, 6 months						
NT	77.6	74.3	80.9	41.6	45.8	
1. 10 years, 8 months	± 2.2	± 2.9	± 2.4	± 4.2	± 4.2	
2. 5 years, 3 months						
Australia	94.0	91.9	96.2	79.9	92.2	
	± 1.0	± 1.4	± 0.7	± 3.3	± 1.2	

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.13 contains details of test populations in all states and territories.

(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 3A.14. 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). Table 3A.5 contains more information.

(e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.12 contains more information.

**Table 3A.6 Year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)**

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- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2005 Report). Table 3A.14 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.
- (h) 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 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.22.

Table 3A.7

Table 3A.7 **Year 3 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>						
<i>1 Average age (d)</i>			<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>					
NSW	95.0		94.9	95.0	86.9	94.7
1. 8 years, 9 months	± 0.9		± 1.0	± 0.9	± 2.8	± 1.0
2. 3 years, 7 months						
Victoria (g)	94.1		93.7	94.5	75.1	91.8
1. 9 years, 0 months	± 1.2		± 1.2	± 1.4	± 4.3	± 1.5
2. 3 years, 7 months						
Queensland	93.4		93.4	94.0	79.0	91.5
1. 8 years, 3 months	± 1.4		± 1.5	± 1.6	± 4.0	± 1.8
2. 2 years, 8 months						
WA	92.9		92.4	93.4	79.2	92.0
1. 8 years, 2 months	± 2.0		± 2.2	± 2.2	± 5.3	± 2.3
2. 2 years, 7 months						
SA	91.1		90.3	91.8	68.0	86.2
1. 8 years, 6 months	± 1.4		± 1.5	± 1.3	± 4.5	± 1.9
2. 3 years, 3 months						
Tasmania	95.6		95.2	95.9	94.1	94.3
1. 9 years, 2 months	± 1.3		± 1.4	± 1.4	± 3.0	± 3.2
2. 3 years, 7 months						
ACT	97.0		96.5	97.4	91.4	94.2
1. 8 years, 10 months	± 0.6		± 0.7	± 0.7	± 4.3	± 1.6
2. 3 years, 6 months						
NT	86.6		84.9	88.4	65.0	64.8
1. 8 years, 8 months	± 2.0		± 2.4	± 2.1	± 4.8	± 4.5
2. 3 years, 3 months						
Australia	93.9		93.7	94.3	80.2	92.5
	± 1.2		± 1.3	± 1.3	± 3.9	± 1.5

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.16 contains details of test populations in all states and territories.

(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 3A.17. 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.

**Table 3A.7 Year 3 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

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- (d) The typical average age of students at the time of testing (expressed in years and months). Table 3A.15 contains more information.
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.15 contains more information.
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2005 Report). Table 3A.17 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.23.

Table 3A.8

Table 3A.8 **Year 5 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

<i>State/Territory</i>						
<i>1 Average age (d)</i>			<i>Male</i>	<i>Female</i>	<i>Indigenous</i>	<i>LBOTE</i>
<i>2 Years of schooling (e)</i>	<i>All students</i>		<i>students</i>	<i>students</i>	<i>students (f)</i>	<i>students (f)</i>
NSW	91.7		91.5	91.8	74.6	90.3
1. 10 years, 9 months	± 1.0		± 1.1	± 1.1	± 2.9	± 1.2
2. 5 years, 7 months						
Victoria (g)	94.7		94.4	94.9	80.4	92.4
1. 10 years, 11 months	± 1.0		± 1.0	± 1.1	± 3.3	± 1.3
2. 5 years, 7 months						
Queensland	81.8		82.2	81.9	54.4	75.0
1. 10 years, 4 months	± 1.9		± 2.0	± 2.2	± 3.5	± 2.4
2. 4 years, 8 months						
WA	90.0		89.7	90.3	65.6	87.3
1. 10 years, 2 months	± 1.9		± 2.0	± 2.2	± 5.4	± 2.6
2. 4 years, 7 months						
SA	85.9		85.6	86.2	54.9	82.8
1. 10 years, 6 months	± 1.3		± 1.5	± 1.6	± 4.4	± 1.8
2. 5 years, 3 months						
Tasmania	91.7		91.2	92.2	85.0	89.1
1. 11 years, 2 months	± 1.3		± 1.6	± 1.6	± 4.1	± 4.2
2. 5 years, 7 months						
ACT	93.1		92.2	94.0	71.9	87.4
1. 10 years, 8 months	± 1.1		± 1.4	± 1.3	± 10.1	± 3.2
2. 5 years, 6 months						
NT	68.8		69.2	68.3	32.3	34.0
1. 10 years, 8 months	± 2.8		± 3.0	± 3.4	± 4.1	± 3.8
2. 5 years, 3 months						
Australia	89.6		89.5	89.8	63.2	87.9
	± 1.3		± 1.4	± 1.5	± 3.7	± 1.6

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.16 contains details of test populations in all states and territories.

(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 3A.17. 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.

**Table 3A.8 Year 5 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)**

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- (d) The typical average age of students at the time of testing (expressed in years and months). Table 3A.15 contains more information.
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months). Table 3A.15 contains more information.
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 3.6 (2005 Report). Table 3A.17 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

*Source:* MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.24.



Table 3A.9

Table 3A.9 **Years of schooling and level of participation in reading testing, 2001 (a)**

<i>State or Territory</i>	<i>Average age at time of testing (b)</i>		<i>Years at school (c)</i>		<i>Students assessed (%) (d)</i>	
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>
NSW	8yrs, 9mths	10yrs, 9mths	3yrs, 7mths	5yrs, 7mths	94.3	94.3
Victoria	9yrs, 0mths	10yrs, 11mths	3yrs, 7mths	5yrs, 7mths	90.1	90.2
Queensland	8yrs, 3mths	10yrs, 4mths	2yrs, 8mths	4yrs, 8mths	96.0	96.5
WA	8yrs, 2mths	10yrs, 2mths	2yrs, 7mths	4yrs, 7mths	88.8	91.8
SA	8yrs, 6mths	10yrs, 6mths	3yrs, 3mths	5yrs, 3mths	94.3	91.7
Tasmania	9yrs, 2mths	11yrs, 2mths	3yrs, 7mths	5yrs, 7mths	94.3	94.2
ACT	8yrs, 10mths	10yrs, 8mths	3yrs, 6mths	5yrs, 6mths	94.3	95.5
NT	8yrs, 8mths	10yrs, 8mths	3yrs, 3mths	5yrs, 3mths	83.8	89.5
Aust	..	..	..	..	92.9	93.3

(a) See tables 3A.3 and 3A.4 for the percentage of year 3 and year 5 students achieving the reading benchmark.

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

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

(d) The percentage of students from all schools who were assessed includes exempted students 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 preliminary data for the NSSC.

.. Not applicable.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.25.

Table 3A.10

Table 3A.10 Participation in reading testing by school sector, 2001 (per cent) (a)

State or Territory	Assessed government school students (b)		Assessed non-government school students (c)		Assessed students			
					Government school students (d)		Non-government school students (e)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	94.0	94.0	94.9	95.2	71.8	71.3	28.2	28.7
Victoria	90.2	90.2	89.9	90.0	69.8	68.6	30.2	31.4
Queensland	96.1	96.5	95.6	96.3	76.4	75.9	23.6	24.1
WA	88.3	91.0	90.3	94.1	74.8	73.3	25.2	26.7
SA	93.8	90.3	95.7	95.2	71.4	70.3	28.6	29.7
Tasmania	95.0	94.7	92.0	92.7	78.7	76.4	21.3	23.6
ACT	93.5	94.5	96.1	97.3	65.9	63.1	34.1	36.9
NT	82.4	90.2	89.4	86.8	77.9	79.7	22.1	20.3
Aust	92.8	93.1	93.3	93.8	72.6	71.8	27.4	28.2

(a) See tables 3A.3 and 3A.4 for the percentage of year 3 and year 5 students achieving the reading benchmark.

(b) The percentage of students from government schools who were assessed includes exempted students 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 students based on data from the NSSC.

(c) The percentage of students from non-government schools who were assessed includes exempted students 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 non-government students based on data from the NSSC.

(d) The percentage of assessed students who were government school students.

(e) The percentage of assessed students who were non-government school students.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.26.

Table 3A.11

Table 3A.11 Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent) (a)

State or Territory	Students		Students		Assessed students			
	exempted from testing (b)		absent or withdrawn (c)		Indigenous students (d)		LBOTE students (e)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	1.4	0.7	5.7	5.7	3.9	3.6	25.5	24.0
Victoria	1.9	1.7	9.4	9.1	0.8	0.8	16.8	17.3
Queensland	1.3	1.3	3.2	2.8	5.7	5.8	6.7	6.3
WA	0.8	0.8	11.2	8.2	4.3	4.8	12.1	13.3
SA	2.5	2.1	5.7	8.3	3.3	3.0	16.5	15.0
Tasmania	0.7	0.7	5.7	5.8	4.4	5.9	4.4	3.7
ACT	1.8	1.5	5.7	4.5	1.6	1.5	9.7	8.2
NT	1.2	1.1	10.1	8.9	24.8	27.5	23.8	25.8
Aust	1.5	1.2	6.7	6.4	3.7	3.7	16.9	16.4

(a) See tables 3A.3 and 3A.4 for the percentage of year 3 and year 5 students achieving the reading benchmark.

(b) The percentage of students who were exempted from the testing program. 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 NSSC data, together with the non-government students who participated in the relevant testing programs.

(c) The percentage of students who were absent or were withdrawn by parents/caregivers 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 NSSC data, together with non-government students who participated in the relevant testing programs.

(d) The percentage of assessed Indigenous students. 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 data from the NSSC 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.

(e) The percentage of assessed students 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 data from the NSSC and non-government students who participated in the relevant 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 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.27.

Table 3A.12

**Table 3A.12 Years of schooling and level of participation in writing testing, 2001 (a)**

<i>State or Territory</i>	<i>Average age at time of testing (b)</i>		<i>Years at school (c)</i>		<i>Students assessed (%) (d)</i>	
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>
NSW	8yrs, 9mths	10yrs, 9mths	3yrs, 7mths	5yrs, 7mths	91.2	91.2
Victoria	9yrs, 0mths	10yrs, 11mths	3yrs, 7mths	5yrs, 7mths	89.9	89.5
Queensland	8yrs, 3mths	10yrs, 4mths	2yrs, 8mths	4yrs, 8mths	95.7	96.3
WA	8yrs, 2mths	10yrs, 2mths	2yrs, 7mths	4yrs, 7mths	89.1	90.9
SA	8yrs, 6mths	10yrs, 6mths	3yrs, 3mths	5yrs, 3mths	92.6	91.9
Tasmania	9yrs, 2mths	11yrs, 2mths	3yrs, 7mths	5yrs, 7mths	92.4	92.7
ACT	8yrs, 10mths	10yrs, 8mths	3yrs, 6mths	5yrs, 6mths	96.6	97.2
NT	8yrs, 8mths	10yrs, 8mths	3yrs, 3mths	5yrs, 3mths	76.5	82.3
Aust	..	..	..	..	91.6	91.7

(a) See tables 3A.5 and 3A.6 for the percentage of year 3 and year 5 students achieving the writing benchmark.

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

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

(d) The percentage of students from all schools who were assessed includes exempted students 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 preliminary data for the NSSC.

.. Not applicable.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.28.

Table 3A.13

Table 3A.13 Participation in writing testing by school sector, 2001 (per cent) (a)

State or Territory	Assessed		Assessed		Assessed students			
	government school students (b)		non-government school students (c)		Government school students (d)		Non-government school students (e)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	92.3	92.0	88.5	87.2	72.8	72.6	27.2	27.4
Victoria	89.9	89.6	89.7	89.3	69.8	68.7	30.2	31.3
Queensland	95.8	96.4	95.4	96.2	76.4	75.9	23.6	24.1
WA	88.7	90.0	90.2	93.4	74.9	73.2	25.1	26.8
SA	91.7	91.1	94.8	94.0	71.2	70.7	28.8	29.3
Tasmania	93.0	92.3	90.2	94.1	78.7	75.6	21.3	24.4
ACT	96.4	96.7	97.0	98.1	66.4	63.5	33.6	36.5
NT	75.2	81.7	81.5	84.6	77.9	78.5	22.1	21.5
Aust	91.9	92.0	90.8	90.8	73.0	72.2	27.0	27.8

(a) See tables 3A.5 and 3A.6 for the percentage of year 3 and year 5 students achieving the writing benchmark.

(b) The percentage of students from government schools who were assessed includes exempted students 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 students based on data from the NSSC.

(c) The percentage of students from non-government schools who were assessed includes exempted students 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 non-government students based on data from the NSSC.

(d) The percentage of assessed students who were government school students.

(e) The percentage of assessed students who were non-government school students.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.29.

Table 3A.14

Table 3A.14 Exemptions, absences and participation of equity groups in writing testing, 2001 (per cent) (a)

State or Territory	Students		Students		Assessed students			
	exempted from testing (b)		absent or withdrawn (c)		Indigenous students (d)		LBOTE students (e)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	1.3	1.2	8.8	9.4	3.7	3.5	24.5	23.4
Victoria	1.9	1.7	9.6	9.7	0.8	0.8	16.9	17.2
Queensland	1.3	1.3	3.4	3.0	5.7	5.8	6.7	6.3
WA	0.8	0.8	10.9	9.1	4.6	4.7	12.2	13.2
SA	2.2	2.0	7.4	8.1	3.2	2.9	15.7	14.8
Tasmania	0.7	0.7	7.6	7.3	4.3	5.7	4.3	3.7
ACT	1.6	1.5	3.4	2.8	1.7	1.6	10.0	8.9
NT	1.5	1.2	11.7	11.9	18.7	22.0	18.0	20.4
Aust	1.5	1.3	8.0	7.9	3.6	3.6	16.4	16.1

(a) See tables 3A.5 and 3A.6 for the percentage of year 3 and year 5 students achieving the writing benchmark.

(b) The percentage of students who were exempted from the testing program. 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 NSSC data, together with the non-government students who participated in the relevant testing programs.

(c) The percentage of students who were absent or were withdrawn by parents/caregivers 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 NSSC data, together with non-government students who participated in the relevant testing programs.

(d) The percentage of assessed Indigenous students. 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 data from the NSSC 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.

(e) The percentage of LBOTE students assessed. 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 data from the NSSC and non-government students who participated in the relevant 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 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.30.

Table 3A.15

**Table 3A.15 Years of schooling and level of participation in numeracy testing, 2001 (a)**

<i>State or Territory</i>	<i>Average age at time of testing (b)</i>		<i>Years at school (c)</i>		<i>Students assessed (%) (d)</i>	
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>
NSW	8yrs, 9mths	10yrs, 9mths	3yrs, 7mths	5yrs, 7mths	94.4	94.4
Victoria	9yrs, 0mths	10yrs, 11mths	3yrs, 7mths	5yrs, 7mths	90.7	91.0
Queensland	8yrs, 3mths	10yrs, 4mths	2yrs, 8mths	4yrs, 8mths	96.6	97.3
WA	8yrs, 2mths	10yrs, 2mths	2yrs, 7mths	4yrs, 7mths	90.5	92.7
SA	8yrs, 6mths	10yrs, 6mths	3yrs, 3mths	5yrs, 3mths	92.1	93.7
Tasmania	9yrs, 2mths	11yrs, 2mths	3yrs, 7mths	5yrs, 7mths	93.3	95.1
ACT	8yrs, 10mths	10yrs, 8mths	3yrs, 6mths	5yrs, 6mths	96.9	97.5
NT	8yrs, 8mths	10yrs, 8mths	3yrs, 3mths	5yrs, 3mths	85.6	90.2
Aust	..	..	..	..	93.3	93.9

(a) See tables 3A.7 and 3A.8 for the percentage of year 3 and year 5 students achieving the numeracy benchmark.

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

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

(d) The percentage of students from all schools who were assessed includes exempted students 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 NSSC.

.. Not applicable.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.31.

Table 3A.16

Table 3A.16 Participation in numeracy testing by school sector, 2001 (per cent) (a)

State or Territory	Assessed government school students (b)		Assessed non-government school students (c)		Assessed students (per cent)			
					Government school students (d)		Non-government school students (e)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	94.1	94.0	95.0	95.3	71.8	71.3	28.2	28.7
Victoria	90.9	91.0	90.4	90.9	69.8	68.6	30.2	31.4
Queensland	96.7	97.4	96.3	97.0	76.4	76.0	23.6	24.0
WA	90.3	92.0	91.4	94.7	75.0	73.4	25.0	26.6
SA	90.8	92.9	95.4	95.7	70.8	70.8	29.2	29.2
Tasmania	92.9	95.2	94.7	94.6	77.9	76.1	22.1	23.9
ACT	96.6	96.9	97.6	98.5	66.3	63.4	33.7	36.6
NT	84.4	90.8	90.3	87.7	78.1	79.7	21.9	20.3
Aust	93.1	93.8	93.7	94.4	72.6	71.8	27.4	28.2

(a) See tables 3A.7 and 3A.8 for the percentage of year 3 and year 5 students achieving the numeracy benchmark.

(b) The percentage of assessed students from government schools includes exempted students, but not students absent or withdrawn by parents/caregivers 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 data from the NSSC.

(c) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/caregivers 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 data from the NSSC.

(d) The percentage of assessed students who were government school students.

(e) The percentage of assessed students who were non-government school students.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.32.



Table 3A.17

Table 3A.17 Exemptions, absences and participation of equity groups in numeracy testing, 2001 (per cent) (a)

State or Territory	Students		Students		Assessed students			
	exempted from testing (b)		absent or withdrawn (c)		Indigenous students (d)		LBOTE students (e)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	1.4	0.7	5.6	5.6	3.9	3.6	25.5	24.0
Victoria	1.9	1.7	8.8	8.3	0.8	0.8	17.0	17.5
Queensland	1.2	1.2	2.5	2.0	5.9	6.0	6.8	6.3
WA	0.8	0.8	9.5	7.3	5.0	5.2	12.5	13.6
SA	2.5	2.1	7.9	6.3	3.3	3.2	15.4	15.0
Tasmania	0.7	0.7	6.7	4.9	4.4	6.0	4.4	3.7
ACT	1.7	1.5	3.1	2.5	1.7	1.7	10.1	9.0
NT	1.1	1.0	8.9	8.6	26.1	27.9	25.0	26.0
Aust	1.5	1.2	6.4	5.7	3.8	3.8	16.9	16.5

(a) See tables 3A.7 and 3A.8 for the percentage of year 3 and year 5 students achieving the numeracy benchmark.

(b) The percentage of students who were exempted from the testing program. 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 NSSC data, together with the non-government students who participated in the relevant state and territory testing programs.

(c) The percentage of students who were absent or were withdrawn by parents/caregivers 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 NSSC data, together with non-government students who participated in the relevant testing programs.

(d) The percentage of assessed Indigenous students. 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 data from the NSSC 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.

(e) The percentage of LBOTE students assessed. 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 data from the NSSC and non-government students who participated in the relevant 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 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2005 Report, table 3A.33.

Table 3A.18

Table 3A.18 **Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, 2000 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
At or above OECD mean	66.5	55.2	59.6	63.4	64.8	60.2	71.4	51.0	61.8
Standard error	2.7	3.0	3.7	3.3	2.6	4.1	2.4	3.6	1.4
Male students									
At or above OECD mean	60.8	50.3	50.4	57.7	58.2	52.6	66.6	43.8	55.4
Standard error	3.8	3.4	4.0	4.0	4.4	6.0	5.8	5.2	1.9
Female students									
At or above OECD mean	72.5	61.7	69.3	70.1	70.8	68.6	76.5	59.0	69.0
Standard error	3.0	4.2	4.7	4.2	3.9	4.2	4.5	4.4	1.8
Students from low socioeconomic families (d)									
At or above OECD mean	50.5	38.5	45.6	46.6	46.6	46.4	51.3	40.4	45.5
Standard error	4.4	4.6	3.2	5.4	4.3	4.1	6.8	7.8	2.0
Indigenous students									
At or above OECD mean	na	na	na	na	na	na	na	na	30.7
Standard error	na	na	na	na	na	na	na	na	3.1
Geographically remote students									
At or above OECD mean	na	na	na	na	na	na	na	na	44.3
Standard error	na	na	na	na	na	na	na	na	9.0

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) The standard errors in this table have been multiplied by 1.96 to determine the 95 per cent confidence intervals shown in figure 3.7 (2005 Report). A standard error of 2.7, for example, becomes a confidence interval of plus or minus 5.3.

(c) Victoria's results in reading literacy are likely to be underestimated due to a low percentage of females represented in the sample (42 per cent) compared to other states and territories.

(d) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

na Not available.

Source: ACER (unpublished); 2005 Report, table 3A.34.

Table 3A.19

**Table 3A.19 Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, 2000 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
At or above OECD mean	69.2	61.4	63.8	70.0	61.4	60.4	69.0	53.8	65.4
Standard error	3.2	3.6	4.2	4.2	3.4	3.8	3.9	4.3	1.6
Male students									
At or above OECD mean	72.4	65.7	63.2	70.2	65.1	59.4	73.4	53.7	67.7
Standard error	4.6	3.7	4.0	4.9	4.8	6.3	6.8	6.4	2.0
Female students									
At or above OECD mean	66.0	55.0	65.8	69.8	58.3	62.1	65.7	53.3	63.1
Standard error	4.5	5.8	6.7	5.7	5.0	4.1	6.9	6.0	2.6
Students from low SES families									
At or above OECD mean	47.1	48.2	53.0	51.9	39.3	43.2	58.4	49.3	48.4
Standard error	5.6	6.6	5.8	8.6	6.0	5.5	11.4	12.7	2.9
Indigenous students									
At or above OECD mean	na	na	na	na	na	na	na	na	26.2
Standard error	na	na	na	na	na	na	na	na	4.9
Geographically remote students									
At or above OECD mean	na	na	na	na	na	na	na	na	67.1
Standard error	na	na	na	na	na	na	na	na	12.7

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) The standard errors in this table have been multiplied by 1.96 to determine the 95 per cent confidence intervals shown in figure 3.7 (2005 Report). A standard error of 2.7, for example, becomes a confidence interval of plus or minus 5.3.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

**na** Not available.

Source: ACER (unpublished); 2005 Report, table 3A.35.

Table 3A.20

Table 3A.20 **Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2000 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
At or above OECD mean	64.4	56.0	60.8	67.2	66.0	55.5	71.7	49.3	61.8
Standard error	3.7	4.4	3.5	3.6	3.7	3.9	4.4	5.0	1.9
Male students									
At or above OECD mean	63.6	57.6	56.0	66.0	64.8	55.5	75.6	47.4	60.8
Standard error	3.8	5.0	4.2	4.1	5.4	5.2	7.1	6.8	2.0
Female students									
At or above OECD mean	65.4	53.9	65.4	68.6	67.2	56.2	68.4	51.2	62.8
Standard error	5.0	6.4	5.1	4.7	4.8	4.9	8.0	6.5	2.5
Students from low SES families									
At or above OECD mean	49.7	49.0	48.2	51.1	48.6	46.8	49.9	25.0	49.0
Standard error	6.0	7.3	4.9	6.6	8.1	5.1	15.1	9.4	3.4
Indigenous students									
At or above OECD mean	na	na	na	na	na	na	na	na	29.1
Standard error	na	na	na	na	na	na	na	na	4.1
Geographically remote students									
At or above OECD mean	na	na	na	na	na	na	na	na	51.2
Standard error	na	na	na	na	na	na	na	na	7.8

(a) These data are from assessments conducted for PISA. PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) The standard errors in this table have been multiplied by 1.96 to determine the 95 per cent confidence intervals shown in figure 3.7 (2005 Report). A standard error of 2.7, for example, becomes a confidence interval of plus or minus 5.3.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

na Not available.

Source: ACER (unpublished); 2005 Report, table 3A.36.

Table 3A.21

**Table 3A.21 Apparent retention rates of full time secondary students to years 10–12, 2003 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
Government schools									
To year 10	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
To year 11	79.1	89.9	88.6	85.7	84.9	79.6	121.0	99.7	85.5
To year 12 (total)	65.0	74.9	76.1	64.8	56.8	74.5	101.0	69.0	69.6
To year 12 (male)	60.2	67.9	71.3	61.3	51.2	65.0	96.6	65.0	64.3
To year 12 (female)	70.0	82.5	81.1	68.5	62.7	84.3	105.7	73.2	75.3
To year 12 (total 1996) (c)	62.3	69.4	69.7	66.4	59.9	50.2	108.2	41.3	65.8
All schools									
To year 10	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
To year 11	82.3	93.4	92.0	89.3	90.2	82.0	103.3	81.2	88.6
To year 12 (total)	70.5	81.4	81.5	71.2	67.1	74.9	87.1	56.3	75.4
To year 12 (male)	65.8	74.7	77.6	67.2	60.8	66.6	92.5	54.8	70.3
To year 12 (female)	75.3	88.4	85.7	75.3	73.7	83.4	89.7	58.0	80.7
To year 12 (total 1996) (c)	67.7	75.3	76.5	70.7	68.4	53.1	91.3	41.0	71.3
Indigenous students (d)									
Government schools									
To year 10	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
To year 11	47.2	55.8	69.0	48.1	59.8	66.0	124.4	103.9	58.9
To year 12 (total)	29.2	34.5	50.6	21.6	25.4	55.8	69.8	38.1	36.4
To year 12 (male)	24.6	29.6	49.2	20.6	16.8	42.2	68.8	29.9	32.7
To year 12 (female)	33.4	39.4	51.9	22.5	32.8	69.2	71.0	46.0	39.8
To year 12 (total 1996) (c)	29.2	30.3	41.2	15.9	17.0	35.9	50.0	8.0	27.4
All schools									
To year 10	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
To year 11	49.1	58.3	74.2	56.1	60.0	67.7	106.7	69.7	61.4
To year 12 (total)	31.9	37.1	55.9	26.3	28.5	55.8	67.1	25.6	39.1
To year 12 (male)	27.5	32.2	55.5	25.6	20.2	45.1	66.7	21.9	36.2
To year 12 (female)	36.0	42.1	56.2	27.0	35.8	66.1	67.4	29.0	41.8
To year 12 (total 1996) (c)	31.0	35.2	45.6	16.0	19.3	35.4	58.3	8.5	29.2

(a) The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

(c) Provides a historic point of comparison for apparent retention rates to year 12 (total).

(d) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.38.

Table 3A.22

**Table 3A.22 Apparent retention rates of full time secondary students from years 10–12, 2003 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
Government schools	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
Non-government schools	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
All schools	72.7	82.9	81.5	70.6	70.7	76.2	90.3	68.7	76.9
Indigenous students									
Government schools	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
Non-government schools	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
All schools	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
Non-Indigenous students									
Government schools	69.1	77.6	77.4	67.0	62.6	78.2	101.3	84.6	72.9
Non-government schools	81.2	91.9	91.2	82.9	88.0	76.6	76.5	50.6	86.3
All schools	73.4	83.1	82.4	72.5	71.5	77.8	89.2	74.2	77.7

(a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.

(b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.

(c) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.39.

Single jurisdiction data — NSW

Table 3A.23

**Table 3A.23 Government schools, New South Wales (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 7 to year 10					
All students	95.2	94.6	95.4	95.9	96.0
Indigenous students	80.3	78.9	80.5	81.6	81.0
From year 10 to year 12					
All students	64.7	64.2	65.1	67.4	68.1
Indigenous students	38.6	38.6	35.4	36.8	36.3
Student body mix					
LBOTE (a)	23.4	23.4	23.6	23.6	23.6
Indigenous students	3.7	3.9	4.1	4.4	4.5
Students with disabilities (b)	4.0	4.2	4.2	4.4	4.8
Seniority profile (c)	10.3	10.2	10.4	10.6	10.6
Government students as % of all students	70.0	69.4	68.7	68.2	67.7

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.46.



Table 3A.24

Table 3A.24 **Non-government schools, New South Wales (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 7 to year 10				
All students	100.3	100.0	99.6	99.1
Indigenous students	101.8	109.2	106.4	92.7
From year 10 to year 12				
All students	81.2	80.9	82.1	81.0
Indigenous students	51.6	54.7	49.1	54.7
Student body mix				
LBOTE (a)	na	29.9	29.9	29.9
Indigenous students	0.9	0.9	0.9	1.0
Students with disabilities (b)	2.6	2.5	2.6	2.7
Seniority profile (c)	13.5	13.4	13.6	13.7
Non-government students as % of all students	30.6	31.3	31.8	32.3

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2004 *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.47.

Table 3A.25

Table 3A.25 **All schools, New South Wales (per cent) (a)**

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates					
Participation (15–19)	50.6	50.8	50.3	50.2	50.8
Participation age 15 years	92.6	92.3	91.3	92.2	92.6
Participation age 16 years	78.5	78.2	77.8	77.5	79.5
Participation age 17 years	65.1	65.9	66.1	66.3	66.3
Participation age 18 years	14.7	14.3	14.1	14.7	14.9
Participation age 19 years	1.5	1.5	1.5	1.6	1.9
Apparent retention rates					
From year 7 to year 10					
All students	97.0	96.5	97.0	97.2	97.1
Indigenous students	81.6	80.7	83.1	83.7	82.1
From year 10 to year 12					
All students	70.0	69.8	70.3	72.4	72.7
Indigenous students	39.8	39.9	37.1	38.0	38.4
Student body mix					
LBOTE (b)	26.1	26.1	25.6	25.6	26.6
Indigenous students	2.8	3.0	3.1	3.3	3.4
Students with disabilities (c)	3.5	3.7	3.7	3.8	4.1
Seniority profile (d)	11.2	11.2	11.3	11.5	11.6

(a) The estimated resident population (ERP) data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0, Canberra; DEST (unpublished); 2005 Report, table 3A.48.

# Single jurisdiction data — Victoria

Table 3A.26

Table 3A.26 **Government schools, Victoria (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 7 to year 10					
All students	95.9	95.9	96.9	96.4	96.2
Indigenous students	78.8	83.2	78.8	77.2	74.2
From year 10 to year 12					
All students	73.5	74.4	76.8	77.5	77.3
Indigenous students	46.2	34.7	40.7	38.6	43.8
Student body mix					
LBOTE (a)	23.5	23.5	22.0	22.0	22.0
Indigenous students	1.0	1.0	1.1	1.1	1.1
Students with disabilities (b)	3.0	3.4	3.6	3.9	4.0
Seniority profile (c)	11.4	11.5	11.6	11.7	11.7
Government students as % of all students	66.4	65.9	65.8	65.5	65.4

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.56.

Table 3A.27

Table 3A.27 **Non-government schools, Victoria (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 7 to year 10				
All students	100.2	100.3	99.9	100.8
Indigenous students	na	na	na	80.0
From year 10 to year 12				
All students	88.3	89.6	91.5	91.8
Indigenous students	65.5	71.9	63.3	48.9
Student body mix				
LBOTE (a)	na	31.5	31.5	31.5
Indigenous students	0.2	0.2	0.2	0.2
Students with disabilities (b)	–	1.7	1.9	2.0
Seniority profile (c)	15.4	15.4	15.6	15.7
Non-government students as % of all students	34.2	34.2	34.5	34.6

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.57.

Table 3A.28

Table 3A.28 **All schools, Victoria (per cent)**

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates					
Participation (15–19)	54.3	55.8	55.8	55.4	56.1
Participation age 15 years	95.0	94.8	94.4	95.3	95.8
Participation age 16 years	86.1	87.7	87.6	87.3	88.8
Participation age 17 years	74.6	75.9	76.8	76.1	76.9
Participation age 18 years	16.5	18.5	19.7	19.7	20.6
Participation age 19 years	1.8	2.1	2.2	2.3	2.5
Apparent retention rates					
From year 7 to year 10					
All students	97.1	97.5	98.2	97.8	98.0
Indigenous students	83.0	85.2	83.4	81.5	74.8
From year 10 to year 12					
All students	78.7	79.7	81.6	82.9	82.9
Indigenous students	46.1	37.9	44.0	40.9	44.4
Student body mix					
LBOTE (b)	27.3	27.3	25.3	25.3	25.3
Indigenous students	0.7	0.7	0.8	0.8	0.8
Students with disabilities (c)	2.5	2.8	3.0	3.2	3.3
Seniority profile (d)	12.6	12.7	12.9	13.0	13.1

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0, Canberra; DEST (unpublished); 2005 Report, table 3A.58.

# Single jurisdiction data — Queensland

Table 3A.29

Table 3A.29 **Government schools, Queensland (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 8 to year 10					
All students	98.4	99.9	99.5	100.3	100.5
Indigenous students	86.6	87.8	85.7	89.4	91.2
From year 10 to year 12					
All students	73.2	73.9	74.8	76.5	76.4
Indigenous students	54.9	55.5	55.7	58.9	59.0
Student body mix					
LBOTE (a)	12.1	12.1	11.0	11.0	11.0
Indigenous students	6.1	6.3	6.5	6.6	6.9
Students with disabilities (b)	2.8	3.0	3.3	3.2	3.2
Seniority profile (c)	12.3	12.2	12.1	12.2	12.0
Government students as % of all students	72.2	71.4	71.2	71.1	70.7

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.65.



Table 3A.30

Table 3A.30 **Non-government schools, Queensland (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 8 to year 10				
All students	100.8	101.2	100.8	101.4
Indigenous students	na	na	na	113.7
From year 10 to year 12				
All students	87.8	89.1	89.8	90.6
Indigenous students	72.1	75.0	65.5	67.8
Student body mix				
LBOTE (a)	na	14.6	14.6	14.6
Indigenous students	2.2	2.3	2.4	2.5
Students with disabilities (b)	1.4	1.3	1.3	1.4
Seniority profile (c)	18.3	18.2	18.2	18.1
Non-government students as % of all students	28.6	28.8	28.9	29.3

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.66.

Table 3A.31

Table 3A.31 All schools, Queensland (per cent)

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates					
Participation (15–19)	46.2	46.9	46.2	45.9	45.9
Participation age 15 years	89.8	91.3	90.7	91.2	91.5
Participation age 16 years	79.7	82.2	82.0	82.0	82.5
Participation age 17 years	50.8	52.3	51.7	51.1	50.6
Participation age 18 years	6.7	6.2	5.9	6.1	6.1
Participation age 19 years	1.3	1.1	1.0	1.0	1.2
Apparent retention rates					
From year 8 to year 10					
All students	99.0	100.3	100.1	100.5	100.8
Indigenous students	88.0	92.5	91.9	93.3	94.9
From year 10 to year 12					
All students	78.3	78.7	79.7	81.1	81.5
Indigenous students	56.5	58.6	59.1	60.3	60.8
Student body mix					
LBOTE (b)	13.4	13.4	12.2	12.2	12.2
Indigenous students	5.0	5.1	5.3	5.4	5.6
Students with disabilities (c)	2.4	2.5	2.8	2.6	3.3
Seniority profile (d)	13.8	13.9	13.9	14.0	13.8

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.67.

Single jurisdiction data  
— Western Australia

Table 3A.32

Table 3A.32 **Government schools, Western Australia (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 8 to year 10					
All students	98.3	99.0	100.0	98.7	98.6
Indigenous students	85.5	84.1	84.9	85.5	93.2
From year 10 to year 12					
All students	67.8	67.3	67.0	69.7	64.8
Indigenous students	23.6	26.9	21.0	24.3	25.5
Student body mix					
LBOTE (a)	17.1	17.1	15.3	15.3	15.3
Indigenous students	6.1	6.3	6.4	6.9	7.2
Students with disabilities (b)	3.0	4.0	4.3	3.1	3.1
Seniority profile (c)	12.0	12.1	12.3	12.2	11.7
Government students as % of all students	72.2	71.0	70.3	69.7	68.9

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.75.

Table 3A.33

Table 3A.33 **Non-government schools, Western Australia (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 8 to year 10				
All students	101.2	102.3	102.9	103.5
Indigenous students	na	na	na	98.7
From year 10 to year 12				
All students	80.2	81.9	82.1	81.9
Indigenous students	34.3	60.8	54.3	44.4
Student body mix				
LBOTE (a)	na	24.1	24.1	24.1
Indigenous students	3.3	3.3	3.4	3.3
Students with disabilities (b)	1.3	1.3	1.3	1.5
Seniority profile (c)	16.7	16.9	16.3	16.4
Non-government students as % of all students	29.0	29.7	30.3	31.1

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.76.

Table 3A.34

Table 3A.34 **All schools, Western Australia (per cent)**

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates					
Participation (15–19)	43.0	43.4	43.3	43.2	42.6
Participation age 15 years	90.8	90.3	90.4	90.8	91.5
Participation age 16 years	74.9	76.2	75.8	76.6	76.7
Participation age 17 years	40.4	40.9	41.3	41.6	40.7
Participation age 18 years	5.3	5.4	5.5	5.4	4.1
Participation age 19 years	1.4	1.2	1.5	1.6	1.1
Apparent retention rates					
From year 8 to year 10					
All students	100.1	99.7	100.8	100.2	100.4
Indigenous students	86.5	85.8	89.7	89.8	94.0
From year 10 to year 12					
All students	71.5	71.6	71.9	73.9	70.6
Indigenous students	24.5	28.1	26.9	29.0	29.3
Student body mix					
LBOTE (b)	20.2	20.2	18.0	18.0	18.0
Indigenous students	5.3	5.4	5.5	5.8	6.0
Students with disabilities (c)	2.5	3.0	3.2	3.2	2.7
Seniority profile (d)	13.3	13.4	13.7	13.4	13.2

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.77.

Single jurisdiction data  
— South Australia

Table 3A.35

**Table 3A.35 Government schools, South Australia (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates (a)					
From year 8 to year 10					
All students	93.0	91.9	91.8	92.2	95.8
Indigenous students	71.7	72.0	77.1	77.4	83.4
From year 10 to year 12					
All students	64.8	61.9	61.7	61.9	61.8
Indigenous students	31.2	34.9	41.4	41.7	32.9
Student body mix					
LBOTE (b)	15.2	15.2	13.0	13.0	13.0
Indigenous students	3.2	3.4	3.6	3.8	3.9
Students with disabilities (c)	5.8	4.5	4.8	6.9	7.4
Seniority profile (d)	10.8	10.8	11.1	11.1	11.2
Government students as % of all students	70.7	69.8	69.3	68.7	67.8

(a) Includes full time students only.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.84.



Table 3A.36

**Table 3A.36 Non-government schools, South Australia (per cent)**

	2000	2001	2002	2003
Apparent retention rates (a)				
From year 8 to year 10				
All students	99.8	101.0	100.8	102.6
Indigenous students	na	na	na	84.6
From year 10 to year 12				
All students	84.1	85.0	86.9	87.9
Indigenous students	62.5	59.3	61.3	71.4
Student body mix				
LBOTE (b)	na	20.0	20.0	20.0
Indigenous students	0.7	0.7	0.8	0.8
Students with disabilities (c)	2.9	3.1	3.2	3.2
Seniority profile (d)	15.5	15.5	15.5	15.1
Non-government students as % of all students	30.2	30.7	31.3	32.2

(a) Includes full time students only.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.85.

Table 3A.37

Table 3A.37 All schools, South Australia (per cent)

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates (b)					
Participation (15–19)	50.0	49.5	49.4	48.8	49.5
Participation age 15 years	93.4	92.7	92.3	93.1	95.7
Participation age 16 years	83.0	82	83.0	81.9	83.9
Participation age 17 years	59.2	59.5	59.7	60.1	60.1
Participation age 18 years	8.6	8.4	8.8	9.1	9.6
Participation age 19 years	1.5	1.8	1.7	2.0	2.3
Apparent retention rates (b)					
From year 8 to year 10					
All students	95.3	94.5	94.8	95.0	98.1
Indigenous students	72.3	74.0	78.0	77.1	83.5
From year 10 to year 12					
All students	71.4	69.5	69.6	70.6	70.7
Indigenous students	32.1	37.2	42.8	43.3	36.6
Student body mix					
LBOTE (c)	17.9	17.9	15.2	15.2	15.2
Indigenous students	2.5	2.6	2.7	2.8	2.9
Students with disabilities (d)	4.9	4.1	4.4	4.6	3.2
Seniority profile (e)	12.0	12.2	12.5	12.5	12.5

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) Includes full time students only.

(c) The information was obtained from the ABS 2001 Census of Population and Housing.

(d) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.86.

# Single jurisdiction data — Tasmania

Table 3A.38

Table 3A.38 **Government schools, Tasmania (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 7 to year 10					
All students	97.2	96.8	97.5	99.4	97.4
Indigenous students	117.1	98.8	106.8	106.3	105.3
From year 10 to year 12					
All students	67.5	71.6	70.5	75.3	76.4
Indigenous students	40.8	40.9	41.6	55.9	52.3
Student body mix					
LBOTE (a)	5.8	5.8	4.7	4.7	4.7
Indigenous students	6.1	6.4	6.7	7.0	7.2
Students with disabilities (b)	4.8	4.7	4.7	4.7	4.8
Seniority profile (c)	12.3	12.5	12.6	12.4	11.0
Government students as % of all students	74.9	75.2	74.9	75.0	74.7

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

na Not available. – Nil or rounded to zero.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.96.

Table 3A.39

Table 3A.39 **Non-government schools, Tasmania (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 7 to year 10				
All students	97.0	99.6	101.8	102.4
Indigenous students	na	na	na	109.3
From year 10 to year 12				
All students	71.6	70.5	74.1	76.2
Indigenous students	43.2	39.1	100.0	60.0
Student body mix				
LBOTE (a)	na	9.1	9.1	9.1
Indigenous students	2.4	2.4	2.5	2.4
Students with disabilities (b)	1.3	1.5	1.5	1.6
Seniority profile (c)	14.2	14.1	14.2	14.0
Non-government students as % of all students	24.8	25.1	25.0	25.3

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2004 *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.97.

Table 3A.40

Table 3A.40 **All schools, Tasmania (per cent)**

	1999	2000(a)	2001(a)	2002	2003
Participation rates					
Participation (15–19)	52.5	54.0	53.1	53.3	53.0
Participation age 15 years	97.7	98.8	96.7	98.5	98.6
Participation age 16 years	77.6	81.6	79.9	81.0	84.5
Participation age 17 years	61.8	63.4	63.6	63.1	62.4
Participation age 18 years	14.7	15.7	16.1	15.6	15.1
Participation age 19 years	3.0	3.5	3.4	3.5	3.3
Apparent retention rates					
From year 7 to year 10					
All students	97.4	96.9	98.1	100.1	98.9
Indigenous students	115.3	95.3	105.1	108.3	105.8
From year 10 to year 12					
All students	68.9	71.6	70.5	75.0	76.2
Indigenous students	41.0	41.2	41.2	59.7	53.1
Student body mix					
LBOTE (b)	7.2	7.2	5.9	5.9	5.9
Indigenous students	5.2	5.4	5.6	5.9	6.0
Students with disabilities (c)	3.9	3.8	3.9	3.9	4.0
Seniority profile (d)	12.6	12.9	13.0	12.8	11.8

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.98.

# Single jurisdiction data — ACT

Table 3A.41

Table 3A.41 **Government schools, Australian Capital Territory (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 7 to year 10					
All students	96.0	97.8	100.0	99.7	100.0
Indigenous students	77.6	84.9	79.4	122.2	96.1
From year 10 to year 12					
All students	107.1	105.0	112.1	101.0	101.0
Indigenous students	83.9	80.0	50.0	75.6	88.0
Student body mix					
LBOTE (a)	21.9	21.9	20.5	20.5	20.5
Indigenous students	1.7	1.9	2.1	2.3	2.3
Students with disabilities (b)	3.8	3.7	3.8	3.8	4.2
Seniority profile (c)	16.9	16.6	16.0	16.0	16.0
Government students as % of all students	64.2	63.5	62.6	61.5	60.8

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.107.



Table 3A.42

Table 3A.42 **Non-government schools, Australian Capital Territory (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 7 to year 10				
All students	98.5	98.5	100.7	98.5
Indigenous students	na	100.0	na	76.5
From year 10 to year 12				
All students	65.2	68.7	75.2	76.3
Indigenous students	46.7	64.3	100.0	57.9
Student body mix				
LBOTE (a)	na	21.4	21.4	21.4
Indigenous students	0.7	0.9	0.8	0.8
Students with disabilities (b)	1.2	1.1	1.1	1.3
Seniority profile (c)	12.6	13.5	14.0	13.6
Non-government students as % of all students	36.5	37.4	38.5	39.2

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2004 *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.108.

Table 3A.43

Table 3A.43 **All schools, Australian Capital Territory (per cent)**

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates					
Participation (15–19)	63.0	63.2	61.5	61.4	61.5
Participation age 15 years	104.3	104.0	104.1	105.9	106.7
Participation age 16 years	100.9	99.5	99.1	102.4	102.4
Participation age 17 years	91.9	89.9	89.5	88.9	91.8
Participation age 18 years	28.7	29.3	27.0	25.2	23.3
Participation age 19 years	3.0	3.1	3.4	2.2	2.9
Apparent retention rates					
From year 7 to year 10					
All students	95.7	98.1	99.3	100.1	99.3
Indigenous students	88.1	88.1	84.1	118.3	91.2
From year 10 to year 12					
All students	92.5	88.7	93.3	89.8	90.3
Indigenous students	80.6	70.0	53.8	78.8	79.7
Student body mix					
LBOTE (b)	22.4	22.4	20.9	20.9	20.9
Indigenous students	1.4	1.5	1.6	1.7	1.7
Students with disabilities (c)	2.9	2.8	2.8	2.8	3.1
Seniority profile (d)	15.5	15.1	15.1	15.3	15.1

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.109.

# Single jurisdiction data — Northern Territory

Table 3A.44

Table 3A.44 **Government schools, Northern Territory (per cent)**

	1999	2000	2001	2002	2003
Apparent retention rates					
From year 8 to year 10					
All students	84.4	86.3	87.7	79.3	92.5
Indigenous students	54.2	62.6	73.6	73.4	86.5
From year 10 to year 12					
All students	70.0	69.9	70.6	73.1	78.7
Indigenous students	62.8	52.9	47.4	37.7	51.7
Student body mix					
LBOTE (a)	32.8	32.8	33.1	33.1	33.1
Indigenous students	37.3	38.1	38.3	38.5	40.0
Students with disabilities (b)	13.2	14.9	16.0	15.8	15.8
Seniority profile (c)	7.6	7.8	8.0	8.8	9.1
Government students as % of all students	77.7	77.4	77.2	77.1	77.1

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.118.

Table 3A.45

Table 3A.45 **Non-government schools, Northern Territory (per cent)**

	2000	2001	2002	2003
Apparent retention rates				
From year 8 to year 10				
All students	68.4	71.5	76.7	72.0
Indigenous students	na	na	na	27.1
From year 10 to year 12				
All students	43.9	52.1	49.8	46.5
Indigenous students	18.6	35.5	50.0	28.8
Student body mix				
LBOTE (a)	na	27.5	27.5	27.5
Indigenous students	28.4	26.7	26.6	27.2
Students with disabilities (b)	2.8	2.3	2.5	1.9
Seniority profile (c)	8.1	8.0	7.5	7.3
Non-government students as % of all students	22.6	22.8	22.9	22.9

(a) The information was obtained from the ABS 2001 Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

**na** Not available.

Source: ABS 2003 *Schools Australia 2002*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.119.

Table 3A.46 **All schools, Northern Territory (per cent)**

	1999	2000 (a)	2001 (a)	2002	2003
Participation rates					
Participation (15–19)	40.4	41.1	41.0	40.9	41.8
Participation age 15 years	80.0	80.8	80.7	76.7	79.2
Participation age 16 years	65.7	65.9	62.8	67.6	67.0
Participation age 17 years	39.6	45.7	42.1	43.9	46.8
Participation age 18 years	10.8	11.2	15.9	12.5	10.4
Participation age 19 years	2.9	2.3	3.6	3.1	2.7
Apparent retention rates					
From year 8 to year 10					
All students	78.4	80.1	81.9	78.4	85.0
Indigenous students	43.4	48.6	57.7	61.3	61.0
From year 10 to year 12					
All students	64.7	62.2	64.9	66.2	68.7
Indigenous students	47.3	35.7	42.9	41.1	44.3
Student body mix					
LBOTE (b)	33.0	33.0	31.8	31.8	31.8
Indigenous students	35.4	35.9	35.7	35.8	37.1
Students with disabilities (c)	11.0	12.4	13.2	13.0	12.8
Seniority profile (d)	7.7	7.8	8.0	8.5	8.7

(a) The ERP data from which the 2000 and 2001 rates are derived are primarily based on population estimates from the five yearly population Censuses. The 2001 Census data have been incorporated into the ERP time series resulting in revisions to that series. The participation rates for 2000 and 2001 have been amended in March 2003 to reflect those revisions.

(b) The information was obtained from the ABS 2001 Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to an Australian Government definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides.

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

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

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; DEST (unpublished); 2005 Report, table 3A.120.