

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, 2002(a)

	Indigenous Enrolments			Total Enrolments		
	<i>Government</i>	<i>Non-government</i>	<i>All schools</i>	<i>Government</i>	<i>Non-government</i>	<i>All schools</i>
NSW	361	2 315	2 676	3 890	70 857	74 747
Victoria	na	530	530	na	70 281	70 281
Queensland	na	863	863	na	14 592	14 592
WA	1 560	315	1 875	18 237	5 176	23 413
SA	903	132	1 035	18 043	2 117	20 160
Tasmania	243	6	249	4 980	880	5 860
ACT	80	3	83	3 693	594	4 287
NT	1 322	98	1 420	3 325	128	3 453
Australia	4 469	4 262	8 731	52 168	164 625	216 793

(a) Australian totals exclude other territories

na Not available.

Source: Data Analysis Australia, *National Indigenous Preschool Census 2002*, Department of Education, Science and Training, Canberra.

Table 6A.1.2

Table 6A.1.2 **School participation rates of 5 – 8 year olds, all schools, 2002 (per cent)(a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>5 year olds</i>									
Indigenous	73.5	63.1	37.0	94.2	83.1	43.0	62.0	67.9	64.1
Non-Indigenous	81.3	68.3	41.6	96.3	93.0	54.6	81.4	85.4	72.2
Ratio (b)	1.1	1.1	1.1	1.0	1.1	1.3	1.3	1.3	1.1
<i>6 year olds</i>									
Indigenous	89.1	70.5	91.1	104.9	91.9	69.8	67.2	80.3	88.9
Non-Indigenous	97.0	96.9	97.7	98.0	96.8	97.0	97.6	95.0	97.2
Ratio (b)	1.1	1.4	1.1	0.9	1.1	1.4	1.5	1.2	1.1
<i>7 year olds</i>									
Indigenous	91.8	88.6	92.1	103.5	96.6	88.2	92.9	88.3	93.1
Non-Indigenous	99.3	99.4	101.7	99.3	100.1	99.5	104.5	97.1	99.9
Ratio (b)	1.1	1.1	1.1	1.0	1.0	1.1	1.1	1.1	1.1
<i>8 year olds</i>									
Indigenous	87.4	73.2	91.7	105.9	88.5	84.9	90.7	90.3	90.6
Non-Indigenous	98.6	100.6	101.4	99.0	98.3	100.7	104.1	95.0	99.7
Ratio (b)	1.1	1.4	1.1	0.9	1.1	1.2	1.1	1.1	1.1

(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) The ratio of non-Indigenous to Indigenous participation is calculated by dividing the non-Indigenous participation rate by the Indigenous participation rate. A ratio greater than one implies that Indigenous people are disadvantaged compared to non-Indigenous people.

Source: ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0, Canberra (unpublished); ABS 2001 ERP.

Table 6A.1.3

Table 6A.1.3 **Number of school students aged 5 – 8 years old, all schools, 2002**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous male									
5 years old	1 370	205	647	873	262	97	31	489	3 974
6 years old	1 763	265	1 667	976	307	177	37	585	5 777
7 years old	1 770	316	1 624	884	328	229	57	622	5 830
8 years old	1 637	307	1 701	998	328	190	61	644	5 866
Non-Indigenous male									
5 years old	34 457	21 220	9 541	12 171	8 879	1 646	1 689	889	90 478
6 years old	43 154	32 296	24 364	12 844	9 594	3 112	2 139	1 034	128 537
7 years old	44 248	33 363	25 794	12 935	9 839	3 189	2 355	1 089	132 812
8 years old	44 443	33 539	25 739	13 010	9 743	3 330	2 229	985	133 018
Indigenous female									
5 years old	1 401	249	669	785	290	80	36	491	4 001
6 years old	1 609	287	1 562	875	308	169	41	572	5 423
7 years old	1 631	335	1 613	902	330	182	47	608	5 648
8 years old	1 629	253	1 554	856	282	215	36	597	5 422
Non-Indigenous female									
5 years old	34 889	21 809	10 365	11 468	8 614	1 685	1 700	895	91 425
6 years old	41 184	30 469	23 633	11 814	9 100	3 003	2 078	966	122 247
7 years old	42 242	31 361	24 208	12 271	9 228	3 078	2 155	945	125 488
8 years old	42 014	31 647	24 389	12 314	9 338	2 958	2 258	968	125 886

Source: ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0, Canberra (unpublished).

Table 6A.2.1

Table 6A.2.1 **Years of schooling and level of participation: Reading, 2001(a)**

State or Territory	Average age at time of testing (b)		Years at school (c)		Per cent of students assessed (d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	8yrs,9mths	10yrs,9mths	3yrs,7mths	5yrs,7mths	94.3	94.3
Victoria	9yrs,0mths	10yrs,11mth	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
Australia	..	..	..	..	92.9	93.3

(a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.1 and 7.1.1 for the percentage of year 3 and 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/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 (unpublished).

Table 6A.2.2

Table 6A.2.2 **Participation by school sector: Reading, 2001 (per cent)(a)**

State or Territory	Percentage of assessed government school students (b)		Percentage of assessed non-government school students (c)		Proportion of 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	94.0	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
Australia	92.8	93.1	93.3	93.8	72.6	71.8	27.4	28.2

- (a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.1 and 7.1.1 for the percentage of year 3 and 5 students achieving the reading benchmark.
- (b) 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*.
- (c) 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*.
- (d) The percentage of assessed government school students compared with all assessed students.
- (e) The percentage of assessed non-government school students compared with all assessed students.

Source: MCEETYA (unpublished).

Table 6A.2.3

Table 6A.2.3 **Exemptions, absences and participation of equity groups: Reading, 2001(a)**

State or Territory	Percentage of students exempted from testing (b)		Percentage of students absent or withdrawn (c)		Percentage of assessed students			
	Year 3	Year 5	Year 3	Year 5	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
Australia	1.5	1.2	6.7	6.4	3.7	3.7	16.9	16.4

- (a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.1 and 7.1.1 for the percentage of year 3 and 5 students achieving the reading benchmark.
- (b) The percentage of students who were exempted from the testing program in the relevant state or territory. 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.
- (c) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant state or territory. 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.
- (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 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.
- (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 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 (unpublished).

Table 6A.2.4

Table 6A.2.4 **Proportion of year 3 Indigenous students who achieved the reading benchmark (per cent)(a), (b)**

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

(a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress.

(b) 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).

Table 6A.2.5

Table 6A.2.5 **Years of schooling and level of participation: Writing, 2001(a)**

State or Territory	Average age at time of testing (b)		Years at school (c)		Per cent of students assessed (d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	8yrs,9mths	10yrs,9mths	3yrs,7mths	5yrs,7mths	91.2	91.2
Victoria	9yrs,0mths	10yrs,11mth	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
Australia	..	..	..	..	91.6	91.7

(a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.2 and 7.1.2 for the percentage of year 3 and 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/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 (unpublished).

Table 6A.2.6

Table 6A.2.6 **Participation by school sector: Writing, 2001(a)**

State or Territory	Percentage of assessed government school students (b)		Percentage of assessed non-government school students (c)		Proportion of 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	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
Australia	91.9	92.0	90.8	90.8	73.0	72.2	27.0	27.8

- (a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.2 and 7.1.2 for the percentage of year 3 and 5 students achieving the writing benchmark.
- (b) 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*.
- (c) 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*.
- (d) The percentage of assessed government school students compared with all assessed students.
- (e) The percentage of assessed non-government school students compared with all assessed students.

Source: MCEETYA (unpublished).

Table 6A.2.7

Table 6A.2.7 **Exemptions, absences and participation of equity groups: Writing, 2001(a)**

State or Territory	Percentage of students exempted from testing (b)		Percentage of students absent or withdrawn (c)		Percentage of assessed students			
	Year 3	Year 5	Year 3	Year 5	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
Australia	1.5	1.3	8.0	7.9	3.6	3.6	16.4	16.1

- (a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.2 and 7.1.2 for the percentage of year 3 and 5 students achieving the writing benchmark.
- (b) The percentage of students who were exempted from the testing program in the relevant state or territory. 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.
- (c) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant state or territory. 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.
- (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 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.
- (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 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 (unpublished).

Table 6A.2.8

Table 6A.2.8

Proportion of year 3 students who achieved the writing benchmark, 1999 (per cent)(a)

<i>State/Territory</i> <i>1. Average age (b)</i> <i>2. Yrs of schooling (c)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (d)</i>	<i>LBOTE students (d)</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). Table 6A.2.10 contains more information.

(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. Table 6A.2.12 contains more information.

(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.2.9

Table 6A.2.9

Proportion of year 3 students who achieved the writing benchmark, 2000 (per cent)(a)

<i>State/Territory</i> 1. <i>Average age (b)</i> 2. <i>Yrs of schooling (c)</i>	<i>All students</i>	<i>Male Students</i>	<i>Female students</i>	<i>Indigenous students (d)</i>	<i>LBOTE students (d)</i>
NSW					
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					
Victoria (e)					
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					
Queensland (f)					
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					
WA					
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					
SA					
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					
Tasmania					
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					
ACT					
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					
NT					
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					
Australia	90.0 ± 2.6	87.4 ± 3.5	92.6 ± 2.2	65.0 ± 5.4	88.0 ± 3.2

(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). Table 6A.2.10 contains more information.

(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. Table 6A.2.12 contains more information.

(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.2.10

Table 6A.2.10 **Years of schooling and level of participation: Writing, year 3, 1999, 2000(a)**

State or Territory	Average age at time of testing (b)		Years at school (c)		Per cent of students assessed (d)	
	1999	2000	1999	2000	1999	2000
NSW	8yrs,9mths	8yrs,9mths	3yrs,7mths	3yrs,7mths	47.3	65.4
Victoria	8yrs,11mths	8yrs,11mths	3yrs,7mths	3yrs,7mths	89.8	89.6
Queensland (e)	8yrs,3mths	8yrs,4mths	2yrs,8mths	2yrs,8mths	8.8	8.7
WA	8yrs,2mths	8yrs,2mths	2yrs,7mths	2yrs,7mths	88.4	90.0
SA	na	8yrs,6mths	na	na	na	na
Tasmania	9yrs, 0mths	9yrs,1mth	3yrs,7mths	3yrs,8mths	93.0	94.7
ACT	8yrs,8mths	8yrs,8mths	3yrs,6mths	3yrs,6mths	63.2	60.0
NT	8yrs,8mths	8yrs,8mths	3yrs,3mths	3yrs,3mths	77.4	79.6
Australia	..	..	..	..	67.8	73.7

(a) See tables 6A.2.8 and 6A.2.9 for the percentage of year 3 students who achieved 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, 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*.

(e) 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.

.. Not applicable. na Not available.

Source: MCEETYA (unpublished).

Table 6A.2.11

Table 6A.2.11 **Participation by school sector: Writing, year 3, 1999, 2000(a)**

State or Territory	Percentage of assessed government school students (b)		Percentage of assessed non-government school students (c)		Proportion of assessed students (per cent)			
					Government school students (d)		Non-government school students (e)	
	1999	2000	1999	2000	1999	2000	1999	2000
NSW	59.7	66.8	13.9	61.6	92.0	74.6	8.0	25.4
Victoria	88.1	88.2	94.1	93.0	70.2	70.1	29.8	29.9
Queensland (f)	8.9	8.7	8.2	8.7	77.9	76.6	21.1	23.4
WA	90.9	89.9	80.5	90.3	78.2	75.7	21.8	24.3
SA	na	50.2	na	36.7	na	78.1	na	21.9
Tasmania	96.5	95.0	81.3	93.4	80.0	79.0	20.0	21.0
ACT	94.4	89.2	0.0	0.0	100.0	100.0	0.0	0.0
NT	75.8	78.1	84.0	85.9	78.0	79.4	22.0	20.6
Australia	59.4	62.2	44.0	60.7	79.3	74.1	20.7	26.0

(a) See tables 6A.2.8 and 6A.2.9 for the percentage of year 3 students who achieved the writing benchmark.

(b) 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*.

(c) 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*.

(d) The percentage of assessed government school students compared with all assessed students.

(e) The percentage of assessed non-government school students compared with all assessed students.

(f) 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).

Table 6A.2.12

Table 6A.2.12 **Exemptions, absences and participation of equity groups: Writing, year 3, 1999, 2000(a)**

State or Territory	Percentage of students exempted from testing (b)		Percentage of students absent or withdrawn (c)		Percentage of assessed students			
	1999	2000	1999	2000	Indigenous students (d)		LBOTE students (e)	
	1999	2000	1999	2000	1999	2000	1999	2000
NSW (f)	0.7	0.8	52.7	34.6	1.9	2.4	10.6	15.6
Victoria	na	na	10.8	10.7	0.6	0.7	13.7	13.5
Queensland (g)	0.1	0.1	0.2	0.3	0.6	0.7	0.5	0.6
WA	0.5	1.0	11.6	10.0	5.0	4.7	13.8	13.3
SA	na	1.1	na	3.6	na	1.4	na	6.2
Tasmania	0.5	0.9	7.0	5.3	5.1	5.3	1.3	3.0
ACT	0.9	2.2	2.8	5.1	1.3	1.2	5.0	5.4
NT	10.2	7.1	8.8	5.5	22.7	22.7	16.0	27.5
Australia	2.1	0.8	29.9	19.6	2.3	2.1	11.6	13.0

- (a) See tables 6A.2.8 and 6A.2.9 for the percentage of year 3 students who achieved the writing benchmark.
- (b) The percentage of students who were exempted from the testing program in the relevant state or territory. 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.
- (c) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant state or territory. 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.
- (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 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.
- (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 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.

Table 6A.2.12

- (f) In 1999 and 2000 the Writing tests in NSW were voluntary. This accounts for the unusually high percentage of NSW students absent or withdrawn.
- (g) 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.

na Not available.

Source: MCEETYA (unpublished).

Table 6A.2.13

Table 6A.2.13 **Proportion of year 3 Indigenous students who achieved the writing benchmark (per cent)(a), (b)**

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

(a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress.

(b) 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).

Table 6A.2.14

Table 6A.2.14 **Years of schooling and level of participation: Numeracy, 2001(a)**

State or Territory	Average age at time of testing (b)		Years at school (c)		Per cent of students assessed (d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
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
Australia	..	..	..	..	93.3	93.9

(a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.3 and 7.1.3 for the percentage of year 3 and 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/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 (unpublished).

Table 6A.2.15

Table 6A.2.15 **Participation by school sector: Numeracy, 2001 (per cent)(a)**

State or Territory	Percentage of assessed government school students (b)		Percentage of assessed non-government school students (c)		Proportion of 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
Australia	93.1	93.8	93.7	94.4	72.6	71.8	27.4	28.2

- (a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.3 and 7.1.3 for the percentage of year 3 and 5 students achieving the numeracy benchmark.
- (b) 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*.
- (c) 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*.
- (d) The percentage of assessed government school students compared with all assessed students.
- (e) The percentage of assessed non-government school students compared with all assessed students.

Source: MCEETYA (unpublished).

Table 6A.2.16

Table 6A.2.16 **Exemptions, absences and participation of equity groups: Numeracy, 2001(a)**

State or Territory	Percentage of students exempted from testing (b)		Percentage of students absent or withdrawn (c)		Percentage of assessed students			
	Year 3	Year 5	Year 3	Year 5	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
Australia	1.5	1.2	6.4	5.7	3.8	3.8	16.9	16.5

- (a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress. See tables 6.2.3 and 7.1.3 for the percentage of year 3 and 5 students achieving the numeracy benchmark.
- (b) The percentage of students who were exempted from the testing program in the relevant state or territory. 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.
- (c) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant state or territory. 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.
- (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 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.
- (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 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 (unpublished).

Table 6A.2.17

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

	2000	2001
Indigenous students	73.7 ± 7.1	80.2 ± 3.9
All Students	92.7 ± 2.0	93.9 ± 1.2

(a) Data for 2001 are provisional. The 2001 data are awaiting final clearance with quality assurance procedures still in progress.

(b) 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).

Table 6A.3.1

Table 6A.3.1 Total children in need of immediate treatment and the state of their dental health, 1999 (a), (b)

		Metropolitan		Regional		Remote		Australia	
	Unit	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Mean dmft score (for deciduous (infant) teeth)									
4 year olds	..	4.75	3.00	4.07	3.73	6.51	3.48	4.69	3.11
5 year olds	..	3.12	3.00	4.72	3.17	4.10	3.59	4.29	3.05
6 year olds	..	3.20	2.56	3.44	2.88	5.13	2.89	3.69	2.66
7 year olds	..	2.51	2.32	3.12	2.49	3.23	2.78	3.04	2.36
8 year olds	..	2.88	2.15	2.78	2.37	3.74	2.17	2.97	2.22
9 year olds	..	1.92	1.85	2.55	2.04	3.34	2.66	2.53	1.90
10 year olds	..	1.33	1.44	1.92	1.60	2.35	2.31	1.92	1.50
11 year olds	..	0.76	0.72	1.10	0.82	0.99	0.94	1.03	0.75
12 year olds	..	0.50	0.33	0.45	0.44	0.63	0.20	0.50	0.37
Mean DMFT score (for permanent (adult) teeth)									
4 year olds	..	—	—	—	0.01	—	—	—	0.01
5 year olds	..	—	0.03	—	0.01	—	0.02	—	0.02
6 year olds	..	0.17	0.13	0.28	0.11	0.31	0.09	0.26	0.13
7 year olds	..	0.44	0.30	0.35	0.25	0.30	0.18	0.37	0.28
8 year olds	..	0.32	0.38	0.83	0.33	0.63	0.11	0.67	0.36
9 year olds	..	0.58	0.52	0.84	0.47	1.21	0.51	0.88	0.51
10 year olds	..	0.83	0.67	1.18	0.64	1.14	1.00	1.18	0.67
11 year olds	..	1.31	0.96	1.45	0.86	1.34	1.14	1.39	0.93
12 year olds	..	0.92	1.36	1.17	1.13	2.68	0.76	1.48	1.28
Number of children with five or more decayed teeth									
4 year olds	no.	2.8	224.7	11.4	69.0	9.6	2.8	24.2	301.9
5 year olds	no.	1.5	140.4	8.3	48.9	1.4	2.4	11.5	192.9
6 year olds	no.	2.3	95.7	6.6	58.3	3.6	0.8	12.7	156.2
7 year olds	no.	0.9	113.2	4.6	34.7	1.0	0.6	6.7	150.5
8 year olds	no.	1.3	91.0	2.8	41.3	1.5	—	5.7	135.1

Table 6A.3.1

Table 6A.3.1 Total children in need of immediate treatment and the state of their dental health, 1999 (a), (b)

	<i>Unit</i>	<i>Metropolitan</i>		<i>Regional</i>		<i>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>Indigenous</i>	<i>Non-Indigenous</i>
9 year olds	no.	1.0	74.8	4.0	19.4	2.5	0.2	7.4	95.8
10 year olds	no.	1.4	41.0	1.7	15.8	3.1	1.2	6.8	60.5
11 year olds	no.	0.3	25.0	2.1	7.7	0.6	0.3	2.9	32.5
12 year olds	no.	–	30.9	0.6	10.5	1.6	–	2.2	41.3
<i>Proportion of children with five or more decayed teeth</i>									
4 year olds	%	25.0	19.3	28.6	30.8	73.7	16.4	37.3	21.1
5 year olds	%	19.1	17.4	41.5	15.2	35.7	26.8	35.9	16.8
6 year olds	%	22.9	11.5	20.0	13.2	45.6	8.7	24.9	12.0
7 year olds	%	10.9	9.5	16.9	7.7	25.9	5.3	17.3	9.0
8 year olds	%	8.5	8.2	7.9	7.7	16.5	–	9.7	8.0
9 year olds	%	8.8	6.1	18.1	4.3	27.6	1.9	17.5	5.6
10 year olds	%	12.0	4.3	7.9	3.5	23.9	9.6	13.8	4.2
11 year olds	%	3.4	2.6	10.3	2.1	7.9	2.4	8.2	2.4
12 year olds	%	–	3.9	3.4	2.6	17.4	–	6.0	3.4

(a) Data weighted within and between States/Territories;

(b) Data available only for NSW, Qld, SA, Tasmania and the NT.

– Nil or rounded to zero. .. Not applicable.

Source: Australian Institute of Health and Welfare (unpublished).